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INSTRUCTIONAL GOALS

The educational program of the District will provide:

1. Students should be taught core competencies and key concepts in the subject areas of: language arts, mathematics, science, history and technology. In addition, students should be exposed to social sciences, the arts and humanities.
2. An environment in which the individual student is prepared to fulfill his/her moral, social, political, economic and cultural responsibilities to the community, nation and world.
3. Opportunities for acquiring an understanding of the principles of physical health and safety which will carry over to the student's daily life.
4. An appreciation and knowledge of the cultural, scientific and ethical aspects of our society.
5. An educational atmosphere that will enhance the student's mental, emotional and social development.
6. Attention to the development and practice in the fundamental skills of reading, writing, speaking, listening, observing, problem-solving and reasoning.

To achieve these ideals, the Board recognizes the necessity of meeting the needs of the individual and 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 obligation to provide the necessary equipment, instructional materials and staff to facilitate the implementation of this philosophy.

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ACADEMIC FREEDOM

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

The Board believes, however, that academic freedom also carries with it academic responsibility, which is determined by the basic ideals, goals and institutions of the local community as they are expressed in the standards of the District.

As a consequence of its responsibility to guarantee academic freedom to both students and teachers the Board expects that:

1. All classroom studies will be curriculum related and will be presented factually, objectively and impartially.
2. Teachers will create and maintain an atmosphere of open-mindedness and tolerance.
3. Teachers will not attempt directly or indirectly to limit or control the students' judgment concerning any issue, but will make certain that full and fair consideration is given to the subject and that facts are carefully examined as to their accuracy and interpretation.

While the Board intends to protect teachers from any undue restraint that interferes with their classroom duties, the ultimate responsibility for determining curriculum, textbooks, and teaching methods must rest with the Board.

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SCHOOL YEAR – SCHOOL CALENDAR

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

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

All of the District schools will open their doors at 7:30 a.m., Mondays through Thursdays. The classes will begin at 8:00 a.m. and be dismissed at 3:45 p.m.. These hours of the school day will include at least one-half hour for lunch.

Legal References: SDCL §§13-26-1; 13-26-2; 13-26-4; 13-26-4.1; 13-26-9; 13-26-17

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ORGANIZATION OF INSTRUCTION

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

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

Legal References: SDCL §13-33-3

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CURRICULUM DEVELOPMENT

The Board will rely on its Administrators to design and implement instructional programs and courses of study that will forward the educational standards of the 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.

I. Program Development.

- A. The primary purpose of the Board is to provide an instructional program that fulfills the educational needs of the students in the District.
- B. The Board endorses the development of educational programs through the cooperative efforts of Staff, Administrators, Instructional Staff, parents, and community representatives.
- C. The Board encourages and supports the Instructional Staff in its efforts to evaluate present programs, investigate new curricular ideas and develop and improve programs.

II. Establishing the Educational Program and Making Changes.

- A. The Board believes that a dynamic instructional program requires ongoing review of the curriculum and courses of study.
- B. No course of study shall be eliminated or new courses added without approval of the Board; nor shall any major alteration or reduction of a course of study be made without such approval.

III. Involvement.

- A. The Board supports full public participation in the process of determining its educational program and in selecting instructional materials. The advice and involvement of staff, parents and students shall be sought and utilized.

IV. Role of the Board of Education.

- A. With the assistance of the Instructional Staff and others as appropriate, the Board will adopt an educational program and education materials for the District.

V. Role of the Administration.

- A. The Superintendent will:

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1. Keep the Board informed and knowledgeable about all aspects of the curriculum so that it can establish policy for the instructional program and provide the resources necessary to implement the program;
2. Help the community become knowledgeable about the educational program provided by the District;
3. Develop a District short-range and long-range educational plan for approval by the Board of Education;
4. Be responsible for curriculum development for the school system, working with administrative and professional staffs;
5. Establish grade level and content area teams for the study of curriculum improvements, including the selection of new instructional materials, as found necessary and desirable; and
6. Report periodically to the Board on the progress the District is making towards the attainment of its educational goals.

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CITIZENSHIP EDUCATION

As required by state law, the District shall offer regular courses of instruction in the Constitutions of the United States and the State of South Dakota. The District will provide students the opportunity to salute the United States flag each day by reciting the pledge of allegiance to the flag of the United States.

