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## INSTRUCTIONAL GOALS

The educational program of the district will be designed to perpetuate and develop the principles and values for life in our democratic society. To this end, the Board will provide opportunities and training so students may become educated Americans who are physically strong, morally and spiritually responsible, and economically capable. Through guidance and by example, our students should develop self-confidence, self-understanding, and respect for others. They should acquire skill in solving problems they will encounter and demonstrate a desire to gain new knowledge. In substance, the aim of our schools will be to assist in the development of the complete person, recognizing that this is a shared responsibility with the home, the church, and other agencies.

To achieve these ideals, the Board recognizes the necessity of meeting the needs of the individual and the society. Thus, the curriculum must be flexible and adapted to individual abilities and differences. It must also be adjustable to changing conditions in order that our students may be academically, physically, socially, and morally prepared to progress.

The Board recognizes its responsibility to develop an educational program that will provide:

1. An environment in which the individual student is prepared to fulfill his or her moral, social, political, economic, and cultural responsibilities to the community, nation and world;
2. Attention to the development and practice in the fundamental skills of reading, writing, speaking, listening, observing and reasoning;
3. School experiences in democratic living to enable a student to hold, to share, cooperate, and assume responsibility in family living and in society;
4. Opportunities for acquiring an understanding of the principles of physical health and safety, which will carry over to the student's daily life;
5. An appreciation and knowledge of the cultural, scientific, and ethical aspects of our society;
6. An educational atmosphere that will enhance the student's mental, emotional, and social development.

The Board recognizes its obligation to provide the necessary equipment, instructional materials, and staff to facilitate the implementation of this philosophy.

Re-Adopted:

## **ACADEMIC FREEDOM**

Academic freedom may be defined as the right of qualified scholars in their own field of expertise to pursue the search for truth in its many forms, and to make public their methods and findings. It is the right of qualified teachers to encourage freedom of discussion of controversial questions in the classroom, and to develop in students a love of knowledge and a desire to search for truth. The teachers should keep in mind that academic freedom is not a guaranteed political right, but rather a necessary condition for the successful practice of the academic profession in a free society.

The board believes however, that academic freedom also carries with it academic responsibility, which is determined by the basic ideals, goals, and institutions of the local community as they are expressed in the goals and objectives of the school district.

As a consequence of its responsibility to guarantee academic freedom to both students and teachers, the board expects that:

1. All classroom studies will be curriculum-related, and will be presented factually, objectively, and impartially.
2. Teachers will create and maintain an atmosphere of open-mindedness and tolerance.
3. Teachers will not attempt directly or indirectly to limit or control the students' judgment concerning any issue, but will make certain that full and fair consideration is given to the subject and that facts are carefully examined as to their accuracy and interpretation.

While the Board intends to protect teachers from any undue restraint that interferes with their classroom duties, the ultimate responsibility for determining curriculum, textbooks, and teaching methods must rest with the Board. It also expects that when controversial issues are presented, the maturity and intellectual grasp of students will be taken into account.

Re-Adopted:

**SCHOOL YEAR – SCHOOL CALENDAR**

The school calendar for the ensuing year will be prepared by the Superintendent and submitted to the Board for approval prior to July 1 of each year. The school calendar will meet or exceed the minimum number of instructional days required by law.

The calendar sets forth the days schools will be in session, holidays and vacation periods, in-service training days, teacher orientation days, and days of reports to parents, and other such designations as the Superintendent or Board deems appropriate.

Re-Adopted:

**SCHOOL DAY**

It is the responsibility of the Board to establish the beginning and dismissal times at the various school levels. These hours will satisfy the time requirements established by state law.

The administration is authorized to make minor changes in opening and closing times to facilitate the scheduling of transportation; however, any major changes in schedules are subject to Board approval.

Re-Adopted:

**ORGANIZATION OF INSTRUCTION**

The Board is responsible for public education, kindergarten through grade 12, throughout the district. It also has assumed responsibilities for adult education and nursery school services in the district.

The grouping and housing of instructional levels in school facilities throughout the district, and the administration of the instructional program, will be according to plans developed by the administrative staff and approved by the Board.

Re-Adopted:

## **CURRICULUM DEVELOPMENT**

Rapid social change, technological development, and expansion of knowledge are facts of contemporary life. Public education must respond appropriately. Therefore, it is imperative that individual schools, the school system as a whole, and the Board continuously review and evaluate existing programs and practices, and adjust, modify, or change them as found advantageous in effectively meeting the needs of students and the expectations of the community. Therefore, the Board expects:

1. The administration and faculty to be perpetually sensitive to changing conditions that may require changes in curriculum;
2. All programs to be under continuous evaluation to see that they meet the needs of children;
3. The school system to undertake intensive curriculum evaluation and revision in certain areas from time to time as the need for this is demonstrated.

The Board will hear regular reports on district programs and ongoing curriculum study and revision. It will consider recommendations of the staff for intensive curriculum study and may authorize the establishment of task forces to work in particular areas. It will also be receptive to the desires of parents and students in considering changes in the curriculum.

As found desirable, the Board may appoint advisory committees and/or ad hoc Board committees to join with the faculty in examining desirable changes in particular areas.

Recommendations for curriculum changes submitted through appropriate channels will be acted upon by the Board. The curriculum will always be prescribed by the Board in accordance with state requirements.

Re-Adopted:

**PILOT PROJECTS**

The professional staff of the school district will be encouraged to seek improvement of the educational program of the schools through all appropriate means, including carefully designed experimental or pilot programs.

A pilot program is defined as a new major program, planned on a limited scale and implemented to determine the degree to which the program would be applicable for future large-scale district adoption. Pilot programs may be approved by the Board for one, two or three years. Board approval will be required to move any pilot program to regular status or to extend the approval time for pilot programs. Modifications of present programs are not considered to be pilot programs.

The Superintendent will submit to the Board status reports and evaluations on all such programs at least once a year. The responsibility for conducting the evaluations will be assigned to persons other than those who have designed or carried out the program.

Re-Adopted:

## **CURRICULUM ADOPTION**

The Board will rely on its professional administrators to design and implement instructional programs and courses of study that will forward the educational goals of the school district.

The Superintendent will have authority to approve new programs and courses of study after such changes have been thoroughly studied and found to support educational goals. The Board itself will consider, and officially adopt, new programs and courses only when they constitute an extensive alteration in instructional content or approach. (An example might be the adoption of an innovative sequential program in a basic subject-matter area for all elementary grades.)

However, the Board wishes to be informed of all new courses and substantive revisions in curriculum. It desires to receive reports on changes under consideration, and an annual report on programs and courses offered in the schools. Its acceptance of these annual reports, including a listing of the high school program studies, will constitute its official adoption of the curriculum.

Re-Adopted:

## **BASIC INSTRUCTIONAL PROGRAM**

The determination of curriculum is fundamentally the responsibility of each school district in the state. However, the curriculum must meet certain educational requirements set by statute and by the Division of Elementary Secondary Education.

