

## SECTION I: Instruction

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Section I of the EPS/NSBA policy classification system provides a repository for statements on the instructional program: basic programs, special programs, activities programs, instructional resources, academic achievement.

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**INSTRUCTIONAL GOALS**

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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.

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## ACADEMIC FREEDOM

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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.

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**SCHOOL YEAR/SCHOOL CALENDAR**

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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 hours 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.

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**State References**

SDCL 13-26-1	School fiscal year
SDCL 13-26-2	Time required in school term
SDCL 13-26-4	Teacher-parent conference hours counted
SDCL 13-26-4.1	In-service training
SDCL 13-26-9	School board decision on opening day of classes
SDCL 13-26-17	Nonreferral or rejection of referendum

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**SCHOOL DAY**

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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.

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**State References**

SDCL 13-26-1            School fiscal year

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**ORGANIZATION OF INSTRUCTION**

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The Board is responsible for public education, age five by September 1 through grade 12, throughout the District. It may assume 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 implemented according to plans. These plans will be developed by the Superintendent and the administrative staff with final approval by the Board.

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**State References**

SDCL 13-33-3

Adult education, summer school, kindergarten, and nursery schools

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## CURRICULUM DEVELOPMENT

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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.

In accordance with CIPA (Children's Internet Protection Act), general computer education courses will include curriculum which emphasizes appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

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.

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**PILOT PROJECTS**

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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.

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## CURRICULUM ADOPTION

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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.

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**BASIC INSTRUCTIONAL PROGRAM**

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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 and 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.

Commitment to 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.

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**State References**

ARSD 24:43:11

Curriculum

SDCL 13-3-48

Standards revision cycle - content standards

SDCL 13-33-1  
SDCL 13-33-11

Conformity to standards adopted by state board  
Instruction to promote mastery of English language

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## CITIZENSHIP EDUCATION

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It is a prime responsibility of the District to help students understand, appreciate, and feel a responsibility to perpetuate our American heritage, customs, traditions, and ideals. Therefore, the Board directs that students will be instructed in the history and the Constitution of the United States, the history and Constitution of the State of South Dakota, and the general principles of free government so they can comprehend the rights, duties, and dignity of American citizenship. Also, students will be instructed on the proper manner to honor, respect, and display the flag of the United States.

The following citizenship education activities will be made available at the appropriate grade level on a regular basis:

Learning and reciting the Pledge of Allegiance.

Learning and singing a variety of patriotic songs, including the National Anthem.

Listening to or reading stories about famous and/or historical facts or events.

Participating in student government activities.

Participating in a wide variety of local, state, and national government classroom simulations that include, but are not limited to, mock elections, mock trials, and/or mock legislatures.

Participating in patriotic exercises and observances in the classroom and/or in conjunction with school programs and events deemed appropriate for the occasion.

Participating in any other activity that will lead to making students aware of their responsibility for the preservation of a free and democratic society as citizens of the United States.

Individual staff members who wish to provide a citizenship program different from the activities outlined above should submit such programs in writing to the building administrator in charge of instruction.

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### State References

SDCL 13-24-17	Flagpole required
SDCL 13-24-17.2	Right to post flag, recite pledge of allegiance and sign national anthem
SDCL 13-33-4	Instruction on US and state Constitutions required

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**HUMAN RELATIONS EDUCATION  
(Moral and Character Instruction)**

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Although the home and other community institutions play an important role in contributing to the moral attitude of students, the Board recognizes that the schools may also influence a student's attitude and thinking.

The District will provide character instruction.

In developing curriculum for various courses, the Superintendent and the professional staff will keep in mind lessons which can contribute to the character instruction of the students. In addition, through the performance of their own activities staff members should keep in mind that they serve as role models for the students, and instruct students in these areas.

The Board will encourage parents and other community members to join them in providing guidance to students to enable them to develop their own code of ethics.

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**State References**

SDCL 13-33-6.1      Character development instruction

Original Adopted Date: July 2003  
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## TEACHING ABOUT RELIGION

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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.

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**GENERAL AND SPECIFIC OCCUPATIONAL EDUCATION**

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Consistent with its commitment to meet the instructional needs of students, the Board recognizes that the goal of general and specific occupational education is to develop productive citizens. In meeting this goal, it is essential to provide the District's students with necessary decision-making and job-entry level skills.

General and specific occupational education will be an integral part of the general curriculum in the high school, and also will be provided for post-secondary and adult students. The rules and regulations for carrying out an efficient general and specific occupational program will be in accordance with those established by the State Board of Education. The program will be geared to technological and economic conditions and changes and, as a core component of comprehensive education, will share with other aspects of the high school curriculum the purpose of development of character and attitudes as well as skills.

In an effort to meet the general and specific occupational training needs of regular high school students, adults, post-secondary students, and others identified by their needs, the District may provide programs in the following educational areas:

1. Agricultural
2. Business and Office
3. Marketing Education
4. Health Occupations
5. Family and Consumer Science
6. Trade and Industrial
7. Technology Education

Guidance and counseling services will be provided for both general and specific occupational students throughout the program and at the time for placement in the chosen career.

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**State References**

SDCL 13-39                      Vocational and technical education

**Policy References**

LB                                      Relation with other schools and school districts

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## PHYSICAL EDUCATION

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The Board will attempt to provide every student with an opportunity for wholesome and enriched educational experiences. It is the Board's belief that the following basic aims and objectives of the physical education program will contribute to this goal by:

1. Aiding the development of the entire student so that a well-trained mind may function properly in a healthy body.
2. Encouraging student participation in vigorous physical activity while in school and to teach the skills of those activities so that they will have a carry-over value for later activities in everyday life.
3. Increasing appreciation of physical fitness and its importance in regard to good health.
4. Impressing upon students the importance of integrating one's mind, body, and attitude in preparing to face the obligations of a complex society.

Only in rare cases will students be exempt from physical education classes. School personnel have the responsibility for determining the activities appropriate for each student.

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## TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO

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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. 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.

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**FAMILY LIFE/SEX EDUCATION**

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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/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 or her 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/sex education will have professional preparation in the subject area, either through pre-service or in-service education.

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**State References**

SDCL 13-33-6.1      Character development instruction

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**PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS**  
**Children with Disabilities**

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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, under the age of 21.

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

Seeking out young children with disabilities 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 disabilities is not to categorize them as disabled, but to determine and provide the most appropriate education possible for each one.

The Board believes that most children with disabilities 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 disabilities. Parents must be given prior written notice, and give informed consent, whenever a child is referred for evaluation of a disability. 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 children with disabilities. The financial commitment necessary to meet the needs of all children with disabilities is extensive, and the Board will include in the District tax levy, the amount required by state law, 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.

## DEVELOPMENT OF AN INDIVIDUAL EDUCATION PROGRAM (IEP)

An IEP team for each child will be comprised of the child's parents, the child when appropriate, a local education agency representative or designee, a regular classroom teacher of the child, a special education teacher/provider working with the child, an individual to interpret the evaluation results, a transition service provider if appropriate, and any other related service personnel or individuals having expertise regarding the child. This IEP team will be responsible for the evaluation procedures, eligibility determination of a child with disabilities, the design of an individual education program (IEP), and for placement. All procedures will be in accordance with federal and state requirements.

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

The IEP team 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.

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### **State Reference**

ARSD 24:05:13-35

Special education

SDCL 13-37

Special assistance and related services

### **Federal Reference**

USC Title 29 794

Nondiscrimination under Federal grants and programs

USC Title 42 Ch. 126

Americans with Disabilities Act of 1990 (Equal opportunity with individuals with disabilities)

### **Policy Reference**

JECB

Open enrollment

Original Adopted Date: July 2003

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**PROGRAMS FOR GIFTED STUDENTS**

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Students with superior academic ability may be given an opportunity for greater educational challenge by means of District programs for the gifted.

Academically gifted students are those who have been identified as being capable of more challenging work than that offered in the regular curriculum.

The parent or guardian of any gifted student must grant his or her consent as a prerequisite for the student's participation in the program for the gifted.

Included among offerings for gifted students may be:

1. Special classes organized for gifted students.
2. Special counseling or instruction outside regular classes
3. Enrichment in regular classes
4. Tutoring and correspondence course
5. Advanced grade or class placement
6. Attendance in college or junior college classes

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## LIMITED ENGLISH PROFICIENCY INSTRUCTION

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The 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 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.

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. Students in their first year in country will not be 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:

- A. Their child's level of English proficiency and how such a level was assessed,
- B. The status of their child's academic achievement.
- C. The method of instruction used in the program in which the child is placed, and the methods of instruction used in other available programs.
- D. Information as to how the program will meet their child's educational strengths, assist him or her to learn English, and meet age-appropriate academic achievement standards.
- E. Exit requirements for the program.
- F. 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.

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## **HOMEBOUND INSTRUCTION**

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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 catastrophic illness or permanent 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 or she 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.

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**ALTERNATIVE SCHOOL PROGRAMS**

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Some children have great difficulty coping with the conventional school program and, as a result, will drop out of school. Some children require more support and direct supervision than is reasonably available in conventional school settings. And, some children, along with a highly structured academic experience, require a special focus on life skills and an appropriate vocational involvement.

The Board will provide alternative education programs where these needs have been identified, where establishment of such programs is feasible, and where the proposed programs fall within the function normally associated with the public school system.

These alternative educational programs will seek to provide an appropriate academic, social, and vocational experience to aid these young people either to reenter the regular school system, move into another educational setting, or prepare them for successful employment.

