

## SECTION I: INSTRUCTION

Section I contains policies and exhibits related to the instructional programs, including but not limited to basic curricular subjects, special programs, alternative education, extra-curricular activities, state required assessments, instructional resources, and academic achievement.

IA	Instructional Goals
IB	Academic Freedom
IC	School Year - School Calendar
ID	School Day
IE	Organization of Instruction
IF	Curriculum Development
IFB	Pilot Projects
IFD	Curriculum Adoption
IGA	Basic Instructional Program
IGAA	Citizenship Education
IGAB	Human Relations Education
IGAC	Teaching about Religion
IGAD	General and Specific Occupational Education
IGAG	Teaching about Drugs, Alcohol, and Tobacco
IGAH	Family Life & Sex Education
IGAJ	Wellness Policy
IGBA	Special Education and Related Services
IGBB	Programs for Gifted Students
IGBC	Limited English Proficiency Instruction
IGBC-E	Limited English Proficiency Parent Notification Forms
IGBG	Homebound Instruction
IGBH	Alternative School Programs
IGC	Extended Instructional Programs
IGCA	Summer Schools
IGCB	Distance Learning
IGCC	Alternative Instruction Program
IGCD	Advanced College Placement
IGD	Cocurricular and Extracurricular programs
IGDA	Student Organizations
IGDA	Student Organizations (Limited Open Forum)
IGDB	Student Publications
IGDD	Student Performances
IGDF	Student Fund-Raising Activities
IGDG	Student Activities Funds Management
IGDI	Interscholastic Athletics
IGDJ	Concussion Awareness and Prevention
IGDJ-E	Return to Competition Form
IGDK	Participation of Alternative Instruction Students
IGE	Adult Education Programs
IGEB	Honorary Diplomas
IGEB-E	Veterans Application for High School Diploma
IHB	Class Size
IHC	Scheduling for Instruction
IIA	Instructional Materials
IIAA	Textbook Selection and Adoption
IIAA-E	Textbook Selection and Adoption (Textbook Evaluation Form)

IAC	Material Selection Policy for Library/Media Centers
IIBA	Teacher Aides
IIBD	School Libraries
IIBE	Instructional Television
IIBG	Use of Computers and Networks
IIBGA	District Owned Computers
IIBGB	Internet Safety Instruction
IIBG-E	Agreement on use of Computers and Networks
IIBG-R	Internet User Policy
IIBG-S	Employee Use of Cell Phones & Networking Sites
IIC	Community Instructional Resources
IICC	School Volunteers
IJ	Guidance Program
IK	Academic Achievement
IKA	Grading Systems
IKAB	Student Progress Reports to Parents
IKB	Homework
IKE	Promotion and Retention of Students
IKF	Graduation Requirements/Early Graduation
IL	Testing Programs
ILB	State Requirement Assessments
IM	Evaluation of Instructional Programs (Also AFE)
INB	Teaching about Controversial Issues
INDA	Patriotic Exercises & Flag Displays
ING	Animals in Schools

## INSTRUCTIONAL GOALS

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

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

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

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

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

Adopted: May 14, 2007

Review Date: April 16, 2018

## ACADEMIC FREEDOM

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

The Board believes however, that academic freedom also carries with its 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.

Adopted: May 14, 2007

Review Date: April 16, 2018

## SCHOOL YEAR - SCHOOL CALENDAR

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

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

<b>State Reference</b>	<b>Description</b>
SDCL 13-26-1	School fiscal year
SDCL 13-26-17	Nonreferral or rejection of referendum
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

Adopted: May 14, 2007

Revised Date: September 9, 2019

## SCHOOL DAY

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

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

<u>STATE REFERENCE</u>	<u>DESCRIPTION</u>
SDCL 13-26-1	School fiscal year

Adopted: May 14, 2007

Review Date: April 16, 2018

## ORGANIZATION OF INSTRUCTION

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

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

### STATE REFERENCE

SDCL 13-33-3

### DESCRIPTION

Adult education, summer school, kindergarten, and nursery schools

Adopted: May 14, 2007

Review Date: April 16, 2018

## CURRICULUM DEVELOPMENT

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

1. The administration and faculty to be perpetually sensitive to changing conditions that may require changes in curriculum.
2. All programs to be under continuous evaluation to see that they meet the needs of children.
2. 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.

Adopted: May 14, 2007  
Review Date: April 16, 2018



## **PILOT PROJECTS**

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

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

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

Adopted: May 14, 2007

Review Date: April 16, 2018

## **CURRICULUM ADOPTION**

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

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

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

Adopted: May 14, 2007

Review Date: April 16, 2018

## BASIC INSTRUCTIONAL PROGRAM

The District shall provide instruction in conformity to the accreditation standards adopted by the South Dakota Board of Education Standards. Instruction shall be such that it promotes a mastery of the English language in oral and written communications. There shall also be regular courses of instruction in the Constitutions of the United States and the State of South Dakota.

Character development instruction shall be given to impress upon the minds of the students the importance of citizenship, patriotism, honesty, self-discipline, self-respect, sexual abstinence, respect for the contributions of minority and ethnic groups to the heritage of South Dakota, regard for the elderly, respect for authority.

The District shall incorporate within the curriculum those necessary CPR skills and utilize the resources and training available to assist school as identified by the Secretary of Education.

To provide the required cardiopulmonary resuscitation (CPR) skills instruction, the District shall use either of the following:

1. An instructional program developed by the American Heart Association or the American Red Cross; or
2. An instructional program that is nationally recognized and based on the most current American Heart Association guidelines for CPR and emergency cardiovascular care.

The use of hands-on practicing to support cognitive learning in order to perform hands-only CPR and in the use of an AED shall be incorporated into the instruction.

A certified teacher is not required to be an authorized CPR or AED instructor to facilitate, provide, or oversee the CPR instruction. However, any CPR course that results in the students earning a CPR course completion card shall be taught by an authorized CPR or AED instructor.

### **State Reference**

ARSD 24:43:11	Curriculum
SD DOE	CPR Guidelines for School Districts
SDCL 13-3-48	Academic content standards
SDCL 13-3-91	CPR skills to be included in school curriculum
SDCL 13-3-94	Programs that may be used for CPR instruction
SDCL 13-3-95	CPR and AED instructors
SDCL 13-33-1	Conformity to standards adopted by state board
SDCL 13-33-11	Instruction to promote mastery of English language
SDCL 13-33-4	Instruction on US and State Constitutions required
SDCL 13-33-6.1	Character development instruction

### **Description**

### **Policy Reference**

EBC	EMERGENCY PLANS
EBCA	BOMB THREATS
EBCB	FIRE DRILLS
EBCC	EMERGENCY LOCKDOWNS
EDBA	MAINTENANCE AND CONTROL OF INSTRUCTIONAL MATERIALS
IA	INSTRUCTIONAL GOALS
IF	CURRICULUM DEVELOPMENT
IFD	CURRICULUM ADOPTION
IGAB	HUMAN RELATIONS EDUCATION - MORAL AND CHARACTER

IGC	INSTRUCTION
IGCD	EXTENDED INSTRUCTIONAL PROGRAMS
IKF	ADVANCED COLLEGE PLACEMENT
JECAC	GRADUATION REQUIREMENTS / EARLY GRADUATION
	STUDENTS ENROLLING FROM ALTERNATIVE INSTRUCTION AND
	UNACCREDITED SCHOOLS
JECAC	TRANSFER FROM AN ACCREDITED SCHOOL

Adopted: May 14, 2007

Review Date: April 16, 2018

Revised Date: November 9, 2020

## CITIZENSHIP EDUCATION

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 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.

<b><u>STATE REFERENCE</u></b>	<b><u>DESCRIPTION</u></b>
SDCL 13-24-17	Flagpole required
SDCL 13-24-17.2	Right to post flag, recite pledge of allegiance and sing national anthem
SDCL 13-33-4	Instruction on US and state Constitutions required

Adopted: May 14, 2007

Review Date: April 16, 2018

## HUMAN RELATIONS EDUCATION – MORAL AND CHARACTER INSTRUCTION

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 special character instruction intended to impress upon the minds of students the importance of truthfulness, temperance, purity, self discipline, self respect, sexual abstinence, AIDS instruction, public spirit, patriotism, citizenship, respect for honest labor, obedience to parents, respect for the contributions of minority and ethnic groups to the heritage of South Dakota, regard for the elderly and respect for authority.

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.

### STATE REFERENCE

SDCL 13-33-6.1

### DESCRIPTION

Character development instruction

Adopted: May 14, 2007

Review Date: April 16, 2018

## **TEACHING ABOUT RELIGION**

The Board recognizes that religious education is the responsibility of the home and church. Within the school district, neither the Board nor any of its employees will promote any particular religious belief or nonbelief. 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.

Adopted: May 14, 2007

Review Date: April 16, 2018

## GENERAL AND SPECIFIC OCCUPATIONAL EDUCATION

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 educational 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 economical conditions and changes and, as a core component of comprehensive education, will share with other aspects of 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. Technological Education

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

### STATE REFERENCE

SDCL 13-39

### DESCRIPTION

Vocational and technical education

### Policy Reference

LB

LBB

### Description

RELATION WITH OTHER SCHOOLS AND SCHOOL DISTRICTS

COOPERATIVE EDUCATIONAL PROGRAMS

Adopted: May 14, 2007

Review Date: April 16, 2018



## TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO

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

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

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

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

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

Adopted: May 14, 2007

Review Date: April 16, 2018

## FAMILY LIFE AND SEX EDUCATION

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

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

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

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

### **STATE REFERENCE**

SDCL 13-33-6.1

### **DESCRIPTION**

Character development instruction

Adopted: May 14, 2007

Review Date: April 16, 2018

## WELLNESS POLICY

To support its mission, the District will provide an environment that cultivates maximum student potential. Nutrition and physical activity influence a child's development, health, well being and potential for learning. To afford students the opportunity to fully participate in the educational process, students must attend school with minds and bodies ready to take advantage of their learning environment. This district-wide wellness policy encourages all members of the school community to create an environment that supports lifelong healthy habits. Decisions made in all school programming need to reflect and encourage healthy lifestyle choices. Ways in which this district will encourage a healthy lifestyle include:

### Nutritional Education:

The Platte-Geddes schools will adopt a program designed to provide students with the knowledge and skills necessary to promote health. Students in pre-school through grade 12 will be exposed to nutrition education and a variety of ways. Some of these ways could be but not limited to bulletin boards, posters, handouts, presentations, classroom discussions and discussions with health or kitchen personnel. This is designed to give the students information that allows them to make healthy nutritional choices in school and for the rest of their lives.

### Physical Activity:

The primary goal for the school's physical activity component is to provide opportunities for every student to develop the knowledge and skills for specific physical activities, maintain physical fitness, regularly participate in physical activity, and understand the short and long-term benefits of a physically active and healthful lifestyle.

- Opportunities for physical activity are regularly incorporated into other subject areas (e.g. science, English, math, social studies, etc.). The district will look into possible programs that will help teachers incorporate this into their classrooms.
- All elementary students will have at least 20 minutes a day of supervised recess, preferable outdoors, during which students are encouraged (verbally and through the provisions of space and equipment) to engage in moderate to vigorous physical activity.
- When feasible, recess will occur prior to lunch to ensure appropriate healthful food intake.
- Extended periods of inactivity, two hours or more, are discouraged. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, students will be given periodic breaks during which they are encouraged to stand and be moderately active.
- All high school and junior high school students will be given the opportunity to participate in interscholastic sports programs.
- Schools will offer activities that meet the needs, interests and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.
- Schools will educate and encourage participation in community and club activities.
- Teachers and other school personnel will strive not use physical activity or withhold opportunities for physical activity (recess, physical education) as punishment.
- Students will not be denied physical activity for purposes of make-up work, testing, etc.
- The school district will assess and, if necessary and the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate, the district will work together with local public works, public safety, and/or police departments in those efforts.
- School spaces and facilities will be available to students, staff and community members before, and after the school day; on weekends and during school vacations.
- Schools will educate the community, including parents and staff, about utilizing the facility. These spaces and facilities also will be available to community agencies and organizations offering physical activity and nutrition programs.
- School policy concerning safety will apply at all times.
- Schools will develop a Wellness Council/Committee comprised of school personnel, community members, and students to plan, implement, and assess ongoing activities that promote healthy lifestyles, particularly physical activity for all age groups with the school community.

### Other School-Based Activities Component

Schools will create an environment that provides consistent wellness messages, is conducive to healthy eating and physical activity, and contributes to forming healthy life long habits.

- School will provide ongoing professional development and education for foodservice professionals, educators, administrators and other staff.
- Students and staff will have adequate space to eat meals in clean, safe, pleasant surroundings and will have adequate time

scheduled as near the middle of the school day as possible to eat, relax and socialize.

- Safe drinking water and convenient access to facilities for hand washing and oral hygiene will be available during all meal periods.
- Schools will schedule recess for elementary grades before lunch when possible so that children will come to lunch less distracted and ready to eat. Activity before lunch also encourages nutrient intake.
- Rewards and incentives will be given careful consideration as to the messages they send to the students receiving them. Food will not be used as a reward or incentive in the classroom, but other more appropriate rewards may be used. Food will not be withheld from students as a consequence for inappropriate behaviors or poor academic performance.

#### Nutrition Standards Component

Students' life-long eating habits are greatly influenced by the types of foods and beverages available to them. Foods of good nutritional content including fruits, vegetables, low-fat dairy foods, and low-fat grain products will be available wherever and whenever food is sold or otherwise offered at school during the normal school day. Examples may include snacks, vending machines, fund raising activities, parties, celebrations and school sponsored events.

- Procedures will be in place for providing information to families, upon request, about the ingredients and nutritional values of foods served.
- The school food service program will operate in accordance with the Healthy Hunger Free Kids Act of 2010 as amended and with applicable laws and regulations of the state of South Dakota. All schools will comply with USDA regulations and state policies.
- School will offer varied and nutritious food choices that are consistent with the federal government's Dietary Guidelines for Americans. For the purpose of this policy, "Dietary Guidelines for Americans" refers to the current set of recommendations of the federal government that are designed to help people choose diets that will meet nutrient requirements, promote health, support active lives, and reduce chronic disease risks.
- Menus will be planned with input from students, family members, and other school personnel and will take into account students' cultural norms and preferences.
- Students with special dietary needs will be accommodated as required by USDA regulations.
- Healthy snacks will include fresh, dried, or canned fruits, vegetables, 1% or skim milk, and grains.
- Schools should limit celebrations that involve food during the school day.
- Each party should include no more than one food or beverage that does not meet the Standards for Food and Beverages.
- Healthy choices of food and beverages that meet the Standards for Food and Beverages will be offered at school-sponsored events outside the school day.

## Standards for Food and Beverages

### 1. Beverages:

- a. Provide 100% fruit and vegetable juices and limit portion sizes to 4-12 ounces.
- b. Provide water - non-carbonated and unflavored without added sugar, artificial sweeteners, or caffeine.
- c. Provide milk-skim or 1 % in portion sizes of 8-16 ounces.
  1. Flavored milk (chocolate or strawberry), low fat, or skim may be offered in up to 12 ounce serving sizes with no more than 36 grams of sugar in a 12 ounce portion.
- d. Allow only water as a beverage in the classroom, excluding school provided snack time and approved classroom celebrations.

### 2. Grains:

- a. Serve whole grains which contain at least 2 grams of fiber per 1 ounce serving. One half of all grains served should be whole grain.
- b. Limit portion sizes to 1.25 ounces - 2 ounces with most being 1.25 ounces, c. Limit total calories from fat to no more than 30%.
- d. Limit total calories from saturated fat to no more than 10%.
- e. Limit sugar content to no more than 35% of calories by weight, or less than 6grams from sugar per serving.
- f. No trans fats.

### 3. Fruits and Vegetables:

- a. Offer fruits and vegetables prepared/packaged without added fat, sugar, or sodium. Low-fat dips and sauces on the side may be served in small portions to make foods more appealing.
- b. Offer 1/2 cup serving sizes of fruits and vegetables. Offer additional fruits and
- c. Offer a variety of fruits and vegetables, especially colorful ones.
  - o Weekly Fruit Grades K-8 – 2.5 cups Grades 9-12 – 5 cups
  - o Weekly Vegetables Grades K-8 – 3.75 cups Grades 9-12 – 5 cups

### 4. Side dishes:

- a. Offer meat/meat substitutes in portions no greater than 3 ounces with 5 grams of fat per ounce or less (except nut butters).
- b. Offer nuts and seeds in portion sizes no greater than 1.25 ounces.
- c. Offer nut butters in portion sizes of 2 Tbsp.
- d. Offer non-fat and low-fat yogurt in portion sizes of 8 ounces or less. Sugar should not be the first ingredient on the label.
- e. Limit ice cream and frozen desserts to portion sizes of 4 ounces or less with 5 grams or less of fat. Sugar should not be the first ingredient.
- f. Offer cheeses in portion sizes of 1 - 2 ounces.

### 5. Condiments and miscellaneous:

- a. Offer salad dressing containing no more than 6 - 12 grams of fat per ounce.
- b. Remove salt shakers from tables. Limit Sodium SY 2014-2015:

Breakfast:	K-5 ≤ 540 mg	Lunch:	K-5 ≤ 1230 mg
	6-8 ≤ 600 mg		6-8 ≤ 1360 mg
	9-12 ≤ 640 mg		9-12 ≤ 1420 mg

## Healthy Snack Options

### ***Best Choices:***

- Granola bars, whole-grain fruit bars
- Nut mix
- Fresh fruit of all varieties
- Beef jerky (or buffalo jerky)
- String cheese
- 1% or skim milk
- Dry roasted peanuts, tree nuts, or soy nuts
- Frozen fruit juice bars (no sugar or high fructose corn syrup)
- Nuts and seeds-plain or with spices
- Trail mix-plain
- Dried fruit
- Yogurt, low fat and no sugars added
- Fruit/Vegetable juice (100% juice)
- Plain water
- Fruit bars

### ***Good Choices:***

- Nuts with light sugar covering, honey-roasted
- Individually packed fruit in natural juices only
- Animal crackers and graham crackers
- Low fat ice cream and sherbet bars
- Low-fat pudding
- Popcorn without hydrogenated fats
- Fruit leather
- Pretzels
- Peanut butter and crackers
- Baked chips, corn nuts

Adopted: May 14, 2007

Revised: June 11, 2018

**SPECIAL EDUCATION AND RELATED SERVICES**

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

The ultimate goal of these programs will be to have children with 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. Identifying young children with disabilities in order that they may receive special education and related services is part of this responsibility.

The District will work with parents in designing and providing programs and services to children with disabilities. Parents must be informed, and give consent prior to a comprehensive evaluation of a diagnosis of learning disability or other disability. In event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parents must be accorded the right of due process.

**DEVELOPMENT OF AN INDIVIDUAL EDUCATION PROGRAM (IEP)**

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

**OUT-OF-DISTRICT PLACEMENT**

A child in need of special education or special education and related services assigned to and enrolled in an approved out of district special education residential or tuition day program through an individualized education program (IEP) has school residence in the school district making the assignment. The fiscal responsibility of the school district making the assignment continues until the end of the school fiscal year or until the child's parent or guardian enrolls the child in another school district, the child participates in the new school district's special education program, the new school district conducts a placement committee meeting, a new individualized educational program for the child is adopted, and the child's placement is changed.

**State Reference**

ARSD 24:05 §§ 13-35  
SDCL 13-28-9.1  
SDCL 13-37

**Description**

Special education  
Residence of child assigned to out of district special education program  
Special assistance and related services

**Federal Reference**

CFR Title 34 Part 104  
CFR Title 34 Part 300  
USC Title 20 Chapter 33  
USC Title 29 §794  
USC Title 42 Chapter 126

**Description**

Rehabilitation Act Section 504  
Education of Children with Disabilities  
Education of Individuals with Disabilities  
Nondiscrimination under Federal grants and programs  
Americans with Disabilities Act of 1990 (Equal opportunity for individuals with disabilities)

**Policy Reference**

JECB

**Description**

OPEN ENROLLMENT

Adopted: May 14, 2007  
Review Date: April 16, 2018  
Revised Date: November 9, 2020

## **PROGRAMS FOR GIFTED STUDENTS**

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.

Adopted: May 14, 2007

Review Date: April 18, 2018



## LIMITED ENGLISH PROFICIENCY INSTRUCTION

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

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

A student who:

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

### Tutorial Programs

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

### Every Student Succeeds Act

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

1. Parents will be notified of their student's placement in a language program and their options associated with that placement. Notification will include the reasons for identifying the child as LEP and the reasons for placing the child in the specified program. Notification must be made within 30 days of the beginning of the school year or within two weeks of child's placement into the program.
2. Students will participate in regular assessments in a manner that will yield an accurate assessment. Test waivers may be granted on a case-by-case basis for LEP students who demonstrate unusual and unique circumstances; however, students who have been educated in the United States for three years are required to participate in reading/language arts assessment in English.
3. Certification that teachers in the program are fluent in English as well as other languages used in instruction (if the district receives sub-grants).
4. Evaluation of the program and the academic success and language achievement of the students in the program.

Parents will be notified of:

- A. Their child's level of English proficiency and how such a level was assessed,
- B. The status of their child's 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 the child's educational strengths, assist him/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.

**Federal Reference**

USC Title 20 § 6301 et.seq.

**Description**

Every Student Succeeds Act

**Policy Reference**

IL

**Description**

TESTING PROGRAMS

Adopted Date:

Review Date: March 12, 2018

Revised: June 11, 2018

**LIMITED ENGLISH PROFICIENT PROGRAMS  
PARENT NOTIFICATION FORMS**

Dear Parent/Guardian:

Your child, \_\_\_\_\_ has been identified as needing help to learn English. We have placed him/her in a \_\_\_\_\_ (name or program) to help improve his/her English skills. He/she has been identified as "Limited English Proficient/English Language Learner" (LEP/ELL) student, and in need of help to learn English, because:

\_\_\_\_\_

\_\_\_\_\_

Specifically, your child has the following levels of English Language skills: \_\_\_\_\_

\_\_\_\_\_

We determined those levels in the following ways: \_\_\_\_\_

\_\_\_\_\_

The status of your child's academic achievement is: \_\_\_\_\_

\_\_\_\_\_

Please see the attached pages for more specific information on the program we have chosen to improve your child's English skills.

(If applicable: The district offers another program of English instruction. The attached pages explain how the other program is different from your child's program. If this other program is available, you have the right to request that your child be removed from his/her current program immediately and be placed in the other one. If you want to do this, we will assist you in selecting a program for your child.)

We encourage you to become involved in your child's education. You can help him/her to learn English, achieve in his/her other academic classes, and meet the same standards that all students are expected to meet.

The district will hold regular meetings at least twice a year for parents/guardians of English learners, which we encourage you to attend. At those meetings we will help you understand the goals of your child's program, and assist you in ways to help your children. We are always ready to listen and respond to any questions and recommendations.

Please read the attached pages carefully. If you have any questions about your child's program or if you would like to change your child's program, we would like you to speak with.

\_\_\_\_\_

All of us in the district are excited about improving your child's English and overall academic skills.

Sincerely,

Adopted Date:

Review Date: April 16, 2018

(Attach other pages as appropriate.)

The following is a sample notification to parents of Limited English Proficient (LEP) students in a question-and-answer format. It is intended to be used in conjunction with a letter similar to the one on the previous page. Questions 5,6 and 7 should be included only if the district offers more than one LEP program Question 8 should be included only if the student has an Individualized Education Program (IEP).

**Q1. What is my child's \_\_\_\_\_(insert name of program) designed to do?**

A1. *This program is designed to help him/her learn English by \_\_\_\_\_(describe). It will meet your child's educational strengths and needs by \_\_\_\_\_(describe). It will help your child to be promoted and reach graduation by \_\_\_\_\_(describe).*

**Q2. What results can I expect from my child in this program?**

A2. *By the time your child finishes this program, we expect that he/she will be able to do the following:*  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [describe exit requirements, including "Go from this program into a regular classroom at the following rate: (describe rate). "and for secondary school students, "Graduate from high school at the following rate: (describe rate)."]

