

INSTRUCTIONAL GOALS

The educational program of the Harding County School 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:

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;

Attention to the development and practice in the fundamental skills of reading, writing, speaking, listening, observing and analyzing;

School experiences in democratic living to enable a student to hold, to share, cooperate, and assume responsibility in family living and in society;

Opportunities for acquiring an understanding of the principles of physical health and safety, which will carry over to the student's daily life;

An appreciation and knowledge of the cultural, scientific, and ethical aspects of our society;

An educational atmosphere that will enhance the student's mental, emotional, and social development.

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

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.

Cross References:

AD: Educational Philosophy

Legal References:

SDCL 13-33-3

Adopted: November 9, 2015

SCHOOL YEAR – SCHOOL CALENDAR

The school calendar for the ensuing year will be prepared by a committee of teachers and the administration, and submitted to the Board for approval prior to April 1 of each year. The school calendar will meet or exceed the minimum number of instructional hours required by law.

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

The calendar will be prepared for a two year period with the understanding that changes may be made within that time.

Legal References:

SDCL 13-26-1 (School fiscal year)

SDCL 13-26-2 (Time required in school term)

SDCL 13-26-4 (Teacher-parent conferences counted as hrs in session)

SDCL 13-26-4.1 (In-service training)

SDCL 13-26-9 (School board decision on opening day of classes)

SDCL 13-26-17 (Nonreferral or rejection of referendum)

Adopted: November 9, 2015

SCHOOL DAY

It is the responsibility of the Harding County School 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.

Legal References:

SDCL 13-26-1 (School fiscal year)

Adopted: November 9, 2015

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 Harding County School Board expects:

The administration and faculty to be perpetually sensitive to changing conditions that may require changes in curriculum;

All programs to be under continuous evaluation to see that they meet the needs of children;
The school system to undertake intensive curriculum evaluation and revision in certain areas from time to time as the need for this is demonstrated.

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

Adopted: November 9, 2015

PILOT PROJECTS

The professional staff of the Harding County 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 school 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 Harding County School 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: December 14, 2015

CURRICULUM ADOPTION

The Harding County School 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 School 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 Harding County School 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: December 14, 2015

BASIC INSTRUCTIONAL PROGRAM

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

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

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

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

COMMITTED TO THE BASICS

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

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

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

Legal References:

SDCL 13-3-48 (Academic content standards)

SDCL 13-33-1 (Conformity to standards adopted by state board)

SDCL 13-33-11 (Instruction to promote mastery of English language)

ARSD 24:43:11 (Curriculum)

Adopted: December 14, 2015

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 not limited to, mock elections, mock trials, and/or mock legislatures;
Participating in patriotic exercises and observances in the classroom and/or in conjunction with school programs and events deemed appropriate for the occasion;
Participating in any other activity that will lead to making students aware of their responsibility for the preservation of a free and democratic society as citizens of the United States.

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

Legal References:

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: December 14, 2015

TEACHING ABOUT RELIGION

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

The School 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.

Legal References:

SDCL 13-33-9 (Sectarian doctrine prohibited in public schools)

Adopted: December 14, 2015

WELLNESS

To support its mission, the Harding County School District will provide an environment that cultivates maximum student potential. Nutrition influences 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 nutrition policy encourages all members of the school community to create an environment that supports lifelong healthy eating habits. Decisions made in all school programming need to reflect and encourage positive nutrition messages and healthy food choices.

The policy of the Harding County School District is to:

Provide a positive environment and appropriate knowledge regarding food:

Ensure that all students have access to healthy food choices during school and at school functions.

Provide a pleasant eating environment for students and staff.

Allow a minimum of 20 minutes for students to eat lunch and socialize in the designated cafeteria area.

Enable all students, through a comprehensive curriculum, to acquire the knowledge and skills necessary to make healthy food choices for a lifetime.

When using food as a part of class or student incentive programs, staff and students are encouraged to utilize healthy, nutritious food choices.