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**State Reference**

SDCL 13-8-1

School board defined

SDCL 13-8-39

Management of schools by board - general powers

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## VIRTUAL/ONLINE COURSES

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The District believes that virtual or online courses can be an effective means of instruction for students. Virtual or online courses will be part of the District's educational program, providing students with opportunities to expand their learning environment through the use of online resources that allow for increased accessibility and flexibility in the delivery of instruction.

### Definitions

Virtual course – an internet-based or distance education course in which the instructor is not an employee of the District.

Online course – an internet or computer-based course monitored and assisted by an employee of the District.

All virtual/online education programs and courses will be consistent with District instructional goals and aligned with South Dakota's academic standards, curriculum frameworks and assessments, and approved by the South Dakota Department of Education. The administration is directed to periodically review virtual/online courses to ensure they meet curriculum standards.

### Student Application for Virtual/Online High School Courses

Students applying for permission to take a virtual/online course will do the following:

- Complete prerequisites and meet with the high school counselor to confirm the student possesses the skills, knowledge, and motivation needed to be successful in an online learning environment.
- Obtain the written approval of the Principal or his/her designee before enrolling in a virtual/online course.
- Adhere to the District code of conduct to include rules of behavior and consequences for violations.
- The student is required to be in attendance at the high school building for a full regularly scheduled period as they would in any other academic class. This requirement may be waived provided it is approved by the administration and the student demonstrates adequate grades and progress in the course.
- The student and parents must sign a contract for any virtual school course.

### Credit for Virtual/Online Coursework

High school students may earn academic credit toward graduation requirements by completing virtual/online courses approved by the South Dakota State Board of Education. Students taking such courses must be enrolled in the District.

Students must complete all coursework within the calendar structure of the District

unless permission is granted from the administration in advance.

### Awarding Credit for Virtual/Online Coursework

The school must receive an official record of the final grade before awarding credit toward graduation. Only approved courses shall be recorded on student transcripts. Credit for virtual/online coursework that a student completes prior to enrollment in the Tea Area High School will be transferred subject to the following conditions:

- Virtual or online credit granted by another accredited high school will be approved and added to the student's transcript.
- Virtual or online credit completed in a non-accredited school or home school setting will be subject to the District's credit transfer process.

### Cost For Virtual/Online Courses

The District will pay all costs for any course being delivered via the virtual school if it is part of the District's regular offering coursework and it is the only delivery method of that course.

In all other instances, the student will be responsible for all costs of the virtual school, and online courses. This includes the following, but is not limited to:

- Registration and/or costs of the course from the delivery source
- Costs required for credit
- Costs for textbooks (provided the District does not have the textbook)
- Costs for resources including lab materials

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Original Adopted Date: July 2003  
Reviewed: April 2017  
Revised: April 2017

**EXTENDED INSTRUCTIONAL PROGRAMS**

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The Board recognizes that learning can and does exist beyond the confines of the school walls, and that students may participate in diverse learning programs throughout the school year. Upon recommendation of the Superintendent, the Board may award credit for promotion and/or graduation through the results of proficiency testing, correspondence courses, life experiences, work experiences, and other informal educational endeavors. In awarding credit for such programs and experiences, the Board will use the following guidelines:

1. That the course be accepted as responsive to the learner's needs.
2. That it be administered by pre-approved and responsible persons or organizations, which meet the standards for accreditation described in state law.
3. That the individual request has the approval of a teacher in the academic area of study, the Building Principal, and the Superintendent,

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Original Adopted Date: July 2003  
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**SUMMER SCHOOL**

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The Board will conduct summer sessions as a supplement to the instruction offered during the school year, when funding for such programs is available and the need is established.

Students who are residents of the District; whose need for a summer program has been identified by teachers; and, who have been recommended for enrollment in the program to the Superintendent by the appropriate building principal may be charged tuition.

Special activities or programs for which a fee is to be charged may be conducted only with the approval of the Board and in compliance with state law.

The summer program will be designed to include enrichment, remedial, and recreational experiences.

Summer school will be under the direction of a summer school principal appointed by the Board. Teachers for summer sessions will be recruited from the District staff insofar as possible. The Board will set summer salaries and make appointments upon the recommendation of the Superintendent.

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**State Reference**

SDCL 13-33-3      Adult education, summer school, kindergarten, and nursery schools

Original Adopted Date: July 2003  
Reviewed: April 2017  
Revised: April 2017

## ADVANCED COLLEGE PLACEMENT

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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.

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 or she may request permission from his or her Principal, who will recommend to the Superintendent that the course apply to high school graduation requirements.

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Original Adopted Date: July 2003

Reviewed: April 2017

Revised: April 2017

**PRESCHOOL PROGRAMS**

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The Board recognizes that critical importance of the early years in determining the educational development of children. Insofar as resources permit, programs designed to help meet the physical, emotional, social, intellectual, and self-care needs of young children will be encouraged. In using resources, including available space, first priority will be assigned to the regular school program for grades Junior Kindergarten through 12.

Pre-Junior Kindergarten programs will meet all state requirements and follow a comprehensive, sequential curriculum, which is geared to the individual child and emphasizes educational purposes. It will provide a variety of opportunities for growth.

The Superintendent is charged to implement preschool programs, including age-eligibility and other requirements, when such programs are authorized by the Board. The program will be offered to eligible children. At the time of registration, parents or guardian of the child must submit a birth certificate and immunization record.

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**State Reference**

SDCL 13-3-1.4	General supervision of accredited schools
SDCL 13-6-2	Legislative policy
SDCL 13-8-39.2	Authority to provide day-care for children of enrolled students
SDCL 13-8-50	Fee for before or after school programming
SDCL 13-28-1.1	Enrolled student defined
SDCL 13-33-3	Adult education, summer school, kindergarten, and nursery schools

Original Adopted Date: July 2003  
Reviewed: April 2017  
Revised: April 2017

**EXTRA-CURRICULAR ACTIVITIES**

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The Board, in the interest of affording the students attending its schools the highest level of educational experience obtainable, believes that student extra-curricular 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.

The following guidelines will govern the student activities programs:

1. Student extra - curricular activities are those school activities that are voluntarily engaged in by students and have the approval of the school administration.
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. Activities must be open to all students, regardless of race, religion, sex, national origin, or disability.
6. Extra-curricular activities must not place undue burdens upon students, teachers, or District.
7. Activities should be held on non-school time or at an appropriate designated school time.

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.

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**State Reference**

SDCL 13-32-9

Suspension from extracurricular activities

SDCL 13-36-4

Delegation of control of interscholastic activities to association

Original Adopted Date: July 2003

Reviewed: April 2017

Revised: April 2017

## STUDENT ORGANIZATIONS

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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.

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Original Adopted Date: July 2003  
Reviewed: April 2017  
Revised: April 2017

**STUDENT PUBLICATIONS**

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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 Principal 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.

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Original Adopted Date: July 2003  
Reviewed: April 2017  
Revised: April 2017

## STUDENT PERFORMANCES

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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, disability, 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 Principal when the above criteria have been met.

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Original Adopted Date: July 2003  
Reviewed: April 2017  
Revised: April 2017

**STUDENT FUND-RAISING ACTIVITIES**

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Money drives will not be encouraged unless there is justification for purpose and the need is adequate.

Justified fund-raising will be permitted for school classes or groups of students, under the sponsorship of a faculty member, provided they are approved by the Superintendent or designee and that benefits derived there from will be made available to all members of the class or group.

No project will be allowed that will involve the servitude of an individual. A categorical, itemized accounting of money raised at school or in connection with the school other than money deposited in the extra-curricular account which is the responsibility of the Administrator, will be submitted by the Administrator to the Business Manager, to be filed with the District financial records.

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Original Adopted Date: July 2003  
Reviewed: April 2017  
Revised: April 2017

**STUDENT ACTIVITIES FUNDS MANAGEMENT**

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The Board authorizes the establishment and maintenance of a student activity fund for each school, which will be the only authorized depository fund for student clubs or organizations. The Administrator will oversee the proper administration of the financial activities of each student activity account in accordance with the provisions of state law and work with the District business office to ensure appropriate accounting practices and procedures. All payments made from the student activity fund will have the prior approval of the faculty advisor and of the Administrator

The annual school District audit will include an audit of student organization funds. Payment for the audit will be made from District funds.

Reserves will be limited to amounts estimated as necessary for the beginning of the following year's operation.

Moneys raised by student organizations must be expended for the benefit of students.

All fund-raising projects must be approved in advance by the organization advisor, Administrator and the Superintendent. This approval will be based upon the intended usage of the funds raised; the nature of the fund-raising activity and the degree to which the proposed activity fulfills the purposes of the organization.

The Business Office requires the faculty advisor to submit for approval a yearly budget listing proposed activities and projected expenditures and income.

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**State Reference**

SDCL 13-16-19	Stewardship of agency funds
SDCL 13-16-20	Disbursements authorized
SDCL 13-16-21	Monthly and annual reports on funds

Original Adopted Date: July 2003  
Reviewed: April 2017  
Revised: April 2017

## INTERSCHOLASTIC ATHLETICS

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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 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 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 or her personal physician.

The parent or guardian must sign a waiver to the effect that the student has health insurance coverage prior to the student participating in interscholastic athletic activities, including practice.

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### State Reference

SDCL 13-36-4

Delegation of control of interscholastic activities to association

Original Adopted Date: July 2003  
Reviewed: April 2017  
Revised: April 2017

## CONCUSSION AWARENESS AND PREVENTION

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The school board is committed to providing all students with a 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 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.

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### **State Reference**

SDCL 13-36-9

Concussion guidelines and information sheet

SDCL 13-36-10	Coaches to complete training program
SDCL 13-36-11	Removal of athlete exhibiting symptoms of concussion
SDCL 13-36-12	Return of athlete to activity
SDCL 13-36-13	Licensed health care provider defined
SDCL 13-36-14	Cause of action not created

Original Adopted Date: July 2003  
Reviewed: April 2017  
Revised: April 2017

## PARTICIPATION OF ALTERNATIVE INSTRUCTION STUDENTS

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The Tea Area School District will permit alternative instruction students in grades 6-8 to participate in middle school extracurricular activities, and will permit alternative instruction students in grades 9-12 to participate in interscholastic activities within the parameters outlined within this policy.

Nothing in this policy confers any vested right in any alternative instruction student wishing to participate in an interscholastic activity to be selected for competition in such activity.

As a condition of participation, the alternative instruction student in grades 7-12 must be enrolled in, and attend a minimum of two (2) academic class periods per day at Tea Area School District, and maintain passing grades in both classes. The classes attended by the alternative instruction student must be classes that grant academic credit. On the day of participation in any interscholastic competition, the alternative instruction student must have attended class as outlined in the District's Activity Handbook.

Further, as a condition of participation, the alternative instruction student must fulfill the SDSHAA policies for Participation of Alternative Instruction Students including but not limited to SDHSAA Eligibility Checklist for Alternative Instruction Students. Compliance with this provision must be demonstrated annually.

1. Demonstrate compliance with CHAPTER 1, PART IV – *Student Eligibility* – and CHAPTER II, PART I – *Further Eligibility Requirements for Athletic Contests (as applicable)* by submitting the *SDHSAA Eligibility Checklist for Alternative Instruction Students*.
2. Providing documentation of the (SDCL 13-27-3) *Application for Public School Exemption Certificate Request* and nationally standardized achievement tests in grades tested under the state testing program.
3. Complying with all member school eligibility requirements with the exception of attendance requirements. Scholastic/academic eligibility shall be verified per the school District's administrative policy following the same procedure used to accept credits toward graduation when an alternative instruction student requests a transfer to the school District.
4. Any student, who was unable to maintain academic eligibility in an accredited school, shall be ineligible to participate as an alternative instruction student for a period of one year. After one year, the student may regain eligibility per the local school administrative policy.
5. Satisfy the responsibilities and standards of behavior and performance,

including related class or practice requirements, as expected of other student participants as a condition for both the initial acceptance and continued membership in the activity including but not limited to:

- a. All local school training rules and/or codes of conduct will be applicable.
  - b. In order to be eligible to audition for and/or participate in a Region Music Contests, All-State Chorus, All-State Orchestra or All-State Band, the student must currently be enrolled and attending the local school's parallel musical organization (if one exists) i.e., vocal music, band, orchestra. (This is the same rule that applies to all students attending a member school.)
  - c. A student who is a member of a high school team may not participate in games, practice tryouts, etc. in that particular sport during the same season on an independent or non-high school team or as a member of any "all star" team or completely unattached on an individual basis. (This is the same rule that applies to all students attending a member school.)
  - d. All references to calendar shall refer to the member school where the alternative instruction student is participating.
6. Alternative School Student's Local District: The local District of an alternatively educated student (i.e. home schooled) shall be the District in which the parent or guardian filed the Certificate of Excuse (13-27-7). This certificate, once filed in the District of residence (13-28-9), shall establish their District of residency for athletic eligibility pursuant to the local school District policy.
7. The student may transfer their eligibility through SDHSAA athletic open enrollment one time to another member school. If this occurs at the beginning of the school year, the student would become eligible immediately. If the SDHSAA athletic open enrollment transfer occurs after the first day of school, the student would be become eligible as per the following guidelines:

For students not enrolled on the first day of school year at the school they are open enrolling to:

- SDHSAA athletic open enrollment students enrolled in a SDHSAA member school which operates a five (5) day week shall become eligible on the forty-sixth (46<sup>th</sup>) scheduled day of school provided all other SDHSAA regulations are met.
- SDHSAA athletic open enrollment students enrolled in a SDHSAA member school which operates a four (4) day week shall become eligible on the thirty-seventh (37<sup>th</sup>) scheduled day of school provided all other SDHSAA regulations are met.

8. Any accredited school student who leaves an accredited program during the course of the school year for any reason and enters an alternative instruction program is ineligible for participation in interscholastic activities one (1) year beginning on the date the student enters the alternative instruction program.  
SDCL 13-36-7
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**State Reference**

SDCL 13-36-4	Delegation of control, supervision, and regulation of high school interscholastic activities to association
SDCL 13-36-7	Participation in interscholastic activities – Accreditation -- Eligibility
SDCL 13-36-8	Participation of certain nonpublic school students in interscholastic activities at other nonpublic schools
SDCL 13-27-3	Child excused if provided alternative instruction – Notification – Investigation – Revocation – Restrictions – Testing

Original Adopted Date: July 2003  
Reviewed: April 2017  
Revised: April 2017

**ADULT EDUCATION PROGRAMS**

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The Board recognizes that education is a life-long process, and that it has an educational responsibility to the entire community. Accordingly, adult education courses maybe provided to meet the needs of adults and out-of-school youth for basic education, general and academic education, occupational education, and development of special interests in various arts, crafts, and recreation.

The adult education program will be administered by the Superintendent and maybe supported by a combination of District funds, state and federal aid, and fees. Tuition charges will be as determined by the Board.

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**State Reference**

SDCL 13-28-8	Admission of adults resident in district without tuition
SDCL 13-28-35	Tuition charges for adult education program
SDCL 13-33-3	Adult education, summer school, kindergarten, and nursery schools

Original Adopted Date: July 2003  
Reviewed: April 2017  
Revised: April 2017

**HONORARY HIGH SCHOOL DIPLOMAS**

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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.

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**State Reference**

SDCL 33A-2-34

Honorary high school diploma to veterans

Original Adopted Date: July 2003

Reviewed: April 2017

Revised: April 2017

## GROUPING FOR INSTRUCTION

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The school District will group students in order to increase the effectiveness of each teacher and to make it possible for the teacher to individualize instruction by narrowing the range of student needs within a particular class. Assignment of students to classes should be done on the basis of what is best for the individual student. Students will be assigned to class groups and sections in a manner that will best promote their general growth and development, as well as their intellectual achievement.

Good administration takes into account the importance of parental understanding and acceptance of the grouping procedure used in the school. The school principal should cooperate with parents and teachers and other staff members in the most effective placement of students in classes. The assignment of classes to teachers is the responsibility of the Principal working in cooperation with the Superintendent and the teachers concerned.

Grouping within the classroom is desirable and teachers should be encouraged to carry out this procedure. Grouping should be flexible. Some children may be grouped together for one activity and, almost immediately following they may be regrouped for another activity. Children may not, however, remain in the same groups throughout the school year.

New instructional arrangements will be reported to the Board, used on a trial basis, and evaluated before being instituted on a wide or permanent basis.

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Original Adopted Date: July 2003

Reviewed: April 2017

Revised: April 2017

**SCHEDULING FOR INSTRUCTION**

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A primary function of a classroom program is to promote the most effective use of time available. It will be the Principal's responsibility to see that a satisfactory instructional program is scheduled for each student in his or her school building. This schedule should meet the time requirements for certain courses as set by state or District regulation. It should also provide for the best use of a student's time in relationship to his or her goals, and within the framework of practicable school operation.

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Original Adopted Date: July 2003  
Reviewed: April 2017  
Revised: April 2017

## INSTRUCTIONAL MATERIALS

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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. 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.

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Original Adopted Date: July 2003  
Reviewed: April 2017  
Revised: April 2017

## **INSTRUCTIONAL MATERIAL SELECTION AND ADOPTION**

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The Board will officially adopt instructional materials for use in the District schools upon the recommendation of the Superintendent.

Responsibility for the review and selection of instructional material to be recommended will rest with textbook and/or curriculum committees as appointed by the Superintendent or his or her 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.

The State Board of Education will have the power to review any instructional material selected for use in the District schools. Additionally, instructional material programs will be chosen:

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

Because instructional materials are of such importance, particular care will be taken in their selection as to content.

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

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Original Adopted Date: July 2003  
Reviewed: April 2017  
Revised: April 2017

## LIBRARY MATERIAL SELECTION AND ADOPTION

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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 and Curriculum Director 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.

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Reviewed: April 2017  
Revised: April 2017

**SCHOOL LIBRARIES**

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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 District will provide and maintain adequate school library media centers.

Materials in school libraries may include a full range of print, audio-visual, and electronic/digital media. Library services will include instruction and help in the use of library resources. A 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 Librarian, together with the Principal, Curriculum Director, and Superintendent, will develop such teaching programs and rules for library use as necessary to ensure propriety and 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.

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**State Reference**

SDCL 13-1-31

School library supervision – no minimum expenditures

Original Adopted Date: July 2003

Reviewed: April 2017

Revised: April 2017

**INSTRUCTIONAL MEDIA**

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The Board recognizes that instructional media can provide educational experiences and cultural involvement for students and adults alike. Therefore, the Board endorses the use of instructional media as an integral part of the school curriculum when practical.

When using instructional media in addition to general curriculum materials, a teacher should keep in mind that the program should be suitable to the maturity level of the students, and that the subject matter should be of specific interest to the class curriculum.