**Q3. What methods will this program use to help my child improve his/her English language skills:**

A3. *Your child's program will use the following methods of instruction: \_\_\_\_\_(describe).*

**Q4. Does the district offer other programs for English learners different from my child's?**

A4. *Either "NO, we do not. "or "Yes, we also offer a \_\_\_\_\_(name of program).*

**Q5. How is this other program differ from my child's program?**

A5. *The (name of other program) is different from your child's program in:*

*(describe each of the following):*

*Content: \_\_\_\_\_*

*Instructional Goals: \_\_\_\_\_*

*Use of English: \_\_\_\_\_*

*Native Language Instruction: \_\_\_\_\_*

**Q6. Why was my child placed in this program and not a different program?**

A6. We have placed your child in this specific program because \_\_\_\_\_.

**Q7. Can I have my child placed in the other program? How?**

A7. (note: These are applicable only if available in your school.)

Choose one: (Instead of the Bilingual Education Program, you can request your child be placed in the Free-Standing English as a Second Language Program) or Instead of the Free-Standing English as Second Language Program, you can request your child be placed in the Bilingual Education Program if it is available in your child's school, or offered in a different school in the district.) If you make this request, your child will be removed immediately from the current program. You must then come to your child's school and meet with the principal to discuss the options.

**Q8. My child has a disability and has an Individualized Education Program (IEP). How will this English Language program meet his/her special objectives?**

A8. To meet your child's IEP objectives, this English Language instruction program will: (describe)

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Adopted Date:

Review Date: April 16, 2018

## **HOMEBOUND INSTRUCTION**

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

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

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.

Adopted: May 14, 2007

Review Date: April 16, 2018

## **ALTERNATIVE SCHOOL PROGRAMS**

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.

### **STATE REFERENCE**

SDCL 13-8-1  
SDCL 13-8-39

### **DESCRIPTION**

School board defined  
Management of schools by board – general powers

Adopted: May 14, 2007

Review Date: April 16, 2018

## EXTENDED INSTRUCTIONAL PROGRAMS

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.

### POLICY REFERENCE

JECAC

### DESCRIPTION

TRANSFER FROM AN ACCREDITED SCHOOL

Adopted: May 14, 2007

Review Date: April 16, 2018



## SUMMER SCHOOLS

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.

In general, no tuition is charged 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.

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.

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.

### STATE REFERENCE

SDCL 13-33-3

### DESCRIPTION

Adult education, summer school, kindergarten, and nursery schools

Adopted: May 14, 2007

Review Date: April 16, 2018

## DISTANCE LEARNING

Distance learning includes virtual or online courses. A student enrolled in a distance-learning course, including a virtual or online course, may receive high school credit for work completed, provided:

1. The course is offered by an institution approved by the Superintendent or designee.
2. The course is not offered at the student's high school;
3. The provider and the course are approved by the South Dakota Department of Education;  
and
4. The building principal approves the course in advance.

Students may be limited as to the number of distance learning courses that apply toward high school credit. Grades earned in approved distance learning courses count toward a student's grade point average, class rank, and eligibility for athletic and extra-curricular activities. The District may pay the fee for expelled students who are permitted to take virtual or online courses in alternative settings.

### STATE REFERENCE

ARSD 24:43:12

SDCL 13-33-21

SDCL 13-33-22

### DESCRIPTION

Distance Learning

Certificate authorizing distance learning provider

Rules relating to distance learning certificate

Adopted Date: September 8, 2008

Review Date: April 16, 2018

## ALTERNATIVE INSTRUCTION PROGRAM

Alternative Instruction students will be encouraged to take advantage of courses offered to them by outside resources. The school recognizes the opportunity this is for students, but students must follow the guidelines presented here and have prior approval from the building level principal:

1. No course will be allowed to take the place of a core course being offered through the Platte-Geddes School District curriculum. Exceptions being in an emergency, such as lack of a certified teacher, or other circumstances deemed necessary by the building level principal. All requests are submitted and approved through the building level principal.
2. If a student has failed a course through the school district and has the opportunity to make it up from an alternative instruction or outside source, this will be permitted. **(Only if the student has already taken the course and failed!)**
3. If a student is taking a college course for credit and is seeking dual credit, the school will substitute high school credit under the elective requirements only.

Adopted: May 14, 2007

Review Date: April 16, 2018

## **ADVANCED COLLEGE PLACEMENT**

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

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

If a particular course is not offered by the district, a qualified high school student may enroll in a college-level course offered by an approved 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, they may request permission from their principal, who will recommend to the superintendent that the course apply to high school graduation requirements.

Adopted: May 14, 2007

Review Date: April 16, 2018

## **EXTRA CURRICULAR ACTIVITIES**

The Board, in the interest of affording the children 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.

### Guidelines For Extra-Curricular Activities Program

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, have the approval of the school administration and are sponsored by the faculty, and do not carry credit toward promotion or graduation.
2. Each school, under the direction of the principal and professional staff, will have a well-balanced and effectively administered student activity program designed to stimulate student growth and development by supplementing and enriching the curricular activities.
3. Each activity should be designed to contribute directly to the educational, civic, social, ethical and leadership development of students involved.
4. The student activity program should receive the same attention in terms of evaluation that is given the regular school curriculum.
5. Each program shall have definite written guidelines and procedures regulating the organization and administration of student activity programs.
6. Activities must be open to all students, regardless of race, religion, sex, national origin, or disability.
7. No extra-curricular activity shall place undue burdens upon students, teachers, or the district.
8. Activities should be held on non-school time or at an appropriate designated class 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 subject to annual approval of the Board.

### STATE REFERENCE

SDCL 13-32-9

SDCL 13-36-4

### DESCRIPTION

Suspension from extra-curricular activities

Delegation of control of interscholastic activities to association

### POLICY REFERENCE

JFCH

JGD

### DESCRIPTION

ALCOHOL AND OTHER DRUG USE BY STUDENTS

STUDENT SUSPENSION AND EXPULSION

Adopted: May 14, 2007

Revised Date: June 11, 2018

## STUDENT ORGANIZATIONS

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

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

### **Guidelines for Student Organizations**

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

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

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

Adopted: May 14, 2007

Review Date: April 16, 2018

## **STUDENT ORGANIZATIONS (LIMITED OPEN FORUM)**

The Equal Access Act requires that public secondary schools grant equal access to student groups who wish to meet for religious, political, or philosophical purposes, if the school allows other types of non-curriculum related student groups to meet. This policy establishes the limited open forum to be held during non-instructional time as determined by the school administrator to ensure equal access to student groups wishing to meet.

The administrator may approve student groups use of facilities to conduct a limited open forum meeting provided that the following criteria are met:

- a. The meeting will take place during a period of non-instructional time as determined by the administrator.
- b. The meeting is voluntary and student initiated. The principal must be assured that students are the ones promoting such activities and that they are participating of their own volition. Only students enrolled in the school may request the meetings.
- c. Employees or agents of the school district do not promote, lead or participate in such meetings. Principals may assign personnel to supervise these meetings, but this action does not constitute sponsorship by the district of such meetings.
- d. The presence of school authorities or district employees at any student religious meeting is non-participatory in nature. The presence of school authorities is for the purpose of observation only.
- e. Non school persons may not direct, conduct, control, or regularly attend activities of student groups. Visitors to the school must be approved by the principal and clearance obtained prior to the meeting.
- f. The meeting does not in any way interfere with the conduct of regular instructional activities of the school. Since the education of the students is a prime responsibility of the school, any other activities are secondary, the school may deny facilities to students on the basis that such activities or meetings interfere with the instructional program.
- g. The meeting is open to all students without regard to race, gender, religion, disability or national origin.  
(optional; All groups will have equal access to student activity boards, may submit announcements for the public address system and may submit notices to the school newspaper)

### **FEDERAL REFERENCE**

Public Law 20 U.S.C. § 4071

### **DESCRIPTION**

Equal Access Act

Adopted: May 14, 2007

Review Date: January 13, 2015

## STUDENT PUBLICATIONS

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

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

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

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

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

### **Distribution of Literature**

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

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

Adopted: May 14, 2007

Review Date: April 16, 2018



## **STUDENT PERFORMANCES**

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

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

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

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

Adopted: May 14, 2007

Review Date: April 16, 2018

## **STUDENT FUND-RAISING ACTIVITIES**

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 ~~district~~-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 therefrom will be made available to all members of the class or group.

Students wishing to conduct a lottery or hold a bingo event must receive approval by the Superintendent, or the Superintendent's designee, prior to holding the event. The requirements in Policy KI, Public Solicitations and Advertising in the Schools, for conducting a lottery or holding a bingo game, are applicable to lotteries and bingo events sponsored by students. Students and their activity sponsor must receive approval from the governing body or designated administrative official of the county or municipality in which it intends to conduct the bingo game or lottery before conducting the activity. If lottery chances are sold state-wide, written notice of the lottery must be given to the S.D. Secretary of State before conducting the lottery or holding a bingo event.

Solicitation of donations of any kind from students is prohibited without prior approval from the Principal.

The faculty member responsible for supervising the student fund raising activity shall give all money raised from the activity to the Business Manager. If the activity is a lottery (including such activities as a 50-50 drawing) or a bingo event, the Business Manager shall issue a check to the winner(s) from the incidental account.

A categorical, itemized accounting of money raised in connection with the student fund-raising activities will be filed by the Business Manager with the District financial records.

Adopted: May 14, 2007

Revise Date: September 9, 2019

**STUDENT ACTIVITIES FUNDS MANAGEMENT**

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 principal of the school will be responsible for the proper administration of the financial activities of each student activity account in accordance with the provisions of state law and 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 principal.

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.

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

All fund-raising projects must be approved in advance by an organization advisor and the principal. 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.

When appropriate, the principal may require the faculty advisor to submit for approval a yearly budget listing proposed activities and projected expenditures and income.

**STATE REFERENCE**

SDCL 13-16-19  
SDCL 13-16-20  
SDCL 13-16-21

**DESCRIPTION**

Stewardship of agency funds  
Disbursements authorized  
Monthly and annual reports on funds

Adopted: May 14, 2007

Revise Date: April 16, 2018

## INTERSCHOLASTIC ATHLETICS

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

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

Membership of the district in interscholastic athletic association or conference will be subject to annual approval by the Board. The Board will review the constitution and by-laws 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 or her 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.

By signing the SDHSAA Consent Form the parent acknowledges the existence of potential dangers associated with athletic participation, participation in any athletic activity may involve injury of some type, the severity of such injuries can range from minor cuts, bruises, sprains, and muscle strains to more serious injuries such as injuries to the body's bones, joints, ligaments, tendons, or muscles, that catastrophic injuries to the head, neck and spinal cord and concussions and on rare occasions, injuries so severe as to result in total disability, paralysis and death may also occur.

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.

### **STATE REFERENCE**

SDCL 13-36-4

### **DESCRIPTION**

Delegation of control of interscholastic activities to association

### **POLICY REFERENCE**

JGD

IGDJ

### **DESCRIPTION**

Student Suspension or Expulsion

Concussion Awareness and Prevention

Adopted: May 14, 2007

Review Date: July 9, 2018

## **CONCUSSION AWARENESS AND PREVENTION**

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

### **AWARENESS**

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

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

### **TRAINING**

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

### **RETURN TO PLAY GUIDELINES**

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

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

1. Registered, certified, licensed, or other wise recognized in law by the State of South Dakota to provide medical treatment; and
2. Trained and experienced in the evaluation, management, and care of concussions.
- 3.

### **STATE REFERENCE**

SDCL 13-36-10  
SDCL 13-36-11  
SDCL 13-36-12  
SDCL 13-36-13  
SDCL 13-36-14  
SDCL 13-36-9

### **DESCRIPTION**

Coaches to complete training program  
Removal of athlete exhibiting symptoms of concussion  
Return of athlete to activity  
Licensed health care provider defined  
Cause of action not created  
Concussion guidelines and information sheet

### **POLICY REFERENCE**

IGDI

### **DESCRIPTION**

INTERSCHOLASTIC ATHLETICS

Adopted: January 13, 2015

Review Date: July 9, 2018

**RETURN TO COMPETITION FORM**

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

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

**REASON FOR ATHLETE'S INCAPACITY****Guidelines for Returning to an Activity after a Concussion**

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

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

## Note:

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

**HEALTH CARE PROFESSIONAL'S ACTION**

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

\_\_\_\_\_ **Permission is granted** for the athlete to return to competition\_\_\_\_\_ **Permission is not granted** for the athlete to return to competition

Comment: \_\_\_\_\_

\_\_\_\_\_  
Health Care Professional

Date: \_\_\_\_\_

\_\_\_\_\_  
Parent/Guardian

Date: \_\_\_\_\_

\_\_\_\_\_  
School Administrator

Date: \_\_\_\_\_

\_\_\_\_\_  
School Administrator

Adopted: January 13, 2015

Review Date: July 9, 2018

## PARTICIPATION OF ALTERNATIVE INSTRUCTION STUDENTS

The Platte-Geddes School District will not grant permission for alternative instruction students to participate in interscholastic contests.

<b><u>STATE REFERENCE</u></b>	<b><u>DESCRIPTION</u></b>
SDCL 13-27-3	Child excused if provided alternative instruction
SDCL 13-36-4	Delegation of control of interscholastic activities to associations
SDCL 13-36-7	Participation in interscholastic activities

Adopted Date: September 8, 2008

Review Date: July 9, 2018

## ADULT EDUCATION PROGRAMS

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 will be 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 may be administered by the superintendent will be supported by a combination of district funds, state and federal aid, and fees. Tuition charges will be as determined by the Board.

### STATE REFERENCE

SDCL 13-28-8

SDCL 13-28-35

SDCL 13-33-3

### DESCRIPTION

Admission of adults resident in district without tuition

Tuition charges for adult education program

Adult education, summer school, kindergarten, and nursery schools

Adopted: May 14, 2007

Review Date: July 9, 2018



## **HONORARY DIPLOMAS**

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

<b><u>STATE REFERENCE</u></b>	<b><u>DESCRIPTION</u></b>
SDCL 33A-2-34	Honorary high school diploma to veterans

Adopted: May 14, 2007

Review Date: July 9, 2018

**VETERANS APPLICATION FOR A HIGH SCHOOL DIPLOMA**

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

Year Veteran <b>Entered</b> Military Service:	Year Veteran Was <b>Discharged</b> :
---	--------------------------------------

Veteran's Address at the time of <b>entry</b> in to Military Service:	Veteran's <b>current</b> Address:
---	-----------------------------------

Name and address of South Dakota High School District the veteran selected to award the Honorary High School Diploma:
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Signature of Applicant:	Date:
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**This section to be completed only by a Veterans Service Officer. "I have reviewed the discharge record which accompanied this application and hereby verify that the Veteran is/was an honorably discharged World War II, Korean Conflict or Vietnam Era Veteran."**

Signature of CVSO:	Date:
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Mail completed application, after detaching the copy of veteran's honorable discharge record to the high school from which the applicant wishes to receive a diploma.

Adopted: February 9, 2015  
 Review Date: July 9, 2018

## **CLASS SIZE**

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

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

Adopted: May 14, 2007  
Review Date: July 9, 2018

## **SCHEDULING FOR INSTRUCTION**

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 regulation. It should also provide for the best use of a student's time in relationship to his goals, and within the framework of practicable school operation.

Adopted: May 14, 2007

Review Date: July 9, 2018

## INSTRUCTIONAL MATERIALS

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

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

### Instructional Material Criteria

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

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

Adopted: May 14, 2007

Review Date: July 9, 2018

## TEXTBOOK SELECTION AND ADOPTION

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

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

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

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

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

### Textbook Considerations

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

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

### POLICY REFERENCE

KLB

### DESCRIPTION

PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS

Adopted: May 14, 2007  
Review Date: July 9, 2018

**TEXTBOOK SELECTION AND ADOPTION  
(Textbook Evaluation Form)**

SCHOOL \_\_\_\_\_

TITLE OF BOOK \_\_\_\_\_

Author \_\_\_\_\_

Author's Background and Qualifications \_\_\_\_\_

\_\_\_\_\_

Publisher \_\_\_\_\_ Copyright Date \_\_\_\_\_

Subject Field \_\_\_\_\_ List Price of Book \_\_\_\_\_

Secondary Course Title or Elementary Grade Level \_\_\_\_\_

Yes No

**A. Is the viewpoint of the author consistent with the Board of Education's Statement of Educational Philosophy?** \_\_\_\_\_

**B. Is the viewpoint of the author consistent with the teachings and learning objectives for the subject?** \_\_\_\_\_

**C. Does the book substantially meet these 10 criteria for selection?**

• Is the material needed by the school, department or course? \_\_\_\_\_

• Is it among the best of its kind available for the use intended? \_\_\_\_\_

• Does it help to implement the course of study? \_\_\_\_\_

• Are its contents, vocabulary, and format generally suitable for the students? \_\_\_\_\_

• Does it have literary merit and interest appeal? \_\_\_\_\_

• Have any available reviews been examined? \_\_\_\_\_

- Have members of the staff read and examined the material and recommended the title for purchase? \_\_\_\_\_
- Has the area specialist or department chairperson reviewed the material? \_\_\_\_\_
- Does it contribute to a balance presentation of the subject matter? \_\_\_\_\_
- Does it fairly portray ethnic, racial, religious, and sex roles? \_\_\_\_\_

**D. Appropriateness of material for student learning:**

	Excellent	Good	Unsatisfactory	None
1. Interesting and challenging at level of student comprehension.	_____	_____	_____	_____
2. Correct and up-to-date	_____	_____	_____	_____
3. Logical organization of content	_____	_____	_____	_____
4. pertinence of pictures and graphic presentations	_____	_____	_____	_____
5. Discussion topics, questions, student Activities	_____	_____	_____	_____
6. Student references and bibliographies	_____	_____	_____	_____
7. Tables of content, indexes, glossaries, appendixes, annotations	_____	_____	_____	_____
8. Summaries	_____	_____	_____	_____
9. Suggested student activities	_____	_____	_____	_____
10. Student manuals and work-books	_____	_____	_____	_____
11. Student self-tests	_____	_____	_____	_____

**E. Appropriateness of material for instruction:**

1. Teacher's guide or manual	_____	_____	_____	_____
2. Teacher references and bibliography	_____	_____	_____	_____



- 3. Suggested supplementary printed materials and audio-visual aids \_\_\_\_\_
- 4. Suggested instructional methods printed \_\_\_\_\_
- 5. Separately published achievement tests \_\_\_\_\_
- 6. Separately published diagnostic tests \_\_\_\_\_
- 7. Provision for teaching different ability groups \_\_\_\_\_
- 8. Content generally free of material that may be considered offensive according to accepted community standards. \_\_\_\_\_

**F. Physical characteristics:**

- 1. Cover design and use of color throughout book \_\_\_\_\_
- 2. Style and size of type \_\_\_\_\_
- 3. Layout of pages \_\_\_\_\_
- 4. Clear pictures and graphic Illustrations \_\_\_\_\_
- 5. Binding, quality of paper, and size of book \_\_\_\_\_

Date \_\_\_\_\_ Approved \_\_\_\_\_  
(Department Chairperson/Curriculum Committee Chairperson)

Adpoted Date: August 11, 2008  
Review Date: July 9, 2018

## LIBRARY MATERIALS SELECTION AND ADOPTION

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

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

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

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

### **POLICY REFERENCE**

KH

KLB

### **DESCRIPTION**

PUBLIC GIFTS TO SCHOOLS

PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR  
INSTRUCTIONAL MATERIALS

Adopted: May 14, 2007

Revised Date: July 9, 2018

## **TEACHER AIDES**

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

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

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

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

Adopted: May 14, 2007  
Review Date: July 9, 2018

## SCHOOL LIBRARIES

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

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

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

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

<u>STATE REFERENCE</u>	<u>DESCRIPTION</u>
SDCL 13-1-31	School library supervision

Adopted: May 14, 2007

Review Date: July 9, 2018

## **INSTRUCTIONAL TELEVISION**

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

When using instructional television 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 television 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.

Adopted: May 14, 2007  
Review Date: July 9, 2018

## **USE OF COMPUTERS AND NETWORKS**

Access to the internet is available to students and teachers of the school district. Online resources will allow classroom projects such as pen pal discussions, scientific data collection, and international cultural exchanges. The internet enables worldwide connection to electronic mail, discussion groups, data bases, 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 resources 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 Internet, they must complete a mandatory workshop. The intention of the workshop is to educate users on proper Internet conduct.

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

Adopted: May 14, 2007

Review Date: July 9, 2018

## **DISTRICT OWNED COMPUTERS**

The School District will check out District owned equipment, such as laptop computers, to staff and students. Equipment will be used to fulfill requirements of school programs. To ensure laptops are used to their fullest benefit and in an appropriate capacity, the Superintendent, or a designee, will develop a Laptop Use Agreement.

The Laptop Use Agreement will:

1. State the length of time that computers are to be checked out;
2. Provide an avenue for staff, students and parents to acknowledge responsibility for the care and use of District property;
3. Set forth guidelines for appropriate laptop use, including considerations that inform users how to properly care for laptops;
4. Inform staff, student and parents of the consequences of violating the Laptop Use Agreement, which could include restricted laptop privileges; and
5. State that abuse, damage, negligence, or loss of this equipment will result in an assessment of cost to the staff member or to parents of students checking out the equipment.

A Laptop Use Agreement must be filed prior to laptop check out. Students must have a parent or guardian sign the Laptop Use Agreement.

Designees of the Superintendent are responsible for establishing and maintaining a system to inventory laptops and to maintain a record of signed Laptop Use Agreements.

Adopted: February 9, 2015  
Review Date: July 9, 2018

**INTERNET SAFETY INSTRUCTION**

The board is committed to providing a safe learning environment that prepares students for a rapidly changing world. To ensure that students safely and appropriately benefit from the district’s technology resources, the district shall provide Internet safety instruction to all students. The district’s internet safety curriculum shall include, but is not limited to:

- Instruction conveying appropriate online behavior and online social interaction; and
- Instruction promoting cyberbullying awareness and the ways in which the district responds to cyberbullying.

It shall be the duty of the Superintendent to ensure that Internet safety instruction is integrated into the district’s instructional program.

**STATE REFERENCE**

SDCL 22-24-55

**FEDERAL REFERENCE**

Public Law 106-554

**DESCRIPTION**

Restrict access to obscene materials

**DESCRIPTION**

Children’s Internet Protection Act

Adopted: February 9, 2015

Review Date: July 9, 2018



### USE OF COMPUTERS AND NETWORKS

#### Student's Agreement

I understand and will voluntarily abide by the school district's Acceptable Use Policy on Computers and Networks. I further understand that any violation of this policy may result in the loss of my Internet access privileges and school disciplinary action may be taken. I promise to make no attempt to access inappropriate material through use of my Internet access. Should I encounter embarrassing, obscene, or lewd material, I will not display it to any other student. The signature on this document indicates that I have read the school district's Acceptable Use Policy, understand its significance, and voluntarily agree to comply fully with all its terms and conditions. I understand that my use of the Internet is subject to monitoring by District Officials.

Date: \_\_\_\_\_

\_\_\_\_\_ USER NAME (PRINT)

\_\_\_\_\_ USER SIGNATURE

#### Parents'/Guardians' Agreement

As parent/guardian of the student who has signed above, I have read the school district's Acceptable Use Policy on Computers and Networks. I understand that the school district's Internet use is designed for educational purposes. Further, I recognize it is possible that my student may be exposed to material including graphic sexual material that is not consistent with the educational goals of the district. I hereby give my permission to the school district to provide Internet access for my student and certify that the information on this form is accurate. I understand the District has policies and procedures designed to keep offensive material from being accessed; however, I realize in spite of these efforts, such exposure may occur, and I am willing to accept that risk in order to allow my child to experience the many unique advantages on the Internet.

Date \_\_\_\_\_

\_\_\_\_\_ PARENT/GUARDIAN (Print)

\_\_\_\_\_ PARENT/GUARDIAN SIGNATURE

\_\_\_\_\_ ADDRESS

\_\_\_\_\_ HOME PHONE NUMBER

Adopted: May 14, 2007  
Review Date: July 9, 2018

## INTERNET USER POLICY

Users of the Internet are responsible for their actions in the use of the Internet. Users have to complete the required training before they have access to it. The District cannot guarantee that you will not encounter inappropriate or offensive material on the Internet. If offensive material would cause you embarrassment or other damage, you should not use the system.

### **Internet Etiquette**

All users of the school district's computers and networks are expected to abide by accepted rules of network etiquette. Breaches can result in harsh criticism by others on the Net and restricted access to some sources on the Internet.

These rules of acceptable behavior are as follows:

1. Use of the school district's Internet access is a privilege, not a right.
2. Use of the school district's Internet is voluntary on the part of students, teachers, administrators and the community.
3. Be polite and don't become abuse to others.
4. Use appropriate language. Swearing and the use of vulgarities will not be tolerated.
5. Do not reveal your personal address or phone number or that of other students or people.
6. The electronic mail (e-mail) is not guaranteed to be private. People who operate the system have access to the e-mail. Illegal activities may be reported to the authorities.
7. Communication and information accessible via the network should be assumed to be private property.
8. Focus on one subject per message and keep paragraphs and messages short and to the point.
9. Do not place unlawful information on any network system.
10. Abbreviate when possible. For an example: TYIⓈFor Your Information).
11. Capitalize words only to highlight any important point or to distinguish a title or heading. "Asterisks" surrounding a word can be used to make a stronger point.
12. Place your signature at the bottom of the e-mail. Your signature should include your name, position, affiliation, and Internet address.

### **Inappropriate Use**

Inappropriate use includes, but is not limited to: intentional uses that violate the law, that are specifically named as violations in this policy, that violate the regulations of the school district or any other use that hampers the integrity or security of the school district's computer network or any computer networks connected to the Internet.

### **Violation Consequences**

Transmission of any material in violation of any international, United States, or state law is prohibited. This includes, but is not limited to: Copyright materials and threatening, harassing or obscene material. Use of the school district Internet access for commercial "for profit" activities or product advertisements is prohibited. Vandalism and mischief while using the school district's Internet access is prohibited. Forgery of electronic mail messages, changing files belonging to users and downloading of any files into the school district's computers is prohibited.

Violations of the law through the use of the school districts' Internet access may result in disciplinary action or litigations against the offender by proper authorities.

School disciplinary action, including suspension or expulsion, and/or appropriate legal action may be taken.

1. Preliminary determination. The school administrators with the assistance of the teacher will make the initial determination of a policy violation.
2. Student due process. Violations will be accorded due process as per school district policy.
3. Internet Access. The school administrator, or per school district policy disciplinary procedures, may deny, suspend, revoke any Internet access as deemed appropriate.

Adopted: May 14, 2007

Review Date: July 9, 2018

**PLATTE-GEDDES SCHOOL DISTRICT  
EMPLOYEE USE OF CELL PHONES AND NETWORKING SITES**

Technology will be used to complement and foster public education. Utilization by employees must not distract from or disrupt the educational process. Proper decorum is the standard of conduct expected of a professional. That standard will apply to the use of technology and social networking sites.

The Superintendent will ensure that staff members are reminded and informed of the importance of maintaining proper etiquette when using technology.

Prohibited conduct includes:

- Improper fraternization with students.
- Listing students as friends on networking sites.
- Staff members providing private phone numbers without prior approval of the district.
- Inappropriate email or phone contact with students.
- Posting items containing inappropriate sexual content.

Electronic contact with students should only occur in the case of an emergency, schedule or assignment modification. When interacting with each other, District staff and students shall:

- Not include in electronic communication between staff, students, and or parents/guardians comments or content that would not be acceptable in a face-to-face communication;
- Not disclose, use, or disseminate unauthorized personal information of another person;
- Distinguish between personal social networking sites and professional social networking sites. Staff shall not invite or accept current District students, except for the staff person's relatives, into any personal social networking sites; and
- Evaluate all information of its accuracy, reliability, and authority.

The administration will monitor improper use of technology, and impose sanctions up to and including dismissal from employment. Employees have no expectation of privacy with respect to utilization of district property, or engagement in social networking sites.

Disciplinary action may be taken against staff or student whose communications (on or off-site) constitute a threat and cause a substantial disruption to the education environment or substantially interferes with another's rights. Criminal action may be taken if the communication constitutes a threat.

**LEGAL REFERENCES**

SDCL 13-43-17 through 30  
SDCL 13-43-38 through 50

**DESCRIPTION**

Professional Teachers Practices' and Standards Commission  
Professional Administrators Practices' and Standards Commission

Adopted: January 14, 2013

Review Date: July 9, 2018

## COMMUNITY INSTRUCTIONAL RESOURCES

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.

Adopted: February 9, 2015

Review Date: July 9, 2018

## SCHOOL VOLUNTEERS

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

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

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

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

<b><u>STATE REFERENCE</u></b>	<b><u>DESCRIPTION</u></b>
SDCL 47-23-29	Immunity of volunteers of nonprofit organizations
SDCL 62-1-5.1	Volunteers serving state or subdivisions without pay

Adopted: February 9, 2015

Review Date: July 9, 2018

## **GUIDANCE PROGRAM**

A guidance program will be incorporated into the curriculum to aide students in making informed and responsible decisions 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 pupils in the school, recognizing, however, that some pupils are in greater need of individual guidance than others.

The program will attempt to provide for each pupil 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.

Adopted: May 14, 2007  
Review Date: July 9, 2018

## **ACADEMIC ACHIEVEMENT**

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 or her knowledge of subject areas.

In fairness to each student, achievement will be judged by assessing each student's work in relation to his or her own progress, and also in terms of his or her degree of mastery of the course work in relation to his or her peer group.

Adopted: May 14, 2007  
Review Date: July 9, 2018

## **GRADING SYSTEMS**

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 the processes of evaluating student performance.

The grading system will evaluate and record student progress. These records and reports of individual students will be kept in a form which will be meaningful to parents as well as teachers. A marking system of number grades (percentages) will be used in grades 7 through 12.

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.

Adopted: May 14, 2007  
Revised: July 9, 2018



## **STUDENT PROGRESS REPORTS TO PARENTS**

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, such as; basal text assignment, both oral and written; class participation; special assignments; research; activities of various types and kinds; special contributions.

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.

Adopted: May 14, 2007  
Review Date: July 9, 2018

## HOMEWORK

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

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

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

Adopted: May 14, 2007

Review Date: July 9, 2018

## **PROMOTION AND RETENTION OF STUDENTS**

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

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

Retention will not be used until other possibilities have been exhausted, including special help, remedial work, and summer school opportunity.

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 counselor and other special school personnel will be used by teachers.

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

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

Adopted: May 14, 2007

Revised Date: July 9, 2018

## GRADUATION REQUIREMENTS/EARLY GRADUATION

The Board desires that its standards for graduation meets or exceeds the minimum standards of the South Dakota Department of Education as well as those of the North Central Association of Colleges and Secondary Schools.

All students in grades 9 through 12 must have a Personal Learning Plan. The Personal Learning Plan must document a minimum of 22 units of credit for graduation.

### Required Courses

The following courses will be required for graduation beginning with students entering 9<sup>th</sup> grade in the 2010-2011 school year:

1. Language Arts 4 credits or more
  - (a) 1.5 credits of Writing
  - (b) 1.5 credits of Literature that must include .5 credit of American Literature
  - (c) .5 credit of Speech or Debate; and
  - (d) .5 credit of a Language Arts elective
  
2. Mathematics 3 credits or more
  - (a) 1 credit of Algebra I
  - (b) 1 credit of Algebra II \*
  - (c) 1 credit of Geometry \*
  
3. Laboratory science 3 credits or more
  - (a) 1 credit of Biology
  - (b) 1 credit of any Physical Science
  - (c) 1 credit of Chemistry or Physics \*
  
4. Social Studies 3 credits or more
  - (a) 1 credit of U.S. History
  - (b) .5 credit of U.S. Government
  - (c) .5 credit of World History
  - (d) .5 credit of Geography
  - (e) .5 credit of a Social Studies elective
  
5. Fine Arts<sup>^</sup> 1 credit or more
  
6. Personal Finance or Economics .5 credit or more
  
7. Physical Education .5 credit or more
  
8. Effective September 1, 2013\*\*  
Health or Health Integration .5 credit or more
  
9. Effective September 1, 2013 1 credit or more  
(any combination of the following):
  - (a) Approved Career & Technical Education courses
  - (b) World Languages
  - (c) A Capstone Experience or Service Learning

Academic core content credit may be earned by completing an approved career and technical education course. Approval to offer credit must be obtained through an application process with the Department of education. The application must include: course syllabus; standards based curriculum; teacher certification; and assessment of standards by methods including end-of-course exams, authentic assessment, project-based learning or rubrics.

\* With school and parent/guardian approval, a student may be excused from this course in favor of a more appropriate course. A student may be excused from Algebra II or Geometry, but not both. A student is still required to take three credits of Math. If a student is excused from Chemistry or Physics, but not both, the student must still take three credits of Lab Science.

^ Students may be granted up to one credit in Fine Arts for participation in extracurricular activities. A maximum of  $\frac{1}{4}$  credit may be granted for each extracurricular activity each school year. Documentation of the alignment of the activity with fine arts content must be made.

\*\* Beginning with students who are freshmen in the fall of 2013, students will be required to take .5 credit of health at any time grades 6-12. A district may choose to integrate health across the curriculum at the middle or high school level in lieu of a stand-alone course.

Students who are unable to meet the graduation requirements will not be permitted to participate in graduation exercises.

### **Early Graduation**

Graduation in less than four full academic years will be discouraged. However, students who will meet the graduation requirements by the end of their first semester senior year or final semester of the junior year must submit an application to the principal not later than the end of the first semester of the junior year. This letter must be signed by the student's parents and have the approval of the guidance counselor, at least one classroom teacher and the principal. The student may be graduated early at the discretion of the board. Any student, who graduates early, may have the option of taking part or not taking part in the graduation ceremony. A student who graduates early is no longer an enrolled student and loses all privileges granted an eligible enrolled student.

### **STATE REFERENCES**

SDCL 13-1-12.1

SDCL 13-3-1.4

SDCL 13-3-47

SDCL 13-33-1

SDCL 13-33-19

SDCL 13-55-47

SDCL 13-55-48

SDCL 13-55-49

SDCL 13-55-50

SDCL 13-55-51

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ARSD 24:43:11

### **DESCRIPTION**

Rules on classification and accreditation of schools

General supervision of accredited schools

Classification and accreditation of schools

Conformity to standards adopted by state board

Recommended and basic high school program

Jump start scholarship program established

Eligibility requirements for jump start program

Amount of jump start scholarship

Application for admission to approved institution

Secretary to transfer funds for scholarship

Definition of terms

Curriculum

Adopted: October 13, 2008

Revised: July 9, 2018

## TESTING PROGRAMS

Testing of students can provide a meaningful source of information about student achievement, the curriculum, and instruction. The Board, therefore, authorizes 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 students 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 recognizes that all tests provide only a limited source of information about an individual student. Information drawn from 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.

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.

### **STATE REFERENCES**

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

### **DESCRIPTION**

### **POLICY REFERENCE**

JO

### **DESCRIPTION**

STUDENT RECORDS

Adopted: May 14, 2007

Revised: July 9, 2018

## STATE REQUIRED ASSESSMENTS

The superintendent is charged with the administration of all state assessments. As a valuable measurement of student progress, results of state assessments will be shared with the board so the board can use accurate and up-to-date data in district decision making.

If the superintendent has sufficient evidence that cheating on a state-required academic test occurred; the superintendent shall investigate the circumstances. The superintendent shall report the findings of the investigation to the South Dakota Department of Education. The superintendent will also make a formal report to the board, excluding any personally identifiable student information of students involved.

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

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

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

Pursuant to such procedures as established by the South Dakota Department of Education, the parent of a student to whom an assessment is administered pursuant to state law or the eligible student may request to inspect and review the assessment of the student after it is scored and the results are provided to the parent or eligible student. The law requires the Department of Education, to provide through its website information to parents and eligible students regarding the process and procedures for the inspection and review as authorized by law. The District will also provide parents and eligible students information regarding the process and procedures for the inspection and review as authorized by law. The parent or eligible student shall be provided with access to the assessment in a secured environment within a reasonable period of time, but not more than forty-five days after the request is received. The term, parent, and the term, eligible student, are as defined in state law.

### **STATE REFERENCES**

SDCL 13-3-51	Data reporting and record systems
SDCL 13-3-51.1	Definitions regarding privacy of records
SDCL 13-3-51.2	Information not subject to survey, analysis, or evaluation without consent
SDCL 13-3-51.3	Prohibition against reporting personally identifiable information
SDCL 13-3-51.4	Department to develop security measures to protect personally identifiable information
SDCL 13-3-51.5	Disclosure of aggregate data otherwise allowed
SDCL 13-3-51.6	Disclosure of aggregate data necessary for impact aid
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

### **DESCRIPTION**

### **FEDERAL REFERENCE**

CFR Title 34 § 99.3

### **DESCRIPTION**

Family educational and privacy rights (FERPA) definitions

### **POLICY REFERENCE**

GBCD

STAFF CONDUCT

JFC

STUDENT CONDUCT

JO

STUDENT RECORDS

Adopted Date: August 11, 2008

Revised Date: July 9, 2018

## **EVALUATION OF INSTRUCTIONAL PROGRAMS**

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

Elements of this evaluation may include:

1. Testing programs such as nationally standardized general achievement tests, national standardized tests in specific subject areas, and tests administered by other agencies.
2. Study of school achievement records.
3. Extent of and trend in admissions to colleges and universities.
4. State educational 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.

Adopted: May 14, 2007

Review Date: July 9, 2018



## **TEACHING ABOUT CONTROVERSIAL ISSUES**

Training for effective citizenship is accepted as one of the major goals of the district's schools. The instructional program developed to achieve this purpose properly placed 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 issues 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.

Adopted: May 14, 2007  
Review Date: July 9, 2018

## PATRIOTIC EXERCISES & FLAG DISPLAYS

The American flag will be flown from the mast at each school every day that school is in session. The principal of the attendance center is responsible for flying the flag on school days. A small flag shall be provided 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.

### **STATE REFERENCE**

SDCL 13-24-17  
SDCL 13-24-17.2

### **DESCRIPTION**

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

Adopted: May 14, 2007  
Review Date: July 9, 2018

## ANIMALS IN SCHOOL

All animals brought into the schools on either a temporary or permanent basis shall be approved in advance by the teacher, Principal or building administrator. At the teachers or Principal's discretion, permission to keep the animal may be denied, for good reason, including but not limited to one or more of these considerations: (1) the purpose for the animal's presence, (2) the ability of the teacher to control the animal, and/or (3) the dangerous propensity of the animal.

Unauthorized animals are not allowed in school buildings or on school grounds. The Board recognizes that under the proper conditions, animals can be an effective teaching aid. In order to protect both children and animals, the following shall apply in schools in the district.

1. The bringing of animals into the classroom must not violate city/state/federal ordinances.
2. The only animals allowed in a classroom must be for a specific and appropriate educational purpose and shall be allowed for the amount of time necessary to achieve the educational goal.
3. All animals must be in good physical condition and vaccinated against transmittable disease. Dogs, cats, and ferrets will require proof of original and booster rabies vaccination.
4. No animal shall be permitted on school property pursuant to this policy if the presence of that animal will result in a student having an allergic reaction. For purposes of this provision the school must be provided medical verification of the student's allergy before the school prohibits the animal from being on school property.
5. The teacher will be responsible for the proper control of animals brought to school for instructional purposes, including the effective protection of children when animals are in the school. This will include keeping the animal in an appropriate cage or container and handling fecal material in a sanitary manner.
6. No animals are to be allowed to run freely on school property.
7. All fecal material must be cleaned from the cage of any mammal or rodent on an as needed basis, (at a minimum of two times per week), and appropriate sanitizer used. Reptiles, fish, and insects must be cared for in a manner to minimize odor and maintain health. Person cleaning cages must wear gloves, masks, and glasses or goggles.
8. The teacher shall be responsible for the care and feeding of animals during the school year and during school vacations.

It will be the responsibility of the teacher to provide for a plan of care for classroom housed animals in the event of an emergency school closing which might cause disruption of the routine care of the animals. In each school where these animals are housed, there should be a plan whereby the staff member who visits the school daily during the emergency closing will be aware of the animals presence and see to their care. If no staff member visit the school daily in such circumstance, the teacher is responsible for the daily care of the animal(s).

No animal shall be at school unless the teacher involved is familiar with the appropriate care, feeding, and handling of that animal and of any potential dangers caused by the animal. Many different diseases and afflictions may be transmitted by animal hair, dander, bites, and fecal material. It shall be the responsibility of the teacher to become familiar with each animal as it relates to the wellbeing of the students in that particular classroom.

Adopted: February 9, 2015

Revised: June 11, 2018