

SECTION 6 -CURRICULUM AND INSTRUCTION

6.01 MISSION 3

6.02 BELIEFS/VALUES 3

6.03 INSTRUCTIONAL GOALS 4

6.04 LAKOTA LANGUAGE 4

6.05 CURRICULUM DEVELOPMENT 4

6.06 CURRICULUM PLANNING 4

6.07 SPECIAL PROJECTS/PROGRAMS 5

6.08 CURRICULUM MAPS, PLANS OF STUDY, AND SYLLABI..... 5

6.09 BASIC INSTRUCTIONAL PROGRAM..... 6

6.10 DISTANCE EDUCATION 6

6.11 HEALTH EDUCATION 6

6.12 SEX EDUCATION 6

6.13 DRUG AND ALCOHOL EDUCATION PROGRAM..... 7

6.14 SAFETY INSTRUCTION 7

6.15 HIGH SCHOOL CREDIT FOR COLLEGE COURSES/ADVANCED COLLEGE PLACEMENT 7

6.16 SENIOR WORK STUDY 8

6.17 ELIGIBILITY FOR HIGH SCHOOL RELATED ACTIVITIES..... 9

6.18 ELIGIBILITY FOR MIDDLE SCHOOL RELATED ACTIVITIES 9

6.19 ELIGIBILITY FOR ELEMENTARY SCHOOL RELATED ACTIVITIES 9

6.20 INTERSCHOLASTIC ATHLETICS..... 9

6.21 ADULT EDUCATION 9

6.22 GROUPING FOR INSTRUCTION..... 9

6.23 INDEPENDENT STUDY 9

6.24 ADVANCED WORK..... 10

6.25 INSTRUCTIONAL MATERIALS..... 10

6.26 TEXTBOOK SELECTION AND ADOPTION..... 10

6.27 SCHOOL LIBRARIES..... 11

6.28 FIELD TRIPS AND EXCURSIONS..... 12

6.29 CAREER AWARENESS PROGRAMS 12

6.30 COMMUNITY RESOURCE PERSONS..... 12

6.31 SCHOOL VOLUNTEERS..... 12

6.32 GUIDANCE PROGRAM..... 13

6.33 ACADEMIC CLASSIFICATION.....	13
6.34 GRADING SYSTEM	13
6.35 REPORT CARDS.....	15
6.36 CONFERENCES.....	15
6.37 HOMEWORK.....	15
6.38 PROMOTION AND RETENTION OF ELEMENTARY AND MIDDLE SCHOOL STUDENTS	15
6.39 MAKE-UP WORK.....	15
6.40 GRADUATION REQUIREMENTS.....	16
6.41 TESTING PROGRAM.....	16
6.42 ASSESSMENT OF INSTRUCTIONAL PROGRAMS	17
6.43 TEACHING METHODS.....	17
6.44 TEACHING CONTROVERSIAL ISSUES.....	17
6.45 CONTROVERSIAL SPEAKERS	17
6.46 LESSON PLANS.....	18
6.47 GIFTED AND TALENTED EDUCATION	18
6.48 TEACHER RECORDS	20
6.49 STUDENT TRANSCRIPTS	20

6.01 MISSION

Taopi Cikala Owayawa, inspires our wakanyeja by providing a safe, academic, and strong Lakota cultural foundation through nurturing healthy wakanyeja to reach their hopes and dreams.

WOTAKUYE “Whom I cherish into the future”

Wo- Collective, Sacred
Taku- What is valued
Ye- Go into the future

6.02 BELIEFS/VALUES

We Believe In:

- We have to lead by example
- Wotakuye – Kinship
- Wocekiya- Prayer
- Wa cante Ognaka- Generosity
- Wowacintanka- Fortitude
- Woksape- Wisdom
- Woohola- Respect
- Wa cante Tinze- Courage
- Yaonihan - Honor

Parameters

- We will provide a safe environment to ensure a sense of belonging.
- We commit to having a positive attitude, open-mindedness, and active participation.
- We will welcome and create partnerships with parents and families to support their child’s education.
- We will partner with local, tribal, and other agencies to support our school.
- We are committed to making decisions in the best interest of students.
- We are committed to providing professional development for all staff to provide quality programming for our school.
- Every student will learn the Lakota language, culture, history, and song.
- We will always utilize acceptable use of technology to achieve our mission and objectives.
- We will provide ongoing and consistent delivery of teaching and learning.
- We will not tolerate bullying in any form.

Strategies

- We will enhance the Lakota language, culture, and values in the learning community.
- We will support families to be their child’s first teachers.

- Provide an array of rigorous learning experiences for all students.
- We will provide a safe place for all students to learn and grow.
- We are committed to continuing support to staff and students.

Objectives

- All students will demonstrate the Lakota Values, language, and culture in their daily lives.
- All students will achieve and exceed their academic goals.
- All students will consistently attend school.

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 ensure 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 representatives, 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/PROGRAMS

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:

- have the right to inspect all instructional materials to be used in connection with such program;
- make their written request to review material to be used to the personnel in charge of the program;
- 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.

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.

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.

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.

All curriculum developed will adhere to Little Wound School standards which are in compliance with state content standards.

It shall be at the discretion of the Principal when teachers will submit their curriculum map, syllabus, or plan of study, however, it shall be 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.

The Board shall provide a hybrid and distance learning program for students in the event of a reservation lockdown, need for mass quarantine, and for students who are not vaccinated from COVID-19 and who have not been exempted pursuant to an exemption granted by the LWS.

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 developmentally appropriate and timely information regarding sexuality, from birth to the establishment of their own families.

Parents will be notified when these lessons will be taught. 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 Infections 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. May be paid temporary employee wages for up to eighteen (18) hours of work per week (per semester), in addition to receiving high school credits.
7. Will be paid for their services on a bi-weekly basis.
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. No occupations listed in 29 C.F.R. § 570.34 will be approved.
10. The number of hours of work study shall not exceed eighteen (18) hours per week.
11. Any student approved for Work Study shall be required to sign a temporary employment agreement.
12. Students under the age of sixteen (16) shall not be eligible for the Work Study Program.

6.17 ELIGIBILITY FOR HIGH SCHOOL RELATED ACTIVITIES

See Section 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 extracurricular 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. The teacher of record would provide the necessary documentation for the records clerk to record on the student's transcript the independent study course completed, grade, and credit status.

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. A signed consent form shall be on file, or in the case of verbal consent, the LWS shall send a confirming letter to the legal guardian specifying the date, time, and name of the employee who confirmed verbal consent on the Parent Consent form.
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 **A**, will represent outstanding work 90-100 = A
- the grade **B**, better than average work 80 - 89 = B
- the grade **C**, average work 70 - 79 = C
- the grade **D**, below average work 60 - 69 = D
- the grade **F**, 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:

- 6 credits = sophomore status
- 11 credits = junior status
- 17 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. Graduation credits must include (2) LWS Board requirements of one (1) credit Lakota Language, (1/2) Tribal Government, and (1/2) of Native American Studies. These graduation requirements may be waived by the Board if a student transfers during their senior year, and is unable to fulfill the 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 and other appropriate measures of assessment which shall comply with minimum requirements of the accrediting agency and other funding sources.

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. Teachers will provide the respective Principal with an electronic copy of their weekly lesson plans before the week 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:

1. Intellectual Ability
2. Creative/Divergent Thinking
3. Academic Aptitude/ Achievement
4. Leadership
5. 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 the student, their parents/guardians, 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, the student, a GATE representative, the nominating person, and/or regular education teacher.. 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 the parent/guardian, a general education teacher, the student, and a GATE representative. However, if the GATE representative is unavailable, a Principal/Administrator may be one of the concurring signatures.
- **STEP 5:** Once the IEP is in place, with all required information and proper signatures, students receive 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. Thereafter, this information will be logged on the gifted student's Service Provision Summary Log – Student Progress Report.

Qualifying Categories & Assessments:

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.

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.

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.

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.

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

6.48 TEACHER RECORDS

Teachers shall be required to accumulate and report information on students for which learning activities are provided, including:

1. Name and age of the student,
2. Daily attendance of each student,
3. Academic performance:
 - a. Mid-quarter, quarter and semester grade(s) (TK-8),
 - b. Advancement/retention reports, (TK-12),
 - c. Mid-term progress reports, semester grades (9-12),
 - d. Promotional Summary (TK-8).
4. Social development (Transitional Kindergarten and Kindergarten),
5. An updated inventory of classroom materials and equipment at the end of school,
6. Weekly lesson plans for areas of instruction to respective Principal,
7. Proficiency levels.

All teachers are responsible for completing activities at the close of the school term inclusive of grade reports, grade books, attendance books, keys, cumulative folders, inventory, classroom cleaning, and other assigned activities prior to receiving final contract payment for the school term.

6.49 STUDENT TRANSCRIPTS

The Counseling Office will maintain a transcript of the student's academic record of coursework completed at the School. Coursework and grades transferred from other schools will be included in the student's transcript. Transcripts will be released only after a written request is submitted to the Counseling Office, or when school is not in session, with the Superintendent's office by the parent or guardian, or by the student if the student is over 18 years old.

Official transcripts from other schools provided to LWS when the student transfers to LWS cannot be released to any individual or institution. Copies designated "for LWS staff use only" may be released to appropriate LWS staff members for advising or institutional research purposes.

The NASIS Administrator is responsible for ensuring that up to date student transcripts are recorded in NASIS within forty-five (45) days of the end of each semester.

