

# **FLIPPIN SCHOOL DISTRICT**

## **POLICY MANUAL**

### **SECTION 5**

## **CURRICULUM & INSTRUCTION**

## **SECTION 5—CURRICULUM AND INSTRUCTION**

### **TABLE OF CONTENTS**

5.1—EDUCATIONAL PHILOSOPHY

5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT

5.3—CURRICULUM DEVELOPMENT

5.5—SELECTION/INSPECTION OF INSTRUCTIONAL MATERIALS

5.6—CHALLENGE OF INSTRUCTIONAL/SUPPLEMENTAL MATERIALS

5.6F—REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL OR

SUPPLEMENTAL MATERIALS

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

5.7—SELECTION OF LIBRARY/MEDIA CENTER MATERIALS

5.7F—REQUEST FOR FORMAL RECONSIDERATION FORM

5.8—USE OF COPYRIGHTED MATERIALS

5.9—COMPUTER SOFTWARE COPYRIGHT

5.10--ARTIFICIAL INTELLIGENCE

5.11—DIGITAL LEARNING COURSE

5.11b- PROMOTION/RETENTION - MIDDLE SCHOOL 6-8

5.12—COMUTER SCIENCE INTERNSHIP AND INDEPENDENT STUDIES.

5.14—HOMEWORK

5.15—GRADING

5.16—GRADUATION REQUIREMENTS

## **TABLE OF CONTENTS (CONT.)**

5.17—HONOR GRADUATES

5.18—HEALTH SERVICES

5.19--ARKANSAS COURSE CHOICE PROGRAM

5.19.2--EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS

5.20—DISTRICT WEB SITE

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

5.20 F2—PERMISSION TO DISPLAY STUDENT INFORMATION ON WEB SITE

5.20.1—WEB SITE PRIVACY POLICY

5.21—ACCELERATED LEARNING COURSES

5.22—CONCURRENT CREDIT

5.23— NA

5.24—STUDENT PARTICIPATION IN SURVEYS

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

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

5.25—MARKETING OF PERSONAL INFORMATION

5.26--ALTERNATIVE LEARNING ENVIRONMENTS

5.26.1--ALTERNATIVE LEARNING ENVIRONMENT PROGRAM EVALUATION

5.27--ENGLISH LEARNERS

5.28--ENHANCED STUDENT ACHIEVEMENT FUNDING EXPENDITURES

5.29-WELLNESS POLICY

## 5.1—EDUCATIONAL PHILOSOPHY

The Flippin 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:<sup>1</sup>

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.

Note: <sup>1</sup> These are sample core beliefs and should serve only as an example. Your district should create its own list of core beliefs.

Date Adopted: 7/25/2005

Last Revised: 6/14/2024

## 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 plan (SLIP) to:

- Establish goals or anticipated outcomes based on an analysis of students' needs;
- Identify student supports and evidence-based interventions and practices to be implemented;
- Describe the professional learning necessary for adults to deliver the supports or interventions;
- Describe the implementation timeline for monitoring of the interventions and practices for effectiveness;
- Describe the timeline and procedures for evaluation of the interventions and practices for effectiveness; and
- Evaluate and modify a parent, family, and community engagement plan.<sup>1</sup>

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:<sup>2</sup>

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

The SLIP is to be reviewed on an ongoing basis with reports to the board on the implementation progress of the SLIP throughout the year of implementation. By May 1 of each year, the SLIP to be implemented in the upcoming school year shall be presented to the District Board of Directors for review and approval.<sup>3</sup> 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; and 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.<sup>5</sup>

## 5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT (cont.)

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.

Notes: <sup>1</sup> See A.C.A. § 6-15-1702 for a detailed listing of required components of the parental involvement plan. The Model Policy Service has also provided a guide (See Supporting Information for Policies 6.11 and 6.12 located on the Policy Resources Page: <https://arsba.org/policy-resources> for easier understanding of the language in the code. In addition, the Division of Elementary and Secondary Education has created a parent, family, and community engagement toolkit that may be used in the creation of your plan. The toolkit is located at <https://dese.ade.arkansas.gov/Offices/public-school-accountability/engagement>.

<sup>2</sup> This is not intended to be an all-inclusive list. The only item specifically required to be included is the evaluation of the existing SLIP, which must be done at least annually.

<sup>3</sup> The Arkansas Department of Education (ADE) Rules Governing the Arkansas Educational Support and Accountability Act requires the board to approve the SLIP(s) and SDSP annually, which should be specifically noted in the board's minutes.

<sup>5</sup>Districts are required to post their DSP to the district website by October 1.

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: 07/25/2005

Last Revised: 07/24/2006; 1/8/2016; 6/25/2018; 5/23/2019; 2/11/2020; 6/12/2020; 2/2/2021; 5/26/2021; 6/1/2022; 5/2/2025

## 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.<sup>1</sup> 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.<sup>2</sup>

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.<sup>3</sup>

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; or
- Sexual orientation.

Notes: <sup>1</sup> A.C.A. § 6-15-101 requires school boards to adopt and implement the academic standards and expected outcomes that have been defined by the State Board, which should be indicated by the adoption being noted in the district's board minutes.

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

<sup>3</sup> While districts have the option to use a curriculum that is not on the list of curriculum approved by DESE for the District's reading program, Districts who

### **5.3—CURRICULUM DEVELOPMENT (cont.)**

choose to do so are required to receive prior approval of the curriculum from DESE. In order to receive approval of the curriculum from DESE, the District must submit to DESE the District's rationale for choosing the alternative curriculum program and evidence-based research regarding the alternative curriculum program.

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

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

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

Date Adopted: 7/25/2005

Date Revised: 6/27/2011; 1/9/2017; 5/12/2017; 6/25/2018; 5/23/2019; 2/11/2020; 5/26/2021;  
5/1/2023; 6/14/2024



## **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.<sup>1</sup>

### **Leadership Team**

Each school shall have a Leadership Team that consists of members that include:<sup>2</sup>

1. The principal;
2. The chair of each Instructional Team;
3. The school guidance counselor;
4. A instructional facilitator; and
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; and/or
- 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.<sup>3</sup>

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

## 5.4—SCHOOL IMPROVEMENT TEAMS (cont.)

Notes: This policy was created in collaboration with the Division of Elementary and Secondary Education (DESE) School Improvement Team. The policy is not required but is recommended. The language in the policy is based on researched best practices but may be amended in entirety to conform with local practices, including, but not limited to, the number and length of team meetings.

Additional types of teams that your district may be interested in creating are:

- Student team, which consists of a diverse group of student leaders;
- Management team, which consists of campus administrators and other personnel as needed; and
- School Community Council, which consists of administrators, teachers, and parents.

<sup>1</sup> This language is optional; however, districts should be aware that if they require the instructional teams to meet during the student instructional day and do not also provide the minimum two hundred (200) minutes per week of individual prep time that the district would be required to compensate the members of the instructional team for the missed time. Teachers may voluntarily agree amongst each other to meet during the prep time, but the meeting during that time may not be required.

<sup>2</sup> The goal is to make sure all those who are necessary have a voice on the Leadership Team while keeping the number of members to a reasonable level; the recommendation is to have between five (5) and seven (7) members.

<sup>3</sup> In addition to the monthly meetings, you have the option to require the Instructional Teams to meet before or after the student instructional year. If you do, make sure that the days are scheduled on the school calendar since they will count against the number of days in the employee's contract. Here is our suggested language:

*In addition to the regular monthly meetings during the school year, each Instructional Team shall meet for \_\_\_\_\_ days prior to the first student contact day and/or \_\_\_\_\_ days following the final student contact day.*

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

Date Adopted:

Last Revised: 5/12/2017; 5/23/2019

## **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;

## **5.5—SELECTION/INSPECTION OF INSTRUCTIONAL MATERIALS (cont.)**

- d. Surveys;
- e. Questionnaires;
- f. Activities; and
- g. Instruction of any kind.

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

The 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.

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

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: 7/25/2005

Last Revised: 1/31/2018; 5/26/2021; 2/3/2022; 5/1/2023

## 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 Superintendent<sup>1</sup>.

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.

## 5.6—CHALLENGE TO INSTRUCTIONAL/SUPPLEMENTAL MATERIALS (cont.)

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.<sup>2</sup>

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; or
- 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;

## **5.6—CHALLENGE TO INSTRUCTIONAL/SUPPLEMENTAL MATERIALS (cont.)**

- f. Activities; and
- g. Instruction of any kind.

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

The 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.

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

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

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

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

Date Adopted: 07/25/2005

Date Revised: 10/27/2008; 1/31/2018; 5/26/2021; 2/3/2022; 5/1/2023

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

Name: \_\_\_\_\_

Date submitted: level one \_\_\_\_\_ level two \_\_\_\_\_ level three \_\_\_\_\_

Instructional material, events, or activity being contested:

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

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What is your proposed resolution?

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Signature of receiving Principal \_\_\_\_\_

Signature of curriculum coordinator \_\_\_\_\_

Signature of Superintendent \_\_\_\_\_

Date Adopted: 7/25/2005



## 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:

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

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

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Date Adopted:  
Last Revised:

## **5.7—SELECTION OF LIBRARY/MEDIA CENTER MATERIALS**

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

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

### **Selection Criteria**

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

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

### **Retention and Continuous Evaluation**

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

## **5.7—SELECTION OF LIBRARY/MEDIA CENTER MATERIALS (cont.)**

### **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.

## **5.7—SELECTION OF LIBRARY/MEDIA CENTER MATERIALS (cont.)**

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 ~~privately~~ 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) of receipt of the information. The Board's decision is final.

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

Date Adopted: 7/25/2005

Date Revised: 10/27/2008; 5/1/2023; 5/2/2025

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

Name: \_\_\_\_\_

Date submitted: \_\_\_\_\_

Media Center material being contested:

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

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What is your proposed resolution?

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Signature of receiving Principal \_\_\_\_\_

Signature of Superintendent (if appealed) \_\_\_\_\_

Date Adopted: 07/25/2005

Last Revised: 07/24/2006

## **5.8—USE OF COPYRIGHTED MATERIALS**

### **Use of Copyrighted Work in Face-to-Face Classroom**

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

### **Use of Copyrighted Works in Digital Transmissions**

#### **Definitions**

1. “Class session” means the length of time provided for students to access the materials necessary for the completion of course assignments and tests. Depending on the copyrighted work’s overall importance to the course, which can vary from a single assignment to an entire course focusing on the copyrighted work, the class session will end on:
  - The date set by the teacher for an assignment to be submitted; or
  - The date on the school calendar for the end of classes.
2. “Course packs” are premade compilations of book excerpts; newspaper, magazine, and journal articles; and instructor-authored materials.
3. “Mediated Instructional activities” includes textbooks, workbooks, and course packs.
4. “Transmission” is the remote accessing, whether on or off campus, by students of a copyrighted work by means of a closed circuit television, an educational television channel, or in a digital format on a password protected secure webpage.

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

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

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

1. The transmission of the copyrighted work is limited to only the students enrolled in the course;

## 5.8—USE OF COPYRIGHTED MATERIALS (cont.)

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

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

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

## 5.8—USE OF COPYRIGHTED MATERIALS (cont.)

C. A statement that works may be subject to copyright shall be placed in at least one of the following areas to provide notice to students of copyright status:

- Course syllabus;
- Home webpage for the course;
- Webpage for the particular class session; and/or
- Webpage with the copyrighted work.

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

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

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

Notes: A useful checklist for Districts to use to help ensure compliance with Federal copyright laws can be found at <http://library.uncc.edu/copyright/TEACH/teachtools>.

<sup>1</sup> Copies of the documents are available on the Policy Resources page at <https://arsba.org/policy-resources>.

Cross Reference: 5.11—DIGITAL LEARNING COURSES

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

Date Adopted: 7/25/2005

Last Revised: 3/20/2014; 7/28/2014; 6/20/2016; 2/2/2021



## **5.9—COMPUTER SOFTWARE COPYRIGHT**

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

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

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

Legal Reference: 17 USC § 117

Date Adopted: 7/25/2005

Last Revised: 6/14/2024

## 5.10—ARTIFICIAL INTELLIGENCE

### Definitions

“Artificial Intelligence (AI)” means a machine-based system can, based on a given set of human-defined objectives, make predictions, recommendations, or decision 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 does 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 Flippin 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  
5.10 (p.1)

## **5.10—ARTIFICIAL INTELLIGENCE (cont.)**

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: 5/2/2025  
Last Revised:

## **5.11—DIGITAL LEARNING COURSES**

### **Definitions**

For the purposes of this policy

1. "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.
2. "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.
3. "Instructional Materials" means:
  1. Traditional books, textbooks, and trade books in printed and bound form;
  2. Activity-oriented programs that may include:
    - i. Manipulatives;
    - ii. Hand-held calculators;
    - iii. Other hands-on materials; and
  3. Technology-based materials that require the use of electronic equipment in order to be used in the learning process.
4. "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.
5. "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

## **5.11—DIGITAL LEARNING COURSES (cont.)**

(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.<sup>2</sup>

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.

Notes: <sup>1</sup> The district is NOT required to provide its own digital learning courses, but doing so affords the most oversight of what content such courses contain and how the courses are taught. Note that should the district choose to offer digital courses to non-district students, the district will have to go through the same provider approval process as is required for all "outside" providers.

<sup>2</sup> Attendance in a synchronous digital course must be tracked in the same manner as for students attending an in-person course. Students attending an asynchronous digital course should have their attendance tracked in a manner that best works with your digital course platform. It is possible for a student who is assigned a period to complete the asynchronous digital course who fails to be physically present may be considered truant but may not be absent for the digital course if they meet the attendance requirements for the asynchronous attendance method.

## 5.11—DIGITAL LEARNING COURSES (cont.)

Example: A ninth (9<sup>th</sup>) grade student elects to take one (1) course digitally. The other courses the student takes are scheduled for first (1<sup>st</sup>), second (2<sup>nd</sup>), fourth (4<sup>th</sup>), fifth (5<sup>th</sup>), and sixth (6<sup>th</sup>) periods and the student has a study hall during seventh (7<sup>th</sup>) period. Because the student is too young to check out for third (3<sup>rd</sup>) period, the student is assigned third (3<sup>rd</sup>) period to work on the asynchronous digital course. If the student goes to the gym one day during third (3<sup>rd</sup>) period instead of the classroom where the student is supposed to be, the student would be truant but would not be absent so long as the student met the requirements to not be treated absent for the asynchronous digital course.

<sup>3</sup> This sentence is based on the statutory definition of "instructional materials". The statute further provides that the instructional materials shall be provided at no cost to students for all subjects taught.

<sup>4</sup> While digital learning offers great promise for engaging students, it also requires maturity and study skills that will not work for some students. The intention of the paragraph is to leave the initial digital enrollment open to previously poor and/or disengaged students who might thrive in a digital format, and yet still give the principal the authority to intervene when it's in the student's best interest. The Arkansas Course Choice Program prevents the principal from acting in a similar manner for a student who is performing poorly in a course through the program

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: 7/28/2014

Last Revised: 1/8/2016; 4/25/2016; 5/12/2017; 5/23/2019; 6/12/2020; 5/26/2021;  
5/1/2023; 1/5/2024

## **5.12—COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES**

### **Internships**

The Board of Directors believes that students who intend to begin careers immediately upon high school graduation or intend to complete post-secondary training prior to starting a career can benefit from an internship experience. The desired outcomes of the District's internship program include students advancing computer science skills, sharpening soft-skills, and learning new skills while in a workplace environment. The internship program provides intense, competency-based worksite immersion in advanced computer science concepts while linking the internship participants to current resources, information, and guidance from computing professionals.

Students who wish to participate in the internship program shall submit an application to the counselor and/or principal. In order for a student to be eligible to participate in the internship program, the student must have:

1. Received enough credits to qualify as a junior;
2. Either:
  - Have at least one (1) credit from a Division of Elementary and Secondary Education (DESE) approved computer science course; or
  - Submit computer science work product that satisfactorily demonstrates the competencies expected within the (DESE) Computer Science Standards to the counselor and/or principal; and
3. At least a 3.0 GPA.

The student participating in an internship program is responsible for making sure the counselor and/or principal receives documentation authenticated by the student's supervisor of the hours worked by the student, proof of the student having completed projects, and regular evaluations of the student's work by the student's internship supervisor.

A student who completes a computer science internship shall receive credit for the internship as a Computer Science Flex Credit<sup>4</sup> based on the amount of documented on-the-job work hours as follows:

- a. Half (1/2) credit for completing sixty (60) on-the-job work hours; or
- b. One (1) credit for completing one hundred twenty (120) on-the-job work hours.

### **Independent Studies**

A Computer Science Independent Study Program shall be designed to enrich the student's computer science educational experience. A student who desires to complete an independent study shall:

1. Either:
  - Have at least one (1) credit from an DESE approved computer science course; or

## 5.12—COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES (cont.)

- Submit computer science work product that satisfactorily demonstrates the competencies expected within the DESE Computer Science Standards to a local advisor<sup>5</sup>;
- 2. Develop an educational plan that is tied directly to extending the computer science concepts found within:
  - The most current revision of the Arkansas High School Computer Science Standards;
  - College Board AP Computer Science Principles or A; and/or
  - IB Computer Science SL or HL;
- 3. Submit the study plan to a local advisor<sup>5</sup> for approval;
- 4. Have at least a \_\_\_\_<sup>3</sup> GPA; and
- 5. Produce a final product for presentation.

The advisor<sup>5</sup> is responsible for reviewing, monitoring, and approving the student's study plan. The study plan should include anticipated objectives that allow the advisor to evaluate the student's study progress. The student is responsible for submitting regular written reports to the advisor<sup>5</sup> concerning the student's progress towards the student's independent study goals.

The student's hours of study shall be documented by the most appropriate of the following methods:<sup>6</sup>

- Being assigned a class period during the instructional day that is dedicated to the student's independent study;
- Using the District's system to track student time for digital courses if the student's attendance and assignments are through a digital classroom; and
- Using another hour tracking system approved by the district Superintendent that provides for accurate tracking of hours and provides safeguards against improper reporting by the student.

A student who completes a computer science independent study shall receive credit for the independent study as a Computer Science Flex Credit<sup>4</sup> based on the amount of documented study hours as follows:

- a. Half (1/2) credit for completing sixty (60) study hours; or
- b. One (1) credit for completing one hundred twenty (120) study hours.

Notes: This is an optional policy as districts are not required to provide either of these programs to students.

<sup>1</sup> When creating the internship program, the entity who will host the interns needs to be aware that the position the intern will occupy must allow the student to perform tasks that are tied directly to extending the computer science concepts found within:



## 5.12—COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES (cont.)

- The most current revision of the Arkansas High School Computer Science Standards,
- College Board AP Computer Science Principles or A, and/or
- IB Computer Science SL or HL.

<sup>2</sup> Place here the position best suited to oversee this program in your district. Possibilities include, but are not limited to, the building principal, JAG teacher, computer science teacher, or EAST facilitator.

<sup>3</sup> This is only a sample list of requirements. There is nothing requiring that you place a minimum grade level requirement or a GPA minimum for a student's participation.

<sup>4</sup> You may change this to have the credit the student receives count as either a Career Focus Credit or as a local elective credit instead.

<sup>5</sup> You have the option to require the study plan be presented and approved by an advisory panel instead of an individual advisor.

<sup>6</sup> This is not intended to be an all-inclusive list. The Standards require the time the student spends on the independent study be documented for the student to receive credit but leave it to the districts to select the best method.

Legal References:     Arkansas Computer Science Standards for Grades 9-12  
                                 Internship Program  
                                 Arkansas Computer Science Standards for Grades 9-12  
                                 Independent Study

Date Adopted: 5/23/2017

Last Revised: 5/23/2019

## **5.13—SUMMER SCHOOL**

All students not scoring proficient will be offered remediation programs that could possibly include summer school.

Transportation to and from the school shall be the responsibility of the student's parent or guardian.

Legal Reference: A.C.A. § 6-16-704

Date Adopted: 7/25/2005

Date Revised: 2/26/2007

## **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: 7/25/2005

Date Revised: 04/07/2008; 6/25/2018

## 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 period to keep parents/guardians informed of their student's progress.

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

The grades of a child in foster care shall not be lowered due to an absence from school due to:<sup>2</sup>

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

The District shall use Standards-based grading in the District's elementary schools.<sup>3</sup>

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.

## 5.15—GRADING (cont.)

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  $(0.25 \times 83) + (0.75 \times 75) = 77\%$ .

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

<sup>2</sup> A.C.A. § 9-28-113(f) makes this requirement, but does not offer any statutory solution. Presumably, class work missed due to a foster child's absence for the listed reasons would fall under the same parameters for making up missed assignments or tests as any other absence. As such, a foster child's grades could be affected by how well the child does in making up their missed assignments or tests, but not merely because the child missed school for cause.

<sup>3</sup> The statutory authority to use the same grading scale in elementary schools as in other schools was repealed.

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 and Regulations  
                              Governing Grading and Course Credit

Date Adopted: 7/25/2005;

Last Revised: 06/27/2011; 08/27/2012; 1/8/2016; 6/25/2018; 5/23/2019; 6/12/2020; 5/2/2025

## **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; or
- Proficiency report from a computer science proficiency evaluation tool.<sup>2</sup>

Notes: <sup>1</sup> This is not intended to be an all-inclusive list of what may be considered when determining at what computer science course level a student should be placed.

<sup>2</sup> The Division of Elementary and Secondary Education and Virtual Arkansas have developed a computer science proficiency tool that districts may use.

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: 5/23/2017  
Last Revised: 1/10/2019; 5/23/2019

## **5.17—HONOR ROLL AND HONOR GRADUATES**

### **HONOR ROLL**

Students in kindergarten through grade six (K-6) who have no grades below “B” for the grading period will be recognized as honor roll students for that grading period.

Students in grades seven through twelve (7-12) who participate in the Smart Core Curriculum (Academic Diploma) and Common Core (Regular Diploma) and have no grade below “B” for the grading period will be recognized as honor roll students for that grading period. Semester grades will determine the honor roll at the end of each semester.

### **STATE HONOR GRADUATES**

In accordance with state policy, recognizes Honor Graduates as students having met the district’s Smart Core Curriculum requirements. Students who have successfully completed the minimum core of courses (22 credits) recommended for preparation for college as defined by the Higher Education Coordinating Board and the State Board of Education and have a cumulative grade point average (GPA) of 2.75 will be designated as honor students on their transcripts with a seal. The GPA shall be derived from courses taken in public schools in grades nine (9) through twelve (12).

### **FLIPPIN PUBLIC SCHOOL HONOR GRADUATES**

To graduate with honors a student must complete the following requirements:

- Meet SMART CORE curriculum requirements
- Earn 2 credits for the same foreign language
- Earn at least 1 credit for Chemistry, Physics, or AP biology
- Earn at least 1 credit for advanced math: algebra III, Pre Cal/Trig, AP Calculus, AP Statistics, or College Algebra
- Earn 1 credit for taking at least 1 AP course and/or one of the following concurrent credit courses: English Composition I, English Composition II, College Algebra, Intro to Psychology, Principles of Sociology, Biological Science/Lab, Physical Science/Lab, U.S. History, U.S. Government and any concurrent credit class pre-approved by the principal (weighted credit for concurrent enrollment courses is subject to approval by DESE)
- Obtain a cumulative GPA (based on a 5.0 scale) for the following designations: Summa cum laude = 4.00; magna cum laude = 3.75-3.99; cum laude = 3.50-3.74. This will be based on 8 semesters of high school. (All other requirements of number of semesters in attendance will stay the same). Student speakers for graduation will be determined by committee which may include but not be limited to the principal, counselor, senior sponsors, and honor graduates.

Valedictorian/Salutatorian Honors: The honor student with the highest GPA and who has been enrolled in public school in grades nine (9) through twelve (12) and in High School for the student’s entire senior year shall serve as the valedictorian of the student’s graduating class.

## **5.17—HONOR ROLL AND HONOR GRADUATES (cont.)**

The honor student with the second highest GPA and who has been enrolled in public school in grades nine (9) through twelve (12) and in High School for the student's entire senior year shall serve as the salutatorian of the student's graduating class. Only honor graduates are eligible for the designations of valedictorian and salutatorian.

Valedictorian(s) will be the honor graduate with the highest GPA (based on a 4.0 scale), and the salutatorian(s) will be the honor graduate with the second highest GPA (based on a 4.0 scale).

Grade point averages for graduation purposes will be figured to the nearest hundredth decimal place and figured after eight (8) semesters of high school.

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: 09/06/2005

Last Revised: 07/24/2006; 2/2/2021; 6/14/2024

## **5.17 F— HONOR ROLL AND HONOR 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)

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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 Reference:   A.C.A. § 6-18-709  
                          A.C.A. § 6-18-720

Date Adopted: 7/25/2005  
Last Revised: 5/23/2019; 5/26/2021; 5/1/2023



## **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; or
- Attending a District school that received a school letter grade of C, D, or F and the course is required for graduation.<sup>1</sup>

The ACCP course catalog shall be made available to all students during student course selection.<sup>2</sup> 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; and
  - c. International Baccalaureate,
2. Participation in extracurricular or cocurricular activities; and
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.

Notes: <sup>1</sup> This language matches that in the definition of "eligible student" from A.C.A. § 6-16-1702.

<sup>2</sup> The State Board has until 2026 to establish the official ACCP course catalog.

Cross Reference: 5.11—DIGITAL LEARNING COURSES

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

Date Adopted :

Last Revised : 5/2/2025

## **5.19.2—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS**

The district will not allow home schooled students to participate in district sponsored extracurricular activities.

Date Adopted: 6/24/2013

Last Revised: 6/24/2013

## **5.20—DISTRICT WEB SITE**

The Flippin School District shall maintain a web page to provide information about its schools, students, and activities to the community. This policy is adopted to promote continuity between the different pages on the District web site by establishing guidelines for their construction and operation. The School District web site shall be used for educational purposes only. It shall not create either a public or a limited public forum. Any link from any page on the District's site may only be to another educational site.<sup>1</sup> The web site shall not use "cookies" to collect or retain identifying information about visitors to its web site nor shall any such information be given to "third parties." Any data collected shall be used solely for the purpose of monitoring site activity to help the District improve the usefulness of the site to its visitors.<sup>2</sup>

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

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

1. All pages on the District's web site may contain advertising and links only to educational sources.
2. The District's home page shall contain links to existing individual school's web pages and the school home pages shall link back to the District's home page. The District's home page may also include links to educational extracurricular organization's web pages which shall also link back to the District's home page.
3. Photos along with the student's name shall only be posted on web pages after receiving written permission from the student's parents or the student if the student is over the age of eighteen (18).<sup>3</sup>
4. The District's web server shall host the \_\_\_\_\_ District's website.<sup>4</sup>
5. No web page on the District web site may contain public message Boards or chat rooms.
6. All web pages on the District web site shall be constructed to download in a reasonable length of time.
7. The District's home page shall contain a link to a privacy policy notice which must be placed in a clear and prominent place and manner.<sup>5</sup>

## **5.20—DISTRICT WEB SITE (cont.)**

8. With the exception of students who may retain the copyright of material they have create that is displayed on a District web page, all materials displayed on the District web site are owned by the Flippin School District.
9. The District shall included the following information on its website through a link located on the District's homepage title "State Required Information":<sup>6</sup>
  - 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;<sup>8</sup>
  - l. The names, email addresses,<sup>9</sup> 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;<sup>10</sup>
  - o. School-Level Improvement Plans;<sup>11</sup> and
  - p. The District Strategic Plan.<sup>11</sup>
  - q. Student discipline policies;
  - r. Comprehensive School Counseling Plan;
  - s. The District financial policies;
  - t. Student handbooks;<sup>12</sup>
  - u. The Annual Report to the Public; and
  - 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 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:<sup>13</sup>

## **5.20—DISTRICT WEB SITE (cont.)**

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

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":<sup>14</sup>

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

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

- 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; and
- 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":

## 5.20—DISTRICT WEB SITE (cont.)

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; and
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.

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

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

<sup>3</sup> This relates to the Family Educational Rights and Privacy Act (FERPA). Directory Information as defined by FERPA (see policy 4.13) allows for the release of a student's name, address, and phone number, but because of the potential for significantly greater exposure of the Internet than exists in print media, ASBA recommends limiting the release of Directory Information on the Internet to a student's photo along with their name only **after** receiving written parental permission, or the student's permission if the student is over the age of eighteen (18). Although it has not been definitively established by the U.S. Supreme Court, the vast increase in exposure offered by the Internet appears to dictate a more restrictive policy regarding the release of Directory Information as it relates to the Internet.

<sup>5</sup> See policy 5.20.1

<sup>6</sup> "A" through "N" are required by A.C.A. § 6-11-129

<sup>7</sup> The minutes are required to be posted within twenty-four (24) hours after adjournment of the meeting where the minutes were approved.

<sup>8</sup> The agenda for a regular meeting is required to be posted at least three (3) days in advance of the meeting. The agenda for an emergency or special meeting is required to be posted at least two (2) hours in advance of the meeting.

<sup>9</sup> The email address that is posted should be a district created email address for each board member. All board members should have a district created email address that should be used for anything dealing with the district.

## **5.20—DISTRICT WEB SITE (cont.)**

The use of a district email address allows Freedom of Information requests to be handled by the district instead of the board member as the district is the custodian of those records, unlike with a board member's personal email.

<sup>10</sup> The annual school performance report here refers to the reports required under both A.C.A. § 6-15-1402 and A.C.A. § 6-15-2101. Districts are required to provide a printed copy of the school performance report to an individual upon request; however, districts are no longer required to have either school performance report printed in the newspaper but may do so if they choose.

<sup>11</sup> The school-level improvement plans are required to be posted to the website by August 1 of each year. The district strategic plans must be posted by October 1.

<sup>12</sup> If your written anti-bullying policies are not included in your student handbooks, you are required to include a copy of the policies on the State Required Information page in addition to the student handbooks.

<sup>13</sup> A.C.A. § 6-41-611 states that a district who fails to meet the dyslexia screening and intervention requirements may be placed in probationary status. If the district is placed in probationary status, the district is required to post to the district website that the district was placed in probationary status and why.

<sup>14</sup> 34 C.F.R. § 106.8 and 106.45 require that the information is posted to your district website, but do not require the information to be located on a page accessed by a link specifically titled "Title IX/Sex Discrimination" so you may change where and how on your website the information is located so long as it may be easily found by students, employees, and members of the community.

<sup>15</sup> A.C.A. § 6-28-301 requires the information to be placed on the "Military Families" page on the district website if the district has twenty (20) or more dependents of Uniformed Service Members enrolled in the district or a general student body of three thousand (3,000) or more. A.C.A. § 6-28-108 allows districts to provide this information directly to the military family instead of placing it on the website if the enrolled student numbers are not met.

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

## **5.20—DISTRICT WEB SITE (cont.)**

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  
20 U.S.C. § 1232 g  
15 U.S.C. § 6501 (COPPA)  
DESE Rules Governing How to Meet the Needs of Children  
With Dyslexia  
DESE Rules Governing the Arkansas Educational Support  
and Accountability Act  
DESE Rules Governing Act 1240 Waivers  
DESE Rules Governing Documents Posted to School District  
and Education Service Cooperative Websites  
Standards For Accreditation 12.02.1, 1-B.2, 2-B.1, 2-H.2,  
3-A.1, 3-A.2, 3-A.9, 3-B.1, 3.B.2.1, 5-A.1  
20 U.S.C. § 1232 g  
15 U.S.C. § 6501 (COPPA)  
34 C.F.R. § 106.8  
34 C.F.R. § 106.45

Date Adopted: 07/25/2005

Last Revised: 07/24/2006; 6/27/2011; 5/12/2017; 1/31/2018; 6/15/2018; 5/23/2019; 6/12/2020;  
5/26/2021; 5/1/2023; 5/2/2025

## **5.20.1—WEB SITE PRIVACY POLICY\***

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

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

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

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.

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

<sup>1</sup>Include the portions of this paragraph that apply to your district

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

Date Adopted: 07/25/2005

Last Revised: 07/24/2006; 10/27/2008; 6/25/2018; 6/14/2024



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

I hereby grant permission to the Flippin 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 Flippin School District the right to edit the photograph or video clip at its discretion.

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

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Name of student (Printed)

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

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

---

Date

Date Adopted: 07/25/2005  
Last Revised: 07/24/2006; 6/14/2024

## 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 Programmed course;
3. A Cambridge Advanced International Certificate of Education course;
4. A concurrent credit course; and
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; and
- The student takes the applicable AP or IB examination after completing the entire course. Credit shall be given for each grading period during the course of the year, but shall be retroactively removed from a student's grade for any course in which the student fails to take the applicable exam. Students who do not take the applicable exam shall receive the same numeric value for the grade the student receives in the course as if it were a non-AP or IB course.<sup>2</sup>

## 5.21—ACCELERATED LEARNING COURSES

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; or
- 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; and
- 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; and
- Earning the high-value industry credential aligned with the career and technical pathway.

A student who transfer 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.

Note: <sup>2</sup> A.C.A. § 6-15-902(c)(2)(B) and the DESE Rules stipulate that students must take the applicable AP exam to receive weighted credit for the course. Because the state now pays the total cost of the AP exams and the student's score on the exam does not affect the student's grade for the course, students can reasonably be expected to take the test. By standardizing the timing of awarding weighted credit across Arkansas, all students will be on a level playing field regarding their GPA for college applications.

Legal References: DESE Rules Governing Grading and Course Credit  
A.C.A. § 6-18-902  
A.C.A. § 6-16-1201 et seq.

Date Adopted: 07/25/2005

Date Revised: 10/27/2008; 1/24/2013; 7/28/2014; 5/23/2019; 6/12/2020; 5/1/2023; 6/14/2024  
5/2/2025

## 5.22—CONCURRENT CREDIT

A ninth (9<sup>th</sup>) through twelfth (12<sup>th</sup>) 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 half (1/2) credit for a high school career focus elective. The remedial/developmental education course cannot be used to meet the core subject area/unit requirements.

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

- The student,
- The student's parent(s) or legal guardian(s) if the student is under the age of eighteen (18);
- The District; and
- The publicly supported community college, technical college, four-year college or university, or private institution of higher education the student attends to take the concurrent credit 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, 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.<sup>2</sup>

Notes: A.C.A. § 6-18-232 prohibits a private school or home schooled student who is attending a concurrent credit course through the district under Policy 4.59 from being charged for the concurrent course unless the district also charges the district's students for concurrent credit courses.

<sup>2</sup> The cost concurrent credit hours may be paid by the District, the institution of higher education, or through a cost sharing agreement between the District and the institution of higher education. Acceleration Scholarship Program funds may also be used to pay for concurrent credit courses.

## **5.22—CONCURRENT CREDIT (cont.)**

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

Legal Reference:     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: 7/25/2005

Last Revised: 04/07/2008; 1/24/2013; 5/12/2017; 5/23/2019; 6/12/2020; 5/2/2025

***5.23 – ASBA Policy 5.23 did not apply to the Flippin School District.  
This number will be used for a future policy.***

## **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; or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

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)<sup>1</sup> 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

## 5.24—STUDENT PARTICIPATION IN SURVEYS (cont.)

in loco parentis exercised their right to refuse to allow their student to participate in the survey, analysis, or evaluation.

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

Except for assessments mandated by State or Federal law, State Rule, or Federal regulations 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; and
- B. Requests or requires a student to provide any of the eight (8) categories of information listed above; and/or
- 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 he/she turns eighteen (18) years old.

Note: This policy is to be developed in conjunction with parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis to students:

Parents, legal guardians, persons having lawful control of the student, and persons standing in loco parentis must be "directly" notified of this policy, at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in the policy. ~~and~~ The notice must include ~~in the notice~~ the specific or approximate dates (to the extent known) during the school year when these activities are scheduled.

## **5.24—STUDENT PARTICIPATION IN SURVEYS (cont.)**

“Directly notified” in regard to this policy means by mail or email. Inclusion in the student handbook does not meet the law’s requirements.

<sup>1</sup> The length of time may be adjusted, but it must be a “reasonable period of time.”

Legal Reference: 20 USC § 1232h  
ACA § 6-18-1301 et seq.

Date Adopted: 07/25/2005  
Date Revised: 07/24/2006; 6/14/2024



## **5.24F 1—OBJECTION TO PARTICIPATION IN SURVEYS, ANALYSIS,**

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 student (only necessary if student is over 18)

---

Signature of parent (required if student is under 18)

---

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

Date Adopted: 7/25/2005

## **5.24 F 2—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 specific survey:

---

\_\_\_\_All surveys

---

Name of student (Printed)

---

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

---

Signature of parent (required if student is under 18)

---

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

Date Adopted: 07/25/2005

## 5.25—MARKETING OF PERSONAL INFORMATION

The Flippin 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.<sup>1</sup>

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, and
4. social security identification number.

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

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

Notes: This policy is to be developed in conjunction with parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis. Parents legal guardians, persons having lawful control of the student, or person standing in loco parentis must be “directly” notified of this policy, at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in the policy.

<sup>1</sup> While the law does allow a school or District to collect and disclose “personal information” for marketing purposes under certain circumstances, the requirements for doing so are such that ASBA recommends not to go there. If you’re extremely determined to do so, look at 20 USC § 1232h (c) to help you make your final decision.

Legal Reference: 20 USC § 1232h (c)

Date Adopted: 7/25/2005

Last Revised: 6/25/2018; 6/14/2024

## **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 program 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 program 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 parent, legal guardian, person having lawful control of the student, or person standing in loco parentis, and maintain such documentation in the student's Student Action Plan (SAP).
- LEA special education/504 representative (if applicable);
- at least one (1) of the student's regular classroom teacher(s); and
- if the District so chooses, the student.

Students who are placed in the ALE shall 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; or
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.

## **5.26—ALTERNATIVE LEARNING ENVIRONMENTS (cont.)**

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 that is in compliance with the Division of Elementary and Secondary Education (DESE) Rules. The SAP may be revised from time to time by the ALE placement team and a positive behavior or transitional plan shall be developed and added to the SAP prior to a student's return to the regular educational environment.

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

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

Legal References:     A.C.A. § 6-48-102, 103  
                              A.C.A. § 6-20-2305(b) (2)  
                              DESE Rules Governing Student Special Needs Funding— 3.01, 3.05, 4.00,  
                              and 8.0  
                              DESE Rules Governing Student Discipline and School Safety

Date Adopted: 07/25/2005

Last Revised: 07/24/2006; 06/27/2011; 7/28/2014; 5/23/2019; 6/12/2020; 5/2/2025

## **5.26.1—ALTERNATIVE LEARNING ENVIRONMENT PROGRAM EVALUATION**

The District's Alternative Learning Environment (ALE) program shall be evaluated at least annually to determine its overall effectiveness at providing a non-punitive environment that

- Is conducive to learning;
- Eliminates traditional barriers to learning; and
- Is in 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 support plan in addressing identified achievement gaps and student performance deficiencies.

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

Date Adopted: 07/24/2006

Last Revised: 04/07/2008; 6/25/2018; 6/1/2022; 6/14/2024

## **5.27—ENGLISH LEARNERS**

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

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

Legal Reference: A.C.A. § 6-15-2914  
A.C.A. § 6-20-2305(b)(3),  
DESE Rules Governing the Distribution of Student  
Special Needs Funding and the Determination of Allowable  
Expenditure of These Funds – 3.04, 5.00, and 8.00  
Standards For Accreditation 2-J.2

Date Adopted: 07/25/2005

Last Revised: 07/24/2006; 04/07/2008; 6/25/2018; 5/23/2019; 2/2/2021; 5/1/2023; 5/2/2025

## **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 of 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 for the use of the District's ESA funds in the District's District Strategic Plan.

Legal Reference:   A.C.A. § 6-20-2305(b)(4),  
                          A.C.A. § 6-15-2919  
                          A.C.A. § 6-15-426(f)  
                          DESE Rules Governing Student Special  
                          Needs Funding 3.12, 3.17, 3.18, 6.00, and 8.00

Date Adopted: 07/25/2005

Last Revised: 07/24/2006; 04/07/2008; 6/25/2018; 5/23/2019; 6/12/2020; 2/2/2021;  
5/26/2021; 6/1/2022; 6/14/2024



## **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.<sup>1</sup> The wellness committee shall have the powers and responsibilities delegated to it by statute and Rule and are incorporated into this policy by reference.<sup>2</sup> 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 SDSP.

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:<sup>3</sup>

- Members of the District's Board of Directors;
- School administrators;
- School nutrition personnel;
- Teacher organizations;
- Teachers of physical education;
- Parents;
- Students;

## **5.29 – Wellness Policy (cont.)**

- Professional groups (such as nurses);
- School health professionals (such as school nurses, school counselors, and social workers); and
- 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.<sup>4</sup>

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. In addition, a school level School Health Coordinator shall be appointed who shall be responsible for assisting the District level School Health Coordinator in ensuring that each school fulfills the requirements of this policy.<sup>5</sup>

### **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:<sup>6</sup>

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;

## 5.29 – Wellness Policy (cont.)

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;<sup>7</sup>
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;<sup>8</sup>
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.<sup>9</sup> 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.<sup>9</sup> 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)<sup>10</sup> 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.

## **5.29 – Wellness Policy (cont.)**

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.<sup>9</sup>

### **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.<sup>11</sup> 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; or
  - 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; and
- 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;

## **5.29 – Wellness Policy (cont.)**

- 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; or
  - 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; and
  - 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; and
- 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.<sup>12</sup>

### **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; and
- 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 SDSP;
- That a printed copy of the policy may be picked up at the District's central office; and

## 5.29 – Wellness Policy (cont.)

- 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,<sup>12</sup> 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 SDSP. 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; and
- 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<sup>12</sup> 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;<sup>5</sup>
- 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; and
- A copy of the most recent three (3) year<sup>12</sup> assessment of this policy.

Notes: First and foremost, remember that this policy is to be developed with input from the Wellness Committee. There are very specific powers, duties, and responsibilities given to the committee.

Additional information on requirements and suggestions for local wellness policies are available from the USDA at

<http://healthymeals.nal.usda.gov/school-wellness-resources>.

Commissioner's Memos CNU-17-010, CNU-17-013, and CNU-17-016 have several additional resources.

## 5.29 – Wellness Policy (cont.)

8.01.2 of the DESE Rules Governing Nutrition and Physical Activity Standards And Body Mass Index allows a school to serve or provide to students during the school day, outside of the meal period, a serving of food and beverages that complies with the Federal Smart Snacks requirements as demonstrated by using the Alliance for a Healthier Generation Smart Snacks Calculator, including a copy of the Smart Snacks Calculator product compliance screen and a copy of the nutrition fact label of the product. This is a local control issue and does not have to be included in the policy, but you should be aware that it is an option and is on the DESE Wellness Policy Review Checklist.

As part of the Federal review, districts will be required to provide records demonstrating compliance with the regulations that include, but are not limited to:

- A copy of the wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including requirements to make the local school wellness policy and triennial assessments available to the public, which may include, but are not limited to: a copy of the district/school Web page where the local school wellness policy has been posted or a copy of the school newsletter/local newspaper;
- Documentation of the three (3) year assessment for each school; and
- Documentation to demonstrate compliance with the public notification requirements.

<sup>1</sup> The Rules Governing Nutrition and Physical Activity allow three options for accomplishing this requirement:

1. Establish a wellness committee at each school in addition to the district committee;
2. Establish subcommittees of the district Committee, representing the appropriate age and grade configurations for your district; or
3. Include representatives from each appropriate grade level group (elementary, middle, junior and senior high) on the membership of the district committee.

Select the option you will use and rewrite the sentence to reflect your choice.

<sup>2</sup> The statutory powers are codified at A.C.A. § 20-17-135(e)(1) and repeated in the Rules starting at 6.01. The powers delegated solely through the Rules can be found starting at 6.06.

<sup>3</sup> The Healthy, Hunger-Free Kids Act of 2010 requires the groups listed in this paragraph to be permitted to participate (rather than "must"). There is no mention in the Act of limitations to the numbers of individuals included in each category for the policy's oversight, but some limitation to the overall size of this review team may be necessary for efficiency purposes. As part of the review process, districts will be required to demonstrate attempts were made to recruit individuals even if no one in that particular group agrees to participate.

<sup>4</sup> This paragraph is intended to meet the requirements of A.C.A. § 6-20-709 and the DESE advises that WRITTEN documentation that this requirement has been met will be required during the administrative review of the child nutrition program.

## 5.29 – Wellness Policy (cont.)

<sup>5</sup> While the new Federal terminology is "designated district official", the responsibilities remain the same; i.e. ensuring compliance with the Wellness Policy. Indistar refers to this position as "Wellness Chair"; we choose not to make the title of this individual the "Wellness Chair" because we believe that it should be up to the wellness committee to select the member to be its chair rather than having it set in policy.

You are not required to appoint school level School Health Coordinators. If you choose not to appoint the school level school health coordinators, remove the sentence appointing them.

<sup>6</sup> The goals included in this policy are those specifically required by rule. Additional goals should be listed upon the advice of the wellness committee and the consent of the Board. The USDA requires that the final policy include specific measurable goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. When setting the goals, districts are required to review and consider evidence-based strategies. At a minimum, districts are expected to review the "Smarter Lunchroom" tools and strategies; a copy may be found at <http://www.fns.usda.gov/healthierschoolday/tools-schools> under the "School Nutrition Improvement" heading.

It is also recommended that districts review the items listed in A.C.A. § 6-18-718 along with the DESE guidance when developing your goals.

<sup>7</sup> The DESE uses Commissioner's Memos to inform districts of many wellness policy issues concerning nutrition in general, serving portion sizes, drinking water availability, etc. The wellness committee should be kept abreast of such applicable Memos. You have the choice to exceed the state or federal requirements. If you choose to meet and not exceed those mandated by government, you should delete "or exceed" at the start of the sentence. Currently, some of the state's requirements are more stringent than the federal requirements, but this could change. By mentioning both governments in the policy, you'll still be covered. If you do choose to exceed existing requirements you will need to specify what they are in this policy.

<sup>8</sup> The Rules require all staff to receive professional development, but, at this time, there is no provision for how much or what it is to consist of. DESE is currently in the process of creating professional development covering several nutrition and physical education areas that will be accessible through Arkansas IDEAS.

<sup>9</sup> Foods and beverages sold or provided outside of the food service areas being required to meet the Federal Smart Snacks Standards is the minimum required by law. If you choose to exceed the minimum, you will need to include the standards that must be met in the policy.

<sup>10</sup> Nine (9) is simply the maximum allowed by rule. You may insert a lower number if you choose.

<sup>11</sup> This language is the minimum required by law. You have the option to be more restrictive on what level of nutritional value food and beverage advertisements



## 5.29 – Wellness Policy (cont.)

must meet to be on school property. If you choose to be more restrictive, keep in mind that the First Amendment requires that the exceptions for educational uses; clothing, apparel, and other personal items; and packaging brought from home still be included.

<sup>12</sup> A.C.A. § 6-18-234 requires that all districts adopt a policy to provide information to student mothers and fathers regarding child care services that are available. If the high school provides access to child care, either on or off campus, then information regarding the child care provided on or off campus should be placed here and provided to students. If the high school does not provide child care, either on or off campus, then information regarding child care providers that are available to students are identified and provided to students.

<sup>13</sup> The USDA refers to this as the “Triennial Assessment” and requires that the district’s wellness policy be assessed in depth at least once every three (3) years to determine the district’s progress on reaching the goals set in the policy. If you wish to assess the policy more regularly, replace this language with your desired timeline.

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. § 6-18-718  
A.C.A. § 6-20-709  
A.C.A. §§ 20-7-133, 134, and 135  
DESE Rules Governing Nutrition and Physical Activity  
Standards And Body Mass Index For Age Assessment  
Protocols  
Allowable Competitive Foods/Beverages - Maximum Portion  
Size List for Middle, Junior High, and High School  
Commissioner’s Memo CNU-17-010  
Commissioner’s Memo CNU-17-013  
Commissioner’s Memo CNU-17-016  
Nutrition Standards for Arkansas Public Schools

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