Legal References: SDCL §§13-24-17; 13-24-17.2; 13-33-4

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DRUG, ALCOHOL AND TOBACCO ABUSE PREVENTION

- I. The District is committed to a comprehensive drug, alcohol and tobacco education program which ensures age appropriate, developmentally based alcohol, drug and tobacco abuse prevention programs for students in all grades K-12.
- II. Such programs should include instruction regarding the legal, social and health consequences of these substances, as well as effective classroom strategies which better enable students to resist peer pressure to use such substances. The District is also committed to helping students access an appropriate student assistance program and services.
- III. The District will be guided and supported in its implementation of this program by District staff working in close cooperation with community representatives.

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LIFE EDUCATION

- I. The District recognizes that parents have the primary responsibility for the education of children in the area of human sexuality. The District supports parents' efforts by offering students factual information and opportunities to discuss concerns, issues and attitudes inherent in family life and sexual behavior including traditional moral values.

- II. In addition to the requirements listed below, the customary policies and regulations concerning the approval of new curriculum content, units, and materials will apply to any course(s) dealing with family life and sex education offered by the District:
 1. Instructional materials to be used in family life and sex education will be available for review by the parent or guardian during school hours.

 2. If, after review of materials used and a conference with the instructor and Principal, a parent requests that his child not participate in a given aspect of the course, an alternate educational assignment will be arranged for the student with the approval of the Principal.

 3. Teachers who provide instruction in family life and sex education will have professional preparation in the subject area, either through pre-service or in-service education.

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LIFE EDUCATION FORM

After conferring with the principal regarding the Life Education Curriculum, I request that my child, _____, not participate in the given course. I prefer that an alternative educational assignment be arranged for my child, with the approval of the principal. I release the Oelrichs School District from its responsibility for provision of the required course for the above named child during the school year of ____ - ____.

Signature

Printed Name

Home Address

City, State, Zip

Received By: _____
School Official

Title/Position

Date: _____

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HOMEBOUND INSTRUCTION

- I. The District will provide homebound instruction for students enrolled in the District who are expected to be out of school for twenty (20) days or more due to a medical or psychological condition. A physician must certify that the student will be unable to attend school for a period of time, the medical condition is the cause of the expected absence and the student is capable of receiving home instruction. Upon proper certification, the Superintendent and/or principal will develop of a Homebound Education Plan (HEP) to identify the educational needs of the student to include attendance, courses, grading and service delivery. The HEP will be terminated when the student is capable of returning to school, based on recommendations from the student's parents, the physician and/or the homebound instructor.

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ALTERNATIVE SCHOOL PROGRAMS

The Board shall excuse a child from school attendance for reasons set forth in current state statute.

The parent or guardian of a child requesting attendance in an alternative school program shall complete an application to the school Board. The application will be confidential and will not be released to anyone except members of the school Board.

Legal References: SDCL §§13-27-2; 13-27-3; 13-27-7; 13-27-9

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INDIAN EDUCATION

- I. The District's mission is to provide all American Indian students an opportunity to learn and grow to their greatest potential. Collaboration and harmony will be pursued to assure that American Indian students will become responsible citizens both in the culture of the American Indian people and as citizens of the United States.

- II. The District desires to increase academic achievement, positive psychosocial development, understanding and appreciation of cultural differences among Indian youth and cross cultural communications and relationships. Opportunities will include efforts to: enrich language and developmental skills; promote a school culture that includes appropriate academic, social, cultural and physical development among American Indian students; establish a curriculum that integrates the historical perspectives of American Indian people; high expectations and challenging academics; support of native language ability; recruitment of American Indian educators and community role models; intolerance for overt and subtle racism; a multicultural focus in the schools that will promote understanding among students of all races; and development of programs and support from community organizations which can effectively reach out and service the parents of American Indian school children.

- III. Programs developed which modify the learning environment and instructional or guidance approaches will be vitally linked and integrated with the core programs and staff of the District.

- IV. American Indian history and cultures, combined with innovative and effective American Indian Education teaching strategies, will be integrated into the curriculum.

- V. Current and relevant guidance approaches and methods will be utilized to assist American Indian students in personal and social development.

- VI. To measure progress toward qualitative or supplemental program goals for American Indian students, information will be collected annually and compared to existing baseline data for a report to the public and staff and will be used in continuing or changing program direction and emphasis.

- VII. The District is committed to utilizing local funds and linking agency resources and programs in the community and other available funding sources to support essential programs necessary for American Indian students.

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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 an Instructional 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.

Legal References: 13-28-37

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CO-CURRICULAR AND INTERSCHOLASTIC ATHLETICS

- I. Interscholastic athletics are school approved, individual or team interscholastic athletic contests between two or more schools under the rules and regulations of the South Dakota High School Activities Association (SDHSAA).
 - a. 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.
 - b. Membership of the District or an individual school in an interscholastic athletic association or league will be subject to annual approval by the Board. The Board will review the constitution and bylaws of any such organization, and its rules and regulations for member teams, before granting approval.
 - c. The District will maintain membership in the SDHSAA. The rules, regulations, and limitations set by the SDHSAA will be followed.
 - d. Eligibility requirements for participating in interscholastic athletic programs will be set by the school administration with the approval of the Board and will conform with regulations of the SDHSAA.

- II. Co-curricular activities are school approved, non-interscholastic athletic activities for which a student does not receive a letter grade and which normally occur outside of the regular instructional day.
 - a. Co-curricular activities must have educational value for the students and must be balanced with other curricular offerings in the schools.
 - b. Each school, under the direction of the Principal and Instructional Staff, will have a well-balanced and effective co-curricular activity program designed to stimulate student growth and development by supplementing and enriching the curricular activities.
 - c. Each school will develop definite written guidelines and procedures regulating the creation, organization, administration, and dissolution of student activity programs.

Legal References: SDCL §13-36-4

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STUDENT PERFORMANCES (MUSIC GROUPS)

- I. The Board supports opportunities for individual students to provide public performances when such performances contribute to the educational process and when they do not significantly interfere with other scheduled activities or classes.
- II. Performance of music groups shall primarily be based upon the best interests of the students involved. Performances may also be provided to contribute to the community's civic activities.
- III. Music groups are not to be provided for partisan political campaign activities or activities which serve an individual commercial enterprise.
- IV. Performance fees cannot be assessed. Donations may be accepted, however, with all such funds deposited in the appropriate club account.

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STUDENT FUND-RAISING ACTIVITIES

- I. The Board encourages the Staff and students to plan activities that can be included within existing budgeting appropriations. However, financial constraints may prohibit funding at an appropriate level. Therefore, the Board recognizes that certain student groups have a legitimate need to raise funds to cover expenses for extra educational projects or activities.
- II. When organizing fund raising projects, emphasis should be placed on service-type projects where talents of students are used in positive, developmental ways.
- III. Student groups and Staff should keep in mind the District commitment to avoid competition with local merchants, and to patronize local merchants and manufacturers when possible and reasonable.
- IV. Funds raised must be used only for school-sponsored and organized functions/projects.
- V. Fund raising activities must be pre-approved by the Superintendent.

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STUDENT ACTIVITIES FUNDS MANAGEMENT

- I. All monies belonging to clubs and organizations of the District are accounted for by the business office. No separate bank accounts may be maintained by groups which may be deemed to be school connected. All funds tendered to the business office must be receipted, and all disbursements must be made on approved orders.

- II. All monies collected or disbursed by school employees, including fines and fees, shall be accounted for, and all student activity accounts shall be maintained in accordance with the accounting system required by statute.

Legal Reference: SDCL §§13-16-19 through 13-16-21

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ADULT HIGH SCHOOL PROGRAMS

The Board may allow, subject to approval by the Superintendent, residents of the District who are 21 years of age and over to enroll in the regular high school program tuition-free for the purposes of completing graduation requirements.

Adults who are 21 years or age or older must make a formal written request to the Superintendent. Upon review, the Superintendent may approve or deny the request in writing.

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INTERNET ACCESS

The District believes accessing data on electronic networks is an essential skill for lifelong learning. The goal of providing internet access to staff and students is to promote educational excellence by facilitating resource sharing, innovation, and communication.

The Internet is an electronic information network connecting thousands of computers all over the world and millions of individual subscribers. Through this medium, students and teachers have access to a wide variety of resources including: access to many university and government libraries and library catalogs, electronic mail, information and news from countless federal and international agencies and governments, public domain software and shareware of all types.

With Internet providing access to computers and people all over the world, students could also gain access to material that would not be considered to be of educational value or to be appropriate in the context of a school setting. The District has taken precautions to restrict access to controversial materials. However, it is impossible to control access to all materials. We firmly believe that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the District.

The District has defined local guidelines addressing both the rights and responsibilities of students and staff who access the Internet through District accounts and resources. These guidelines are detailed on the attached "Acceptable Network and Internet Use Policy (IHAJ-E)." In general, this agreement requires efficient, ethical and legal utilization of the network's resources. If a student violates any of these provisions, his or her account may be terminated and future access could possibly be denied.

Students will not be able to use the Internet at school until the Acceptable Network and Internet Use Policy (IHAJ-E) is signed and returned to the District.

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ACCEPTABLE NETWORK AND INTERNET USE POLICY

Insert IHAJ-E when we receive it from Oelrichs.

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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 pupils at the following levels. Secondary class sized should be within the recommended limits as understood under Codified Law. In-District students will always be included first before classes are filled by open enrolled students.

K-1 = 10

2-3 = 12

4 = 14

5 = 14

6 = 14

7-8 = 15

HS (9-12) = 15

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SELECTION OF INSTRUCTIONAL MATERIALS

- I. The Board is legally responsible for the selection of instructional materials. Since the Board is a policy-making body, it delegates to Instructional Staff and Administrators of the District, authority for the selection of instructional materials in accordance with this policy.
- II. Materials for the school classrooms and school libraries will be selected by appropriate personnel in consultation with administration and faculty. In the case of print and online curriculum purchases the recommendation for adoption will rest with the Superintendent, subject to official adoption by the Board.
- III. It is the responsibility of the Instructional Staff and Administrators to select instructional materials of the highest quality that will support the educational curriculum of the District.
- IV. Instructional materials shall be selected to do the following:
 - A. Enrich and support the curriculum, taking into consideration the diversified interests, abilities and maturity levels of the students, and provide continuity to the curriculum.
 - B. Support a balanced literacy and inquiry mathematical approach of instructional delivery.
 - C. Stimulate growth in factual knowledge and provide background knowledge that will enable students to make intelligent judgments.
 - D. Enhance literary appreciation and foster aesthetic values.
 - E. Foster ethical standards.
 - F. Support and extend understanding of our complex and diverse society.
 - G. Present various viewpoints on many subjects that will assist in the development of critical judgment and perceptions.
- V. The value and impact of any materials used for the delivery of curriculum or library resources will be judged as a whole, taking into account the purpose of the material rather than individual, isolated expressions or incidents of the work.

Legal Reference: SDCL §§13-8-1; 13-8-39

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TEXTBOOK SELECTION AND ADOPTION

The Board will adopt textbooks and textbook programs for use in the District upon the recommendation of the Superintendent.

The Superintendent or his/her designee may appoint a committee to review and recommend textbooks. The committee shall include Instructional Staff, Administrators, students and parents. The Board will officially adopt textbooks and textbook programs for use in the District upon the recommendation of the Superintendent.

The Board's first commitment in selecting and adopting print or online curriculum programs will be the preservation of the students' right to learn in an atmosphere of academic freedom. The Board will support the Instructional Staff's' right to exercise professional judgment in their work, but, the Board will require Instructional Staff to balance this right with an awareness of their responsibility to meet the educational goals and objectives of the school system.

The Board recognizes the rights of parents to influence the education of their children. The Board will not, however, allow the wishes of an individual parent to infringe upon the rights of the majority of the students in any class.

In order to maintain this balance of rights, responsibilities and freedoms, it will be the policy of the Board to make the print or online curriculum programs available for review by parents, students and interested citizens of the community. Parents, students and interested citizens who have a complaint about the textbook selection may file a Public Complaint (KL).

Legal Reference: SDCL §§13-8-1; 13-8-39

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LIBRARY RESOURCES MANAGEMENT

Library collection development is the ongoing process of identifying strengths and weaknesses of the school's library collection in terms of student needs. The policy is guided by principles set forth in the American Library Association's Library Bill of Rights and its interpretation for school libraries. Oelrichs School District shall provide a broad range of educational, informational, and recreational reading resources through its school libraries in order to support the school curriculum and create students who are effective users of ideas and information, competent and enthusiastic readers, independent learners, and positive contributors to the school community and to society. Quality materials should be available in a variety of formats and reading levels, off a well-balanced coverage of subjects, and support the diverse interests, needs, and viewpoints of school community.

I. SELECTION PROCEDURES

- A. Materials for library media centers are selected by designated library media specialists with input from certified staff, students and parents. Final selection is made by the library media specialists in each school. Reputable, unbiased, professionally prepared selection aids are used by the library media specialists to guide them in their selections. School library media centers have a responsibility to support their schools' curriculums and to provide resources/formats that serve the diverse backgrounds, interests, maturity levels and reading levels of each student.

II. CRITERIA FOR SELECTION OF RESOURCES

- A. Resources/formats/emerging technologies for staff and students should encourage critical thinking and develop the curriculum and educational goals of the school, as well as support literary, cultural, and aesthetic appreciation.
- B. Resources/formats/emerging technologies should accommodate individual differences related to age, gender, cognitive and motor skills, multiple intelligences, learning styles, motivational levels, and exceptionalities.
- C. Materials and resources should represent multiple viewpoints on topical issues so that students learn to explore, analyze, and make effective deliberations.
- D. The value of a work should be examined as a whole and given greater weight than individual words, phrases, or passages contained in the work.
- E. Non-fiction resources should strive for accurate, current, and verifiable information.

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- F. Resources/formats/emerging technologies should be selected based on favorable reviews, recommendations, and/or reputation of the author, publisher, artist, or producer. Resources should NOT be excluded because of the origin, background, or views of those contributing to their creation.

- G. Gifts may be accepted by the designated librarian if they meet established criteria for selection, and if they are given without restriction. Resources not meeting District criteria may be given away or discarded.

Parents, students and interested citizens who have a complaint about the library materials may file a Public Complaint (KL).

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SPECIAL INTEREST MATERIALS

I. GENERAL POLICY

- A. The District is not to sponsor any petition from any organization. They are further prohibited from giving to students or sending to parents, commercial advertisements, political materials, or other announcements not directly related to the work of the schools. Communications to parents from the school or school parent groups, such as monthly bulletins, special flyers or bulletins, or questionnaires, may be sent with the students, provided these communications are in accord with the provisions of this policy and other related policies of the District.
- B. The District must maintain a nonpartisan, neutral position insofar as supporting a political party or candidate, or making political endorsements.
- C. The use of responsible political materials is encouraged in the instructional process for students as long as displays and materials reflect varied points of view.

II. ADVERTISING MATERIALS

- A. Approval will not be given to any firm, organization, or individual to circularize or distribute through the schools any material of a purely advertising nature. This policy is interpreted to include radio programs and circulars to be distributed or displayed on bulletin Boards.
- B. Only when advertising materials can contribute significantly to the school District's instructional program or to general community betterment, may they be posted, distributed or used in the District.
- C. Each building principal must approve the content of all announcements and notices distributed to students or faculty by outside sources and those distributed by the faculty or students to individuals or groups outside of the building, except notices that are specifically approved by the Superintendent or designee.

III. MATERIAL SPONSORED BY ORGANIZATIONS

- A. Organizations, institutions, and individuals at times develop materials which are offered to schools free or inexpensively. When sponsored materials present a particular point of view, extreme care must be exercised in evaluating and using them.
- B. Sponsored material must meet the same basic selection criteria as any other learning material, as well as the following special criteria:

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1. Any expression of a point of view should be clearly identified by the sponsoring organization.
 2. Any advertising that appears on or with any material should be in good taste.
 3. The source of all materials should be clearly identifiable.
- C. Responsibility for using sponsored material rests with the certificated staff member who recommends its use. In any questionable instance, the principal should be informed and will decide whether its use is in the best interest of the students.

IV. CAMPAIGN/POLITICAL MATERIALS

- A. "Political material," as used here, refers to materials relevant to the candidacy of any person, ballot issues and related endorsements.
- B. No political material shall be distributed from or through the District provided, however, that any such material may be distributed at any meeting held in accordance with the provisions of the Board's negotiated agreements.
- C. Except as provided above, no political signs shall be placed on school property unless they are used in conjunction with a teaching unit by the professional staff. Exceptions to this policy shall be made when outside organizations make use of the school facilities by permit and, in these instances, displays or signs shall be limited to those facilities reserved for their use.
- D. The agent of a recognized bargaining unit may use the school mails and mail boxes for communications to their members. Such communications may contain the bargaining unit's position on political candidates and issues.
- E. An area in the faculty lounge will be designated to allow staff access to political materials. Materials remaining after two weeks shall be discarded.

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STAFF USE OF DISTRICT TECHNOLOGY

The use of the District's computers, e-mail system and internet access ("Technology") shall be limited to District-related purposes. These electronic devices and services are provided to contribute toward the optimum efficiency of the District and to promote educational excellence in the schools. It is the policy of the District that all computer services shall be used in a responsible, efficient, ethical and legal manner.

- I. **STAFF USE:** District computers and networks are to be used only for school-related purposes. Incidental personal use of school technology is limited and must not interfere with the employee's job performance, violate rules set forth in this policy, or the requirements of the Acceptable Network and Internet Use Policy, and must not damage the District's hardware, software, or communications system. Staff should only use the e-mail message system for District business.

- II. **CONFIDENTIALITY:** District policies concerning the handling and disclosure of confidential information shall apply to electronic communications. Staff shall make every effort possible to safeguard confidential information and protect against negligent disclosure when engaging in non-secure electronic transmissions, including e-mail.

- III. **PRIVACY:** The Technology belongs to the District; therefore, all data transmitted and stored on District computers may be monitored, accessed, and the content disclosed.

- IV. **HARASSMENT:** District policies concerning harassment apply to use of the District's Technology.

- V. **MISUSE OF TECHNOLOGY:** Staff shall not disrupt the computer systems or data. All use of electronic materials and software shall be in compliance with copyright and other applicable laws. The use of personal software or electronic equipment in conjunction with District technology is prohibited unless prior approval has been obtained through the District.

- VI. **MAINTENANCE OF ACCOUNTS AND PASSWORDS:** Staff shall safeguard passwords and shall be held responsible for any intentional or negligent disclosure of passwords. Access to confidential data shall not be left open without proper supervision.

- VII. **INAPPROPRIATE MATERIALS:** Staff shall not use inappropriate materials. Inappropriate materials may include, but are not limited to, sites focusing on pornography, violence, hate groups, and similarly objectionable materials of no educational relevance. In the event any staff member unintentionally accesses any inappropriate or x-rated materials, the staff member must immediately notify the building principal so that corrective action may be taken.

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- VIII. **ADVERTISING AND SOLICITATION:** Staff using District technology shall not use it to advertise, solicit or raise funds for any charitable or non-charitable organizations.
- IX. **DOWNLOADING:** The process of downloading software and sending/receiving attachments via e-mail can be detrimental to the integrity of the network. In addition to viruses that could affect the District's systems, the cumulative effect of widespread downloading can lead to degradation of performance and the need for additional maintenance. Staff shall download only software needed for educational purposes. Staff shall use similar practices when sending/receiving e-mail attachments.
- X. **MASS MAILINGS:** Mass mailings of e-mail messages can dilute the usefulness of any communication system. Staff shall undertake mass mailings only for educational purposes, and such mailings shall be kept to a minimum.
- XI. It is recommended that staff communicating electronically (ie. text messages or emails) with students direct their messages to the entire team or class. Staff choosing to engage in one-to-one electronic communications shall align their conversations with the South Dakota Professional Teachers Practice and Standards Commission Code of Professional Ethics.
- XII. Staff in violation of District Board policy or the South Dakota Professional Teachers Practice and Standards Commission Code of Professional Ethics shall be subject to disciplinary action up to and including termination of employment.

Adopted/Reviewed/Revised:

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FIELD TRIPS AND EXCURSIONS

- I. The Board of Education appreciates the value of school sponsored field trips and considers them to be part of the educational program. Generally, trips are sanctioned if they have a specific educational value and are designed to enhance the curriculum. The Board of Education recognizes there is much to be gained by using the community around us as an environment for learning.
- II. The Board of Education expects the school staff to take all reasonable and prudent steps to ensure the safety and educational welfare of participating students. Prior to the trip, students should be made aware of the goals being sought and what their responsibilities are in attaining them.
- III. School vehicles, chartered buses or other approved transportation will be furnished for all approved field trips. On all school approved trips involving students, provisions will be made for proper supervision by school employees and parents.
- IV. Fees may be charged for students to attend field trips.
- V. The use of private vehicles to transport pupils for field trips will only be permitted after receiving authorization from the Principal, Superintendent or a District employee's direct supervisor after completing policy Release of School District (EEADA-P).
- VI. Parents must grant permission for their child(ren) to attend a field trip by submitting policy Parent Permission Form for Field Trip (IIAC-E) to the District before their child(ren) can attend a field trip.

Adopted/Reviewed/Revised:

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PARENT PERMISSION FORM FOR FIELD TRIP

Child's Name _____
Last
First
M. Initial

We understand the nature of the field trip being planned to

_____ Location

and are in accord with the purposes of and procedures governing the trip. We hereby grant permission for our child to participate. We understand that adequate and appropriate supervision will be provided. We recognize, however, that unanticipated situations can arise on any trip, school sponsored or otherwise, that are not reasonably within the control of the supervising teacher(s). In such an instance, we agree that the school and the supervising teacher(s) will not be held legally responsible in the event of accident or injury.

DATE

SIGNED (parent or guardian)

PRINTED

Adopted/Reviewed/Revised:

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SCHOOL VOLUNTEERS

The Board recognizes the need to develop a volunteer program to support District instructional programs and extracurricular activities. The District encourages community members, particularly parents, to serve as volunteers. Administrators and Instructional Staff will facilitate involvement of parents and community volunteers in the schools. Volunteers will not conflict with or replace any regularly authorized personnel allotment. Any volunteer working directly with children must be under the immediate supervisor and direction of a Staff member. The District reserves the right to do a central screening of all volunteers.

Adopted/Reviewed/Revised:

Oelrichs School District	Policy IIGBA
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DISTRICT OWNED COMPUTERS

The School District will check out District owned equipment, such as laptop computers, to students. Equipment will be used to fulfill requirements of school programs.

Administrative Implementation Procedures:

1. As available, laptop computers will be checked out for determined terms to students.
2. Students must have on file a checkout agreement signed by their parents acknowledging responsibility for and agreeing to provide appropriate care for laptop computers checked out to them. Abuse, damage, negligence, or loss of this equipment will result in an assessment of cost to parents of students checking out the equipment.
3. The Superintendent is responsible for maintaining a system for inventory of laptop computers used and for keeping records.

Adopted/Reviewed/Revised:

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GUIDANCE PROGRAM

A guidance program will be incorporated into the curriculum 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 takes place.

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

Adopted/Reviewed/Revised:

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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.

Adopted/Reviewed/Revised:

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GRADING SCALE

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

92% - 100%	A
83% - 91%	B
74% - 82%	C
65% - 73%	D
0% - 64%	F

For elementary grades, a checklist report will be given to parents, which will note academic and behavioral areas of:

- Exceptional ability;
- Average ability; and
- Needing improvement.

Adopted/Reviewed/Revised:

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STUDENT PROGRESS REPORTS TO PARENTS

The Board feels that it is essential for parents to be kept fully informed of their children's progress in school. Instructional Staff members will periodically, following an evaluation, provide parents a report depicting the student's progress. Supplementary reports will be required for students in danger of failure.

Adopted/Reviewed/Revised:

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HOMEWORK

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

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

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

Adopted/Reviewed/Revised:

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PROMOTION AND RETENTION OF STUDENTS

The administration and instructional staff must strive to create plans of instruction and instructional organization that will permit students to progress through school according to their needs and abilities. The Instructional Staff and Administrators are expected to place students at the grade level best suited to their academic, social, and emotional needs.

Every attempt will be made to provide each student with the maximum opportunity to succeed in school. Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the instructional staff, such exceptions are in the best educational interest of the students involved.

Retention may be recommended in cases of developmental immaturity, prolonged absences, and/or academic difficulties. Parents will be notified well in advance if retention is being considered. Parents should conference with the student's teachers and principal. To be the greatest value to students, retention should take place during the earliest years of school.

Although instructional staff may recommend retention, all retentions will be decided by the school principal. Instructional staff making a recommendation for retention will give reasons to the principal why they feel a student should be retained. The school system shall have final authority in the promotion or retention of a student in grades 1-12.

The Superintendent must approve a second retention assigned any student.

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GRADUATION REQUIREMENTS

CREDITS

A diploma from Oelrichs School District signifies that a student earned twenty-two (22) units of credit to from high school and successfully completed the appropriate courses for graduation.

REQUIRED COURSES

The following courses will be required for graduation:

- 1. English/Language arts 4 credits**
 - a. 1.5 credits of Writing
 - b. 1.5 credits of Literature, including .5 credits of American Literature
 - c. 0.5 credit of Speech
 - d. 0.5 credit electives

- 2. Social Studies 3 credits**
 - a. 1 credit of U.S. History
 - b. 0.5 credit of U.S. Government
 - c. 0.5 credit of Geography

- 3. Mathematics 3 credits**
Must include 1 credit of Algebra I or higher

- 4. Laboratory science 2 credits**

- 5. Laboratory computer studies 0.5 credit**

- 6. Fine arts 1 credit**

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

Certain vocational education courses or demonstrated mastery of the basic course of studies for computers may be used to partially satisfy required course credit.

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EARLY GRADUATION

Graduation in less than four full academic years will be discouraged. However, students who will meet the graduation requirements by the end of their first semester senior year or final semester of the junior year must submit 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.

Legal References: ARSD 24:43:11:01 and 02

Adopted/Reviewed/Revised:

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TESTING PROGRAMS

- I. The Board expects that the planning and budgeting process will emphasize major efforts toward District-wide curriculum assessment as well as the identification of individual student achievement in a number of basic skill and related skill areas which will serve as an aid to course selection and long range educational planning.

- II. It is specifically intended that each of the basic skill areas be assessed on a planned and rotating basis with District-wide student achievement testing results being presented and interpreted to the Board of Education on an annual basis. It is expected that an analysis of results will lead to recommendations concerning continuation and/or change of existing course offerings at specific grade levels.

Adopted/Reviewed/Revised:

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EVALUATION OF INSTRUCTIONAL PROGRAMS

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

Elements of this evaluation may include:

1. Testing programs such as nationally standardized general achievement tests, national standardized tests in specific subject areas, and tests administered by other agencies.
2. Study of school achievement records.
3. Extent of and trends in admissions to colleges and universities.
4. State education department specialists and services.
5. Evaluation by other organizations and agencies.

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

Legal References:

Adopted/Reviewed/Revised:

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TEACHING ABOUT CONTROVERSIAL ISSUES

- I. The American heritage and our established traditions are not controversial. The majority of school curriculum is composed of established truths and accepted values. However, controversial issues can arise from conflicts between the cherished interests, beliefs or affiliations of large groups of citizens. Such issues often involve important proposals or policies about which citizens hold different points of view.

- II. Free discussion of controversial issues is the heart of the democratic process. Freedom of speech and free access to information are among our most cherished traditions. Through the study of such political, economic or social issues students develop abilities needed for citizenship in our democracy.

- III. Without minimizing the importance of established truths and values, it shall be the policy of the District to foster dispassionate, unprejudiced and scientific studies of controversial issues in an atmosphere free from bias and prejudice.

- IV. The teacher shall serve as an impartial moderator and shall not attempt either directly or indirectly to limit or control the judgment of students on controversial issues. It is the intent of this policy that the teacher shall foster the study of such issues rather than teach a particular viewpoint in regard to them.

- V. The above policy defines the study of controversial issues in terms of the rights of students rather than in terms of the rights of teachers. Furthermore, the student shall have the right to study any issue in accordance with their maturity, shall have the right of free access to all relevant materials including those which circulate freely in the community, shall have the right to study under competent instruction in an atmosphere free from partisanship and shall have the right to express their own opinions on controversial issues without jeopardizing the relationship with their teachers or the school.

- VI. Included within the context of this policy is that instruction which is related to religion. The importance of religion in history, culture and the arts cannot be ignored and should have a place in education. The distinction must be made, however, between these studies as part of the curriculum or as part of the celebration of religious holidays in a manner that is devotional, doctrinal or both. The distinction rests on whether the purpose of effect or the practice is a broadening of knowledge or the advancement of religion.

Legal Reference: SDCL §13-33-9

Adopted/Reviewed/Revised: