

Comprehensive Progress Report

Mission:

The mission of the Gosnell School District is to support each of its schools in accomplishing their missions and goals for providing the educational opportunities that enable their students to pursue and succeed in their college and career choices.

Goals:



! = Past Due Actions KEY = Key Indicator						
Core Function:		District Context and Support for School Improvement				
Effective Practice:		Improving the school within the framework of district support				
		IA10	The district regularly reallocates resources to support school, staff, and instructional improvement.(10)(AllDistricts)	Implementation Status	Assigned To	Target Date

<p><i>Initial Assessment:</i></p>	<p>Each teacher submits to their school principal orders for needed materials and supplies for the current school year. The principal reviews orders and discusses with the teacher if necessary to clear any issues that arise. The principal then includes the orders in their school's overall budget that they submit to the superintendent. The superintendent reviews and discusses the budget with the principal to clear any issues that arise prior to any orders being placed.</p> <p>Each school has a leadership team that reviews needs throughout the school year and can submit requested changes to the budget to meet needs that may arise. The district leadership team will consider these and recommend additional changes to the budget in weekly staff meetings and bi-monthly district leadership team meetings.</p> <p>Throughout the school year, district leaders are constantly reviewing and revising the budget to meet student and instructional needs that arise.</p> <p>This process is repeated annually and the superintendent has plans to expand on this system to give leadership more understanding of the entire budgeting process required by the state and effective use of limited school resources.</p>	<p>Full Implementation 09/29/2015</p>		
--	--	---	--	--

	IA13	The district works with the school to provide early and intensive intervention for students not making progress.(13)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Current elementary programs include Title I Reading and Math, dyslexia interventions, after school tutoring and intervention with Hybride software. Several sources of data are used to determine placement and effectiveness including DIBELS, NWEA Growth assessment, STAR Reading, STAR Math, and ACT Aspire Interim & Summative assessments. Current secondary programs include before & after school tutoring, Compass Learning remediation and credit recovery, IXL for remediation and enrichment. STAR Reading and ACT Aspire interim & summative assessments are used to determine program effectiveness and students in need of interventions or enrichment.	Limited Development 09/27/2017		
<i>How it will look when fully met:</i>		The K-2 tutoring should align with the Phonics First reading instruction started this year rather than using the Hybride for remediation. Grades 3-6 will continue using the Hybride program for remediation for students who are below the ready level on the ACT Aspire. Newly acquired resources--IXL, AR-360, Mystery Science, and Digital Techbooks in science and social studies will be utilized to improve both interventions and regular classroom instruction & learning. More frequent and intense use of current intervention programs will be implemented to serve more students and to improve service delivered to students who are currently being served. Data will be reviewed at monthly leadership meeting to determine effectiveness of each program and recommend needed changes for improvement.		Kevin Evans	01/31/2018
<i>Action(s)</i>	<i>Created Date</i>				
<i>Notes:</i>					

IA14		The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.(14)(AllDistricts)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are recruiting teachers who are located in our area and teachers who are outside our area to bring in new ideas. We put ads in the Blytheville Courier News, Jonesboro Sun, and on www.teacherteacher.com.	Limited Development 12/15/2015		
		Priority Score: 1 Opportunity Score: 3	Index Score: 3		
<i>How it will look when fully met:</i>		The team will discuss and develop a set of recruiting, hiring, and training guidelines to be utilized by district and school supervisors who are responsible for filling needed positions. These guidelines will be used as a checklist and submitted to the district office after position has been filled. The final draft of the guidelines and the checked off lists will serve as the evidence that this objective is fully met.	Objective Met 03/30/16	Kevin Evans	03/30/2016
Action(s)	Created Date				
1	2/29/16	Lead discussion of current district practices and future needs related to recruiting, hiring, and training of needed personnel to promote school improvement.	Complete 03/30/2016	Kevin Evans	01/29/2016
		<i>Notes:</i> Create a checklist of current practices and add recommendations discussed at the meeting.			
2	2/29/16	Present checklist to the team for further discussion so it can be finalized at the March meeting.	Complete 03/30/2016	Kevin Evans	02/25/2016
		<i>Notes:</i> Checklist will be provided for review with the goal to finalized at March meeting.			
3	2/29/16	Finalize the guidelines and instruct supervisors to use and submit with final hiring decisions.	Complete 03/30/2016	Kevin Evans	03/30/2016
		<i>Notes:</i> Team members will bring to the March meeting any recommended changes or additions to the guidelines so they can be finalized and utilized in the future.			
<i>Implementation:</i>			03/30/2016		
<i>Evidence</i>		3/30/2016 We developed the following Personnel Recruitment Guidelines for Gosnell School District: Gosnell School District Personnel Recruitment Guidelines			

The leadership of the Gosnell School District should use the following guidelines for recruiting, placing, training, and supporting the personnel needed to competently address school improvement.

1. Advertise in local and regional newspapers (Courier News, Jonesboro Sun) and expand to state and bordering state newspapers for shortage areas when necessary.
2. Post job vacancies on the district website, facebook, and twitter accounts.
3. Post job vacancies on the AAEA website.
4. Post job vacancies on teachers-teachers website, especially for shortage areas.
5. Ask current employees for recommendations for possible recruitment.
6. Contact colleges and universities for possible candidates.
7. Filter all applications for best possible applicants to set up interviews.
8. Assemble an interview team and have members call references of the selected applicants.
9. Design interview questions to determine if applicants are a good fit for the district and school vision and mission.
10. Design a scale for rating each candidate.
11. Set up interviews with the team for interested applicants.
12. In addition to state requirements, use student achievement, classroom instruction, and evaluation data to set up appropriate professional development plans to train and support all employees in areas of need that would best support school improvement.

In addition to these steps the district should consider the following.

1. Participate in student internships and recruiting those that have demonstrated strong skills in areas of need.
2. Attend any local, regional, and/or state job fairs to recruit personnel especially for areas of shortage.
3. Start a future teacher program for students.
4. Use video for teacher self-evaluation and improvement.
5. Take advantage of all organizations that can provide professional development needed for school improvement: APSRC, CRESC, AAEA, etc.
6. Hire other entities to provide needed professional development when it cannot be provided locally or through readily available sources.

<i>Experience</i>	3/30/2016 It forced us to look at our hiring practices and recruitment process. It opened our eyes to consider recruiting outlets. It opened up lines for district wide communication.				
<i>Sustainability</i>	3/30/2016 We will continue to reevaluate this process. We will continue to utilize and update the training document.				
		IA15	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>Each school is given the responsibility to make their own decisions about budgets, schedules, and personnel. For budgets, each teacher submits to their school principal orders for needed materials and supplies for the current school year. The principal reviews orders and discusses with the teacher if necessary to clear any issues that arise. The principal then includes the orders in their school's overall budget that they submit to the superintendent. The superintendent reviews and discusses the budget with the principal to clear any issues that arise prior to any orders being placed. Each school has a leadership team that reviews needs throughout the school year and can submit requested changes to the budget to meet needs that may arise. The district leadership team will consider these and recommend additional changes to the budget in weekly staff meetings and bi-monthly district leadership team meetings. Throughout the school year, district leaders are constantly reviewing and revising the budget to meet student and instructional needs that arise based on student achievement data from both state and local assessments. This process is repeated annually. For schedules, the principal, with input from the school leadership team develops teacher and staff schedules based on current student and building needs.</p> <p>For personnel each school recruits, interviews, hires, and trains for positions that occur throughout the year. The principal at each school will advertise locally, regionally, and at the state level for licensed candidates. Applications are then screened by the school leadership team, and some are scheduled an interview with the leadership team. The leadership team then checks references on each possible candidate, and provides input to the principal's decision on who to recommend to the superintendent and school board for hire.</p>	Full Implementation 09/29/2015			

Core Function:		District Context and Support for School Improvement			
Effective Practice:		Taking the change process into account			
IB13		The district monitors progress of the extended learning time programs and other strategies related to school improvement.(4542) (AllDistricts)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We use various sources of data to monitor progress in school improvement. We use AIP/IRI data in school improvement.	Limited Development 12/15/2015		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		The viability of all extended time and other special programs will be evaluated each year through the review of all data components affected by the particular program. Decisions will be made to continue funding each program based on improved student achievement as demonstrated on state assessments, MAP assessments, grades, graduation rate, and number of students completing remediation and/or recovering credit. A review of the additional cost to run each program will also be considered to determine if the cost is worth the results.	Objective Met 09/12/17	Tiffany Kennemore	05/19/2017
<i>Action(s)</i>	<i>Created Date</i>				
1	3/1/16	Assign team members to collect data needed for evaluation of each program.	Complete 03/29/2017	Kevin Evans	02/24/2017
		<i>Notes:</i> Need pre and post data for high school extended time tutoring, credit recovery, summer credit recovery, summer AIP, and special ed resource programs. Need pre and post data for elementary after-school tutoring, AIP, dyslexia, Title I, and special ed resource programs.			
2	3/1/16	Collect data for Summer credit recovery and AIP programs and data, during school credit recovery programs, and special ed resource programs.	Complete 04/27/2016	Stephanie Hancock	04/21/2017
		<i>Notes:</i> For all students in each program, we need pre and post data from state assessments, MAP assessments, graduation rate, and students attempting and completing credit recovery.			
3	3/1/16	Collect pre and post data related to students participating in elementary programs.	Complete 05/30/2017	Tiffany Kennemore	04/28/2017
		<i>Notes:</i> Need state assessment and MAP assessment data for all students in extended tutoring, special ed resource, and Title I programs.			
4	3/1/16	Collect data on costs of all the programs.	Complete 04/26/2017	Elizabeth Bryce	04/28/2017

Notes: Need cost to run tutoring programs for both secondary and elementary, credit recovery, resource, and Title I.

Implementation:

09/12/2017

Evidence

9/12/2017

People and timelines have been developed to insure that activities are taking place to make sure the program evaluation process continues each year.

9/12/2017

A process for collecting and evaluating data related to all programs for school improvement has been put in place and will be implemented each year.

9/12/2017

A process for collecting and disaggregating data for program evaluation has been developed and will be implemented each year.

9/12/2017

A process for collecting and disaggregating data for program evaluation has been developed and will be implemented each year.

9/12/2017

aso;dfmas,dfnasl;kdjfn

9/12/2017

aso;dfmas,dfnasl;kdjfn

9/12/2017

aso;dfmas,dfnasl;kdjfn

9/12/2017

aso;dfmas,dfnasl;kdjfn

9/12/2017

aso;dfmas,dfnasl;kdjfn

9/12/2017

aso;dfmas,dfnasl;kdjfn

9/12/2017

A process for collecting and disaggregating data for program evaluation

has been developed and will be implemented each year.

9/14/2017

A process for collecting and disaggregating data for program evaluation has been developed and will be implemented each year.

Experience

9/12/2017

We have discovered that this will have to be an ongoing process. It helped us to be informed about our programs and determining if they need to be continued or eliminated.

9/12/2017

We discovered that this must be an ongoing process to evaluate all of our programs and interventions each year to determine the effectiveness of each one to make decisions to continue or discontinue each initiative.

9/12/2017

We discovered that this must be an ongoing process to make sure programs are being used effectively to improve student achievement and to determine which programs should be eliminated, continued, or expanded.

9/12/2017

We discovered that this must be an ongoing process to make sure programs are being used effectively to improve student achievement and to determine which programs should be eliminated, continued, or expanded.

9/12/2017

a'sdlnaldfjas;dlkjf

9/12/2017

a'sdlnaldfjas;dlkjf

9/12/2017

a'sdlnaldfjas;dlkjf

9/12/2017

a'sdlnaldfjas;dlkjf

9/12/2017

a'sdlnaldfjas;dlkjf

9/12/2017

a'sdlnaldfjas;dlkjf

9/12/2017

We discovered that this must be an ongoing process to make sure programs are being used effectively to improve student achievement and to determine which programs should be eliminated, continued, or expanded.

9/14/2017

We discovered that this must be an ongoing process to make sure programs are being used effectively to improve student achievement and to determine which programs should be eliminated, continued, or expanded.

Sustainability

9/12/2017

We will need to continue collecting data for each of our improvement initiatives and evaluating them to determine if they need to be continued in the future or not.

9/12/2017

Data must continue to be collected and evaluated each year.

9/12/2017

Data must be collected for each program and an evaluation of each program's effectiveness must be made each year.

9/12/2017

Data must be collected for each program and an evaluation of each program's effectiveness must be made each year.

9/12/2017

sdkflasodjfasldkjf

9/12/2017

sdkflasodjfasldkjf

9/12/2017

sdkflasodjfasldkjf

9/12/2017

sdkflasodjfasldkjf

9/12/2017

sdkflasodjfasldkjf

9/12/2017

sdkflasodjfasldkjf

9/12/2017

Data must be collected for each program and an evaluation of each program's effectiveness must be made each year.

9/14/2017

Data must be collected for each program and an evaluation of each program's effectiveness must be made each year.

Core Function:		District Context and Support for School Improvement			
Effective Practice:		Clarifying district-school expectations			
	IC02	The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress.(29)(AllDistricts)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The District Special Services Director will be the central office contact person for the schools as it pertains to federal programs, special education, and gifted and talented education. The District Assistant Superintendent will be the central office contact person for the schools as it pertains to curriculum, instruction, and instructional technology. These individuals will provide constructive criticism and support as they maintain a balance between support and pressure to improve their school's performance and student achievement.	Full Implementation 09/28/2015		
	IC05	The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school.(32)(AllDistricts)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The district has a curriculum, but needs to organize it electronically for collaborative updates to be more efficient and timely.	Limited Development 09/28/2015		
<i>How it will look when fully met:</i>		The newly designed curriculum will be a simple digitized table of topics for each subject area based on Arkansas State Standards. It will be easy for teachers to read, understand, use, and modify as needed. Each topic will include a standard, an overarching text and guiding question or prompt that the student must be able to complete to demonstrate proficiency. Details for lesson plans such as vocabulary and other supplementary reading and writing assignments will be left to the teacher to develop so that students will build the knowledge and skills necessary to be able to answer the guiding questions or complete the prompt outlined in the curriculum for each topic. To ensure literacy immersion in each subject area it will also include the number of major and short writing assignments that must be completed each quarter for each subject area.		Kevin Evans	05/24/2019
Action(s)	Created Date		16 of 22 (73%)		
1	9/22/16	Select texts and guiding questions/prompts for the 7-8 science curriculum topics.	Complete 04/26/2017	Stephanie Hancock	05/22/2017
<i>Notes:</i> This will require discussing with teachers to find out what they are currently using as well as research to find new texts. Teachers should be involved in this research.					

2	9/14/17	Select texts and guiding questions/prompts for the 9-12 science curriculum topics.		Stephanie Hancock	12/12/2018
<p><i>Notes:</i> Since the state requires high school to implement the new science standards in the 2018-19 school year, the high school should work on developing a new science curriculum to align with these new standards. They should include the Discovery Ed science digital techbook, the Renaissance 360 informational text, as well as other resources in the development of this curriculum. Chromebooks and other technology should be included as well. The curriculum for first semester should be completed by the end of this school year, so that the first year of implementation can begin as required. The second semester should be finalized before by the end of the first semester but work should begin on it this school year.</p>					
3	9/22/16	Select texts and guiding questions/prompts for the K-6 science curriculum topics.		Jackie Camp	05/23/2018
<p><i>Notes:</i> This will require discussing with teachers what they are currently using as well as research to find additional recommended texts. Will want to get the teachers involved in this research.</p>					
4	9/14/17	Incorporate some Accelerated Reader 360 informational text into the elementary social studies curriculum for this school year.		Nancy Henson	11/15/2017
<p><i>Notes:</i> Since the leadership team decided to commit to Renaissance 360 we need to make sure we are incorporating it into our curriculum as we implement and update it throughout the year.</p>					
5	9/14/17	Incorporate some Accelerated Reader 360 informational text into the secondary social studies curriculum for this school year.		Kathy Hodge	11/15/2017
<p><i>Notes:</i> Since the leadership team committed to the Renaissance 360 program we need to insure that it is incorporated into the curriculum as it is implemented and updated throughout this school year.</p>					
6	2/29/16	Select texts and guiding questions/prompts for the 3-6 social studies curriculum topics.	Complete 03/29/2017	Nancy Henson	04/21/2017
<p><i>Notes:</i> Use teacher input and currently available resources to develop the initial list, which can and should be modified over time as the curriculum is implemented and daily lessons are developed.</p>					
7	2/29/16	Select texts and guiding questions/prompts for the 7-8 social studies curriculum topics.	Complete 11/22/2016	Kathy Hodge	12/14/2016
<p><i>Notes:</i> Use teacher input and currently available resources to develop the initial list, which can and should be modified over time as the curriculum is implemented and daily lessons are developed.</p>					

8	2/29/16	Select texts and guiding questions/prompts for the 9-12 social studies curriculum topics.	Complete 05/24/2017	Kathy Hodge	05/16/2017
<i>Notes:</i> Use teacher input and currently available resources to develop the initial list, which can and should be modified over time as the curriculum is implemented and daily lessons are developed.					
9	9/22/16	Develop the district curriculum form for K-12 science.	Complete 10/21/2016	Kevin Evans	10/03/2016
<i>Notes:</i> This form will be based on the same template as used for social studies.					
10	9/22/16	Enter 7-8 science standards into curriculum form according to the quarter they will be addressed.	Complete 11/22/2016	Stephanie Hancock	10/21/2016
<i>Notes:</i> This needs to be set up prior to entering selected texts. Science teachers will need to prioritize standards and provide feedback on which quarter the standards will be addressed.					
11	9/22/16	Enter K-6 science standards into the curriculum form according to the quarter they will be addressed.	Complete 11/22/2016	Shannon O'Neal	11/11/2016
<i>Notes:</i> K-6 science teachers will need to prioritize the standards and provide feedback on what quarter they will be addressed prior to entering into the curriculum form.					
12	9/22/16	Collect elementary classroom data on the 7 elements of effective instruction to report at next meeting.	Complete 11/22/2016	Debbie Wammack	10/19/2016
<i>Notes:</i> School leadership team should decide on which element to focus and visit classrooms to collect data to report at next meeting.					
13	9/22/16	Collect secondary classroom data on the 7 elements of effective instruction to report at next meeting.	Complete 11/22/2016	Len Whitehead	10/19/2016
<i>Notes:</i> School leadership team should decide on which element to focus and visit classrooms to collect data for report at next district leadership team meeting.					
14	9/22/16	Provide secondary teachers with training in the 7 elements of effective lessons.	Complete 08/11/2016	Len Whitehead	05/22/2017
<i>Notes:</i> Principals should use instructional facilitators and lead teachers throughout the school year to provide training to teachers in the 7 elements of effective lessons. School leadership teams should visit classrooms throughout the school year to determine their use of the elements.					
15	9/22/16	Provide elementary teachers training in the 7 elements of effective lessons.	Complete 04/26/2017	Debbie Wammack	05/22/2017

		<i>Notes:</i> Principals should use instructional facilitators and lead teachers throughout the school year to provide training to teachers in the 7 elements of effective lessons. School leadership teams should visit classrooms throughout the school year to determine their use of the elements.			
16	2/29/16	Set up an initial meeting with instructional facilitators to determine the current state of the district curriculum and begin planning for the revised curriculum.	Complete 02/12/2016	Stephanie Hancock	02/12/2016
		<i>Notes:</i> Instructional facilitators need to bring current curriculum documents either printed or digitized that the schools are using to guide lesson plan development and instruction. Bring any other information of interest that is related to curriculum development.			
17	2/29/16	Write a summary of Leading with Focus and send out to curriculum development team to determine if this is the direction the district should go and set up next curriculum planning meeting.	Complete 02/18/2016	Kevin Evans	02/18/2016
		<i>Notes:</i> Team members need to read summary prior to next meeting and be prepared to discuss and question implementation of the Focus initiative.			
18	2/29/16	Order and distribute Michael Schomoker's book, Leading with Focus to all district leadership team members for team book study.	Complete 08/17/2016	Kevin Evans	02/25/2016
		<i>Notes:</i> Since the curriculum development team was in favor of further investigation a decision was made to get permission from superintendent to order the books for the leadership team members that did not already have it.			
19	2/29/16	Begin design of social studies curriculum by entering social studies standards into template, and think about the order and quarter each should be assigned as they are entered.	Complete 05/11/2016	Kevin Evans	03/04/2016
		<i>Notes:</i> All instructional facilitators will enter a portion of these standards except K-2 who will begin selecting possible text to use for that grade level. Social studies teachers will be asked to review the standards to determine which 50% are most critical for the students. This will guide the curriculum development team in their selection of topics, texts, guiding questions/prompts for the curriculum document, and social studies teachers will be used as a resource for selection of these also.			
20	2/29/16	Select texts and guiding questions/prompts for the K-2 social studies curriculum topics.	Complete 04/26/2017	Nancy Henson	05/17/2017

<p><i>Notes:</i> Use teacher input and currently available resources to develop the initial list, which can and should be modified over time as the curriculum is implemented and daily lessons are developed. A Bookflix subscription will be a budget item for this task.</p>					
21	9/27/17	Incorporate Discovery Social Studies techbooks into the secondary curriculum document.		Kathy Hodge	04/25/2018
<p><i>Notes:</i> Meet with social studies teachers throughout the year to make sure they are incorporating those parts of the Discovery social studies techbooks into the curriculum document where they match with ADE standards.</p>					
22	9/27/17	Incorporate the Discovery social studies techbooks into the elementary curriculum document.		Nancy Henson	04/25/2018
<p><i>Notes:</i> Meet with social studies teachers throughout the year to make sure they are incorporating those parts of the Discovery social studies techbooks into the curriculum document where they match with ADE standards.</p>					

Core Function:		School Leadership and Decision Making			
Effective Practice:		Establishing a team structure with specific duties and time for instructional planning			
ID01	A team structure is officially incorporated into the school governance policy.(36)(AllDistricts)		Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		There is a District Leadership Team that meets at least twice each month with agendas and minutes for each meeting. There is a School Leadership Team for each school that meets at least twice each month with agendas and minutes for each meeting. Each school has two instructional facilitators that hold PLC meetings with grade level or subject level teams at least twice each month. The district has not yet adopted an official policy for school improvement teams but is in the development process in hopes for a November or December adoption by the school board.	Limited Development 09/28/2015		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		The district will have a formal school improvement team policy adopted by the school board that will be part of the School District Board and Personnel Policies Handbook. A copy of the adopted policy with its adoption date, and a copy of the school board meeting minutes in which the policy was adopted will be required as evidence that this objective is fully met.	Objective Met 11/24/15	Kevin Evans	12/15/2015
Action(s)	Created Date				
1	9/28/15	Distribute copies of the ASBA's model policy 5.4--School Improvement Teams to District Leadership Team members for discussion and recommended modifications to meet the needs of the district and its schools.	Complete 09/23/2015	Kevin Evans	09/28/2015
		<i>Notes:</i> Team members will need to review the policy and be prepared to discuss any changes to it that need to be made. Team will need to decide when the meetings will take place with understanding that compensation will be required if the meetings require them to work outside of their contracted time. They will also need to determine who will serve on both the school leadership teams and instructional teams, and how they will be organized.			
2	9/28/15	Discuss necessary modifications to ASBA model policy, 5.4--School Improvement Teams, and make necessary changes to meet district and school needs.	Complete 10/21/2015	Kevin Evans	10/21/2015
		<i>Notes:</i>			

3	9/28/15	Present policy, 5.4--School Improvement Teams, to the school board for recommended adoption.	Complete 10/26/2015	Kevin Evans	11/23/2015
<i>Notes:</i>					
Implementation:			11/24/2015		
Evidence	11/24/2015 Adopted Policy 5.4 and added to personnel/board policies manual. Policy, agenda, and minutes of the school board meeting can be provided as evidence.				
Experience	11/24/2015 Reviewed ASBA model policy, made changes to fit the district, and presented to board for adoption.				
Sustainability	11/24/2015 None, the policy has been adopted by the school board.				