Cultural and enrichment media presentations of general interest to the community may also be used for instructional purposes to supplement the curriculum materials. Before recommending the viewing of such a program, the teacher should ascertain that the format and content of the program is suitable for students.

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Original Adopted Date: July 2003  
Reviewed: April 2017  
Revised: April 2017

## USE OF COMPUTERS AND NETWORKS

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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 Acceptable Use Agreement.

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

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## **COMMUNITY INSTRUCTIONAL RESOURCES**

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Helping each child develop to his full potential and become a contributive citizen to this community are important objectives of this District's educational program.

Toward these ends, the Board will encourage administrative and instructional personnel to rely on the community as one available educational tool. The administration will direct the development of a community instructional resources program designed to involve the citizens, the institutions, and the environment of our community in the education of its children.

The Superintendent will have supervisory control over the community resources program, which will include the school volunteer service. Members of the staff and of the community will be encouraged to offer their ideas and services through the channels developed by the administration. Community resource files will be developed, noting contacts for voluntary assistance, program contribution, and an evaluation of the effectiveness of each contribution.

From time to time, each school Principal may be asked to provide the Superintendent with a summary of the extent and effect of using such volunteers. At least annually the Superintendent will report to the Board on the involvement and effectiveness of the community in the resource program.

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## SCHOOL VOLUNTEERS

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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 on an occasional or regular basis at school sites or other educational facilities to support the efforts of professional personnel. Such an adult volunteer worker will serve in that capacity without compensation or employee benefits of any type, except for Workers' Compensation as per SDCL 62-1-5.1. (To be covered for workers comp, the appointment of a volunteer should be entered into official minutes.)

Volunteers will work with students under the immediate supervision and direction of a certificated person.

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

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### State Reference

SDCL 47-23-29	Immunity of volunteers of nonprofit organizations, free clinics, certain hospitals, and governmental entities
SDCL 62-1-5.1	Volunteers serving state or political subdivision without pay – computing or imputing wage – certain persons not deemed volunteers

Original Adopted Date: July 2003  
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**GUIDANCE PROGRAM**

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A guidance program will be incorporated into the curriculum to aid students in making informed and responsible decision and in using effective decision making process.

The major objective of the guidance program is to help each child make the best of his or her educational opportunities toward a normal, useful, and happy life.

The program will be directed toward the growth and improvement of all students in the school, recognizing, however, that some students are in greater need of individual guidance than others.

The program will attempt to provide for each student a sense of belonging, self-respect, emotional security, achievement and recognition. It will help students develop an appreciation and understanding of the world in which they live by providing a classroom and school environment in which effective learning and good behavior takes place.

A positive program of correction and prevention of antisocial behavior of students will be provided and will provide a sense of responsibility and self-respect in students.

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Original Adopted Date: July 2003  
Reviewed: April 2017  
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**ACADEMIC ACHIEVEMENT**

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The philosophy of the Board concerning academic achievement is based on the premise that children have diverse capabilities and interests and individual patterns of growth and learning.

Therefore, the Board feels it important that teachers have as much and as accurate knowledge of each student as is possible through tests and observations of students' intelligence, achievement, work habits, skills, health, and home environment.

The Board recognizes that many factors which cannot be clinically tested – attitude toward others and work habits, for example – may influence a student's success in school as much as his knowledge of subject areas.

In fairness to each student, achievement will be judged by assessing his work in relation to his own progress, and also in terms of his degree of mastery of the course work in relation to District curriculum objectives.

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Original Adopted Date: July 2003

Reviewed: April 2017

Revised: April 2017

## **GRADING SYSTEMS**

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It is the philosophy of this Board that students will respond more positively to the opportunity for success than to the threat of failure. The District, therefore, will seek to make achievement both recognizable and possible for its students, and will emphasize achievement in its processes of evaluating student performance.

The grading system will evaluate and record student progress and proficiency. These records and reports of individual students will be kept in a form which will be meaningful to parents as well as teachers. The grading system will be uniform District wide and at comparable grade levels. Grading systems for Middle School/High School students will be published in their respective student handbooks. For elementary grades, a standards-based report will be given to parents, which will note academic and behavioral areas of grade level expectations.

The Board will approve the grading and reporting system as developed by the faculty, upon the recommendation of the Superintendent. The Board will support administration and professional staff efforts to find better ways to measure and report student progress.

The Board recognizes that any grading system, however effective, is subjective in nature, but will urge all faculty members to conduct student evaluations as objectively as possible.

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## STUDENT PROGRESS REPORTS TO PARENTS

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The Board feels that it is essential for parents to be kept fully informed of their children's progress in school.

The type of progress reports sent to parents will be devised by the professional staff in cooperation with parents. Report cards will be uniform throughout the District at comparable grade levels except as special forms may be developed for special programs or new forms tried out on a temporary basis.

Report cards will be distributed on a nine-week basis. The nine-week grade will be based on many factors.

Supplementary reports will be required for students in danger of failure. Conferences with parents also will be used as an integral part of the reporting system.

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Original Adopted Date: July 2003  
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**HOMEWORK**

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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.

Since the role homework plays in the educational process varies by developmental level and grade, information regarding homework will be published in each building's student handbook.

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Revised: April 2017

**PROMOTION AND RETENTION OF STUDENTS**

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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.

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/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.

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**State Reference**

SDCL 13-27-1

Responsibility of person controlling child for school attendance – high school equivalency test preparation program

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Revised: April 2017

## GRADUATION REQUIREMENTS/EARLY GRADUATION

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The Board desires that its standards for graduation meets or exceeds the minimum standards of the South Dakota Department of Education. Students who are unable to meet the graduation requirements will not be permitted to participate in graduation exercises.

### Early Graduation

Students who will meet the graduation requirements by the end of their first semester senior year must submit a letter of application to the principal no later than the end of the first quarter of their senior year. This letter must be signed by the student's parents. The letter and student's graduation requirements must be verified by the guidance counselor and Principal. The student may graduate early at the discretion of the School Board.

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### **State Reference**

ARSD 24:43:01:01	Definition of terms
ARSD 24:43:11	Curriculum
SDCL 13-1-12.1	Rules on classification and accreditation of schools
SDCL 13-3-1.4	General supervision of accredited schools
SDCL 13-3-47	Classification and accreditation of schools
SDCL 13-33-1	Conformity to standards adopted by state board
SDCL 13-33-19	Recommended and basic high school program
SDCL 13-55-47	Jump start scholarship program established
SDCL 13-55-48	Eligibility requirements for jump start program
SDCL 13-55-49	Amount of jump start scholarship
SDCL 13-55-51	Secretary to transfer funds for scholarship

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## TESTING PROGRAMS

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The Board believes that a program of group testing can provide a meaningful source of information about the curriculum and overall student achievement. The Board, therefore, authorizes a program of group testing to help accomplish the following objectives:

1. To evaluate strengths and weaknesses of the current curriculum and instruction to identify areas needing change.
2. To compare achievement of District students with themselves and with students nationally as one means to evaluate student growth.
3. To provide a degree of diagnostic instructional information to teachers about the group(s) of student they work with.
4. To provide one basis for longitudinal study of student achievement.

Information gained through the use of tests will be used to design educational opportunities for students to better meet their individual and collective needs. The board views such information gathering as a primary function of the public schools. Therefore, individual permission of parents will not be required for the administration of these group tests.

The Board recognizes that all tests provide only a limited source of information about an individual student. Information drawn from group tests will therefore be used only in conjunction with all other information known about a student in advising the student or assisting the student in improving his work.

Records of the results of group tests shall be maintained in accordance with the Board's policy on student records.

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.

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### State Reference

SDCL 13-3-51	Data reporting and record systems
SDCL 13-3-55	Academic achievement tests
SDCL 13-3-56.1	Cheating on academic achievement test
SDCL 13-3-56.2	Report of investigation
SDCL 13-42-32	Suspension or revocation of certification for compromising integrity of academic achievement test

**Policy Reference**  
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Student records

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## **EVALUATION OF INSTRUCTIONAL PROGRAMS**

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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 and/or his or her designee.

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**TEACHING ABOUT CONTROVERSIAL ISSUES**

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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.

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**SCHOOL CEREMONIES AND OBSERVANCES**

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During the course of a school year, many opportunities are available to the instructional staff in the District schools to recognize the plural characteristics of American culture. What these days mean to minorities must be understood by the total society and viewed by educators as a unifying principle of our democracy.

Tea Area School District will adhere to applicable law regarding the sanctioning of prayers, invocators, or benediction at school sponsored ceremonies and observances.

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Reviewed: April 2017

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**PATRIOTIC EXERCISES AND FLAG DISPLAYS**

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The American flag will be flown from the mast at each school every day that school is in session. The principal is responsible for flying the flag on school days. A small flag shall be furnished and displayed for each classroom. The District shall provide all students the opportunity to salute the United States and the flag each day by reciting the pledge of allegiance to the flag of the United States. A student may choose not to participate in the salute to the United States and the flag; however, a student who does not participate in the salute shall maintain a respectful silence during the salute. The national anthem may be sung during any school day or school event.

Observation and commemoration of special days and events will be considered a valuable part of the instructional program of the school.

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**State Reference**

SDCL 13-24-17

Flagpole required

SDCL 13-24-17.2

Right to post flag, recite pledge of allegiance and sing national anthem

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## **ANIMALS IN SCHOOL**

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### 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 project 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.

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