

SECTION 5 CURRICULUM AND INSTRUCTION

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CURRICULUM AND INSTRUCTION

5.1—EDUCATIONAL PHILOSOPHY

Jonesboro Public Schools is committed to providing every child with the necessary skills and capabilities for success in the 21st Century. Educational decisions in the Jonesboro District reflect valid analyses of current data and scientifically-based research. The district's broad curriculum is engaging, challenging, differentiated, and relevant to today's world and future educational pursuits. We encourage every child in the pursuit of worthwhile interests and abilities. Collaborative planning and mutual accountability, permeate all phases of the educational process to insure the success of every child. Within a functional, safe environment, we promote wholesome attitudes essential to the development of good citizens. Every staff member, child, and parent has a personal responsibility to promote the educational goals that have been determined by the schools and community. **Above all, excellence is our standard—not our goal—for every child.**

The Jonesboro School District assumes the responsibility of providing students attending its schools a high quality education that challenges each student to achieve their maximum potential. The District shall endeavor to create the environment within the schools necessary for every student to find success. The Jonesboro Public Schools will strive to develop the following goals within all students:

1. Develop a desire for learning now and in the future.
2. Develop person responsibility and sound ethical behavior.
3. Develop skills in the processes of group relationships.
4. Promote understanding, tolerance, and acceptance of ethnic, cultural, religious, and person differences.
5. Develop knowledge and understanding of democratic ideas and ideals.
6. Use multiple resources to find, examine, organize and use information.
7. Develop skills in literacy, natural sciences, mathematics, and social sciences.
8. Develop skills to enhance workplace productivity and career options.
9. Develop creative self-expression through various media.
10. Develop an understanding of and capacity for maintaining good physical health and well-being.

Date Adopted: March 11, 2008

Last Revised:

5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT

Each school in the district, in collaboration with administrators, teachers, other school staff, parents, the community, and students, shall develop a school-level improvement plan (SLIP) to:

- Establish goals or anticipated outcomes based on an analysis of students' needs;
- Identify student supports and evidence-based interventions and practices to be implemented;
- Describe the professional learning necessary for adults to deliver the supports or interventions;
- Describe the implementation timeline for monitoring of the interventions and practices for effectiveness;
- Describe the timeline and procedures for evaluation of the interventions and practices for effectiveness; and
- Evaluate and modify a parent, family, and community engagement plan.

Each SLIP shall include a literacy plan that includes a curriculum program and a professional development program that is aligned with the District's literacy needs and is based on the science of reading.

Some of the data that shall be considered when developing the SLIP includes, but is not limited to:

- Statewide assessment results;
- Interim assessment results;
- Similarly situated school's SLIPs; and
- Evaluation(s), including staff, student, and community feedback, of the existing SLIP.

The SLIP is to be reviewed on an ongoing basis with reports to the board on the implementation progress of the SLIP throughout the year of implementation. By May 1 of each year, the SLIP to be implemented in the upcoming school year shall be presented to the District Board of Directors for review and approval. The District will post the District's SLIP(s) to the District's website under State-Required Information by August 1 of each year.

The district shall develop, with appropriate staff; school board members; and community input, a school district support plan (SDSP). The SDSP, in coordination with the District's SLIPs, shall

- Specify the support the District will provide to the District's schools;
- Collaboratively establish priorities regarding goals or anticipated outcomes with the District's schools, including feeder schools;
- Identify resources to support the established priorities;
- Describe the time and pace of providing support and monitoring for the established priorities;
- Describe the measures for analyzing and evaluating that the District support was effective in improving the school performance;
- Establish, evaluate, and update a parent, family, and community engagement plan; and
- Direct the use of Enhanced Student Achievement funding for strategies to close gaps in academic achievement.

If the District's data reflects a disproportionality in equitable access to qualified and effective teachers and administrators, the District shall develop and implement strategies to provide equitable access as part of the SDSP.

If forty percent (40%) or more of the District’s students scored “in need of support” on the prior year’s statewide assessment for reading, the District shall develop a literacy plan as part of the SDSP that includes:

- Goals for improving reading achievement throughout the District; and
- Information regarding the prioritization of funding, including without limitation, Enhanced Student Achievement funding, for strategies to improve reading achievement throughout the District.

The District shall post the District’s SDSP to the District’s website under State-Required Information, including any updates to the District’s SDSP.

The District’s Board of Directors shall hold a meeting annually to provide a report that systematically explains the District’s policies, programs, and goals to the community. The District’s report shall detail the progress of the District and the District’s schools toward accomplishing program goals, accreditation standards, and proposals to correct any deficiencies. The report shall be made available to the public, including by posting a copy on the District’s website under State-Required Information no later than ten (10) days following the meeting, with the most recent annual report posted by August 1 of each year. The meeting shall provide parents and other members of the community the opportunity to ask questions and make suggestions concerning the District’s program.

Legal References: A.C.A. § 6-15-2914
 DESE Rules Governing the Arkansas Educational Support and Accountability Act
 DESE Rules Governing Parental Involvement Plans and Family and Community Engagement
 DESE Rules Governing Documents Posted to School District and Education Service Cooperative Websites
 Standards for Accreditation 1-B.4, 3-B.1, 3-B.2, 3-B.2.1, 5-A.1
 Commissioner’s Memo COM-20-021

Date Adopted: March 11, 2008

Last Revised: May 10, 2016

 July 10, 2018

 June 25, 2019

 June 9, 2020

 July 14, 2020

 June 14, 2022

5.3—CURRICULUM DEVELOPMENT

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

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

Each school shall review each curriculum area annually to address the continued relevancy, adequacy, and cost effectiveness of individual courses and instructional programs and to ensure each area is aligned with the current curriculum frameworks and course content standards approved by the State Board of Education. 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.

The District shall not purchase curriculum for the District's reading program that is not from the list of curricula approved by the Division of Elementary and Secondary Education unless the District has received prior approval of the curriculum from DESE. In order to receive approval of the curriculum from DESE, the District must submit to DESE the District's rationale for choosing the alternative curriculum program and evidence-based research regarding the alternative curriculum program.

