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## **6.01 VISION**

Little Wound School will strive to provide the most current and innovative educational opportunities to assure our students have rigorous academic teaching, a strong sense of cultural identity, access to technology, as well as providing systems for physical health and emotional growth. Students will be prepared to be productive members of the Lakota Nation who value the Lakota culture and strive for excellence in their future endeavors as well as their community.

## **6:02 MISSION STATEMENT**

Little Wound School will provide a sacred environment for students to achieve academic and Lakota language and cultural excellence.

The school and community have the following aspirations for students of Little Wound School:

Goal #1: All children shall read independently by the third grade.

Goal #2: Students shall be proficient/advanced in Reading and Math.

Goal #3: Individual student attendance shall be 90% or higher.

Goal #4: Students shall demonstrate knowledge of their Lakota culture and language to improve academic achievement.

Goal #5: There shall be increases in enrollment, retention, graduation, placement and post secondary success.

Goal #6: Increased community and parental inclusion.

Goal #7: Students shall feel safe and secure in their environment.

## **STUDENT OUTCOMES:**

1. Outcome One – Lakota;
2. Outcome Two – Lifelong learners;
3. Outcome Three – Effective Communicators and interpersonal relaters;
4. Outcome Four – Positive individuals;
5. Outcome Five –Nurturing Family members;
6. Outcome Six – Contributing Community members;
7. Outcome Seven – Transforming tribal members

**Student Outcome One – Lakota:** to speak proficiently, practice; “the Lakota way of life”, the traditions, Wolakota, values, and have a knowledge base; Lakota history, treaties, and legends.

**Student Outcome Two – Lifelong learners:** prepared for postsecondary education, meet TCO essential student learning’s and state performance standards, acquired skills to research and access resources through the use of technology, demonstrate survival skills; problem solving, decision making, work ethic, goal setting, self-motivation and seek information independently, learn from mistakes and can apply skills to new situations.

**Student Outcome Three – Effective communicators and interpersonal relaters:** write, speak, listen,

and comprehend what they read, have good manners and civility and are outgoing and empathetic.

**Student Outcome Four – Positive individuals:** a strong sense of self-esteem, alcohol/drug free, have a sense of spirituality, set and achieve personal goals through self-discipline and self-motivation, practice a healthy lifestyle; nutrition, exercise and mental health, problem solvers through nonviolent acts, challenges of life; accepted, adaptable, and dealt with coping skills, have a vision of the future; make positive choices and responsible for those choices.

**Student Outcome Five – Nurturing Family members:** practice parenting skills and caring for children including family planning; respect parents and elders, provide for family needs; practice being good relatives, support education for all family members, promote a healthy and financially stable family life; foster a sense of belonging and stability.

**Student Outcome Six – Contributing Community Members;** help keep community clean, know when to compromise, bring people together, commit to making community a safe place, validate diverse talents, model being good neighbors, volunteer, make positive career choices to better community.

**Student Outcome Seven – Transforming tribal members:** to lead humbly and compassionately for the people; follow the law; ethical, strive for excellence; interact with various organizations and groups; act as ambassadors to the global community; take creative risks to improve the reservation economically, have a heightened social conscience to confront injustice.

### **6.03 INSTRUCTIONAL GOALS**

Instructional goals shall be incorporated in curriculum guides as student exit outcomes determined by individual grade departments. Committees, departments, learning circles, with administrative staff, determine instructional goals as an ongoing process for school improvement.

### **6.04 LAKOTA LANGUAGE**

The Board recognizes the importance of maintaining the Lakota language and a plan will be reviewed by the Superintendent to insure that all staff, students and board members are given the opportunity to be able to speak, read and write the Lakota language.

### **6.05 CURRICULUM DEVELOPMENT**

(Curriculum Committee) Counselors, administrative representative, department heads, learning circles, and school improvement team will be organized by the Superintendent as an ongoing process and will meet on a regular basis to investigate new curriculum ideas, develop improved programs, and evaluate the results. The committee shall present its recommendations to the Board annually at the regular July meeting regarding curriculum changes. The Superintendent and/or his administrative team will ensure the curriculum is aligned and in accordance with tribal, federal, state standards, and the standards of the accreditation agency.

School programs shall include those courses required by law as well as those established by the Board following the recommendation of the Superintendent.

### **6.06 CURRICULUM PLANNING**

Proposals for new courses and programs which have not received Board approval shall be submitted to the Superintendent and include:

1. A statement signifying elective or required status and when it will be offered;
2. The unit of credit to be awarded;
3. Designation of the grade level(s) at which the course is to be taught;
4. The nature of the student group for whom the course has been planned;
5. Identification of the basic text(s) or materials to be used;
6. A statement indicating the qualifications for instructors of the course;
7. An outline of the course content, objectives and exit outcomes;
8. A statement of any additional positions needed and the implications of such needs;
9. A statement of any additional costs.

Proposed courses or programs must be approved by the Board one semester prior to being sent to the accreditation agency for their approval.

## **6.07 SPECIAL PROJECTS**

Whenever the school implements educational programs designed to explore or develop new research-based methods or techniques, the parent(s) of children involved in such programs shall be notified in writing by the Superintendent and shall:

1. have the right to inspect all instructional materials to be used in connection with such program;
2. make their written request to review material to be used to the personnel in charge of the program;
3. be notified in writing by the personnel in charge of the program about a time and place for inspection of such material within ten (10) working days.

The Superintendent shall annually submit a report and Assessment on all special programs to the Board with such Assessment to be completed by outside agencies.

## **6.08 CURRICULUM MAPS, PLANS OF STUDY, AND SYLLABI**

Curriculum guides shall be designed to assist users in strengthening and clarifying teaching of subject matter, suggest a variety of possibilities for instruction, variations of approaches and materials to be used. All instructional staff are required to utilize and implement Little Wound Schools approved curriculum.

1. Curriculum guides shall serve as a framework from which a teacher may develop units of study, individual lesson plans, and approaches to instruction to serve the students.

2. Sufficient latitude shall be permitted to provide the teacher with the time to teach current, topical and incidental material, which add to motivation and meaningful teaching and learning.
3. All curriculum developed will adhere to Little Wound School standards which are in compliance with state content standards.

All staff shall submit a curriculum map, syllabus, or plan of study to their respective Principal no later than the second week in September.

## **6.09 BASIC INSTRUCTIONAL PROGRAM**

A mastery of core content knowledge (reading, writing, and math) is vital to student success. To enhance the understanding for individual students to develop specific talents and interests in more specialized fields all teaching will include: reading across the curriculum, writing across the curriculum, and math across the curriculum.

## **6.10 DISTANCE EDUCATION**

Distance education is defined as a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place. Instruction may be synchronous (live) or asynchronous (tape delayed). Distance education may employ correspondence study, audio, video, or computer technologies.

Distance Education programs shall be made available to students when such programs and resources are available for course offerings. The Principal shall develop guidelines for implementing and evaluating distance education programs for Board and accreditation agency approval.

## **6.11 HEALTH EDUCATION**

The Board is committed to a sound comprehensive health education program as an integral part of each student's general education. Education programs shall emphasize a contemporary approach to the presentation of health information necessary for students to understand and appreciate the functioning and proper care of the human body, diabetes, including traditional Lakota holistic health education.

## **6.12 SEX EDUCATION**

The family shall be a fundamental element in the sex education program of the school. Development of a strong family institution is largely dependent on sexual maturity. Children will be provided with appropriate and timely information regarding sexuality, from birth to the establishment of their own families.

Should a parent request their child not participate in a given aspect of the program, an alternate educational assignment shall be arranged for the student by the respective Principal.

Sexuality, Sex Education, AIDS Education and Prevention of Sexually Transmitted Disease shall be written into the curriculum according to state standards.

Students will receive access to information regarding diversity in sexual identities, gender identities, relationship structures, consent, and abuse. Additionally, students will be provided with safe spaces to discuss various aspects of their identities and experiences with an adult and/or group of students who can

provide support.

### **6.13 DRUG AND ALCOHOL EDUCATION PROGRAM**

The Board believes that alcohol and drug abuse prevention requires education, which will create an awareness of the total drug and alcohol problem. Drug, alcohol and inhalant abuse education shall be included in the curriculum.

Should a parent request their child not participate in a given aspect of the program, an alternate educational assignment shall be arranged for the student by the respective Principal.

### **6.14 SAFETY INSTRUCTION**

Principals are responsible for supervision of a safety program for their respective school. Practice of safety shall be considered an aspect of the instructional program and instruction in accident and fire prevention, emergency procedures, traffic, bicycle, pedestrian safety, or driver education may be provided.

### **6.15 HIGH SCHOOL CREDIT FOR COLLEGE COURSES/ADVANCED COLLEGE PLACEMENT**

The Board believes any student who is capable of and wishes to do college level work while in high school should be permitted to do so.

Advanced Placement classes may be offered to qualifying students, expenses will be covered by the school.

Students taking advanced placement courses will receive a higher weight in the GPA scale for class ranked/college purposes only. (see 6.34 Grading System)

Any student recommended by a Counselor for admission to a college-level course may enroll in such course. The student may request permission from the Principal to apply the course toward high school graduation requirements.

Dual credit can be granted when appropriate college courses are completed as determined by the high school principal. (One 3 hr. college class/credit = 1 high school credit.)

The school may, depending on available funding, pay for the books and tuition expenses of any qualified high school dual credit student taking dual credit courses through any South Dakota Public Institutions of higher education.

If a student drops or fails the course the student shall be responsible to the school for the cost of the student's books and tuition.

### **6.16 SENIOR WORK STUDY**

Little Wound School High School Principal will administer a program for the benefit of those students who are in the final year of high school, as funds are available.

Seniors are eligible for work-study first and second semesters. Seniors are paid at a rate set by the board.

Work-study can also be utilized for credit without payment. The purposes of this program are to provide students the opportunity:

1. To gain experience and a better understanding of employment.
2. To develop a positive attitude towards work.
3. To become a positive role model for other students to emulate through display of a positive work ethic.
4. To obtain the monetary resource(s) which may be needed for their graduation day requirements.
5. Must obtain the written approval of the supervisor in the department or area they wish to work,
6. Will be paid temporary employee wages for up to forty (40) hours of work (per semester), or will receive high school credits,
7. Will be paid for their services at the conclusion of the semester in which the work occurred.
8. Must attend all regular class(es) and obtain passing grades.
9. Shall not engage in any dangerous or unsafe work on the LWS campus.

#### **6.17 ELIGIBILITY FOR HIGH SCHOOL RELATED ACTIVITIES**

See Policy 4.09 )

#### **6.18 ELIGIBILITY FOR MIDDLE SCHOOL RELATED ACTIVITIES**

MIDDLE SCHOOL: Student eligibility will be based on academics; student must maintain a minimum of a 2.0 G.P.A, and be in school attendance 90% of the time. All eligibility forms must be completed on a weekly basis. Students in grades 4-8 will comply with the Big Foot Conference rules when participating in extra-curricular activities.

#### **6.19 ELIGIBILITY FOR ELEMENTARY SCHOOL RELATED ACTIVITIES**

Student eligibility will be based on academics; student must maintain a minimum of a 2.0 G.P.A, and be in school attendance 90% of the time. All eligibility forms must be completed one week in advance. Students in grades 4-8 will comply with the Big Foot Conference rules when participating in extra-curricular activities.

#### **6.20 INTERSCHOLASTIC ATHLETICS**

The Board shall annually approve membership in the South Dakota High School Activities Association.

#### **6.21 ADULT EDUCATION**

The Board will approve adult education programs when practical and feasible.

#### **6.22 GROUPING FOR INSTRUCTION**

Grouping shall be conducted so as not to discriminate against students.



## **6.23 INDEPENDENT STUDY**

Independent study plans shall be allowed pending the conference and agreement of guidelines between the student, the student's parent(s), the teacher, counselor and the respective Principal.

A student who may need to take an independent study course whether through a teacher or online course will meet with the counselor and sign an Independent Study Contract with the beginning and ending date so the student is clear on when they will finish the course of independent study. Independent study will only be granted to seniors.

## **6.24 ADVANCED WORK**

Advanced work will be granted only upon the approval of the respective Principal and then upon the approval of the student parent(s)/guardian(s).

