# CURRICULUM AND INSTRUCTION

**TABLE OF CONTENTS**

**5.1 - EDUCATIONAL PHILOSOPHY 4**

**5.2 - PLANNING FOR EDUCATIONAL IMPROVEMENT 5**

**5.3 - CURRICULUM DEVELOPMENT 8**

**5.4 - SCHOOL IMPROVEMENT TEAMS 10**

**5.5 - SELECTION/INSPECTION OF INSTRUCTIONAL MATERIALS 12**

**5.6 - CHALLENGE TO INSTRUCTIONAL/SUPPLEMENTAL**

**MATERIALS 13**

**5.6F – REQUEST FOR RECONSIDERATION OF**

**INSTRUCTIONAL OR SUPPLEMENTAL MATERIALS 15**

**5.7 – SELECTION OF LIBRARY/MEDIA CENTER MATERIALS 16**

 **5.7F – REQUEST FOR RECONSIDERATION OF LIBRARY/**

 **MEDIA CENTER MATERIALS 19**

**5.8 – USE OF COPYRIGHTED MATERIALS 20**

**5.9 – COMPUTER SOFTWARE COPYRIGHT 24**

**5.10 – RELIGION IN THE SCHOOLS 25**

**5.11 – DIGITAL LEARNING COURSES 27**

**5.12 – COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT**

**STUDIES 30**

**5.13 – SUMMER SCHOOL 33**

**5.14 – HOMEWORK 34**

**5.15 – GRADING 35**

**5.16 – COMPUTER SCIENCE COURSE PREREQUISITES AND**

**PROGRESSION 37**

**5.18 – HEALTH SERVICES 38**

**5.20 – SCHOOL WEB SITE 39**

 **5.20F1– PERMISSION TO DISPLAY PHOTO OF STUDENT ON**

**WEB SITE 44**

 **5.20.1 – WEB SITE PRIVACY POLICY 45**

**5.24 – STUDENT PARTICIPATION IN SURVEYS 46**

 **5.24F1 – OBJECTION TO PARTICIPATION IN SURVEYS,**

**ANALYSIS, OR EVALUATIONS 48**

 **5.24F2 - PERMISSION TO PARTICIPATE IN SURVEY,**

**ANALYSIS, OR EVALUATION 49**

**5.25 – MARKETING OF PERSONAL INFORMATION 50**

**5.27 – ENGLISH LANGUAGE LEARNERS 52**

**5.28 – ENHANCED STUDENT ACHIEVEMENT FUNDING**

**EXPENDITURES 53**

**5.29 – WELLNESS POLICY 54**

**5.1—EDUCATIONAL PHILOSOPHY**

The Imboden Area Charter School believes that all human beings are born with five basic needs; survival, belonging, power, freedom, and fun. All our lives we attempt to live in a way that will best satisfy one or more of these needs. In order to make a difference in the lives of students with whom we come in contact, we must create quality classrooms where these needs are met. Until student needs are met, learning does not occur. Every decision that is made regarding curriculum, lesson design, pedagogy, or supervision must be formulated with this basic philosophy in mind.

The Curriculum

To require all students to master the same material is unrealistic. It forces students into a uniform mold no matter what their academic abilities might be and creates frustration for most of them. Our society needs all types of individuals working together to become successful. We will formulate curriculum based on student needs that accommodate many different learning styles and abilities yet maintain a visionary outlook. Our curriculum will not focus on specific subjects, but will be integrated and focused on the relationships between ideas and the application of certain processes. There is, however, a certain body of knowledge that exists that must be common to all, knowledge that is necessary for a deeper understanding of processes and relationships.

The Learner

The most important thing for us to remember about school is that for the children it is actually the living out of their daily personal and social lives. We construct knowledge from our environment and our experiences. Student constructions are different than adult constructions. For continuous progress to occur, we must accept students where they are in the learning process and move them forward from that point.

The Teacher

The sole purpose of a teacher is to convince the students that learning will add quality to their lives. Because schools are, in essence, four walls surrounding a future, we are training students for a work place that does not yet exist. Teachers must be creative and visionary. Learning does not take place as the warehousing of facts but as the progressive construction of understandings, of teaching not by telling facts but by leading a construction project. The teacher is the contractor, not actually building a house, but contracting out the sorts of labor that will culminate in a house.

School Climate

There must be among the students and teachers an understanding of a clear and unified purpose. An atmosphere will be created that is safe and consistent, where high expectations for behavior and academics is established. Activities must encourage a sense of belonging, and the adults must know that the relationships with students form bonds from which social, emotional, and finally academic growth will occur.

Date Adopted: September 10, 2002

Last Revised:

**5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT**

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

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

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

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

* Statewide assessment results;
* Interim assessment results; 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 Board of Directors for review and approval. The School will post the SLIP to the School’s website under State-Required Information by August 1 of each year.

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

* Specify the support the District will provide;
* Collaboratively establish priorities regarding goals or anticipated outcomes;
* Identify resources to support the established priorities;
* Describe the time and pace of providing support and monitoring for the established

priorities;

* Describe the measures for analyzing and evaluating that the support was effective in

improving the school performance; and

* Establish, evaluate, and update a parent, family, and community engagement plan;and
* Direct the use of Enhanced Student Achievement funding for strategies to close gaps in academic achievement.

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

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

* Goals for improving reading achievement through the school; and
* Information regarding the priorization of funding, including without limitation, Enhanced Student Achievement funding, for strategies to improve reading achievement throughout the school.

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

The Board of Directors shall hold a meeting annually to provide a report that systematically explains the School’s policies, programs, and goals to the community. The School’s report shall detail the progress of the School 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 School’s website under State-Required Information no later than ten (10) days following the meeting. The meeting shall provide parents and other members of the community the opportunity to ask questions and make suggestions concerning the School’s program.

Date Adopted: September 10, 2002

Last Revised: June 28, 2021

**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 School’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. Therefore, the Board desires that unnecessary duplication of work among the various grades 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 School as well as approving significant changes to courses or course materials before they are implemented. The Director 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. The Director shall implement a monitoring process to ensure that the instructional content of each course offered is consistent with the content standards and curriculum frameworks approved by the State Board of Education.

The School shall not purchase curriculum for the School’s reading program that is not from the list of curricula approved by the Division of Elementary and Secondary Education.

Date Adopted: September 10, 2002

Last Revised: June 28, 2021

5.4 - SCHOOL IMPROVEMENT TEAMS

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

The school improvement team 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 Director shall be responsible for maintaining a file of the agendas, work products, and minutes of the team.

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

**Leadership Team**

The Leadership Team shall consist of members that include:

1. The Director;
2. Teachers;
3. Guidance Counselor;
4. Other key professionals designated by the Director

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**

All teachers in the school shall belong to the Instructional Team for all grade levels and subject areas.

The Instructional Team shall appoint a chair for the school year who shall conduct the team meetings and shall be part of the Leadership Team. The 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 Team is to develop and refine units of instruction and review student learning data.

Date Adopted: May 19, 2016

Last Revised: June 27, 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 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 must be compatible with school policies. If there is uncertainty concerning the appropriateness of supplemental materials, the personnel desiring to use the materials shall get approval from Director 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 Director 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;

1. Curricula;
2. Materials;
3. Tests;
4. Surveys;
5. Questionaires;
6. Activities; and
7. Instruction of any kind.

Except when directly related to a requirement under the Arkansas academic standards; a School 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 School 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 School 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 School’s notification method shall ensure that the School receives a confirmation of the written notification receipt from parents and legal guardians.

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

Date Adopted: May 13, 2012

Last Revised: June 28, 2021

5.6—CHALLENGE TO INSTRUCTIONAL/SUPPLEMENTAL MATERIALS

**Definitions**

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

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

“Instructional material” means instructional content that is provided to a public school student, regardless of its format, that includes without limitation printed or representational materials, audio-visual materials, and materials in electronic or digital format, such as materials accessible through the internet; however, Insstructional 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 school’s educational program and their ability to help fulfill the school’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 Assistant Director and request a conference be held at a time of mutual convenience. Prior to the conference, the Assistant Director shall consult with the teacher regarding the contested material. In the conference, the Assistant Director shall explain to the contesting individual the criteria used for the selection of the material and its relevancy to the educational program as well as any other pertinent information in support of the use of the material.

Following the conclusion of the meeting, the Assistant Director shall have five (5) working days to write a summary of the concerns expressed by the individual and the Assistant Director’s response to those concerns to the Director.

If the contesting individual is not satisfied with the Assistant Director’s response, the individual may, after the five (5) working day period, request a meeting with the Director where the individual shall present the same *Challenge to Instructional Material* form previously presented to the Assistant Director. The Director shall explain to the contesting individual the criteria used for the selection of the material and its relevancy to the educational program as well as any other pertinent information in support of the use of the material.

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

If, after meeting with the Director, the contesting individual is not satisfied with the Director’s response regarding the appropriateness of the instructional or supplemental material, he/she may appeal the Director’s decision to the Board. The Director 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 School 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 School 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:

1. Curricula;
2. Materials;
3. Tests;
4. Surveys;
5. Questionaires;
6. Activities; and
7. Instruction of any kind.

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

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

Date Adopted: September 10, 2002

Last Revised: June 28, 2021

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

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

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

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

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**What is your proposed resolution?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature of Assistant Director\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature of Director\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Date Adopted: September 10, 2002

Last Revised: June 28, 2021

**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 who shall serve as a final arbiter in resolving a challenge to any media center materials. Director shall make the initial selections in consultation with school and school 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 school. 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 school’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 school;
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 nonfiction works and/or serve a pedagogical purpose;
6. Have literary merit as perceived by the educational community; and
7. Are technically well produced, physically sound (to the extent appropriate), and represent a reasonably sound economic value.

## Retention and Continuous Evaluation

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

**Gifts**

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

**Challenges:**

The parent of a student affected by a media selection or a school 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 with the Director. 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 Director shall explain the selection criteria and how the challenged material fits the criteria. The complainant shall explain his/her reasons for objecting to the selected material. If, at the completion of the meeting, the complainant wishes to make a formal challenge to the selected material, he/she may do so by completing the *Request for Formal Reconsideration Form* and submitting it to the Assistant Director.

To review the contested media, the Director shall select a committee of licensed personnel including the Director as chair. The remaining committee members shall be personnel with curriculum knowledge appropriate for the material being contested and representative of diverse viewpoints. The task of the committee shall be to determine if the challenged material meets the criteria of selection. No material shall be withdrawn solely for the viewpoints expressed within it and shall be reviewed in its entirety and not selected portions taken out of context.

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

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

Date Adopted: September 10, 2002

Last Revised: July 15, 2008

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

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

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

Media Center material being contested: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is your proposed resolution? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Assistant Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Date Adopted: September 10, 2002

Last Revised: July 25, 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 Director, will provide school personnel with information regarding the “fair use” doctrine of the U.S. Copyright Code as detailed in the “Agreement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions with Respect to Books and Periodicals” and “Guidelines for Educational Uses of Music.”

**Use of Copyrighted Works in Digital Transmissions**

**Definitions**

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

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

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

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

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

The School 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 School’s teachers, IT staff, and librarians for the use of a digitally transmitted copyrighted work. The School is dedicated to providing the tools necessary for teachers, IT staff, and librarians to meet these additional Federal requirements.

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

The Director shall develop the proper protocols and train teachers on their use in order to ensure:

1. The transmission of the copyrighted work is limited to only the students enrolled in the course;
* Each student shall have a unique ID and password for accessing digital courses/materials; or
* Each course shall have a unique password to access course materials; and
* The password to access the course materials shall be changed immediately following the close of the course.
1. 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:

1. 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;
2. 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.
1. 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, when making digital copies of copyrighted work from physical or analog versions, shall fulfill the following requirements:

1. The amount converted is only the amount allowed by law; **and**
2. The School has no digital copy of the copyrighted work available; **or**
3. The School’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 School will not be responsible for any employee violations of the use of copyrighted materials.

Date Adopted: September 10, 2002

Last Revised: March 29, 2021

**5.9—COMPUTER SOFTWARE COPYRIGHT**

The school 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;

1. Make necessary adaptations to use the program; and/or
2. Add features to the program for specific applications. These improvements may not be sold or given away without the copyright owner's permission.

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

Date Adopted: September 10, 2002

Last Revised:

**5.10—RELIGION IN THE SCHOOLS**

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

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

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

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

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

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

Date Adopted: September 10, 2002

Last Revised: May 15, 2012

5.11—DIGITAL LEARNING COURSES

**Definitions**

For the purposes of this policy:

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

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

"Instructional Materials" means:

1. Traditional books, textbooks, and trade books in printed and bound form;
2. Activity-oriented programs that may include:
	1. Manipulatives;
	2. Hand-held calculators;
	3. 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 School and attends all classes virtually.

**Digital Course Offerings**

The School shall offer one or more digital learning course(s) through one or more School 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 School shall ensure there is sufficient infrastructure to handle and facilitate a quality digital learning environment.

As an approved digital learning provider, the School shall annually determine what School created digital learning courses it will provide to our students. The School may also choose to provide digital learning courses by contracting with outside providers of such courses, who have been pre-approved by the Division of Elementary and Secondary Education (DESE). The School Board shall determine the provider method or combination of methods for the School. The Director shall ensure that all digital learning courses provided to School students, regardless of the source of the course, have been approved by DESE.

School 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 School 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 the student’s digital course(s) shall be determined in accordance with Policy 4.7- Absences.

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

Regardless of any other provisions of this policy, the School may restrict a student's access to digital courses when the Director 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 Director 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.

Date Adopted: January 31, 2017

Last Revised: June 28, 2021

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 Director. 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 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 \_\_\_\_\_\_\_\_**2**; and
1. At least a \_\_\_\_**3** GPA.

The student participating in an internship program is responsible for making sure \_\_\_\_\_\_\_\_\_\_ 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 based on the amount of documented on-the-job work hours as follows:

1. Half (1/2) credit for completing sixty (60) on-the-job work hours; or
2. 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
* Submit computer science work product that satisfactorily demonstrates the competencies expected within the DESE Computer Science Standards to a local advisor;
1. 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;
1. Submit the study plan to a local advisor for approval;
2. Have at least a \_\_\_\_GPA; and
3. Produce a final product for presentation.

The advisor 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 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:

* 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 based on the amount of documented study hours as follows:

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

Date Adopted: January 31, 2017

Last Revised: June 27, 2019

**5.13—SUMMER SCHOOL**

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

Date Adopted: September 10, 2002

Last Revised: October 27, 2015

**5.14—HOMEWORK**

Homework is considered to be part of the educational program of the school. 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.

Students at the Imboden Area Charter School do not have a traditional homework load because of the school’s belief that students need time to play, relax, and spend time with their families. Students are required, however, to read at home 20-30 minutes per night, depending upon the student’s age. This can be accomplished in a variety of ways: student reads to his/her parents, parents read to their student, or student reads independently. Students are also required to study their math facts as needed for success in their individual math program. Parents are responsible for making sure their child has completed this requirement.

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

Date Adopted: September 10, 2002

Last Revised: August 7, 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, legal 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 that may enhance the probability of the student succeeding. The school shall also send timely progress reports and issue grades for each (9) nine-week grading periodto 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.

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 grades K-8 for core academic areas shall be as follows.

99-100 A+ 72-77 C

92-98 A 70-71 C-

90-91 A- 68-69 D+

88-89 B+ 62-67 D

82-87 B 60-61 D-

80-81 B- 0-59 F

78-79 C+

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

For example:  The grading period had (40) forty 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 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 X 83) + (0.75 X 75) = 77%.

Date Adopted: September 10, 2002

Last Revised: July 20, 2020

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.

Date Adopted: January 31, 2017

Last Revised: June 27, 2019

**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 school’s health services is to promote a healthy student body. This requires both the education of students concerning healthy behaviors, as well as providing health care services to pupils.

While the school nurse is under the supervision of the school Director, the delegation of health care duties shall be in accordance with the Arkansas Nurse Practice Act and the Arkansas State Board of Nursing Rules Chapter Five: Delegation of Nursing Care.

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

Date Adopted: September 10, 2002

Last Revised: June 28, 2021

**5.20 – SCHOOL WEB SITE**

The Imboden Area Charter School shall maintain a web page to provide information about its school, students, and activities to the community. This policy is adopted to promote continuity between the different pages on the school web site by establishing guidelines for their construction and operation.

The Imboden Area Charter School website shall be used for educational purposes only. It shall not create either a public or a limited public forum. Any link from any page on the school’s site may only be to another educational site. The website shall not use “cookies” to collect or retain identifying information about visitors to its website nor shall any such information be given to “third parties.” Any data collected shall be used solely for the purpose of monitoring site activity to help the school improve the usefulness of the site to its visitors2.

The school’s web page shall be under the supervision of the Director. He/she 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 Director 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.

School web pages shall also conform to the following guidelines:

1. All pages on the school’s web site may contain advertising and links only to educational sources.
2. Photos along with the student’s name shall only be posted on web pages after receiving written permission from the student or their parents if the student is under the age of 18.
3. The school’s web server shall host the school’s web site.
4. No web page on the school website may contain public message boards or chat rooms.
5. All web pages on the school web site shall be constructed to download in a reasonable length of time.
6. The school’s home page shall contain a link to a privacy policy notice which must be placed in a clear and prominent place and manner.
7. With the exception of students who may retain the copyright of material they have created that is displayed on a school web page, all materials displayed on the school web site are owned by the Imboden Area Charter School.
8. The School shall include the following information on its website through a link located on the School’s homepage titled “State Required Information”:
	1. Local and state revenue sources;
	2. Administrator and teacher salary and benefit expenditure data;
	3. School balances, including legal balances and building fund balances;
	4. Minutes of regular and special meetings of the school board;
	5. The School’s budget for the ensuing year;
	6. A financial breakdown of monthly expenditures of the School;
	7. The salary schedule for all employees including extended contract and supplementary pay amounts;
	8. Current contract information (not including social security numbers, telephone numbers, personal addresses or signatures) for all school employees;
	9. The school’s annual budget;
	10. The annual statistical report of the school;
	11. The school’s personnel policies.
	12. The annual School Performance Report;
	13. School-Level Improvement Plans; and
	14. The School District Support Plan.
	15. Student discipline policies;
	16. Comprehensive School Counseling Plan;
	17. The District financial policies;
	18. Student handbooks;
	19. The Annual Report to the Public;
	20. The parent, family, and community engagement plan;
	21. The Immunization waiver report from Policy 4.57—IMMUNIZATIONS
	22. School Calendar;
	23. List of statutory, rule, or Standards for Accreditation waivers the District has received under A.C.A. § 6-15-103;
	24. The District’s Teacher and Administrator Recruitment and Retention Plan;

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

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

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

The School shall include the following information on its website that may be accessed through a link located on the School’s homepage titled “Title IX/Sex Discrimination”.

* Contact information for the School’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 School’s sexual harassment policies;
* Copies of the School’s Procedures governing 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 School’s Title IX Coordinators, investigators, and decision- makers.

The Director is responsible for ensuring all School webpages meet required standards to be accessible to individuals with disabilities.

Date Adopted: August 19, 2003

Date Revised: June 28, 2021

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

I hereby grant permission to the Imboden Area Charter School to display the photograph or video clip of me/my student (if the student is under the age of {18} on the school’s web site, including any page on the site, or in other school publications without further notice. I also grant the Imboden Area Charter School 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 school has no control over how the photograph or video clip is used or misused by persons with computers accessing the school’s web site.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of student (Printed)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of parent (required if student is under 18)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

**5.20.1 - WEB SITE PRIVACY POLICY**

The Imboden Area Charter School operates and maintains a website for the purpose of informing the citizens of the school about its activities. The website 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 school 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 school’s website without the prior written consent of the parent (or the student if 18 or older).

The site provides for e-mail communication between the school and individuals for the purpose of exchanging information regarding the school and its activities.

Date Adopted: June 20, 2004

Date Revised: August 7, 2018

**5.24 - STUDENT PARTICIPATION IN SURVEYS**

Section One: No student shall be required to submit to a survey, analysis, or evaluation which is administered or distributed by a school, and is funded in whole or in part by any program administered by the U.S. Department of Education without the prior written consent of the parent/guardian that reveals information concerning the following:

1. political affiliations;

2. mental and psychological problems potentially embarrassing to the student or his family;

3. sex behavior and attitudes

4. illegal, antisocial, self-incriminating, and demeaning behavior;

5. critical appraisals of other individuals with whom respondents have close family relationships;

6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;

7. religious practices, affiliations, or beliefs of the student or student’s parent; or

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

Section Two: No surveys shall be administered without the prior approval of the school Director. Any survey created by a third party, or funded, in whole or in part, as part of any US Department of Education administered program, containing one or more of the eight categories listed above shall be available to be inspected by a student’s parent/guardian before the survey is administered or distributed by a school to a student. Parents/guardians shall have the right to deny permission for their child to participate in the taking of the survey. The school shall not penalize students whose parents/guardians exercise this option. The school shall take reasonable precautions to protect students’ privacy during their participation in the administration of any survey, analysis, or evaluation containing one or more of the eight categories listed above.

Section Three: Parents or guardians wishing to inspect a survey, analysis, or evaluation shall be able to do so in the administrative office where the surveys shall be available for inspection for a period of ten (10) days (regular school days when school is in session) after the notice of intent to administer the survey is sent. Included in the notice shall be information regarding how the survey or questionnaire will be administered; how it will be utilized; and the persons or entities that will have access to the results of the completed survey or questionnaire. Parents may refuse to allow their student to participate before or after reviewing the survey or questionnaire.

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

Section Four: Prior written parental permission is required before any survey or questionnaire (not including tests mandated by state or Federal law or regulation and standardized scholastic achievement tests) is administered to a student the responses to which are to be provided to a person or entity other than another pubic school, school district, or any branch of the Federal Government and which requests or requires a student to provide any of the eight (8) categories of information listed above and/or the following;

1. A student’s name;

2. The name of the student’s parent or member of the student’s family;

1. The address, telephone number, or e-mail address of a student or a

member of a student’s family;

1. 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;

1. Any information, the disclosure of which is regulated, or prohibited by

any other state or federal law or regulation.

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

Date Adopted: April 7, 2003

Date Revised: June 22, 2009

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

I, the undersigned, being a parent or guardian of a student, or a student eighteen (18) years of age or older, hereby note my objection to participation by the student named below in the following survey, analysis, or evaluation.

I choose not to have my student participate in the following survey, analysis, or evaluation.

Name of specific survey

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_All surveys

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of student (Printed)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of parent (or student, if 18 or older)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

I, the undersigned, being a parent of guardian of a student, or a student eighteen (18) years of age or older, hereby grant my permission for the student named below to participate in the following survey, analysis, or evaluation.

Name of survey \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of student (Printed)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of parent (or student, if 18 or older)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Date Adopted: April 7, 2003

Date Revised:

**5.25 - MARKETING OF PERSONAL INFORMATION**

The Imboden Area Charter School shall not collect, disclose, or use personal information for the purpose of marketing or for selling that information or to otherwise provide that information to others for that purpose.

Personal information is defined, **for the purposes of this policy only**, as individually identifiable information including

1. a student or parent’s first and last name
2. a home or other physical address (including street name and the name of the city or town),
3. telephone number, and
4. social security identification number

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

1. College or other post secondary education recruitment, or military 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.

Date Adopted: April 7, 2003

Date Revised: August 7, 2018

**5.27 - ENGLISH LANGUAGE LEARNERS**

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

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

Date Adopted: November 16, 2004

Last Revised: June 28, 2021

**5.28 – ENHANCED STUDENT ACHIEVEMENT FUNDING EXPENDITURES**

Funding received from the state based on the number of students eligible for free and reduced-prices 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 the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditure of These Funds.

The School shall develop a three-year plan for the use of the School’s enhanced student achievement funds. The plan shall describe the school’s intended and implemented strategies to enhance student achievement and how enhanced student achievement funds will be used to support the strategies of the School as permitted by Arkansas law and DESE Rules.

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

Date Adopted: November 16, 2004

Last Revised: June 28, 2021

**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 School 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 school’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 to ensure age-appropriate recommendations are made that correlate to the School’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 School is doing at implementing this policy. The SNPAAC shall use modules 1, 2, 3, 4, 10, and 11 of the Centers For Disease Control’s (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 school’s support plan (SDSP), and reported to the board. Goals and objectives for nutrition and physical activity shall also be included in the SDSP.

The SNPAAC 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 School's wellness policy:

* Members of the School’s Board of Directors;
* School Director
* School nutrition personnel;
* Teacher of physical education;
* Parents;
* Students;
* School health professionals (such as school nurses, school counselors, and social workers); and
* Community members.

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

The SNPAAC will meet at least quarterly. Meeting dates for the SNPAAC will be placed on the School’s calendar.

**School Health Coordinator**

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

**Goals**

In its efforts to improve the school nutrition environment, promote student health, and reduce childhood obesity, the School 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 School, working with the SNPAAC, has established the following goals:

1. Implement a grade appropriate nutrition education program that will develop an awareness of and appreciation for nutrition and physical activity throughout the curriculum;
2. Enforce existing physical education requirements and 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-8;
5. Not use food or beverages as rewards for academic, classroom, or sports performances;
6. Establish class schedules and bus routes that do not directly or indirectly restrict meal access;
7. Provide students with ample time to eat their meals in pleasant cafeteria and dining areas;
8. Abide by the current allowable food and beverage portion standards;
9. Meet or exceed the more stringent of Arkansas’ or the U.S. Department of Agriculture’s (USDA) Nutrition Standards for reimbursable meals and a la’ carte foods served in the cafeteria;**7**
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 school dependence on profits from the sale of competitive foods.
12. Provide professional development to all school staff on the topics of nutrition and/or physical activity;
13. Utilize the School Health Index available from the CDC to assess how well the school is doing at implementing this wellness policy and at promoting a healthy environment for its students.

**Food and Beverages Outside of the School’s Food Service Programs**

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

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

Up to a maximum of nine (9) times per school year, the Director 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 part of the annual school calendar.

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

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

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

**Advertising**

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

* Materials used for educational purposes in the classroom, including, but not limited to:
* The use of advertisements as a media education tool; 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.

**Community Engagement**

The School will work with the SNPAAC to:

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

The School 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 School’s SDSP;
* That a printed copy of the policy may be picked up at the School’s central office; and
* The amounts and specific sources of funds received and expenditures made from competitive food and beverage contracts.

**Assessment of School’s Wellness Policy**

At least once every three years, with input from the SNPACC, the School shall assess the School’s status in regards to the implementation and compliance of the goals of this policy, including the health and wellness goals in the School’s SDSP. The assessment shall be based, at least in part, on:

* The extent to which the School is 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 School’s annual report to the public.

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

**School Website**

The School will place on its website:

* The name, School phone number, and School email address for the School Health Coordinator;
* The names of the members of the SNPAAC;
* Meeting dates for the SNPAAC;
* Information on how community members may get involved with the SNPAAC;
* 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 assessment of this policy.

Date Adopted: January 31, 2017

Last Revised: June 28, 2021