A.C.A. § 6-17-429(i)(3) prohibits the use of a program of instruction or intervention for students in kindergarten through grade two (K-2) that utilizes:

- The three-cueing system model of reading;
- Visual memory as the primary basis for teaching word recognition; or
- The three-cueing system model of reading based on meaning, structure and syntax, and visual (MSV).

Legal References: Standards For Accreditation 1-A.1, 1-A.4
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)
A.C.A. § 6-15-2906
A.C.A. § 6-17-429

Date Adopted: March 11, 2008
Last Revised: July 10, 2018
June 25, 2019
June 9, 2020
June 8, 2021

5.5—SELECTION/INSPECTION OF INSTRUCTIONAL MATERIALS

Definitions

"Curriculum" means: the sequences of public school student learning expectations, pacing, materials, and resources that are used to teach the Arkansas academic standards and the processes for evaluating mastery of the Arkansas academic standards at particular points in time throughout the kindergarten through grade twelve (K-12) educational program.

"Gender identity" means the same as is used in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, which defines it as a category of social identity and refers to an individual's identification as male, female, or, occasionally, some category other than male or female.

"Instructional material" means instructional content that is provided to a public school student, regardless of its format, that includes without limitation printed or representational materials, audio-visual materials, and materials in electronic or digital format, such as materials accessible through the internet; however, Instructional material does not include academic tests or academic assessments.

"Sexual orientation" means an individual's actual or perceived orientation as heterosexual, homosexual, or bisexual.

The use of instructional materials, including classroom events or activities associated with classroom instruction, 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 building principal prior to putting the materials into use.

All instructional materials, including classroom events or activities associated with classroom instruction, used as part of the educational curriculum of a student shall be available for inspection by the parents or guardians of the student.

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.

In addition to all other inspection rights under this policy, the following shall be made available for inspection regardless of whether any of the listed items are offered as part of a sex education class or program or as part of any other class, activity, or program:

- a. Curricula;
- b. Materials;
- c. Tests;
- d. Surveys;
- e. Questionnaires;
- f. Activities; and

g. Instruction of any kind.

Except when directly related to a requirement under the Arkansas academic standards; a District employee responding to questions posed by students during class regarding sex education, sexual orientation, or gender identity as it relates to a topic of instruction; or a District employee refers to the sexual orientation or gender identity of a historical person, group, or public figure when such information provides necessary context in relation to a topic of instruction, the District shall provide written notification to parents and legal guardians of their ability to exercise their rights under this policy to review items A-G above or to challenge and/or opt their student out of items under A-G above as permitted under Policy 5.6. The District's notification method shall ensure that the District receives a confirmation of the written notification receipt from parents and legal guardians.

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

This policy is to be developed in conjunction with parents.

Legal References: 20 USC § 1232h
 A.C.A § 6-15-1005
 A.C.A § 6-16-152

Date Adopted: March 11, 2008
Last Revised: June 8, 2021

5.6—CHALLENGE TO INSTRUCTIONAL/SUPPLEMENTAL MATERIALS

Definitions

"Curriculum" means: the sequences of public school student learning expectations, pacing, materials, and resources that are used to teach the Arkansas academic standards and the processes for evaluating mastery of the Arkansas academic standards at particular points in time throughout the kindergarten through grade twelve (K-12) educational program.

"Gender identity" means the same as is used in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, which defines it as a category of social identity and refers to an individual's identification as male, female, or, occasionally, some category other than male or female.

"Instructional material" means instructional content that is provided to a public school student, regardless of its format, that includes without limitation printed or representational materials, audio-visual materials, and materials in electronic or digital format, such as materials accessible through the internet; however, Instructional material does not include academic tests or academic assessments.

"Sexual orientation" means an individual's actual or perceived orientation as heterosexual, homosexual, or bisexual.

Instructional and supplemental materials, including classroom events or activities associated with classroom instruction, 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, including classroom events or activities associated with classroom instruction, 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 Assistant Superintendent.

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 Assistant Superintendent where the individual shall present the same Challenge to Instructional Material form previously presented to the principal. The Assistant 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 Assistant Superintendent shall have five (5) working days to write a summary of the concerns expressed by the individual and the Assistant Superintendent's response to those concerns. The Assistant Superintendent shall create a file of his/her response along with a copy of the principal's response and a copy of the contesting individual's Challenge to Instructional Material form.

If, after meeting with the Assistant Superintendent, the contesting individual is not satisfied with the Assistant Superintendent's response regarding the appropriateness of the instructional or supplemental material, he/she may request a review of the documentation by the Superintendent as the appeal process. If he/she is not satisfied by the Superintendent's response, 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 if the instructional and supplemental materials, including classroom events or activities associated with classroom instruction, are:

- a. Misleading;
- b. Factually inaccurate; or
- c. Otherwise inappropriate for the intended educational use.

In addition to the notification requirements under Policy 5.5 and all other challenge rights under this policy, parents and legal guardians may opt their students out of any of the following by submission of form 5.6F2 regardless of whether any of the listed items are offered as part of a sex education class or program or as part of any other class, activity, or program except when the item is directly related to a requirement under the Arkansas academic standards; a District employee responding to questions posed by students during class regarding sex education, sexual orientation, or gender identity as it relates to a topic of instruction; or a District employee referring to the sexual orientation or gender identity of a historical person, group, or public figure when such information provides necessary context in relation to a topic of instruction:

- a. Curricula;
- b. Materials;
- c. Tests;
- d. Surveys;
- e. Questionnaires;
- f. Activities; and
- g. Instruction of any kind.

Students who are excused under this policy from participating in any or all portions of items A-G above shall not be penalized for grading purposes if the student satisfactorily performs alternative lessons related to health.

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

This policy is to be developed in conjunction with parents.

Legal References: 20 USCS 1232h
A.C.A § 6-15-1005
A.C.A § 6-16-152

Date Adopted: March 11, 2008
Last Revised: August 12, 2008
June 11, 2009
June 8, 2011

5.6F—REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL OR SUPPLEMENTAL MATERIALS, EVENTS, AND ACTIVITIES

Name: _____

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

Instructional material, event, or activity being contested:

Reasons for contesting the material, event, or activity (be specific):

What is your proposed resolution?

Signature of receiving principal _____

Signature of Assistant Superintendent _____

Signature of Superintendent _____

Date Adopted: March 11, 2008

Last Revised: June 8, 2011

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

Parent's Name: _____

Student's Name: _____

I have reviewed the list of curricula, materials, tests, surveys, questionnaires, activities, and instruction of any kind regarding sex ed, sexual orientation, or gender identity and wish for my student to be excused from the following regarding sex ed, sexual orientation, or gender identity:

I understand that I may not opt my student out of curricula, materials, tests, surveys, questionnaires, activities, and instruction of any kind related to sex ed, sexual orientation, or gender identity if the curriculum, material, test, survey, questionnaire, activity, or instruction of any kind is directly related to a requirement under the Arkansas academic standards; a District employee responding to questions posed by students during class regarding sex education, sexual orientation, or gender identity as it relates to a topic of instruction; or a District employee refers to the sexual orientation or gender identity of a historical person, group, or public figure when such information provides necessary context in relation to a topic of instruction.

I understand that in order for my excused student to not be penalized for grading purposes due to my student being excused from the above instruction, instructional materials, events, or activities that my student must satisfactorily perform alternative lessons related to health.

Parent's Signature: _____ Date: _____

Date Adopted: June 8, 2021
Last Revised:

5.7—SELECTION OF LIBRARY/MEDIA CENTER MATERIALS

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

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

Selection Criteria

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

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

Retention and Continuous Evaluation

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

Gifts

Gifts to the media centers shall be evaluated to determine their appropriateness before they are placed in any media center. The evaluation shall use the same criteria as for all other materials considered for inclusion in the media centers. Any items determined to be unacceptable shall be returned to the donor or disposed of at the discretion of the media specialist. The media centers shall have a list of desired items to give to prospective donors to aid them in their selection of materials to donate.

Challenges:

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

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

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

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

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

If the decision is to not remove the material, the complainant may appeal the committee's decision to the district Board of Directors by filing a written appeal to the Superintendent within 5 working days of the committee's decision or of written receipt of the decision. The Superintendent shall present the original complaint and the committee's decision along with the summary of its reasons for its position plus a recommendation of the administration, if so desired, to the Board within 15 days of the committee's decision. The Board shall review the material submitted to them by the Superintendent and make a decision within thirty (30) days of receipt of the information. The Board's decision is final.

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

Date Adopted: March 11, 2008
Last Revised: August 12, 2008

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

Name: _____ Date submitted: _____

Media Center material being contested:

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

What is your proposed resolution?

Signature of receiving principal _____

Signature of Superintendent (if appealed) _____

Date Adopted: March 11, 2008

Last Revised:

5.8—USE OF COPYRIGHTED MATERIALS

Use of Copyrighted Work in Face-to-Face Classroom

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

Use of Copyrighted Works in Digital Transmissions

Definitions

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

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

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

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

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

The District 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;
 - 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.

Exclusions:

- 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; and/or
 - Webpage for the particular class session.

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:

1. The amount converted is only the amount allowed by law; **and**
2. The District has no digital copy of the copyrighted work available; **or**
3. 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: March 11, 2008
Last Revised: June 13, 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: March 11, 2008

Last Revised:

5.10—RELIGION IN THE SCHOOLS

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

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

Discussions concerning religious concepts, practices, or disciplines are permissible when presented in a secular context in their relation to an inclusive study of religion or to the study of a particular region or country. The discussions shall be such that they are objective and academically informational and do not advocate nor denigrate 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 Framework material than if the material is required by the Frameworks.

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

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

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

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

*Legal Reference: A.C.A. § 6-10-115

Date Adopted: March 11, 2008

Last Revised: June 11, 2012

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.

"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.

“Public School Student Accessing Courses at a Distance” means a student who is scheduled for a full course load through the District and attends all classes virtually.

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 Division of Elementary and Secondary Education (DESE). 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 DESE.

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.

A student may request to take any or all of his/her scheduled courses digitally. The student's attendance in the student's digital course(s) shall be determined in accordance with Policy 4.7 - ABSENCES.

The District shall provide 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 building 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 building 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: 4.7 -ABENCES
 4.45—SMART CORE CURRICULUM AND GRADUATION
 5.8—USE OF COPYRIGHTED MATERIALS

Legal References: A.C.A. § 6-16-1401 et seq.
 A.C.A. § 6-18-213
 A.C.A. § 6-28-109
 DESE RULES GOVERNING DISTANCE AND DIGITAL LEARNING

Date Adopted: April 28, 2014

Last Revised: May 10, 2016

 July 14, 2020

 June 8, 2021

5.13—REMEDICATION PROGRAMS

The Jonesboro School District shall offer remediation programs during the school year to those students not performing at grade level.

Legal Reference: A.C.A. § 6-16-704

Date Adopted: March 11, 2008

Last Revised:

5.14—HOMEWORK

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

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

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

Date Adopted: March 11, 2008

Last Revised:

5.15—GRADING

Parents, legal guardians, persons having lawful control of a student, or persons standing in loco parentis shall be kept informed concerning the progress of their student. Parent-teacher conferences will be scheduled two times per year. Parent-teacher conferences are encouraged and may be requested by parents, guardians, persons having lawful control of a student, persons in loco parentis, or teachers. If the progress of a student is unsatisfactory in a subject, the teacher shall attempt to schedule a parent-teacher conference. In the conference, the teacher shall explain the reasons for difficulties and shall develop, cooperatively with the parents, a plan for remediation which may enhance the probability of the student succeeding. The school shall also send timely progress reports and issue grades for each nine- (9) 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; or
3. The child's attendance at court-ordered counseling or treatment.

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

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69-60

F = 59 and below

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

A = 4 points

B = 3 points

C = 2 points

D = 1 point

F = 0 points

The grade point values for Advanced Placement (AP), approved courses for weighted credit, International Baccalaureate (IB), and approved honor courses shall be (1) one point greater than for regular courses with the exception that an F shall still be worth zero (0) points.

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

For example: The grading period had forty (40) days. A student transferred in with a grade of eighty-three percent (83%) earned in ten (10) days at the previous school. The student had a grade of seventy-five percent (75%) in our district's school earned in the remaining thirty (30) days of the grading period. Ten (10) days is twenty-five 25% of 40 days while thirty (30) days is seventy-five percent (75%) of forty (40) days. Thus the final grade would be $(0.25 \times 83) + (0.75 \times 75) = 77\%$.

Legal References: A.C.A. § 6-15-902
 A.C.A. § 9-28-113(f)
 Standards For Accreditation 5-A.1
 Division of Elementary and Secondary Education Rules Governing Grading
 and Course Credit

Date Adopted: March 11, 2008
Revised: June 11, 2009
Last Revised: April 12, 2011
 June 12, 2012
 May 10, 2016
 June 25, 2019
 July 14, 2020

5.17—HONOR ROLL AND HONOR GRADUATES

ACADEMIC RECOGNITION

Students in grades K-6 who maintain all A's and B's for the grading period will be recognized for their academic achievement.

Students in grades 7-12 who maintain a 3.0 or higher and have all A's and B's for the grading period will be recognized for their academic achievement.

HONOR GRADUATES

Students who have successfully completed the Smart Core curriculum and two years of the same foreign language and have a cumulative GPA of 3.5 or higher will be designated as honor students. The GPA shall be derived from courses taken in public schools in grades nine (9) through twelve (12). An Honor graduate candidate must have exhibited appropriate student conduct (alternative school placement or receive suspension longer than 5 days).

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.

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

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

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

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

VALEDICTORIAN AND SALUTATORIAN

Beginning with the 2016-17 school year, in order for a student to be eligible for the honor positions of Valedictorian and Salutatorian, he/she must have taken zero (0) non-credited classes (i.e: study hall, office assistant, library assistant, etc.) and must carry a full load of courses. The exception to this will be the "student activity" period required for band students and for student athletics as a scheduled period during the day. This will take effect in the 2016-17 school year and will not be retroactive to a current student's prior academic years before 2016-17. In the case of a GPA tie with any students that meet all qualifications for Valedictorian or Salutatorian, the students' numeric average (cumulative from all courses taken in the 9th, 10th, 11th, and 12th grades) will be calculated using the numeric score received in each course, not the letter grade received, to determine the highest average.

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

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

Legal References: A.C.A. § 6-18-101 (a) (1)
 A.C.A. § 6-18-101 (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 March 11, 2008
Last Revised: June 14, 2011
 June 13, 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 Chapter Five: Delegation of Nursing Care.

Annually, the information reported in the Division of Elementary and Secondary Education health Services Survey shall be provided to the Board.

| | |
|---------------|----------------|
| Date Adopted: | March 11, 2008 |
| Last Revised: | June 25, 2019 |
| | June 8, 2021 |

5.20—DISTRICT WEBSITE

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

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

1. All pages on the District's web site may contain advertising and links only to educational sources.
2. The District's home page shall contain links to existing individual school's web pages and the school home pages shall link back to the District's home page. The District's home page may also include links to educational extracurricular organization's web pages which shall also link back to the District's home page.
3. Photos along with the student's name shall only be posted on web pages after receiving written permission from the student's parents or the student if the student is over the age of eighteen (18).
4. The District's web server or off-site via a contracted vendor shall host the Jonesboro District's website.
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 Jonesboro School District.
9. The District shall include the following information on its website through a link located on the District's homepage titled "State Required Information":
 - 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 ensuring 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. The annual School Performance Report;
- m. School-Level Improvement Plans;
- n. The School District Support Plan;
- o. Student discipline policies;
- p. Comprehensive School Counseling Plan;
- q. The District financial policies;
- r. Student handbooks;
- s. The Annual Report to the Public; and
- t. The parent, family, and community engagement plan.
- u. The immunization waiver report from Policy 4.57- Immunizations;
- v. School District Calendar;
- w. List of statutory, rule, or Standards for Accreditation waivers the District has received under A.C.A. § 6-15-103;
- x. The District's Teacher and Administrator Recruitment and Retention Plan

The information and data required for items A through K in 9 above shall be actual data for the previous two (2) school-years and the projected data for the current school-year.

Before July 15 of each year, the District shall post on its website the following information:

- The dyslexia intervention programs used during the previous school year that were specifically responsive to assisting students with dyslexia;
- The number of students during the previous school year who received dyslexia intervention; and
- The total number of students identified with dyslexia during the previous school year.

The District shall include the following information on its website that may be accessed through a link located on the District's homepage titled "Title IX/Sex Discrimination":

- Contact information for the District's Title IX Coordinator;
- A statement that any person may report sex discrimination, including sexual harassment, to the Title IX Coordinator in person or by using the mailing address, telephone number, or email address provided. A report may be made at any time, including during non-business hours, and may be on the individual's own behalf or on behalf of another individual who is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment;
- Copies of the District's sexual harassment policies;
- Copies of the District's Procedures governing the grievance and appeal process;
- The process for filing a formal complaint of sexual harassment; and

- Direct links to or copies of the materials used to train the District’s Title IX Coordinators, investigators, and decision-makers.

The District and school webmasters are responsible for ensuring all District webpages meet required standards to be accessible to individuals with disabilities.

Cross References: 3.26—LICENSED PERSONNEL SEXUAL HARASSMENT
4.27—STUDENT SEXUAL HARASSMENT
4.57—IMMUNIZATIONS
5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT
8.20—CLASSIFIED PERSONNEL SEXUAL HARASSMENT

Legal References: A.C.A. § 6-11-129
A.C.A. § 6-15-1402
A.C.A. § 6-15-2006
A.C.A. § 6-15-2101
A.C.A. § 6-15-2914
A.C.A. § 6-17-1901
A.C.A. § 6-18-702
A.C.A. § 6-18-2001 et seq.
A.C.A. § 6-41-606
A.C.A. § 6-41-611
DESE Rules Governing How to Meet the Needs of Children With Dyslexia
DESE Rules Governing the Arkansas Educational Support and Accountability Act
DESE Rules Governing Act 1240 Waivers
DESE Rules Governing Documents Posted to School District and Education Service Cooperative Websites
Standards For Accreditation 12.02.1, 1-B.2, 2-B.1, 2-H.2, 3-A.1, 3-A.2, 3-A.9, 3-B.1, 3-B.2.1, 5-A.1
20 U.S.C. § 1232 g
15 U.S.C. § 6501 (COPPA)
34 C.F.R. § 106.8
34 C.F.R. § 106.45

Date Adopted: March 11, 2008

Last Revised: May 11, 2015
June 12, 2017
May 8, 2018
July 10, 2018
June 25, 2019
July 14, 2020
June 8, 2021

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

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

Children's names are not generally included with photographs unless it is for individual recognition of some award. 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 website.

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—WEBSITE PRIVACY POLICY

The Jonesboro School District operates and maintains a web site for the purpose of informing the citizens of the district about its activities. The web site does not use “cookies” or ISP addresses to collect or retain personally identifying information about visitors 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: March 11, 2008

Last Revised: August 12, 2008

5.21—ADVANCED PLACEMENT, INTERNATIONAL BACCALAUREATE, AND HONORS COURSES

Students in grades 7-12 who take advanced placement (AP) courses, International Baccalaureate (IB) courses; honors or concurrent credit college courses; or other courses approved for weighted credit by the Division of Elementary and Secondary Education (DESE) 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 points

F = 0 points

For a student to be eligible to receive weighted credit for an AP, or IB course:

- The course must be taught by an Arkansas licensed teacher who has received the appropriate training required by Arkansas statute and DESE Rule or, for an AP teacher, is in the process of completing an Additional Training Plan; and
- The student takes the applicable AP or IB examination after completing the entire course. Credit shall be given for each grading period during the course of the year, but shall be retroactively removed from a student's grade for any course in which the student fails to take the applicable exam. Students who do not take the applicable exam shall receive the same numeric value for the grade he/she receives in the course as if it were a non-AP or IB course.

“Honors Courses” are those courses that have been approved by DESE as honors courses. Honors courses must stress higher order learning and be offered in addition to curriculum offerings required by the Standards for Accreditation.

Students who transfer into the district will be given weighted credit for the AP courses; IB courses; honors or concurrent credit college courses; and other courses approved by DESE for weighted credit that were taken for weighted credit at his/her previous school(s) according to the preceding scale.

Legal References: DESE Rules Governing Grading and Course Credit
A.C.A. § 6-15-902
A.C.A. § 6-16-806

Date Adopted: March 11, 2008
Last Revised: August 12, 2008

May 13, 2013
June 25, 2019
July 14, 2020

5.22—CONCURRENT CREDIT

A ninth (9th) through twelfth (12th) grade student who successfully completes a college course(s) from an institution approved by the Division of Elementary and Secondary Education (DESE) shall be given credit toward high school grades and graduation at the rate of one (1) high school credit for each three (3) semester hours of college credit.

As permitted by the DESE Rules Governing Grading and Course Credit, a student who takes a three (3) semester hour remedial/developmental education course shall receive a half (1/2) credit for a high school career focus elective. The remedial/developmental education course cannot be used to meet core subject area/unit requirements.

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

- The student;
- The student's parent(s) or legal guardian(s) if the 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 of higher education the student attends to take the concurrent credit courses.

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. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received at all or in a timely manner.

Students will retain credit earned through the concurrent credit program that was applied toward a course required for high school graduation from a previously attended, accredited, public school.

A student eligible to receive free or reduced price meals shall not be responsible for any of the costs for the student's first six (6) concurrent credit hours so long as the concurrent credit hours are taught on the District's grounds and by a teacher employed by the District. Any and all costs of concurrent credit courses beyond the six (6) hours permitted, that are not taught on the District's campus, or are not taught by a teacher employed by the District are the responsibility of the student. Students who are not eligible to receive free or reduced price meals are responsible for any and all costs associated with concurrent credit courses.

Legal Reference: A.C.A. § 6-15-902(c)(2)
 A.C.A. § 6-16-1201 et seq.
 DESE Rules Governing Grading and Course Credit

Date Adopted: March 11, 2008
Last Revised: July 9, 2013
 June 12, 2017
 June 25, 2019
 July 14, 2020

5.23—EQUIVALENCE BETWEEN SCHOOLS

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

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

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

Legal References: 20 USC § 6321(a),(b), and (c)

Date Adopted: March 11, 2008

Last Revised: July 10, 2018

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: March 11, 2008

Last Revised:

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 Jonesboro 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)

Date Adopted: March 11, 2008

Last Revised:

5.26—ALTERNATIVE LEARNING ENVIRONMENTS

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

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

The team is to be comprised of the following:

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

Students who are placed in the ALE shall generally exhibit at least two (2) of the following characteristics:

- 1) Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics;
- 2) Abuse: physical, mental, or sexual;
- 3) Frequent relocation of residency;
- 4) Homelessness;
- 5) Inadequate emotional support;
- 6) Mental/physical health problems;
- 7) Pregnancy;
- 8) Being a single parent;
- 9) Personal or family problems or situations;
- 10) Recurring absenteeism;
- 11) Dropping out from school;
- 12) Disruptive behavior; or
- 13) Transition to or from residential programs

In some circumstances, a single incident may result in an ALE placement. These situations must have approval from the central office.

Before or upon entry in the ALE, the ALE program shall assess the student in order to provide intervention services designed to address the student's specific educational and behavioral needs, with the focus for behavioral needs on long-term improvement of the student's ability to control the student's behavior.

Prior to a long term assignment to the ALE, intervention activities are encouraged. These interventions include but are not limited to: parent conference, behavior modification plans, counseling, school based mental health, classroom interventions, ect.

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

No later than five (5) school days after a student begins alternative education interventions, the Alternative Education Placement Team shall develop a signed agreement between the ALE; the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis (if they choose to participate); and the student, outlining the responsibility of the ALE; parent, legal guardian, person having lawful control of the student, or person standing in loco parentis; and the student to provide assurance that the plan for each student is successful.

No later than one (1) week after a student begins alternative education interventions, the Alternative Education Placement Team shall assess the student's current functioning abilities and all relevant social, emotional, academic, career, and behavioral information and develop an SAP outlining the intervention services to be provided. The SAP may be revised from time to time by the ALE placement team. The SAP shall contain at a minimum:

- A. A plan of intervention services to be provided to address the student's specific educational needs and, if appropriate, the student's behavioral needs;
- B. Goals and objectives necessary to achieve positive reintegration into the regular educational environment;
- C. Exit criteria on which to base a student's return to the regular educational environment;
- D. Documentation of the presence of the characteristics listed above that were the reason for the student's referral to the ALE program;
- E. Documentation of the specific ALE programing and supports that will address each identified characteristic or situation causing a barrier to the student's success; and
- F. A positive behavior or transitional plan 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 Division of Elementary and Secondary Education (DESE) Rules.

Legal References: A.C.A. § 6-20-2305(b)(2)
 A.C.A. § 6-48-101 et seq.
 DESE Rules Governing Student Special Needs Funding – 3.01, 4.00, and 8.0
 DESE Rules Governing Student Discipline and School Safety

Date Adopted: April 28, 2014
Last Revised: June 25, 2019

July 14, 2020
June 14, 2022

5.26.1—ALE PROGRAM EVALUATION

The ALE program shall be evaluated at least annually to determine its overall effectiveness at providing a non-punitive environment that is conducive to learning, that eliminates traditional barriers to learning, and at compliance with the Division of Elementary and Secondary Education Rules Governing Student Special Needs Funding. The evaluation shall specifically address how the use of ALE funds is in alignment with the district's school district support plan in addressing identified achievement gaps and student performance deficiencies.

Legal Reference: A.C.A. § 6-15-2914
 DESE Rules Governing Student Special Needs Funding

Date Adopted: March 11, 2008
Last Revised: July 10, 2018
 June 14, 2022

5.27—ENGLISH LANGUAGE LEARNERS

The district shall utilize the special needs funding it receives for identified English Language Learners (ELL) on activities, and materials listed in the DESE Rules Governing Student Special Needs Funding.

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 school district support plan in addressing identified achievement gaps and student performance deficiencies.

Students dominant in a language other than English shall generally be assigned to grade levels on an age-appropriate basis. A student shall not be assigned to a classroom in excess of two years below his/her age-appropriate level, except under unusual circumstances and after consultation with the assistant superintendent.

Legal References: A.C.A. § 6-15-2914
 A.C.A. § 6-20-2305(b)(3)
 DESE Rules Governing Student Special Needs Funding – 3.09, 5.00, and 8.00
 Standards For Accreditation 2-J.2

Date Adopted: March 11, 2008
Last Revised: July 10, 2018
 July 14, 2020
 June 8, 2021

5.28—ENHANCED STUDENT ACHIEVEMENT 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 Division of Elementary and Secondary Education (DESE) Rules Governing Student Special Needs Funding.

Using District specific data, the District shall conduct the DESE developed needs assessment to identify areas where Enhanced Student Achievement (ESA) funds need to be directed. The District shall develop a three-year plan for the use of the District's ESA funds. The District's plan shall:

- Describe the District's intended and implemented strategies to enhance student achievement;
- Describe how ESA funds will be used to support the strategies of the District as permitted by Arkansas law and DESE Rules;
- Include goals and measures of success for the areas where ESA funds will be directed;
- Specify the categories and types of expenditures the district intends to use to meet the needs that were identified through the needs assessment and supported by the District specific data, which may include without limitation: personnel, programs, materials, supplies, services, and equipment, which may include technology; and
- If the District uses ESA funds in areas not identified by the needs assessment or supported by the District's specific data, justification for the use of the ESA funds in these areas.

The District shall review the District's enhanced student achievement plan at least annually, which shall include a review of the progress of the implementation of the District's proposed strategies and the efficacy of the planned strategies. The District shall update the District's enhanced student achievement plan at least annually. Any amendments to the District's enhanced student achievement plan shall be submitted Along with the District's annual budget to DESE.

Legal References: A.C.A. § 6-15-2914
A.C.A. § 6-20-2305(b)(4)
DESE Rules Governing Student Special Needs Funding 3.12, 3.17, 3.18, 6.00,
and 8.00

Date Adopted: March 11, 2008
 Last Revised: July 10, 2018
 June 25, 2019
 July 14, 2020
 June 8, 2021
 June 14, 2022

5.29—WELLNESS POLICY

Preamble

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 (i.e. heart disease, high blood pressure, 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 student 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.

Jonesboro Public Schools (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have an opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

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

School Wellness Committee

Committee Role and Membership

The District will convene a district wellness committee that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy. The structure of the District Wellness Committee will represent all school levels (elementary and secondary schools) and include to the extent possible, but not limited to parents and caregivers; students; representatives of school nutrition program; physical education teachers; health education teachers; school health professionals; mental health personnel; social services staff; administrators; school board members; health professionals; and general public. To the extent possible, the committee will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the District Wellness Committee and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

The designated official for oversight is Von McDaniel, Director of Student Health Services.

| Name | Title | Email Address | Role |
|--------------------|-------------------------------------|---|--|
| Von McDaniel | Director of Student Health Services | von.mcdaniel@jonesboroschools.net | Chairperson |
| Mersadeze Brooke | Nurse | mersadeze.brooks@jonesboroschools.net | School Health Professional Rep Co-Chairperson |
| Naomi Whitby-Brown | Food Service | naomi.whitby-brown@jonesboroschools.net | Nutrition |
| Haley Jacobs | Food Service | haley.jacobs@jonesboroschools.net | Nutrition |
| Trey Harding | Athletic Director | trey.harding@jonesboroschools.net | Athletic Director |
| Crystal Pierce | Food Service | crystal.pierce@jonesboroschools.net | Admin Assistant |
| Caleb McKenzie | PE Teacher /Coach | caleb.mckenzie@jonesboroschools.net | JKC & PE Rep |
| Wes Swift | Elementary Admin/Coach | wes.swift@jonesboroschools.net | Elementary Admin Rep |
| Mary Smith | Nurse | mary.smith@jonesboroschools.net | Elem Nurse Rep |
| Hollie Huckabee | Elem PE Teacher | hollie.huckabee@jonesboroschools.net | Elem. PE Rep |

| | | | |
|------------------|-----------------------------------|---------------------------------------|------------------------------|
| Kassie Haynes | Counselor | kassie.haynes@jonesboroschools.net | Elem Mental Health Rep |
| Traci Brewington | Elementary Counselor | traci.brewington@jonesboroschools.net | Elementary Counselor |
| Reginald Murphy | Principal | reginald.murphy@jonesboroschools.net | Secondary Administration |
| Jeremy Moore | PE Teacher/Coach | jeremy.moore@jonesboroschools.net | Secondary PE Rep |
| Isaac Harrell | Student | 23harrell-isaac@jonesboroschools.net | Student Rep |
| Brandi Fleemon | Family & Consumer Science Teacher | brandi.fleemon@jonesboroschools.net | Secondary Teacher Rep |
| Katheryn Burns | University Science Teacher | kburns@astate.edu | Parent Rep |
| Chris Harrell | School Board Member | chris@compassjonesboro.com | School Board Member |
| Hannah Henson | Student | 23henson-hannah@jonesboroschools.net | Student Rep |
| Hadley Orr | Student | 23orr-hadley@jonesboroschools.net | Student Rep |
| Amy Howell | RN, County Health Unit | amy.howell@arkansas.gov | Health Professions |
| Katrina Causey | UA County Extension Agency | kcausey@uaex.edu | County Health & Wellness Rep |
| Dr. Adam Hurst | M.D. Pediatrician | adamrhurst@yahoo.com | M.D. Pediatrician |

Each school representative will be responsible for ensuring their school is in compliance with the policy.

Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

The district will develop and maintain a plan for implementation to manage and coordinate the execution of this policy. The plan defines roles, responsibilities, actions, and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention's School

Health Index (SHI), create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found at: www.jonesboroschools.net

Recordkeeping

The district will retain records to document compliance with the requirements of the wellness policy at the District's Administrative Office and/or on the District's central computer network.

Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the wellness policy; including an indication of who is involved in the update and methods the district used to make stakeholders aware of their ability to participate on the District Wellness Committee;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the district wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the wellness policy has been made to the public.

Annual Notification of Policy

The District will inform families and the public yearly on basic information about this policy, including its content, any updates to the policy and implementation status. The information will be available on the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's events or activities related to the wellness policy implementation. Annually, the District will publicize the name and contact information of the person leading and coordinating the committee, as well as information on how the public can get involved with the District Wellness Committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- extent to which schools within the school district are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for Healthier Generation's model policy; and
- A description of the progress made in meeting the goals of the wellness policy.

The position/person responsible for managing the triennial assessment and contract information is Jeff Flanigan.

The District Wellness Committee, in collaboration with individual schools, will monitor the school's compliance with the policy.

The District with the help of the schools will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The DWC will update or make changes to the wellness policy based on the results of the annual SHI and triennial assessments and/or as priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach and Communication

The District is committed to being responsive to community input, which begins with awareness of the policy. The District will communicate ways in which representatives of the DWC and others can participate in the development, implementation and periodic review and update of the policy through a variety of means. The District will also inform parents of the improvements made to school meals and compliance with the school meal standards, availability of child nutrition programs and how to apply and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the policy, as well as how to get involved and support the policy. The district will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or updates to the wellness policy annually. It will also use the multiple mechanisms to inform the community about the availability of the annual and triennial reports.

Nutrition

School Meals

Our district is committed to serving healthy meals to children, with plenty of fruits and vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams trans-fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and Fresh Fruit & Vegetable Program (FFVP), and Summer Food Service (SFSP). The district also operates additional nutrition-related programs and activities including Late Breakfast, Grab and Go Breakfast, and Breakfast in the Classroom. The District is also a part of the Community Eligibility Program (CEP). Being a part of this program allows for breakfast and lunch to be provided for every child free of charge. All schools within the District are committed to offering school meals through federal nutrition programs, that

- Are accessible to all students;
- Are appealing and attractive to children.
- Are served in a clean and pleasant setting;
- Meet or exceed current nutrition requirements established by local, state and Federal statutes and regulations (The meals meet USDA nutrition standards).
- Promote healthy food and beverage choices using at least 10 of the following Smarter

Lunchroom techniques:

- Menus will be posted on the District website or individual school websites, and include nutrient content and ingredients
- Menus are created and reviewed by Aramark certified nutrition professionals
- The District program will accommodate students with special dietary needs.
- Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch.
- Students are served lunch at a reasonable and appropriate time of day.

Staff Qualifications and Professional Development

All nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and on every campus. The District will make drinking water available with access to water fountains in the hall and most cafeterias. Bottles of water are a choice with a student's lunch meal at the secondary level with plans to expand into elementary.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that enforces the development of healthy eating habits. A summary of standards and information, as well as a Guide to Smart Snacks in Schools are available at:

<http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards with the exception of up to 9 events per year. These events can include:

- Celebrations and parties- These are school wide events that are planned that include all grade levels and classrooms. These events will be scheduled at the beginning of the year. Classroom or grade level parties will follow the USDA Smart Snacks in School nutrition program.
- Rewards and incentives- These will be scheduled as one of the nine school events. If it is

outside of one of the events, they must follow the USDA Smart Snacks in School nutrition program. The schools use four of the days as reward days (one per nine weeks)

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus and during the school day. The District will make available a list of healthy fundraising ideas. When food items are sold for fundraising during school hours that may not meet the standards, the fundraisers may include but are not limited to, donation nights at restaurants, cookie dough, candy and pizza sales, market days, etc. If students purchase food items as a fundraiser such as cookies, candy, etc. 30 minutes after lunch is over, it will count as a reward day and need to be scheduled on the calendar. The DWC will encourage non-food fundraisers and encourage those promoting physical activity such as walk-a-thons, Jump Rope for Heart, fun runs, etc.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meals programs. Students and staff will receive consistent nutrition messages through schools, classrooms, gyms and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community. The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least ensuring 100% of foods and beverages promoted to students meet the Smart Snack standards.

Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. School will provide nutrition promotion that:

- Is designed to provide the student with the knowledge and skills necessary to promote and protect their health;
- Is part not only health education classes but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, school gardens, etc.
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

The District will ensure that Arkansas standards for Nutrition Education are taught to students. In addition to teaching the standards, students will learn the essential topics to healthy eating:

- Participate in the Smart Plate for portion control
- Learn to prepare healthy meals
- Reading and using food labels
- Importance of eating breakfast
- Importance of water consumption

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if the students are subjected to advertising at schools that contains messages inconsistent with the health information being delivered through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, inconsistent with the wellness policy.

Any foods and beverages marketed and promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School standards.

Food and beverage marketing is defined as advertising or other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a product made by the producer, manufacturer, seller or other entity with a commercial interest in the product. This term includes, but is not limited to the following;

- Brand names, trademarks, logos, or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as vending machine exteriors
- Corporate brand, logo, name, or trademark on school equipment such as marquees, message boards, scoreboards or backboards.
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.

At this time, Jonesboro Public Schools does not have a contract with any food or beverage company that outlines specifications for purchasing equipment, etc. in return for marketing and purchasing the food or beverage marketed or produced by the company.

Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. The physical activity components include: quality physical education as a foundation, physical activity before, during and after school; staff involvement; family and community engagement; and the district being committed to providing these opportunities. The schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education.

Physical Activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason (This does not include participation on sports teams that have specific academic requirements). The schools will look for alternative ways to discipline students.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available for the student to be active. The District will conduct necessary inspections and repairs.

Physical Education

The District will provide the student with physical education, using an age appropriate, sequential physical education curriculum consistent with the state standards. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt classes and equipment as necessary.

All District elementary students in each grade will receive physical education for at least 40 minutes per week throughout the school year.

All District 7th and 8th grade students will be enrolled in 9 weeks of physical education to satisfy the state requirements. Those students are part of a rotation class that participate in physical activity for 45 minutes a day. All District 9th through 12th grade students must complete a ½ of a unit of Physical Education to meet graduation requirements.

- Students will be moderately to vigorously active for at least 50% of class time during most or all of the class sessions.
- All physical education classes will be taught by licensed teachers who are certified to teach Physical Education.
- Waivers or exemptions must be approved by the school board.
- Substitutions will be allowed through athletics as long as the athletic program incorporates the standards for physical education.

Essential Physical Activity Topics in Health Education

Health education is embedded within the curriculum in grades K-8. Students in grades 9-12 must have at least a ½ of a unit of Health for graduation. All 9th graders are enrolled in Keystone Health. The Health Education curriculum will use the Arkansas Curriculum Frameworks for Health Education.

Recess (Elementary)

All elementary schools will offer at least 20 minutes of recess every day during the school year. If recess is offered before lunch, schools will have appropriate hand-washing facilities or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time will be built into the recess transition period/time frame before the student enters the cafeteria. Outdoor recess will be offered when weather is feasible for outdoor play. In the event that schools must conduct indoor recess, teachers and staff will follow indoor recess guidelines that promote physical activity for students, to the extent practical. Recess will complement, not substitute, physical

education class. Recess monitors or teachers will encourage students to be active and serve as role models by being physically active alongside the students whenever feasible.

Classroom Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5 minute) physical activity breaks to the student during and between classroom-time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The elementary schools provide brain breaks, have class in outdoor spaces, and do lessons that require the student to move between stations or within the lesson. At the secondary level students are allowed break times throughout the course of physical activity at the beginning and end of class as well as on a need to basis.

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into the core subjects by providing annual professional development opportunities and resources including information on leading activities, activity options, as well as making available background material on the connection between learning and movement. Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities:

The District offers opportunities for the student to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school by offering some of the following options:

- Walking clubs
- Interscholastic sports
- Providing facilities for elementary athletic programs
- Working with the community to disseminate information about community sports, fun runs, fitness expos etc.
- Providing morning movement for elementary students in the gym while they wait for the school day to begin.

Active Transport

The District will support active transport to and from school, such as walking. The District will encourage this behavior by offering or supporting the following activities:

- International Walk to School Day
- Create and distribute maps to parents of the school environment (sidewalks, crosswalks, roads, pathways, safe walker entrances, etc.)

Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes. Schools are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in math, with consultation provided by either the school or District's curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC. All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The district will continue relationships with community partners in support of this policy's implementation. Existing and new community partnerships and sponsorships will be elevated to ensure that they are consistent with the policy and its goals.

Community Health Promotion and Family Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

The district will use multiple forms of communication, both electronic and non-electronic, to ensure that families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff. The subcommittee leader's name is Jeremy Moore.

The District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Some of the activities held are:

- Six week exercise class for faculty members during the spring.
- Flu Shot Clinics
- Participation in the Blue and You Fitness Challenge
- Participation in the Susan B. Komen Race for the Cure
- Discounts at local fitness centers

The district promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Professional Learning

When feasible, the District will offer professional learning opportunities for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school. Professional learning will help staff understand the connections between academics and health and the ways in which health and wellness are integrated into reform or academic improvement plans/efforts.

Glossary

Extended School Day- the time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals, etc.

School Campus- areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums.

School Day-The time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial- recurring every three years.

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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.

7 C.F.R. § 210.18

7 C.F.R. § 210.31

A.C.A. § 6-18-718

A.C.A. § 6-20-709

A.C.A. §§ 20-7-133, 134, and 135

DESE 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

Commissioner's Memo CNU-17-010

Commissioner's Memo CNU-17-013

Commissioner's Memo CNU-17-016

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