Because education is a life-long process, the educational program in this school district will provide both formal studies to meet the general academic needs of students, and opportunities for students to develop individual talents and interests that will help them progress in vocational, business, and other specialized fields.

In our schools, an atmosphere will prevail in which healthy growth is fostered, ability is recognized, and excellence encouraged, and in which a productive life is held before pupils as a model to emulate.

The various instructional programs will be developed so that each child, in his or her progression through the various grades of our schools, receives a balanced, varied, and sequentially organized education that will serve his or her educational needs and prepare him or her for a productive, useful life in society. Different abilities and interest levels will be served to meet this goal.

### COMMITTED TO THE BASICS

As one of its educational priority objectives, the Board has endorsed the concept that a good basic education is the heart of preparation for any career or life goal.

The Board believes that a prime important objective of our schools should be to adequately provide each student with the basic skills of reading, writing, oral communications, and mathematics. No citizen can function adequately without these skills.

In addition to its commitment to the teaching of basic skills, the Board in its educational philosophy and its statement of goals and objectives, has committed itself to developing in students the means for self-realization and self-expression; the ability to form positive human relationships; a positive attitude towards—and fundamental skills to function within—the world or work; a sense of civic responsibility; self-discipline; and an attitude towards learning that will recognize that education is a life-long process that does not end with formal education. To develop these skills and abilities the Board will encourage exposure to the fine arts, physical education, sciences, and social sciences.

Re-Adopted:

**TEACHING ABOUT RELIGION**

The Board recognizes that religious education is the responsibility of the home and church. Within the school district, neither the Board nor any of its employees will promote any particular religious belief or non-belief. All students and staff members will be encouraged to appreciate and be tolerant of an individual's religious views. In the spirit of tolerance, students and staff members may be excused from participating in school activities—such as holiday assembly programs—which may be contrary to their religious beliefs.

The Board, however, realizes the importance of religion in history, culture, and the arts cannot be ignored and should have a place in education. A distinction will be made, however, between the studies as part of the curriculum and the celebration of religious holidays in a manner that is devotional, or doctrinal, or both. The distinction rests on whether the purpose or effect of such practices is the advancement of religion.

The Superintendent will develop administrative regulations that will include guidelines which are in consonance with the philosophy that religion in the schools must be educational in nature, and that the schools must be sensitive to all beliefs.

Re-Adopted:

## **TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO**

The Board views with grave concern the serious implications of drug, alcohol, and tobacco use by people, specifically young people, all over the United States and especially in the school district. In keeping with its primary responsibility--the education of youth--the Board charges the professional staff of the district to continue to investigate the causes of student and school staff involvement with drugs and alcohol, and to develop suitable preventive measures however and whenever feasible.

The Board and the professional staff will continue to seek ways to educate students and school staff of the district about the dangers of the illegal use of drugs and the abuse of alcohol; they will support the majority of our students and staff who are resisting such use. Instructional units will include sessions about the causes and effects of drugs and alcohol abuse, especially in young people.

The following objectives must be realized if the goal of minimizing drug and alcohol abuse is to be achieved:

1. Students must be encouraged to identify the problem and its causes, and to organize to solve it.
2. They should understand the nature of legal and illegal drugs.
3. They must be encouraged to develop a set of values and behavioral insights, which will give them a deeper understanding of themselves and society.
4. They must be encouraged to identify the variety of alternative forms of behavior, other than drug or alcohol abuse, which are available to satisfy their needs.
5. They must be encouraged to make constructive decisions concerning the use of drugs and alcohol.

While the Board in no way condones the abuse of illegal or harmful substances, it is in the interest of students and staff health that an "ombudsman" climate be created in the schools so that people with problems may seek and receive help without fear of reprisal.

Re-Adopted:

**FAMILY LIFE AND SEX EDUCATION**

The Board believes that the purpose of family life and sex education is to help students acquire factual knowledge, attitudes, and values that will result in behavior that contributes to the well-being of the individual, the family, and society.

Helping students attain a mature and responsible attitude toward human sexuality is a continuous task of every generation. Parents have the prime responsibility to assist their children in developing moral values. The schools should support and supplement parents' efforts in these areas by offering students factual information and opportunities to discuss concerns, issues, and attitudes inherent in family life and sexual behavior, including traditional moral values.

In addition to the requirements listed below, the customary policies and regulations concerning the approval of new curriculum content, units, and materials will apply to any course(s) dealing with family life and sex education offered by the district:

1. Instructional materials to be used in family life and sex education will be available for review by the parent or guardian during school hours.
2. If, after review of materials used and a conference with the instructor and principal, a parent requests that his child not participate in a given aspect of the course, an alternate educational assignment will be arranged for the student with the approval of the principal.
3. Teachers who provide instruction in family life and sex education will have professional preparation in the subject area, either through pre-service or in-service education.

Re-Adopted:

## **PROGRAMS FOR CHILDREN WITH DISABILITIES**

In keeping with the philosophy that a public school system is responsible for the education of all children within the community and, further, that every child is entitled to equal education opportunity, the Board will provide programs and services designed to meet the individual needs of children with disabilities, birth through 21.

The ultimate goal of these programs will be to have children with handicapping conditions become as self-sufficient as their handicaps permit and to increase their life options and opportunities for personal liberty, happiness, and participation in our society.

Seeking out young children with handicapping conditions so that they may receive special instruction in early childhood is part of this responsibility. The purpose of identifying these and older children and their handicaps is not to categorize them as handicapped, but to determine and provide the most appropriate education and related service possible for each one.

The Board believes that most children with handicaps can be educated in the regular school program if they are given special instruction, accommodations, and the support they need. These children should also be given opportunity to participate in the school's nonacademic and extracurricular activities.

However, the Board recognizes that the needs of certain children are so great that special programs, special classes, or special schools may be necessary. When appropriate programs, services, or facilities are not possible within the district's schools, the district will provide these children with access to schools where such instruction and accommodations are available.

It is the desire of the Board that the schools work closely with parents in designing and providing programs and services to children with handicaps. Parents must be informed, and conferred with, whenever a child is referred for a comprehensive evaluation of a diagnosis of learning disability or other handicap. In event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parents must be accorded the right of due process. The schools must also obtain parental consent before releasing the child's records to anyone other than a school official.

The Board will secure properly trained personnel to work with the handicapped children. The financial commitment necessary to meet the needs of all handicapped children is extensive, and the Board, in accordance with state law, will include an amount in the district tax levy, which will be earmarked as the special education fund, to meet the needs of children who require special or prolonged assistance. In addition, the Board will seek other available funding for these programs.

The Southeast Area Cooperative provides a school psychologist, speech therapists, and physical and occupational therapists and the Elk Point-Jefferson School District employs special education teachers to help determine and meet the needs of children with disabilities.

DEVELOPMENT OF AN INDIVIDUAL EDUCATION PROGRAM (IEP)

A local placement committee will be comprised of parents, the child when appropriate, the Superintendent or designee, a regular classroom teacher receiving or referring a child, an educator from the field of special education, and, if necessary, an evaluator to interpret the multidisciplinary data. This committee will be responsible for the identification of handicapped children, the diagnosis of handicaps, the design of an individual education program (IEP), and for placement and evaluation procedures. All procedures will be in accordance with federal and state requirements.

