

SECTION 6

Academic Performance

(All grades are based on educational objectives.)

Grading System

School Board Policy - 5.15 GRADING

Parents, legal guardians, persons having lawful control of a student, or persons standing in loco parentis shall be kept informed concerning their student's progress. Parent-teacher conferences are encouraged and may be requested by parents, guardians, persons having lawful control of a student, persons standing in loco parentis, or teachers. If the progress of a student is unsatisfactory in a subject, the teacher shall attempt to schedule a parent-teacher conference. In the conference, the teacher shall explain the reasons for difficulties and shall develop, cooperatively with the parents, a remediation plan, which may enhance the probability of the student succeeding. 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.

The evaluation of each student's performance regularly serves to give the parents/guardians, students, and the school the 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 school enrollment;
2. The child's attendance at a dependency-neglect court proceeding; or
3. The child's attendance at court-ordered counseling or treatment.

Kindergarten: There will be no report cards for students in kindergarten. These students will be assessed by using a combination of checklists, teacher observations, and skills testing which measure progress in the areas of academic, physical, social, and emotional development. Parents will receive a written record of progress in one or more of these areas at each nine-week reporting period. Students will also be evaluated with the Nemo Vista End-of-year Kindergarten Evaluation to determine the degree of success achieved by each student. Students must score 88% on Nemo Vista End-of-year Kindergarten Evaluation in the area of math and/or reading to be promoted to first grade.

First Grade: The subject areas of English, Math, Phonics, and Spelling will utilize the following grading scale: (Science, Arkansas History, and Social Studies skills will be covered in the other subject areas.)

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

Grading system for 1st grade Reading shall be as follows:

81-100 = M – Mastery

76-80 = N – Needs to Improve – Recommend Retention

Students will be retested in August

0-75 = U – Unsatisfactory – Retention

Students can be retested in August

Second Grade: The subject areas of English, Math, and Spelling will utilize the following grading scale: (Arkansas History, Social Studies, and Science skills will be covered in the other subject areas.)

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

Grading system for 2nd grade Reading shall be as follows:

76-100 = M – Mastery

71-75 = N – Needs to Improve – Recommend Retention

Students will be retested in August

0-70 = U – Unsatisfactory – Retention

Students can be retested in August

Third Grade: The subject areas of English, Math, Spelling, Science, Social Studies, Arkansas History, and Health will utilize the following grading scale:

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

Grading system for 3rd grade Reading shall be as follows:

71-100 = M – Mastery

70-66 = N – Needs to Improve-Recommend Retention

Students will be retested in August

0-65 = U – Unsatisfactory – Retention

Students can be retested in August

Fourth-Fifth Grades: The subject areas of English, Math, Reading, Science, Social Studies, Arkansas History, and Health will utilize the following grading scale:

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

Sixth-Twelfth Grades: The grading scale for all courses shall be as follows:

A = 100-90

B = 89-80

C = 79-70

D = 69-60

F = 59 and Below

To determine the grade point average, the numeric value of each letter grade shall be

A = 4 points

B = 3 points

C = 2 points

D = 1 points

F = 0 points

The grade point values for Advanced Placement (AP), approved courses for weighted credit, and Intentional Baccalaureate (IB), and approved honor courses shall be one (1) point greater than for regular courses with the exception that an F shall still 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 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 (75%) in our district’s school earned in the remaining thirty (30) days of the grading period. Ten (10) days is twenty-five (25%) of forty (40) days while thirty (30) days is seventy-five (75%) of forty (40) days. Thus the final grade would be $(.25 \times 83) + (.75 \times 75) = 77\%$.

Classification of Students

Students who have:

Less than 5.5 credits..... 9th Grade

Completed more than 5.5..... 10th Grade
Completed more than 11.....11th Grade
Completed more than 16.5.....12th Grade

Kindergarten –Fifth Grades: The subject areas of handwriting, physical, social, and emotional development, music, art, library media, and conduct will be reported to parents according to the areas that are satisfactory and the areas that need improvement.

S=Satisfactory N=Needs Improvement U=Unsatisfactory

Legal References: A.C.A. § 6-15-902

A.C.A. § 9-28-113(f)

Standards for Accreditation 5-A.1

Division of Elementary and Secondary Education Rules Governing Grading and Course Credit

Date Adopted: Oct. 2010

Last Revised: July 2023

Middle School Nine Weeks Tests:

All middle school students will take a 1st and 3rd nine weeks’ test in Math and Literacy. These tests will be cumulative for the nine weeks in which the test is given and will count as a regular test grade.

Exemptions:

All students 6th through 12th Grades are eligible. To be exempt students must meet the following criteria:

- Maintain an “A” and have no more than 4 absences (excused and/or unexcused) per semester.
- Maintain a “B” and have no more than 3 absences (excused and/or unexcused) per semester.
 - Middle School students will be eligible for exemptions at the end of each semester.
 - High School students will be eligible for exemptions at the end of the **2nd Semester Only**.

Middle School: (Grade calculation for semester tests)

Grade calculation will be as follows:

- Non-Exempt Students
 $(9\text{wks grade} \times 4) + (9\text{wks grade} \times 4) + (\text{Semester Test Grade} \times 2) = \text{Raw Score}/10 = \text{Semester Grade}$
- Exempt Student
 $(9\text{wks grade}) + (9\text{weeks grade}) = \text{Raw Score}/2 = \text{Semester Grade}$

High School 1st Semester Tests:

All students 9-12 will take the 1st semester tests. These will be cumulative tests and count for 10% of the semester grade. Single semester courses may or may not give a cumulative semester test at the discretion of the teacher.

High School 2nd Semester Test Exemption:

Semester tests at Nemo Vista High School shall be comprehensive in nature and shall cover a range of material from the beginning to the end of the term (semester). Semester tests shall be given at the end of each term on days designated on the school calendar. The principal or his/her designee shall stipulate which periods will test on which days by means of a “Semester Test Schedule” with ample lead time for teachers and students to know the periods that will be tested.

Grade calculation will be as follows:

- Non-Exempt Students
(9wks grade x 4) + (9wks grade x 4) + (Semester Test Grade x 2) = **Raw Score/10 = Semester Grade**
- Exempt Student
(9wks grade) + (9weeks grade) = **Raw Score/2 = Semester Grade**

Curriculum Development

School Board Policy—5.3--- CURRICULUM DEVELOPMENT

Sequential curricula should be developed for each subject area. 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 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.

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

No curriculum or classroom instruction shall be provided on the following topics before grade five (5):

- Sexually explicit materials;
- Sexual reproduction;
- Sexual intercourse;
- Gender identity; or
- Sexual orientation.

Legal References: Standards for Accreditation 1-A.1, 1-A.4

A.C.A. § 6-15-1505(a)

A.C.A. § 6-15-2906

A.C.A. § 6-16-157

A.C.A. § 6-17-429

Date Adopted: July 2018

Last Revised: July 2024

Parent Conferences

School Board Policy – 3.30 – PARENT-TEACHER COMMUNICATION

The district recognizes the importance of communication between teachers and parents/legal guardians. To help promote positive communication, parent/teacher conferences shall be held once each semester. Parent-teacher conferences are encouraged and may be requested by parents or guardians when they feel they need to discuss their child’s progress with his/her

teacher.

Teachers are required to communicate during the school year with the parent(s), legal guardian(s), or caregiving adult or adults in a student's home to discuss the student's academic progress unless the student has been placed in the custody of the Department of Human Services and the school has received a court order prohibiting parent or legal guardian participation in parent/teacher conferences. More frequent communication is required with the parent(s) or legal guardian(s) of students who are performing below grade level.

All parent/teacher conferences shall be scheduled at a time and place to best accommodate those participating in the conference. Each teacher shall document the participation or non-participation of parent(s)/legal guardian(s) for each scheduled conference.

If a student is to be retained at any grade level or denied course credit, notice of, and the reasons for retention shall be communicated promptly in a personal conference.

Legal References: For Accreditation 5-A.1

A.C.A § 6-15-1702(b) (3) (B) (ii)

Adopted: Oct., 2010

Last Revised: July 2018

Progress Reports

Parents or guardians shall be kept informed concerning the progress of their student. Parent-teacher conferences are encouraged and may be requested by parents, guardians, or teachers. If the progress of a student is unsatisfactory in a subject, the teacher shall attempt to schedule a parent-teacher conference. In the conference, the teacher shall explain the reasons for difficulties and shall develop, cooperatively with the parents, a plan for remediation which may enhance the probability of the student succeeding. The school shall also send timely progress reports and issue grades for each nine-(9) week grading period to keep parents/guardians informed of their student's progress

Report Cards

Report cards are issued every nine weeks throughout the school year. Parents are to sign and return (elementary only) the report card to their child's homeroom teacher. The fourth nine weeks report card will indicate grade advancement or retention. This report card need not be returned.

Legal References: A.C.A § 6-15-902

State Board of Education: Standards of Accreditation 12.02

Arkansas Department of Education Rules and Regulations Governing

Uniform Grading Scales for Public Secondary Schools

Date Adopted: Oct. 2010

Last Revised: May 2016

Homework Policy

School Board Policy -5.14 HOMEWORK

Homework is considered to be part of the education program of the District. An assignment 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 each day.

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

Date Adopted: October 2010

Last Revised: July 2018

Middle School/High School Homework Policy:

When homework is not completed on the predestined time set by the teacher the homework is considered late. Once homework is considered late the teacher will document the occasion and notify the principal. Failure to complete homework could result in disciplinary action.

Legal Reference: State Board of Education Rules & Regulations: Accreditation Standards 10.07

Date Adopted: Oct. 2010

Last Revised: July 2020

Testing Program

Nemo Vista School District's testing program consists of the regular classroom academic test used to measure competence and mastery of the material presented in each class. Additionally, elementary achievement tests, Early Star Reading assessment, Star Reading, Star Math, aptitude tests, and interest inventories may be used to plan instructional techniques and programs.

The State Examinations are given in the spring to required grades. The tests are administered during the spring semester in the areas of mathematics, literacy, and science. Results from these tests are used to track student's achievement, identify weak areas, and evaluate the school's curriculum. A copy of scores from these tests will be sent home to parents, and a copy will be kept in the student's permanent record.

The ASVAB is an aptitude test administered to students in the 11th and 12th grades by the armed services. It yields a verbal and mathematical ability score, as well as, student aptitude in other areas.

The school administers, upon sufficient interest by the students, the PSAT (Primary Scholastic Aptitude Test) to students in grades nine, ten, and eleven, respectively, who are considering attending college upon graduation from high school.

Students may take the ACT and SAT tests at selected locations around the state.

Last Revised: July 2018

Intensive Reading Intervention(s)

Intensive Reading Intervention(s) (IRI) are research-based interventions developed by a committee for students who score below basic in reading on the ITBS in grades 1-2. Students in kindergarten will be placed on IRIs based on fall testing conducted by classroom teachers and the K-2 reading interventionist. The district shall notify the student's parent(s) of the parent's role and responsibilities as well as the consequences for the student's failure to participate in the plan. Students identified for an IRI plan who do not participate in the program shall be retained.

School Improvement Plans

School Board Policy 5.2 ---- Planning for Educational Improvement

Each school in the district in collaboration with administrations, 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 the interventions and practices for effectiveness;
- Describe the timeline and procedures for evaluation of the interventions and practices for effectiveness; and
- Evaluate and modify a parent, family, and community engagement plan.

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

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

- Statewide assessment results;
- Interim assessment results;
- 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 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 SLIP, 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 school, 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;
- Establish, evaluate, and update a parent, family, and community engagement plan; and
- Direct the use of Enhanced Student Achievement funding for strategies to close gaps in academic achievement.

If the District 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.

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

- Goals for improving reading achievement throughout the District; and
- Information regarding the prioritization of funding, including without limitation, Enhanced Student Achievement funding, for strategies to improve reading achievement throughout the District.

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 annually 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, with the most recent annual report posted by August 1 of each year. 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

DESE Rules Governing the Arkansas Educational Support and Accountability Act

DESE Rules Governing Parental Involvement Plans and Family and Community Engagement

DESE Rules Governing Documents Posted to School District and Education Service Cooperative Websites

Standards for Accreditation 1-B.4, 3-B.1, 3-B.2, 3-B.2.1, 5-A.1

Commissioner's Memo COM-20-021

Date Adopted: July 2018

Last Revised: June 2022

Alternative Education

School Board Policy 5.26---Alternative Education

Nemo Vista School 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.

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, legal guardian, person having lawful control of the student, or person standing in loco parentis (if they choose to participate);
 - The District shall document its efforts to contact the student's parent, legal guardian, persons having lawful control of the student, or person standing in loco parentis to schedule a meeting or a phone call for a placement meeting at the convenience of the parent, legal guardian, person having lawful control of the student, or person standing, or person standing in loco parentis, and maintain such documentation in the student's Student Action Plan (SAP)
- LEA special education/504 representatives (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 (2) of the following characteristics:

1. Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics;
2. Abuse: Physical, mental, or sexual;
3. Frequent relocation of residency;
4. Homelessness;
5. Inadequate emotional support;
6. Mental/physical health problems;
7. Pregnancy;
8. Being a single parent;
9. Personal or family problems or situations;
10. Recurring absenteeism
11. Dropping out of school; or
12. Disruptive behavior

Before or upon entry in the ALE, the ALE program shall assess the student to provide intervention services designed to address the student's specific educational and behavioral needs, with a focus for behavioral needs on long-term improvement of the student's ability to control the student's behavior.

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, the legal guardian, the person having lawful control of the student, or person standing in loco parentis (if they choose to participate); and the student, outlining the responsibility of the ALE; parent, legal guardian, person having lawful control of the student, or person standing in loco parentis; and the student to assure 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. The SAP may be revised from time to time by the ALE placement team. The SAP shall contain at a minimum:

- a) A plan of intervention services to be provided to address the student's specific educational needs and, if appropriate, the student's behavioral needs;
- b) Goals and objectives necessary to achieve positive reintegration into the regular educational environment;
- c) Exit criteria on which to base a student's return to the regular educational environment;
- d) Documentation of the presence of the characteristics listed above that were the reason for the student's referral to the ALE program;
- e) Documentation of the specific ALE programming and supports that will address each identified characteristic or situation causing a barrier to the student's success; and
- f) A positive behavior or transitional plan prior to a student's return to the regular educational environment.

The district's ALE program shall follow the class size, staffing, curriculum, and expenditure requirements identified in the Division of Elementary and Secondary Education (DESE) Rules.

Legal References: A.C.A. § 6-20-2305(b) (2)
 A.C.A. § 6-48-101 et seq.
 DESE Rules Governing Student Special Needs Funding---3.01, 4.00, and 8.0
 DESE Rules Governing Student Discipline and School Safety

Date Adopted: Oct. 2010

Last Revised: July 2022

School Board Policy 5.26.1 ---Alternative Learning Environment Program Evaluation

The District's Alternative Learning Environment (ALE) program shall be evaluated at least annually to determine its overall effectiveness at providing a non-punitive environment that

- is conducive to learning;
- eliminates traditional barriers to learning;
- Complies with the Division of Elementary and Secondary Education Rules Governing Student Special Needs Funding.

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 References: A.C.A. § 6-15-2914

DESE Rules Governing Student Special Needs Funding

Date Adopted: June 2018

Last Revised: July 2024

Retention Policy

School Board Policy 4.55---Student Promotion and Retention

A disservice is done to students through social promotion and is prohibited by state law. The district shall, at a minimum, evaluate each student annually to help each student who is not performing at grade level. Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis shall be kept informed concerning the progress of their student(s). Notice of student's possible retention shall be included with the student's grades sent home to each parent/guardian or the student if 18 or older. Parent-teacher conferences are encouraged and may be held as necessary to improve a student's academic success.

Each time a student is assessed by use of a high-quality literacy screener, with results at least once each semester, the Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis, and teacher(s) of a student in kindergarten through eighth (8th) grade shall be notified in writing of the student's independent grade-level-equivalency in reading and, in a parent friendly manner, the student's reading progress.

Any grades, course credits, and /or promotions received by a student while enrolled in the Division of Youth Services system of education shall be considered transferable in the same manner as those grades, course credits, and promotions from other accredited Arkansas public educational entities.

Promotion or retention of students, or their required retaking of a course shall be primarily based on the following criteria. If there is doubt concerning the promotion or retention of a student or his/her required retaking of a course, a conference shall be held before a final decision is made that includes the following individuals:

- a) The building principal or designee;
- b) The student's teacher(s);
- c) School counselor
- d) A 504/special education representative (if applicable); and
- e) The student's parents, legal guardians, persons having lawful control of the student, or persons standing in

loco parentis.

The conference shall be held at a time and place that best accommodates those participating in the conference. The school shall document participation or non-participation in required conferences. If the conference attendees fail to agree concerning the student's placement or receipt of course credit, the final decision shall rest with the principal or the principal's designee.

Each student shall have a **student success plan (SSP)** developed by school personnel in collaboration with the student's parents and the student that is reviewed and updated annually. A student's SSP shall use multiple academic measures to personalize learning for students to achieve their grade-level expectations and individual growth. The SSP will identify if the student requires additional support or acceleration. Academic measures to be used in creating and updating a student's SSP shall include, but are not limited to:

- Statewide student assessment results;
- Subject grades;
- Student work samples; and
- Local assessment scores.

The SSP for a student in kindergarten through grade three (K-3) who does not meet the reading standard As set by the state board and determined by a high-quality literacy screener or the statewide assessment shall include an individual reading plan for each student. An individual reading plan shall include:

1. The student's specific, diagnosed reading skill needs, including without limitation:
 - Phonemic awareness;
 - Phonics decoding;
 - Text reading fluency;
 - Vocabulary-building strategies; and
 - Self-regulated use of reading comprehension strategies, as identified by high-quality literacy screener data;
2. The goals and benchmarks for the student's growth;
3. How the student's progress will be monitored and evaluated;
4. The type of additional instructional services and interventions the student may receive;
5. The intensive, evidence-based literacy intervention program aligned to the science of reading the student's teacher will use to address the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension;
6. The strategies the student's parents, legal guardians, or persons standing in loco parentis to the student are encouraged to use in assisting the student to achieve the student's reading goal; and
7. Any additional services the student's teacher determines are available and appropriate to accelerate the student's reading skill development.

All parents, legal guardians, or persons standing in loco parentis shall be notified in writing:

- a. Of the content of their child's independent reading plan and progress on the independent reading plan throughout the year; and
- b. By no later than October 1 of each year, or as soon as practicable if a student's reading need is identified after October 1:
 - Of their student's eligibility to participate in the literacy tutoring grant program;
 - The process for applying for the literacy tutoring grant program; and
 - Other information provided by DESE.

For each student who does not meet the reading standard established by the state board by the end of the third (3rd) grade, including students who are promoted to the fourth (4th) grade under a good cause waiver, the District, during the subsequent summer and school year, shall:

- a. Provide at least ninety (90) minutes of evidence-based literacy instruction aligned to the science of reading during each school day;
- b. Assign the student to:
 - If the District has a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years, a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years; or
 - If the District is unable to identify a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years, a teacher:
 - With a highly-effective rating according to the Teacher Excellence and Support System, when possible; or
 - Deemed to be a high-performing teacher as defined by a Master Professional Educator designation.
- c. Provide parents, legal guardians, or persons standing in loco parentis to students with a “read-at-home” plan to support student early literacy growth, which shall include evidence-based science of reading strategies and tools that are aligned to a student’s individual reading plan for parents, legal guardians, or persons standing in loco parentis to use with their student;
- d. Notify parents, legal guardians, or persons standing in loco parentis to a student regarding their student’s eligibility for a literacy tutoring grant;
- e. Be given priority to receive a literacy tutoring grant; and
- f. Be given the option to participate in additional intensive, evidence-based literacy intervention programs aligned to the science of reading.

The SSP of a student in kindergarten through grade eight (K-8) who is not performing at or above grade level on the state assessment, as defined by the State Board of Education shall include a math intervention plan. The math intervention plan may include the:

1. Provision of each student with access to high-dosage, targeted math tutoring in the subsequent school year, which shall include three (3) or more tutoring sessions a week in a one-on-one or small-group setting;
2. Assignment to:
 - if the District has a teacher with a value-added model score in the top quartile statewide in math for the previous three (3) years, a teacher, with a value-added model score in the top quartile statewide in math for the previous three (3) years; or
 - if the District is unable to find a teacher with a value-added model score in the top quartile statewide in math for the previous three (3) years, a teacher:
 - With a highly-effective rating in the Teacher Excellence and Support System, when possible; or
 - Deemed to be a high-performing teacher as defined by a Master Professional Educator designation; and
3. Provision of each student with extended time on math instruction during or after school.

All parents, legal guardians, or persons standing in loco parentis shall receive written notification of their student's math intervention plan and progress on the student’s math intervention plan throughout the school year.

By the end of grade eight (8), the student’s SSP shall;

- Guide the student along pathways to graduation
- Address accelerated learning opportunities
- Address academic deficits and interventions; and

- Include college and career planning components.

Based on the student's score on the college and career assessment:

- The student's SSP will be updated to assist the student with college and career readiness skills, course selection in high school, and improved academic achievement; and
- Provide a basis for counseling concerning postsecondary preparatory programs.

A student's SSP shall include the recommended sequence of courses for successful completion of the diploma pathway selected by the student but be sufficiently flexible to allow the student to change the student's selected diploma pathway. The school counselor shall meet with the student's parent, legal guardian, or persons standing in loco parentis and the student to review the student's SSP annually and to revise the student's SSP as necessary to identify the courses to be taken each year until all required core courses are completed. Part of the review shall include an explanation of the possible impacts the revisions to the plan might have on the student's graduation requirements and postsecondary education goals. Any change made to a student's SSP as part of the review that amends the student's diploma pathway shall be structured to ensure that the student will meet the high school graduation requirements for the student's chosen diploma pathway and be qualified for admission to a postsecondary educational institution or to enter the workforce. After each review, the student's SSP shall be signed by the student; student's parent, legal guardian, or person standing in loco parentis to the student; and the school counselor.

An SSP shall be created;

1. By no later than the end of the school year for a student in grade eight (8) or below who enrolls in the District during the school year; or
2. As soon as reasonably possible for a student in grade nine (9) or above who enrolls in the District at the beginning or during the school year.

A student's individualized education program (IEP) may act in the place of the student's SSP if the IEP addresses academic deficits and interventions for the student's failure to meet standards-based academic goals at an expected rate or level and includes a transition plan that addresses college and career planning components. Promotion or retention of students with an Individual Educational Plan (IEP) shall be based on their successful attainment of the goals outlined in their IEP.

Students who either refuse to sit for a Statewide assessment or attempt to boycott a State assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are originally administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity, including school dances, prom, homecoming, senior events, and may be prevented from walking or participating in graduation exercises. The student shall remain ineligible to participate until the student takes the same or a following statewide assessment, as applicable. The Superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances. Students failing under the provisions of this paragraph shall be permitted to attend curriculum-related field trips occurring during the school day.

(Nemo Vista Elementary: Emphasis will be placed on reading when retention is being considered in grades 4th-5th. In grades 1st -3rd, students will be retained if reading grades are below mastery level.)

Cross References: 3.30—PARENT-TEACHER COMMUNICATION
 4.56—EXTRACURRICULAR ACTIVITIES - SECONDARY SCHOOLS
 4.56.1—EXTRACURRICULAR ACTIVITIES – ELEMENTARY
 5.13—STUDENT INTERVENTION SERVICES AND SUMMER SCHOOL

Legal References: A.C.A. § 6-15-2001
 A.C.A. § 6-15-2005
 A.C.A. § 6-15-2006

A.C.A. § 6-15-2907
A.C.A. § 6-15-2911
A.C.A. § 6-17-429
A.C.A. § 6-17-431
A.C.A. § 9-28-205
DESE Rules Governing the Arkansas Educational Support and Accountability Act
DESE Rules Governing Grading and Course Credit
Murphy v. State of Ark., 852 F.2d 1039 (8th Cir. 1988)

Date Adopted: Oct. 2010

Last Revised: July 2023

Summer School

School Board Policy 5.13 – Summer School

The Nemo Vista School District will offer a summer school program if the board and administration deem it necessary. The Nemo Vista School District shall offer remediation programs during the school year to those students in kindergarten through third grade (K-3) not performing at grade level.

Legal Reference: A.C.A. § 6-16-704

Date Adopted: Oct. 2010

Gifted and Talented

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

Possession of these gifts and talents, or the potential for their development, will be evidenced through an interaction of above-average intellectual ability, task commitment and/or motivation, and creative ability.

The overall objective of the program is to improve research, thinking, and communication skills in children who have been identified as gifted by providing a flexible curriculum that is qualitatively different, above and beyond what is provided in the standard school program. This program is intended to provide students with opportunities which will further develop 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.

Students will work in all areas of curriculum but with a major emphasis in the areas of language arts, mathematics, science, and social studies. The learning experiences in which the students participate will be to broaden and enrich. Specific subject areas and amount of time spent will vary from class-to-class, depending on student interest.

The process for identifying:

1. Nominations are accepted throughout the year.
2. Parental permission is sought to test.
3. Parents fill out appropriate forms.
4. Data is collected from a variety of sources for the case study.
5. Case study is reviewed by the identification committee.
6. Placement is decided.

After final identification of a student is made, parents will be sent a letter informing them of their child's selection for participation in the program. Parents will be required to sign a permission form before their child may participate in the program.

Students' progress and performance are reviewed annually after placement. An exit policy is in place if needed.