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# **CURRICULUM AND INSTRUCTION**

## **5.1—EDUCATIONAL PHILOSOPHY**

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

1. The District commits to all students being successful.
2. Students learn at different rates and in different ways.
3. The education of all citizens is basic to our community's well-being.
4. Student success is influenced by peers, teachers, administrators, staff and the District's practices, policies and environment.
5. The District is responsible for helping cultivate good citizenship skills in its students.
6. Students reflect the moral and ethical values of their environment.
7. All people have a right to a safe environment.
8. Each person is responsible for his/her own actions.
9. Students should be challenged to aspire to the highest academic, social and career goals.
10. Schools are responsible for creating the conditions that promote success.
11. Each person is entitled to retain his/her dignity.
12. All people have the right to be treated with respect.
13. The District will continually develop and deliver programs and services that better serve students.

Date Adopted: 03/07/16

Last Revised:

## 5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT

Each school in the Jacksonville North Pulaski District shall develop a comprehensive school improvement plan (CSIP) to address deficiencies in student performance based on analysis of students' grade-level state assessments and other relevant data. The purpose of each CSIP shall be to ensure all students meet the state assessment standards established by the State Board of Education, as well as student achievement goals established by the District. A cumulative review of all academic improvement plans shall also be part of the data used to develop the CSIP. Each CSIP shall be developed with administrator, teacher, other school staff, parent, community, and student (when appropriate) input and shall have as one of its components a plan for a parental involvement program. Professional development activities are to be designed to meet the needs identified in each schools' CSIP. Each CSIP is to be reviewed annually and revised to meet the changing needs reflected in student data.

Any school in the District identified by the Arkansas Department of Education (ADE) as failing to meet the established levels of academic achievement on the state's assessments shall revise its CSIP.

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

Legal References: A.C.A. § 6-15-404 (i)(1)  
A.C.A. § 6-15-404 (i)(2)(B)  
A.C.A. § 6-15-404 (i) (2)(A)(i)(ii)  
A.C.A. § 6-15-419(2)(B)(iii)  
A.C.A. § 6-15-419(9)  
A.C.A. § 6-15-419(12)  
ADE Rules Governing the ACTAAP and the Academic Distress Program 3.10, 3.16, 8.0 – 8.04, and 9.04  
ADE Rules for Governing Standards for Accreditation of Arkansas Public Schools and School Districts 7.0, 8.01, and 16.0 – 16.03.5 (The old Standards required the Student Services Plan be included in the ACSIP. While the new Standards do not specifically require it to be included in your ACSIP, prudence would still recommend it.)

Date Adopted: 03/07/16

Last Revised: 06/05/17

## **5.2.1—SCHOOL IMPROVEMENT TEAMS**

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

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

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

### **Leadership Team**

Each school shall have a Leadership Team that consists of members that include:

1. The principal;
2. The chair of each Instructional Team;
3. The school guidance counselor;
4. 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.

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

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

Date Adopted: 06/05/17

Last Revised:

### **5.3—CURRICULUM DEVELOPMENT**

The District shall review each curriculum area annually to address the continued relevancy, adequacy, and cost effectiveness of individual courses and instructional programs and to ensure each area is aligned with the current curriculum frameworks and course content standards approved by the State Board of Education. Each school’s administration shall implement a monitoring process to ensure the instructional content of each course offered is consistent with the content standards and curriculum frameworks approved by the State Board of Education.

Legal References:       Standards of Accreditation 9.01.2, 7.04.2  
                              ADE Rules Governing the ACTAAP and the Academic Distress Program 4.05  
                              A.C.A. § 6-15-101  
                              A.C.A. § 6-15-1505(a)

Date Adopted:         03/07/16

Last Revised:



## 5.4—SELECTION OF INSTRUCTIONAL MATERIALS

The Jacksonville North Pulaski School District Board of Education shall delegate the Superintendent the authority and responsibility for selection of all print and non-print materials, technological materials and other resources. Responsibilities for actual selection may be delegated to appropriate professionally trained personnel who shall discharge this obligation consistent with the District’s Instructional Materials Selection and Challenge Procedures.

Selection procedures shall involve representatives of the professional staff directly affected by the selections and persons qualified by preparation to aid in wise selection. The professional staff shall select and use instructional resources appropriate for the curriculum. These resources will represent a wide range of abilities, interests, and diverse points of view. Principles will be placed above personal opinion and reason above prejudice in the selection of materials of the highest quality and appropriateness.

The library media specialist will work cooperatively with staff members, students, parents and the community to interpret and guide the application of the procedures in making selections for the media center.

The Superintendent shall develop and publish procedures for implementing this policy and related state rules and regulations including procedures for challenging the appropriateness of instructional materials. These procedures will be available through the principal’s office of library at each school.

Legal Reference: 20 USC § 1232h (a), (b), (c) [NCLB Act of 2001, Part F, Section 1061 (c) (1)(C)(i)(ii), (2)(A)(i), (5)(B), (6)(A)(C)]

Date Adopted: 03/07/16

Last Revised:

## **5.6—CHALLENGE TO INSTRUCTIONAL/SUPPLEMENTAL MATERIALS**

Library/media center materials are selected for their compatibility with the District’s education program and their ability to help fulfill the District’s educational goals and objectives. Individuals wishing to challenge or express concern about instructional or supplemental materials may do so by following the Instructional Materials Selection and Challenge Procedure.

Copies of the Instructional Materials Selection and Challenge Procedure may be obtained by contacting the principal at any District school.

Legal Reference:       20 USC 1232(h)(c)(C)  
                              A.C.A. § 6-25-101 et seq.

Date Adopted:         03/07/16

Last Revised:

## 5.8—USE OF COPYRIGHTED MATERIALS

The Jacksonville North Pulaski School District encourages the enrichment of the instructional program through the proper use of copyrighted works. Procedures governing the use and reproduction of copyrighted works fall under federal copyright law. To help ensure the appropriate use of copyrighted materials, the Superintendent, or designee, will provide district personnel with information.

While the application of copyright law to the use and/or reproduction of works can be difficult to determine, it is essential for District personnel and students to use works in an ethical manner. A complete reading of U.S. Copyright Law is available at <http://copyright.gov/title17/>. One of the important aspects of the copyright law is the application of “fair use,” which is located in section 107 of copyright law. The section specifying “fair use” guidelines from Section 107 of the copyright law is stated as follows:

“Section 107 also sets out four factors to be considered in determining whether or not a particular use is fair.

1. The purpose and character of the use, including whether such use is of commercial nature or is for nonprofit educational purposes
2. The nature of the copyrighted work
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole
4. The effect of the use upon the potential market for, or value of, the copyrighted work

The distinction between what is fair use and what is infringement in a particular case will not always be clear or easily defined. There is no specific number of words, lines, or notes that may safely be taken without permission. Acknowledging the source of the copyrighted material does not substitute for obtaining permission. When it is impracticable to obtain permission, teachers should consider avoiding the use of copyrighted material unless they are confident that the doctrine of fair use would apply to the situation. (<http://www.copyright.gov/fls/fl102.html>)

***Practices such as photocopying, scanning, or digitally transmitting works to solely avoid paying for additional books, workbooks, and multimedia is a violation of copyright law.*** The building principal or the library/media specialist should be contacted for additional assistance concerning use and/or reproduction of works if unsure of copyright compliance. The Jacksonville North Pulaski School District will not be responsible for any employee or student violations of the use of copyrighted works.

Cross Reference: 5.11—DIGITAL LEARNING COURSES

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

Date Adopted: 03/07/16

Last Revised:

## **5.9—COMPUTER SOFTWARE COPYRIGHT**

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

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

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

Legal Reference: 17 USC § 117 Amended Dec. 12, 1980

Date Adopted: 03/07/16

Last Revised:

## **5.10—RELIGION IN THE SCHOOLS**

It is the Board's policy that the school system, as an agency of the government, shall be neutral in matters regarding religion and will not engage in any activity that either advocates or belittles religion. The District shall assume no role or responsibility for the religious training of any student.

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

Discussions concerning religious concepts, practices, or disciplines are permissible when presented in a secular context in their relation to an inclusive study of religion or to the study of a particular region or country. The discussions shall be such that they are objective and academically informational and do not advocate nor belittle any particular form of religious practice.

Date Adopted: 03/07/16

Last Revised:

### **5.10.1—PERIOD OF SILENCE**

The teacher in charge of each classroom shall, at the opening of school each day following the Pledge of Allegiance, conduct a one-minute period of silence with the participation of all students in the classroom who desire to participate.

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

Legal Reference: A.C.A. 6-10-115

Date Adopted: 03/07/16

Last Revised:

## 5.11—DIGITAL LEARNING COURSES

### Definitions

For the purposes of this policy:

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

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

"Instructional Materials" means:

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

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

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

### Digital Course Offerings

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

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

As an approved digital learning provider, the District shall annually determine what District created digital learning courses it will provide to our students.<sup>1</sup> The District may also choose to provide digital learning courses by contracting with outside providers of such courses, who have been pre-approved by the Arkansas Department of Education (ADE). The School Board shall determine the provider method or combination of methods for the District. The Superintendent shall ensure that all digital learning courses provided to District students, regardless of the source of the course, have been approved by ADE.

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

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

A student may elect to take any or all of his/her scheduled courses digitally. The student's attendance in his/her digital course(s) shall be determined by the online attendance and time the student is working on the course rather than the student's physical presence at school.<sup>2</sup>

The District is responsible for providing all instructional materials for each student who enrolls in a District approved digital learning course.<sup>3</sup>

Regardless of any other provisions of this policy, the District may restrict a student's access to digital courses when the student's building principal determines the student's participation in such a course would not be academically appropriate based on the student's past performance in digital courses. Furthermore, the student's building principal may revoke a student's eligibility to continue taking a digital learning course if the student's performance during the semester indicates the student is not succeeding in the course.<sup>4</sup>

Cross References:       4.7—ABSENCES  
                              4.45.1—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS  
                              FOR THE CLASS OF 2018 AND THEREAFTER  
                              4.45—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS  
                              FOR THE CLASS OF 2017  
                              5.8—USE OF COPYRIGHTED MATERIALS

Legal References:       A.C.A. § 6-16-1401 et seq.  
                              ADE RULES GOVERNING DISTANCE AND DIGITAL LEARNING

Date Adopted:         06/05/17

Last Revised:



## **5.14—HOMEWORK**

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

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

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

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

Date Adopted: 03/07/16

Last Revised:

## 5.15—GRADING

Parents or guardians shall be kept informed concerning the progress of their student. Parent-teacher conferences are encouraged and may be requested by parents, guardians, or teachers. If the progress of a student is unsatisfactory in a subject, the teacher shall attempt to schedule a parent-teacher conference. In the conference, the teacher shall explain the reasons for difficulties and shall develop, cooperatively with the parents, a plan for remediation, which may enhance the probability of the student succeeding. The school shall also issue grades for each nine-week grading period to keep parents/guardians informed of their student's progress. At the half-way point in the nine-week period, a progress report will be sent home with students who are in grades 2-12 and making a D or F. Students who are in K-1 grade levels will receive a standards based progress report each nine-week period.

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

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

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

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

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69-60

F = 59 and below

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

A = 4 points

B = 3 points

C = 2 points

D = 1 point

F = 0 points

The grade point values for Advanced Placement (AP) and approved honor courses shall be one point greater than for regular courses with the exception that an F shall still be worth 0 points.

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.

Legal References:       A.C.A. § 6-15-902

A.C.A. § 9-28-113(f)  
State Board of Education: Standards of Accreditation 12.02  
Arkansas Department of Education Rules and Regulations Governing Uniform  
Grading Scales for Public Secondary Schools

Date Adopted: 03/07/16

Last Revised: 10/03/16

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

### **HONOR ROLL**

Students in grades 2-5 who maintain A's and B's for the grading period will be recognized as honor roll students for that grading period. Semester grades will determine the honor roll at the end of each semester. Students who are in K-1 grade levels and have met their academic goals will also receive honor roll designation.

To recognize growth and progress, students in grades 2-5 who have no grade below C in any subject will be listed on the Merit Roll for that grading period. Students who are in K-1 grade levels and have shown academic growth and progress in their academic goals will receive merit list designation.

Students in grades 7-12 who participate in the Smart Core Curriculum and maintain a 3.5 GPA for the grading period will be recognized as honor roll students for that grading period. Semester grades will determine the honor roll at the end of each semester.

To recognize growth and progress, students in grades 7-12 who have no grade below C in any subject will be listed on the Merit Roll for that grading period. The student must have a minimum GPA of 3.0 for the quarter.

### **HONOR GRADUATES**

Students who have successfully completed the minimum core of courses recommended for preparation for college as defined by the State Board of Higher Education and the State Board of Education and have a cumulative GPA of 3.5 will be designated as honor students. The GPA shall be derived from courses taken in public schools in grades nine (9) through twelve (12).

### **VALEDICTORIAN AND SALUTATORIAN**

The honor student with the highest GPA and who has been enrolled in public school in grades 9 through 12 and in Jacksonville North Pulaski's high school for his/her entire junior and senior year shall serve as the valedictorian of his/her graduating class.

The honor student with the second highest GPA and who has been enrolled in public school in grades 9 through 12 and in Jacksonville North Pulaski's high school for his/her entire junior and senior year shall serve as the salutatorian of his/her graduating class.

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

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

A.C.A. § 6-61-217(a)

Date Adopted: 03/07/16

Last Revised:

## **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.

School nurses shall be under the general supervision of the District nursing supervisor and the direct supervision of building principals.

Date Adopted: 03/07/16

Last Revised:

## 5.21—ADVANCED PLACEMENT COURSES

Students in grades 7-12 who take advanced placement courses or concurrent credit college courses approved for weighted credit by the Arkansas Department of Education shall be graded according to the following schedule:

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69-60

F = 59 and below

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

A = 5 points

B = 4 points

C = 3 points

D = 2 point

F = 0 points

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

Additionally, for students taking AP to receive weighted credit they must take the applicable AP examination after completing the entire course. Credit shall be given for each grading period during the course of the year, but shall be retroactively removed from a student's grade for any course in which the student fails to take the applicable AP exam. Students who do not take the AP exam shall receive the same numeric value for the grade he/she receives in the course as if it were a non-AP course.

Students who transfer into the District will be given weighted credit for the Advanced Placement courses approved by the Arkansas Department of Education and concurrent college courses taken for weighted credit at his/her previous school(s) according to the preceding scale.

Legal References:       Arkansas Department of Education Rules and Regulations Governing Uniform Grading Scales for Public Secondary Schools  
ADE Rules for Advanced Placement and International Baccalaureate Diploma Incentive Program  
A.C.A. § 6-15-902(c)(1)  
A.C.A. § 6-16-806

Date Adopted:       03/07/16

Last Revised:

## 5.22—CONCURRENT CREDIT

A 9-12 grade student who successfully completes a college course(s) from an institution approved by the Arkansas Department of Education (ADE) shall be given credit toward high school grades and graduation at the rate of one high school credit for each three (3) semester hours of college credit. Unless approved by the school's principal, **prior to enrolling for the course**, the concurrent credit shall be applied toward the student's graduation requirements as an elective.

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

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

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

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

Any and all costs of higher education courses taken for concurrent credit are the student's responsibility.

Legal References:       A.C.A. § 6-15-902(c)(2)  
ADE Rules and Regulations: Concurrent College and High School Credit for Students  
Who Have Completed the Eighth Grade

Date Adopted:         03/07/16

Last Revised:



## **5.23—EQUITY BETWEEN SCHOOLS**

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

Equity between schools shall not be measured by such things as

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

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

Date Adopted: 03/07/16

Last Revised:

## 5.26—ALTERNATIVE LEARNING ENVIRONMENTS

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

The Superintendent or designee shall appoint an alternative education placement team, which shall have the responsibility of determining student placement in the ALE. A student may be enrolled in an ALE only on the referral of the alternative education placement team. The team's placement decision is final and may not be appealed.

The team is to be comprised of the following:

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

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

- a) Disruptive behavior;
- b) Dropping out from school;
- c) Personal or family problems or situations;
- d) Recurring absenteeism;
- e) Having difficulty with learning in the regular classroom environment;

For the purposes of the ALE, personal or family problems or situations are conditions that negatively affect the student's academic and social progress. These may include, but are not limited to:

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

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

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

Date Adopted: 03/07/16

Last Revised:

### **5.26.1—ALE PROGRAM EVALUATION**

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

Legal Reference:       A.C.A. § 6-15-426(f)

Date Adopted:         03/07/16

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## **5.27—ENGLISH LANGUAGE LEARNERS**

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

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

Legal References:       A.C.A. § 6-20-2305(b)(3)  
                              A.C.A. § 6-15-426(f)  
                              ADE Rules Governing the Distribution of Student Special Needs Funding and the  
                              Determination of Allowable Expenditure of These Funds – 3.09, 5.00, 8.00

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## **5.29—WELLNESS POLICY**

The health and physical wellbeing of our students directly affects their ability to learn. Childhood obesity increases the incidence of adult diseases occurring in children and adolescents such as heart disease, high blood pressure and diabetes. The increased risk carries forward into their adulthood. Research indicates that a healthy diet and regular physical activity can help prevent obesity and the diseases resulting from it. It is understood that the eating habits and exercise patterns of students cannot be magically changed overnight, but at the same time, the Board of Education 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 Education is keenly aware that it has taken years for this problem to reach its present level and will similarly take years to correct. The responsibility for addressing the problem lies not only with the schools and the Arkansas Department of Education (ADE), but with the community and its residents organizations and agencies. Therefore, the District shall enlist the support of the larger community to find solutions, which improve the health and physical activity of our students.

### **Goals**

In its efforts to improve the school nutrition environment, promote student health, and reduce childhood obesity, the District will adhere to the ADE Rules Governing Nutrition and Physical Activity Standards in 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 has established the following goals.

1. Appoint a District school health coordinator (designated District official) who shall be responsible for ensuring that each school fulfills the requirements of this policy;
2. Implement a grade appropriate nutrition education program that will develop an awareness of and appreciation for nutrition and physical activity throughout the curriculum;
3. Enforce existing physical education requirements and engage students in healthy levels of vigorous physical activity;
4. Strive to improve the quality of physical education curricula and increase the training of physical education teachers;
5. Follow the Arkansas Physical Education and Health Education Frameworks in grades K-12;
6. Not use food or beverages as rewards for academic, classroom, or sports performances;
7. Ensure that drinking water is available without charge to all students;
8. Establish class schedules and bus routes that do not directly or indirectly restrict meal access;
9. Provide students with ample time to eat their meals in pleasant cafeteria and dining areas;
10. Establish no more than nine (9) school wide events, that permit exceptions to the food and beverage limitations established by Rule. The schedule of the events shall be by school, approved by the principal, and shall be part of the annual school calendar;
11. Abide by the current allowable food and beverage portion standards;
12. Meet or exceed the more stringent of Arkansas' or the U.S. Department of Agriculture's Nutrition Standards for reimbursable meals and a la' carte foods served in the cafeteria;
13. Restrict access to competitive foods as required by law and Rule;
14. Conform new and/or renewed vending contracts to the content restrictions contained in the Rules and reduce district dependence on profits from the sale of competitive foods.

15. Provide professional development to all district staff on the topics of nutrition and/or physical activity;
16. Utilize the School Health Index available from the Center for Disease Control (CDC) to assess how well the district is doing at implementing this wellness policy and at promoting a healthy environment for its students;

### **Advisory Committee**

To enhance the District's efforts to improve the health of our students, a School Nutrition and Physical Activity Advisory Committee (SNPAAC) shall be formed. It shall be structured in a way that ensures age-appropriate recommendations are made that correlate to our district's grade configurations. The SNPAAC shall have the powers and responsibilities delegated to it by statute and Rule and are incorporated into this policy by reference. The overarching goal of the committee shall be to promote student wellness by monitoring how well the District is doing at implementing this policy. The SNPAAC shall use modules 1, 2, 3, 4, and 8 of the CDC's School Health Index as a basis for annually assessing each school's progress toward meeting the requirements of this policy. The results of the annual assessment shall be included in each school's ACSIP, provided to each school's principal, and reported to the board. Goals and objectives for nutrition and physical activity shall also be included in the ACSIP.

Members of the District's Board of Education, school administrators, school nutrition personnel, teacher organizations parents, students, professional groups (such as nurses) and community members shall be included in the development, implementation, and periodic review of the District's wellness policy to the extent interested persons from each group desire to be included.

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

The District will work with the SNPAAC 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 a watching television and playing video games; and
- D. Encourage the development of and participation in family-oriented community-based physical activity programs.

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

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

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

Legal References: Richard B. Russell National School Lunch Act 42 U.S.C. § 1751 et seq. as amended by PL 111-296 (Section 204) of 2010. (Section 204 is codified at 42 U.S.C. § 1758(b))  
Child Nutrition Act of 1966 42 U.S.C. § 1771 et seq.  
A.C.A. § 6-20-709  
A.C.A. §§ 20-7-133, 134, and 135  
ADE Rules Governing Nutrition and Physical Activity Standards And Body Mass Index For Age Assessment Protocols  
Allowable Competitive Foods/Beverages - Maximum Portion Size List for Middle, Junior High, and High School  
Nutrition Standards for Arkansas Public Schools

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## **5.28—NATIONAL SCHOOL LUNCH ACT FUNDING EXPENDITURES**

Funding received from the state based on the number of students eligible for free and reduced-priced meals under the National Student Lunch Act shall be expended in accordance with guidelines outlined in the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditure of These Funds.

The District shall at least annually evaluate programs supported by NSLA funds to determine the effectiveness of the programs and to ensure they are providing intervention/prevention services designed to increase student achievement which are in alignment with the district's ACSIP.

Legal References:       A.C.A. § 6-20-2305(b)(4)  
                              A.C.A. § 6-15-426(f)  
                              ADE Rules Governing the Distribution of Student Special Needs Funding and the  
                              Determination of Allowable Expenditure of These Funds 3.12, 3.17, 3.18, 6.00, and  
                              8.00

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