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**SCHOOL CALENDAR**

Prior to establishing a school calendar for the coming year, the superintendent will convene a committee, which shall include administrators and representatives from the teacher's association. The committee may also include representatives from other employee groups and parents, and will be convened no later than March 15. After consideration of possible variations of the calendar, the committee will propose a calendar to be considered by the school board. The committee will forward calendar recommendations to the board regarding dates for the starting and closing of the school year, in-services, teacher check-out days, vacations, parent-teacher conferences, etc.

In the event that changes in the calendar may be necessary (e.g., days missed because of weather-related closings, etc.), the superintendent will consult with committee members to determine how the days will be made up.

The standard school year will consist of 180.5 contract days. For the purpose of per diem salary computations, the school calendar will include days school is in session, total teacher workshop days, plus days on extended contract (if applicable).

Final authority regarding the calendar, including make-up days, rests with the school board.

## **SCHOOL DAY**

The normal school day shall consist of 8 hours at all levels including lunch period. On Fridays, days before vacation, and those days that the entire staff of a specified school is required to return in the evening, teachers have permission to leave school after the last class in their building has been dismissed and the majority of the students have cleared the building.

The staff at each building will establish beginning and ending times for the instructional day including those days with special circumstances (e.g., staff meeting prior to the start of the school days).

The length of the instructional day, student contact time, teacher planning time, and other matters pertaining to the work day will comply with rules specified by the AdvancED and/or the South Dakota Department of Education.

Teachers assigned to less than full-pay assignment shall be paid a pro-rated amount of their salary schedule pay based on the normal instructional/student contact time.

## **CURRICULUM DEVELOPMENT**

### Optional Contracts:

Teacher proposals, K-12, for improving specific grade levels, courses or content areas will be made in writing and will include a narrative of the following items:

- The proposal must identify the area in need of study.
- The proposal must identify how the need was determined.
- The proposal must summarize the activities that will take place to improve the curriculum.
- The proposal must identify the anticipated outcome of the study. (What will be produced as a result of this study?)
- The proposal must project the amount of time necessary to complete the study.
- The proposal must include a plan for evaluating the outcome or the final product that results from the study. (How is the new product better than what was available?)

The board of education will pay the base cost of a substitute teacher per 7-hour day to individuals who submit approved proposals designed to improve the curriculum of this district. Proposals designed to develop lesson plans for existing courses would be discouraged. Sixty hours will be the maximum amount of time allotted for any one proposal. The goal here is to improve the curriculum of this district and not to provide full-time summer employment for certified staff members.

Proposals will be submitted to the building principals and approved by the principal, the director of instruction, and the superintendent of schools.

## 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)

## **RELIGIOUS EXPRESSION IN THE SCHOOLS**

An important responsibility of the Huron school board is to promote mutual understanding and respect for the interests and rights of all individuals regarding their religious beliefs. Student and employee freedom of speech regarding religious expression shall be allowed within the parameters of existing state and federal law. Guidelines regarding these parameters are specified below.

## **OFFICIAL NEUTRALITY REGARDING RELIGIOUS ACTIVITIES**

Public school staff members, when acting in those capacities, are representatives of the state and are prohibited from soliciting or encouraging religious activity. Staff members are also prohibited from discouraging activity because of its religious content and from soliciting or encouraging anti-religious activity.

## **THE EQUAL ACCESS ACT**

The Equal Access Act is designed to ensure that, consistent with the First Amendment, student religious activities are accorded the same access to public school facilities as are student secular activities.

Student religious groups at public schools have the same right of access to school facilities as is provided for other comparable student groups. Schools that allow one or more student non-curriculum-related clubs to meet on its premises during non-instructional time may not refuse access to student religious groups.

## **PRAYER SERVICES AND WORSHIP**

A meeting, as defined and protected by the Equal Access Act, may include a prayer service, Bible reading, or other worship exercise. Schools must allow non-school-sponsored student groups to use the school media (including the public address system, the school newspaper, and the school bulletin board) to announce their meetings on the same terms as other student groups. When meetings are announced, students may be informed that religious meetings and student organizations are not school-sponsored.

## **LUNCH TIME AND RECESS**

Schools shall allow students to meet during their lunch periods, other non-instructional times during the school day, in addition to before and after the school day.

## **STUDENT PRAYER AND RELIGIOUS DISCUSSION**

The Establishment Clause of the First Amendment does not prohibit purely private religious speech by students. Students have the same right to engage in individual or group prayer and religious discussion during the school day as they do to engage in other comparable activities. For example, students may read their Bibles or other scriptures, say grace before meals, and pray before tests to the same extent they may engage in comparable non-disruptive activities.

Students may pray in a non-disruptive manner when not engaged in school activities or instruction. Specifically, students in informal settings, such as cafeterias and hallways, may pray and discuss their religious views with each other, subject to the same rules of order as apply to other student activities and speech. School officials shall intercede to stop student speech that constitutes harassment aimed at a student or a group of students.

Students may participate in before- or after-school events with religious content on the same terms as they may participate in other non-curriculum activities on school premises. School officials may neither discourage nor encourage participation in such an event.

The right to engage in voluntary prayer or religious discussion free from discrimination does not include the right to have a captive audience listen or to compel other students to participate. Teachers and school administrators will ensure that no student is in any way coerced to participate in a religious activity.

**GRADUATION PRAYER AND BACCALAUREATE**

School officials may not mandate or organize prayer at graduation nor organize or require attendance at the baccalaureate ceremony. A school may not extend preferential treatment in the baccalaureate ceremony.

**TEACHING ABOUT RELIGION**

Schools may not provide religious instruction *per se*, but they may provide information about religion—e.g., the Bible or other religious writings, the history of religion, comparative religion, the Bible as literature, the role of religion in the history of the United States, etc. Similarly, it is permissible to consider religious influences on art, music, literature, and social studies. Although public schools may provide information about religious holidays, including their religious aspects, and may celebrate the secular aspects of holidays, schools may not observe holidays as religious events or promote such observance by students.

**STUDENT ASSIGNMENTS**

Students may express their beliefs about religion in the form of homework, artwork, and other written and oral assignments free of discrimination based on the religious content of their submissions. Such home and classroom work should be judged by consistently applied academic standards.

**DISTRIBUTION OF RELIGIOUS LITERATURE**

Students may distribute religious literature to their schoolmates on the same terms as they are permitted to distribute other literature that is unrelated to school curriculum or activities. Schools may impose the same reasonable time, place, and manner or other constitutional restrictions on distribution of religious literature as they do on non-school literature generally, but they may not single out religious literature for special regulation.

**RELIGIOUS EXCUSALS**

Schools may excuse individual students from lessons that are objectionable to the beliefs of the students or their parents. However, students may not be excused from lessons that may simply contain inconsistencies with their religious beliefs or practices. School officials may neither encourage nor discourage students from availing themselves of an excusal option.

**RELEASED TIME**

Schools have the discretion to dismiss students to off-premises religious instruction, provided that schools do not encourage or discourage participation or penalize those who do not attend. Schools may not allow religious instruction by outsiders on school premises during the school day.

**ALTERNATIVES TO REGULAR CLASSROOM ACTIVITIES**  
**(Objection to Classroom Material)**

1. When a teacher receives an objection to classroom material from a parent or student, the teacher may act on the validity of the complaint, and/or the teacher may consult with the parent, the department chairman, the principal, or the curriculum director to determine alternative activities.
2. When the objection is honored, the teacher will approve the request and will plan the student's program of instruction for alternatives.
  - a. The teacher will present to the student at least one alternative of comparable instructional value.
  - b. The teacher will develop the student's program to include a discussion or conference and an evaluation or test on the alternative.
3. The teacher, school and district will take all steps necessary to ensure that the student will not be placed in personal or academic jeopardy because of the choice of an alternative activity.



## **ENROLLMENT/PARTICIPATION OF STUDENTS RE: ALTERNATIVE SCHOOL PROGRAMS**

Any student of compulsory school age who has been receiving approved alternative/home-school instruction or instruction in an unaccredited educational agency may be enrolled in the Huron school system on a full-time or part-time basis (dual-enrollment).

## **PLACEMENT OF STUDENTS**

The student's placement may not be at a grade level higher than that typically warranted by the student's chronological age. The student's placement may also be determined by the level of proficiency demonstrated on the district's standardized test or a suitable alternative standardized test. The student's placement may also be determined as per a portfolio of student work submitted by the student and analyzed by a district building principal, the director of instruction, and appropriate teaching staff. Student performance on teacher-made assessments may also be utilized to determine placement.

## **PLACEMENT OF SECONDARY STUDENTS**

Any student who seeks enrollment in high school shall be placed in the grade level as warranted by scores on the district's standardized test or a suitable alternative, standardized test. The high school principal and other appropriate staff will review information relevant to the student's alternative instruction program to determine credits earned, including the student's performance on teacher-made and standardized tests. The student may request and receive credit for any subject equivalent to those regularly offered in the high school instructional program. Any such credits so awarded shall count toward the student's required credits for graduation.

## **DUAL ENROLLMENT**

Students who are receiving alternative instruction may enroll in a class or several classes taught in the regular education program under the following conditions:

- 1) Students will follow all enrollment procedures and attendance rules and other regulations as per regular students.
- 2) The grade or subject level will be determined by the parent, building principal, teacher, and/or other appropriate school personnel. Individual portfolios and achievement test results may be used to assist in placement. The building principal may consider class overloading to determine student placement.
- 3) Students may participate in co-curricular activities unless prohibited by regulations established by the South Dakota High School Activities Association.

**HIGH SCHOOL INTERSCHOLASTIC ELIGIBILITY**

In order for a student to participate in any interscholastic activity sponsored and approved by the school system, the student participant must be passing in at least four subjects.

Students who fail to pass in four subjects at the end of any given semester, in semester grades, are ineligible for the entire succeeding semester. Students who fail to satisfactorily complete four subjects at the end of any given nine- weeks period would be ineligible only for the succeeding nine weeks.

Regulations regarding student eligibility for participation in interscholastic activities will meet or exceed those as set forth by the South Dakota High School Activities Association (SDHSAA).

Students who are home-schooled shall have the opportunity to participate in district co-curricular and interscholastic activities if they meet the requirements of state law, the South Dakota High School Activities Association, and district policy, including regulations specified in the student/parent handbooks.

The activities director, in conjunction with other administrators, will have the responsibility of formulating procedures regarding the participation of home-schooled students in activities.

Ref: SDCL 13-27-3

**PARTICIPATION OF ALTERNATIVE INSTRUCTION STUDENTS**

At the discretion of the local, member school, alternative instruction students under SDCL 13-27-3 may be granted permission by an accredited member school to participate in interscholastic contests by annually fulfilling the following conditions:

- 1) Demonstrate compliance with CHAPTER I, PART IV – STUDENT ELIGIBILITY and CHAPTER II, PART I – FURTHER ELIGIBILITY REQUIREMENTS FOR ATHLETIC CONTESTS (as applicable) by submitting the SDHSAA Eligibility Checklist for Alternative Instruction Students.
- 2) Providing documentation of the SDCL 13-27-3 APPLICATION FOR PUBLIC SCHOOL EXEMPTION CERTIFICATE REQUEST and nationally standardized achievement tests in grades tested under the state testing program.
- 3) Complying with all member school eligibility requirements with the exception of attendance requirements. Scholastic/academic eligibility shall be verified per local school administrative policy following the same procedure used to accept credits toward graduation when an alternative instruction student requests a transfer to the local school district.
- 4) Any student, who was unable to maintain academic eligibility in an accredited school, shall be ineligible to participate as an alternative instruction student for a period of one year. After one year, the student may regain eligibility per local school administrative policy.
- 5) Satisfying the responsibilities and standards of behavior and performance, including related class or practice requirements, as expected of other student participants as a condition for both the initial acceptance and continued membership in the activity including but not limited to:
  - a) All local school training rules and/or codes of conduct will be applicable.
  - b) In order to be eligible to audition for and/or participate in region music contests, all-state chorus, all-state orchestra or all-state band, the student must be currently enrolled and attending

- the local school's parallel musical organization (if one exists); i.e., vocal music, instrumental music, orchestra. (This is the same rule that applies to students attending a member school.)
- c) A student who is a member of a high school team may not participate in games, practice, tryouts, etc. in that particular sport during the same season on an independent or non-high school team or as a member of any "all-star" team, or completely unattached on an individual basis. (This is the same rule that applies to students attending a member school.)
  - d) All references to calendar shall refer to the calendar of the member school where the alternative instruction student is participating.
- 6) Eligibility will be established at the first member school the alternative student decides to participate.
  - 7) The student may transfer his/her eligibility one time to another member school. If this occurs at the beginning of the school year, the student would become eligible immediately. If the transfer occurs after the first day of school, the student would become eligible following 45 school days. NOTE: This would be consistent with the current by-law applicable to open enrollment students.
  - 8) 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. Re-enrollment in a member school shall not nullify the year of ineligibility.

**SOUTH DAKOTA HIGH SCHOOL ACTIVITIES ASSOCIATION****ELIGIBILITY CHECKLIST FOR ALTERNATIVE INSTRUCTION STUDENTS**

(Completed on an Annual Basis)

Member School \_\_\_\_\_ Date Completed \_\_\_\_\_

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

The alternative instruction student must comply with all the items on this checklist in order to participate in SDHSAA sanctioned events. Please check (X) each requirement that has been fulfilled. The aforementioned student:

- meets age/grade requirements (grade 7 or higher, but has not reached his/her 20<sup>th</sup> birthday).
- has not attended more than 4 first semesters and 4 second semesters of school in grades 9-12. These semesters must be consecutive.
- has completed 20 hours of high school work per week for the preceding semester, unless entering high school for the first time. Twenty hours is equivalent to four full-time academic subjects.
- will attend a minimum of 20 hours of high school work per week, at the alternate instruction site, during each semester of the current school year.
- seventh and eighth grade students may compete on high school teams provided they meet scholastic standards fully equivalent to those required for students grades 9-12.
- has not graduated from a regular four-year high school or institution of equivalent rank.
- was attending classes by the 16<sup>th</sup> school day of the current semester.
- has not been absent from classes for more than 10 consecutive school days (illness of the student or a death in the immediate family excepted).
- resides with either a parent or a legal guardian (or court placement documents).

**ADDITIONAL ATHLETIC ELIGIBILITY RULES**

- has current forms for parent permit and SDHSAA athletic physical

**ELIGIBILITY CHECKLIST FOR ALTERNATIVE INSTRUCTION STUDENTS**

- \_\_\_ has never participated in an athletic contest under an assumed name.
- \_\_\_ has never participated in athletics in any institution of higher rank than a standard secondary school.
- \_\_\_ has never violated his/her amateur standing.
- \_\_\_ is not participating as an individual or as a member of another team during the same sport season while a member of a high school team (i.e., playing on a Y-basketball team during the high school basketball season).

**Additional Fine Arts Eligibility Rules**

- \_\_\_ is currently enrolled and attending the local school's parallel musical organization prior to auditioning and/or participating in region music contests, all-state chorus, all-state orchestra, or all-state band. If a student tries out for and makes an all-state event, after which the student quits the high school music organization, the student is not eligible to perform in the all-state event for he/she is no longer actively involved in the local school's music group.

Student: \_\_\_\_\_

\_\_\_\_\_ has provided school officials with acceptable documentation of compliance with all rules governing alternative instruction programs.

\_\_\_\_\_ has met all member school eligibility requirements.

\_\_\_\_\_ has not been declared academically ineligible in any accredited school during the past year. (If student has been declared academically ineligible, he/she is ineligible to participate in SDHSAA events as an alternative instruction student for a period of one year.)

\_\_\_\_\_ has not been enrolled in an accredited school during the past calendar year.

\_\_\_\_\_ has not transferred eligibility from another member school. If so, list member school previously competing with and date of transfer.

(Previous school: \_\_\_\_\_ Date of transfer: \_\_\_\_\_)

This is allowed one time during the four years of eligibility. If this occurs at the beginning of the school year, the student would become eligible immediately. If the transfer occurs after the first day of school, the student would become eligible following 45 school days. This is applicable to the initial transfer only. Any subsequent transfer results in ineligibility for one year from the date of transfer.

We verify that we are in compliance with Chapter I, Part IV, Section 2 of the SDHSAA Constitution and By-Laws and SDCL 13-27-3 rules and regulations. Furthermore, we acknowledge and accept that fulfillment of the same responsibilities and standards of behavior and performance, including related class or practice requirements, as other students, participating in the interscholastic activity is a condition of participation.

\_\_\_\_\_  
(Signature of parent/guardian)

\_\_\_\_\_  
(Signature of student)

I verify that to the best of my knowledge \_\_\_\_\_ has complied in all respects with the conditions of SDCL 13-17-3 and Chapter I, Part IV, Section 2 of the SDHSAA Constitution and By-Laws, and that he/she has received permission from our school to participate in interscholastic activities at this high school and will be added to the SDHSAA annual eligibility report.

\_\_\_\_\_  
(High School Principal)

\_\_\_\_\_  
(Athletic/Activities Director)

## **CONTINUOUS IMPROVEMENT IN STUDENT PERFORMANCE**

The school board's primary focus is the academic success of all students. The district leadership team comprised of the superintendent, directors, and building principals will be responsible for submitting an annual district report and plan regarding continuous improvement in the following areas:

- 1) Provide statistical evidence annually which substantiates improvement in student achievement as measured by state tests (e.g., SAT).
- 2) Provide statistical evidence annually of student progress on the following factors which are strongly correlated with improved academic performance:
  - student attendance;
  - student discipline;
  - dropout rates; and,
  - parental involvement.
- 3) Provide statistical evidence annually of the number of students graduating from high school who have been accepted for some type of higher education at a college or university, a community college, a trade or tech school, a job apprenticeship, the military, or gainful employment directly after high school.
- 4) Provide documentation of the following indicators/factors relating to student achievement and school quality:
  - percentage of students taking college admission tests; in addition to scoring on such tests;
  - percentage of students taking advanced placement (AP) courses/tests or college coursework while in high school, in addition to scores on the AP tests;
  - promotion and retention rates;
  - percentage of teachers with advanced degrees;
  - level of "consumer" satisfaction with district's graduates;
  - age of textbooks and teaching materials;
  - adequacy of classroom equipment;
  - integration of technology in student learning;
  - engagement of schools with external organizations;
  - innovative programs and projects;
  - class size and per pupil expenditures,
  - student mastery as measured by district academic outcomes/ state standards
- 5) School Improvement Team (SIT)  
 Building principals will be responsible to establish a school improvement team which involves parents and teachers (and students). The purpose of the team will be to meet quarterly to review information concerning student achievement in the school, in addition to providing input regarding strategies aimed at continual improvement.



**STUDENT FUNDRAISING ACTIVITIES**

1. Any student organization or student group that wishes to engage in a fundraising activity must complete a "Request for Fundraising Activity" form. Approval must be received from the building administrator before any fundraising activity may commence.
2. The "Request for Fundraising Activity" form must be filled out in duplicate. A copy will be filed with the building administrator and the second copy will be filed in the office of the superintendent.
3. Specific educational goals/outcomes that will benefit the school and specifically the student must be identified on the request form.
4. Fundraising activities that will ultimately result in the use of funds for student travel will be subject to the guidelines set forth in the district's student travel policy.
5. To avoid saturating the public with a number of fundraising events at the same time, the school district will attempt to organize these events through an orderly schedule developed by the building principal(s).
6. Approved fundraising activities will be reviewed annually by the district's administrators.

## **Student Transportation Services**

### **Field Trips**

A field trip (which is defined as a trip of one day or less, usually without an overnight stay) does not need board approval. The following stipulations must be considered as field trips are organized:

1. Plans for field trips should be presented to the principal or principal's designee for review an adequate time in advance of the trip to provide reasonable opportunity to review transportation and supervision arrangements, to examine cost and school budget limitations, and to arrange qualified substitutes where necessary. The administrator will review the relationship of the field trip to the teacher's instructional goals and will approve or disapprove the trip.
2. The travel request form and a parent permission form must be on file as a prerequisite for participation in an out-of-district field trip.
3. Out-of-district field trips may require a student fee to defray transportation costs. Expenses for meals or other items are the responsibility of the participant.
4. When a field trip is provided to students as an optional activity for a specific class, sufficient transportation will be provided by the district to accommodate the number of students who wish to participate.
5. When commercial transportation is used, it must be with a bonded carrier. At least one approved chaperone must ride in each vehicle. When private vehicles are used, an insured adult will drive each vehicle.

### **Regularly Scheduled Co-Curricular Travel**

Regularly scheduled co-curricular travel, which is defined as a trip outside the school district for participation in an activity with students of other school districts for a duration less than five nights/six days, does not need board approval.

The following stipulations apply to regularly scheduled co-curricular travel:

1. The advisor of a regularly scheduled co-curricular travel activity should submit a schedule of activities to the principal or principal's designee before the beginning of the season for review and approval.
2. Transportation will be at no cost to the students. Students may be required to provide their own sack lunches. When overnight lodging is required, costs will be paid by the district. Expenses for meals or other items are the responsibility of the participant unless the activity is a state event.
3. Participation in events in Huron or other South Dakota communities (e.g., parades, festivals or contests) shall be confined to weekends, holidays or vacation periods, if possible.

**Non-Regularly Scheduled Travel**

Non-regularly scheduled travel, which is defined as consisting of an at least overnight duration not falling within the definition of regularly scheduled co-curricular travel, requires board approval. Guidelines for developing a proposal for non-regularly scheduled travel include the following stipulations:

1. **General considerations:**

- a) The objectives of the proposed travel activity should be compatible with the general objectives of the instructional program and related to the students' program of study.
- b) The total school program should not be adversely affected by participation of staff and students in the activity.
- c) The proposed program should be feasible within the time allotted.

2. **Content of a proposal:**

- a) A statement of the objectives and expected educational experiences must be specified.
- b) A statement of costs, including transportation, accommodations, and evidence that the basic costs are fair and reasonable, shall be provided.
- c) The proposed program should be feasible within the time allotted.
- d) A statement of procedures to be used for-maintaining financial records for the trip and fundraising activities for purposes of audits must be made, and a fundraising plan must be submitted.
- e) A description of transportation arrangements with assurance that when public transportation is used, only a government approved carrier with a certificate of insurance will be used.
- f) Identification of rooms/housing must be specified.
- g) An itinerary must be provided.
- h) A list of chaperones must be submitted and approved by the appropriate administrator one month before the departure date.
- i) Identification of travel agency, if appropriate, and procedures for handling personal emergencies of the participants will be specified.
- j) The orientation plan for parents/students will include the following information:
  - (i) the objectives of the travel activity,
  - (ii) the required standards of conduct and disciplinary procedures,
  - (iii) responsibilities of participating students,
  - (iv) itemized statement of cost,
  - (v) travel arrangements,
  - (vi) personal emergency and illness arrangements,
  - (vii) equipment and clothing requirements,
  - (viii) arrangements and responsibility for additional costs in the

event the participant needs to return before the scheduled date for return,

- (ix) a description of the method to be used to evaluate the activity.

3. **Submission and approval of proposals for non-regularly scheduled travel:**

- a) The school board will approve travel/study activities. Before a proposal is submitted to the board, it must be in written form and have been presented to appropriate administrative personnel and the superintendent not later than three months before the contemplated departure date.

4. **Implementation of approved proposal for non-regularly scheduled travel:**

- a) Obtain parental consent for each pupil participant.
- b) Sign contracts with carriers or travel agency where required.
- c) Provide parents with specific written information about objectives, costs, itinerary, chaperones, and accommodations.
- d) Schedule conferences or orientation sessions for pupils and parents to assure that all plans and arrangements are clearly understood.

- 5. Within one month after the completion of the trip, an evaluation and recommendation for future activities should be submitted by faculty and participants to the superintendent.

**General Considerations for All Travel**

- 1. All policies governing student conduct will be enforced during student travel.

**Travel and Meal Expenses for Students and Coaches/Sponsors:**

- 1. The activities director, in conjunction with the business manager, will promulgate regulations/guidelines regarding travel and meal expenses for students, coaches, and sponsors.
- 2. This travel policy will not conflict with any rules established by the South Dakota High School Activities Association. In case of conflict, the rules of the South Dakota High School Activities Association shall supercede this travel policy (e.g., mileage limitations for competition purposes).

**Spectator Transportation**

- A. With the approval of the building principals and superintendent, school-owned buses, when vehicles are available, may be utilized to transport high school and middle school spectator students to Huron high school varsity activities.
- B. Buses will not be assigned to spectator trips if such trips interfere with the regular route schedules.

- C. Buses will not be used for student spectator activity trips on nights which are followed by a school day with the exception of state elimination tournaments.
- D. A fee will be assessed based on the cost of the bus operation and the chaperone's stipend. At least 30 students must sign up and pay in advance the determined fee.
- E. One chaperone per thirty (30) students, or a fraction thereof, is required and must be approved by the building principal.
- F. One chaperone must be a certified staff member, the second may be an adult approved by the building principal.
- G. Chaperones will receive a stipend of twenty dollars (\$20) each.
- H. The chaperones will supervise the passengers on the bus and during the student activity at the destination.

**INSTRUCTIONAL ARRANGEMENTS FOR PIANO INSTRUCTION**

An elementary student may be excused until 9:00, at 11:30, or at 2:30, for piano instruction pending approval of the parent(s)/guardian(s), teacher, and principal.

Middle school and high school students may be excused for piano instruction during a study period pending approval of the parent(s)/guardian(s), teacher(s), and principal.

**CURRICULUM/TEXTBOOK ADOPTION**

As the governing body of the district, the school board is responsible for approving the selection of instructional materials (including textbooks), curricular standards/outcomes, and significant changes in the instructional program, including assessment procedures. The school board will rely on its professional staff to recommend the selection of instructional materials and to design and implement instructional programs and courses of study that will promote the educational goals of the school district.

The director of instruction will be responsible for implementing procedures regarding curriculum development and textbook adoption. Development of curricular outcomes, timelines, and other pertinent information relating to curriculum/textbook adoption will be updated yearly and will be on file in the office of the director of instruction.

Committees established by the director of instruction, with majority membership consisting of classroom teachers, will be utilized in the selection of curricular outcomes and textbooks. These advisory groups should seek the advice and gather input from community representatives, including students and parent advisory groups, and shall work independently in a climate free from undue influence from special interest groups. The director of instruction, following the input from advisory committees, shall submit recommendations to the administration and the school board for final approval.

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

**TEXTBOOK SELECTION AND ADOPTION****Guidelines for Selection of Textbooks and Other School Instructional Materials**

1. Content should be consistent with curriculum goals and should be accurate, topical and up-to-date. The authors should be qualified and the publishers, artists, composers and producers responsible.
2. Selected textbooks should be free from bias and content that depicts either man or woman, or any economic, racial, cultural, religious, or ethnic segment of the population as more or less worthy, more or less capable, more or less important in the mainstream of American life.
3. Media, subject matter, vocabulary, and approach should be suitable for the experience and maturity of the audience and for the intended use of the materials.
4. Style and presentation of material should be clear, understandable, creative, and stimulating.
5. Presentation of material should be well-organized, logical, and understandable. Illustrations, charts, and graphs should be used to present data where needed. Index, footnotes, glossary, and references should be adequate.
6. Evaluation reports should provide evidence of the effectiveness of the texts or other materials being evaluated. Professional reviews should support the use of materials.
7. Materials should be durable, cost-effective, and appealing. Type of media, sound, color, size, and design should be appropriate.
8. Materials should be selected which have lasting value to the collection.
9. Multiple copies of outstanding and much-in-demand media should be purchased as needed.
10. Worn or missing standard items should be replaced periodically.
11. Materials no longer useful should be withdrawn.
12. Sets of materials and materials acquired by subscriptions should be examined annually and purchased only to fill a definite need.



13. Salespersons should have received permission from the director of instruction prior to reporting to the building principals and subsequent contact with other school personnel.
14. Donated materials should be accepted only if they meet the same criteria as purchased materials, and they should be accepted with the understanding that their disposition and use are to be determined by appropriate staff members.

**SELECTION AND ADOPTION OF LIBRARY MATERIALS**

1. The library should contain materials with the following qualities:
  - a. enrich and support the curriculum, taking into consideration the varied interests, needs, abilities, and maturity levels of the pupils served;
  - b. stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;
  - c. provide a background of information which will enable pupils to make intelligent judgments in their daily lives;
  - d. present opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical analysis of all media;
  - e. represent many religious, ethnic, and cultural groups and their contributions to our American heritage; and,
  - f. establish 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.

**INVOLVEMENT OF STUDENTS/STAFF/SCHOOLS IN POLITICAL ACTIVITIES**

The following activities, with regard to property under the jurisdiction of the board, are specifically prohibited:

- 1) posting of political circulars or petitions on bulletin boards.
- 2) with the exception of the United States mail, the distribution of political circulars, petitions, etc., in employee school mailboxes.
- 3) the solicitation of and/or collection of campaign funds.
- 4) solicitation of campaign workers.
- 5) the use of pupils for writing or addressing political materials or distributing such materials or for other political purposes.
- 6) persons engaged in political activities, such as seeking or holding public office, shall not use the school's stenographic help, duplication equipment, mailing service, telephones, computers, e-mail, fax machines, etc. for this purpose.

## **SCHOOL/CLASSROOM USE OF VIDEOS/MOVIES**

Movies, videos, and other audio-visual materials may be important tools in the educational process. At the same time, the use of movies and videos should be limited so that they are used legally and appropriately in achieving legitimate educational objectives. Therefore, it is the purpose of this policy to promote the appropriate educational use of movies and videos in schools. The following guidelines represent board policy regarding how and when movies and videos may be used as an instructional strategy to supplement approved course curriculum.

### **COPYRIGHT**

With regard to rented or privately-owned movies and videos, all district employees must comply with copyright laws and other applicable regulations. The director of instruction will be responsible for providing information regarding regulations.

### **EDUCATIONAL RELEVANCE OF MOVIES AND VIDEOS**

The showing of movies and videos must be limited to specific educational purposes.

The following must be considered before showing a movie or video:

- ❑ The age, maturity, and sophistication of the group of students;
- ❑ The movie or video's MPAA rating or television parent guideline rating;
- ❑ The presence of profanity, sexual content, prejudicial stereotypes, or violence in the movie or video;
- ❑ The course curriculum and educational benefit of the movie or video;
- ❑ The availability of alternate sources to accomplish educational objectives;
- ❑ The feasibility of using a lawfully edited version or specific portions of the movie or video rather than in its entirety without seriously weakening the movie or video's educational value;
- ❑ The student, teacher, and community interest in viewing the particular movie or video.

The following ratings and guidelines apply before showing a movie or video:

- ❑ A movie or video with a G, TV-Y, or TV-G rating may be shown to any grade (K-12) with teacher discretion.
- ❑ a movie or video with a PG, TV-PG, or TV-Y-7 rating may be shown in grades 2-12 with school approval and parent notification.

- A movie or video with a PG-13 or V-14 rating may only be shown to students in grades 9-12 with school approval and parent notification.
- Movies with an R, NC-17, or TV-M rating are prohibited.

**PARENT OBJECTIONS**

If a parent objects to a student's viewing of an approved movie or video and personally communicates such objection to the teacher or administrator, the teacher shall not allow the student to view the movie or video. The teacher shall provide the student alternate assignments or course work similar to that done by students who view the movie or video.

Nothing in this policy grants parents, students, or school staff the authority to prohibit an approved movie's showing based solely on individual objections. At the same time, educators should be sensitive to individual complaints and take all reasonable steps to resolve complaints equitably in a manner that would allow the child full participation in the curriculum.

**MONITORING RESPONSIBILITY AND REVIEW**

Building principals will be responsible for monitoring compliance with this policy.

## **INSTRUCTIONAL TELEVISION**

### **DISTRICT EDUCATIONAL TELEVISION**

The school board recognizes that the district cable television channel may provide opportunities for service which may benefit district students, staff, and patrons. Utilization of the channel will comply with the district mission, beliefs, and student exit outcomes.

The following guidelines and procedures will be used in regard to its use:

1. The decision regarding the airing of material will rest with the high school principal or designee.

The district will retain the right, in its sole discretion, of approval or rejection of any request to air a program or announcement.

2. In-district programming will be designed to enhance communication and curriculum of the school system.
3. Programming will be designed to provide opportunities for educational, informational, and cultural experiences for the community at large. Community organizations may provide donations to help offset operational costs.
4. Programs broadcast involving issues of controversy will include all responsible points of view and will be given adequate and fair treatment.

**Purpose**

The Huron School District is pleased to offer students, faculty, and staff access to technology resources for schoolwork and enrichment activities. The purpose of the Huron School District's technology resources is to provide additional educational resources and communication tools for students and teachers. These resources will help teachers to facilitate education and research consistent with the objectives of the Huron School District.

**Definition – Technology Resources**

The Huron School District's technology resources include but are not limited to the following resources: network, Internet, computer hardware, software, printers, servers, stored text, data files, electronic mail, optical media, digital images, and new technologies as they become available.

**Regulations**

The use of the Huron School District's technology resources is a privilege, not a right. The privilege of using the technology resources provided by the school district is not transferable or extendible by students to people or groups outside the district and terminates when a student is no longer enrolled in the Huron School District. This policy is provided to make all users aware of the responsibilities associated with efficient, ethical, and lawful use of technology resources. If a person violates any of the User Terms and Conditions named in this policy, privileges may be terminated, access to the school district technology resources may be denied, and the appropriate disciplinary action shall be applied. The Huron School District's Uniform Code of Behavior shall be applied to student infractions.

**Education, Supervision, and Monitoring**

The Huron School District believes that educating students in the proper use of technology resources is important. Therefore, it shall be the responsibility of the Huron School District staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act.

All schools in the district will provide age-appropriate yearly training for students who use the district's internet facilities. The training provided will be designed to promote the district's commitment to:

## **Use of Technology Resources Policy**

**IIBG**  
(Cont.)

The standards of acceptable use of technology resources as described in this policy.  
Student safety on the internet.  
Appropriate behavior while online.  
Awareness of and response to cyberbullying.

During each school year, building principals will document that training was delivered to students in their respective buildings.

### **General User Terms and Conditions**

The use of Huron School District's technology resources is subject to the following terms and conditions:

1. The use of technology resources must be for educational and/or research purposes consistent with the mission, goals, and objectives of the Huron School District along with State & Federal regulations. In compliance with federal law, the school district shall make reasonable effort to restrict access to inappropriate materials and shall monitor the on-line activities of the end users in the school environment.
2. User accounts are considered the property of the school district. Network administrators may review school computers to maintain system integrity and to insure that users are using the system responsibly. While user files will not be examined without reasonable cause, users should not expect that anything stored on school computers or networks will be private.
3. Students will promptly disclose to a teacher or other school employee any message received that is inappropriate or makes him/her feel uncomfortable.
4. Prohibited technology resources activities include, but are not limited to, the following:
  - a. Computer Violations:
    - 1) Sending, accessing, uploading, downloading, or distributing offensive, profane, threatening, pornographic, obscene, or sexually explicit materials.
    - 2) Downloading or transmitting multi-player game, music, or video files using the school network.
    - 3) Vandalizing, damaging, or disabling property of the school or another individual or organization.
    - 4) Accessing another individual's materials, information, or files without permission.
    - 5) Using the network or Internet for commercial, political campaign, or financial gain purposes.
    - 6) Releasing files, home address, personal phone numbers, passwords, or other vital information to others.
    - 7) Promoting or soliciting for illegal activities (e.g., arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening or intimidating others, etc.)



- 8) Students will not post false or defamatory information about a person or organization.
- 9) Attempting to repair, remove or install hardware components reserved for an authorized service technician.
- 10) Violating copyright or other protected material laws.
- 11) Subscribing to mailing lists, mass e-mail messages, games, or other services that generate several messages that can slow the system and waste other users' time and access.
- 12) Meeting with individuals who have been met on-line.
- 13) Intentionally wasting school resources.
- b. Computer Network Violations:
  - 1) Attempting to log on to the Internet or network (servers, routers, switches, printers, firewall) as a system administrator.
  - 2) Sending, accessing, uploading, downloading, or distributing pornographic or sexually explicit materials.
  - 3) Installing, enabling, launching, or creating programs that interfere with the performance of the network, internet, or hardware technology resources.
  - 4) Creating, uploading, or transmitting computer viruses.
  - 5) Attempting to defeat computer or network security.
- c. All of the above violations may result in disciplinary action.
5. Huron School District does not guarantee that its technology resources will be uninterrupted or error-free; nor does it make any warranty as to the results to be obtained from use of the service or the accuracy or quality of the information obtained on or by the network. Access to the network is provided on an "as is" basis without warranties of any kind. Neither the school district nor any of its agents or employees shall be liable for any direct, indirect, incidental, special, or consequential damages arising out of the use of or inability to use the network or Internet.
6. Users shall be responsible for any costs, fees, charges, or expenses incurred under the person's account in connection with the use of the network or Internet except such costs, fees, charges, and expenses as the school district explicitly agrees to pay.
7. Any security or equipment problems arising from the use of technology resources must be reported to the technology department.
8. Guidelines for individuals using district resources for communication include but are not limited to:
  - a. Users must maintain high integrity with regard to e-mail and web site content.
  - b. Always use appropriate language.
  - c. Do not transmit language/material that is profane, obscene, abusive, or offensive to others.
  - d. Do not send mass e-mails, chain letters or spam.
  - e. E-mail and web sites are subject to inspection by the school and state at any time.
  - f. Violation of these guidelines may result in suspension or loss of e-mail account web space.

### **User Terms and Conditions Specific to High School iPad Usage**

1. High school students will be held responsible for maintaining their individual iPads and keeping them in good working order as described in the iPad Student Handbook.
2. Guidelines for student iPad use include but are not limited to:
  - a. iPad batteries must be charged and ready for school each day.
  - b. Only labels or stickers approved by the Huron School District may be applied to the iPad and/or case.
  - c. Cases furnished by the school district must be returned with only normal wear and no alterations to avoid paying a case replacement fee.
  - d. iPads that malfunction or are damaged must first be reported to the Help Desk located in the room B-201. The school district will be responsible for repairing iPads that malfunction. iPads that have been damaged from normal use or accidentally will be repaired with costs charged to the students as designated in the high school student iPad handbook.
  - e. iPads that are stolen must be reported immediately to the principal's office and the police department.
  - f. Individual school iPads and accessories must be returned to the Help Desk at the end of each school year. Students who graduate early, withdraw, are suspended or expelled, or terminate enrollment at Huron High School for any other reason must return their individual school iPad on the date of termination.
  - g. If a student fails to return the iPad at the end of the school year or upon termination of enrollment at Huron High School, that student will be subject to criminal prosecution or civil liability. The student will also pay the replacement cost of the iPad or, if applicable, any insurance deductible. Failure to return the iPad will result in a grand theft report being filed with the Huron Police Department. Furthermore, the student will be responsible for any damage to the iPad, with fees assessed as described in the high school student iPad handbook. The student may be charged a fee for any needed repairs not to exceed the replacement cost of the iPad.
3. In order for students to access the network and internet, students and their parents must sign the Acceptable Use policy upon enrollment in the Huron School District. A copy of this will remain in the students' cumulative file.

### **Plagiarism and Copyright Infringement**

Student will not plagiarize the work of others. (Plagiarism is taking the ideas or writings of others and presenting the ideas/writings as if they were yours.) Student will respect the rights of copyright owners. Copyright infringement occurs when one inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, student should follow the expressed requirements. If a student is unsure as to whether a particular work can be used, he/she should request permission from the copyright owner.

### **Students' Rights**

1. A student's right to free speech applies to use of district resources for communication purposes. However, this is considered a limited forum, similar to the school newspaper, and therefore, the district may restrict student speech for valid educational reasons.
2. Parents/guardians should instruct their children if there is additional resources or material that they think would be inappropriate for their child(ren). The district fully expects that the student will follow the instructions of parents/guardians in this matter.
3. Student should expect only limited privacy regarding the contents of his/her personal files and records of his/her on-line activity on the district system.
  - a. Routine maintenance and monitoring of district technology resources may lead to discovery that students have violated this policy or the law.
  - b. Individual searches will be conducted if there is reasonable suspicion that students have violated this policy or the law. The investigation will be reasonable and related to the suspected violation.
  - c. Parents/guardians have the right at any time to request to see the contents of their students' files.
4. Due process
  - a. The district will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the use of district technology resources.
  - b. In the event there is a claim that a student has violated this policy in his/her use of district technology resources, the student will be provided with notice and opportunity to be heard in the manner set forth in district policy.

<b>Associated School Boards of South Dakota</b>	<b>NEPN Code: IICC</b>
<b>Policy Reference Manual</b>	

## **SCHOOL VOLUNTEERS**

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

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 district.

Reviewed: 01/05/2012

Revised: 01/05/2012

<b>Associated School Boards of South Dakota</b>	<b>NEPN Code: IK</b>
<b>Policy Reference Manual</b>	

### **ACADEMIC ACHIEVEMENT**

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

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

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

2015

Reviewed: 01/05/2012

Revised: 01/01/2007

**ACADEMIC CURRICULUM STANDARDS**

Administrative/instructional staff in the Huron School District shall be responsible for establishing, monitoring, and evaluating clear, measurable, academic curriculum standards/outcomes. The district will hold forth high expectations for the learning of all students, expectations which can be met by having well-trained, dedicated school personnel who demonstrate a genuine commitment to student learning, in addition to parental/community support.

Students, school personnel, and parents/guardians will be held accountable for achieving high academic standards, which will be specified in the district's ongoing curriculum development process. These standards will be communicated and made available to students, staff, parents, and district patrons.

Department of Education Website: [www.doe.sd.gov/contentstandards.com](http://www.doe.sd.gov/contentstandards.com)

**STUDENT EVALUATION/GRADING**

Using a variety of assessment methods, teachers shall assess students at appropriate intervals. Information regarding the assessment shall be clearly communicated to students and parents.

**GRADING**

Grades are defined as symbols, e.g., letters or numbers, and words that communicate the quality of a student's performance or achievement relating to specified academic curriculum standards/outcomes, in addition to attainment of desirable work habits and social behavior. Grades which students receive in coursework should reflect the student's skill level following teaching and assessment.

Building principals and classroom teachers will have the responsibility to provide specific criteria for grading in a course outline/syllabus, to be on file in the principals' offices and/or teachers' classrooms and to be distributed to each student at the beginning of the course.

**GENERAL GUIDELINES/GRADING**

In grades K-3, students will receive marks which indicate the degree of academic progress.

In grades 4-5, traditional letter grades will be given for all courses with the exception of reading, handwriting, music, physical education, health, and art.

In grades 6-12, traditional letter grades will be given for all courses.

No plus or minus attachments to letter grades will be used on report cards or permanent records.

In grades K-12, work habits and social behaviors may be assessed (e.g., checks, words, or numerical markings).

**ASSESSMENT/REASSESSMENT**

Teachers will strive for success for all students based on research evidence that student learning is enhanced if time and instruction are varied to meet the needs of each learner, perhaps involving reteaching and reassessment.

In order to assure that the potential of reassessment does not influence students to perform inappropriately on the first-time assessment, correctives/remediation will be provided prior to the reassessment. Remediation and reassessment shall not interfere with instruction or slow down learning for the majority of students.

**Student Evaluation/Grading**

Grading practices, including those in regard to reassessment, shall be consistent for the same course in the same school.

**EXTRA CREDIT/ENRICHMENTS**

Extra credit may be offered to and used by students to enhance their grades after core requirements have been met.

At the classroom teacher's discretion and direction, enrichments should be offered to students when course/unit outcomes have been mastered. Enrichments shall:

1. be relevant to the course/unit outcomes,
2. be teacher and student directed,
3. be challenging, and
4. be established so as not to slow down the learning of the majority of students.

***No grade incentives will be allowed for volunteering time, contributing donations, or bringing school supplies.***

**REPEAT COURSES**

If a student repeats a course or completes course requirements through a contract or independent study, the highest grade earned will go on his/her permanent record.

**HIGH SCHOOL PASS/FAIL COURSES**

Teachers may choose to offer a class on a pass/fail basis. A student may elect to take some course work pass/fail under the following guidelines:

- a) A student may elect a maximum of one class per semester pass/fail.
- b) Check with the guidance counselors to determine whether a pass/fail grade will jeopardize honors or scholarships. Pass/Fail classes will not meet Regent Scholar requirements.
- c) Once approved, the request cannot be withdrawn to allow the student to be graded on the traditional basis.
- d) Credit received on pass/fail will be applicable toward graduation but will not count on class rank.
- e) The pass/fail will appear on the student's permanent record folder along with other final grades.
- f) Should the student's final grade be a fail, the course may not be reported on a pass/fail basis.
- g) No pass/fail requests will be honored after the first four weeks of a semester, unless a specific class receives administrative approval.



**STUDENT PROGRESS REPORTS TO PARENTS**  
**GRADE REPORT COMMUNICATION**

Report cards are distributed to students and parents four times per year.

**PARENT-TEACHER CONFERENCES**

Parent/teacher conferences are regularly scheduled twice each year. In

addition, parents and teachers are encouraged to confer on an as-needed basis.

**CLASS RANKING SYSTEM****CLASS RANK/GRADE POINT AVERAGE**

Grade point averages shall be computed by using the grades on all courses applicable to graduation. Grade point average does not include credit/no credit courses.

Grade point averages shall be computed using the following numerical values:

GRADE	POINT VALUE
A	4
B	3
C	2
D	1
F	0

Information available in the student's permanent record folder shall be reported to the student and the student's parents upon request. The information may be made available to others but only with the approval of the student and/or the student's parents.

**PROMOTION AND RETENTION OF STUDENTS**

Retention of students in grades K-8 is not normally recommended; however, in some cases, retention may be advisable and recommended.

Parents shall be advised as soon as it becomes apparent that in the child's best interest, the child may be retained.

A school recommendation to retain a student will be made with the cooperation of the parent(s)/guardian(s), insofar as possible.

**GRADUATION REQUIREMENTS**

In an effort to help students graduating from Huron High School be adequately prepared in today's society, minimum graduation requirements have been established. These requirements are listed in the Huron High School student handbook for each graduating class currently enrolled in Huron High School. These requirements are updated and approved by the School Board each year prior to the beginning of the school year. The current graduation requirements may be listed with this policy; however, the specific requirements will be documented in the student handbook.

NOTE: A student who graduates by having completed a specific program as described in his/her IEP, signifies that he/she no longer requires special education services. The student will receive a "Certificate of Attendance" if the IEP does not meet graduation requirements. The student will receive a diploma if the modifications within the IEP still meet the graduation requirements in accordance with state statutes.

## **HONOR GRADUATION**

A student must have completed two full semesters at Huron high school in order to qualify for honor graduation.

Student grades for all regular academic courses are considered for computing grade point averages. Grades in music and driver education are excluded.

Students who graduate with a grade point average of 3.900 or higher are listed as graduating **with HIGHEST HONORS**.

Students who graduate with a grade point average of 3.750 to 3.899 inclusive are designated as graduating **with HIGH HONORS**.

Students who graduate with a grade point average of 3.50 through 3.749 are designated as graduating **with HONORS**.

Grade point averages are computed and honor graduates are determined at the end of the seventh semester. Final class rank will be established after the completion of eight semesters. If a student does not qualify for highest honors, high honors, or honor graduation after seven semesters, but does qualify after eight semesters, that student will be recognized at graduation but will not be listed on the graduation program.

## **EVALUATION OF INSTRUCTIONAL PROGRAMS**

### **Instructional Materials/Surveys**

- A. Parents or guardians may inspect all district instructional materials, including the following: (1) teacher manuals, (2) films, (3) tapes, or (4) supplementary materials which will be used in connection with any (a) survey, (b) analysis, or (c) evaluation of the educational program.
1. Requests for inspection shall be made in writing.
  2. Requests shall be channeled from the building administrator to the designated instructor(s).
  3. The instructor(s) shall inform the administrator in writing of the time when the material shall be available for review, and the administrator shall notify the parent/guardian of such information.
  4. The administrator shall maintain a record of each request including procedures utilized to process the requests.
  5. Forms specified in this policy will be used to process each request.
- B. No student shall be required, as part of any applicable program, to submit to a survey, analysis, or evaluation that reveals information concerning:
1. Political affiliations;
  2. Mental and psychological problems potentially embarrassing to the student or the student's family;
  3. Sexual behavior and attitudes;
  4. Illegal, anti-social, self-incriminating, and demeaning behavior;
  5. Critical appraisals of other individuals with whom the student has a close family relationship;
  6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
  7. Income (other than that required by law).

Prior to student participation in any survey, analysis, or evaluation that reveals information identified in 1-7 above, students and parents will be given notice of their right not to participate in the survey, analysis, or evaluation. A written non-participation form will also be provided. Failure to return the non-participation form will be deemed consent to participate.

- C. The district shall annually provide notice to students and parents/guardians of their rights as set forth in this policy by publishing notice of the policy in the newspaper and in the student handbooks. The policy shall also be printed in the teacher handbook.

**REQUEST FOR INSPECTION OF INSTRUCTIONAL MATERIALS**

I request the opportunity to inspect the following educational materials used with my student:

- teacher manuals  
 films  
 tapes  
 supplementary materials  
 other (specify) \_\_\_\_\_

The times and days during the school week when it is most convenient for me to come to the school in order to inspect the materials are:

Mon     Tues     Wed     Thurs     Fri

Time(s): \_\_\_\_\_

Date of Request: \_\_\_\_\_

Signature of person making request: \_\_\_\_\_

Date request was received: \_\_\_\_\_

By: \_\_\_\_\_

Date request was forwarded to appropriate instructor(s): \_\_\_\_\_

Instructor(s) receiving the request: \_\_\_\_\_

\_\_\_\_\_

Date and time instructor will have material available for inspection:

\_\_\_\_\_

Scheduled inspection date and time: \_\_\_\_\_

Date when parent was informed by office of scheduled inspection date and time: \_\_\_\_\_

Inspection:  Yes     No

Teacher's Signature: \_\_\_\_\_

**PARENTAL PERMISSION FORM FOR SURVEY, ANALYSIS, OR EVALUATION**

It is the policy of the district that no student shall be required to submit to a survey, analysis or evaluation that reveals information concerning: (1) political affiliations; (2) mental and psychological problems potentially embarrassing to the student or the student's family; (3) sexual behavior and attitudes; (4) illegal, anti-social, self-incriminating and demeaning behavior; (5) critical appraisals of other individuals with whom the student has a close family relationship; (6) legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; or (7) income (other than that required by law).

Prior to student participation in any survey, analysis, or evaluation that reveals information identified in 1-7 above, students and parents will be given notice of their right not to participate in the survey, analysis, or evaluation. A written non-participation form will also be provided. Failure to return the non-participation form will be deemed consent to participate.

A request is being made by \_\_\_\_\_ (instructor)  
to survey students for the \_\_\_\_\_  
(class/program).

The topic of the survey is \_\_\_\_\_.

The purpose of the project is \_\_\_\_\_.

\_\_\_\_ I/We do not authorize my/our child to participate in the survey.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parental/Guardian Signature



<b>Associated School Boards of South Dakota</b>	<b>NEPN Code: INDA</b>
<b>Policy Reference Manual</b>	

**PATRIOTIC EXERCISES & FLAG DISPLAYS**

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

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

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