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CURRICULUM AND INSTRUCTION

5.1—EDUCATIONAL PHILOSOPHY

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

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

Date Adopted: 12/13/04

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
- 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 schools' 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
- 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 annually submit a District Strategic Plan (DSP) to the Division of Elementary and Secondary Education by June 30 for review for the upcoming school year. The DSP shall include, without limitation:

- A literacy and mathematics plan that addresses student supports and acceleration opportunities based on student data and outcomes
- Information regarding the prioritization and intended use of funding, including, without limitation, Enhanced Student Achievement Funding
- The support the district will provide to the district's schools identified as in need of targeted support, comprehensive support, or both
- Health and wellness goals

The district shall post the district's DSP to the district's website under State Required Information, including any updates to the district's DSP.

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 September 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
 - A.C.A. § 6-15-2919
 - A.C.A. § 20-7-135
 - 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: 5/18/20
Last Revised: 8/18/25

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 vision, mission, goals, and educational philosophy. Student achievement is increased through an integrated curriculum that promotes continuity and a growth in skills and knowledge from grade to grade and from school to school. Therefore, the board desires that unnecessary duplication of work among the various grades and schools be eliminated and that courses of study and their corresponding content guides be coordinated effectively.

The board of education is responsible for reviewing and approving all instructional programs offered by the district as well as approving significant changes to courses or course materials before they are implemented. The superintendent is responsible for making curriculum recommendations.

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

No curriculum or classroom instruction shall be provided on the following topics before grade five (5):

- Sexually explicit materials
- Sexual reproduction
- Sexual intercourse
- Gender identity
- Sexual orientation

Legal References: Standards for Accreditation 1-A.1, 1-A.4
A.C.A. § 6-15-1505(a)
A.C.A. § 6-15-2906
A.C.A. § 6-16-157
A.C.A. § 6-17-429

Date Adopted: 5/18/20

Last Revised: 5/15/23

5.4—SCHOOL IMPROVEMENT TEAMS

A team structure is officially incorporated into the school-level improvement plan. New school administrators shall receive a description of the teams' purposes and how each team is constituted; In addition, each new administrator shall receive training on methods for effective teams.

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

Team meetings shall take place outside of the student instructional day.

Leadership Team

Each school shall have a leadership team that consists of members that include:

1. The principal
2. The chair of each instructional team
3. The school guidance counselor
4. An instructional facilitator
5. Other key professionals designated by the principal

The leadership team shall meet for a minimum of one (1) hour at least two (2) times each month during the school year. Based on school performance data and aggregated classroom observation data, the leadership team shall make decisions and recommendations on curriculum, instruction, and professional development; in addition, the leadership team shall serve as a conduit of communication to the rest of the faculty and staff.

Instructional Teams

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

- a. Grade level
- b. Grade level cluster
- c. Subject area

Each instructional team shall appoint a chair for the school year who shall conduct the team meetings and shall be part of the school leadership team. Each instructional team shall meet for a minimum of forty-five (45) minutes at least two (2) times a month during the school year.

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

Legal References: DESE Rules Governing the Arkansas Educational Support and
Accountability Act
School-Level Improvement Plan Indicator 36
A.C.A. § 6-17-114
AG Opinion 2005-299

Date Adopted: 3/28/16

Last Revised: 6/19/17

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 school's 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
- 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 same notification requirements and opt out options as above for gender identity and sexual orientation shall apply to the sexual abuse and assault and human trafficking prevention education the district provides to students.

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

Cross Reference: 5.6—CHALLENGE TO INSTRUCTIONAL/SUPPLEMENTAL MATERIALS

Legal References: 20 USC § 1232h
A.C.A. § 6-16-155
A.C.A. § 6-16-157
A.C.A. § 6-16-1006

Date Adopted: 12/13/04

Last Revised: 5/15/23

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 Superintendent¹.

If the contesting individual is not satisfied with the principal's response, the individual may, after the five (5) working day period, request a meeting with the Superintendent where the individual shall present the same *Challenge to Instructional Material* form previously presented to the principal. The superintendent shall explain to the contesting individual the criteria used for the

selection of the material and its relevancy to the educational program as well as any other pertinent information in support of the use of the material.²

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

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

The board shall decide at that meeting or their next regularly scheduled meeting whether to retain the material, limit the availability of the material, or remove the material from the school. The board's primary consideration in reaching its decision shall be if the instructional and supplemental materials, including classroom events or activities associated with classroom instruction, are:

- Misleading
- Factually inaccurate
- 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 is 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:

- a. Curricula
- b. Materials
- c. Tests
- d. Surveys
- e. Questionnaires
- f. Activities
- 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 same notification requirements and opt out options as above for gender identity and sexual orientation shall apply to the sexual abuse and assault and human trafficking prevention education the district provides to students.

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

Legal References: 20 USC 1232h
 A.C.A. § 6-16-155
 A.C.A. § 6-16-157
 A.C.A. § 6-16-1006

Date Adopted:12/03/04
Last Revised: 5/15/23

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 curriculum coordinator _____

Signature of Superintendent _____

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: _____

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:

- A. Support and enhance the curricular and educational goals of the district
- B. Are appropriate for the ages, learning styles, interests, and maturity of the schools' students, or parents in the case of parenting literature
- C. 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
- D. Help develop critical thinking skills
- E. Are factually and/or historically accurate, in the case of non-fiction works and/or serve a pedagogical purpose
- F. Have literary merit as perceived by the educational community
- G. 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 (3) 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.

Kindergarten Through Grade Five (K-5) Libraries

The library media center located in a District elementary school that serves students in kindergarten through grade five (K-5) shall store non-age-appropriate sexual content, including without limitation a book or other resource that is located in the library media center that is available to the public, in a locked compartment.

For purposes of this policy, "non-age-appropriate sexual content" means any materials that include explicit instruction, promotion, or advocacy of sexual ideology, behaviors, or orientations that are not developmentally appropriate for kindergarten through grade five (K-5) students.

A student enrolled in the school shall not view or check out a book or other resource that concerns non-age-appropriate sexual content without the prior written approval from the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student.

District staff who are found to have knowingly violated the provisions of this section of the policy shall be disciplined in accordance with A.C.A. 6-25-107.

Challenges

The parent, legal guardian, person having lawful control of a student, or person acting in loco parentis 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 the complainant's 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, the complainant 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 licensed 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. All meetings of the committee shall be open to the public. The complainant shall be allowed to present the complaint to the committee after which time the committee shall meet to discuss the material. The committee shall vote to determine whether the contested material shall be relocated within the media center's collection to an area that is not accessible to minors. 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 relocate 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 five (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 fifteen (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: 12/13/04

Last Revised: 8/18/25

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 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.”¹

Use of Copyrighted Works in Digital Transmissions

Definitions

“Class session”² means the length of time provided for students to access the materials necessary for the completion of course assignments and tests. Depending on the copyrighted work's overall importance to the course, which can vary from a single assignment to an entire course focusing on the copyrighted work, the class session will end on:

- The date set by the teacher for an assignment to be submitted
- 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.³

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

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

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

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

- A. The use of the copyrighted work(s), whether in whole or in part, must be a part of regular classroom instruction and must be directly related and of material assistance to the course content
- B. The extent of a copyrighted work that is used must comply with one or more of the following criteria:
- The entirety of a non-dramatic literary or musical work may be used. A non-dramatic literary work includes poems and short stories. A non-dramatic musical work covers all music that is not part of an opera or musical and does not cover the use of the music video format of a song.
 - Dramatic literary and musical works as well as videos may only be used in limited portions. Dramatic literary and musical works may only be used in the same amount as set forth in the requirements for a face-to-face classroom while videos, including music videos, may only have the portion used that is directly related to the subject of the class session and may not be transmitted in their entirety.
 - Still images or slides that a teacher would have used in the ordinary course of a face-to-face classroom session on a projector or a transparency may be used in a transmission.
 - Works primarily produced or marketed for use in the digital education market may not be transmitted.
 - Works the teacher had knowledge or reasonably believes to be unlawfully made or acquired may not be used.
 - Mediated Instructional activities may not be transmitted.
- C. A statement that works may be subject to copyright shall be placed in at least one of the following areas to provide notice to students of copyright status:⁵
- Course syllabus
 - Home webpage for the course
 - Webpage for the particular class session

- webpage with the copyrighted work

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

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

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

Cross Reference: 5.11—DIGITAL LEARNING COURSES

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

Date Adopted: 12/13/04

Last Revised: 2/15/21

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.
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

Date Adopted: 12/13/04

Last Revised:

5.10—ARTIFICIAL INTELLIGENCE

Definitions

“Artificial Intelligence (AI)” means a machine-based system that can, based on a given set of human-defined objectives, make predictions, recommendations, or decisions influencing a real or virtual environment.

“AI Tools” means Software, hardware, or cloud-based applications that use AI to aid in tasks like content creation, data analysis, and personalized learning. For purposes of this policy, AI tools do not include items such as spell check or grammar check.

"Automated decision tool" means an AI tool that has been specifically developed and marketed, or specifically modified, to make or to be a controlling factor in making consequential decisions.

The Heber Springs School District Board of Directors desires to provide guidance for the appropriate use of AI technologies in curriculum development, instruction, and related educational activities that is aligned with the Arkansas Academic Standards and safeguards student data and privacy while encouraging innovation.

Any AI tools or programs utilized by the district must adhere to state and federal laws, state rules, and federal regulations governing data use, privacy, and security. Any AI tool used must comply with the district’s policies on data privacy and security, especially concerning student information.

The superintendent shall establish a committee who shall be in charge of reviewing and approving any AI tools, including automated decision tools, before they may be used. The committee shall establish the procedures the committee shall use for approving AI tool selection. The district shall provide resources to support the integration of approved AI tools.

All curriculum and instructional materials that were created with AI tools shall align with the Arkansas Academic Standards and District educational goals.

Staff shall document the extent and manner AI tools were used in the creation of curriculum or instructional materials. Staff shall ensure the content created with the assistance of AI tools is accurate and free from bias.

The district shall regularly review the impact AI tools have on the district’s educational outcomes and shall update this policy as necessary following the review.

Cross References: 3.58—LICENSED PERSONNEL USE OF ARTIFICIAL INTELLIGENCE
4.13—PRIVACY OF STUDENTS’ RECORDS/ DIRECTORY INFORMATION
4.64—STUDENT USE OF ARTIFICIAL INTELLIGENCE
7.16—INFORMATION TECHNOLOGY SECURITY
8.49—CLASSIFIED PERSONNEL USE OF ARTIFICIAL INTELLIGENCE

Legal References: A.C.A. § 6-18-2601 et seq.
A.C.A. § 25-1-128
15 U.S.C. § 6501
20 U.S.C. § 1232g
34 C.F.R. Part 99

Date Adopted: 8/18/25
Last Revised:

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
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.

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 as part of the Arkansas Course Choice Program 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 elect to take any scheduled courses digitally if offered digitally by the district or, if applicable, through the Arkansas Course Choice Program. The student’s attendance in the student’s digital course(s) shall be determined in accordance with Policy 4.7—ABSENCES.

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

Except as required by Policy 5.19, 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—ABSENCES
5.8—USE OF COPYRIGHTED MATERIALS
5.19—ARKANSAS COURSE CHOICE PROGRAM

Legal References: A.C.A. § 6-16-1401 et seq.
A.C.A. § 6-16-1701 et seq.
A.C.A. § 6-18-213
A.C.A. § 6-18-222
A.C.A. § 6-28-109
DESE RULES GOVERNING DISTANCE AND DIGITAL LEARNING

Date Adopted: 5/18/15
Last Revised: 5/15/23

5.13—STUDENT INTERVENTION SERVICES AND SUMMER SCHOOL

School Year Student Intervention Services

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

Summer School

Students in kindergarten through third grade (K-3) not performing at grade level during the regular school year shall successfully participate in a summer school remediation program to be eligible for promotion to the next grade. Transportation to and from the school shall be the responsibility of the student’s parent or guardian.

Legal References: A.C.A. § 6-16-704
 A.C.A. § 6-16-705
 A.C.A. § 6-16-706

Date Adopted: 6/28/05
Last Revised: 9/21/20

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: 12/13/04

Last Revised: 5/18/15

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 are encouraged and may be requested by parents, guardians, persons having lawful control of a student, persons standing 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 period¹ to keep parents/guardians informed of their student's progress.

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

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

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

The district shall use standards-based grading in the district's elementary schools.

The grading scale for all schools other than elementary 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 accelerated learning courses and other approved courses for weighted credit shall be one (1) 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 percent (25%) of forty (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: 12/13/04
Last Revised: 8/18/25

5.16—COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION

Traditional Progression

A student who has not previously received a computer science credit may elect to take an introductory level computer science course. A student who passes a computer science course level is eligible to take the next level computer science course in the same computer science course emphasis.

Alternative Progression

A student who does not have credit for any computer science course, the introductory level computer science course for the particular computer science emphasis, or the preceding level course for the computer science emphasis may be placed in a computer science course based on any combination of the following factors:

The student's grade point average;

- Recommendation from the student's teacher(s)
- Completion of computer science internships or independent studies
- Demonstration of previous computer science work by the student
- Proficiency report from a computer science proficiency evaluation tool

Cross Reference: 5.12—COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES

Legal References: Arkansas Computer Science Standards for Grades 9-12
Commissioner's Memo COM-17-051
Commissioner's Memo COM-19-050

Date Adopted: 7/17/17

Last Revised: 9/21/20

5.17—HONOR ROLL AND HONOR GRADUATES

HONOR ROLL

Students in kindergarten through grade six (K-6) who maintain all A’s or all A’s and B’s for the grading period will be recognized as honor roll students for that grading period. Semester grades will determine the honor roll at the end of each semester.

Students in grades seven through twelve (7-12) who maintain a 3.5 GPA for the grading period will be recognized as honor roll students for that grading period. Semester grades will determine the honor roll at the end of each semester.

HONOR GRADUATES

The GPA shall be derived from courses taken in public schools in grades nine (9) through twelve (12). Students completing the Arkansas Challenge Scholarship curriculum with a minimum grade point average of 3.5 and two credits of a foreign language will be recognized at the graduation ceremony as an Honor Graduate. In addition to these graduation requirements, a student with an Individual Educational Plan or a 504 Plan may receive a Completion Diploma after eight semesters.

Beginning with the class of 2024, the Heber Springs School District will no longer designate a valedictorian or a salutatorian. The designation will become Honors and Highest Honors. The criteria for these designations are as follows:

Honor Graduate:

- 1. Smart Core
- 2. Three (3) AP or concurrent classes
- 3. GPA of 3.5 or above

Highest Honor Graduate:

- 1. Smart Core
- 2. Four (4) AP or concurrent classes
- 3. GPA of 3.75 or above

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

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

Date Adopted: 10/16/06
Last Revised: 2/15/21

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 eighteen (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.

The district shall develop an age-appropriate seizure education program for the district’s students consistent with training programs and guidelines developed by the Epilepsy Foundation of America.

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.

Legal References: A.C.A. § 6-18-709
 A.C.A. § 6-18-720

Date Adopted: 12/13/04
Last Revised: 5/15/21

5.19—ARKANSAS COURSE CHOICE PROGRAM

District students in grades six through twelve (6-12) are eligible to take courses through the Arkansas Course Choice Program (ACCP) if the student is:

- Seeking to take a course not offered by the district
- Attending a district school that received a school letter grade of C, D, or F and the course is required for graduation

The ACCP course catalog shall be made available to all students during student course selection. The district shall not actively discourage, intimidate, or threaten a student during course selection to not take a course through the ACCP.

A student attending courses through the ACCP shall enroll in at least one (1) course at the district, which may be either in person or a digital course offered by the district.

A district student attending courses through the ACCP is entitled to the following services as if the student were attending courses at the district:

1. Required assessments, including without limitation:
 - a. Statewide assessments
 - b. Advanced Placement
 - c. International Baccalaureate
2. Participation in extracurricular or cocurricular activities
3. Special education services pursuant to the student's individualized education program

Credits earned through the ACCP shall appear on a student's official transcript and count fully towards the student's graduation requirements.

Cross Reference: 5.11—DIGITAL LEARNING COURSES

Legal Reference: A.C.A. § 6-15-1701 et seq.

Date Adopted : 5/15/23

Last Revised : 8/18/25

5.20—DISTRICT WEBSITE

The Heber Springs 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 website by establishing guidelines for their construction and operation.

The Heber Springs 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 website shall not use "cookies" to collect or retain identifying information about visitors to its website 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 website 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 shall host the Heber Springs School District's website.
5. No web page on the district website may contain public message boards or chat rooms.
6. All web pages on the district website shall be constructed to download in a reasonable length of time.
7. The district's home page shall contain a link to a privacy policy notice, which must be placed in a clear and prominent place and manner.
8. With the exception of students who may retain the copyright of material they have created that is displayed on a district web page, all materials displayed on the district web site are owned by the 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, emergency, and special meetings of the school board
- e. The district’s budget for the ensuing year
- f. A financial breakdown of monthly expenditures of the district
- g. The salary schedule for all employees including extended contract and supplementary pay amounts
- h. Current contract information (not including social security numbers, telephone numbers, personal addresses or signatures) for all district employees
- i. The district’s annual budget
- j. The annual statistical report of the district
- k. Agenda of regular, emergency, and special meetings of the district board of directors
- l. The names, email addresses, position (including zones), and terms of office for all members of the school district board of directors
- m. The district’s personnel policies
- n. The annual School Performance Report
- o. School-Level Improvement Plans
- p. The District Strategic Plan
- q. Student discipline policies
- r. Comprehensive School Counseling Plan
- s. The district financial policies
- t. Student handbooks
- u. The Annual Report to the Public
- v. The parent, family, and community engagement plan
- w. The immunization waiver report from Policy 4.57—IMMUNIZATIONS
- x. School District Calendar
- y. List of statutory, rule, or Standards for Accreditation waivers the district has received under A.C.A. § 6-15-103
- z. The total amount of State funds used for teacher salaries
- aa. The district’s policy addressing the selection, relocation, retention and challenging of materials that are physically present in the library and available to the public

The information and data required for items A through N in 9 above shall be the 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
- The total number of students identified with dyslexia during the previous school year

If the district’s reading curriculum is not taken from the DESE list of approved curricula, the district shall post the reading curriculum the district uses and a statement that the curriculum is not on the list of DESE approved curricula.

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

The district shall include the following information on its website that may be accessed through a link located on the district's homepage titled "Military Families":¹⁵

- The student enrollment application process
- Career-ready pathways and other academic or education programs offered
- Required academic courses for each curriculum and elective course options
- School and community-sponsored extracurricular activities, including without limitation individual and team sports, clubs, junior reserve officer training corps opportunities, and Purple Star School program ambassadors
- Notable district and district school Purple Star School Programs
- The district military family education coordinator contact information
- The district schools' military family education facilitator contact information

The district shall post the following on the district website that may be accessed through a link titled "Antisemitism/Title VI":

1. The district's definition of antisemitism
2. A statement that antisemitism is prohibited in the district's educational programs and activities
3. A statement that complaints of discrimination or harassment based on antisemitism may be filed with the Title VI Coordinator
4. Contact information for the district's Title VI Coordinator
5. Information on how to file a complaint of antisemitism with the Title VI Coordinator at the Arkansas Department of Education

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

Cross References: 1.14—MEETING AGENDA
3.26—LICENSED PERSONNEL SEXUAL HARASSMENT
3.59—ANTISEMITISM PROHIBITED
4.2—ENTRANCE REQUIREMENTS
4.27—STUDENT SEXUAL HARASSMENT
4.57—IMMUNIZATIONS
4.65—ANTISEMITISM PROHIBITED
5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT
5.3—CURRICULUM DEVELOPMENT
8.20—CLASSIFIED PERSONNEL SEXUAL HARASSMENT
8.60—ANTISEMITISM PROHIBITED

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. § 6-15-2919
A.C.A. § 6-16-2001 et seq.
A.C.A. § 6-17-429
A.C.A. § 6-17-2403
A.C.A. § 6-17-1901
A.C.A. § 6-18-702
A.C.A. § 6-18-2001 et seq.
A.C.A. § 6-25-105
A.C.A. § 6-28-108
A.C.A. § 6-28-301
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 an
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: 10/16/06

Last Revised: 8/18/25

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

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

_____ I grant permission for the Heber Springs Schools to display my student’s/my photograph or video clip on the district website or in any of their publications including the annual.

_____ I do NOT wish to have my child’s/my photograph or video clip displayed on the district website or in any school publications including the annual.

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

Name of student (Printed)

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

Signature of parent (required if student is under eighteen (18))

Date

5.20.1—WEBSITE PRIVACY POLICY

The Heber Springs School District operates and maintains a website for the purpose of informing the citizens of the district about its activities. The website does not use “cookies” or ISP addresses to collect or retain personally identifying information about visitors to its website 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 website 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 Reference: 15 U.S.C. § 6501 (COPPA)

Date Adopted: 10/16/06

Last Revised:

5.21—ACCELERATED LEARNING COURSES

Definition

“Accelerated learning” means an organized method of learning that enables a student to meet individual academic goals and graduation requirements while pursuing higher levels of skill development, including without limitation the following coursework:

1. A College Board Pre-Advanced Placement and Advanced Placement (AP) course
2. An International Baccalaureate (IB) Diploma Program course
3. A Cambridge Advanced International Certificate of Education course
4. A concurrent credit course
5. A substantively similar course or program approved by the Division of Elementary and Secondary Education (DESE)

Students in grades seven through twelve (7-12) who take accelerated learning courses or other courses approved for weighted credit by the Division of Elementary and Secondary Education (DESE) or the Division of Career and Technical Education (DCTE) shall be graded according to the following schedule:

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

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

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

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

- The course must be taught by an Arkansas licensed teacher who has received the appropriate training required by the appropriate accrediting organization
- 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 the student receives in the course as if it were a non-AP or IB course.

DESE shall approve additional courses, including other accelerated learning courses, for weighted credit if the course:

- a. Exceeds the curriculum standards for a non-weighted credit class
- b. Meets or exceeds the standards of a comparable accelerated learning course
- c. Is identified by DESE as an honors class

For career and technical education courses taken after July 1, 2023, career and technical courses that are eligible for weighted credit are those career and technical education courses that:

- Exceed the curriculum standards for a non-weighted class
- Lead to an approved industry-recognized certification or concurrent credit

A student shall receive weighted credit for each approved career and technical education course upon the student:

- Completing the relevant career and technical pathway
- Earning the high-value industry credential aligned with the career and technical pathway

A student who transfers into the district will be given weighted credit for the accelerated learning courses and other courses approved by DESE and DCTE for weighted credit that were taken for weighted credit at the student's 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. § 6-16-1201 et seq.

Date Adopted: 12/13/04
Last Revised: 8/18/25

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. Unless approved by the school's principal, **prior to enrolling for the course**, the concurrent credit shall be applied toward the student's graduation requirements as an elective.

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
- 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 course

Students are responsible for having the transcript for the concurrent credit course(s) they've taken sent to their school in order to receive credit for the course(s). Credit for concurrent credit courses will not be given until a transcript is received. 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; this may jeopardize students' eligibility for extracurricular activities or graduation.

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 or a student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student shall not be responsible for tuition, fees, or materials for participation in a concurrent credit course.

Cross Reference: 4.59—ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOLED STUDENTS

Legal References: A.C.A. § 6-15-902(c)(2)
A.C.A. § 6-16-1201 et seq.
A.C.A. § 6-18-232
DESE Rules Governing Grading and Course Credit

Date Adopted: 2/13/04
Last Revised: 8/18/25

5.24—STUDENT PARTICIPATION IN SURVEYS

No student shall be required to submit to a survey, analysis, or evaluation that 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 student's parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis that reveals information concerning the following:

1. Political affiliations
2. Mental and psychological problems potentially embarrassing to the student or the student's 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 parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program)

No surveys, analyses, or evaluations shall be administered without the prior approval of the school principal.

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 (8) categories listed above.

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 (8) categories listed above shall be available to be inspected by a student's parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis before the survey is administered or distributed by a school to a student. Parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis wishing to inspect a survey, analysis, or evaluation shall be able to do so in the administrative office of the administering school where the survey, analysis, or evaluation shall be available for inspection for a period of ten (10)¹ business days after the notice of intent to administer the survey, analysis, or evaluation is sent. The notice shall include information regarding how the survey, analysis, or evaluation will be administered; how it will be utilized; and the persons or entities that will have access to the results of the completed survey, analysis, or evaluation. Parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis may refuse to allow their student to participate before or after reviewing the survey, analysis, or evaluation. The school shall not penalize or otherwise retaliate against a student whose Parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis exercised their right to refuse to allow their student to participate in the survey, analysis, or evaluation.

The above requirements of this policy do not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (IDEA).

Except for assessments mandated by state or federal law, state rule, or federal regulation and standardized scholastic achievement tests, prior written permission from a student's parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis is required before any survey, analysis, or evaluation is administered to a student if the survey, analysis, or evaluation:

- A. Responses are to be provided to a person or entity other than another public school, school district, or any branch of the Federal Government
- B. Requests or requires a student to provide any of the eight (8) categories of information listed above
- C. Requests or requires a student to provide any of the following:
 - A student's name
 - The name of the student's parents, legal guardians, persons having lawful control of the student, person standing in loco parentis, or other member of the student's family
 - The address, telephone number, or email address of a student or a member of a student's family
 - 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
 - Any information, the disclosure of which is regulated, or prohibited by any other state or federal law, state rule, or federal regulation.

The rights provided to parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis under this policy transfer to the student when the student turns eighteen (18) years old.

Legal References: 20 USC § 1232h
A.C.A. § 6-18-1301 et seq.

Date Adopted : 10/16/06
Last Revised:

5.24F—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 eighteen (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 eighteen (18) or older)

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

5.25—MARKETING OF PERSONAL INFORMATION

The Heber Springs 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. The first and last name of a student or a student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis
2. A home or other physical address (including street name and the name of the city or town)
3. Telephone number
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:

- a. College or other postsecondary education recruitment, or military recruitment
- b. Book clubs, magazines, and programs providing access to low cost literary products
- c. Curriculum and instructional materials used by elementary schools and secondary schools
- d. 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
- e. The sale by students of products or services to raise funds for school related or education related activities
- f. Student recognition programs

Legal Reference: 20 USC § 1232h(c)

Date Adopted: 6/28/05

Last Revised: 9/21/20

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)
- if the district so chooses, the student

Students who are placed in the ALE shall 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

Before or upon entry into 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.

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 to the student. 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 programming and supports that will address each identified characteristic or situation causing a barrier to the student’s success
- 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.

Notes: Districts are no longer mandated to provide or participate in an ALE program.

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: 2/13/04
 Last Revised: 8/18/25

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

Note: This policy is only required if you provide or participate in an ALE program.

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

Date Adopted: 10/16/06

Last Revised: 8/18/25

5.27—ENGLISH LEARNERS

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

The expenditures of EL supplemental funding shall be evaluated at least annually to determine their overall effectiveness. The evaluation shall specifically address how the use of EL funds is in alignment with the district's strategic plan in addressing identified achievement gaps and student performance deficiencies.

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: 10/16/06

Last Revised:

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 include the use of the District’s ESA funds in the District’s District Strategic Plan.

- Legal References: A.C.A. § 6-15-2914
- A.C.A. § 6-15-2919
- 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: 10/16/06
Last Revised:

5.29—WELLNESS POLICY

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

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

Wellness Committee

To enhance the district's efforts to improve the health of our students, a wellness committee shall be formed. It shall be structured in a way to ensure age-appropriate recommendations are made that correlate to the district's grade configurations. The wellness committee shall have the powers and responsibilities delegated to it by statute and rule and are incorporated into this policy by reference. The overarching goal of the wellness committee shall be to promote student wellness by monitoring how well the district is doing at implementing this policy. The wellness committee shall use modules 1, 2, 3, 4, 10, and 11 of the Centers for Disease Control' (CDC) School Health Index as a basis for annually assessing each school's progress toward meeting the requirements of this policy. The results of the annual assessment shall be included in the district's district strategic plan (DSP), provided to each school's principal, and reported to the board. Goals and objectives for nutrition and physical activity shall also be included in the DSP.

The wellness committee shall be made up of individuals from the following groups to the extent interested persons from each group desire to be included in the development, implementation, and periodic review of the district's wellness policy:

- Members of the district's board of directors
- School administrators
- School nutrition personnel
- Teacher organizations
- Teachers of physical education
- Parents
- Students
- Professional groups (such as nurses)
- School health professionals (such as school nurses, school counselors, and social workers)
- Community members

The wellness committee shall provide written recommendations to the district's Child Nutrition Director concerning menus and other foods sold in the school cafeteria. Such recommendations shall be based, at least in part, on the information the committee receives from the district on the requirements and standards of the National School Lunch Program and from menus for the National School Lunch Program and other food sold in the school cafeteria on a quarterly basis.

The wellness committee will meet at least quarterly. Meeting dates for the wellness committee will be placed on the district's calendar.

School Health Coordinator

To assist the wellness committee in ensuring that the district fulfills the requirements of this policy, a district level School Health Coordinator (Designated District Official) shall be appointed.

Goals

In its efforts to improve the school nutrition environment, promote student health, and reduce childhood obesity, the district will adhere to the DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index For Age Assessment Protocols. To promote nutrition, physical activity, and other school-based activities that will improve student wellness, the district, working with the wellness committee, has established the following goals:

1. Implement a grade appropriate nutrition education program that will develop an awareness of and appreciation for nutrition and physical activity throughout the curriculum
2. Engage students in healthy levels of vigorous physical activity
3. Strive to improve the quality of physical education curricula and increase the training of physical education teachers
4. Follow the Arkansas Physical Education and Health Education Frameworks in grades K-12
5. Not use food or beverages as rewards for academic, classroom, or sports performances
6. Establish class schedules and bus routes that do not directly or indirectly restrict meal access
7. Provide students with ample time to eat their meals in pleasant cafeteria and dining areas
8. Abide by the current allowable food and beverage portion standards
9. Meet or exceed the more stringent of Arkansas' or the U.S. Department of Agriculture's (USDA) Nutrition Standards for reimbursable meals and a la' carte foods served in the cafeteria
10. Restrict access to competitive foods as required by law and rule
11. Conform new and/or renewed vending contracts to the content restrictions contained in the rules and reduce district dependence on profits from the sale of competitive foods
12. Provide professional development to all district staff on the topics of nutrition and/or physical activity
13. Utilize the School Health Index available from the CDC to assess how well the district is doing at implementing this wellness policy and at promoting a healthy environment for its students

Food and Beverages Outside of the District's Food Service Programs

The district will ensure that drinking water is available without charge to all students throughout the school including, but not limited to, in the district's food service areas.

All food and beverages sold to students on school campus during the school day by school administrators or school non-licensed or licensed staff (principals, coaches, teachers, club sponsors, etc.); students or student groups; parents or parent groups; or another person, company, or organization associated with the school shall meet the Federal Smart Snacks requirements and Arkansas Nutrition Standards at a minimum. These restrictions include, but are not limited to, food and beverages sold in vending venues (machines, ice chests, cabinets) in school stores or as part of school fundraisers.

All food and beverages provided, but not sold, to students on the school campus during the school day by school administrators or school non-licensed or licensed staff (principals, coaches, teachers, club sponsors, etc.); students or student groups; parents or parent groups; or another person, company, or organization associated with the school shall meet the Federal Smart Snacks requirements and Arkansas Nutrition Standards at a minimum. These restrictions include, but are not limited to, food and beverages provided in vending venues (machines, ice chests, cabinets) in school stores or as part of school fundraisers.

Up to a maximum of nine (9) times per school year, school administration may schedule school wide events where food and beverages provided to students are not required to meet the Federal Smart Snacks standards during the scheduled time. The schedule of the events shall be by school, approved by the principal, and shall be part of the annual school calendar.

Food and beverages outside of the district's food service programs may not be sold, served, or provided to students in the district's food service areas during meal times.

Elementary students shall not have in-school access to vending machines.

The district does not place nutrition restrictions on food or beverages brought from home that are intended for personal consumption only.

Advertising

In accordance with the USDA regulations, oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product that are made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product shall only be permitted on school campus during the school day if they meet or exceed the Federal Smart Snacks standards. This restriction does not apply to:

- Materials used for educational purposes in the classroom, including, but not limited to:
 - The use of advertisements as a media education tool
 - Designing and implementing the health or nutrition curriculum
- Clothing, apparel, or other personal items used by students and staff
- The packaging of products brought from home for personal consumption
- Currently existing advertisements on school property, including but not limited to, the exterior of vending machines, posters, menu boards, coolers, trash cans, cups used for

beverage dispensing, and other food service equipment; however, all future contracts and replacement items shall meet the Federal Smart Snacks standards

Adoption Awareness Instruction

The district shall provide any information provided to students on the district's adoption awareness instruction that was in written form to the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to a pregnant student who is enrolled in the district.

Breast Feeding

In addition to providing age-appropriate education for students regarding the nutritional benefits of breastmilk and breastfeeding practices, the district shall provide:

- Space in the district's school facilities for district employees, students, and volunteers who are breastfeeding mothers that is a private, secure, and sanitary room or other location, other than a toilet stall, that contains access to a power source for a breast pump or any other equipment used to express breast milk where an employee, student, or volunteer can express breast milk
- Space in the district's school facilities for district students who are breastfeeding mothers that is a private, secure, and sanitary room or other location, other than a toilet stall, where a student can breastfeed the student's child
- Permission to bring a breast pump and any other equipment used to express breast milk to school
- Access to a place to safely store breast milk, which shall include, but not be limited to, a refrigerator or cooler in:
 - A nurse's office
 - A teachers' lounge
 - Another private location or location with limited accessibility in which the breast milk may be safely secured
- Access to a location to clean a breast pump and any other equipment used to express breast milk at school.
- Break time:
 - To an employee or volunteer for the purpose of expressing breast milk that, to the extent possible, shall run concurrently with existing break times
 - To a student that is a reasonable amount of time to accommodate the student's need to express breast milk or to breastfeed the student's child on the district's campus
- That a student shall not incur an academic penalty for expressing breast milk or for breastfeeding the student's child on the district's campus
- A student the opportunity to make up any work missed due to expressing breast milk or for breastfeeding the student's child on the district's campus

Child Care

The district shall provide student mothers and fathers information regarding available child care services.

Community Engagement

The district will work with the wellness committee to:

- a. Encourage participation in extracurricular programs that support physical activity, such as walk-to-school programs, biking clubs, after-school walking etc.
- b. Encourage the implementation of developmentally appropriate physical activity in after-school childcare programs for participating children
- c. Promote the reduction of time youth spend engaged in sedentary activities such as watching television and playing video games
- d. Encourage the development of and participation in family-oriented community-based physical activity programs

The district will annually inform the public:

- Of the web address where the policy is located
- Of any changes made to this policy since the previous year
- Of the health and wellness priority goals in the district's DSP
- That a printed copy of the policy may be picked up at the district's central office
- The amounts and specific sources of funds received and expenditures made from competitive food and beverage contracts

Assessment of District's Wellness Policy

At least once every three years, with input from the SNPACC, the district shall assess both the district as a whole and individual schools' status in regards to the implementation and compliance of the goals of this policy, including the health and wellness goals in the district's DSP. The assessment shall be based, at least in part, on:

- The extent to which district schools are in compliance with this policy
- The extent to which this policy compares to other model local school wellness policies
- The annual reviews of this policy based on modules 1, 2, 3, 4, 10, and 11 of the CDC's School Health Index
- A description of the progress made in attaining the goals of this policy

On the years the assessment occurs, the assessment results shall be reported to the public, including parents, students, and other members of the community as part of the district's annual report to the public.

The district will update the wellness policy based on the results from the three (3) year assessment.

District Website

The district will place on its website:

- The name, district phone number, and district email address for the District Level School Health Coordinator
- The names, district phone numbers, and district email addresses for the School Level School Health Coordinators
- The names of the members of the wellness committee
- Meeting dates for the wellness committee
- Information on how community members may get involved with the wellness committee
- A copy of this policy

- A copy of the annual review of this policy based on modules 1, 2, 3, 4, 10, and 11 of the CDC's School Health Index
- A copy of the most recent three (3) year assessment of this policy

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. § 6-15-2919
 A.C.A. § 6-16-158
 A.C.A. § 6-18-234
 A.C.A. § 6-18-719
 A.C.A. § 6-20-709
 A.C.A. § 11-5-116
 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
 Nutrition Standards for Arkansas Public Schools

Date Adopted: 10/16/06

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