

**SECTION 5
CURRICULUM AND INSTRUCTION**

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5.2	Planning for Educational Improvement	03-08-2004
5.3	Curriculum Development	03-08-2004
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5.5	Selection/Inspection of Instructional Materials	03-08-2004
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PHILOSOPHY OF FOUKE SCHOOL DISTRICT

The purpose of the Fouke Public Schools is to help the youth of the community to become responsible, knowledgeable, and useful individuals. The Board believes that the educational program should provide the finest degree of instruction for all youth of the community; prepare those who seek to further their education by providing an adequate foundation for it; provoke the basic fundamental skills for those who wish to enter vocational fields; instill a feeling of citizenship and appreciation for our democratic form of government; cultivate an appreciation for the fine arts; instill a realization of the importance of physical well being and an appreciation for leisure time activities; and develop a sense of responsibility to the home, family, and community.

The total education program provided should be broad in scope, yet specific enough in character that both the general and specific needs of all youth will be met.

Date Adopted: 03-11-85

Date Revised:

PLANNING FOR EDUCATIONAL IMPROVEMENT

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

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

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

- Statewide assessment results;
- Interim assessment results;
- Similarly situated school's SLIPs; and
- Evaluation(s), including staff, student, and community feedback, of the existing SLIP.

The SLIP is to be reviewed on an ongoing basis with reports to the board on the implementation progress of the SLIP throughout the year of implementation. By May 1 of each year, the SLIP to be implemented in the upcoming school year shall be presented to the District Board of Directors for review and approval. The District will post the District's SLIP(s) to the District's website under State-Required Information by August 1 of each year.

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

- Specify the support the District will provide to the District's schools;
- Collaboratively establish priorities regarding goals or anticipated outcomes with the District's schools, including feeder schools;
- Identify resources to support the established priorities;
- Describe the time and pace of providing support and monitoring for the established priorities;
- Describe the measures for analyzing and evaluating that the District support was effective in improving the school performance; and
- Establish, evaluate, and update a parent, family, and community engagement plan.

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

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

The District's Board of Directors shall hold a meeting by October 15 of each year to provide a report that systematically explains the District's policies, programs, and goals to the community. The District's report shall detail the progress of the District and the District's schools toward accomplishing program goals, accreditation standards, and proposals to correct any deficiencies. The report shall be made available to the public, including by posting a copy on the District's website under State-Required Information no later than ten (10) days following the meeting. The meeting shall provide parents and other members of the community the opportunity to ask questions and make suggestions concerning the District's program.

Legal References: A.C.A. § 6-15-2914
 ADE Rules Governing the Arkansas Educational Support and
 Accountability Act
 ADE Rules Governing Parental Involvement Plans and Family and
 Community Engagement
 Standards for Accreditation 1-B.4, 3-B.1, 3-B.2, 3-B.2.1, 5-A.1

Date Adopted: 03-08-2004
Last Revised: 07-25-2006
Last Revised: 06-20-2016
Last Revised: 07-16-2018

CURRICULUM DEVELOPMENT

Sequential curricula shall be developed for each subject area. Curricula will be aligned with the curriculum frameworks and used to plan instruction leading to student proficiency on the Arkansas Academic Standards. Curricula should be in alignment with the 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.

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

Legal Reference: Standards for Accreditation 1-A.1, 1-A.4
 A.C.A. § 6-15-101
 A.C.A. § 6-15-1505(a)
 A.C.A. § 6-15-2906

Date Adopted: 03-08-2004
Last Revised: 06-13-2011
Last Revised: 07-10-2017
Last Revised: 07-16-2018

SCHOOL IMPROVEMENT TEAMS

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

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

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

Leadership Team

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

1. The principal;
2. The chair of each Instructional Team;
3. The school guidance counselor;
4. A instructional facilitator; and
5. Other key professionals designated by the principal.

The Leadership Team shall meet for a minimum of one (1) hour at least two (2) times each month during the school year. Based on school performance data and aggregated classroom observation data, the Leadership Team shall make decisions and recommendations on curriculum, instruction, and professional development; in addition, the Leadership Team shall serve as a conduit of communication to the rest of the faculty and staff.

Instructional Teams

The teachers in each school shall belong to an instructional team. The instructional teams shall be organized by:

- a. Grade level;
- b. Grade level cluster; and/or
- c. Subject area.

Each Instructional Team shall appoint a chair for the school year who shall conduct the team meetings and shall be part of the school Leadership Team. Each Instructional Team shall meet for a minimum of forty-five (45) minutes at least two (2) times a month during the school year.³

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

Legal References: ADE Rules Governing the Arkansas Educational Support and Accountability Act
 School-Level Improvement Plan Indicator 36
 A.C.A. § 6-17-114
 AG Opinion 2005-299

Date Adopted: 06-20-2016

Last Revised: 07-10-2017

SELECTION/INSPECTION OF INSTRUCTIONAL MATERIALS

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

All instructional materials used as part of the educational curriculum of a student shall be available for inspection by the parents or guardians of the student. For the purpose of this policy, instructional materials is defined as instructional content provided to the student regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats. The term does not include academic tests or academic assessments.

Parents or guardians wishing to inspect instructional materials used as part of the educational curriculum for their child may schedule an appointment with the student's teacher at a mutually agreeable time. Parents/guardians wishing to challenge the appropriateness of any instructional materials shall follow the procedures outlined in Policy 5.6-CHALLENGE OF INSTRUCTIONAL/SUPPLEMENTAL MATERIALS.

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

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

Date Adopted: 03-08-04

Date Revised:

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 filling out a *Challenge to Instructional Material* from available to the school's office.

The contesting individual may present a copy of the form to the principal and request a conference be held at a time of mutual convenience. Prior to the conference, the principal shall consult with the teacher regarding the contested material. In the conference, the principal shall explain to the contesting individual the criteria used for the selection of the material and its relevancy to the educational program as well as any other pertinent information in support of the use of the material.

Following the conclusion of the meeting, the principal shall have five (5) working days to submit a summary of the concerns expressed by the individual and the principal's response to those concerns to the Superintendent.*

If the contesting individual is not satisfied with the principal's response, the individual may, after the five (5) working day period, request a meeting with the Superintendent where the individual shall present the same *Challenge to Instructional Material* form previously presented to the principal. The Superintendent shall explain to the contesting the individual the criteria used for the selection in support of the use of the material.

Following the conclusion of the meeting, the Superintendent shall have five (5) working days to write a summary of the concerns expressed by the individual and the Superintendent's response to those concerns. 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 *Challenge to Instructional Material* form.

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. The Superintendent shall present the contesting individual's *Challenge to Instructional Material* form to the Board at the next regularly scheduled meeting along with the written responses to the challenge. The Board may elect, if it so chooses, to hear brief verbal presentations from the parties involved in the challenge.

The Board shall decide at that meeting or their next regularly scheduled meeting whether to retain the material, limit the availability of the material, or remove the material from the school. The Board's primary consideration in reaching its decision shall be the appropriateness of the material for its intended educational use.

Date Adopted: 03-08-04

Date Revised:

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL OR SUPPLEMENTAL MATERIALS

Name: _____

Date submitted: level one _____ level two _____ level three _____

Instructional material being contested:

Reasons for contesting the material (be specific)

What is your proposed resolution: _____

Signature of receiving principal _____

Signature of Superintendent _____

Date Adopted: 03-08-04

Date Revised:

SELECTION OF INSTRUCTIONAL AND LIBRARY/MEDIA CENTER MATERIALS

The authority for the selection and retention of materials for the schools' media centers rests with the Fouke Board of Education which shall serve as a final arbiter in resolving a challenge to any media center materials. Licensed media center personnel shall make the initial selections in consultation with the school and district licensed staff. Materials selected shall be in accordance with the guidelines of this policy.

The purpose of the schools' libraries/media center is to supplement and enrich the curriculum and instruction offered by the District. Promoting the dialogue characteristic of a healthy democracy necessitates the maintenance of a broad range of materials and information on current and historical issues. In the selection of the materials and resources 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.

Selection Criteria

The criteria used in the selection of media center materials shall be that the materials:

1. Support and enhance the curricular and educational goals of the district;
2. Are appropriate for the ages, learning styles, interests, and maturity of the school's students, or parents in the case of parenting literature;
3. Contribute to the examination of issues from varying points of view and help to broaden students understanding of their rights and responsibilities in our society;
4. Help develop critical thinking skills;
5. Are factually and/or historically accurate, in the case of non-fiction works and/or serve an educational purpose;
6. Have literary merit as perceived by the educational community; and
7. Are technically well produced, physically sound (to the extent appropriate), and represent a reasonably sound economic value.

Retention and Continuous Evaluation

Media center materials shall be reviewed regularly to ensure appropriateness of the centers and to maintain the condition of the collection. Materials no longer meeting the selection criteria, or not used for a long period of time, or too worn to be economically repaired, shall be withdrawn and disposed of. A record of withdrawn media materials including the manner of their disposal shall be maintained for a period of three (3) years.

Gifts

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

Challenges:

The parent of a student affected by a media selection or a district employee may formally challenge the appropriateness of a media center selection by following the procedure outlined in this policy. The challenged materials shall remain available throughout the challenge process.

Before any formal challenges can be filed, the individual contesting (herein after complainant) the appropriateness of the specified items shall request a conference through the principal's office with a licensed media center employee. The complainant shall be given a copy of this policy and the Request for Formal Reconsideration Form prior to the conference. The meeting shall take place at the earliest possible time of mutual convenience, but in no case later than five (5) working days from the date of the request unless it is by the choice of the complainant.

In the meeting, the media specialist shall explain the selection criteria and how the challenged materials fit the criteria. The complainant shall explain his/her reason for objecting to the selected material. If, at the completion of the meeting, the complainant wishes to make a formal challenge to the selected material, he/she may do so by completing the Request for Formal Reconsideration Form and submitting it to the principal's office.

To review the contested media, the principal shall select a committee of five (5) or seven (7) licensed personnel consisting of the principal as chair and at least one media specialist. The remaining committee members shall be personnel with curriculum knowledge and representative of diverse viewpoints. The task of the committee shall be to determine if the challenged material meets the criteria of selection. No material shall be withdrawn solely for the viewpoint expressed within it and shall be reviewed in its entirety and not selected portions taken out of context.

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

If the decision is to not remove the materials, the complainant may appeal to the district's Board of Directors by filing a written appeal to the Superintendent within five (5) working days of the decision or of written receipt of the decision. The Superintendent shall present the original complaint and the committee's decision along with the summary of its reasons plus a recommendation of the administration, if so desired, so the Board within fifteen (15) days of the committee's decision. The Board shall review the materials submitted to them by the Superintendent and make a decision within thirty (30) days of receipt of the information. The Board's decision is final.

Legal Reference: Act 1786 of 2003

Date Adopted: 08-18-03

Date Revised: 07-14-08

REQUEST FOR RECONSIDERATION OF LIBRARY/MEDIA CENTER MATERIALS

Name: _____

Date submitted: _____

Media Center material being contested:

Reasons for contesting the material: (Be specific about why you believe the material does not meet the selection criteria listed in policy #6110-*Selecton of Instructional and Library/Media Center Materials*):

What is you proposed resolution? _____

Signature of receiving principal _____

Signature of Superintendent (if appealed) _____

Date Adopted: 03-08-04

Date Revised: 07-25-06

USE OF COPYRIGHTED MATERIALS

Use of Copyrighted Work in Face-to-Face Classroom

The Board of Education encourages the enrichment of the instructional program through the proper use of supplementary materials. To help ensure the appropriate use of copyrighted materials, the Superintendent, or his 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".

Use of Copyrighted Works in Digital Transmissions

Definitions

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

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

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

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

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

The District recognizes that advances in technology have resulted in the need for guidelines for the use of copyrighted materials that are transmitted to students through a digital network. While the requirements to use a copyrighted work in a digital transmission have many similarities to those required to use a copyrighted work in a face-to-face classroom, Federal law places several additional requirements on the District’s teachers, IT staff, and librarians for the use of a digitally transmitted copyrighted work. The District is dedicated to providing the tools necessary for teachers, IT staff, and librarians to meet these additional Federal requirements.

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

The District’s Informational Technologies staff shall develop the proper protocols and train teachers on their use in order to ensure:

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

2. To prevent students from retaining or further disseminating the copyrighted work for more than one class session;
 - The print function will be disabled;
 - A transparency shall be placed over any literary work, sheet music, or photograph;
 - Audio and video transmissions will be set to be streamed; and
 - The link to the webpage with a copyrighted work shall be deactivated at the end of the applicable class session.

Teachers who wish to provide copyrighted works to students through a digital transmission as part of a digital course as well as teachers wishing to supplement a face-to-face classroom course with a digital transmission must meet applicable copyright statutes and policy 5.11—DIGITAL LEARNING COURSES as well as the following requirements in order to use a copyrighted work:

- A. The use of the copyrighted work(s), whether in whole or in part, must be a part of regular classroom instruction and must be directly related and of material assistance to the course content;
- B. The extent of a copyrighted work that is used must comply with one or more of the following criteria:
 - The entirety of a non dramatic literary or musical work may be used. A non dramatic literary work includes poems and short stories. A non dramatic musical work covers all music that is not part of an opera or musical and does not cover the use of the music video format of a song.
 - Dramatic literary and musical works as well as videos may only be used in limited portions. Dramatic literary and musical works may only be used in the same amount as set forth in the requirements for a face-to-face classroom while videos, including music videos, may only have the portion used that is directly related to the subject of the class session and may not be transmitted in their entirety.
 - Still images or slides that a teacher would have used in the ordinary course of a face-to-face classroom session on a projector or a transparency may be used in a transmission.
 - Works primarily produced or marketed for use in the digital education market may not be transmitted.
 - Works the teacher had knowledge or reasonably believes to be unlawfully made or acquired may not be used.
 - Mediated Instructional activities may not be transmitted.
- C. A statement that works may be subject to copyright shall be placed in at least one of the following areas to provide notice to students of copyright status:
 - Course syllabus;
 - Home webpage for the course;
 - Webpage for the particular class session; and/or
 - webpage with the copyrighted work.

The teacher and the District librarian shall work together when making digital copies of copyrighted work from physical or analog versions and shall fulfill the following requirements:

- I. The amount converted is only the amount allowed by law; **and**
- II. The District has no digital copy of the copyrighted work available; **or**
- III. The District's digital copy of the copyrighted work that is available has technological protections that prevent the use of the copyrighted work in the manner prescribed by law.

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

Cross Reference: Policy 5.11 – DIGITAL LEARNING COURSES

Legal Reference: 17 USCS § 101 TO 1010 (Federal Copyright Law of 1976)

Date Adopted: 07-19-2004

Last Revised: 06-09-2014

RELIGION IN THE SCHOOLS

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

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

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

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: 06-11-2012

Last Revised:

DIGITAL LEARNING COURSES

Definitions

For the purposes of this policy

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

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

"Instructional Materials" means:

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

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

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

Digital Course Offerings

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

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

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

shall ensure that all digital learning courses provided to District students, regardless of the source of the course, have been approved by ADE.

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

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

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

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

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

Cross References: 4.7-ABSENCES
 4.45—SMART CORE CURRICULUM AND GRADUATION
 REQUIREMENTS FOR THE CLASSES OF 2018, 2019 AND 2020
 4.45.1—SMART CORE CURRICULUM AND GRADUATION
 REQUIREMENTS FOR THE CLASS OF 2021 AND THEREAFTER
 5.8 —USE OF COPYRIGHTED MATERIALS

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

Date Adopted: 07-14-2014
Last Revised: 06-20-2016
Last Revised:

SUMMER SCHOOL

K-8

Students in Fouke School District (K-8) not meeting district promotion requirements during the regular school year will be offered participation in a summer school remediation program. Students must successfully pass the required program guidelines to be eligible to promote to the next grade.

Criteria used to determine successful completion of the summer program include:

- A passing grade of 70% or above, formal/informal testing, and daily performance grades.

9-12

Students enrolled at Fouke High School (9-12) who fail to pass a core curriculum class may attend summer school to recover the loss of credit.

A maximum of two (2) units of correspondence and/or summer school credit may be applied toward meeting the graduation requirements. Students desiring this means of earning credit must make arrangements with their counselor and have the approval of the principal.

Criteria used to determine successful completion of summer school includes:

- A passing grade of 70% or above in the course/courses enrolled
- 100% attendance (except by permission of the principal only)
- Testing
- Daily performance grades

*Grade classification and promotion will be determined as outlined in the Student Handbook.

Legal Reference: A.C.A. 6-16-704
 6-16-705

Date Adopted: 08-09-04

Date Revised:

HOMEWORK

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

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

In cooperation with the school's teachers, each principal shall develop procedures for homework assignments that are appropriate for the class and the students. The procedures shall include the following:

1. A maximum and/or minimum amount of time for homework each night.
2. A method or methods of informing students about homework assignments.
3. A method or methods by which parents can monitor homework assignments.
4. Where practical, a provision for teachers to prepare homework assignments for an entire week to allow students to budget their time.
5. A method of giving credit for homework.

Teachers shall ensure that homework assignments are relevant to the material being studied. Provisions shall be made to show students examples of the work that is expected before it is assigned.

Parents should be encouraged to review their children's work and to provide the time, place, and resources necessary for completion of the assignments.

The policy and procedures shall be included in Student and Teacher Handbooks and shall be made available to parents, students, and faculty.

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

Date Adopted: 09-08-96

Date Revised: 03-19-07

GRADING

Parents or guardians shall be kept informed concerning the progress of their student. Teachers shall maintain a log to record student intervention plans, the plan's implementation progress, student/parent conferences, parent contacts, and differentiated instruction based on assessment analysis for students that are not mastering content in that teacher's classroom. Logs should be made accessible for administration and/or the parents at all times. Parents will only be able to view their child's information. The school shall also send timely progress reports and issue grades for each nine (9) week grading period to keep parents/guardians informed of their student's progress.

Teachers should record no fewer than 2 class work/homework grades per week per subject. Grades shall be documented weekly.

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

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

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

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

A=100-90

B=89-80

C=79-70

D=69-60

F=59

The grading system for the Kindergarten Grade Level will be an Academic Performance and Skill Level Report Card instead of using the same Grading System as Grades 1-12

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 Concurrent Credit, Advanced Placement (AP), International Baccalaureate (IB), and approved honor courses shall be one (1) point greater than for regular courses with the exception that an F shall be worth zero (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 forty (40) days. A student transferred in with a grade of eighty-three percent (83%) earned in ten (10) days at the previous school. The student had a grade of seventy-five percent (75%) in our district's school earned in the remaining thirty (30) days of the grading period. Ten (10) days is twenty-five percent (25%) of forty (40) days while thirty (30) days is seventy-five percent (75%) of forty (40) days. Thus the final grade would be $(0.25 \times 83) + (0.75 \times 75) = 77\%$.

The following due process steps must be completed before a special education student receives a failing grade ("F") on a report card:

- 1) When a student is at risk of failing at the first scheduled progress report, the teacher will submit a copy of the progress report to the counselor and special education teacher.
- 2) An in-house "ad hoc" committee consisting of the counselor, special education teacher, and regular education teacher will meet within ten days of notice to:
 - a) review IEP modifications and how they are being implemented in the classroom;
 - b) review samples of class work;
 - c) determine the reason for failure, and
 - d) recommend additional strategies and materials to be implemented.
- 3) The regular teacher(s) will implement the recommendations at the in-house meeting and will conference with the student to discuss progress.
- 4) At the first nine-weeks grading period, the special education teacher will obtain a copy of all special education students' report cards from the principal's office. If a student has an "F" in any class a Program Review Conference will be held and attended by the regular teacher, counselor, parent, and, if appropriate, the student. IEP modifications will be documented, progress will be reviewed, and a solution will be discussed.
- 5) The classroom teacher will continue to monitor the student's progress and implement the changes recommended during the Program Review Conference.
- 6) A copy of the student's second progress report will be submitted to the special education teacher by the student's classroom teacher before the end of the semester.

7) Another programming conference will be held if the student continues to fail, and the parents will be informed of the student's risk of failing.

Legal References: §A.C.A. 6-15-902
 §A.C.A. 9-28-113(f)
 Standards For Accreditation 5-A.1
 Arkansas Department of Education Rules and Regulations Governing
 Uniform Grading Scales for Public Secondary Schools

Date Adopted: 02-12-2001

Last Revised: 08-09-2004

Last Revised: 06-20-2016

COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION**Traditional Progression**

A student who has not previously received a computer science credit may elect to take an introductory level computer science course. A student who passes a computer science course level is eligible to take the next level computer science course in the same computer science course emphasis.

Alternative Progression

A student who does not have credit for any computer science course, the introductory level computer science course for the particular computer science emphasis, or the preceding level course for the computer science emphasis may be placed in a computer science course based on any combination of the following factors:

- The student's grade point average;
- Recommendation from the student's teacher(s);
- Completion of computer science internships or independent studies;
- Demonstration of previous computer science work by the student; or
- Proficiency report from a computer science proficiency evaluation tool.

Cross Reference: 5.12—COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES

Legal Reference: Arkansas Computer Science Standards for Grades 9-12
Commissioner's Memo COM-17-051

Date Adopted: 07-10-2017

Last Revised:

HONOR ROLL AND HONOR GRADUATES

HONOR ROLL

Students in grades K-5 who maintain all A's or have A's and B's for the grading period will be recognized as honor roll students for that grading period. Semester grades will determine the honor rolls at the end of each semester. These honor rolls will be published in a local newspaper.

Students in grades 6-12 who participate in the Smart core Curriculum and maintain a 3.0 GPA for the grading period will be recognized as an AB honor roll student. Semester grades will determine the honor roll at the end of each semester.

Students in grades 6-12 who participate in Smart Core Curriculum and maintain a 4.0 GPA for the grading period will be recognized as an A honor roll student for that grading period. Semester grades will determine the honor roll at the end of each semester.

HONOR GRADUATES

Students who have successfully completed the minimum core of courses recommended for preparation for college as defined by the State Board of Higher Education and the State Board of Education and have a cumulative GPA of 3.25 will be designated as honor students. The GPA shall be derived from courses taken in public school in grades nine (9) through twelve (12).

VALEDICTORIAN AND SALUTATORIAN

The honor student with the highest weighted GPA and who has been enrolled in public school in grades 9 through 12 and in Fouke High School for his/her entire senior year shall serve as the valedictorian of his/her graduating class. Students who finished their 9th, 10th, or 11th grade year enrolled in a high school which has been closed due to consolidation/annexation with the Fouke District shall be selected valedictorian on the basis of the criteria in existence in their high school at the time of the closure and their subsequent academic achievement in Fouke High School. Their selection shall be separate from and in addition to selection of the valedictorian from non-consolidated/annexed students enrolled in Fouke High School.

The honor student with the second highest weighted GPA and who has been enrolled in public school in grades 9 through 12 and in Fouke High School his/her entire senior year shall serve as the salutatorian of his/her graduating class. Students who finished their 9th, 10th, or 11th grade year enrolled in a high school which has been closed due to consolidation/annexation with the Fouke District shall be selected salutatorian on the basis of the criteria in existence in their high school at the time of the closure and their subsequent to academic achievement in Fouke High School. Their selection shall be separate from and in addition to selection of the salutatorian from non-consolidated/annexed students enrolled in Fouke High School.

Fouke students must be participating in the Smart Core curriculum to be eligible for valedictorian and/or salutatorian.

In case of a tie, all students with the same weighted GPA will be the Valedictorian(s) and then the person with the next highest weighted GPA will be the Salutatorian.

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

Legal References: A.C.A. § 6-18-101 (a) (1)
 A.C.A. § 6-18-101 (a) (2)
 A.C.A. § 6-18-101 (b)
 A.C.A. § 6-18-101 (e)
 A.C.A. § 6-61-217 (a)

Date Adopted: 03-09-04

Date Revised: 07-25-06

Date Revised: 07-14-08

Date Revised: 07-19-10

DISTRICT WEB SITE

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

The Fouke School District web site shall be used for educational purposes only. It shall not create either a public or 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 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 visitor.

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 view point neutral.

- 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's parents or the student if the student is over the age of eighteen (18).
- 4) The District's web service provider shall host the Fouke District's web site.
- 5) No web page on the District web site may contain public message boards or chat rooms.
- 6) All web pages on the District web site shall be constructed to download in a reasonable length of time.
- 7) 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.
- 8) With the exception of students and teachers 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 Fouke School District. All pages on the District site will adhere to copyright laws.
- 9) Included in the District's web site shall be:
 - 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; and
- l. The annual School Performance Report;
- m. School-Level Improvement Plan;
- n. The School District Support Plan;
- o. The School District discipline policies;
- p. Student services plan;
- q. The District financial policies;
- r. Student handbooks;
- s. The Annual Report to the Public; and
- t. The parent, family, and community engagement plan.

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

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

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

The District and school webmasters are responsible for ensuring all District webpages meet required standards to be accessible to individuals with disabilities.

Cross Reference: 5.2 – PLANNING FOR EDUCATIONAL IMPROVEMENT

Legal References: A.C.A. § 6-11-129
A.C.A. § 6-15-1402
A.C.A. § 6-15-2006
A.C.A. § 6-15-2101
A.C.A. § 6-41-606
A.C.A. § 6-41-611
ADE Rules Governing How to Meet the Needs of Children with Dyslexia
ADE Rules Governing the Arkansas Educational Support and Accountability Act
Standards for Accreditation 12.02.1, 1-B.2, 2-B.1, 2-H.2, 3-A.1, 3-A.2, 3-A.9,
3-B.1, 3-B.2.1, 5-A.1
20 U.S.C. 1232 g
15 U.S.C. 6501 (COPPA)

Date Adopted: 09-15-2003
Last Revised: 07-25-2006
Last Revised: 08-09-2010
Last Revised: 06-13-2011
Last Revised: 07-10-2017
Last Revised: 06-04-2018
Last Revised: 07-18-2018

WEB SITE PRIVACY POLICY

Thank you for visiting the Fouke School District Web site and reviewing our privacy policy. The Fouke School District maintains a web page to provide information about its school, students, and activities to the community.

We do not collect personal information unless you voluntarily provide it by sending us email. If you send us email, the message will usually contain your return email address. If you include personally identifying information in your email because you want us to address issues specific to your situation, we may use that information in responding to your request. Please send only information necessary to help us process your request. Personal information submitted will not be transferred to any non-affiliated third parties.

Photographs of students, when associated with the student's name, shall not be displayed on any page of the district's web site without the prior written consent of the parent (or the student if 18 or older).

Our site does not use "cookies" to collect or retain information about our visitors. We do track broad demographic information such as operating system, browser type, domain, date and time of visit, time zones, and number of visits. This tracking system does not record information about individuals. We use this information for statistical analysis to help us make our site more useful to visitors.

The Fouke School District Web site provided links to other Web sites. We are not responsible for the privacy policies of other Web sites, and our privacy policy does not apply when you visit these other sites. We encourage you to read the privacy statements of other Web sites you visit.

Any changes to this policy statement will be posted on our home page.

Legal References: 15 U.S.C. § 6501 (COPPA)

Date Adopted: 09-15-03

Date Revised: 07-14-08

PERMISSION FOR STUDENT PUBLICATION ON WEB SITE

I hereby grant permission to the Fouke School District to display the photograph, video clip or student produced materials (examples: graphics, artwork, text documents, presentations, photographs, images, quotations) of me/my student (if student is under the age of eighteen) on the District's web site including any page on the site, or in other District publications without further notice. I also grant the Fouke School District the right to edit the photograph, video clip, or student produced materials at its discretion.

The student's first name may be used in conjunction with the photograph, video clip, or student produced materials. It is understood, however, that once the photograph or video clip is displayed on a web site, the District has no control over how the photograph or video clip is used or misused by persons with computers accessing the District's web site.

I (we) agree to defend and hold harmless the members of the Fouke School Board, the Fouke School District, its officers, employees, agents, successors, and assignees from and against any and all claims and liabilities resulting from displaying my/my student's photograph, video clip, or student produced materials.

Name of student (printed)

Signature of student (only necessary if student is over 18)

Signature of Parent (required if student is under 18)

Date

I (we) do NOT agree to defend and hold harmless the members of the Fouke School Board, the Fouke School District, its officers, employees, agents, successors, and assignees from and against any and all claims and liabilities resulting from displaying my/my student's photograph, video clip, or student produced materials.

Name of student (printed)

Signature of student (only necessary if student is over 18)

Signature of Parent (required if student is under 18)

Date

**ADVANCED PLACEMENT, INTERNATIONAL BACCALAUREATE,
AND HONORS COURSES**

Students in grades 7-12 who take advanced placement courses, International Baccalaureate courses, and concurrent college courses for weighted credit or honors courses approved for weighted credit by the Arkansas Board of Education shall be graded according to the following schedule.

A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

Weighted Grading Scale

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

A=5 points
B=4 points
C=3 points
D=2 points
F=0 points

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

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

“Honors Courses” are those courses that have been approved by a Department of Education Committee as honors courses. Honors courses must stress higher order learning and be offered in addition to curriculum offerings required by the Standards for Accreditation, Arkansas Public Schools.

Students who transfer into the district will be given weighted credit for the Advanced Placement courses, International Baccalaureate courses, and honors courses approved by the Arkansas

Department of Education, and concurrent college courses taken for weighted credit at his/her previous school(s) according to the preceding scale.

Legal References: Arkansas Department of Education Rules and Regulations Governing
 Uniform Grading Scales for Public Secondary Schools
 ADE Rules for Advanced Placement and International Baccalaureate
 Diploma Incentive Program
 A.C.A. §6-18-902 (c)(1)
 A.C.A. § 6-16-806

Date Adopted: 09-08-1986

Last Revised: 09-09-1991

Last Revised: 01-01-2000

Last Revised: 07-19-2004

Last Revised: 08-09-2004

Last Revised: 03-19-2007

Last Revised: 07-14-2008

Last Revised: 07-19-2010

Last Revised: 07-15-2013

Last Revised: 06-09-2014

CONCURRENT CREDIT

A ninth (9th) through twelfth (12th) 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.

As permitted by the ADE Rules Governing Concurrent College and High School Credit, a student who takes a three (3) -semester hour remedial/developmental education course shall receive a half (1/2) credit for a high school career focus elective. The remedial/developmental education course cannot be used to meet the core subject area/unit requirements in English and mathematics.

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

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

Students are responsible for having the transcript for the concurrent credit course(s) they've taken sent to their school in order to receive credit for the course(s). Credit for concurrent courses will not be given until a transcript is received. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received at all or in a timely manner; this may jeopardize students' eligibility for extracurricular activities, grade classification, or graduation.

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

A student eligible to receive free or reduced price meals shall not be responsible for any of the costs for the student's first six (6) concurrent credit hours so long as the concurrent credit courses are taught on the District grounds and by a teacher employed by the District. Any and all costs of concurrent credit courses beyond the six (6) hours permitted, that are not taught on the District's campus, or are not taught by a teacher employed by the District are the responsibility of the student. Students who are not eligible to receive free or reduced price meals are responsible for any and all costs associated with concurrent credit courses.

Legal Reference: A.C.A. 6-15-902(c)(2)
 A.C.A. 6-16-1201 et seq.
 ADE Rules and Regulations: Concurrent College and High School Credit for
 Students Who Have Completed the Eighth Grade

Date Adopted: 09-13-2004
 Last Revised: 03-19-2007
 Last Revised: 07-15-2013
 Last Revised: 07-10-2017

EQUIVALENCE BETWEEN SCHOOLS

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

The Board understands that the equivalence between schools shall not be measured by such things as:

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

Legal Reference: 20 USC §6321(a), (b), and (c)

Date Adopted: 08-09-2004

Last Revised: 07-16-2018

STUDENT PARTICIPATION IN SURVEYS

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

1. Political affiliations;
2. Mental and psychological problems potentially embarrassing to the student or his family;
3. Sex behavior and attitudes;
4. Illegal, 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;
7. Religious practices, affiliations, or beliefs of the student or student's parent, or
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

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

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

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

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

1. A student's name;
2. The name of the student's parent or member of the student's family;
3. The address, telephone number, or email address of a student or a member of a student's family;
4. A personal identification number, such as a social security number, driver's license number, or student identification number of a student or a member of the student's family;

5. Any information, the disclosure of which is regulated, or prohibited by any other state or federal law or regulation.

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

Notes: This policy will be developed, reviewed, and revised with parent representative(s) involvement.

Parents will be directly notified of this policy, at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in the policy and include in the notice the specific or approximate dates (to the extent known) during the school year when these activities are scheduled.

"Directly notified" in regard to this policy means by mail or email; inclusion in the student handbook does not meet the laws requirements.

Legal Reference: 20USC 1232 (a),(b),(c),NCLB Act of 2001, Part F,
Section 1061 (c)(1)(A)(i)(ii)(B),(2)(A)(i)(ii)(B)(c)(ii),
(5)(A)(ii)(B),(6)(C)(F)(G)
A.C.A. 6-18-1301 et seq.

Date Adopted: 10-13-03

Date Revised: 07-25-06

MARKETING OF PERSONAL INFORMATION

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

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

1. A student or parent's first and last name;
2. A home or other physical address (including street name and the name of the city or town);
3. Telephone number; and
4. Social Security identification number.

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

1. College or other post-secondary education recruitment, or military recruitment;
2. Book clubs, magazines, and programs providing access to low cost literary products;
3. Curriculum and instructional materials used by elementary and secondary schools;
4. Tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. The sale by students of products or services to raise funds for school related or education related activities; and
6. Student recognition programs.

Legal Reference: 20 USC § 1232H (c)

Date Adopted: 02-09-04

Last Revised: 06-08-2009

Last Revised: 04-11-2011

Last Revised: 06-11-2012

Last Revised: 07-15-2013

ALTERNATIVE LEARNING ENVIRONMENTS

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

The superintendent or designee shall appoint an Alternative Education Placement Team which shall have the responsibility of determining student placement in the ALE. A student may be enrolled in an ALE only on the referral of the Alternative Education Placement Team. The team's placement decision is final and may not be appealed.

The team is to be comprised of the following:

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

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

- a) Disruptive behavior;
- b) Dropping out from school;
- c) Personal or family problems or situations;
- d) Recurring absenteeism;

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

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

No later than five (5) school days after a student begins alternative education interventions, the Alternative Education Placement Team shall develop a signed agreement between the ALE, the parent or legal guardian (if they choose to participate), and the student, outlining the responsibility of the ALE, parent or legal guardian, and the student to provide assurance that the plan for each student is successful.

No later than one (1) week after a student begins alternative education interventions, the Alternative Education Placement Team shall assess the student's current functioning abilities and all relevant social, emotional, academic, career, and behavioral information and develop an SAP outlining the intervention services to be provided to the student that is in compliance with the Arkansas Department of Education (ADE) Rules. The SAP may be revised from time to time by the ALE placement team and a positive behavior or transitional plan shall be developed and added to the SAP prior to a student's return to the regular educational environment.

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

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

Date Adopted: 10-11-2004

Last Revised: 07-25-2006

Last Revised: 06-13-2011

Last Revised: 06-09-2014

ALE PROGRAM EVALUATION

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

Legal Reference: A.C.A. § 6-15-2914

Date Adopted: 10-11-2004

Last Revised: 08-13-2007

Last Revised: 07-16-2018

ENGLISH LANGUAGE LEARNERS

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

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

Legal Reference: A.C.A § 6-15-2914
 A.C.A. § 6-20-2305 (b) (3)
 ADE Rules for Governing the Distribution of Student Special Needs
 Funding and the Determination of Allowable Expenditure of These
 Funds-3.04, 5.00, 8.00
 Standards For Accreditation 2-J.2

Date Adopted: 01-10-2005
Last Revised: 07-25-2006
Last Revised: 08-13-2007
Last Revised: 07-16-2018

NATIONAL SCHOOL LUNCH ACT FUNDING EXPENDITURES

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

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

Legal Reference: A.C.A. § 6-15-2914
 A.C.A. § 6-20-2305 (b) (4)
 ADE Rules governing the Distribution of Student Special Needs Funding
 and the Determination of Allowable Expenditure of These Funds 3.06,
 3.07, 3.10, 6.00, and 8.00

Date Adopted: 10-11-2004
Last Revised: 07-25-2006
Last Revised: 08-13-2007
Last Revised: 07-16-2018

WELLNESS POLICY

The health and physical well-being of students directly affects their ability to learn. Childhood obesity increases the incidence of adult diseases occurring in children and adolescents such as heart disease, high blood pressure and diabetes. The increased risk carries forward into their adulthood. Research indicates that a healthy diet and regular physical activity can help prevent obesity and the diseases resulting from it. It is understood that the eating habits and exercise patterns of students cannot be magically changed overnight, but at the same time, the Board of Directors believes it is necessary to strive to create a culture in our schools that consistently promotes good nutrition and physical activity.

The problem of obesity and inactivity is a public health issue. The Board of Directors is keenly aware that it has taken years for this problem to reach its present level and will similarly take years to correct. The responsibility for addressing the problem lies not only with the schools and the Arkansas Department of Education (ADE), but with the community and its residents, organizations and agencies. Therefore, the District shall enlist the support of the larger community to find solutions that improve the health and physical activity of our students.

Wellness 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 to ensure age-appropriate recommendations are made that correlate to the District's grade configurations. The SNPAAC shall have the powers and responsibilities delegated to it by statute and Rule and are incorporated into this policy by reference. The overarching goal of the committee shall be to promote student wellness by monitoring how well the District is doing at implementing this policy. The SNPAAC shall use modules 1, 2, 3, 4, and 8 of the Centers For Disease Control' (CDC) School Health Index as a basis for annually assessing each school's progress toward meeting the requirements of this policy. The results of the annual assessment shall be included in each school's ACSIP, provided to each school's principal, and reported to the board. Goals and objectives for nutrition and physical activity shall also be included in the ACSIP.

The SNPAAC shall be made up of Individuals from the following groups to the extent interested persons from each group desire to be included in the development, implementation, and periodic review of the District's wellness policy:

- Members of the District's Board of Directors;
- School administrators;
- School nutrition personnel;
- Teacher organizations;
- Teachers of physical education;
- Parents;
- Students;
- Professional groups (such as nurses);
- School health professionals (such as school nurses, school counselors, and social workers); and

- Community members.

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

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

School Health Coordinator

To assist the SNPAAC in ensuring that the District fulfills the requirements of this policy, a District level School Health Coordinator (Designated District Official) shall be appointed. In addition, a school level School Health Coordinator shall be appointed who shall be responsible for assisting the District level School Health Coordinator in ensuring that each school fulfills the requirements of this policy.

Goals

In its efforts to improve the school nutrition environment, promote student health, and reduce childhood obesity, the District will adhere to the ADE Rules Governing Nutrition and Physical Activity Standards And Body Mass Index For Age Assessment Protocols. To promote nutrition, physical activity, and other school based activities that will improve student wellness, the District, working with the SNPAAC, has established the following goals:

1. Implement a grade appropriate nutrition education program that will develop an awareness of and appreciation for nutrition and physical activity throughout the curriculum;
2. Enforce existing physical education requirements and engage students in healthy levels of vigorous physical activity;
3. Strive to improve the quality of physical education curricula and increase the training of physical education teachers;
4. Follow the Arkansas Physical Education and Health Education Frameworks in grades K-12;
5. Not use food or beverages as rewards for academic, classroom, or sports performances;
6. Establish class schedules and bus routes that do not directly or indirectly restrict meal access;
7. Provide students with ample time to eat their meals in pleasant cafeteria and dining areas;
8. Abide by the current allowable food and beverage portion standards;
9. Meet or exceed the more stringent of Arkansas' or the U.S. Department of Agriculture's (USDA) Nutrition Standards for reimbursable meals and a la' carte foods served in the cafeteria;
10. Restrict access to competitive foods as required by law and Rule;
11. Conform new and/or renewed vending contracts to the content restrictions contained in the Rules and reduce district dependence on profits from the sale of competitive foods.
12. Provide professional development to all district staff on the topics of nutrition and/or physical activity;
13. Utilize the School Health Index available from the CDC to assess how well the district is doing at implementing this wellness policy and at promoting a healthy environment for its students.

Food and Beverages Outside of the District's Food Service Programs

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

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

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

Up to a maximum of nine (9) times per school year, school administration may schedule school wide events where food and beverages provided to students are not required to meet the Federal Smart Snacks standards during the scheduled time. The schedule of the events shall be by school, approved by the principal, and shall be part of the annual school calendar.

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

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

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

Advertising

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

- Materials used for educational purposes in the classroom, including, but not limited to:
 - The use of advertisements as a media education tool; or
 - Designing and implementing the health or nutrition curriculum;
- Clothing, apparel, or other personal items used by students and staff;
- The packaging of products brought from home for personal consumption; and
- Currently existing advertisements on school property, including but not limited to, the exterior of vending machines, posters, menu boards, coolers, trash cans, cups used for beverage dispensing ,

and other food service equipment; however, all future contracts and replacement items shall meet the Federal Smart Snacks standards.

Community Engagement

The District will work with the SNPAAC to:

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

The District will annually inform the public:

- Of the web address where the policy is located;
- Of any changes made to this policy since the previous year;
- Of the health and wellness priority goals in the District's ACSIP;
- That a printed copy of the policy may be picked up at the District's central office; and
- The amounts and specific sources of funds received and expenditures made from competitive food and beverage contracts.

Assessment of District's Wellness Policy

At least once every three years, with input from the SNPACC, the District shall assess both the District as a whole and individual schools' status in regards to the implementation and compliance of the goals of this policy, including the health and wellness goals in the District's ACSIP. The assessment shall be based, at least in part, on:

- The extent to which District schools are in compliance with this policy;
- The extent to which this policy compares to other model local school wellness policies;
- The annual reviews of this policy based on modules 1, 2, 3, 4, and 8 of the CDC's School Health Index; and
- A description of the progress made in attaining the goals of this policy.

On the years the assessment occurs, the assessment results shall be reported to the public, including parents, students, and other members of the community as part of the District's annual report to the public.

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

District Website

The District will place on its website:

- The name, District phone number, and District email address for the District Level School Health Coordinator;
- The names, district phone numbers, and district email addresses for the School Level School Health Coordinators;

- The names of the members of the SNPAAC;
- Meeting dates for the SNPAAC;
- Information on how community members may get involved with the SNPAAC;
- A copy of this policy;
- A copy of the annual review of this policy based on modules 1, 2, 3, 4, and 8 of the CDC's School Health Index; and
- A copy of the most recent three (3) year assessment of this policy.

Legal References: Richard B. Russell National School Lunch Act 42 U.S.C. § 1751 et seq. as amended by PL 111-296 (Section 204) of 2010. (Section 204 is codified at 42 U.S.C. § 1758(b))
 Child Nutrition Act of 1966 42 U.S.C. § 1771 et seq.
 7 C.F.R. § 210.18
 7 C.F.R. § 210.31
 A.C.A. § 6-20-709
 A.C.A. §§ 20-7-133, 134, and 135
 ADE Rules Governing Nutrition and Physical Activity Standards And Body Mass Index For Age Assessment Protocols
 Allowable Competitive Foods/Beverages - Maximum Portion Size List for Middle, Junior High, and High School
 Commissioner's Memo CNU-17-010
 Commissioner's Memo CNU-17-013
 Commissioner's Memo CNU-17-016
 Nutrition Standards for Arkansas Public Schools

Date Adopted: 04-10-2006
 Last Revised: 09-11-2006
 Last Revised: 06-11-2012
 Last Revised: 06-20-2016
 Last Revised: 07-10-2017

CLOSING THE ACHIEVEMENT GAP TASK FORCE

The district shall develop a task force inclusive of stakeholders representative of the community's demographics, race, ethnic, gender, and socioeconomic diversity whose purpose will be to work with the local board and administration on closing the academic achievement gap. This group shall develop a collaborative plan for achieving this goal. The superintendent shall name the chair(s) of the task force and provide the necessary resources for needed training of the leader(s) and members. The task force may establish subcommittees as needed. The goals of the task force will be congruent to the district's annual school improvement plan and representatives from these groups will communicate and meet as deemed necessary. The task force will develop an implementation plan with benchmarks and an evaluation process.

The Fouke Administration team is committed to the improvement of education for all of its school population and accepts the responsibility for closing any achievement gap. The board, administration, and school employees believe that all children can learn. These also believe that by providing opportunities for the learner as an individual, the likelihood of each student becoming a contented and contributing member of the community will be enhanced.

Legal Reference: Acts of 2003, Act 1777, §3. eff. July 16, 2003
§ 6-15-1603

Date Adopted: 02-12-07

SPECIAL EDUCATION

The district shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the district, required under the Individuals With Disabilities Education Act (“IDEA”), Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act, and Arkansas Statutes.

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. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in state and federal statutes which govern special education. Implementation of an Individualized Education Program (IEP) in accordance with the IDEA satisfies the district’s obligation to provide a free and appropriate education under Section 504.

The Board directs the superintendent to ensure procedures are in place for the implementation of special education services and that programs are developed to conform to requirements of state and federal legislation. The superintendent is responsible for appointment a district coordinator for overseeing district fulfillment of its responsibilities regarding handicapped students. Among the coordinator’s responsibilities shall be ensuring district enforcement of the due process rights of handicapped students and their parents. Contact the district’s administrative office@ (870)653-4311 to reach the coordinator.

Legal References: 34 C.F.R. 300 et seq.
 42 U.S.C. § 12101 et seq. American with Disabilities Act
 29 U.S.C. § 794 Rehabilitation Act of 1973, Section 504.
 20 U.S.C. § 1400 et seq. Individuals with Disabilities Education Act
 P.L. 108-446 The 2004 Reauthorization of the Individuals with Disabilities Act
 A.C.A. § 6-41-201 et seq.

Date Adopted: 07-31-84

Date Revised: 08-16-05

Date Revised: 07-14-08

COMMUNITY-BASED TRAINING

Students will be placed on individual training stations, part and full time. Students may participate on a work crew for tasks of limited duration. Generally, students will participate on a work crew before being placed on part of full time training stations.

Students on part or full time stations will be placed on a specific station no longer than one semester. That student may then be placed on another training station. A student will probably train on two or three stations before competitive employment is considered.

Our goal is to successfully place a student in the competitive employment market. This goal can be attained through concentrated work training which requires commitments to community businesses and requires students to assume responsibilities necessitated by a particular position.

As a student and family member, we understand the policies of training placement. We have chosen competitive employment as a vocational goal. We understand and agree to the following:

1. In the event of illness, the student or parent must phone the Coordinator or school no later than 8:00 a.m.
2. Students must wear proper attire and exhibit good grooming at all times.
3. The Special Education staff will handle all communications with business personnel concerning the student's program during training. Any questions should be directed to the coordinator.
4. The Special Education staff may suspend or terminate any student from training as specified by the Guidelines of Warning-Suspension Policy.

Date Adopted: 12-12-88

GIFTED AND TALENTED PROGRAM DEFINITION

Gifted and talented children and youth are those of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services.

Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above average:

1. Creativity
2. Task commitment and/or motivation
3. Academic ability

Date Adopted: 06-10-85

GIFTED AND TALENTED PROGRAM PHILOSOPHY

The Fouke School District is committed to providing the best educational program possible for all of its students. We believe in equality of educational opportunities which are appropriate to the needs and capabilities of each child. This means that each student's talents, gifts, and abilities must be given full opportunity to develop and grow. It is essential that a full, comprehensive, diverse educational program be provided and maintained for all students, whatever their capabilities may be.

Gifted and talented students are those of high potential or ability whose learning characteristics and educational needs require quality programming and educational experiences and/or services that cannot be consistently provided in the traditional classroom. The school program, curriculum, and activities need to provide the opportunity for gifted and talented students to be challenged and developed to their fullest extent. Therefore, we feel that the needs of our gifted and talented students can be met by providing differentiated instruction, by offering opportunities for these students to interact with their peers during regular classroom, and extra schedule portions of the school week. These instructional opportunities may involve the cooperative efforts of many people and take place in numerous environments in addition to the classroom.

The discovery and nature of creative talent and the development of an inquiring mind do not just happen. These processes are dependent on how the school interprets its purpose, what resources it makes available, and how the educational program is designed. It is imperative that the school direct attention to the gifted students in whatever area giftedness and/or talent may exist. This is of paramount concern, not only because each student is entitled to the assistance of the school in development of his/her potentials, but because society profits from the full development of gifted and talented students.

Date Adopted: 03-11-85

GIFTED AND TALENTED GOALS AND OBJECTIVES

To provide students with opportunities which will further develop, enhance, and use their exceptional talents for future roles in society.

To help students improve their higher level thinking skills and to motivate them to develop their potential abilities to the fullest.

To provide a learning environment and instructional assistance particularly suited to the needs of a gifted and talented student.

To provide activities which incorporate a wide variety of instructional alternatives.

Date Adopted: 06-10-85

GIFTED AND TALENTED PROGRAM PROCEDURES

Entrance Procedures:

1. Referrals may be made by:
 - a. Students
 - b. School faculty and administrators
 - c. Parents
 - d. Others

2. Referrals and transfers:
 - a. Referrals
 1. Students may be nominated at any time.
 2. A referral form must be completed for each student and given to the G/T coordinator.
 3. All referrals will be taken through the Component Scale.
 4. Placement may be made after screening and identification, either in the fall or at semester.
 5. A letter including a Permission for Evaluation will be sent to the parent and/or guardian to be signed and returned.
 6. Referrals for fall placement will be due by the preceding first of May. Second semester placement referrals will be due by the preceding first of November.

 - b. Transfers

Transfers from other programs for the gifted and talented with equivalent identification criteria will be reviewed and will be assigned priority.

Review Time:

A review team composed of Arkansas certified personnel will be designated to examine and to evaluate existing data to identify candidates nominated.

The decision to consider students for further assessment shall be closely considered by the Review Team. The team will consider an interaction of above average creativity, task commitment and/or motivation, and academic ability.

To consider students for further assessment shall be a team decision. The team shall request and identify additional type of information for review (including a case study).

Nominees will be closely considered by the Review Team.

Decisions will focus on how the students could benefit from special programming as well as whether or not he/she qualified on assessment measures determined by the district.

Screening Procedures:

1. Nominees will be notified of assessment and/or interview dates and places.
2. The screening of student for the Gifted and Talented program is based on multi-criteria with sufficient flexibility to assure that standardized testing procedures do not categorically exclude students from different cultural and socioeconomic backgrounds and environments nor does it automatically include them. (To insure the inclusion of all gifted and talented students, identification instruments and assessment measure will be sufficiently diverse and equable.)
3. Multi-criteria data includes such as the following:
 - Teacher information checklists
 - Grades and grade point average
 - Cumulative records
 - Parent inventories
 - Student interest inventories
 - Anecdotal records
 - Information from peers
 - Information from community sources
 - Student interviews
 - Information from guidance counselors
 - Creativity measures
 - Group achievement and ability scores and/or
 - Individual achievement and ability scores
4. To insure fairness, names are omitted and only the objective data listed above are considered.

Placement procedure:

Candidates will be placed in the following areas:

1. Talent pool
2. Individual Educational Plan (I.E.P.) in regular classroom
3. Individual Educational Plan (I.E.P.) in special interest group
4. Seminar classroom

Remaining in the Program

1. Each student's regular classroom progress must be maintained.
Compacting of assignments shall be employed when appropriate.
2. G/T student's progress will periodically be re-evaluated to determine if placement in the G/T program remains beneficial.

Exit Procedures:

If at any time an exit from the G/T program is being considered, a conference will be held including:

Parents
Appropriate faculty member(s)
G/T teacher
Counselor

Re-Entry procedures

In order to be re-instated in the G/T program the student must be re-evaluated and approved by the Review Team.