The individual plan determined by the local placement committee will be developed in accordance with each child's individual needs. The IEP will be approved by the local placement committee. The plan will provide for frequent reevaluation of the child's needs, progress, and of the effectiveness of the program being offered.

The local placement committee will base its decision as to whether to place a child in a regular classroom, or in a special program, class, or school on the best interests of the child. However, the needs of other children in the school will also be considered.

Re-Adopted:

## LIMITED ENGLISH PROFICIENCY INSTRUCTION

The School Board will provide a program of language instruction to students who have limited English proficiency. Student participation in any language instruction program or instruction in English as a second language is voluntary and requires written parental permission.

Students who meet any one or more of the following criteria shall be identified as being limited in English proficiency:

A student who:

1. Was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant.
2. Is a Native American or Alaskan Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on the student's level of English language proficiency.
3. Is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant.
4. Who has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to team successfully in classrooms where the language of instruction is English or to participate fully in our society.

### TUTORIAL PROGRAMS

Students who are certified to receive educational services through the State Migrant Education Department in cooperation with the State Department of Education are offered 30-minute tutorial help during the school day in the areas of reading, math, and language arts. Criteria for eligibility include students who have moved into a district within the last six years from another district or state and whose parents seek either seasonal or temporary employment in agriculture.

### NO CHILD LEFT BEHIND ACT OF 2001

If this district receives federal funding for Limited English Proficient (LEP) Programs, the following will be provided:

1. Parents will be notified of their student's placement in a language program and their options associated with that placement. Notification will include the reasons for identifying the child as LEP and the reasons for placing the child in the specified program. Notification must be made within 30 days of the beginning of the school year or within two weeks of child's placement into the program.

2. Students will participate in regular assessments in a manner that will yield an accurate assessment. Test waivers may be granted on a case-by-case basis for LEP students who demonstrate unusual and unique circumstances; however, students who have been educated in the United States for three years are required to participate in reading/language arts assessment in English.
3. Certification that teachers in the program are fluent in English as well as other languages used in instruction (if the district receives sub-grants).
4. Evaluation of the program and the academic success and language achievement of the students in the program.

Parents will be notified of:

- Their child's level of English proficiency and how such a level was assessed,
- The status of their child's academic achievement.
- The method of instruction used in the program in which the child is placed, and the methods of instruction used in other available programs.
- Information as to how the program will meet their child's educational strengths, assist him/her to learn English, and meet age-appropriate academic achievement standards.
- Exit requirements for the program.
- If the child has a disability, a statement as to how the LEP will meet the objectives of the child's IEP.

Consequences of inadequate yearly progress include notification of parents, development of improvement plans, and restructuring of programs or the district will lose federal funds.

For non-English speaking parents, the district will arrange to provide translations of this information in their native language.

Re-Adopted:

**HOMEBOUND INSTRUCTION**

The Board will provide, as appropriate, homebound instruction for students who are expected to be out of school for an extended period of time due to illness or injury, upon the request of the parents and with the approval of the family physician.

In each case, the physician must certify that the student will be unable to attend school for the length of time specified and that he is capable of receiving home instruction.

Upon the recommendation of the building principal to the Superintendent, either a homebound instructor will be employed, or a classroom teacher will provide instruction after regular school hours with compensation set by the Board. Courses and methods of instruction will be consistent with those provided in the regular school setting.

Home instruction will be given only on those days when school is in session. The Superintendent will approve each application before home instruction can commence.

Home instruction will be terminated when the student is capable of returning to school, based on recommendations of the student's parents, the family physician, and the homebound instructor.

Re-Adopted:

## **DISTANCE LEARNING**

**DISTANCE CLASSES** Distance learning includes virtual and online courses. A student enrolled in a distance learning course, including a virtual or online course, may receive high school credit for work completed, provided that the course is offered by an institution approved by the South Dakota Department of Education AND the Elk Point-Jefferson School District. Students may also earn dual credit for some virtual or online courses. Students interested in earning dual credit must consult the "Dual Credit Enrollment" policy for qualifications, enrollment information and additional policies.

The following provisions apply to any student requesting enrollment in a distance learning course:

### **Eligible Students**

- Students in grades ten through twelve (sophomore through senior) may be eligible to enroll in a distance course.
- Students must have the required prerequisites for the coursework.
- Students must meet with the high school counselor or principal to determine if the student has the motivation, background skills, and knowledge to be successful in the online learning environment.
- Students must have no grade lower than a C- during the previous school year (inclusive of both semesters).
- Students who fail a distance course, or are removed or expelled from a previous distance course will not be allowed to take another for the remainder of their high school career.

### **Eligible Courses**

- Students may only enroll in courses which are not currently offered at Elk Point-Jefferson High School or which do not fit into the student's schedule due to unavoidable conflicts. The only exceptions being those outlined in the "Dual Credit Enrollment" policy.
- Students must register in the preceding semester for any courses. (Students requesting a fall distance course must register for the course during the spring semester of the preceding school year.)
- Students will be limited to a maximum number of distance courses per semester as follows: Sophomore – two (2), Junior – three (3), Senior (4).
- Students may drop the distance course within one week after the start of the Elk Point-Jefferson school year regardless of the start date of the distance course.
- The course start and end dates may not match up with the EPJ calendar. Students are required to follow the class start and end dates as deemed by the distance provider.

### **Student Cost**

- If the student is taking a course and not earning post-secondary credit, the school district will pay for all costs inclusive of laboratory, textbook, etc. for the distance course, not inclusive of tuition. In the case of AP classes, students must pay for the AP exam if they choose to take it (students are not required to take the AP exam – unless required by the class instructor).
- In the case of dual credit where a student is earning post-secondary credit for the course, the student shall be responsible for all fees, tuition, materials and other costs associated with the course. (See “Dual Credit Enrollment” policy.)

### **Grading Scale**

- Grades earned will be recorded on the students’ official transcript and will be calculated into the students’ grade point average and class rank.
- Semester long courses will receive 1/2 unit of high school credit.
- The grading scale of the organization providing the instruction will be used for the course.
- Grades earned will be used to determine eligibility for extracurricular and co-curricular activities as in accordance with the district’s “Academic Ineligibility Policy”.

### **Daily Work**

- Student will be required to participate in the distance course in a manner conducive to completing work when assigned by the coordinating instructor. Students who do not complete this work in a timely manner may be issued detention or other consequence to aid them in completing the work in question (i.e. honor study hall, senior privileges).

### **Interactions with Students/Staff**

- Students will be required to interact with other distance or online students and staff on a respectful basis. All correspondence, interaction, and/or exchange will be of a respectful nature. Any student violating this requirement will be subject to disciplinary action inclusive of suspension, expulsion, and/or removal from the course.
- Students must adhere to the “Acceptable Use Policy”. Students who do not will be subject to disciplinary action as outlined in the “Acceptable Use Policy”.

Guidelines for Success Online and distance classes are very different from classroom learning. Follow these tips to help you through the course.