When curricular-based food experiences are planned, staff and students are encouraged to seek out good nutrition choices whenever appropriate.

Reduce student access to foods of minimal nutritional value.

In keeping with contractual obligations to the National School Lunch/Breakfast programs, ensure the integrity of the school lunch program by prohibiting food and beverage sales that are in direct conflict with the lunch/breakfast programs.

Encourage the practice of good nutrition by reducing the sale or distribution of foods of minimal nutritional value through a four-year plan that focuses on:

- Reducing access to non-nutritional foods.
- Educating students about healthy foods.
- Selective pricing that favors sales of healthy foods.

To accomplish these goals:

Child Nutrition Programs comply with federal, state and local requirements.

Child Nutrition Programs are accessible to all children.

Sequential and interdisciplinary nutrition education is provided and promoted.

Patterns of meaningful physical activity connect to students' lives outside of physical education.

All school-based activities are consistent with local wellness policy goals.

All foods and beverages made available on campus (including vending, concessions, a la carte, student stores, parties, and fundraising) during the school day are consistent with the current Dietary Guidelines for Americans.

All foods made available on campus adhere to food safety and security guidelines.

The school environment is safe, comfortable, pleasing, and allows ample time and space for eating meals.

Food and/or physical activity is not used as a reward or punishment.

Legal References:

42 USC Chap 13 (School lunch program)

42 USC Chap 13A (Child nutrition)

7 CFR 210.1-210.31 (National school lunch program)

7 CFR 220.1-220.21 (School breakfast program)

Adopted: December 14, 2015

PROGRAMS FOR HANDICAPPED CHILDREN

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 Harding County School Board will provide programs and services designed to meet the individual needs of handicapped children, birth through 21.

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

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

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

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

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

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

DEVELOPMENT OF AN INDIVIDUAL EDUCATION PROGRAM (IEP)

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

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

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

Legal References:

ARSD 24:05 (13 - 35) (Special Education)

Title 29 US Code §794 (Nondiscrimination under Federal grants and programs)

Rehabilitation Act of 1973, Section 504

Title 20 US Code. §1400 et seq. (Individuals with Disabilities Education Act)

Public Law 108-446 (2004 reauthorization of the Individuals with Disabilities Act)

SDCL 13-37 (Special Assistance and Related Services)

Section 504 of the Rehabilitation Act of 1973

Americans with Disabilities Act of 1990

Title 34 CFR part 300 et seq. (Assistance to states for the education of children with disabilities)

Title 42 US Code §12101-12103 (Equal opportunity for individuals with disabilities)

Adopted: December 14, 2015

LIMITED ENGLISH PROFICIENCY INSTRUCTION

The Harding County 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:

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.

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.

Is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant.

Who has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to team successfully in classrooms where the language of instruction is English or to participate fully in our society.

TUTORIAL PROGRAMS

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

NO CHILD LEFT BEHIND ACT OF 2001

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

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.

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.

Certification that teachers in the program are fluent in English as well as other languages used in instruction (if the district receives sub-grants).

Evaluation of the program and the academic success and language achievement of the students in the program.

Parents will be notified of:

Their child's level of English proficiency and how such a level was assessed,

The status of their child's academic achievement.

The method of instruction used in the program in which the child is placed, and the methods of instruction used in other available programs.

Information as to how the program will meet their child's educational strengths, assist him/her to learn English, and meet age-appropriate academic achievement standards.

Exit requirements for the program.

If the child has a disability, a statement as to how the LEP will meet the objectives of the child's IEP.

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

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

Legal References:

Public Law 107-11

Adopted: December 14, 2015

HOMEBOUND INSTRUCTION

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

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

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

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

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

Adopted: December 14, 2015

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.

Legal References:

SDCL 13-8-1 (School board defined)

SDCL 13-8-39 (Management of schools by board)

Adopted: December 14, 2015

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:

That the course be accepted as responsive to the learner's needs.

That it be administered by pre-approved and responsible persons or organizations, which meet the standards for accreditation described in state law.

That the individual request has the approval of a teacher in the academic area of study, the building principal, and the Superintendent.

Adopted: December 14, 2015

SUMMER SCHOOLS

The Harding County School 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.

The summer program will be designed to include enrichment, remedial, and recreational experiences --such as playground crafts--keyboarding, music, and high school subjects, as needed.

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.

Legal References:

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

Adopted: December 14, 2015

DISTANCE LEARNING

The Harding County School District will provide increased opportunities in learning for students through 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:

The course is offered by an institution approved by the Superintendent or designee.

The course is not offered at the student's high school;
The provider and the course are approved by the South Dakota Department of Education; and
The building principal approves the course in advance.

Students may also utilize distance learning for credit recovery toward high school graduation.

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.

Legal References:

SDCL 13-33-21 (Certificate authorizing provider)
SDCL 13-33-22 (Rules relating to distance learning certificate)
ARSD 24:43:12 (Distance learning)

Adopted: December 14, 2015

ADVANCED COLLEGE PLACEMENT

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

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

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

Adopted: December 14, 2015

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 class time or at an appropriate designated school 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 Harding County School Board.

Legal References:

SDCL 13-36-4 (Delegation of control of interscholastic activities to an association)

SDCL 13-32-9 (Suspension from extra-curricular activities for controlled substances)

Adopted: December 14, 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: December 14, 2015

STUDENT ACTIVITIES FUNDS MANAGEMENT

The Harding County School 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, or a designee, 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.

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

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

Legal References:

SDCL 13-16-19 (Stewardship of agency funds)

SDCL 13-16-20 (Disbursements authorized)

SDCL 13-16-21 (Monthly and annual reports on funds)

Adopted: December 14, 2015

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

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

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

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.

Legal References:

SDCL 13-36-4 (Delegation of control of interscholastic activities to association)

Cross References:

JGD: Student Suspension and Expulsion

IGDJ: Concussion Awareness and Prevention

Adopted: December 14, 2015

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:

Registered, certified, licensed, or other wise recognized in law by the State of South Dakota to provide medical treatment; and

1. Trained and experienced in the evaluation, management, and care of concussions.

Legal References: SDCL 13-36-10 (Coaches to complete training program)
 SDCL 13-36-11 (Removal of athlete exhibiting symptoms of concussion)
 SDCL 13-36-12 (Return of athlete to activity)
 SDCL 13-36-13 (Licensed health care provider defined)
 SDCL 13-36-14 (Cause of action not created)
 SDCL 13-36-9 (Concussion guidelines and information sheet)

Adopted: December 14, 2015

RETURN TO COMPETITION FORM
Use form from SDHSAA

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.

No activity, complete rest with no symptoms

Light exercises: walking or stationary cycling with no symptoms.

Sport specific activity without body contact and no symptoms.

Practice without body contact and no symptoms. Resume resistance training.

Practice with body contact and no symptoms.

Return to game play with no symptoms

Note:

If symptoms return at any time during the rehabilitation process, wait until asymptomatic for 1 full day, then re-start at the previous step.

Never return to competition with symptoms.

Don not use "smelling salts".

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: _____

_____ Date: _____

Health Care Professional

_____ Date: _____

Parent/Guardian

_____ Date: _____

School Administrator

SDHSAA member schools may use this draft document to develop a policy or practice to evaluate student athletes prior to returning to practice or competition following a head injury.

This form is to be used after an athlete is removed from and not returned to completion after exhibiting concussion symptoms. The athlete should not be returned to play until written authorization is obtained from an appropriate health care professional and the parent/guardians. Appropriate health care professional shall be determined by each SDHSAA member school. This form should be kept on file at the school and need not be forwarded to the SDHSAA Office.

ANTICIPATION OF ALTERNATIVE INSTRUCTION STUDENTS

The Harding County School District will grant permission for alternative instruction students to participate in interscholastic contests.

As a condition of participation, the alternative instruction student must annually fulfill the following conditions:

1. Demonstrate compliance with CHAPTER I, PART IV – Student Eligibility and CHAPTER II, PART I – Further Eligibility Requirements for Athletic Contests of the SDHSAA BYLAWS (as applicable) by submitting the SDHSAA Eligibility Checklist for Alternative Instruction Students.
2. Provide documentation of the APPLICATION FOR PUBLIC SCHOOL EXEMPTION CERTIFICATE REQUEST and nationally standardized achievement tests in grades tested under the state testing program.
3. Comply with all the District’s eligibility requirements with the exception of attendance requirements. Scholastic/academic eligibility shall be verified per the District’s administrative policy following the same procedure used to accept credits towards graduation when an alternative instruction student requests a transfer to the district.
4. Any student, who was unable to maintain academic eligibility in an accredited school, shall be ineligible to participate as an alternative instruction student for a period of one year. After one year, the student may regain eligibility per the District’s administrative policy.
5. Satisfy the responsibilities and standards of behavior and performance, including related class or practice requirements, as expected of other student participants as a condition for both the initial acceptance and continued membership in the activity including but not limited to:
 - All the District training rules and codes of conduct will be applicable.
 - In order to be eligible to audition for and participate in Region Music Contests, All-State Chorus, All-State Orchestra or All-State Band, the student must be currently enrolled and attending the District’s parallel musical organization (if one exists) i.e. vocal music, instrumental music, orchestra. (This is the same rule that applies to all students attending a SDHSAA member school.)
 - A student who is a member of a high school team may not participate in games, practice, tryouts, etc. in that particular sport during the same season on an independent or non-high school team or as a member of any “all- star” team, or completely unattached on an individual basis. (This is the same rule that applies to all students attending a SDHSAA member school.) Alternative instruction students participating in interscholastic sports on a Harding County team must be registered in two core classes at Harding County School District.

- All references to calendar shall refer to the District's calendar.
- 6. A student who leaves an accredited school for any reason to enter an alternative instruction program, shall be ineligible for interscholastic competition for a period of one year, beginning on the date the student enters the alternative instruction program.

Legal References:

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: December 14, 2015

HONORARY DIPLOMAS

The Harding County School 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 Harding County School Board will award an Honorary High School diploma to those qualifying veterans who apply.

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

Legal References:

SDCL 33A-2-34 (Honorary high school diploma to veterans)

Adopted: December 14, 2015

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 25 pupils at the elementary level. Secondary class sizes should be within the recommended limits of the North Central Association evaluative criteria.

Adopted: December 14, 2015

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:

They must present balanced views of international, national, and local issues and problems of the past, present and future.

They must provide materials that stimulate growth in factual knowledge, literary appreciation, aesthetic, and ethical values.

They must help students develop abilities in critical reading and thinking.

They must help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.

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.

They must allow sufficient flexibility for meeting the special needs of individual students and groups of students.

Adopted: December 14, 2015

TEXTBOOK SELECTION AND ADOPTION

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

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:

To advance the educational objectives of the school system and particular objectives of the course or program;

To contribute toward continuity, integration, and articulation of the curriculum;

To establish a general framework for the particular course or program.

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

Adopted: December 14, 2015

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:

Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.

Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.

Provide a background of information that will enable students to make intelligent judgments in their daily lives.

Provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.

Provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.

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.

Cross References:

KLB: Public Complaints about the Curriculum or Instructional Materials

Adopted: December 14, 2015

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TEACHER ASSISTANTS

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

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

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

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.

Cross References:

GDA: Support Staff Positions

Adopted: March 14, 2016

SCHOOL LIBRARIES

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

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

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

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

Legal References:

SDCL 13-1-31 (School library supervision)

Adopted: March 14, 2016

INSTRUCTIONAL MEDIA

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

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

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

Adopted: March 14, 2016

DISTRICT OWNED COMPUTERS

The Harding County 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:

State the length of time that computers are to be checked out;
Provide an avenue for staff, students and parents to acknowledge responsibility for the care and use of District property;
Set forth guidelines for appropriate laptop use, including considerations that inform users how to properly care for laptops;
Inform staff, student and parents of the consequences of violating the Laptop Use Agreement, which could include restricted laptop privileges; and
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.

The Technology Coordinator is responsible for establishing and maintaining a system to inventory laptops and to maintain a record of signed Laptop Use Agreements.

Adopted: March 14, 2016

INTERNET SAFETY INSTRUCTION

The Harding County School 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 or a designee to ensure that Internet safety instruction is integrated into the district's instructional program.

Legal References:

FCC Order and Report 11-125 (Education component to CIPA)
SDCL 22-24-55 (Restrict access to obscene materials)

Adopted: March 14, 2016

COMMUNITY INSTRUCTIONAL RESOURCES

Helping each child develop to his full potential and become a contributive citizen to this community are important objectives of the educational program of the Harding County School District..

Toward these ends, the Harding County School 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: March 14, 2016

STUDENT TRIPS

The Harding County school class or organization advisor will be responsible for facilitating a trip for their class or members of their organization.

Purpose:

- The class or organization advisor will be responsible for planning and organizing the trip.
- When destination has been determined, the advisor will formulate a budget, develop an itinerary, and create a list of chaperones.
- This information will be given to the Principal for consideration. If approved, the class or group may set up fund raising projects.
- The funds will be placed in a Trust & Agency account set up with the Harding School District Business Manager.
- The class or organization advisor must be one of the chaperones. If there is an emergency that makes it impossible for the advisor to attend the trip, at least one chaperone must be a certified employee of the Harding County School District.
- All students participating in the class or organization trip will be required to provide a release signed by the parent or guardian. Additionally if the student is 18 years of age or older they will be required to sign a release also. The release will constitute an agreement by the members of the class or organization to abide by the rules of this policy.
- Chaperones will have authority to send any student home at the parent's expense if the student refuses to abide by the rules of conduct established by this policy, the Harding County School District or the chaperones.
- All student rooms, luggage, carryon items, backpacks, and purses are subject to search by the chaperones at any time.
- Confirmed use of alcohol or illicit drugs on the trip by the students will result in disciplinary action as per the discipline matrix of the Harding County School District.

Adopted: March 15, 2006

Revised: March 14, 2016

SCHOOL VOLUNTEERS

The Harding County 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:

Assist employees in providing more individualization and enrichment of instruction;
Build an understanding of school programs among interested citizens, thus stimulating widespread involvement in a total educational process;
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 Harding County School District. This includes possible fingerprinting and a background check.

Legal References:

SDCL 47-23-29 (Immunity of volunteers of nonprofit organizations)

- SDCL 62-1-5.1 (Volunteers serving state or subdivisions without pay)

Adopted: March 14, 2016

CHAPERONES FOR SCHOOL-RELATED ACTIVITIES

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

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

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

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

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

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

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

Legal References:

SDCL 47-23-29 (Immunity of volunteers)

SDCL 62-1-5.1 (Volunteers serving without pay)

Cross References:

IICC: School Volunteers

Adopted: March 14, 2016

GUIDANCE PROGRAM

A guidance program will be incorporated into the curriculum of the Harding County School District to aid 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 take place.

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

Adopted: March 14, 2016

ACADEMIC ACHIEVEMENT

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

The Harding County School Board recognizes that many factors which cannot be clinically tested such as attitude toward others and work habits, for example—may influence a student's success in school as much as 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: March 14, 2016

GRADING SCALE

The grading scale to be used in grades seven through twelve, as a basis for measuring student achievement on classroom work and/or assignments, and to assign an overall class grade at the end of the term, is established as follows:

GRADES 6-12

100-94 A 4.0

93-86 B 3.0

82-76 C 2.0

75-70 D 1.0

69-Below F 0.0

WEIGHTED SCALE

In addition, the grading scale to be used for measuring student achievement in Advanced Placement (AP) courses is established as follows:

A 4.0

B 3.0

C 2.0

D 1.0

F 0.0

Adopted: March 14, 2016

STUDENT PROGRESS REPORTS TO PARENTS

The Harding County School Board believes 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.

Harding County School District 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: March 14, 2016

HOMEWORK

The Harding County School 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 School Principal will develop regulations for the assignment of homework according to these guidelines:

Homework should be a properly planned part of the curriculum, extending and reinforcing the learning experience of the school.

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.

Homework should help develop the student's responsibility by providing an opportunity for the exercise of independent work and judgment.

In assigning homework, a teacher should consider a student's age and mastery of skills; his need for play time; and/or, his out-of-school responsibilities and activities, which often aid a student in developing his interests or tastes. However, the homework grade is dependent on performance by the student.

As a valid educational tool, homework should be clearly assigned and its product carefully evaluated.

The schools should recognize the role of parents by suggesting ways in which parents may assist the school in helping a child carry out his responsibilities.

Adopted: March 14, 2016

PROMOTION AND RETENTION OF STUDENTS

The administration and teaching staff of the Harding County School District 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 of any student will not be used until other possibilities have been exhausted, including special help, remedial work, and summer school opportunity.

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

Although teachers or parents 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 K-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.

Legal References:

SDCL 13-27-1 (Responsibility for school attendance)

Adopted: March 12, 1984

Updated: March 14, 2016

GRADUATION REQUIREMENTS/EARLY GRADUATION

The Harding County School Board desires that its standards for graduation meet or exceed 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 9th grade in the 2010-11 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. 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

6. Fine Arts 1 credit or more

7. Personal Finance or Economics .5 credit or more

8. Effective September 1, 2013 1 credit or more**

- (a) .5 credit of Physical Education
- (b) .5 credit of Health or Health Integration

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 SD State 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.

All students attending Harding County High School will carry a minimum of six credits per semester. To graduate, a student must be in attendance of Harding County High School the second semester of the senior year, except in special cases which will be determined by school board action.

EARLY GRADUATION

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 a letter of 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.

Adopted: April 9, 1984

Revised: April 11, 2016

Policy References: Legal references indicate the basis or authority for the board to enact this policy, and policy cross-references identify additional policies related to the subject matter of the above policy.

State Reference	Description
ARSD 24:43:01:01	<u>Definition of terms</u>
ARSD 24:43:11	<u>Curriculum</u>
SDCL 13-1-12.1	<u>Rules on classification and accreditation of schools</u>
SDCL 13-3-1.4	<u>General supervision of accredited schools</u>
SDCL 13-3-47	<u>Classification and accreditation of schools</u>
SDCL 13-33-1	<u>Conformity to standards adopted by state board</u>
SDCL 13-33-19	<u>Recommended and basic high school program</u>
SDCL 13-55-47	<u>Jump start scholarship program established</u>
SDCL 13-55-48	<u>Eligibility requirements for jump start program</u>
SDCL 13-55-49	<u>Amount of jump start scholarship</u>
SDCL 13-55-50	<u>Application for admission to approved institution</u>
SDCL 13-55-51	<u>Secretary to transfer funds for scholarship</u>

CREDIT-SEMESTER AND FULL YEAR COURSES-(GRADES 9-12)

The entire process of education requires a regular continuity of instruction, classroom participation, learning experiences, and individual study in order to reach the goal of maximum educational benefits for each student.

It is critical for both students and parents to understand that students may miss important intended learning outcomes when students do not complete courses in their entirety. Therefore, it shall be the policy of the Harding County School District to require enrollment in both first and second semester segments of all full year courses, in sequence, in order for credit to be granted.

In the event the student fails the first semester, but passes the second semester of a full year course, credit will only be granted for the semester the student had a passing grade.

All semester long courses must be completed in their entirety for credit to be earned.

Students transferring into the district or exiting from the district may carry with them partial credits for courses in which passing grades have been maintained.

All students (9-12) will be expected to carry a minimum of seven (7) academic subjects per semester.

Students who have completed six (6) credits at the end of their Freshman year will be considered To be Sophomores at the beginning of the next year. Students who have completed a total of twelve (12) credits at the end of their Sophomore year will be considered to be Juniors at the beginning of the following year, and students who have completed eighteen (18) credits at the end of their Junior year will be considered to be Seniors at the beginning of the following year.

Students will not be able to graduate from high school if they have not passed the required coursework set by the state of South Dakota, regardless of the number of credits they have.

Adopted: February 25, 1985

Revised: March 14, 2016

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:

To evaluate strengths and weaknesses of the current curriculum and instruction to identify areas needing change.

To compare achievement of district students with themselves and with students nationally as one means to evaluate student growth.

To provide a degree of diagnostic instructional information to teachers about the group(s) of students they work with.

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.

Legal 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)

Adopted: March 14, 2016

STATE REQUIRED ASSESSMENTS

The Superintendent of the Harding County School District 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 Harding County School 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 the Harding County School Board, excluding any personally student identifiable information of students involved.

Cheating is defined as any form of academic dishonesty 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 on what constitutes cheating and communicate the possible personal and district sanctions.

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

Legal References:

SDCL 13-3-55 (Academic achievement tests)

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 13-3-56.1 (Cheating on academic achievement test)

SDCL 13-3-51 (Data reporting and record systems)

SDCL 13-42-32 (Suspension or revocation of certification for compromising integrity of academic achievement test)

SDCL 13-3-56.2 (Report of investigation)

Adopted: March 14, 2016

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Harding County School 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:

Testing programs such as nationally standardized general achievement tests, national standardized tests in specific subject areas, and tests administered by other agencies.

Study of school achievement records.

Extent of and trends in admissions to colleges and universities.

State education department specialists and services.

Evaluation by other organizations and agencies.

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

Adopted: March 14, 2016

CONTESTED HEARINGS

The Harding County School Board may be required to assume a judicial role to ensure adherence to district policy. All contested matters will be heard in a fair and impartial manner, and the School Board will resolve all disputes. All contested hearings shall adhere to the procedures outlined in this policy.

HEARING

Hearings involving personnel and students are closed to the public.

Requests for hearings to be conducted in open session will be considered by the Board.

A verbatim record of the hearing will be made.

Closed hearing records will be sealed pending a determination of the board.

CONDUCT OF THE HEARING

The Board shall appoint a school board member or a person who is not an employee of the school district as the hearing officer.

Each party may be represented by an attorney.

Each party may make an opening statement.

The complainant or petitioner shall present its case first.

WITNESSES

All witnesses must take an oath or affirmation of truth.

Witnesses may be present only when testifying.

Each party may present, examine and cross-examine witnesses.

The hearing officer may ask questions of witnesses and may allow other school board members to question witnesses.

EVIDENCE

Each party may introduce evidence.

All relevant evidence must be admitted.

Unproductive or repetitious evidence may be limited by the hearing officer.

Each party may raise objections. The basis for the objection must be stated.

Each party may make a closing statement.

DELIBERATION

After the hearing, the school board shall continue to meet in executive session for deliberation.

No one other than the hearing officer may meet with the school board during deliberation.

The school board may seek advice during deliberation from its legal counsel.

Consultation with any other person during deliberation may occur only if representatives of the

parties are present.

DECISION

The decision of the Board must be based solely on the evidence presented at the hearing and must be effected by a motion made in open session.

For closed hearings the motion must omit the names of the parties.

The Board shall notify the parties in writing of its decision.

Legal References:

SDCL 1-25-2 (Executive or closed meetings)

SDCL 1-26-18 (Rights of parties at hearings on contested cases)

SDCL 1-26-26 (Ex parte consultations by agency personnel)

SDCL 13-10 (School district employees)

SDCL 13-32 (Supervision of students and conduct of school)

SDCL 13-43 (Employment of teachers)

ARSD 24:07 (Student due process)

Adopted: March 14, 2016