

Harvey Public School District

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Descriptor Code: GAAA Curriculum Design & Evaluation
Adopted Date: 8/10/2010
Amended Date:

Development:

The Board shall appoint a curriculum committee to assess curricular needs, review curricular inclusions, and make curricular recommendations on expansion and improvement. The committee shall be comprised of the District's AdvancED School Improvement Committee.

The curriculum shall include all components/subjects mandated by law and shall provide for the needs of all students, including both vocational and college-bound students. The curriculum/curricular programs shall at least contain the following components:

1. Content standards, which shall, at a minimum, be based upon state standards.
2. Performance objectives, which shall, at a minimum, be based upon state standards. The objectives should highlight core skills and knowledge that the majority of students are expected to acquire. They must provide clear direction to instructors and be concrete enough to allow documentation of student growth.
3. World class standards.

Curriculum proposals shall demonstrate consistency with the District's Mission and education goals, contain a justification for the proposed program, describe conditions and resources necessary to meet performance standards and programming needs, and shall contain an implementation procedure and timeline.

Experimental Programs & Projects:

Under this program, teaching and administrative staff may propose experimental programs and projects to the curriculum committee. The committee shall review such proposals and make recommendations to the Board based on feasibility and suitability.

Evaluation:

Annually, by a deadline established by the Board, the curriculum committee shall complete an evaluation of specified current curriculum and submit recommendations to the Board for action. Evaluation will be performed in order to determine the need for modification to or elimination of current curricular programs and offerings and the need for new curricular offerings and programs.

The curriculum committee may use at least the following indicators during this evaluation process:

1. Testing programs such as national standardized general achievement tests, nationally standardized tests in specific subject areas, and tests administered by other agencies;
2. Study of school achievement records;
3. Study of students' dropout records;
4. Utilization of out-of-system services; participation in regional research studies; contracted evaluation services;
5. Teacher and parent evaluation of student achievement and curricular needs;
6. Recommendations by teachers and/or administrators;
7. Evaluation by other agencies.

All Board action on curriculum matters will be taken in accordance with the District's policy on curriculum adoption.

The District has adopted a separate procedure related to complaints about instructional material and resources. This policy shall not supersede or govern that procedure.

Complementary Documents

- **BBBB** ~ School Board Committees
- **GAAB** ~ Curriculum Adoption
- **GAAC** ~ Review & Complaints about Instructional & Resource Material
- **GAAC-BR** ~ Procedure for Reviewing Complaints about Instructional/ Resource Material

Descriptor Code: GAAB Curriculum Design & Evaluation
Adopted Date: 8/10/2010
Amended Date:

Annually, after reviewing the recommendations of the curriculum committee, budgetary data, and other pertinent information, the Board shall approve the curriculum for the upcoming school year. The Superintendent shall assist in the approval process to ensure the curriculum is comprehensive and meets all applicable legal requirements.

During the course of the school year, the curriculum committee may suggest improvements and changes to the curriculum, and such changes may be implemented administratively by the Superintendent and his/her designee(s) as the Superintendent deems necessary and educationally sound. The Superintendent shall report to the Board prior to implementing such changes.

Descriptor Code: GAAC Review & Complaints About Instructional & Resource Material

Adopted Date: 8/10/2010

Amended Date:

In order to consider the opinions of those persons in schools and the community who are not directly involved with the instructional and resource material selection process, and to avoid the possibility of a biased or prejudicial attitude influencing selection, a Board-appointed District Review Committee shall deal with formal complaints about and/or requests for reconsideration of library and instructional materials.

This committee shall be responsible for reviewing all selection standards and procedures and shall work with all departments in clarifying selection criteria. All citizen requests for reconsideration of and complaints about instructional and resource material will be processed through the District Review Committee.

A procedure for processing and responding to criticism of approved material shall be established and followed. This procedure shall include the use of a formal signed "Request for Reconsideration of Instructional Resources" form. This District subscribes to the philosophy stated in the School Library Bill of Rights.

Complementary Documents

- GAAC-BR ~ Procedure for Reviewing Complaints about Instructional/Resource Material
- GAAC-E1 ~ Request for Reconsideration of Instructional Resources
- GAAC-E2 ~ Library Bill of Rights
- GAAC-E3 ~ Access to Resources & Services in School Library Media Program
- GAAC-E4 ~ Hatch Amendment Sample Letter

Descriptor Code: GAAC-BR Procedure for Reviewing Complaints
About Instructional/Resource Material

Adopted Date: 8/10/2010

Amended Date:

Review Committee:

The Board shall appoint an instructional/resource material review committee annually before the commencement of the school year. The committee shall be composed of the following individuals:

1. The Library/Media specialist;
2. A teacher from each educational level serviced by District schools as selected by the Superintendent;
3. A parent or parents;
4. The principal(s)
5. The Superintendent.

The committee may obtain the assistance of individuals with expertise in an area/subject that comes before the committee for review and may hold a public forum to receive community input when instructional or resource material is contested.