Parent(s) of any student(s) who will be absent in excess of three (3) consecutive school days should request advanced work from the respective Principal. In case of out-of-state travel, the parent(s) should make such request in writing to the respective Principal two (2) weeks in advance, or at the discretion of the Principal.

Failure to complete schoolwork may result in failing grade(s) and retention.

## **6.25 INSTRUCTIONAL MATERIALS**

The Curriculum Committee shall meet by May 30th of each school year and at the discretion of the Principal to recommend instructional and library materials that will:

1. Enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of students;
2. Stimulate growth in factual knowledge, literacy appreciation, aesthetic values and ethical standards;
3. Bring forth opposing sides of controversial issues so that young citizens may develop, under guidance the practice of analytical reading and thinking;
4. Represent the many religions, ethnic, and cultural groups, showing their contributions to our American heritage, with emphasis on the Native American culture, heritage and language.

## **6.26 TEXTBOOK SELECTION AND ADOPTION**

The Curriculum Committee shall meet by May 30th of each school year and on a regular basis to recommend a list of approved learning resources including textbooks for approval by the Board.

## **6.27 SCHOOL LIBRARIES**

LWS reaffirms belief in the Library Bill of Rights of the American Library Association. Media personnel are concerned with generating understanding of American freedoms through development of informed

and responsible citizens.

The purposes of the library media center are:

1. To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials.
2. To provide materials that will support the curriculum, taking into consideration the individual needs and the varied interests, abilities, socioeconomic backgrounds, and maturity levels of the students served.
3. To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation, and ethical standards.
4. To provide materials, which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the Lakota and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.
5. To provide a written statement, approved by the LWS Board, of the procedures for meeting the challenge of censorship of materials in school library media centers.
6. To provide qualified professional personnel to serve teachers and students.
7. To provide a professional collection of instructional materials selected to enhance technological advancement, current research and historical development.

Librarians are responsible for ordering materials and equipment for the libraries. Factors used to evaluate materials will be the:

1. Educational suitability of the resource(s),
2. Intended use(s),
3. Need of materials for the educational program(s),
4. Interest(s) and appropriateness for the intended user(s),
5. An amount of American Indian, Lakota, and Indian Treaty materials to ensure a sufficient resource base for the exploration of Indian culture

## **6.28 FIELD TRIPS AND EXCURSIONS**

The Board recognizes that first-hand learning experiences provided by field trips are an effective and worthwhile means of learning. Specific procedures developed to screen, approve and evaluate trips include:

1. All field/activity trips must be authorized by the respective supervisors.
2. Field Trip Request forms will be submitted to respective principals two (2) weeks in advance, for their approval, prior to any field trip activity.
3. The person requesting the trip is responsible for arranging transportation, food, money, etc.
4. Parents must be notified and sign Parent Consent forms. The person requesting the trip is responsible

for obtaining parental permission.

5. All out of state trips shall be presented to and approved by the Board, with the exception of towns located within a 125 mile radius.

6. All students attending field trips and excursions will not be permitted to accept a ride from anyone unless authorized by respective parent and principal with written permission received prior to departure from the school.

## **6.29 CAREER AWARENESS PROGRAMS**

LWS shall establish a bi-annual comprehensive career awareness program, to be organized and operated by school staff and community.

## **6.30 COMMUNITY RESOURCE PERSONS**

The Board recognizes the need to use community resource people to enhance student learning. All requests for resource persons must be cleared with the respective Principal.

## **6.31 SCHOOL VOLUNTEERS**

The Board endorses a Volunteer Program subject to appropriate regulations and safeguards. Volunteers shall be trained in LWS policy. All school volunteers must be approved by School Board, shall submit to a drug test and a state, tribal, and federal background check prior to providing any service at school.

## **6.32 GUIDANCE PROGRAM**

Guidance/Counseling services shall be available to every student and include psychological services, guidance services, testing services and in-service programs in guidance and psychological areas. Guidance/Counseling shall include aiding the student to discover and measure their abilities, capabilities, and real interest; to help students obtain adequate and accurate information about schools, courses, occupations, and careers; and, to help students solve personal and academic problems.

Guidance/Counseling personnel will use varied delivery systems consisting of small group sessions, individual counseling, structured training sessions, and other processes. Students and parents are encouraged to utilize the help of guidance personnel. Guidance/Counseling personnel will coordinate and execute the school wide academic testing programs. Guidance/Counseling personnel will assist in developing, gathering and disseminating effective learning activities to instructional personnel as resource material for incorporating learning activities designed to enhance the total development of students.

## **6.33 ACADEMIC CLASSIFICATION**

To be classified as a sophomore, a student must have earned six (6) credits. To be classified as a junior, a student must have earned eleven (11) credits. To be classified as a senior, must have earned seventeen (17) credits. In order to graduate, a student must have earned the required twenty-two (22) credits.

## **6.34 GRADING SYSTEM**

Students will be evaluated in terms of what they have accomplished in a given subject, course or content area based upon their demonstrated proficiency, capabilities displayed, and attendance in class. Ratings

for student academic proficiency will be recorded and reported to parents and students on a quarterly basis during each school term, and records of assigned student proficiency ratings will be maintained on an official record in the student's cumulative folder. Grade report maintenance will be conducted in accordance with the Privacy Act, Confidentiality Act, Freedom of Information Act, and other regulatory provisions.

The assignment of academic proficiency ratings will be based upon demonstrated student proficiency on assigned tasks in each content area or course, i.e., performance on tests, essays, individual and class projects, written assignments, performance on individual and group assignments, and other forms of student application of knowledge and skills (i.e. oral presentations, other):

#### Grading Scale:

- |  |              |
|--|--------------|
| • the grade <b>A</b> , will represent outstanding work | 90-100 = A   |
| • the grade <b>B</b> , better than average work        | 80 - 89 = B  |
| • the grade <b>C</b> , average work                    | 70 - 79 = C  |
| • the grade <b>D</b> , below average work              | 60 - 69 = D  |
| • the grade <b>F</b> , failing                         | Below 60 = F |

Advance Placement (AP) and Post-Secondary courses taken through Dual enrollment, those are transferable for college credit as approved by South Dakota Board of Regents.

#### Standard Courses

**A** = 4 grade points  
**B** = 3 grade points  
**C** = 2 grade points  
**D** = 1 grade point  
**F** = 0 grade point

#### Advance Placement and Post-Secondary

**A** = 5 grade points  
**B** = 4 grade points  
**C** = 3 grade points  
**D** = 1 grade point  
**F** = 0 grade point

#### Credits for Class Standing:

5 credits = sophomore status  
11 credits = junior status  
16 credits = senior status

Class rank will be determined by weighted overall GPA.

#### Limited Demonstrated Proficiency

**I =Incomplete:** Students will be given two (2) weeks after the end of the semester to complete work and or tests for a course. Completed work will be graded and appropriate grade given. Failure to comply with the time line will become an F.

Assignment of proficiency ratings and/or performance ratings shall be at grade level, and in accordance with the content standards approved by the school (state standards) for the content area in which the student is being assessed. Portfolio and/or other areas of assessment methods are deemed supportive information (writing samples, etc.) to verify academic performance ratings of students.

The assignment of academic proficiency ratings will be based upon demonstrated student proficiency on assigned tasks in each content area. Grade report maintenance will be conducted in accordance with the Privacy Act, Confidentiality Act, Freedom of Information Act, and other regulatory provisions.

### **6.35 REPORT CARDS**

Students will be evaluated in terms of what they have accomplished in a given subject based upon demonstrated proficiency (in accordance with state standards). The Principal is responsible for protecting students from prejudice, unjust, and inconsistent academic or personal Assessment.

A written report card of student progress shall be provided to the parent(s) by the teacher(s) at least four (4) times each school year. Each teacher may prepare a mid-quarter report of a student academic/disciplinary progress in order to notify parents of potential problems or positive student achievement.

### **6.36 CONFERENCES**

At least three (3) conferences shall be scheduled each school year with the parent(s) of students enrolled in the school to report on the overall progress of the student. (refer to school calendar for dates) Pertinent information concerning the student will be mailed or electronically available (NASIS Parent Portal) to parent(s) who are unable to attend scheduled Parent/Teacher Conferences.

### **6.37 HOMEWORK**

The type, frequency and quantity of homework should be assigned according to curricula that are aligned with the current applicable standards. Students are expected to complete assigned homework on time. Failure to do assigned homework may result in disciplinary action by the respective Teacher.

### **6.38 PROMOTION AND RETENTION OF ELEMENTARY AND MIDDLE SCHOOL STUDENTS**

Students shall be promoted based upon successful achievement in basic subject areas and the professional judgment of the class(room) teacher. Students will be recommended for retention if they fail to meet established academic requirements or have ten (10) days of unexcused absences from school during each semester of the current school year.

Teachers and participants will confer with the student and their parent(s) by mid-term of the semester when retention of a student is being considered. Retention shall be used only when advantageous to the student. The retention of students in the elementary and middle schools is recommended by the teacher(s) with the final assignment made by the Principal following a notification of each case with the parent(s).

### **6.39 MAKE-UP WORK**

Excused students who are absent from school shall have the number of days missed to complete any missed assignments. Teachers will have work available for make-up by the student. Students are expected to complete their missed assignments for school related activities they are required to attend or for other authorized absence(s). Students are required to obtain advanced make up slips prior to traveling. Student and or parent are responsible for picking up and returning make-up work.

### **6.40 GRADUATION REQUIREMENTS**

For selection of valedictorian and salutatorian and other internal school awards, advanced college placement grades will be consistent with LWS grading system (*see LWS Policy Sec. 6.34*) in determining grade point averages, and a qualified candidate shall have been enrolled at LWS for three (3) years before they can be chosen.

Little Wound School graduation requirements will meet or exceed Oglala Sioux Tribal requirements and the accrediting agency requirements. Little Wound High School operates on a semester system. Credits and grades will be determined at the end of each semester. One half (1/2) credit per semester hour will be earned for successful completion of a subject for that semester. All high school students must have a full schedule.

Any student who has completed all required courses may graduate at the end of the semester with the approval of the Principal. Any student who has met the requirements for graduation at the end of the semester may be excused by the principal from the daily school schedule and participate in the graduation ceremony.

Graduation will be in compliance with the accrediting authority's graduation requirements and any other LWS Board requirement.

Specific class completion requirements for graduation shall be listed in the Student Handbook.

#### **6.41 TESTING PROGRAM**

The objective of the testing program is to enable school personnel to do a more effective job in planning for and educating the children of Little Wound School and shall be coordinated by the Counselors and directed through the Principal.

The school will provide psychological services and testing of students as well as standardized testing which may include: SAT, CPP, ASVAB, ACT, state assessment(s), and other appropriate measures of assessment which shall comply with minimum requirements of the accrediting agency.

#### **6.42 ASSESSMENT OF INSTRUCTIONAL PROGRAMS**

Professional accountability for student performance and progress is a shared responsibility of teachers, administrators, and the Board. Individual progress and instructional efforts shall be systematically assessed.

The purpose of Assessment of instruction shall be:

1. To indicate and utilize instructional strengths and weaknesses,
2. To provide information needed for advance planning,
3. To provide data for public information,
4. To demonstrate relationship between outcomes and school system's stated goals,
5. To check suitability of instructional program in terms of community requirements.
6. To provide comprehensive school wide measurement process based upon state standards.

The professional staff and Board shall provide continuous Assessment of the educational program and instructional processes. A final report shall be approved by the Board.

#### **6.43 TEACHING METHODS**

The Board requires the best research and scientifically based teaching strategies to be used to bring about learning at the school. Instructional staff shall keep abreast of innovative, scientifically based research instructional methods, ideas and practices developed in the school system throughout the nation and apply those, which have proven to be successful at increasing student achievement.

#### **6.44 TEACHING CONTROVERSIAL ISSUES**

Free inquiry in a democratic society requires controversial issues arising in the classroom be handled as a regular aspect of instruction and learning in such a way as to not inhibit dignity, personality, or intellectual integrity of either the teacher or the student. Controversial issues provide stimulation to learning by creating intellectual excitement and are thus an important part of the classroom environment. Controversial issues shall be presented in a fair and unbiased manner and teachers should consult with the Principal when planning to discuss controversial issues with students.

#### **6.45 CONTROVERSIAL SPEAKERS**

When correctly handled, the use of controversial speakers becomes an invaluable component in accomplishing goals of citizenship education. However, a serious responsibility is placed on professional staff members to correctly structure learning situations involving a speaker.

All speakers must be invited through the Principal, who shall endeavor to engage speakers for both sides of the issues. Any speaker who advocates unconstitutional or illegal acts or procedures shall not be permitted to address students.

#### **6.46 LESSON PLANS**

All instructional staff are required to prepare lesson plans and utilize the process designated by their respective principal. K-12 staff will utilize NASIS. Teachers will provide the respective Principal with a copy of their weekly lesson plans by Friday of the week before they will be implemented. The respective Principal or their designee shall monitor teacher lesson plans to ensure the daily instructional objectives are referenced to the basic curriculum content, objective and competency, and designated content standards.

#### **6.47 GIFTED AND TALENTED EDUCATION**

Little Wound School shall provide Gifted and Talented Education (GATE) programs to students in grades three to twelve. Enrichment opportunities will be designed to address the specific areas of giftedness and/or enhance their talents in one of five categories:

- a. Intellectual Ability
- b. Creative/Divergent Thinking
- c. Academic Aptitude/ Achievement
- d. Leadership
- e. Visual/Performing Arts.

The GATE program will insure holistic development of each student through cultural, social, physical, and intellectual/academic experiences that will provide identified students with opportunities to become self-actualized, self-motivated leaders, life-long learners, community contributors, and producers of ideas and products. Opportunities are provided before, during, and after school hours, as well as, within a regular education classroom.

GATE student records are secured and located in the GATE office and will comply with the proper protocols to access.

The GATE Coordinator will partner with parents/guardians and school faculty throughout the entire process to assure success of individual student achievement in their area of gifts and talents.

## QUALIFYING PROCESS

- **Step 1:** Students are nominated by teachers, staff, sponsors, coaches, or etc. Nomination forms must be accompanied by four (4) or more artifacts that exemplify the student's area of giftedness. Each artifact must contain a written description explaining how the artifact depicts the student's giftedness. Nominations will be accepted no later than the last day of the 3rd Quarter.
- **Step 2:** GATE staff will contact parent/guardian to request consent to assess, evaluate, and participate.
- **Step 3:** An Interdisciplinary team will host a meeting to agree upon justification for placement in the program and identify the qualifying category. The team shall consist of a parent/guardian, a GATE representative, the nominating person, and a counselor/principal. Other members may be invited as well.
- **STEP 4:** An Individualized Education Plans is written for the student at which time goal(s) are determined with objectives that help the student achieve their goal(s) and enhance their particular area of gifts and talents. IEP's shall have three concurring signatures, that of a teacher, GATE representative, and a counselor/principal.
- **STEP 5:** Once the IEP is *in* place, with all required information and proper signatures, student receives services. Service providers and teachers document dates of services including type(s) of activities and services rendered. Assessment may occur annually or tri-annually (as required per category identified). This is also when teachers, sponsors, nominators, coaches, parents, etc. must submit artifacts that exemplify a student's individual gifts and talents.

## QUALIFYING CATEGORIES & ASSESSMENTS

- A. **Category (A) Intellectual Ability;** to qualify a student must score 95% or higher on NWEA/MAPS, Smarter Balanced, Woodcock Johnson IV, SAGES (Screening Assessment for Gifted Elementary Students) or other standardized achievement tests. Assessment occurs every 3 years.
- B. **Category (B) Creative/Divergent Thinking;** to qualify a student must score 95% or higher on the Woodcock Johnson IV, NWEA/MAPS, SAGES, or other standardized assessment. Assessment occurs every 3 years.



- C. **Category (C) Academic Aptitude/Achievement;** to qualify a student must score 85% or higher on Smarter Balanced, NWEA/MAPS, WIAT, SAGES, or other standardized achievement tests. Assessment occurs every 3 years.
- D. **Category (D) Leadership;** to qualify a student is evaluated every year by teacher/faculty member using the GATES-2 Assessment or a Leadership Inventory checklist.
- E. **Category (E) Visual & Performing Arts;** To qualify a student is evaluated every year by teacher/faculty member using the GATES-2 Assessment, Visual/Performing Arts Inventory checklist, or being judged by an expert in the field.

Ref. 25 C.F.R