- Be prepared for technical difficulties, initially they are frustrating but do work themselves out within a week or so.
- Check your D2L, or course homepage, daily for updates to assignments, and emails that may clarify your questions.

- While you are on the homepage, check your grades at least once a week. (Grades are updated once a week) for your convenience. Check to see what, if anything is missing and the comments that your instructor has given.
- Also check the dropbox, or message center, and use it as a checklist to make sure everything that you handed in, was received. All items sent electronically are date and time stamped. Keep a close eye on due dates and times.
- Communication is KEY in distance and online classes. If you have a question or don't understand something – email your instructor or ask your e-mentor immediately. (Always use respect and courteous language when communicating with your instructor regardless of your frustration).
- Carbon Copy your e-mentor with email conversations to your instructor about questions you have so they can stay in the loop about what is going on.

References: SDCL 13-28-7

Approve: April 2015

Revised:

**ADVANCED COLLEGE PLACEMENT**

The Board recognizes that there may be some high school students who exhibit exceptional academic progress and who are capable of performing college-level work while enrolled in high school. In order to encourage these students to their fullest capabilities, assistance will be given to these students to enroll in advanced courses.

Advanced placement courses may be offered by the district provided a sufficient number of students request a particular course and qualify for it, and that a staff member qualified to teach it is available.

If a particular course is not offered by the district, a qualified high school student may enroll in a college-level course offered by an approved nearby college or university, and may be released from high school attendance for such hours as are required for the college course(s). If the student wishes to receive high school credit for the course, he may request permission from his principal, who will recommend to the Superintendent that the course apply to high school graduation requirements.

Re-Adopted:

**ADVANCED PLACEMENT CLASS GRADING/GPA WEIGHTING**

All AP courses will be graded and semester grades reported on a ten point scale as follows:

- A 100 – 90
  - B 89 – 80
  - C 79 – 70
  - D 69 – 60
  - F 59 and below
- (There is no "+" or "-".)

Adopted: February 2011

## DUAL CREDIT ENROLLMENT

Dual credit enrollment is an opportunity for students to apply coursework to both high school graduation requirements and post-secondary degree completion. Students must meet certain eligibility requirements to be considered for enrollment. Dual credit courses could include virtual, online or on-site courses at the post-secondary institution.

The following provisions apply to any student requesting enrollment in a dual credit course.

### **Eligible Students:**

- Students in grades eleven (juniors) and twelve (seniors) are eligible for dual credit enrollment.
- For ENGL101/ENGL210 eligibility must have earned a B- or above in each semester of Honors English III.
- Students must have the required prerequisites for the coursework.
- Students must have no grade lower than a C- in any class, traditional, dual credit or other, as per the following:

Fall Courses: registration will be completed in March – grades from the previous fall semester will be used to determine eligibility. Spring grades will be used to determine continued eligibility. If a student records a grade below a C- for any spring course, the student registration will be dropped.

Summer Courses: registration will be completed in March – grades from the previous fall semester will be used to determine eligibility. Spring grades will be used to determine continued eligibility. If a student records a grade below a C- for any spring course, the student registration will be dropped.

Spring Courses: registration will be completed in November – grades from the previous spring semester will be used to determine eligibility. Fall grades will be used to determine continued eligibility. If a student records a grade below a C- for any fall course, the student registration will be dropped.

### **South Dakota Board of Regents High School Dual Credit Program**

High school juniors and seniors attending a public high school within South Dakota may be eligible to receive both high school and college credit at a reduced rate. Students must meet the following requirements:

- Registration in select courses may require placement via ACT/SAT and/or Accuplacer.
- Application must be renewed for each semester of participation.
- High School Junior
  - Earn an ACT composite score of 24 OR
  - Earn a qualifying Accuplacer score (as determined by the University of South Dakota) OR
  - Rank in the upper one-third of their graduating class OR
  - Earn a cumulative GPA of at least a 3.5 on a 4.0 scale.
- High School Senior
  - Earn an ACT composite score of 21 OR
  - Earn a qualifying Accuplacer score (as determined by the University of South Dakota) OR
  - Rank in the upper one-half of their graduating class OR
  - Earn a cumulative GPA of at least 3.25 on a 4.0 scale.

- High School Junior or Senior  
ACT score of 18 (or 21 for USD and SDSMT) AND  
Successful completion of coursework requirements: four years of English, three years of advanced mathematics, three years of laboratory science, three years of social studies, one year of fine arts.

### **Eligible Courses**

- Dual credit courses may be offered by Elk Point-Jefferson instructors, distance learning providers as recognized by the South Dakota Department of Education and/or on-site post-secondary institutions. The student must obtain the school district's approval of any dual credit course or courses prior to enrolling.
- The student may enroll only in dual credit courses that are not currently offered at Elk Point-Jefferson High School, nor may the student use the dual credit class as a substitute for any specific high school graduation requirements with the following exceptions. Students must take the courses below from the South Dakota Board of Regents School listed.

**"ENGL210: Introduction to Literature 210" (2<sup>nd</sup> Semester) may replace "Honors English IV" A (2<sup>nd</sup> Semester)**

**"ENGL101: Composition 101" (1<sup>st</sup> Semester) may replace "Honors English IV" B (1<sup>st</sup> Semester)**

\*Students must meet the ACT English benchmark score prior to enrolling. Class must be taken through the University of South Dakota.

**"POLS100: Government" (2<sup>nd</sup> Semester) may replace "Government" (2<sup>nd</sup> Semester)** . Class must be taken through Northern State University in Aberdeen, South Dakota.

**"HIST151: History" (1<sup>st</sup> Semester) or AP US History may replace "United States History" A (1<sup>st</sup> Semester)**

**"HIST152: History" (2<sup>nd</sup> Semester) or AP US History may replace "United States History" B (2<sup>nd</sup> Semester)**

Class must be taken through Northern State University in Aberdeen, South Dakota.

- All coursework must be taken from the University of South Dakota, unless otherwise noted above to replace specific requirements or the course is not offered at the University of South Dakota. If the class is not offered, placement will be considered through other South Dakota Board of Regent institutions.

### **Class Load**

- Each student is required to be enrolled in at least six (6) academic courses each semester inclusive of both quarters. Each dual credit course which a student takes through or at a post-secondary institution will count to one (1) of the six (6) courses.
- Students will be limited to a maximum, combined number of dual credit and Advanced Placement courses per semester as follows: Junior – three (3), Senior (4).
- Students who have completed the junior year are eligible to enroll in dual credit classes during the summer as long as the class is not being used to satisfy Elk Point-Jefferson graduation requirements.

### **Credit Earned**

- The eligible student may enroll only in dual credit classes that carry at least three (3) semester hours of credit. Elk Point-Jefferson High School will award 1/2 credit (1/2 Carnegie Unit) upon completion of the dual credit class of three (3), four (4) or five (5) semester hours of credit.

### **Cost to the Student**

- The student shall be responsible for all fees, tuition, materials books and other costs associated with the course.

### **Curricular Eligibility (Extra-curricular and Co-curricular Activities)**

- Students who are enrolled in a dual credit course are required to meet all extra- and co-curricular eligibility requirements as set forth in the extra- and co-curricular handbooks to be eligible for any curricular activities.

### **Grading, Class Rank and GPA**

- The grades of all dual credit courses will be recorded on the student's official transcript and will be calculated into the student's grade point average and class rank. The grading scale and letter grade system of the cooperating provider will be used in the determination of letter grades and grade point average calculation.

### **Release from School**

- Students enrolled in a dual credit course on the site of a post-secondary institution will be released from school only during the designated pass times between class periods. Students will not be permitted to leave classes early in order to attend the post-secondary institution.

### **Transportation**

- Transportation to and from any post-secondary institution shall be the sole responsibility of the parent or student and shall not be the responsibility of the school district or its employees.

### **Transferring Post-secondary Credit**

- It is the student's responsibility to insure that the cooperating provider or post-secondary institution send an official grade report or transcript to Elk Point-Jefferson High School. High school credit will not be issued until this documentation is received.

### **Attendance**

- The student will be expected to meet all high school attendance requirements inclusive of tardies. If a student is enrolled in a dual credit course at a post-secondary site which only meets three (3) days per week, the student will not be required to remain at the high school during the post-secondary course's non-attendance days. She/he may leave the high school campus if this is her/his normal routine.

### **Dropping a Post-secondary Course**

- If a student enrolls in a dual credit course and then drops from the course prior to completion regardless of the grade at the time of the drop, she/he must immediately inform the high school principal or designee. This student will be expected to resume full-time attendance at the high school and will be assigned to a study hall until the completion of the semester.
- Prior to the student enrolling in another post-secondary course, the administration and staff will review the student's performance to determine eligibility.
- Dropping the course may carry with it a failing grade as per the determination of the cooperating provider or post-secondary institution. This score will be recorded on the official transcript and calculated into the student's grade point average.

### **Failing a Post-secondary Course**

- If a failing final course grade is received in a dual credit course, the student receiving the failure is no longer eligible to enroll for dual credit work. The failing grade will be recorded on the official transcript and calculated into the student's grade point average.

References: SDCL 13-28-7 - SDBOR/DOE "High School Dual Credit Program"

Adopted: August 2016

Revised: xxx, 2018

## **CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES**

The Board, in the interest of affording the children attending its schools the highest level of educational experience obtainable, believes that student activities are an essential part of deliberate education in the United States. Such activities form a logical adjunct to the required or general curriculum and the elective or special curriculum.

Recognizing that student activities are a legitimate part of the school program, the Board has established the following criteria, which all student activity programs must meet:

1. Student activities must have educational value for students.
2. Student activities must be in balance with other curricular offerings in the schools.
3. Student activities must be managed in a professional manner.

### GUIDELINES FOR ACTIVITIES PROGRAM

The following guidelines will govern the student activities programs:

1. Student activities are those school activities that are voluntarily engaged in by students, have the approval of the school administration and are sponsored by the faculty, and do not carry credit toward promotion or graduation.
2. Each school, under the direction of the principal and professional staff, will have a well-balanced and effectively administered student activity program designed to stimulate student growth and development by supplementing and enriching the curricular activities.
3. Each activity should be designed to contribute directly to the educational, civic, social, ethical, and leadership development of students involved.
4. The student activity program should receive the same attention in terms of philosophy, objectives, social setting, organization, and evaluation that is given the regular school curriculum.
5. Each school will develop definite written guidelines and procedures regulating the creation, organization, administration, and dissolution of student activity programs.
6. The expenses involved in participating in any student activity and in the total program for a school year should be set so that a majority of the students may participate without financial strain.

7. Activities must be open to all students, regardless of race, religion, sex, national origin, or handicaps.
8. Activities must not place undue burdens upon students, teachers, or schools.
9. Activities should be held on non-school time or at an appropriate designated school time.
10. Activities at any level should be unique, not duplications of others already in operation.

In addition to the above guidelines district high schools will abide by the rules and bylaws of the South Dakota High School Activities Association (SDHSAA). Membership in the SDHSAA will be renewed annually by approval of the Board.

Re-Adopted:

## **STUDENT ORGANIZATIONS**

Student organizations have an important place in the educational program of our schools. When properly organized and operated they will:

1. Extend and reinforce the instructional program.
2. Give students practice in democratic self-government.
3. Build student moral and spirit of positive support for the school.
4. Honor outstanding student achievement.
5. Provide wholesome social and recreational activities.

### GUIDELINES FOR STUDENT ORGANIZATIONS

In recognition of the potential educational value of student organizations, the Board authorizes the establishment of such according to the following guidelines:

1. The organization or club must have a regularly employed school staff member as an advisor.
2. The organization must have a direct relationship to or be an extension of some school class, area, or department.
3. The objectives of the organization must respond to an educational need of students in the public schools.
4. There must be enough student interest to warrant the formation or continuance of the organization.
5. The future status of an existing or proposed organization must be recommended by the school principal to the Superintendent and then by the Superintendent to the Board.

The Board will approve the formation or dissolution of all student organizations according to the above guidelines.

Re-Adopted:

## **STUDENT PUBLICATIONS**

Students will enjoy the constitutional rights of freedom of expression. They will have the right to express their views in speech, writing, or through any other medium or form of expression within limitations comparable to those imposed on all citizens but specifically designed for children and youth in a school setting.

The Board will encourage student publications not only because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism, but also because they provide an opportunity for students to express their views.

All student publications will be expected to comply with the rules for responsible journalism. This means that libelous statements, unfounded charges and accusations, obscenity, defamation of persons, false statements, material advocating racial or religious prejudice, hatred, violence, the breaking of laws and school regulations, or materials designed to disrupt the educational process will not be permitted.

The Superintendent will establish guidelines that are in keeping with the above and provide for the review of the content of all student publications prior to their distribution.

Review of content prior to publication is not censorship, but part of the educational process as this concerns student publications. It can be pointed out to students, as it frequently is to journalists, that a publisher (in this case, the school system) enjoys freedom to determine what it will and will not publish.

### DISTRIBUTION OF LITERATURE

Students have a right to the distribution of literature on school grounds and in school buildings, except that the principal may prohibit the distribution in school buildings of a specific issue or publication if it does not comply with rules for responsible journalism. The principal may require that no literature be distributed unless a copy is submitted in advance.

The time, place, and manner of distribution of literature will be reasonably regulated by the principal.

Re-Adopted:

## **STUDENT PERFORMANCES**

The Board recognizes that worthy and appropriate educational values accrue from student participation in civic and community affairs. Teachers will be encouraged to provide students for public performance when:

1. Such performances fit both the aims of the schools and the needs of the students.
2. Such performances are free from the kinds of appeals, and pressures that limit the best development of participants.
3. No student is excluded because of race, color, creed, religion, sex, handicap, national origin, or ancestry.

Students may perform where admission fees are charged only if the proceeds are used for charitable, educational, or civic purposes. Payment for performances may be accepted by the school but not by the individual students. Costs directly related to performances, the supervision of the students, and liability protection for the participants will be responsibilities of the school district.

Approval for all public performances will be given by the Superintendent when the above criteria have been met.

Re-Adopted:

## **INTERSCHOLASTIC ATHLETICS**

The Board believes that students benefit from the experiences made possible through participation in interscholastic sports. Learning how to deal with success and failure, developing self-discipline, experiencing the successes of teamwork, and developing physical skills are some of the benefits which can come from these programs.

All interscholastic programs will require Board approval and will operate under the general supervision of the Superintendent. Qualified personnel will be assigned to supervise and coach the various sports as needed.

Membership of the district or an individual school in an interscholastic athletic association or league will be subject to annual approval by the Board. The Board will review the constitution and bylaws of any such organization, and its rules and regulations for member teams, before granting approval.

It is the practice of the Board to maintain membership for the district schools in the South Dakota High School Activities Association (SDHSAA). In the conduct of interscholastic athletic programs, the rules, regulations, and limitations outlined by that association will be followed.

Eligibility requirements for participating in athletic programs will be set by the school administration with the approval of the Board and will conform with regulations of the SDHSAA. They will include the requirements that a student have the written permission of his parent or guardian to participate and will have been determined as physically fit for the sport by the school physician or his personal physician.

Additionally, all students participating in interscholastic athletics must purchase insurance available through the school, or the parent or guardian must sign a waiver to the effect that such coverage is not necessary.

Re-Adopted:

**REGION TOURNAMENT POLICY**

The school will not pay for lodging for a team or individual participant unless it is in conjunction with a state meet or activity. An exception to this may occur if a team or individual participant qualify for regions and it is determined by the activities director and superintendent that the distance traveled is too far to leave on the morning of the event. In this case, the coach must submit a request to stay overnight. This request must be submitted at least two weeks in advance of the competition. If approved, the school will then pay the price of lodging.

Adopted: June 14, 1999

## **CONCUSSION AWARENESS AND PREVENTION**

The school board is committed to providing all students with safe learning environment. In recognition of the risks that concussions pose to our student athletes, the school district will provide appropriate concussion awareness education and prevention programs.

### AWARENESS

The district will use guidelines developed by the South Dakota High School Activities Association and South Dakota Department of Education to educate coaches, student athletes, and parents of the nature and risks of concussions. On an annual basis, the district will distribute a concussion information sheet to all parents or legal guardians of student athletes.

No student may practice or compete in any school-sanctioned athletic activity until the parent or guardian and student return to the district a signed acknowledgement that indicates they have reviewed and understand material presented in the concussion information sheet.

### TRAINING

Each year, every athletic coach, including volunteer coaches, shall complete a training program to provide continuing education on the risks and management of concussions. No coach shall be allowed to participate in any way in the district's athletic program until the individual provides to the district verification that he or she has completed the required training.

### RETURN TO PLAY GUIDELINES

An athlete who is suspected of sustaining a concussion or head injury during a practice or competition shall be removed from participation at that time. Any athlete who has been removed from participation during a practice or competition based on a suspected concussion may not participate in practice or competition until the athlete no longer exhibits signs, symptoms, or behavior consistent with a concussion and has received written clearance from a licensed health care provider.

For the purposes of this policy, a licensed health care provider is:

1. Registered, certified, licensed, or other wise recognized in law by the State of South Dakota to provide medical treatment; and
2. Trained and experienced in the evaluation, management, and care of concussions.

Re-Adopted:

**RETURN TO COMPETITION, PRACTICE, OR TRAINING**

This form is to be used after a youth athlete is removed from, and not returned to, competition, practice, or training after exhibiting concussion symptoms. The youth athlete should not be returned to competition, practice, or training until written authorization is obtained from an appropriate health care professional and the parent/guardians. A licensed health care provider is a person who is:

- (1) Registered, certified, licensed, or otherwise recognized in law by the State of South Dakota to provide medical treatment; and
- (2) Trained and experienced in the evaluation, management, and care of concussions.

This form should be kept on file at the school and need not be forwarded to the SDHSAA Office.

Athlete: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Sport: \_\_\_\_\_ Date of Injury: \_\_\_\_\_

**REASON FOR ATHLETE'S INCAPACITY**

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**Guidelines for returning to competition, practice, or training after a concussion**

Note: Each step should be completed with no concussion symptoms before proceeding to the next step.

- 1. No activity, complete rest with no symptoms.
- 2. Light exercises: walking or stationary cycling with no symptoms.
- 3. Sport specific activity without body contact and no symptoms.
- 4. Practice without body contact and no symptoms. Resume resistance training.
- 5. Practice with body contact and no symptoms.
- 6. Return to game play with no symptoms.

Note:

- 1. If symptoms return at any time during the rehabilitation process, wait until asymptomatic for 1 full day, then re-start at the previous step.
- 2. Never return to competition with symptoms.
- 3. Do not use "smelling salts".
- 4. **When in doubt, sit them out.**

**HEALTH CARE PROFESSIONAL'S ACTION**

I have examined the named student-athlete following this episode and determined the following:

\_\_\_\_\_ **Permission is granted** for the athlete to return to competition, practice, or training

\_\_\_\_\_ **Permission is not granted** for the athlete to return to competition, practice, or training

COMMENT: \_\_\_\_\_

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\_\_\_\_\_ Date: \_\_\_\_\_  
Health Care Professional

\_\_\_\_\_ Date: \_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_ Date: \_\_\_\_\_  
School Administrator

**HONORARY DIPLOMAS**

The Board recognizes the contributions and sacrifices made on behalf of our state and nation by a Veteran's service during the period December 7, 1941, to September 2, 1945, inclusive; during the period June 25, 1950, to July 31, 1953, inclusive; or during the period February 28, 1961 to May 7, 1975, inclusive. Accordingly the Board will award an Honorary High School diploma to those qualifying veterans who apply.

The Honorary High School Diploma program will be administered by the Superintendent or their designee.

Re-Adopted:

**VETERANS APPLICATION FOR A HIGH SCHOOL DIPLOMA**

Veteran's Last Name:	Veteran's First Name:	Veteran's Middle Name
Veteran's Last Name in Service:	Veteran's First Name:	Veteran's Middle Name

Year Veteran <b>Entered</b> Military Service:	Year Veteran was <b>Discharged</b> :
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Veteran's Address at the time of <b>entry</b> into Military Service: _____ _____ _____	Veteran's <b>Current</b> Address: _____ _____ _____
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Name and Address of South Dakota High School District the veteran selected to award the Honorary High School Diploma: _____ _____ _____ _____
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Signature of Applicant:	Date:
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**This section to be completed ONLY by a Veterans Service Officer: "I have reviewed the discharge record which accompanied this application and hereby verify that the Veteran is/was an honorably discharged World War II, Korean Conflict or Vietnam Era Veteran:**

Signature of CVSO:	Date:
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Re-Adopted:

**CLASS SIZE**

Classes should be of such size and organization as to ensure maximum learning efficiency. The Board recognizes that class size should depend upon age and maturity of student as well as the type of learning activity involved.

New approaches to school organization, such as team teaching and flexible modular scheduling may change many conventional class-size concepts as well as concepts of a "class" as such. However, precluding unusual circumstances, conventional classes should not exceed 30 pupils at the elementary level. Secondary class sizes should be within the recommended limits of the AdvancED evaluative criteria.

Re-Adopted:

## **INSTRUCTIONAL MATERIALS**

The Board believes that materials appropriate to the needs of the school program must be available to each student and teacher. These will be furnished by the Board subject to budgetary constraints.

The task of selecting instructional materials and programs will be delegated to the professional staff of the school system.

### INSTRUCTIONAL MATERIAL CRITERIA

Because instructional programs and materials are of great importance, only those that meet the following criteria will be approved by the Board:

1. They must present balanced views of international, national, and local issues and problems of the past, present and future.
2. They must provide materials that stimulate growth in factual knowledge, literary appreciation, aesthetic, and ethical values.
3. They must help students develop abilities in critical reading and thinking.
4. They must help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.
5. They must provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, or physical disabilities.
6. They must allow sufficient flexibility for meeting the special needs of individual students and groups of students.

Re-Adopted:

## **TEXTBOOK SELECTION AND ADOPTION**

The Board will officially adopt textbooks and textbook programs for use in the district schools upon the recommendation of the Superintendent.

Responsibility for the review and selection of textbooks to be recommended will rest with textbook and/or curriculum committees as appointed by the Superintendent or the Superintendent's designee. Membership on such committees shall include representation by teachers who will use the texts, administrators, and other staff members as found desirable. Students and parents may be asked to serve.

Principles that apply generally to the selection of instructional materials and library materials will apply to the selection of textbooks and books. The State Board of Education will have the power to review any books or other instructional material selected for use in the district schools. Additionally, basic textbooks and textbook programs will be chosen:

1. To advance the educational objectives of the school system and particular objectives of the course or program;
2. To contribute toward continuity, integration, and articulation of the curriculum;
3. To establish a general framework for the particular course or program.

Because the instructional purposes of textbooks, as stated above, are of such importance, particular care will be taken in their selection as to content.

### TEXTBOOK CONSIDERATIONS

Although many points must be examined, the Board directs the staff to be particularly mindful of the following considerations:

1. The needs of all learners, including slow learners and the exceptionally able, must be provided for.
2. Insofar as possible, multiethnic materials which depict a pluralistic society should be selected.
3. Attention should be given to sex roles depicted in the materials.
4. The textbook or textbook program should lead the student and teacher beyond the textbook into a wide variety of other materials and educational experiences.
5. If the textbook deals with problems and issues of our times, it should present and encourage examination of all points of view.
6. Because textbooks are selected for several years' use, special attention shall also be given their physical characteristics, durability, format, and price.

Re-Adopted:

**LIBRARY MATERIALS SELECTION AND ADOPTION**

The Board endorses the School Library Bill of Rights, as adopted by the American Library Association, which asserts that the responsibility of the school library is to:

1. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. Provide a background of information that will enable students to make intelligent judgments in their daily lives.
4. Provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
5. Provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
6. Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

Initial purchase suggestions for library materials may come from all personnel--teachers, coordinators, administrators. Students will also be encouraged to make suggestions. The librarian will be responsible for evaluation and recommendation of all library materials recommended to be included in the school library. Final approval and authority for distribution of funds will rest with the building principal, subject to the approval of the Superintendent and in keeping with the Board-approved budget.

Gifts of library books will be accepted in keeping with the above policy on selection. Complaints about library books will be handled in line with Board policy on complaints about instructional materials.

Re-Adopted:

## **TEACHER AIDES**

In approving the employment of instructional or teacher aides in the schools, the Board believes that their services will permit:

1. Teachers more time to devote to actual instruction.
2. More effective grouping for instructional purposes.
3. Wider use of audio-visual equipment in the classrooms.
4. Greater individualized attention for meeting pupil needs.
5. More effective group instruction.

The use of instructional aides will be individually determined and will require a written recommendation from the appropriate school building administrator and approval by the Superintendent. Official appointment to such a paid position will be made by the Board acting upon the recommendation of the Superintendent.

Under no circumstances will instructional aides be given responsibility and duties which are properly and/or legally those of a regularly employed and certificated professional staff member.

Re-Adopted:

## **SCHOOL LIBRARIES**

The Board recognizes that an effective school library media center is an important and integral part of the instructional resources of each elementary and secondary school. Consequently, the school district will provide and maintain adequate school library media centers.

Materials in school libraries will include a full range of print and audio-visual media. Library services will include instruction and help in the use of library resources. A school librarian will be employed in accordance with state regulations. The school librarian and assistants will act as teachers in the use of these resources.

The school librarian, together with the school principal and Superintendent, will develop such teaching programs and rules for library use as necessary to ensure maximum use of the library services and materials, and control of material.

The Superintendent, upon the recommendation of the school librarian, will annually request sufficient funds from the Board to maintain library services at a high level.

Re-Adopted:

## **USE OF COMPUTERS AND NETWORKS**

Access to the internet is available to students and teachers of the school district. Online resources will allow classroom projects such as pen-pal discussions, scientific data collection, and international cultural exchanges. The internet enables worldwide connection to electronic mail, discussion groups, databases, computer software and informational sources such as libraries and museums. The goal of the district through online resources is to promote educational excellence by facilitating resource sharing, innovation and communication within our own community, our nation and worldwide.

With the access of online resources comes the availability of material that may not be considered to be of educational value in the context of the school setting. On a global network, it is impossible to control all materials and an industrious user may discover controversial information. However, it is the district's belief that the valuable information and interaction on these networks far outweigh the possibility that a user may locate material that is not consistent with the educational goals of the district.

Internet users, like traditional library users, are responsible for their actions in accessing online resources. Before faculty, staff, students or parents have access to the Internet, they must complete a mandatory workshop. The intention of the workshop is to educate users on proper Internet conduct.

The administration will formulate the necessary regulations to carry out the policy of acceptable Internet use and the consequences if violations occur.

Re-Adopted:

## **SCHOOL VOLUNTEERS**

The School Board recognizes the need to develop a volunteer program to support district instructional programs and extracurricular activities. The purpose of the volunteer program will be to:

1. Assist employees in providing more individualization and enrichment of instruction;
2. Build an understanding of school programs among interested citizens, thus stimulating widespread involvement in a total educational process;
3. Strengthen school/community relations through positive participation.

A volunteer is a person who works at the recommendation of professional personnel. A volunteer will serve without compensation or employee benefits of any type, except for workers' compensation if the school district is desirous of providing coverage. (To be covered for workers' compensation, the appointment of a volunteer must be reflected in the official minutes.)

Volunteers will work with students under the immediate supervision and direction of certificated staff and are expected to comply with all rules and regulations set forth by the district.

Re-Adopted:

## **CHAPERONES FOR SCHOOL-RELATED ACTIVITIES**

The Board acknowledges the need for chaperones to support staff during school-related activities. The Board defines a chaperone as a district employee, parent or adult community member who volunteers to work on a temporary basis at a school site or off-campus event for the purpose of supporting the district in its education of students.

Chaperones will work with students under the immediate supervision and direction of a certified teacher or staff member, and are expected to comply with all rules and regulations set forth by the District.

The board approves the use of staff, parental or community members as school chaperones, and will consider any chaperone a volunteer of the School District.

As such, the Board will generally approve the coverage of chaperones under the District's workers' compensation insurance in order to provide coverage in instances of injury that occur during the time that the chaperone is acting as a volunteer worker of the district. The approval will be done during a regular meeting of the Board.

The Board authorizes the Superintendent or Superintendent's designee to establish guidelines and procedures for chaperones for school-related activities.

At the discretion of the Superintendent, non-employee chaperones may be required to undergo a criminal history check.

All chaperones will abide by the school chaperone rules established by the Superintendent or Superintendent's designee, and will be given a copy of this policy and any subsequent regulations or procedures.

A copy of this policy and subsequent regulations will be provided to each chaperone.

Re-Adopted:

## **HOMEWORK**

The Board believes that homework -- as long as it is properly designed, carefully planned, and geared to the development of the individual student -- meets a real need and has a definite place in the educational program.

The Superintendent will develop regulations for the assignment of homework according to these guidelines:

1. Homework should be a properly planned part of the curriculum, extending and reinforcing the learning experience of the school.
2. Homework should help children learn by providing practice in the mastery of skills, experience in data gathering and integration of knowledge, and an opportunity to remediate learning problems.
3. Homework should help develop the student's responsibility by providing an opportunity for the exercise of independent work and judgment.
4. In assigning homework, a teacher should consider a student's age and mastery of skills; his need for play time; and/or, his out-of-school responsibilities and activities, which often aid a student in developing his interests or tastes. However, the homework grade is dependent on performance by the student.
5. As a valid educational tool, homework should be clearly assigned and its product carefully evaluated.
6. The schools should recognize the role of parents by suggesting ways in which parents may assist the school in helping a child carry out his responsibilities.

Re-Adopted:

## **PROMOTION AND RETENTION OF STUDENTS**

The administration and teaching staff must strive to create plans of instruction and instructional organization that will permit students to progress through school according to their needs and abilities.

Students will normally progress annually from grade to grade. However, exceptions to this general policy may be made when it becomes evident that a student should proceed more slowly.

Retention will not be used until other possibilities have been exhausted, including special help, remedial work, and summer school opportunity. See Middle School Handbook for the minimum qualifications to be promoted to the next grade level at the middle school level.

In all cases of retention, parents must be informed of such possibility well in advance (usually by the third reporting period) and a conference with them sought. In all instances, the advice and help of the guidance and other special school personnel will be used by teachers.

Although teachers may recommend retention, all retentions (as well as promotions) will be assigned by the school principals. Teachers, in recommending retentions and principals in assigning them, will give the reasons why they feel the student should repeat. The school system shall have final authority in the promotion or retention of a student in grades 1-12.

The principal will take particular care in assigning more than one retention during a child's elementary school life. The Superintendent must approve a second retention assigned any student.

Re-Adopted:

## **STATE REQUIRED ASSESSMENTS**

The Superintendent is charged with the administration of all state assessments and is responsible for designing procedures that result in accurate data relating to student progress under district and state accountability systems. As a valuable measurement of student progress, results of state assessments will be shared with the Board so the Board can use accurate and up-to-date data in district decision making.

If the Superintendent has sufficient evidence that cheating on a state-required academic test occurred; the Superintendent shall investigate the situation and circumstances. The Superintendent shall, per South Dakota Codified Law, report the findings of the investigation to the South Dakota Department of Education. The Superintendent will also make a formal report to the Board, excluding any personally identifiable information of individuals involved.

Cheating is defined as any form of academic dishonesty or cheating, including the unauthorized knowledge of the achievement test by a student or providing unauthorized access to secure test questions or tampering or altering of student answer sheets by school district personnel.

Student and staff handbooks will contain information what constitutes cheating and communicate the possible personal and district sanctions.

The District shall not collect information that is not necessary for the determination of student academic progress, state and federal reporting requirements, other duties prescribed to the District, or for the calculation of funding for public education.

Re-Adopted:

## **EVALUATION OF INSTRUCTIONAL PROGRAMS**

The Board expects its faculty and administration regularly to evaluate the education program. Such evaluation may be expected to lead to recommendations for modifications of practice, changes in content and new courses.

Elements of this evaluation may include:

1. Testing programs such as nationally standardized general achievement tests, national standardized tests in specific subject areas, and tests administered by other agencies.
2. Study of school achievement records.
3. Extent of and trends in admissions to colleges and universities.
4. State education department specialists and services.
5. Evaluation by other organizations and agencies.

An evaluation of the instructional programs will be made periodically, and the results will be presented to the Board by the Superintendent.

Re-Adopted:

## **TEACHING ABOUT CONTROVERSIAL ISSUES**

Training for effective citizenship is accepted as one of the major goals of the district's schools. The instructional program developed to achieve this purpose properly places great emphasis upon teaching about our American heritage, respect for our established institutions, the rights and privileges we enjoy as citizens, and the citizenship responsibilities that must be assumed in maintaining our American way of life.

To enable students to learn how to become effective citizens, the public schools have an obligation to prepare them for intelligent and conscientious participation in a democratic social order. Such participation requires that students have the opportunity to become cognizant of public issues; to learn the skills of analyzing current problems and arguments; to distinguish between fact and opinion; to gather and organize pertinent facts; and to respect the opinions of others. The schools have the additional responsibility of providing students the opportunity to identify, form, and express their own opinions on controversial issues.

Teachers will use the following guidelines for selection and study of controversial issues in the classroom:

1. The topic and method used in its study should contribute toward helping students develop techniques for examining other controversial issues.
2. The issue should be appropriate to the maturity level background of the students in the class.
3. The issue should be related to the course content and help achieve course objectives.
4. A balanced and fair presentation of the issue should be presented.

Teachers desiring to bring resource people into the class to discuss a particular viewpoint on a controversial issue must first obtain the endorsement of the principal. Care must be taken by the teacher not to expose any one viewpoint as more acceptable than another.

Re-Adopted:

## **ANIMALS IN SCHOOLS**

### CLASSROOM / BUILDING

The governing board recognizes that some students have a moral objection to dissecting or otherwise harming or destroying animals.

Students will not be discriminated against for a decision to exercise this right.

The accommodation of students' requests for alternative educational projects will be left to the discretion of site administrators and teachers.

Agriculture education classes would be exempt from this policy.

### ANIMALS ON GROUNDS

When an uncontrolled dog or other animal is discovered on school property, the principal or designee(s) should call the animal control officer or local law enforcement.

In the event of an animal bite, suffered while the animal is being removed from or controlled on school premises see the Safety Handbook and/or seek medical attention. After medical attention has been given, the Student Accident Report or Employee Accident Report should be completed and turned into the Administration Office.

Re-Adopted: