

CURRICULUM AND INSTRUCTION

SECTION 5 OF 8

SECTION 5: CURRICULUM AND INSTRUCTION

- 5:1 Educational Philosophy**
- 5:2 Planning for Educational Improvement**
- 5:3 Curriculum Development**
- 5:4 Staff Development Program**
- 5:5 Selection/Inspection of Supplemental Instructional Materials**
- 5:6 Challenge of Instructional/Supplemental Materials**
- 5:7 Selection of Instructional and Library/Media Center Materials**
- 5:8 Use of Copyrighted Material**
- 5:9 Computer Software Copyright**
- 5:10 Religion in Schools**
- 5:11 Promotion and Retention Grades 7-12**
- 5:12 Promotion and Retention Grades K-6**
- 5:13 Summer School**
- 5:14 Homework**
- 5:15 Grading and Reporting**
- 5:16 Graduation Requirements for the Class of 2013-14 and all Classes Thereafter**
- 5:16:1 Honors Program Curriculum**
- 5:17 Smart Core/Common Core Curriculum and Graduation Requirements for 2010**
- 5:18 Concurrent Credit Classes**
- 5:19 Grading Scale, Grade Point Average and Rank-in-class Procedure**
- 5:20 Graduation Honors**
- 5:21 Health Services**
- 5:22 Extracurricular Activities – Secondary**
- 5:22.1 Extracurricular Activities - Elementary**
- 5:23 Classification of Students**
- 5:24 Alternative Learning Environments**
- 5:25 Wellness Policy**
- 5:26 Notification of Rights Under the Family Education Rights and Privacy Act**
- 5:27 Non-discrimination and Section 504**

5:28 Semester Tests and Exemptions (Grades 10-12)

5:29 District Web Site

5:1 EDUCATIONAL PHILOSOPHY

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

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

Date Adopted: December 14, 2004

Last Revised:

5:2 PLANNING FOR EDUCATIONAL IMPROVEMENT

The District and each school in the district shall develop a comprehensive, long-range school improvement plan focused on student achievement. The plan shall be developed with staff, parent, community, and student (when appropriate) input. The purpose of the plan shall be to ensure that all students meet the state assessment standards established by the State Board of Education, as well as student achievement goals established by the District. The District's teacher evaluation system shall be included in the plan, as shall details of support services necessary for each school in the district.

The Superintendent and administrative staff shall annually review various student assessment data to evaluate the progress the District is making toward attaining the goals and objectives identified in the plan. They shall make and submit a report to the Board of their findings, along with proposals for addressing problem areas. The report shall also be part of the District's annual report to the public.

The plan shall be reviewed and altered as needed to reflect changes in State standards, as well as changes within the district, such as: attendance growth or decline; funding; or school climate or alignment considerations.

Legal References: A.C.A. § 6-15-404 (c) (1)
State Board of Education Rules & Regulations: ACTAAP 10.00- 10.03,
Teacher Evaluations 5.02, Accreditation Standards XI – XI (c) (5)

Date Adopted: December 14, 2004

Last Revised:

5:3 CURRICULUM DEVELOPMENT

Sequential curricula should be developed for each subject area. Curricula should be aligned with the Frameworks and standards established by the Arkansas Department of Education and in harmony with the District's vision, mission, goals, and educational philosophy. Student achievement is increased through an integrated curriculum that promotes continuity and a growth in skills and knowledge from grade to grade and from school to school. Therefore, the Board desires that unnecessary duplication of work among the various grades and schools be eliminated and that courses of study and their corresponding content guides be coordinated effectively.

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

A curriculum review cycle should be established to address the continued relevancy, adequacy, and cost effectiveness of individual courses and instructional programs.

Date Adopted: December 14, 2004

Last Revised:

5:4 STAFF DEVELOPMENT PROGRAM

The District shall develop and implement a plan for the professional development of its certified employees. The district's plan shall, in part, align district resources to address the professional development activities identified in each school's ACSIP. The plan shall describe how the district's categorical funds will be used to address deficiencies in student performance and any identified academic achievement gaps between groups of students. At the end of each school year, the district shall evaluate the professional development activities' effectiveness in improving student performance and closing achievement gaps.

Each certified employee shall receive a minimum of sixty (60) hours of professional development annually to be fulfilled between July 1 and June 30 or June 1 and May 31.¹ Professional development hours earned in excess of sixty (60) in the designated year cannot be carried over to the next year. The goal of all professional development activities shall be improved student achievement and academic performance that results in individual, school-wide, and system-wide improvement designed to ensure that all students demonstrate proficiency on the state criterion-referenced assessments. The district's professional development plan shall demonstrate scientifically research-based best practice, and shall be based on student achievement data and in alignment with ACTAAP Rules and current Arkansas code.

Teachers and administrators shall be involved in the design, implementation, and evaluation of the plan for their own professional development. The results of the evaluation made by the participants in each program shall be used to continuously improve the district's professional development offerings and to revise the school improvement plan.

Flexible professional development hours (flex hours) are those hours which an employee is allowed to substitute professional development activities, different than those offered by the district, but which still meet criteria of either the employee's Individual Improvement Plan or the school's ACSIP, or both. The district shall determine on an annual basis how many, if any, flex hours of professional development it will allow to be substituted for district scheduled professional development offerings. The determination may be made at an individual building, a grade, or by subject basis. The district administration and the building principal have the authority to require attendance at specific professional development activities. Employees must receive advance approval from the building principal for activities they wish to have qualify for flex professional development hours. To the fullest extent possible, professional development activities are to be scheduled and attended outside of the regular school day. Six (6) approved flex hours credited toward fulfilling the sixty (60) hour requirement shall equal one contract day. Hours of professional development earned by an employee in excess of sixty (60) or not pre-approved by the building principal shall not be credited toward fulfilling the required number of contract days for that employee.² Hours earned that count toward the required sixty (60) also count toward the required number of contract days for that employee. Employees shall be paid their daily rate of pay for professional development hours earned at the request of the district that necessitate the employee work more than the number of days required by their contract.

Teachers and administrators who, for any reason, miss part or all of any scheduled professional development activity they were required to attend, must make up the required hours in comparable activities which are to be pre-approved by the building principal.

To receive credit for his/her professional development activity each employee is responsible for obtaining and submitting documents of attendance for each professional development activity he/she attends. Documentation is to be submitted to the building principal or designee.

Teachers and administrators are required to obtain sixty (60) hours of approved professional development annually over a five-year period as part of licensure renewal requirements. At least six (6) of the sixty (60) annual hours shall be in the area of educational technology.

Teachers are required to receive at least two hours annually of their sixty (60) required hours³ of professional development designed to enhance their understanding of effective parental involvement strategies.

Teachers who provide instruction in Arkansas history shall receive at least two (2) hours of professional development in Arkansas history as part of the sixty (60) hours required annually.

Administrators are required to receive at least three hours annually of their sixty (60)³ required hours of professional development designed to enhance their understanding of effective parental involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation. Each administrator's professional development is required to also include training in data disaggregation, instructional leadership and fiscal management.