Review Procedure:

When a complaint or request for review of instructional material is made, the following procedure shall be followed:

1. The building principal shall require the complainant to complete a Request for Reconsideration of Instructional/Resource Material form.
2. The building principal shall submit the completed form to the Superintendent who shall call the review committee meeting to initiate the review process as soon as practicable.
3. If the item being contested is a library book, the item may be placed on reserve in the library during the review process, requiring parental permission to check out. If the review relates to curricular material, the principal shall be responsible for issuing notice to parents of the instructional material under review and provide parents the option of electing an alternative assignment for their children during the course of the review process.
4. Review committee members shall read/view/listen to all or a substantial portion of the contested material.

- 5. The review committee shall generate a report of recommendations. Recommendations to remove or restrict access to material must be based on the following criteria:**
 - a. The material is pervasively vulgar.**
 - b. The material is not educationally suitable.**
 - c. The material is not age-appropriate.**
 - d. The material is part of the curriculum and forces students to profess or deny a belief in what they are reading or engage or refrain from engaging in a practice contrary to their religious belief.**
 - e. Recommendations shall not be made in an attempt to suppress a viewpoint or limit student exposure to divergent ideas. Mere exposure to an idea does not violate students' rights and the District shall not prescribe what is orthodox in politics, nationalism, religion, or other matters of opinion. Consequently, the committee should consider alternatives to removing instructional/resource material such as, but not limited to, an opt-out option for curricular material or placing check-out restrictions on library material.**
- 6. Committee recommendations shall cite specific passages, sections, pages, and/or chapters that formed the basis of the recommendations.**
- 7. If the review committee does not unanimously agree on the recommendations, the dissenting committee members may generate a minority report. This report must contain all components listed above.**
- 8. The review committee shall issue recommendations to the Board as soon as practical.**
- 9. The Board shall read the challenged material before acting on the recommendations.**
- 10. The Board's ruling is final. All findings and records related to the review process shall be retained by the Superintendent.**

Descriptor Code: GABAA English Learners
Adopted Date: 8/10/2010
Amended Date: 7/26/2017

It is the policy of the Harvey Public School District to provide the appropriate educational services as required by law. Students are guaranteed equal educational opportunities regardless of race, color, religion, gender, national origin, ancestry, disability, age, or other status protected by law. Students identified as lacking the necessary language proficiency to learn and interact in the classroom shall be provided necessary services.

The District provides appropriate educational services and parity in programs/services/resources provided to students who are Limited English Proficient (*LEP*) and/or English Learners (*EL*). The District has developed a plan which describes the process of identifying and assessing students who are LEP or EL. The plan is consistent with state and federal requirements.

The plan also includes a procedure for ensuring participation by identified students in state mandated assessments and a description of methods used to assist with language proficiency and academic achievement, including a description of the instructional model chosen, method of developing individual student instructional plans, teacher assessment, instructional planning, parental involvement, and program exit criteria. The plan assures that a trained ESL or bilingual education teacher shall oversee the LEP and EL program. The plan will be monitored to ensure that portions that fail to meet the needs of LEP and EL students are revised or discontinued.

Parents or guardians of EL and LEP student shall be notified upon identification and be informed of student's needs, services available, and annual progress in English and academic achievement. Parents or guardians shall be communicated with, to the extent practicable, in their native language or a language that they can understand.

Complementary Documents

- AAC ~ Nondiscrimination & Anti-Harassment Policy
- GABAA-AR ~ English Learners (EL) Communication Procedures

Descriptor Code: GABAA-AR English Learners (EL)
Communication Procedures

Adopted Date: 7/26/2017

Amended Date:

The following policies, forms, and rules shall be communicated in writing to EL and Limited English Proficient (*LEP*) students and, when applicable, their parents in their language of origin. The District should maintain documentation verifying that students or, when applicable, parents, have received and understand these documents. This communication should occur as soon as practical, except as otherwise specified below, subject to the availability of translation services. Any delays in providing such written communication to EL students and, when applicable, parents, should be documented in writing with an explanation of the reason for the delay and a description of how the District intends to accommodate and/or protect the student until this communication can occur.

1. School enrollment forms (*forms will be translated on a case-by-case basis as needed*);
2. All School District policies and regulations related to student conduct, student rights and responsibilities, and general student health and safety protocols (*e.g., medication in schools, student supervision, etc.*);
3. Documents pertaining to EL identification procedures, services, and opt-out procedures;
4. Parental consent and waiver forms (*forms will be translated on a case-by-case basis as needed*);
5. All safety rules applicable to curricular and extracurricular activities in which an EL student participates (*e.g., lab safety, shop safety, pool safety, extracurricular participation safety rules, etc.*). These rules should be communicated prior to the student participating in the activity in which such rules apply.

Descriptor Code: **GABBA Childfind Referral Program for Students
with Disabilities**

Adopted Date: **8/10/2010**

Amended Date:

Every child with a disability residing within the Harvey Public School District is entitled to a free, appropriate public education. A comprehensive program to locate children with disabilities residing within the School District is an on-going commitment of the Board.

Referrals for special education programs may be made by classroom teachers, guidance counselors, or other school personnel through the principal of the school in which the child is enrolled or may be requested by the child's parent. All procedures relative to the assessment and placement of children with disabilities will comply with the regulations of federal and state law and the Department of Public Instruction. The special education program shall consist of special classes, special equipment, and itinerant services as needed.

Complementary Documents

- **FDE ~ Education of Special Education Students**

Descriptor Code: GABC Sex Education
Adopted Date: 8/10/2010
Amended Date:

Parents have the prime responsibility to assist their children in developing knowledge and moral values with regard to sex education. The schools shall support and supplement parents' efforts in the areas of family life and sex education by offering students factual information and opportunities to discuss concerns, issues, and attitudes inherent in family life and sexual behavior. Instruction dealing with family life and sex education, including sexually transmitted diseases, may be offered in several different courses and shall be offered in accordance with 20 U.S.C. 7906.

In elementary courses where human reproductive organs and their functions and processes are described, illustrated, or discussed, opportunity will be provided for all parents or guardians to request in writing that their children not attend. Instructional materials to be used in family life and sex education will be available for inspection by the parent or guardian during school hours prior to the commencement of the instructional program. Teachers who provide instruction in family life and sex education will have professional preparation in the subject area.

Complementary Documents

- ACBB ~ Significant Contagious Disease
- GABC-E ~ Sex Education Law

Descriptor Code: GABDA Student Achievement
Adopted Date: 8/10/2010
Amended Date:

The Harvey Public School District’s Board of education recognizes that the key work of a School Board is to establish and promote a clear vision of student achievement as the top priority of the District. The Superintendent will ensure development and implementation of a District-wide program for student achievement improvement that engages District stakeholders in a continuous improvement planning process that provides for annual review, revision as needed, and reports to the community. The District’s program will be reflected in school and District improvement plans and will include, but not be limited to, the following:

- 1. Self-evaluation of current and prior student achievement and behavioral data, including student and community demographics, student access to and utilization of educational opportunities to meet standards, District progress toward development and implementation of improvement programs, and stakeholder satisfaction.**
- 2. Data-driven goal setting utilizing methods recommended by the Department of Public Instruction or local methods.**
- 3. Action planning including provisions for accountability, professional staff development, steps to assure a safe educational environment conducive to learning, identification of local efficiencies and resources, steps to assure all students have access to the educational opportunities needed to meet the high standards of the State and District, resource allocation and realignment strategies needed to support improvement efforts.**

The District’s program will be consistent with the North Dakota Department of Public Instruction requirements and reflected in school and District improvement plans.

The Board will, in striving for continuous improvement of student achievement, annually review District and individual school data on student achievement. In addition, the Board will prioritize, allocate, and realign resources as necessary.

Descriptor Code: GABDB Title I Program Disputes
Adopted Date: 8/10/2010
Amended Date:

Process:

Any individual who believes that the Harvey Public School District has violated the regulations or law governing the Title I Program should submit a complaint to the Superintendent at 811 Burke Avenue, Harvey ND 58341, 701-324-2265. The Superintendent shall investigate the complaint and provide the individual with a written response within 30 days.

The complaint must include:

1. The date;
2. A detailed description of the complaint, including specific facts;
3. The signature of person making the complaint.

If the complainant is dissatisfied with the response, the complainant may submit an appeal request to the Harvey Public School District's Board of Education. The Board shall issue a written response to the complainant as soon as practicable not to exceed 30 days.

Reconsideration:

If the complaint is not resolved to the satisfaction of the complainant at the District level, the complainant may forward the complaint to the Title I Director, Department of Public Instruction, 600 East Boulevard, Bismarck, ND 58505. DPI has established a reconsideration procedure in the event that a complainant is dissatisfied with the State Title I Director's decision.

Once the state-level complaint review process has been exhausted, a complainant may forward the complaint to the Secretary of Education, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208.

Descriptor Code: GABDC Title I Qualification Notification
Requirements

Adopted Date: 8/10/2010

Amended Date:

In accordance with federal law, the Superintendent or designee shall annually notify parents of each student attending a school that receives these funds that they may request and the District shall provide the professional qualifications of their child's classroom teacher and/or teachers and the qualifications of paraprofessionals providing services to their child.

Complementary Documents

- DI ~ Personnel Records

Descriptor Code: GACA Correspondence Courses
Adopted Date: 8/10/2010
Amended Date:

When Harvey High School finds it impossible or impractical to offer a course or courses desired by a student, the school principal may permit the student to take such a course or courses from the ND Division of Independent Study or from some other institution which has an accredited correspondence division. Students who withdraw from school for reasons of emergency may petition the building principal for permission to take correspondence work toward graduation credits.

Correspondence courses may also be taken as a part of the gifted and talented program of the school or if a student is unable, because of scheduling difficulties, to take a course offered by the Harvey High School and required for graduation. Failure in a subject is not justification for enrollment in a correspondence course. If the student can take the course regularly offered at school, permission to take a correspondence course will generally be denied.

Once enrolled in a correspondence course, the class will be listed on the student's cumulative record form. The grade will be recorded and will be used in determining the GPA of the student.

Credit will be granted only if the course would normally be found in a high school curriculum. To be accepted as a part of the requirements for graduation, the record of credit must be received and recorded on or before the last day of school.

The principal will personally supervise the student's work or will assign an appropriate academic instructor to do so.

Responsibility for success or failure in correspondence work rests entirely with the student.

Cost of correspondence courses shall be borne by the student. However, the District may choose to reimburse the student upon successful completion of the course if the course is required for graduation and unavailable to the student through the regular school schedule.

Descriptor Code: GACB Patriotic Exercises
Adopted Date: 8/10/2010
Amended Date:

The principal of each school and/or any teacher is allowed to provide a daily program for the voluntary pledge of allegiance. Students may also receive instruction concerning the words and music of the National Anthem so they are able to recite or sing the words and recognize the music.

The Board recognizes that the beliefs of some students and teachers prohibit their participation in these patriotic exercises. No person shall be required to participate these exercises. All persons, however, are expected to show respect to the flag and to the participation of others in the exercise.

Schools may hold ceremonies and/or integrate information into the curriculum related to historically significant and/or patriotic holidays such as Martin Luther King Day, President's Day, Flag Day, and Columbus Day.

Descriptor Code: GACCA Post-Secondary Enrollment
Adopted Date: 8/10/2010
Amended Date:

The Harvey Public School District shall comply with state law concerning dual enrollment. Students must be eligible, under state law, to enroll in dual credit courses in order to participate in this program. The high school principal, in consultation with the Superintendent, shall make a determination of the number of college credits for which an eligible student is permitted to enroll on a case-by-case basis based on, but not limited to, the following:

- The student's grade point average;
- A recommendation from a counselor or principal;
- Whether the postsecondary course in which the student wishes to enroll will overlap with a course currently offered by the District;
- Whether the student has met requirements for high school graduation or the number of high school courses still needed to meet graduation requirements.

In addition to allowing students to enroll in college-level courses taught at postsecondary institutions, the District may offer courses that qualify for dual credit in cooperation with eligible institutions. Students enrolled in these courses may apply to the post-secondary institution for dual credit. Information about the requirements set forth by the post-secondary institution will be available from counselors and the teachers of the qualified courses.

Descriptor Code: GBA Academic Freedom
Adopted Date: 8/10/2010
Amended Date:

Teachers shall abide by the curriculum standards adopted by the Harvey Public School District's Board of Education. They shall only select issues for study that contribute to the attainment of course objectives, are consistent with state standards and the District's mission, and are appropriate for classroom presentation. Teachers shall determine the appropriateness of a topic based on the following criteria:

1. There are adequate and age-appropriate materials available that will allow students to learn about all sides of an issue.
2. The topic is age-appropriate, considering the emotional, intellectual, and social capacities of the class as a whole.
3. Teachers are equipped personally and academically to present the topic objectively, allowing students to formulate their own opinions.

Controversial Topics:

Controversial topics are issues that are often a matter of opinion and are subjects of public dispute, debate, or contention. When a topic is of a controversial nature, teachers shall receive administrative approval prior to presenting it in the classroom.

Teachers may offer an opinion on issues discussed in the classroom provided that the teacher clarifies that the opinion should not be construed as an authoritative answer, that the teacher is speaking on his/her own ~ not the District's ~ behalf, and encourages students to form their own opinions, stressing that students are free to express their own views without fear of academic reprisal.

Teachers that violate this policy or whose speech compromises the District's ability to provide a safe and non-disruptive educational environment may be subject to disciplinary action up to and including discharge.

Descriptor Code: GBAA Teaching About Religion
Adopted Date: 8/10/2010
Amended Date:

Factual and objective teaching about religion, the impact of religion, and religious-based ideas and ideals may be included in classroom instruction if such information is presented as part of the curriculum and is in keeping with the District's educational goals and student learning objectives.

Requests to display religious objects in classrooms or schools shall be filed in accordance with the District's policy governing religious displays.

Religious musical selections, literature, documents of historical significance, artwork, and other learning aids may be included in the curriculum on the basis of their particular educational value and/or traditional secular usage and shall be presented with works that are nonreligious in nature, shall be selected and performed as works of art, not as acts of veneration, and shall be presented prudently and objectively, with background information explaining their purpose.

Any staff member, citizen, or student who believes that a particular school program may have violated this policy may submit a complaint in accordance with the procedures established by Board policy for complaints about instructional material.

Descriptor Code: GBBA Guest Speakers
Adopted Date: 8/10/2010
Amended Date:

In order to provide students with more comprehensive exposure to a topic of study, teachers may recommend the use of a guest speaker to present to a class or group of students. For the purposes of this policy, a guest speaker is defined as an individual not employed by the Harvey Public School District.

Such recommendations shall be made to the building principal who shall approve or deny the request. The principal's decision shall be governed by the following criteria; however, the establishment of these criteria in no way guarantees that approved speakers will present opinions and/or information in a non-disruptive manner consistent with the District's mission and instructional goals and objectives.

1. Speakers who advocate unconstitutional or illegal acts or ideas shall not be allowed to present to District students.
2. The speaker's topic must have a direct and demonstrable link to the program/course content and objectives or, in the case of an extracurricular activity, the activity's purpose and objectives.
3. The speaker has the education or experience to present on the purposed topic.
4. If the proposed presentation topic is of a controversial nature, there must be a means of ensuring that the topic is presented in a balanced manner (e.g., a qualified speaker from both sides of the issues is available to present).

If the principal approves a teacher's request for a guest speaker on any controversial matter, the principal shall:

1. Provide notice to parents of the presentation. If the speaker will address a controversial topic, the principal shall afford parents the option of opting their child out of the presentation. No academic sanctions shall be taken against such students and an alternative assignment may be provided.
2. Require the speaker to agree, in writing prior to the presentation, to the following:
 - a. The speaker will follow all policies related to visitors in school.
 - b. The speaker will refrain from using profanity, vulgarity, and

lewd language.

c. The speaker agrees to present material in an age-appropriate manner.

3. Generate a record of the date, time, name, and topic(s) covered by the guest speaker.

A guest speaker who violates this or other applicable policies, disrupts the educational environment, or endangers the health or safety of students/staff shall be asked by a teacher or principal to discontinue his/her presentation and leave school property. Refusal to leave school property when asked will be deemed to be a willful disturbance of school operations, and the District will contact law enforcement to assist with removing the violator from school property or the school sponsored event.

Complementary Documents

- KAAA ~ Visitors in Schools**
- KAAA-AR ~ Visitors in Schools Regulations**

Descriptor Code: GBBB Television & Movies in School
Adopted Date: 8/10/2010
Amended Date:

Educational Use:

The Board believes that certain television programs and movies, when used in relation to course objectives, will make a contribution to instruction and can add to students' level of understanding.

A teacher must submit the item to the building principal for review and approval in accordance with administrative regulations. Administrative approval will be based upon the selection criteria outlined in the selection and adoption of instructional materials policy and on the following:

1. Suitability given the maturity level of students.
2. The subject matter should be appropriate to the curriculum. In discussion of the program, its content should be integrated with curriculum objectives.
3. Free of ethnic, sex, or religious bias, unless this bias is used to point out the dangers of such views in connection with a curricular discussion of bias and prejudice.
4. When a program or film contains controversial material, approval will be based on a teacher's ability to handle the issue and provide adequate and appropriate materials that present all sides of the issue.
5. Availability of alternative sources to accomplish educational objectives.
6. Feasibility of using a lawfully edited version or specific portions of the movie or program rather than in its entirety without seriously weakening its educational value.
7. In format and content, meets fair use standards and complies with the copyrighted material policy.

Upon receiving administrative approval, teachers must notify parents/guardians of the upcoming showing and allow reasonable time for parents/guardians to opt their children out. Alternative assignments will be made available.

Use for Reward & Entertainment:

Except for a special occasion involving the school population as a whole (ie: Christmas Holiday party), District schools will not show television programs or movies as entertainment or a reward during instructional time.

Administration will review the suitability of the work given students' ages and maturity levels and will also review the appropriateness of the work's content. Works containing violence, excessive profanity, sexually explicit material, and/or promotion of drug and alcohol use will be prohibited from being shown to students unless an administrator believes an exception is warranted. In such cases, the Superintendent will review the work and make a final determination. Upon receiving administrative approval, teachers must notify parents/guardians of the upcoming showing and allow reasonable time for parents/guardians to opt their child out.

The Superintendent will be responsible for notifying staff of this policy annually. Staff who violate this policy will be subject to disciplinary action, up to and including termination.

Complementary Documents

- ABCA ~ Copyright Material & Intellectual Property**
- GAAA ~ Curriculum Design & Evaluation**
- GBA ~ Academic Freedom**

Descriptor Code: GCAA Grade Promotion, Retention & Acceleration

Adopted Date: 8/10/2010

Amended Date:

The Harvey Public School District is committed to fostering the continuous educational and personal growth of its students. Student progress shall be continually evaluated based on state and local achievement standards, course content standards, and education goals and objectives as established by administration and the teaching staff.

The Board recognizes that at every grade level there are differences among students in their intellectual and personal development and that individual students may be more proficient in some content areas than in others. Therefore, assignment of a student to a grade level shall be based on the best educational interest of the student, which shall be determined by using the criteria established below.

Criteria for Determining Promotion & Retention:

The decision to promote or retain a student shall be based on at least the following criteria:

1. Whether the student has completed course requirements at the presently assigned grade;
2. Whether the student demonstrates proficiency in enough course content areas to warrant promotion;
3. Whether the student has sufficiently met achievement standards and other educational goals/objectives established for the student's current grade level.
4. Whether the student demonstrates the degree of social, emotional, and physical maturation necessary for successful learning experiences in the next grade level.
5. The decision to promote or retain a special education student shall be made by the Individual Education Program (IEP) team in accordance with applicable law.

Under no circumstances shall a student be retained for the sole purpose of improving the student's ability to participate in the District's athletic program.

Procedures for promoting and retaining students shall be developed by the Superintendent and delineated in administrative regulations.

Acceleration:

The Superintendent shall develop grade acceleration criteria and approval/denial procedures, which shall be delineated in administrative regulations.

Descriptor Code: GCAA-AR Grade Promotion, Retention & Acceleration Procedure

Adopted Date: 8/10/2010

Amended Date:

Procedure for Determining Promotion & Retention:

If a teacher believes retention is a possibility, s/he shall contact the student's parent(s) and inform the building principal as early as possible. The principal shall inform the parents of remediation options. Advancement to the next grade may be made conditional upon successful remediation or demonstrated proficiency within a timeframe established by the principal.

Teachers, after consultation with parents, are responsible for making promotion and retention recommendations based on promotion and retention criteria contained in policy. Recommendations shall be submitted to the building principal for approval.

A parent who is dissatisfied with the principal's decision may appeal to the Superintendent. The Superintendent's decision shall be final. Appeals must be initiated within 30 days of receiving notice of the principal's promotion or retention decision. Failure to timely present the appeal shall be deemed to be a waiver of the appeal process.

Promotion & Retention of Special Education Students:

The decision to promote or retain a special education student shall be made by the Individual Education Program (IEP) team in accordance with applicable law. Parents wishing to appeal the IEP's decision shall follow appeal procedures under the Individuals with Disabilities Act.

Acceleration:

Decisions regarding acceleration shall be made by the principal in consultation with the student's parent(s)/guardian(s), teacher(s) and guidance counselor. The principal's decision shall be binding but may be reversed by the principal should new evidence indicate such a need.

Descriptor Code: GCAB Class Ranking
Adopted Date: 8/10/2010
Amended Date: 9/10/2012

Rank in class shall be determined by averaging all course percentage grades computed to the ten thousandth of a percent. Only those credits earned in grades 9 through 12 will be used in the ranking.

All grades (including failing grades, repeated courses, summer school, and correspondence courses) will be included in determining the student's grade point average and ranking in class. When students receive grades such as "Pass, Fail, Unsatisfactory, or Satisfactory," and where no equivalent letter grades can be obtained, such grades will not be counted in ascertaining class rank.

For purposes of designation of student honors and for college admission information, the end of the first semester of the senior year will serve as the cut-off date for computation of class rank. In cases where more than one student has the same numerical grade point average, all students with that average will be given the same rank. The next highest average will assume the next rank position that will indicate the number of students having a higher rank.

Valedictorian & Salutatorian:

The student with the highest class rank will be valedictorian. In instances when more than one student holds the numerical one rank, all students holding the rank will be declared co-valedictorians. In addition, any/all students with a 4.00 GPA shall be declared co-valedictorians. The student with the second highest grade point average will be declared the salutatorian. In instances when more than one student has the second highest grade point average, all such students will be declared co-salutatorians.

Descriptor Code: GCBA Grading
Adopted Date: 5/12/2009
Amended Date: 8/10/2010

The Harvey Public School District's Board of Education shall approve a method of evaluating and recording student academic progress to be devised by School District Administration and the Professional Teaching Staff. The records and reports of individual students shall be kept in a form which will be meaningful to parents, teachers, and students. The grading system shall be uniform at comparable grade levels.

Students will be evaluated in a variety of methodologies to best measure their academic progress. The following grading system has been devised for this purpose:

A	92.5 - 100	Excellent	4 Honor Points
B	84.5 - 92.49	Above Average	3 Honor Points
C	76.5 - 84.49	Satisfactory	2 Honor Points
D	69.5 - 76.49	Improvement Needed	1 Honor Points
F	Below 69.5	Failing	0 Honor Points
I *		Incomplete Work	0 Honor Points
P		Passing	0 Honor Points

* An Incomplete (I) indicates that assigned work has not been completed at the conclusion of a grading period. Work must be completed in a timely fashion or it will be recorded as an "F." It is the student's responsibility to ensure that all work is completed and turned in to the applicable instructor.

Students with disabilities enrolled in a regular classroom setting shall receive grades and/or course credits as outlined within their respective IEP. However, no grades shall be issued either on a student report card or academic transcript which denotes reference to a "modified grading scale."

Each principal shall monitor grading practices in his/her jurisdiction to ensure compliance with this policy.

Grading Grievances:

A student or parent who believes that s/he/his/her student has received a grade that has been assigned in an unreasonable, discriminatory, arbitrary, or capricious manner or that is the result of a clerical mistake may contest the grade using the following procedure:

- 1. Appeals must be initiated within 30 days of receiving the grade. Failure to timely present the grievance in accordance with this procedure shall be deemed to be a waiver of the grievance process.**
- 2. Appeals may be filed orally or in writing, must be filed with the student's building principal, and must cite one of the reasons listed above as a basis for the grievance.**
- 3. The principal shall initiate an investigation upon receipt of a grievance filed in accordance with the procedure listed above. The principal shall review grading criteria, attendance records, grade books, lesson plans, and student's graded assignments and tests. The principal shall consult with the classroom teacher during this process and the student. Based on the findings, the principal shall render a decision within a reasonable time. The principal's decision to affirm or alter a grade shall be final and binding.**

Descriptor Code: GCBB Student Progress Reports to Parents
Adopted Date: 1/23/1980
Amended Date: 7/26/2017

The type of grading reports sent to parents shall be developed by both the grade-level Principal and the professional teaching staff, with the advice and consent of the Superintendent. Final approval authority of all reporting documents shall be vested in the Superintendent of the School District.

A printed report card shall be provided to parents at least two times a year, corresponding with the conclusion of each semester (*HHS*) or trimester (*Elementary*) grading period. Supplementary reports will be sent as needed. Conferences with parents will also be utilized at both the elementary and secondary level as part of the overall reporting system. Parents are urged to confer with applicable staff members regarding the academic performance of their student(s).

At the beginning of each school year, or upon the enrollment of a student new to the District during the school year, the grade-level principal shall be responsible for providing each student and their parent/guardian a secure login ID and password for PowerSchool, the School District Student Information System. Parents and students shall be responsible for checking the student's academic progress in each respective class and taking corrective measures, if and when necessary.

Descriptor Code: GCC Educational Research & Surveys of Students

Adopted Date: 8/10/2010

Amended Date:

Surveys and educational research can serve as a valuable tool for determining student needs and developing educational services.

Because of the possibility of a large number of outside requests to conduct surveys and research studies, the Superintendent shall only approve requests that at least meet the following criteria:

1. The research/survey is conducted for the purpose of improving the education or general welfare of students.
2. The party proposing the study/survey has a purpose and mission that is in keeping with the District's Mission, goals, and objectives.
3. The study/survey proposal is sufficient in scope and depth to justify the use of the time and effort of district students and staff.
4. The party conducting the research/survey will provide a copy of the survey instrument and/or any instructional material that will be used including, but not limited to: textbooks, teachers' manuals, films, software, and/or other supplementary material. Such material must be provided prior to the initiation of the survey/study and in a timely manner, allowing the Superintendent and other relevant school officials ample opportunity to review such material.
5. Neither the study/survey nor its findings are reasonably predicted to exploit or compromise the safety of District students and staff.
6. The party conducting the study/survey agrees to provide a copy of the outcome/results to the District within a reasonable time after the study/survey's completion.

Before approving a study/survey, the Superintendent shall also take into account the amount of instructional time the survey/study will consume, whether it will unduly disrupt the educational environment, the level of supervision the District will have to provide to third parties conducting the survey/study, the amount of protected/confidential information that will be gathered, and whether agency conducting the survey/study has developed appropriate safeguards for collection, protection, disclosure, and use of protected/confidential information.

Teachers may use surveys in classes to determine student knowledge and/or attitudes prior to teaching either about a particular subject or a particular unit, provided that administrative approval has been given and provided that responses will not be used in any identifying manner. Surveys used by the District in any experimental program or research project will be subject to any curriculum requirements established by board policy prior to implementation/use.

Protection of Pupil Rights Amendment:

The District shall comply with the Protection of Pupil Rights Amendment, which affords parents specific rights with relation to conducting surveys, collecting and using student information for marketing purposes, and conducting certain physical exams.

Complementary Documents

- **FGA** ~ **Student Education Records**
- **GAAA** ~ **Curriculum Design & Evaluation**
- **GCC-E** ~ **Model Notification of Rights Under the Protection of Pupil Rights Amendment**

Descriptor Code: GDA Graduation Requirements
Adopted Date: 7/14/2009
Amended Date: 6/18/2018

Graduation requirements are based on units of course credit earned in Grades 9 through 12. A unit of credit is defined as the amount of credit given for successful completion of an educational course. Generally, if a class meets daily for one class period, 0.5 credits may be earned each semester (67.5-75 hours). Credits are prorated for classes which meet either every other day or in a block scheduling arrangement.

Each student shall have earned a minimum number of credit units in those areas specified by law upon completion of Grade 12 to be eligible for graduation. Only students who have completed all requirements for graduation may participate in graduation exercises in the Harvey Public School District.

Specifically, Harvey Public Schools requires the following:

English4 Credits

- English I (1 Unit)
- English II (1 Unit)
- English III (1 Unit)
- English IV or Advanced English (1 Unit)

Social Studies.....3 Credits

- World History (1/2 Unit)
- North Dakota Studies (1/2 Unit)
- U.S. History (1 Unit)
- American Government Studies / POD (1 Unit)

Mathematics.....3 Credits

- Algebra I or Above (1 Unit)
- Math Electives (2 Units)

Science.....3 Credits

Physical Education.....1.5 Credits

- PE 9 (1/2 Unit)
- PE Electives (2 Separate 1/5 Unit Courses)

Elective Credits.....9.5 Credits

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TOTAL CREDITS.....24 Credits**

Graduation requirements are minimum standards. Students are strongly encouraged to take additional course credits during their school years.

Also, Harvey Public Schools requires the following:

- **Every student is to be enrolled for eight high school semesters to graduate from Harvey High School.**
- **Student in the following grade levels are to be enrolled in the minimum amount of classes:**
 - **Seniors 6 classes**
 - **Juniors 7 classes**
 - **Sophomores 8 classes**
 - **Freshmen 8 classes**

If a unique situation exists, special arrangements *MAY* be made with the grade-level Principal.

- **Correspondence Courses are available through the North Dakota Center for Distance Learning. However, students are encouraged to take correspondence courses only when it is impossible to take the class within the structure of Harvey High School. No credits will be issued to any student taking a class by correspondence unless the grade-level Principal grants prior permission. Documentation of completed correspondence credits must be received on or before the last day of school for a student to participate in graduation exercises that year.**
- **Dual Credit Course opportunities are available from numerous colleges and universities. Prior permission from the grade-level Principal, as well as completion of all necessary paperwork, is required for acceptance of credit for purposes of meeting graduation requirements. Documentation of completed dual credit coursework, if being used to meet graduation requirements, must be received on or before the last day of school for a student to participate in graduation exercises that year.**

Due to extenuating circumstances, a student may apply to the grade-level Principal for a waiver of any academic requirement. Appeals may be made to the Superintendent and the Board of Education.

Descriptor Code: GDAA Early Graduation
Adopted Date: 1/12/1999
Amended Date: 5/12/2009

The Harvey Public School District's Board of Education believes that, with rare exception, the many benefits of a high school education cannot be fully realized in less than four years. Further, the Board views the entire senior year as an important period during which the student should be able to enjoy many experiences providing academic growth and enrichment, exploration of new areas, and social growth and maturity.

Only in unusual or extenuating circumstances should a student forego the opportunities available during an eighth semester of school. However, for those who may have special needs or circumstances, and who could possibly benefit from early graduation, the following policy is established:

Requirements:

A candidate for Early Graduation must have

1. Completed seven semesters of high school;
2. Satisfied all the current requirements of a four-year graduate of the Harvey Public School District;
3. Earned at least a 3.00 GPA at the conclusion of the sixth semester of school;
4. Qualified, by virtue of an extreme or extenuating circumstance.

Procedures:

If the applicant meets all of the above listed requirements, the students will submit a written request for early graduation to the grade-level Principal, preferably during the sixth semester, but no later than October 1st of the seventh semester. The request must contain a statement of endorsement and the signatures of the parents/guardians and must clearly express the rationale for the request.

The matter will be thoroughly reviewed in a conference including the student, grade-level counselor, parents, the grade-level principal, and the Superintendent. After a complete evaluation of the request by the grade-level principal and Superintendent, the Superintendent will make a recommendation to the School Board, who will have final decision-making capability for approval or denial of the request.

Commencement Exercises:

If early graduation is requested and approved, applicable students may participate in Commencement Exercises on the same basis as other class graduates. If, however, applicable students choose not to participate in Commencement Exercises, each will receive their diploma as soon as is practical following the annual Commencement Exercises.

Scholarships:

If early graduation is requested and approved, applicable students are not eligible for District sponsored or District administered scholarships.

Honor Student Status:

If early graduation is requested and approved, applicable students are not eligible for "Honor Student" designation.

Descriptor Code: GDB Graduation Exercises
Adopted Date: 9/12/2006
Amended Date: 5/12/2009

The Harvey Public School District's Board of Education believes that completion of the requirements for a diploma from the District is an achievement that improves the community as well as the individual. Therefore, the Board of Education wishes to recognize that achievement annually in a publicly held Graduation ceremony.

Only students who have completed all requirement as prescribed by the North Dakota Department of Public Instruction, the Harvey Public School District Board of Education, and the District Administration (see Policy GDA ~ Graduation Requirements) will be allowed to participate in Graduation Exercises, except as provided below.

- 1. Foreign exchange students may be permitted to ceremonially participate in Graduation Exercises at the discretion of District Administration, upon successful completion of the school year.**
- 2. A student who has requested and has been approved for early graduation (see Policy GDAA ~ Early Graduation) may participate in Commencement Exercises on the same basis as other class graduates.**
- 3. Additional exceptions may be approved by the Board of Education in unusual circumstances, upon the recommendation of District Administration and approval of the Board of Education.**

While participation in Graduation Exercises is strongly encouraged, it is not compulsory.

In order to encourage high standards of student conduct and behavior, the grade-level Principal may deny the privilege of participating in Graduation Exercises and/or related activities in accordance with school rules. School rules shall ensure that the student and parents/guardians receive written notice of any privilege(s) revocation, the grounds for revocation, and the means whereby the student may appeal the decision.

- 1. All activities shall be free from innovative acts and interruptions which diminish the dignity of the activities for the other participants, families, and distinguished guests.**
- 2. Participation shall be a privilege, not a right, and shall be reserved to those who conduct themselves according to established guidelines.**

- 3. Participation privileges shall be revoked from any student whose conduct is not in accordance with established guidelines.**
- 4. Cooperation must be exhibited with school staff members and administration in all senior activities, including Commencement Exercises.**
- 5. In order to preserve the dignity Commencement Exercises, students must conform to school-sanctioned standards and expectations for appropriate behavior and attire.**
- 6. Students are expected to attend rehearsal if they intend to participate in Commencement Exercises.**

The Senior Class, working with the grade-level Principal, shall plan Commencement Exercises. Where students or other graduation speakers are selected on the basis of neutral criteria and retain control over the content of their address, the content shall not be restricted due to either the religious or anti-religious content. Furthermore, the Harvey Public School District disclaims any responsibility for such speech, and neither encourages nor discourages its content. However, neither the School District nor District Administration and Staff may direct or encourage prayer at Commencement Exercises or select speakers because of expectations that such speakers will include either religious or anti-religious expression in their address.

A slide show tribute included in Commencement Exercises shall include all students who have met the criteria for graduation by School District Policy. Deceased students who were enrolled in Harvey Public Schools prior to their death may be included in the same manner or fashion as all other living students.

To the extent that the Harvey Public School District makes its facilities and related services available to private groups, the District shall provide similar access on similar terms to private groups for a Baccalaureate Ceremony. However, neither the District nor the School shall mandate student attendance, nor shall it participate in the organization of this ceremony. School employees are free to attend, but shall not be required to attend the private Baccalaureate Ceremony.