Teachers required by the superintendent, building principal, or their designee to take approved training related to teaching an advance placement class for a subject covered by the College Board and Educational Testing Service, shall receive up to thirty (30) hours of credit toward the sixty (60) hours of professional development required annually.

Certified personnel may earn up to twelve (12) hours of professional development for time they are required to spend in their instructional classroom, office or media center prior to the first day of student/teacher interaction provided the time is spent in accordance with the state law and current ADE rules that deal with professional development.³

Teachers are eligible to receive fifteen (15) professional development hours for a college course that meets the criteria identified in law and the applicable ADE rules. The board shall determine if the hours earned apply toward the required sixty (60). A maximum of thirty (30) hours may be applied toward the sixty (60) hours of professional development required annually.

Employees who do not receive or furnish documentation of the required annual professional development jeopardize the accreditation of their school and academic achievement of their students. Failure of an employee to receive sixty (60) hours of professional development in any given year shall be grounds for disciplinary action up to and including termination.

Approved professional development activities may include conferences, workshops, institutes, individual learning, mentoring, peer coaching, study groups, National Board for Professional Teaching Standards Certification, distance learning, internships, district/school programs, and approved college/university course

work. Professional development activities should be consistent with the objectives developed by the National Staff Development Council Standards.

Professional development activities shall relate to the following areas: content (K-12); instructional strategies; assessment; advocacy/leadership; systemic change process; standards, frameworks, and curriculum alignment; supervision; mentoring/coaching; educational technology; principles of learning/developmental stages; cognitive research; and building a collaborative learning community.

Notes: ¹ ACTAAP Rules 5.01.1 require the district to choose the option it will follow and “document” its choice. The documentation may be noted by the selection chosen for this policy and also in the district’s “plan” for professional development required by A.C.A. § 6-17-704(c)(1).

² The number of contract days may vary between employees, but the concern here is with the number of contract days specified in each individual employee’s contract.

³ A.C.A. § 6-15-1703 and ACTAAP Rules provide that the parental involvement hours of professional development may be included in the required total of sixty (60) annual hours. If you wish to have them be in addition to the sixty (60) change the wording accordingly.

Legal References: Arkansas State Board of Education: Standards of Accreditation 15.04
ADE Rules Governing the ACTAAP and the Academic Distress Program 5.0 –
5.07.1
A.C.A. § 6-15-404(f)(2)
A.C.A. § 6-17-704
A.C.A. § 6-15-1703
A.C.A. § 6-20-2303(17)

Date Adopted: December 14, 2004

Last Revised: July 19, 2011

5:5 SELECTION/INSPECTION OF SUPPLEMENTAL INSTRUCTIONAL MATERIALS

The use of instructional materials beyond those approved as part of the curriculum/textbook program must be compatible with school and district policies. If there is uncertainty concerning the appropriateness of supplemental materials, the personnel desiring to use the materials shall get approval from the school's principal prior to putting the materials into use.

All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole, or in part, by the U.S. Department of Education shall be available for inspection by the parents or guardians of the children.

No student shall be required as part of any applicable program, to submit to a survey, analysis, or evaluation without the prior consent of the student (if the student is an adult or an emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent that reveals information concerning the following:

1. political affiliations;
2. mental and psychological problems potentially embarrassing to the student or his family;
3. sex behavior and attitudes;
4. illegal, anti-social, self-incriminating, and demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
7. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Legal Reference: 20 USC § 1232h (a), (b), (c)

Date Adopted: December 14, 2004

Last Revised:

5:6 CHALLENGE OF INSTRUCTIONAL/SUPPLEMENTAL MATERIALS

Instructional and supplemental materials are selected for their compatibility with the district's educational program and their ability to help fulfill the district's educational goals and objectives. Individuals wishing to challenge or express concerns about instructional or supplemental materials may do so by following the procedure outlined below:

A. PRELIMINARY RECONSIDERATION PROCESS

1. When an individual expresses concern about materials within the district's curriculum, the complainant shall first be referred to a teacher within the department that assigned the reading selection. The teacher will then notify the building principal.
2. A conference will be scheduled with the complainant. The building principal and/or teacher shall explain to the complainant the school's curriculum selection procedure. A teacher from the school where the complaint was filed shall explain to both the principal and complainant the questioned material's usefulness in the educational program, or refer the complainant to someone who can identify and explain the use of the material.
3. If the complainant is not satisfied with the explanation, the school principal and/or teacher shall disclose the alternate curriculum options, allowing for an alternate instructional material(s) to be read. If the complainant rejects the offer of an alternate instructional material, then they will be referred to the curriculum department which will schedule a formal meeting to discuss alternate instructional material options with the complainant.
4. If, after the conference with the curriculum specialist, the complainant wishes to make a formal challenge to have the instructional material(s) removed from the curriculum, then(s) he will be supplied with a "Request for Reconsideration of Instructional or Supplemental Materials" form available in the school's office. This form will be submitted to the building principal no later than sixty days prior to the onset of the use of the instructional material.
5. The complainant must return the form to the building principal within five calendar days of its receipt, or the matter will be considered resolved.

B. INITIAL RECONSIDERATION PROCESS

1. Preliminary Procedures

- a. The complainant shall only request reconsideration of one title at a time and at one school at a time. No additional reconsideration request will be honored until resolution of the current challenge.
- b. If the Request for Reconsideration of Instructional or Supplemental Materials Form is completed, signed, and returned within the required time frame by the complainant, the reevaluation process will commence.
- c. Upon receipt of the Request for Reconsideration of Instructional or Supplemental Materials Form, the principal will inform the superintendent of the formal complaint.
- d. The Request for Initial Reconsideration of Instructional or Supplemental Materials Form shall be referred to an Initial Reconsideration Committee at the school level. The principal appoints committee members. The Committee shall be composed of a building administrator, two teachers (both representing the grade utilizing the challenged material), two parents/community members, and a library media specialist. The parents will be chosen from the Curriculum Advisory Board, and cannot contain the initial complainant. This board will be chosen by the Superintendent and/or Assistant Superintendent at the start of each school year. The teacher must be employed at another school within the district—not a teacher at the school where the complaint is lodged.
- e. The Initial Reconsideration committee must be formed within three school days from the date of receipt of the Request for Reconsideration of Instructional or Supplemental Materials Form. Copies of the challenged material and reviews of the work will be distributed to the committee members by the third day.

2. Procedures for Reconsideration

- a. An Initial Reconsideration Committee meeting shall take place within 15 school days of the receipt of the Request for Reconsideration of Instructional or Supplemental Materials Form.
- b. The teacher at the school where the complainant originates will be responsible for getting and disseminating review information and copies of the book/material to the Reconsideration Committee.
- c. The Initial Reconsideration Committee shall examine the whole of the challenged material based on its merit and appropriateness for the intended educational use.
- d. The complainant shall be allowed to privately address the Principal before the reconsideration committee convenes.

3. Resolution

- a. The selection procedure for curriculum materials, professional reviews of the material, and the material's intended educational purpose shall be the measures for evaluating challenged material.
- b. A written report of the Committee's finding will be archived with the principal and teacher, and copies forwarded to the superintendent.
- c. The Superintendent shall create a file of his/her response along with a copy of the principal's response and a copy of the contesting individual's "Request for Reconsideration of Instructional or Supplemental Materials" form.
- d. The principal shall notify the complainant in writing of the Committee's decision. The complainant may request a discussion with the building Principal about the written report.
- e. If the complainant is not satisfied with the decision of the Initial Reconsideration Committee, (s)he may appeal the decision in writing within three (3) school days to the Superintendent. The Superintendent will arrange a meeting between the complainant and the Superintendent.

B. SECONDARY RECONSIDERATION PROCESS

1. Preliminary Procedures

- a. If the contesting individual is not satisfied with the Initial Reconsideration Committee's response, the individual may, within the three (3) working day period, request a meeting with the Superintendent where the individual shall present the same form previously presented to the principal along with their written request for an appeal.
- b. The Superintendent shall explain to the contesting individual the criteria used for the selection of the material and its relevancy to the educational program as well as any other pertinent information in support of the use of the material.
- c. Upon the completion of the meeting, if the complainant is not satisfied with the initial committee's decision or the explanation of curriculum procedure by the Superintendent, then a Subsequent Reconsideration Committee shall be convened to review the instructional material.
- d. The Request for Initial Reconsideration of Instructional or Supplemental Materials Form shall be referred to the Subsequent Reconsideration Committee at the district level. The Superintendent shall appoint committee members. The Committee shall be composed of a principal, two teachers from

the grade level and content in which the instructional material is taught, two parents/community members, a library media specialist, and a district curriculum leader. The parents/community members will be chosen from the Curriculum Advisory Board, and cannot contain the initial complainant, or a member of the initial complainant's family. This board will be chosen by the Superintendent and/or Assistant Superintendent at the start of each school year. The teacher must be employed at another school within the district—not a teacher at the school where the complaint is lodged.

e. The Subsequent Reconsideration committee must be formed within three school days from the official meeting with the Superintendent. Copies of the challenged title and reviews of the work will be distributed by a teacher to the committee members by the third day.

2. Subsequent Procedures for Reconsideration

- a. A Subsequent Reconsideration Committee meeting will take place within 15 calendar days of the official meeting.
- b. The teacher at the school where the complainant originates will be responsible for getting and disseminating review information and copies of the book/material to the Reconsideration Committee.
- c. The Subsequent Reconsideration Committee shall examine the whole of the challenged material based on its merit and appropriateness for the intended educational use.
- d. All members of the Subsequent Reconsideration Committee will have an equal voice in the consideration of the instructional material.

3. Resolution

- a. The selection procedure for curriculum materials, professional reviews of the material, and the material's intended educational purpose shall be the measures for evaluating challenged material.
- b. A written report of the Committee's finding will be archived with the Superintendent, the principal, and the teacher.
- c. The Superintendent shall notify the complainant in writing of the Committee's decision.
- d. If the complainant is not satisfied with the decision of the Subsequent Reconsideration Committee, (s)he may appeal the decision in writing within 72 hours of notification to the Superintendent. The Superintendent will arrange a meeting between the complainant and the Superintendent.

e. If, after meeting with the Superintendent, the contesting individual is not satisfied with the Superintendent's response regarding the appropriateness of the instructional or supplemental material, he/she may appeal the Superintendent's decision to the Board of Education.

f. The Superintendent shall present the contesting individual's "Request for Reconsideration of Instructional or Supplemental Materials" form along with reports from the Initial and Subsequent committees 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.

g. The Board's primary consideration in reaching its decision shall be the appropriateness of the material for its intended educational use.

h. The Superintendent is responsible for monitoring the Reconsideration Process to ensure that the district's policy is followed.

Date Adopted: December 14, 2004

Last Revised: January 17, 2017

CHALLENGE OF INSTRUCTION/SUPPLEMENTAL MATERIALS

Attach extra pages if needed to complete statements.

Author, composer, producer, artists, etc.: _____

Title: _____

Publisher & Copyright Date: _____

Request initiated by: _____

Telephone _____ Address _____

Patron represents

_____ Self

_____ Group/Organization Name _____

1. Did you read, view, or listen to the entire work? _____

If not, please do not proceed till you have read the entire work.

2. Have you discussed this work with the teacher who used it? _____

3. What do you understand to be the general purpose for including this work in the classroom instruction?

4. Did the general purpose for the use of this work, as described by the teacher, seem a suitable one to you? _____

If not, please explain:

5. To what in the work do you object? Please be specific and cite exact parts.

6. What is the context of the objectionable material?

7. What reviews have you read about this work?

8. Would you like to be provided with copies of reviews?

9. What do you feel might be the result of reading, viewing, or listening to this work?

10. What would you like for the school to do about this work?

_____ Remove the material from the curriculum

_____ Other (specify):

11. Please recommend another work or works that would convey as valuable or more valuable a picture or perspective of the subject treated.

Title: _____ Author: _____

Signature of Patron

Date

5:7 SELECTION OF INSTRUCTIONAL AND LIBRARY/MEDIA CENTER MATERIALS

The purpose of the schools' libraries/media centers is to supplement and enrich the curriculum and instruction offered by the District. To promote the dialogue characteristic of a healthy democracy necessitates the maintenance of a broad range of materials and information representing varied points of view on current and historical issues.

In the selection of the materials and resources to be available in each library/media center consideration will be given to their age appropriateness. Materials should be available to challenge the different interests, learning styles, and reading levels of the school's students and that will help them attain the District's educational goals.

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. School library media professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media professionals cooperate with other individuals in building collections of resources appropriate to the developmental and maturity levels of students. These collections provide resources which support the curriculum and are consistent with the philosophy, goals, and objectives of the school district. Resources in school library media collections represent diverse points of view on current as well as historical issues.

The school board adopts policies that guarantee students' access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library media professionals implement district policies and procedures in the school.

Date Adopted: December 14, 2004

Last Revised:

5:8 USE OF COPYRIGHTED MATERIALS

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

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

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

Date Adopted: December 14, 2004

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: December 14, 2004

Last Revised:

5:10 RELIGION IN THE SCHOOLS

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

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

Discussions concerning religious concepts, practices, or disciplines are permissible when presented in a secular context in their relation to an inclusive study of religion or to the study of a particular region or country. The discussions shall be so that they are objective and academically informational and do not advocate any particular form of religious practice.

Instructional activities in the schools that are contrary to a pupil’s religious beliefs or teachings shall be optional.

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

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

Legal Reference: A.C.A. § 6-10-115

Date Adopted: December 14, 2004

Last Revised:

5:11 PROMOTION / RETENTION GRADES 7-12

A disservice is done to students through social promotion and is prohibited by state law. The district shall, at a minimum, evaluate each student annually in an effort to help each student who is not performing at grade level. Each school in the Cabot School District shall include in the student handbook, the criteria for promotion of students to the next grade as well as the criteria for being required to retake a course, if applicable.. Parents or guardians shall be kept informed concerning the progress of their student(s). Notice of a student's possible retention shall be included in the grade reports sent home to each parent/guardian or the student if 18 or older. Parent-teacher conferences are encouraged and may be held at any time in an effort to improve a student's academic success.

Promotion or retention of students, or their retaking of a course, shall be primarily based on the following criteria: (1) making a passing grade for the semester; or (2) successful attainment of a student's IEP if applicable; and (3) the student's ability to succeed in the next grade. If there is doubt concerning the promotion or retention of a student, or their retaking of a course, a conference between the parents/guardians, teacher(s), other pertinent personnel, and principal shall be held before the final decision is made. The conference shall be held at a time and place that best accommodates those participating in the required conferences. The school shall document participation or non-participation in required conferences. The final decision to promote or retain shall rest with the principal.

Students who do not score proficient or above on their grade level Benchmark Exams, or do not meet the satisfactory passing level on all general end-of-course (EOC) tests shall be required to participate in an individualized Academic Improvement Plan (AIP). Each AIP shall be developed by school personnel and the student's parents and shall be designed to assist the student in attaining the expected achievement level. The AIP shall also state the parent's role as well as the consequences for the student's failure to participate in the plan.

All students, unless exempted by the student's Individualized Education Program (IEP), must successfully pass all **general EOC** assessments they are required to take. To receive academic credit in a course requiring a student to take a **general EOC** assessment, the student must either receive a passing score on the initial assessment or successfully participate in the remediation program identified in his/her AIP. A student is not eligible to graduate if he/she fails to receive academic credit in a course requiring a general EOC. Additionally, the lack of credit could jeopardize their grade promotion or classification.

All students, unless exempted by the student's IEP, must successfully pass the Algebra I EOC³ assessment to receive academic credit for the course and be eligible to graduate from high school. This is a **high stakes** assessment and students failing to receive a passing score the first time they take the assessment must receive a passing score on a subsequent assessment or on an alternative assessment as provided by law.⁴

Students transferring into the district from an out-of-state public, private, or home school or an Arkansas private or home school who can demonstrate by an official transcript that he/she has received academic credit for Algebra I is not required to take the Algebra I high stakes

end of course assessment. The district, however, has the right to assess the student's education status to determine if the student possesses the requisite passing knowledge of Algebra I.

A student, transferring into the district, who does not have academic credit in Algebra I must take the Algebra I high stakes EOC assessment and meet its requirements to be eligible for graduation.

Promotion/retention or graduation of students with an Individual Educational Plan (IEP) shall be based on their successful attainment of the goals set forth in their IEP.

Cross References: 3.30 – PARENT-TEACHER COMMUNICATION
4.45 – SMART CORE CURRICULUM AND GRADUATION
REQUIREMENTS

Legal References: A.C.A. § 6-15-402, 419
A.C.A. § 6-15-1602
A.C.A. § 6-15-2001
A.C.A. § 6-15-2005
A.C.A. § 6-15-2009
State Board of Education: Standards of Accreditation VII (D) (3)
ADE Rules Governing the ACTAAP and the Academic Distress
Program 7.02-7.02.9, 7.03-7.03.7.3

Date Adopted: December 14, 2004

Last Revised: May 21, 2013

5:12 PROMOTION AND RETENTION FOR K-6 SCHOOLS

Students in kindergarten through sixth grade (K-3) not performing at grade level during the regular school year shall participate in a remediation program during the school year or a summer school remediation program to be eligible for promotion to the next grade.

The parents or guardians of any student who is to be retained at any grade level shall promptly be given notice of the reasons for such retention in a personal conference that shall be held at a time and place that best accommodates those participating in the conference. The school shall document participation or non-participation in required conferences.

Promotion/retention or graduation of students with an Individual Education Plan (IEP) shall be based on their successful attainment of the goals set forth in their IEP.

Legal References: A.C.A. § 6-16-705
 State Board of Accreditation Standards VII (D) (3)

Date Adopted: December 14, 2004
Last Revised: May 21, 2013

5:13 SUMMER SCHOOL

The Cabot School District shall offer remediation programs during the school year to those students in kindergarten through grade three not performing at grade level. If the remediation program is a part of the student AIP, participation by the student will be a requirement for promotion to the next grade level.

Legal Reference: A.C.A. § 6-16-704

Date Adopted: December 14, 2004
Last Revised: May 21, 2013

5:14 HOMEWORK

The Cabot Public School District recognizes homework as a beneficial extension of the instructional program. The term homework refers to school-related work that is assigned to be completed by the student after regular instruction is completed. This may be accomplished during the remainder of a class period or at home. Assignments should fulfill the following purposes:

1. Develop independent study skills by stimulating effort, independence, responsibility, and self-direction
2. Gain maximum benefit from classroom instruction through prior preparation
3. Reinforce skills being taught in the classroom
4. Stimulate further interests in topics being taught in the classroom.

Teachers, parents, and students all have crucial responsibilities that must be fulfilled if homework and independent study activities are to advance the student's education as intended.

The teacher must be certain that the homework and independent study activity assignments are clearly communicated, relevant to the learning objectives, and reasonable in length.

Parents should ensure that the student has an appropriate home environment for schoolwork, sufficient time without distractions, and appropriate supervision (depending on the age, maturity and responsibility level of the student).

Students must be certain that they understand the assignments, ask for help if they do not understand the assignments, and then make every effort to complete the assignments.

Occasionally, at the secondary level, a combination of some of the longer homework assignments from several teachers at one time may unavoidably result in more than the desired amount of homework for a student on one night. However, efforts will be made to minimize such occurrences through informal grade level communication.

At the beginning of the school year, students will receive and deliver to parents, written communication from their teachers regarding homework expectations.

The types and length of homework assignments should vary according to the student's level:

Kindergarten: minimal; as needed

Grades 1-3: This is the beginning of the expected practice of homework as a part of the educational program. Homework is assigned at the discretions of the teacher.

Grades 4-6: Assignments are given which, in the judgment of the teacher, will assist the student to learn and develop initiative and responsibility. Homework is a regular part of the

educational program. With the student having multiple teachers in these grade levels, coordination between teachers is important.

Junior High (7-9)

- Homework is to be a well-established part of the student's educational program
- Homework is to include routine assignments, review of classroom material, and preparation for specific academic and classroom subjects
- Homework is to provide opportunities for research and further development of initiative and responsibility.

High School (10-12)

- Homework is to be a fundamental part of the student's educational program
- Homework is to include routine assignments, review of classroom material, and preparation for specific academic and classroom subjects.
- Homework is to expand the use of previously developed independent study skills for research and longer-term projects.

Legal Reference: State Board of Education Rules & Regulations: Accreditation Standards V (G)

Date Adopted: December 14, 2004

Last Revised: May, 2009

5:15 GRADING and REPORTING

Parents or guardians shall be kept informed concerning the progress of their student. Time will be set aside in the district calendar for parent-teacher conferences each semester. 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 send timely progress reports and issue grades for each nine-week grading period to keep parents/guardians informed of their student's progress.

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

The elementary schools, housing students from Kindergarten through grade 4, will use "standards based" monitoring and reporting system for evaluating student progress. The targeted standards for each grade level are listed on the reporting form using a numerical scale of 3, 2 or 1. These numbers are defined as follows:

3 - Student shows full control and can apply skill to a new situation (On or Above Grade Level)

2 - Student shows inconsistent control or some control with support (Approaching Grade Level)

1 - Student shows little or no control of the skill (Below Grade Level)

For citizenship and activity class grades the K-4 schools will use "O" for outstanding; "S" for Satisfactory or "N" for Needs Improvement.

The grading scale for grades five – twelve (middle schools, junior high schools and high schools) 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), International Baccalaureate (IB), 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. Each final grade will be the sum of the percentage of days in the grading period transferred from outside the district times the transferred grade from outside the district plus the percentage of days in the grading period while in the district times the grade earned in the district.

For example: The grading period had 40 days. A student transferred in with a grade of 83% earned in 10 days at the previous school. The student had a grade of 75% in our district's school earned in the remaining 30 days of the grading period. 10 days is 25% of 40 days while 30 days is 75% of 40 days. Thus the final grade would be $.25(83) + .75(73) = 75.5\%$.

Legal References: A.C.A. §6-15-902
 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: December 14, 2004
Last Revised: July 19, 2011

5:16 GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation are to be earned from the categories listed below. A minimum of 22 units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the 22 units required for graduation by the Arkansas Department of Education, the district requires an additional $\frac{1}{2}$ unit to graduate for a total of 22 $\frac{1}{2}$ units. The additional required half unit may be taken from any electives offered by the district. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. The provisions of a student's Individualized Education Plan (IEP) serve as his/her graduation plan. Additionally, unless exempted by a student's IEP, all students must successfully pass all end-of-course (EOC) assessments they are required to take or meet the remediation required for the EOC assessment to receive academic credit for the applicable course and be eligible to graduate from high school.²

SMART CORE: Sixteen (16) units

English: four (4) units - 9th, 10th, 11th, and 12th

Oral Communications: one-half ($\frac{1}{2}$) unit

Mathematics: four (4) units (all students under Smart Core must take a mathematics course in grade 11 or 12 and complete Algebra II.)

- Algebra I
- Geometry

- Algebra II
- Choice of: Advanced Topics in Modeling Mathematics, Pre-Calculus, Calculus, Trigonometry, Statistics, , Algebra III, or an Advanced Placement Math
(Comparable concurrent credit college courses may be substituted where applicable)

Natural Science: three (3) units with lab experience chosen from

- Physical Science
- Biology or Applied Biology/Chemistry
- Chemistry
- Physics or Principles of Technology I & II or PIC Physics

Social Studies: three (3) units

- Civics one-half ($\frac{1}{2}$) unit
- World History - one unit
- U. S. History - one unit
- Economics ($\frac{1}{2}$) unit

Physical Education: one-half ($\frac{1}{2}$) unit

Note: While one-half ($\frac{1}{2}$) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.

Health and Safety: one-half (1/2) unit

Economics – one half (½) unit – dependent upon the certification of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.¹⁰

Fine Arts: one-half (1/2) unit

CAREER FOCUS: - Six (6) units

All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

The Smart Core and career focus units must total at least twenty-two (22) units¹ to graduate. Additionally, the district requires ½ unit for a total of 22 ½ units to graduate which may be taken from any electives offered by the district.

CORE: Sixteen (16) units

English: four (4) units – 9, 10, 11, and 12

Oral Communications: one-half (1/2) unit

Mathematics: four (4) units

- Algebra or its equivalent* - 1 unit
- Geometry or its equivalent* - 1 unit
- All math units must build on the base of algebra and geometry knowledge and skills.
- (Comparable concurrent credit college courses may be substituted where applicable)

*A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

Science: three (3) units

- at least one (1) unit of biology or its equivalent
- one (1) unit of a physical science

Social Studies: three (3) units

- Civics, one-half (1/2) unit
- World history, one (1) unit
- U.S. history, one (1) unit

Physical Education: one-half (1/2) unit

Note: While one-half (1/2) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.

Health and Safety: one-half (1/2) unit

Economics – one half (1/2) unit – dependent upon the certification of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.¹⁰

Fine Arts: one-half (1/2) unit

CAREER FOCUS: - Six (6) units

All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

The Core and career focus units must total at least twenty-two (22) units to graduate. Additionally, the district requires 1/2 unit for a total of 22 1/2 units to graduate which may be taken from any electives offered by the district.

Notes: ² Due to the complications inherent in the phase in of the new EOC requirements under Act 1307 of 2009, it's important to know who is exempted from having to take the Algebra I test. Consult policy 5.11 for additional information.

³ The Rules specify the option is dependent upon the certification of the teacher. Specifically, if the course is taught by a licensed social studies teacher, both options exist. If the course is taught by a licensed business education teacher, the credit must be applied toward the career focus requirement.

Cross Reference: Policy 4.45.1 SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2013-14 AND ALL CLASSES THEREAFTER

Legal Reference: State Board of Education; Standards of Accreditation 14.02

Date Adopted: July 19, 2011

Last Revised: May 21, 2013

5:16:1 HONORS PROGRAM CURRICULUM

Students graduating with “Honors” or “High Honors” must also complete the following Honors Program Curriculum.

1. Four (4) units of English, including junior and senior level with “A” or “B” in Advanced English, Advanced Placement English, or college level English
2. Four (4) units of Math, including Algebra I and II, Geometry, and an advanced math course
3. Three (3) units of Science: Physical Science, Biology and Chemistry or Physics (will not affect graduate honors in 2006-2007)
4. Three (3) units of Social Studies, American History, World History, and American Government / Civics
5. One-half (1/2) unit of Physical Education
6. One-half (1/2) unit of Health
7. One-half (1/2) unit of Fine Arts
8. One-half (1/2) unit of Oral Communications
9. Two (2) units of the same foreign language
10. Four and one-half (4-1/2) units of electives

Total 22 ½ units

Note: Students who accept placement into an advanced level course should be aware of the significant time commitment that they are making. Students should not over-commit to part-time jobs, and they should balance extracurricular activities, total obligations and responsibilities with time necessary to prepare for honors level course work. Students who must work many hours in part-time jobs or who have many other time commitments should seriously consider enrolling in regular level courses.

Date Adopted: December 14, 2004

Last Revised: May 21, 2013

5:17 F SMART CORE INFORMED CONSENT FORM

Name of Student _____

Name of Parent/Guardian _____

School _____

School District: Cabot School District Cabot, Arkansas

I have been informed of the Smart Core curriculum and the required course of study for graduation as well as the optional Common Core curriculum and course of study for graduation. This document indicates my choice of curriculum and course of study for graduation for the above named student.

Failure to complete the Smart Core curriculum for graduation *may* result in negative consequences such as conditional admission to college and ineligibility for scholarship programs.

Mark the choice selected with a checkmark:

I select Smart Core (22½ units) _____

English - 4 units (years)

- English 9th grade
- English 10th grade
- English 11th grade
- English 12th grade

Oral Communications – ½ unit (1/2 year)

Mathematics - 4 units (years)

- Algebra I
- Geometry
- Algebra II
- Choice of: Advanced Topics in Modeling Mathematics, Pre-Calculus/Trigonometry, Pacesetter Math or Advanced Placement Calculus
(Comparable concurrent credit college courses may be substituted where applicable.)

Natural Science - 3 units (years) with lab experience

- At least one (1) unit of Biology

And two additional units chosen from

- Physical Science
- Chemistry
- Physics

Social Studies - 3 units (years)

- Civics or Civics/American Government ½ unit
- World History
- U.S. History
- Economics ½ unit

Physical Education – ½ unit (1/2 year)

Health and Safety – ½ unit (1/2 year)

Fine Arts – ½ unit (1/2 year)

Career Focus - 6½ units

Parent/Guardian Signature Date

School Official Signature Date

I select Common Core (22½ units) _____

English - 4 units (years)

- English 9th grade
- English 10th grade
- English 11th grade
- English 12th grade

Oral Communications – ½ unit (1/2 year)

Mathematics - 4 units (years)

- Algebra or its equivalent* 1 unit
- Geometry or its equivalent.* 1 unit
- All math units must build on the base of algebra and geometry knowledge and skills.
- Comparable concurrent credit college courses may be substituted where applicable.

*A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

Science – 3 units (years)

- At least one (1) unit of Biology
- A Physical Science

Social Studies – 3 units (years)

- Civics or government, 1/2 unit
- World history 1 unit
- U.S. history 1 unit
- Economics ½ unit

Physical Education – ½ unit (1/2 year)

Health and Safety – ½ unit (1/2 year)

Fine Arts – ½ unit (1/2 year)

Career Focus - 6½ units

Parent/Guardian Signature Date

School Official Signature Date

5:18 CONCURRENT CREDIT

A ninth through twelfth grade student who successfully completes a college course(s) from an institution approved by the Arkansas Department of Education shall be given credit toward high school grades and graduation at the rate of one (1) high school credit for each three (3) semester hours of college credit. Unless approved by the school's principal, **prior to enrolling for the course**, the concurrent credit shall be applied toward the student's graduation requirements as an elective. In order to meet graduation requirements, the students must meet all curricular requirements outlined in the Arkansas Course Frameworks. Many college semester courses do not adequately cover the curriculum. Therefore, in most cases, students will be required to take two (2) semesters of college courses in order to meet graduation credit requirements.

Students are responsible for having the transcript for the concurrent credit course(s) they have taken sent to their school in order to receive credit for the course(s). Credit for concurrent credit courses will not be given until a transcript is received. Transcripts for students who take concurrent credit courses as partial fulfillment of the required full day of class for students in grades 9-12 are to be received by the school within five (5) school days of the end of the semester in which the course is taken. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received in time, or at all. This may jeopardize students' eligibility for extracurricular activities, graduation, or promotion.

Students will retain credit 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.

Date Adopted: December 14, 2004

Last Revised: May 21, 2013

5:19 GRADING SCALE, GRADE POINT AVERAGE AND RANK-IN CLASS PROCEDURE

A student's grade point average (GPA) will be determined by taking the average of the grades received for each units earned in credit classes. All credit classes attempted in grades 9-12 will be counted in the GPA.

Point values for grade for Advanced Placement (AP) and all other courses used in calculating the GPA are as follows:

PERCENTAGES	GRADE	POINT VALUE	AP POINT VALUE*
90 – 100 %	A	4 points	5 points
80 – 89 %	B	3 points	4 points
70 – 79 %	C	2 points	3 points
60 – 69 %	D	1 point	2 points
59% and below	F	0 points	0 points

*In order to receive weighted credit for AP level courses, students must take both semesters of the AP course and take the appropriate AP exam. Weighting will be reduced to a 4.0 scale on the final transcript for students who do not take AP exams. Cabot High School will award weighted credit only to AP courses regardless of weighting applied to other courses at schools from which students may transfer.

GPA's will be used to determine class rank with the exception of students with a modified curriculum. High school students who have taken AP courses and whose GPA exceeds a 4.0 will have their GPA and class ranking figured on the number of units required for graduation (22 ½). This is to prevent students from being penalized for taking a greater number of credit classes. Any grade lower than an "A" must be included in the 22 ½ units used for calculating the GPA. Also, all grades for AP units will be used in calculating the GPA.

Final class ranking will be computed on the basis of eight (8) semesters. Students will be advised on preliminary GPA and class ranking at the end of six and seven (7) semesters.

For students graduating in less than eight (8) semesters, the preliminary GPA and class ranking will be at the end of the first semester of the senior year and final GPA and ranking will be at the time the graduation requirements are completed.

Grades will reflect academic achievement only. Parents who are concerned about helping their students to improve their school progress through better study habits may contact the guidance counselor, either by telephone or a scheduled personal visit.

Date Adopted: December 14, 2004

Last Revised: June 22, 2006

5:20 GRADUATION HONORS

Academic recognition will be given in two categories. Graduating with “Honors” will be the recognition for students who have earned a GPA of 3.5 - 4.0. Graduating with “High Honors” will be the recognition given for students who have earned a GPA higher than a 4.0. To qualify for the recognition of “Honors” and “High Honors” a student must have been enrolled at Cabot High School for two of the last three (3) semesters beginning with the second semester of the junior year.

The senior(s) with the highest grade point average (GPA) after eight (8) semesters will be named Valedictorian(s). The senior(s) with the second highest GPA will be named Salutatorian(s)

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)

Date Adopted: December 14, 2004
Last Revised: June 29, 2006

5:21 HEALTH SERVICES

The Board believes that healthy children promote a better learning environment, are more capable of high student achievement, and will result in healthier, more productive adults. Therefore, the goal of the District's health services is to promote a healthy student body. This requires both the education of students concerning healthy behaviors, as well as providing health care services to pupils.

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

Date Adopted: December 14, 2004

Last Revised:

5:22 EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS

The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student's educational experience. At the same time, the Board believes that a student's participation in extracurricular activities cannot come at the expense of his/her classroom academic achievement. Interruptions of instructional time in the classroom are to be minimal and absences from class to participate in extracurricular activities shall not exceed one per week per extracurricular activity (tournaments excepted)*. Additionally, a student's participation in, and the District's operation of, extracurricular activities shall be subject to the following policy. All students meeting this policy's criteria and eligible for extracurricular activities.

Definitions:

Extracurricular activities are defined as: any school sponsored program where students from two or more schools are competing for the purpose of receiving an award, rating, recognition, or criticism, or qualification for additional competition. Examples include, but are not limited to, interscholastic athletics, cheerleading, band, choral, math, or science competitions, and club activities.

Academic Courses are those courses for which class time is scheduled, which can be credited to meet the minimum requirements for graduation, is taught by a teacher required to have State certification in the course, and has a course content guide which has been approved by the Arkansas Department of Education. Any of these courses for which concurrent high school credit is earned may be from an institution of higher education recognized by the Arkansas Department of Education. If a student passes an academic course offered on a block schedule, the course can be counted twice toward meeting the requirement for students to pass four (4) academic courses per semester as required by this policy.

Supplemental Improvement Program is an additional instructional opportunity for identified students outside of their regular classroom and meets the criteria outlined in the current Arkansas Activities Association Handbook..

ACADEMIC REQUIREMENTS: Junior High

A student promoted from the sixth to the seventh grade automatically meets scholarship requirements. A student promoted from the seventh to the eighth grade automatically meets scholarship requirements for the first semester. The second semester eighth-grade student meets the scholarship requirements for junior high if he/she has successfully passed four (4) academic courses the previous semester, three (3) of which shall be in the core curriculum areas of math, science, social studies, and language arts.

The first semester ninth-grade student meets the scholarship requirements for junior high if he/she has successfully passed four (4) academic courses the previous semester, three (3) of which shall be in the core curriculum areas as specified by the Arkansas Department of Education's Standards of Accreditation of Arkansas Public Schools.

The second semester ninth-grade student meets the scholarship requirements for junior high if he/she has successfully passed (4) academic courses the previous semester which count toward his/her graduation requirements.

Ninth-grade students must meet the requirements of the senior high scholarship rule by the end of the second semester in the ninth grade in order to be eligible to participate the fall semester of their tenth-grade year.

ACADEMIC REQUIREMENTS: Senior High

In order to remain eligible for competitive interscholastic activity, a student must have passed (4) academic courses the previous semester and either:

- 1) Have earned a minimum Grade Point Average of 2.0 from all academic courses the previous semester; or
- 2) Have met the “proficiency performance standard” as defined by the State Board of Education on the state criterion-referenced literacy end-of-course test in the eleventh-grade for twelfth-grade eligibility; or
- 3) Have met the “proficiency performance standard” as defined by the State Board of Education on the state criterion-referenced algebra or geometry end-of-course tests, or have achieved at or above the 50th percentile on the Basic Battery on the norm-referenced test administered by the state, for tenth- and eleventh-grade eligibility, or
- 4) If the student has passed four (4) academic courses the previous semester but does not meet 1, 2, or 3 above, then the student must be enrolled and successfully participating in a supplemental instruction program.

STUDENTS WITH AN INDIVIDUAL EDUCATION PROGRAM

In order to be considered eligible to participate in competitive interscholastic activities, students with disabilities must pass at least four (4) courses per semester as required by their individual education program (IEP).

ARKANSAS ACTIVITIES ASSOCIATION

In addition to the foregoing rules, the district shall abide by the rules and regulations of the Arkansas Activities Association (AAA) governing interscholastic activities.

Legal References: State Board of Education Standards for Accreditation 10.05 and
10.06
Arkansas Activities Association Handbook

Date Adopted: December 14, 2004

Last Revised: July, 2005

5:22.1—EXTRACURRICULAR ACTIVITIES - ELEMENTARY

The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student's educational experience. At the same time, the Board believes that a student's participation in extracurricular activities cannot come at the expense of his/her classroom academic achievement. Interruptions of instructional time in the classroom are to be minimal and absences from class to participate in extracurricular activities shall not exceed one per week per extracurricular activity¹ (tournaments or other similar events excepted with approval of the Superintendent)² All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

A student may lose his/her eligibility to participate in extracurricular activities when, in the opinion of the school's administration, the student's participation in such an activity may adversely jeopardize his/her academic achievement. Students may also be denied permission to participate in extracurricular activities as a consequence of disciplinary action taken by the administration for inappropriate behavior.³

For the purposes of this policy, extracurricular activities are defined as: any school sponsored program where students from one or more schools meet, work, perform, practice under supervision outside of regular classtime, or are competing for the purpose of receiving an award, rating, recognition, or criticism, or qualification for additional competition. Examples include, but are not limited to, interscholastic athletics, cheerleading, band, choral, math, or science competitions, and club activities.

Notes: ¹ State Board of Education Standards for Accreditation 10.05 require a policy that "shall limit and control interruptions of instructional time in the classroom and the number of absences for such activities." You could replace "one per week per extracurricular activity" with a specific number of days per semester that could also allow the student to "bank" or accumulate days in anticipation of a major event.

² Fill in the position of the person you wish to make responsible for the decision, e.g. principal or superintendent.

³ Make sure your student handbook matches this language.

Legal References: State Board of Education Standards for Accreditation 10.05 and 10.06

Date Adopted: July, 2005

Last Revised:

5:23 CLASSIFICATION OF STUDENTS

High School students are classified according to the minimum number of credits earned. The following is the classification scale:

Freshmen	A student promoted from the 8 th grade
Sophomore	A student with 5 – 9 ½ credits
Junior	A student with 10 – 14 ½ credits
Senior	A student with 15 or more credits

Note: A student with 14 ½ credits who declares that they intend to graduate at the end of the current school year and who is enrolled in enough classes to earn seven and one-half (7 ½) credits can be pictured in the yearbook with the senior class.

Date Adopted: December 14, 2004

Last Revised:

5:24 ALTERNATIVE LEARNING ENVIRONMENTS

The Cabot School District has an alternative learning environment (ALE) that is part of an intervention program designed to provide guidance, counseling and academic support to students who are experiencing emotional, social, or academic problems.

The Superintendent or his/her designee shall appoint an Alternative Education Placement Team which shall have the responsibility of determining student placement in the ALE. The team should consist of:

- School counselor from the referring school;
- Building principal or assistant principal from the referring school;
- One (1) or more of the student's regular classroom teachers;
- LEA special education or 504 representative, if applicable;
- Parent or guardian of the student, if they choose to participate;
- ALE administrator or ALE teacher, or both;
- At the option of the school district, the student may be included as a member of the placement team

To be eligible for ALE, a student must exhibit two (2) or more of the following characteristics identified in section 4.02.1.1 and section 4.02.1.2:

- 4.02.1.1- Situations that negatively affect the student's academic and social progress may include, but are not limited to:
 - Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics
 - Abuse: physical, mental, or sexual;
 - Frequent relocation of residency;
 - Homelessness;
 - Inadequate emotional support;
 - Mental/physical health problems;
 - Pregnancy; or
 - Single parenting
- 4.02.1.2- Students placed at risk, though intelligent and capable, typically manifest one or more of the following characteristics:
 - Personal or family problems or situations;
 - Recurring absenteeism;
 - Dropping out from school;
 - Disruptive behavior.

The Cabot School District, with input from the ALE teachers and administrator, shall establish a scoring rubric for students assigned to ALE. This rubric shall be the basis by which the assigned students can earn points toward being allowed to return to the regular school instructional program.

The district's ALE program shall follow class size, staffing, and expenditure requirements identified in the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds.

The ALE program shall be evaluated at least annually to determine its overall effectiveness.

Legal References: A.C.A. § 6-20-2305(b)(2)
 A.C.A. § 6-48-102, 103
 ADE Rules Governing the Distribution of Student Special Needs Funding and the
Determination of Allowable Expenditures of Those Funds

Date Adopted: December 14, 2004

Date Revised: May 21, 2013

5:25—WELLNESS POLICY

The health and physical well-being of our students directly affects their ability to learn. Childhood obesity increases the incidence of adult diseases occurring in children and adolescents 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 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 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 Department of Education, but with parents, 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 Arkansas Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools. Adhering to these Rules will include, but is not limited to district efforts to

1. Appoint a district school health coordinator who shall be responsible for ensuring that each school fulfills the requirements of this policy;¹
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;²
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 don't 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 which 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;³
11. Abide by the current allowable food and beverage portion standards;

12. Meet or exceed the more stringent of Arkansas's or the U.S. Department of Agriculture's Nutrition Standards for reimbursable meals and a la' carte foods served in the cafeteria;⁴
13. Restrict access to vended foods, competitive foods, and foods of minimal nutritional value (FMNV) 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 FMNV;
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 which correlate to our district's grade configurations.⁶ The SNPAAC shall have the powers and responsibilities delegated to it by statute and Rule.⁷ 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 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.

Legal References: Richard B. Russell National School Lunch Act 42 U.S.C. § 1751 et seq.
 Child Nutrition Act of 1966 42 U.S.C. § 1771 et seq.
 A.C.A. §§ 20-17-133, 134, and 135
 ADE Rules Governing Nutrition and Physical Activity Standards in
 Arkansas Public Schools
 Allowable Competitive Foods/Beverages - Maximum Portion Size List
 for Middle, Junior High, and High School
 Nutrition Standards for Arkansas Public Schools (Commissioner's
 Memo FIN-06-106)

Date Adopted: April 25, 2006

Last Revised: May 21, 2013

5:26 - NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATION RIGHTS & PRIVACY ACT

The Family Education Rights and Privacy Act (FERPA) became a federal law in November, 1974. The intent of this law is to protect the accuracy and privacy of students' educational records. FERPA affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's educational records. They are:

1. The right to inspect and review the student's education records
2. The right to request the amendment of the student's education records that the parent of eligible students believes are inaccurate or misleading
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Upon request, the district discloses education records, without consent, to officials of another school district in which a student intends to enroll.
4. The right to file a complaint with the U. S. Department of Education concerning alleged failures of the district to comply with the requirements of FERPA.

A copy of the district's guidelines for compliance with the Family Educational Rights and Privacy Act is available from the schools' offices.

Date Adopted: July 2002

Last Revised: July 2005

No pupil shall be discriminated against because of age, color, disability, parental status, marital status, race, national origin, religion, sex or veteran status. Parents who have a temporary or permanent disability may request the District to provide appropriate accommodations necessary for them to participate in essential instructional activities of their students. Students who are at least eighteen (18) years of age may submit their own requests.

It is the policy of the Cabot School District to provide a free appropriate public education to each qualified student with a disability within its jurisdiction, regardless of the nature or severity of the disability. It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services.

Under Section 504, due process rights of qualified students with disabilities and their parents are guaranteed in the Cabot School District. The Director of Student Services serves as the Coordinator of Section 504 and handles other equity issues for the Cabot School District. The Director of Student Services may be contacted at the district office, 602 N. Lincoln Street, Cabot, Arkansas, 72023 or by phone at 501-843-3363, between the hours of 8:00 and 4:30, Monday through Friday. Each school has a 504 Team Chairperson, and may be contacted at their respective buildings.

Date Adopted: June, 2007

Last Revised: June, 2007

5:28 Semester Tests and Exemptions (Grades 10-12)

The semester test will be a comprehensive survey of the semester work and will be given at the appointed time. The test will count 14% of the semester grade. Extenuating circumstances that could not have been avoided with prior planning will be submitted to the principal whose decision is final. Requests to take semester tests other than at scheduled times will not be granted without administrative approval.

Students in grades 10 – 12 shall qualify to be exempt from taking the semester test in a class when they have: (a) maintained a “B” average for the semester; (b) been absent three (3) days or less; and (c) not been suspended from school. All absences except those designated as school business will be counted in determining eligibility for the exemption. This exemption cannot apply to concurrent credit courses or any course in which a comprehensive exam is required by a regulating authority other than the Cabot School District.

A student who qualifies for an exemption from one or more semester tests may choose to take the test in an effort to improve the student’s grade. However, the test grade will not lower the student’s semester grade.

Date Adopted: July 19, 2011

Last Revised: May 21, 2013

5:29 DISTRICT WEB SITE

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

The Cabot School District web site shall be used for educational purposes only. It shall not create either a public or a limited public forum. Any link from any page on the District's site may only be to another educational site. The web site shall not use "cookies" to collect or retain identifying information about visitors to its web site nor shall any such information be given to "third parties." Any data collected shall be used solely for the purpose of monitoring site activity to help the district improve the usefulness of the site to its visitors.¹

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

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

- 1) All pages on the District's web site may contain advertising and links only to educational sources.
- 2) The District's home page shall contain links to existing individual school's web pages and the school home pages shall link back to the District's home page. The District's home page may also include links to educational extracurricular organization's web pages which shall also link back to the District's home page.
- 3) Photos along with the student's name shall only be posted on web pages after receiving written permission from the student or their parents if the student is under the age of 18.²
- 4) No web page on the District web site may contain public message boards or chat rooms.
- 5) All web pages on the District web site shall be constructed to download in a reasonable length of time.
- 6) The District's home page shall contain a link to a privacy policy notice which must be placed in a clear and prominent place and manner.
- 7) With the exception of students who may retain the copyright of material they have created that is displayed on a District web page, all materials displayed on the District web site are owned by Cabot School District.

- 8) Included on the District's web site shall be:⁶
- a) Local and state revenue sources;
 - b) Administrator and teacher salary and benefit expenditure data;
 - c) District balances, including legal balances and building fund balances;
 - d) Minutes of regular and special meetings of the school board;
 - e) The district's budget for the ensuing year;
 - f) A financial breakdown of monthly expenditures of the district;
 - g) The salary schedule for all employees including extended contract and supplementary pay amounts;
 - h) Current contract information (not including social security numbers, telephone numbers, personal addresses or signatures) for all district employees;
 - i) The district's annual budget;
 - j) The annual statistical report of the district;
 - k) The district's personnel policies.

The information and data required in 8 above shall be the actual data for the previous two school-years and the projected data for the current school-year.

Note: ¹ **Note:** Collection of data from individuals under the age of 13 makes compliance with the Children's Online Privacy Protection Act (COPPA) more difficult and cumbersome. It's simply easier to have your policy state that you will collect no data on site visitors.

² **Note:** This relates to the Family Educational Rights and Privacy Act (FERPA). Directory Information as defined by FERPA (see policy 4.13) allows for the release of a student's name, address, and phone number, but because of the potential for significantly greater exposure of the Internet than exists in print media, ASBA recommends limiting the release of Directory Information on the Internet to a student's photo along with their name **after** receiving written parental permission. Although it has not been definitively established by the U.S. Supreme Court, the vast increase in exposure offered by the Internet appears to dictate a more restrictive policy regarding the release of Directory Information as it relates to the Internet.

Legal References: A.C.A. § 6-11-129
 20 U.S.C. § 1232 g
 15 U.S.C. § 6501 (COPPA)

Date Adopted: July 19, 2011
Last Revised:

