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INSTRUCTIONAL GOALS

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

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

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

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

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

CROSS REF.: AD, Educational Philosophy

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Revised: June 13 2005
Policy Committee Review: Sept. 1, 2010
Policy Committee Review: November 27, 2013

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 goals and objectives of the school district.

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

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

While the board intends to protect teachers from any undue restraint that interferes with their classroom duties, the ultimate responsibility for determining curriculum, textbooks, and teaching methods must rest with the board. It also expects that when controversial issues are presented, the maturity and intellectual grasp of students will be taken into account.

CROSS REFS.: INB, Teaching About Controversial Issues

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SCHOOL YEAR/SCHOOL CALENDAR

The Dakota Valley School District shall adopt a school term which shall consist of school actually in session for a minimum number of hours or more, as set by law.

The calendar sets forth the days school will be in session, holidays, and vacation periods, in-service training days, teacher orientation days, days of parent-teacher conferences, and other such designations as the superintendent or board of education deems appropriate.

LEGAL REFS.: SDCL 13-26-1, 13-26-2, 13-26-4, 13-26-4.1, 13-26-5

CROSS REFS.: DVEA Negotiated Agreement
ID, School Day

Adoption Date: May 14, 1998
Policy Committee Review: April 25, 2005
Revised: October 13, 2010
Policy Committee Review: November 27, 2013

SCHOOL DAY

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

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

Legal Refs.: SDCL 13-26-1

CROSS REFS.: IC/ICA, School Year/School Calendar

Adoption Date: May 14, 1998
Policy Committee Review: April 25, 2005
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Policy Committee Review: November 27, 2013

ORGANIZATION OF INSTRUCTION

The board is responsible for free and appropriate public education for all children with school residence within the district and approved open enrolled students until they complete the secondary school program or until they reach the age of twenty-one.

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 superintendent and the administrative staff and approved by the board of education.

LEGAL REFS.: SDCL 13-28-5
Adoption Date: May 14, 1998
Revised: June 13, 2005
Revised: October 13, 2010
Revised: January 13, 2014

CURRICULUM DEVELOPMENT

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

- 1.) The administration and faculty to be perpetually sensitive to changing conditions that may require changes in curriculum.
- 2.) All programs to be under continuous evaluation to see that they meet the needs of children.
- 3.) The school system to undertake intensive curriculum evaluation and revision under the direction of the District's Curriculum Director in certain areas from time to time as the need for this is demonstrated.

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

As found desirable, the board may appoint advisory committees and/or ad hoc board committees to join with the faculty in examining desirable changes in particular areas.

NOTE: The following advisory committees have been established to assist in the development of the school district's curriculum and textbook adoption process:

- Fine Arts (Instrumental Music, Vocal Music, and Visual Arts)
- Language Arts (Reading, Composition, Speech, and Grammar)
- Language Arts (Literature, Journalism, Foreign Language)
- Mathematics
- Occupational and Vocational (Business, Computer Science, Industrial Arts, Family and Consumer Science)
- Science, Health and Physical Education
- Social Studies

Recommendations for curriculum changes submitted through appropriate channels will be acted upon by the board of education. The curriculum will always be prescribed by the board of education in accordance with state requirements.

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Policy Committee Review:	April 25, 2005
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PILOT PROJECTS

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

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

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

CROSS REFS.: AFE, Evaluation of Instructional Programs (Also File: IM)
 IM, Evaluation of Instructional Programs (Also File: AFE)

Adoption Date: May 14, 1998
Policy Committee Review: April 25, 2005
Revised: Oct. 13, 2010
Policy Committee Review: November 27, 2013

CURRICULUM ADOPTION

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

The superintendent will have authority to approve new programs and courses of study after such changes have been thoroughly studied and found to support educational goals. The board of education, itself, will consider and officially adopt new programs and courses only when they constitute an extensive alteration in instructional content or approach.

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

Adoption Date:	May 14, 1998
Policy Committee Review:	April 25, 2005
Policy Committee Review:	Sept. 1, 2010
Policy Committee Review:	November 27, 2013

BASIC INSTRUCTIONAL PROGRAM

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

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

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

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

COMMITMENT TO BASICS:

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

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

In addition to its commitment to the teaching of basic skills, the board in its educational philosophy and its statement of goals and objectives, has committed itself to developing in students, the means for self-realization and self-expression; the ability to form positive human relationships; a positive attitude towards - and fundamental skills to function within - the world of work; a sense of civic responsibility; self-discipline; and an attitude towards learning that will recognize that education is a life-long process that does not end with formal education. To develop these skills and abilities, the board will encourage exposure to the fine arts, physical education, sciences, social sciences, and computer education.

LEGAL REFS.: SDCL 13-3-48; 13-33-1; 13-33-11

Adoption Date: May 14, 1998
Policy Committee Review: April 25, 2005
Policy Committee Review: Sept. 1, 2010
Policy Committee Review: January 29, 2014

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 of education directs that students will be instructed in the history and the Constitution of the United States, 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.

LEGAL REFS.: SDCL 13-33-4

CROSS REFS.: INDA/INDB, Patriotic Exercises/Flag Displays

Adoption Date: May 14, 1998
Policy Committee Review: April 25, 2005
Policy Committee Review: Sept. 1, 2010
Policy Committee Review: January 29, 2014

HUMAN RELATIONS EDUCATION

Although the home and the church, as well as other community institutions, play an important role in contributing to the moral attitude of students, the board recognizes that the schools may also influence a student's attitude and thinking.

In developing curriculum for various courses, the superintendent and the professional staff will keep in mind lessons which can contribute to the human relations instruction of the students. In addition, through the performance of their own activities, staff members should keep in mind that they serve as role models for the students, and instruct students in these areas.

The board will encourage parents and other community members to join them in providing guidance to students to enable them to develop their own code of ethics.

Adoption Date:	May 14, 1998
Policy Committee Review:	April 25, 2005
Policy Committee Review:	Sept. 1, 2010
Revised:	March 10, 2014

TEACHING ABOUT RELIGION

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

The board, however, realizes the importance of religion in history, culture, and the arts cannot be ignored and should have a place in education. A distinction will be made, however, between the studies as part of the curriculum and the celebration of religious holidays in a manner that is devotional, or doctrinal, or both. The distinction rests on whether the purpose or effect of such practices is the advancement of religion.

The superintendent will develop administrative regulations that will include guidelines which are in accordance with the philosophy that religion in the schools must be educational in nature, and that the schools must be sensitive to all beliefs.

LEGAL REFS.: SDCL 13-33-9

Adoption Date:	May 14, 1998
Policy Committee Review:	April 25, 2005
Policy Committee Review:	Sept. 1, 2010
Policy Committee Review:	January 29, 2014

CAREER AND TECHNICAL EDUCATION (CTE)

Consistent with its commitment to meet the instructional needs of students, the board recognizes that the goal of CTE is to develop productive citizens. In meeting this goal, it is essential to provide the district's students with necessary decision-making and job-entry level skills.

CTE will be an integral part of the general curriculum in the high school, and also will be provided for post-secondary and adult students. The rules and regulations for carrying out an efficient occupational-vocational program will be in accordance with those established by the State Board of Education. The program will be geared to technological and economic conditions and changes, and, as a core component of comprehensive education, will share with other aspects of the high school curriculum the purpose of development of character and attitudes as well as skills.

In an effort to meet the CTE training needs of regular high school students, adults, post-secondary students, and others identified by their needs, the district may provide programs in the following educational areas:

- 1.) Business and Office Occupations
- 2.) Family and Consumer Science (FACS)
- 3.) Trade and Industrial Tech

Guidance and counseling services will be provided each occupational-vocational student throughout his/her program, and when the time comes for placement in his/her chosen career.

LEGAL REFS.: SDCL 1-45-9; 1-45-10, 13-39.1-1 et seq.
ARSD 61:13:14

CROSS REFS.: LBB, Cooperative Educational Programs

Adoption Date: May 14, 1998
Revised: June 13, 2005
Revised: Oct. 13, 2010
Revised: March 10, 2014

PHYSICAL EDUCATION

The board will attempt to provide every student with an opportunity for wholesome and enriched educational experiences. It is the board's belief that the following basic aims and objectives of the physical education program will contribute to this goal by:

- 1.) Aiding the development of the entire student so that a well-trained mind may function properly in a healthy body.
- 2.) Encouraging student participation in vigorous physical activity while in school and to teach the skills of those activities so that they will have a carry-over value for later activities in everyday life.
- 3.) Increasing appreciation of physical fitness and its importance in regard to good health.
- 4.) Impressing upon students the importance of integrating one's mind, body, and attitude in preparing to face the obligations of a complex society.

Only in rare cases will students be exempt from physical education classes. School personnel have the responsibility for determining the activities appropriate for each student.

Adoption Date:	May 14, 1998
Policy Committee Review:	April 25, 2005
Policy Committee Review:	Sept. 1, 2010
Policy Committee Review:	January 29, 2014

TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO

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

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

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

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

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

CROSS REFS.: JFCH/JFCI, Alcohol and Other Drug Use by Students

Adoption Date:	May 14, 1998
Policy Committee Review:	April 25, 2005
Policy Committee Review:	Sept. 1, 2010
Revised:	March 10, 2014

PROGRAMS FOR CHILDREN WITH DISABILITIES

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

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

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

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

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

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

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

Development of an Individual Education Plan (IEP)

A local placement committee will be comprised of parents, the child when appropriate, the superintendent or his/her designee, a general classroom teacher receiving or referring a child, an educator from the field of special education, and, if necessary, an evaluator to interpret the multidisciplinary data. This committee will be responsible for the identification of children with disabilities, the verification of disability, the design of an individual education program (IEP), and for placement and evaluation procedures. Any committee member may be excused from attending all or part of the IEP meeting if the parent and the school district representative consent in writing to the excusal. All procedures will be in accordance with federal and state requirements.

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

The local placement committees' decision as to the placement of the child on the continuum of the least restrictive placement options will be based on the identified needs of the child. However, the needs of other children in the school will also be considered.

LEGAL REFS.: SDCL 13-27-10; 13-37-1 et seq.
ARSD 24:05:13 through 24:05:35
24:09:02 et seq.

CROSS REFS.: JB, Equal Educational Opportunities
JECB, Admission of Non-Resident Students (Open Enrollment)
JECBA, Admission of Non-Resident Students (Tuition)
LBB, Cooperative Education Programs

Adoption Date: May 14, 1998
Revised: June 13, 2005
Revised: Oct. 13, 2010
Revised: March 10, 2014

File: IGBB

PROGRAMS FOR TALENTED AND GIFTED STUDENTS

Students with superior ability will be given an opportunity for greater educational challenge by means of district programs for the gifted.

Gifted/enrichment students are those who have been identified as being capable of more challenging work than that offered in the general curriculum.

The parent(s)/guardian(s) of any gifted/enrichment student must grant his/her consent as a prerequisite for the student's participation in the program for the gifted.

Included among offerings for gifted/enrichment students may be:

- * Special classes and activities organized for gifted/enrichment students
- * Instruction outside general classes
- * Enrichment in general classes
- * Tutoring and correspondence course
- * Advanced grade or class placement
- * Attendance in college or junior college classes

LEGAL REFS.: SDCL 13-33-14; 13-33-16

Adoption Date: May 14, 1998
Revised: June 13, 2005
Revised: Oct. 13, 2010
Policy Committee Review: January 29, 2014

HOMEBOUND INSTRUCTION

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

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

Upon the recommendation of the building principal or the special services director to the superintendent, either a homebound instructor will be employed, or a classroom teacher will provide instruction after regular school hours with compensation set by the board.

Home instruction will be given only on those days when school is in session. The superintendent's approval is necessary before home instruction can commence.

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

Adoption Date:	May 14, 1998
Policy Committee Review:	May 25, 2005
Policy Committee Review:	Sept. 1, 2010
Policy Committee Review:	January 29, 2014

ALTERNATIVE SCHOOL PROGRAMS

Some students have great difficulty coping with the conventional school program, and as a result, will drop out of school. Some students require more support and direct supervision than is reasonably available in conventional school settings, and some students, along with a highly structured academic experience, require a special focus on life skills and an appropriate vocational involvement.

The board may provide alternative education programs where these needs have been identified, where establishment of such programs is feasible, and where the proposed programs fall within the function normally associated with the public school system.

These alternative educational programs will seek to provide an appropriate academic, social, and vocational experience to aid these young people either to re-enter the regular school system, move into another educational setting, or prepare them for successful employment.

Adoption Date:	May 14, 1998
Policy Committee Review:	May 25, 2005
Policy Committee Review:	Sept. 1, 2010
Revised:	March 10, 2014

EXTENDED INSTRUCTIONAL PROGRAMS

The board recognizes that learning can and does exist beyond the confines of the school walls, and that students may participate in diverse learning programs throughout the school year. Upon recommendation of the superintendent or designee, the board may award credit for promotion and/or graduation through the results of proficiency testing, correspondence courses, life experiences, work experiences, and other informal educational endeavors, including the alternative school or South Dakota Virtual High School. In awarding credit for such programs and experiences, the board will use the following guidelines:

- 1.) That the course be accepted as responsive to the learner's needs.
- 2.) That it be administered by pre-approved and responsible persons or organizations, which meet the standards for accreditation described in state law.
- 3.) That the individual request has the approval of a teacher in the academic area of study, the building principal, and the superintendent or designee.
- 4.) The cost to enroll in any extended or alternative instruction program will be the sole responsibility of the student, their parents or guardians.
- 5.) Criteria for enrollment into an extended or alternative instructional program will be determined by the building principal upon the following factors:
 - a. If there is a scheduling conflict with the student's academic schedule
 - b. If the student has failed the class in the traditional classroom setting.
 - c. If the class is not being offered by the Dakota Valley School District.
6. For general purposes, the student may not enroll in an extended or alternative instructional program to avoid enrolling in a class currently being offered and taught by the Dakota Valley staff.

Adoption Date:	May 14, 1998
Policy Committee Review:	May 25, 2005
Revised:	February, 11, 2008
Policy Committee Review:	Sept. 1, 2010
Revised:	March 10, 2014

SUMMER SCHOOLS

The board will conduct summer sessions as a supplement to the instruction offered during the school year, when funding for such programs is available and the need is established.

In general, no tuition is charged students who are residents of the district; whose need for a summer program has been identified by teachers; and who has been recommended for enrollment in the program to the superintendent by the appropriate building principal. Special activities or programs for which a fee is to be charged may be conducted only with the approval of the board and in compliance with state law.

Teachers for summer sessions will be recruited from the district staff insofar as possible. The board will set summer salaries and make appointments upon the recommendations of the superintendent.

LEGAL REFS.: SDCL 13-33-3

Adoption Date:	May 14, 1998
Policy Committee Review:	May 25, 2005
Revised:	Oct. 13, 2010
Revised:	March 10, 2014

**ADVANCED COLLEGE PLACEMENT
(OPTIONS)**

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, counseling assistance will be given to these students to enroll in advanced courses. Financial/tuition charges will not be the responsibility of the Dakota Valley School District.

Advanced Placement (AP) Courses -

Advanced Placement (AP) courses may be offered by the district provided a sufficient number of students request a particular course and qualify for it, and that a staff member qualified to teach it is available. The school district will provide the textbooks for the class. The student will be responsible to pay for the cost of the AP test.

Dual Credit -

If a particular course is not offered by the district, any student in grades eleven (11) and twelve (12) may enroll in a college-level course offered by an approved nearby college or university, or distance learning system, and may be released from high school attendance for such hours as are required for the college course(s). The student is required to request permission from his/her principal, to enroll in courses, which will apply to high school elective graduation requirements. (Reference: SDCL 13-28-37)

Any student in grades eleven and twelve may enroll in not more than two courses per fall or spring semester which are offered at an institution of higher education or post-secondary vocational/technical education. The student shall obtain the school district's approval for dual credit for the post-secondary course. The Dakota Valley School District is not responsible for any costs involved with attendance at the post-secondary institution by a student enrolled in the district. The student is responsible for any additional fees and costs involved with attending a post-secondary institution in accordance with this section. If a failing grade is received in a post-secondary course under this section, the student receiving the failure is no longer eligible to enroll for post-secondary courses under this section.

- 1.) A maximum of two classes per semester or quarter and a maximum of four classes per school year will be allowed.
- 2.) The principal will evaluate each course, and credit will be granted according to contact hours and outside work assigned to the course.

- 3.) The student may not use the post-secondary class as a substitute for any specific high school graduation requirement.
- 4.) Grades and credits earned will be recorded on the high school transcripts, and calculated into the student's GPA and Class Rank.
- 5.) Any exception to the above policy needs approval of the high school administration and the board of education.

Legal Reference: SDCL 13-28-37

Adoption Date: May 14, 1998

Revised:	November 13, 2000
Policy Committee Review:	May 25, 2005
Policy Committee Review:	Sept. 1, 2010
Policy Committee Review:	January 29, 2014

COCURRICULAR AND EXTRACURRICULAR ACTIVITIES

The board, in the interest of affording the students attending its schools the highest level of educational experience obtainable, believes that student activities are an essential part of deliberate education in the United States. Such activities form a logical adjunct to the required or general curriculum and the elective or special curriculum.

Recognizing that student activities are a legitimate part of the school program, the board has established the following criteria which all student activity programs must meet:

- 1.) Student activities must have educational value for students.
- 2.) Student activities must be in balance with other curricular offerings in the schools.
- 3.) Student activities must be managed in a professional manner.

The following guidelines will govern the student activities programs:

- 1.) Student activities are those school activities that are voluntarily engaged in by students, have the approval of the school administration, and are sponsored by the faculty, and do not carry credit toward promotion or graduation.
- 2.) Each school, under the direction of the principal and professional staff, will have a well-balanced and effectively administered student activity program designed to stimulate student growth and development by supplementing and enriching the curricular activities.
- 3.) Each activity should be designed to contribute directly to the educational, civic, social, ethical, and leadership development of students involved.
- 4.) The student activity program should receive the same attention in terms of philosophy, objectives, social setting, organization, and evaluation that is given the regular school curriculum.
- 5.) Each school will develop definite written guidelines and procedures regulating the creation, organization, administration, and dissolution of student activity programs.
- 6.) The expenses involved in participating in any student activity and in the total program for a school year should be set so that a majority of the students may participate without financial strain.

- 7.) Activities must be open to all students, regardless of race, creed, religion, gender, sexual orientation, national origin, or disabilities.
- 8.) Activities must not place undue burdens upon students, teachers, or schools.
- 9.) Activities should be held on non-school time or at an appropriate designated school time.
- 10.) Activities at any level should be unique, not duplications of others already in operation.

In addition to the above guidelines, Dakota Valley High School will abide by the rules and bylaws of the South Dakota High School Activities Association (SDHSAA). Memberships in the SDHSAA will be renewed annually by approval of the board.

LEGAL REFS: SDCL 13-36-4

Adoption Date:	May 14, 1998
Policy Committee Review:	May 25, 2005
Revised:	Nov. 8, 2010
Policy Committee Review:	January 29, 2014

**STUDENT ORGANIZATIONS
(LIMITED OPEN FORUM)**

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

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

- A.) The meeting will take place during a period of non-instructional time as determined by the administrator.
- B.) The meeting is voluntary and student initiated. The principal must be assured that students are the ones promoting such activities and that they are participating of their own volition. Only students enrolled in the school may request the meetings.
- C.) Employees or agents of the school district do not promote, lead, or participate in such meetings. Principals may assign personnel to supervise these meetings, but this action does not constitute sponsorship by the district of such meetings.
- D.) The presence of school authorities or district employees at any student religious meeting is non-participatory in nature. The presence of school authorities is for the purpose of observation only.
- E.) Non-school persons may not direct, conduct, control, or regularly attend activities of student groups. Visitors to the school must be approved by the principal and clearance obtained prior to the meeting.
- F.) The meeting does not in any way interfere with the conduct of regular instructional activities of the school. Since the education of the students is a prime responsibility of the school, any other activities are secondary, the school may deny facilities to students on the basis that such activities or meetings interfere with the instructional program.
- G.) The meeting is open to all students without regard to race, gender, sexual orientation, religion, disability or national origin.

LEGAL REFS.: Equal Access Act (Title VIII of Public Law 98-377)
SD Policy Reference Manual (December 1990)

Adoption Date: May 14, 1998
Policy Committee Review: May 25, 2005
Revised: Nov. 8, 2010
Policy Committee Review: January 29, 2014

STUDENT PUBLICATIONS

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

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

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

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

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

Distribution of Literature:

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

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

Adoption Date:	May 14, 1998
Policy Committee Review:	May 25, 2005
Policy Committee Review:	September 29, 2010
Policy Committee Review:	January 29, 2014

INTERSCHOLASTIC COMPETITIVE SPORTS / ACTIVITIES

For the purposes of this policy, the following terms will apply:

CATEGORY I:

STATE RECOGNIZED SPORT AND ACTIVITIES:

This category is limited to sports and activities which are recognized and sanctioned by the SDHSAA and sponsored by the Dakota Valley School Board. All sponsored sports and activities must abide by the Constitution, By-Laws and the Athletic Handbook of the SDHSAA as well as the policies and athletic handbook of the Dakota Valley School District. The Dakota Valley School Board will assume total decision making and financial control over the sport or activity which includes, but is not limited to: hiring of coaches and officials, scheduling of contest and events, transportation of teams, purchasing of equipment and supplies and uniforms, maintenance of practice and game fields and courts, meals and lodging (when appropriate).

Students who participate in this category of sports and activities are entitled to receive school awards such as letters, certificates and/or monograms.

CATEGORY II:

SCHOOL SPONSORED SPORT AND ACTIVITIES:

This category is limited to sports and activities, which are conducted with the approval of the Dakota Valley School Board. These sports and activities will be governed by the Policies and Activity Handbook of the Dakota Valley School District. The Dakota Valley School Board will assume total decision making control over the sport or activity which includes, but not limited to: hiring of coaches and officials, scheduling of contest and events, transportation of teams, purchasing of equipment and supplies and uniforms, maintenance of practice and game fields and courts, meals and lodging (when appropriate).

1. Only the financial accounting for these sports / activities will be the sole responsibility of the Dakota Valley School District. The sport/activity, however will not be offered or sponsored by the Dakota Valley School District if, the Dakota Valley School Board determined in its' sole discretion, that sufficient contributions and monies are not available from non-school fund sources to pay for all or a portion of the sports/activities. The district may assist in the financial support of these activities upon approval of the school board.

Students who participate in Category II sports/activities are entitled to receive school awards such as letters, certificates and/or monograms.

2. In order for the school board to consider sponsoring a new Category II sport/activity, the following conditions must be considered:
 - A. There should be documented evidence that a sufficient number of students have expressed interest in participating in the sport or activity.
 - B. There should be appropriate facilities within the district to facilitate the sport or activity.
 - C. There should be documented evidence that adequate competition exist within the geographical region.
 - D. Certified coaches or sponsors are currently available, or certification can be completed prior to the start of any practice session with students.
 - E. Comparable sports/activities opportunities must be available for both boys and girls as to comply with Title IX.

CATEGORY III:

TRANSITIONAL SPORT / ACTIVITY:

This category is limited to sports and activities which are not currently recognized or sanctioned by the SDHSAA but are conducted with the approval of the Dakota Valley School Board. Transitional sports may use the school district name and or mascot and the school facilities, but students who participate in these club sports are not entitled to receive school awards such as letters, certificates and/or monograms and are not under the direction, control or supervision of the Dakota Valley District or Board of Education.

Adoption Date:	May 13, 2002
Policy Committee Review:	May 25, 2005
Revised:	November 8, 2010
Revised:	April 14, 2014

APPLICATION FOR INTERSCHOLASTIC SPORTS/ACTIVITIES SPONSORSHIP

(New student clubs, organizations, sports and activities which wish to be sponsored and/or recognized by the Dakota Valley School Board need to complete the following application form.)

Name of Sport or Activity: _____

Anticipated Starting Date for the Activity: _____

Name of person(s) making the request: _____

Level of School Board Sponsorship Requested (**check one**)

CATEGORY I

- All cost of the sport or activity is to be fully funded by local tax dollars.
- Once approved by the board, annual application is not required

CATEGORY II

- Applications for Category II are required on an annual basis.
- All financial transactions for the sport or activity will be processed through the school district's accounting system. The district will not be responsible to fund the activity. However, sufficient contributions and monies must be deposited with the school district account from non-school fund tax dollars to cover the entire cost of the activity for the season. On a yearly basis, the school board may or may not contribute some financial or "in-kind" support for these activities.
- On a separate page, submit your anticipated revenue & expenditures budget for the sport/activity season to the Business Manager with this application form.
- Number of students enrolled in the sport/activity: _____
- Are there appropriate facilities within the district: YES NO
- Does adequate competition exist within the area: YES NO
- Are certified coaches or sponsors currently available: YES NO
- Does the addition of the activity comply with Title IX: YES NO
- Name of person(s) authorized to make deposits and sign purchase orders to request supplies and equipment: _____
- * Name of Coach or Sponsor: _____
- * Facility Use Requested: _____
- * Dates and Times (Season) of Activity: _____

CATEGORY III

- Applications for Category III are required on an annual basis.
- All financial obligations of the sport or activity will be the sole responsibility of the coach or sponsor.

* Name of Coach or Sponsor: _____

* Facility Use Requested: _____

* Dates and Times of Activity: _____



_____ Approved by Board Action Approval Date: _____

_____ Disapproved by Board Action Rejection Date: _____

(Board President Signature)

(Date)

(Superintendent Signature)

(Date)

Adopted: December 9, 2002
 Policy Committee Review: May 25, 2005
 Revised: November 8, 2010
 Revised: April 14, 2014

STUDENTS PERFORMANCES

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

- 1.) Such performances fit both the aims of the schools and the needs of the students.
- 2.) Such performances are free from the kinds of appeals, and pressures that limit the best development of participants.
- 3.) No student is excluded because of race, religion, gender, sexual orientation, disability, or national origin.

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

Approval for all public performances will be given by the building principal or activities director when the above criteria have been met.

Adoption Date:	May 14, 1998
Policy Committee Review:	May 25, 2005
Revised:	November 8, 2010
Revised:	April 14, 2014

STUDENT FUND-RAISING ACTIVITIES

It is imperative that the administration be made aware of and approve any and all fund-raising projects connected with any organization representing the school. Do not begin such a project until such approval has been given by the building administrator.

Fund-raising projects are a good method of financing our many activities without placing an additional burden on the school budget. However, we must be careful so as not to compete against other groups within the school and community for similar business. In addition, there must be some limits set as to the number of times our community, parents, and students can be asked to give.

CROSS REF.: JL, Solicitations
KI/KJ, Public Solicitations/Advertising in the Schools

REF.: Dakota Valley Staff Handbooks

Adoption Date: January 8, 1996
Reaffirmed: May 14, 1998
Revised: May 9, 2005
Revised: November 8, 2010
Policy Committee Review: March 5, 2014

STUDENT ACTIVITIES FUNDS MANAGEMENT

The board authorizes the establishment and maintenance of a student activity fund for each school which will be the only authorized depository fund for student clubs or organizations. The principal of the school will be responsible for the proper administration of the financial activities of each student activity account in accordance with the provisions of state law and appropriate accounting practices and procedures. All payments made from the student activity fund will have the prior approval of the faculty advisor, the principal, and the business manager.

The annual school district audit will include an audit of student organization funds. Payment for the audit will be made from district funds.

Reserves will be limited to amounts estimated as necessary for the beginning of the following year's operations.

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

All fund-raising projects must be approved in advance by the organization advisor, the principal, and/or the appropriate administrator. This approval will be based upon the intended usage of the funds raised; the nature of the fund-raising activity and the degree to which the proposed activity fulfills the purposes of the organization.

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

LEGAL REFS.: SDCL 13-16-19 through 13-16-21

CROSS REFS.: DIB, Types of Funds

Adoption Date: May 14, 1998
Policy Committee Review: May 25, 2005
Policy Committee Review: September 29, 2010
Revised: April 14, 2014

OPEN GYM POLICY

The general philosophy of the Dakota Valley School Board is that Open Gym Time is reserved for the students of the Dakota Valley School District, under the direct supervision of school district personnel, coaches, or approved volunteers.

All SDHSAA rules must be adhered to at all times.

During the off-season, at the discretion of the Head Coach, graduates of the Dakota Valley School District may be invited back to participate in the Open Gyms.

Students who graduated from schools other than Dakota Valley may not participate in the Open Gyms unless prior approval is granted by the HS Administration.

Head Coaches should make every effort to limit the number of graduated students participating as not to take playing time and court time away from the current Dakota Valley student athletes.

Adopted: May 11, 2015

INTERSCHOLASTIC ATHLETICS

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

All interscholastic programs will require board approval and will operate under the supervision of the activities director, building level principal and the superintendent. Qualified personnel will be assigned to supervise and coach the various sports as needed.

Membership of the district or an individual school in an interscholastic athletic association or league will be subject to approval by the board. The board will review the constitution and bylaws of any such organization, and its rules and regulations for member teams, before granting approval.

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

Eligibility requirements for participating in athletic programs will be set by the school administration with the approval of the board (see Dakota Valley Student/Athlete Activities Handbook) and will conform with regulations of the SDHSAA. They will include the requirements that a student have the written permission of his/her parent or guardian to participate and will have been determined as physically fit for the sport by the school physician or his/her personal physician.

Additionally, all students participating in interscholastic athletics must purchase insurance available through the school, or the parent or guardian must sign a waiver to the effect that such coverage is not necessary.

When the school district supports/sanctions separate male and female teams in the same/similar sports, the students may only participate on their gender specific team.

When the school district supports/sanctions single gender activities/sports, a student may petition the school board to participate on the opposite gender activity/sport only after securing the written permission of their parent/guardian. Permission may or may not be granted by the board, and only on an annual basis.

Home School Student Participation - see File: IGDJ - Participation of Alternative Instruction (Home School) Students.

LEGAL REFS.: SDCL 13-36-4
SDCL 13-27-2; 13-27-3; 13-27-7, 13-27-29
Adoption Date: May 14, 1998
Revised: September 8, 2003
Policy Committee Review: May 25, 2005
Policy Committee Review: September 29, 2010
Revised: April 8, 2013
Policy Committee Review: March 5, 2014

PARTICIPATION OF ALTERNATIVE INSTRUCTION (HOME SCHOOL) STUDENTS

The Dakota Valley School District will permit alternative instruction students; who are documented under SDCL 13-27-3, *Application for Public School Exemption Certificate*, herein referred to as Home School students; to participate in 7-12th grade interscholastic activities under the following conditions.

Nothing in this policy confers any vested right in any Home School student wishing to participate in an interscholastic activity to be selected for competition in such activity.

As a condition of participation, the Home School students in grades 7-8 must be enrolled in, and attend a minimum of four (4) academic class periods per day; Home School students in grades 9-12 must be enrolled in and attend a minimum of four (4) academic classes per semester.

Further, as a condition of participation, the Home School student must fulfill the following conditions:

1. Demonstrate compliance with CHAPTER I.PART IV - *Student Eligibility* and CHAPTER II. PART I - *Further Eligibility Requirements for Athletic Contests*, of the SDHSAA Eligibility Checklist for Alternative Instruction Students. Compliance with this provision must be demonstrated annually within the first thirty (30) days of the start of the school year.
2. Provide documentation for the *Application for Public School Exemption Certificate* (SDCL 13-27-3), and nationally standardized achievement tests in grades tested under the state testing program. Compliance with this provision must be demonstrated annually, within the first thirty (30) days of the start of the school year.
3. Comply with all the District's eligibility requirements for participation in interscholastic activities including all academic requirements. Attendance requirements will apply as outlined above.
4. Any student currently enrolled in any accredited school, who has been declared academically ineligible in any accredited school during the past year may not participate in any SDHSAA event as Home School student for the period of one calendar year (365 days).
5. Any student enrolled in an accredited school, who leaves an accredited school for any reason to enter a Home School program, shall be ineligible for interscholastic competition for a period of one calendar year (365 days), beginning on the date the student enters the alternative program.

6. Satisfy the responsibilities and standards of behavior and performance, including related class or practice requirements, as expected of other student participants as a condition for both the initial acceptance and continued membership in the activity including but not limited to:
 - a. All of the District's training rules and codes of conduct will be applicable.
 - b. In order to be eligible to audition for, and participate in the Region Music Contests, All-State Chorus, All-State Orchestra, or All-State Band, the Home School student must be currently enrolled and attending the District's parallel music organization. *This is identical to the rule that applies to all students attending a SDHSSA member school.*
 - c. A Home School student who is a member of a high school team may not participate in games, practice, tryouts, etc., in that particular sport during the same season on an independent or non-high school team or as a member of any "all-star" team, or completely unattached on an individual basis. *This is the same rule that applies to all students attending a SDHSAA member school.*
 - d. All references to calendar shall refer to a 365 day calendar year.

LEGAL REFS: SDCL 13-27-2; 13-27-3; 13-27-7; 13-27-29
 SDCL 13-36-4; 13-36-7

Adopted: April 8, 2013
Policy Committee Review: March 5, 2014

SDHSAA STATE EVENT GUIDELINES

1. ELIGIBLE PARTICIPANTS:

- a. TEAM QUALIFYING PARTICIPANTS - Students who are currently on the active varsity roster during the region tournament contests will be eligible to travel with the team and participate in the state tournament. This includes players, and cheerleaders.
- b. INDIVIDUALLY QUALIFYING PARTICIPANTS - Students who qualify for the state tournament based upon head-to-head competition, or attaining a qualifying standard are eligible to travel to and participate in the state tournament. Cheerleaders who have been on the active varsity roster during the entire season will also be permitted to travel to the state tournament on the school provided transportation.
- c. NON-PARTICIPATING SUPPORT PERSONNEL - No more than five (5) total student managers, statisticians and/or video personnel may travel with the qualifying team. At the conclusion of the regular season, and prior to the start of the SDHSAA sponsored tournament the Head Coach/Sponsor of the activity must identify to the Activities Director, the names of the student managers, student statisticians, and video personnel who will travel with the team throughout the tournament. Under special circumstances, the coach may request (through the Athletic Director) additional personnel to travel with the team.

2. TRANSPORTATION:

- a. The Activities Director (or designee) will secure transportation for the qualifying teams and will determine the departure time from school.
- b. Student personnel and sponsors are expected to travel to the tournament and return to the school district in school provided vehicles. (see exception below).
- c. Exceptions - A student may return from the tournament with their parents only, provided the parent makes a written request prior to the team's departure from school. At the conclusion of the tournament, the parent must appear in person to the Head Coach (or designee) prior to the student being released to the parent.

3. MEALS:

- a. The school district will provide all student personnel with a per meal allowance of \$ 6.00 per meal as the students travel to the tournament, and for all meals until the students return to the school district.
- b. Coaches and Sponsors meals will be reimbursed at the state-rate (approved at the July School Board meeting).

4. HOTEL ACCOMMODATIONS:

- a. The Activities Director will make all necessary hotel accommodations for the team or individuals who qualify. As much as possible, four (4) student personnel will share a room with two double beds. Coaches' accommodations will be in rooms separate from the students rooms, but in as close proximity as possible to the student rooms in order to adequately supervise the students.
- b. The team or qualifying students will return to the school district immediately after the conclusion of the state tournament, or sooner unless the event is held in a venue that is more than 175 miles from the Dakota Valley School District.
- c. Exceptions to item "b." above may be approved by the Superintendent or designee. Coaches/Sponsors of the activity must submit their request in writing to the Superintendent.

5. COMPLIMENTARY TICKETS:

- a. The number of complimentary tickets issued to the school district by the SDHSAA for state tournaments will be distributed by the school district's activities director in the following order until the tickets are dispersed.
 - i. High School Administration
 - ii. Staff Members supervising student spectators
 - iii. Superintendent
 - iv. Coaches Spouse
 - v. Board Members (if available - in order of longevity on the board)

Dakota Valley students participating in the All-State Choir, All-State Band, and the State One-Act Play are governed by the covenants of Section 2, Section 3, and Section 4 of this policy.

Adoption Date: Oct. 13, 2010
Revised: April 8, 2013; April 14, 2014; December 8, 2014

GROUPING FOR INSTRUCTION

The school district will group students in order to increase the effectiveness of each teacher and to make it possible for the teacher to individualize instruction by narrowing the range of students needs within a particular class. Assignment of students to classes should be done on the basis of what is best for the individual students. Students will be assigned to class groups and sections in a manner that will best promote their general growth and development, as well as their intellectual achievement.

Good administration takes into account the importance of parental understanding and acceptance of the grouping procedure used in the school. The school principal should cooperate with parents and teachers and other staff members in the most effective placement of students in classes. The assignment of classes to teachers is the responsibility of the principal working in cooperation with the superintendent and the teachers concerned.

New instructional arrangements will be reported to the board, used on a trial basis, and evaluated before being instituted on a wide or permanent basis.

Adoption Date:	May 14, 1998
Policy Committee Review:	May 25, 2005
Revised:	November 8, 2010
Policy Committee Review:	March 5, 2014

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 students, as well as the type of learning activity involved.

Adoption Date:	May 14, 1998
Policy Committee Review:	May 25, 2005
Revised:	November 8, 2010
Policy Committee Review:	March 5, 2014

SCHEDULING FOR INSTRUCTION

A primary function of a classroom program is to promote the most effective use of time available. It will be the principal's responsibility to see that a satisfactory instructional program is scheduled for each student in his/her school building. It should also provide for the best use of a student's time in relationship to his/her goals, and within the framework of practicable school operation.

LEGAL REFS.: ARSD 24:03:06:15

Adoption Date: May 14, 1998
Policy Committee Review: May 25, 2005
Revised: November 8, 2010
Policy Committee Review: March 5, 2014

TEACHER ASSISTANCE TEAM

The function of the Dakota Valley Teacher Assistance Team (TAT) is to help teachers plan and implement interventions for students who are not successful in the classroom. The goal of the TAT is to obtain more efficient and effective delivery of various options and interventions to students by placing the initiative for action squarely in the hands of classroom teachers. The TAT functions as a day-to-day problem-solving unit for teachers within a particular building. The concept has great applicability to the problems of individualizing instruction for students.

The Dakota Valley School District will have a Teacher Assistance Team (TAT) for each building. Each TAT will consist of the building principal or designee, the referring teacher, a classroom teacher, a special education teacher, and other staff considered necessary by the district.

Teacher Assistance Teams may not be used to supplant the process of referral to, or implementation of, special education.

LEGAL REFS.: ARSD 24:03:05:12
SDCL 13-37-14.1

Adopted On: April 19, 1993
Reaffirmed: May 14, 1998
Policy Committee Review: May 25, 2005
Revised: November 8, 2010
Policy Committee Review: March 5, 2014

INSTRUCTIONAL MATERIALS

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

The task of selecting instructional materials and programs will be delegated to the professional staff of the school system. Because instructional programs and materials are of great importance, only those that meet the following criteria will be approved by the board:

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

CROSS REFS.: KLB, Public Complaints About the Curriculum
or Instructional Materials

Adoption Date:	May 14, 1998
Policy Committee Review:	August 31, 2005
Revised:	November 8, 2010
Revised:	May 12, 2014

TEXTBOOK SELECTION AND ADOPTION

The board will officially adopt textbooks and textbook programs for use in the district schools upon the recommendation of the superintendent. The term textbook in this context, may also refer to district-wide software programs, and on-line material.

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

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

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

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

The curriculum committee will be responsible to research and analyze the content of a variety of textbooks or instructional material. Prior to the adoption any new textbook series, the curriculum committee members will complete a textbook adoption survey/rubric which may be developed locally by the curriculum committee and curriculum director.

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

- 1.) The needs of all learners, including at-risk students and the exceptionally able, must be provided for.
- 2.) Insofar as possible, multi-ethnic materials which depict a pluralistic society should be selected.
- 3.) Attention should be given to gender roles depicted in the materials.
- 4.) The textbook or textbook program should lead the student and teacher beyond the textbook into a wide variety of other materials and educational experiences.

- 5.) If the textbook deals with problems and issues of our times, it should present and encourage examination of all points of view.
- 6.) Because textbooks are selected for several years' use, special attention shall also be given to their physical characteristics, durability, format, and price.

LEGAL REFS.: SDCL 18-34-11
CROSS REFS.: KLB, Public Complaints About the Curriculum or Instructional
Materials

Adoption Date: May 14, 1998
Revised: October 10, 2005
Revised: November 8, 2010
Revised: May 12, 2014

LIBRARY MATERIALS SELECTION AND ADOPTION

The school board endorses the School Library Bill of Rights, as adopted by the American Library Association, and provides the following interpretation; which asserts that the responsibility of the school library is to:

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

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

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

CROSS REFS.: KH, Public Gifts to Schools
KLB, Public Complaints About the Curriculum
or Instructional Materials

Adoption Date: May 14, 1998
Policy Committee Review: August 31, 2005
Policy Committee Review: September 29, 2010
Revised: May 12, 2014

POLICY ON SELECTION OF MATERIALS FOR SCHOOLS

SELECTION PERSONNEL

Materials for school libraries should be selected by professional personnel in accordance with the needs of administration, faculty, students and parents. Final decision on purchase should rest with professional personnel in accordance with the formally adopted policy.

OBJECTIVES OF SELECTION

The primary objective of a school library is to implement, enrich and support the educational program of the school. Other objectives are concerned with:

- * The development of reading skills, literary taste, discrimination in choice of materials
- * Instruction in the use of books and libraries
- * Creating a passion for reading and life-long learning

The school library should contribute to development of the social, intellectual and spiritual values of the students.

CRITERIA FOR SELECTION

- 1.) Needs of the individual school -
 - a.) based on knowledge of the curriculum
 - b.) based on requests from administration, teachers, and students
- 2.) Needs of the individual student -
 - a.) based on knowledge of children and youth
 - b.) based on requests from administration, teachers, and students
- 3.) Provision of a wide range of materials on all levels of difficulty, with a diversity of appeal and presentation of different points of view

In formulating our policy, we considered these subjects which have been topics of criticism: Religion, Ideologies, Sex, and Science.

- 1.) Religion - factual, unbiased materials which represent all major religions should be included in the library collection.
- 2.) Ideologies - the library should, without making any effort to sway the reader's judgment, make available basic factual information on the level of its reading public, on any ideology or philosophy which exerts a strong force, either favorably or unfavorably or in government, current events, politics, education or any other phase of life.

- 3.) Sex - Materials presenting sexual content will be subject to a stern test of literacy merit and reality by the Librarian, who takes into consideration the age and appropriateness for school library patrons.
- 4.) Science - Factual and scientific material of an educational nature on the level of the reading public will be included in the library collection.

CHALLENGED MATERIALS

When citizens have concerns about particular courses or instructional materials. The school board has developed a procedure to be followed, and it can be found in Policy KFA (Public Complaints about the Curriculum **or Instructional Materials**)

Adoption Date:	May 14, 1998
Policy Committee Review:	August 31, 2005
Revised:	November 8, 2010
Revised:	May 12, 2014

REQUEST FOR RECONSIDERATION OF A BOOK OR INSTRUCTIONAL MATERIAL

Prior to the completion of this form, please refer to Policy KLB – Public Complaints about the Curriculum or Instructional Material.

FORMAT: Book _____ Periodical _____ Other (name format) _____

TITLE: _____ AUTHOR: _____

PUBLISHER (if known): _____

Name: _____ Date: _____

Address: _____ Email: _____

City/State/Zip: _____

Home Phone: _____ Cell: _____ Work: _____

Do you Represent: [] Yourself [] An Organization [] Other Group

(Name of Organization or Group _____)

1. Did you read/review the entire material? If not, what parts did you read/review? _____

2. To what in the material do you object? Please be specific and cite page references. _____

3. Why do you find this material objectionable for students? _____

4. What do you believe is the theme of this material? _____

5. What do you feel might be the results of reading this book or instructional material? _____

6. Who do you believe is the intended audience for this material? _____

7. Are you aware of any professional reviews of this work? If so, please cite reviews. _____

8. What action would you like the district to take regarding this material? _____

9. Is there anything of value in this material? _____

10. What would you recommend for a replacement for this material? _____

NOTE: TO BE A VALID REQUEST FOR CONSIDERATION, THIS FORM MUST BE SIGNED

NAME: _____

DATE: _____

Adoption Date: May 14, 1998
Revised: October 10, 2005
Revised: November 8, 2010
Revised: XXX, 2014

EDUCATIONAL PARA-PROFESSIONALS

In approving the employment of instructional or educational para-professionals in the schools, the board believes that their services will permit:

- 1.) Teachers more time to devote to actual instruction;
- 2.) More effective grouping for instructional purposes;
- 3.) Greater individualized attention for meeting pupil needs;
- 4.) More effective group instruction.

The use of instructional para-professionals will be individually determined and will require a recommendation from the appropriate school building administrator and approval by the superintendent and school board.

CROSS REFS.: GDA, Support Staff Positions

Adoption Date: May 14, 1998
Revised: October 10, 2005
Revised: December 13, 2010
Revised: May 12, 2014

SCHOOL LIBRARIES

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

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

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

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

LEGAL REFS.: SDCL 13-1-31

Adoption Date:	May 14, 1998
Policy Committee Review:	August 31, 2005
Policy Committee Review:	October 27, 2010
Policy Committee Review:	April 2, 2014

INSTRUCTIONAL MULTIMEDIA

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

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

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

Adoption Date:	May 14, 1998
Policy Committee Review:	August 31, 2005
Revised:	December 13, 2010
Revised:	May 12, 2014

COMMUNITY RESOURCE PERSONS

The board holds that freedom to learn is as desirable a freedom as freedom of speech, press, and assembly. One goal of education is to prepare our students to participate constructively in a democratic, pluralistic society, a society in which many differing opinions are held and differing causes are espoused. It is important that students develop an understanding of ideas and of people who may seem alien to them. It is also important that they develop judgment, a capacity to discern the difference between fact and opinion, and to weigh arguments, slogans, and appeals. Books, films, and other media are valuable for giving students exposure to many differing ideas; but for the effective learning it is also useful to invite appropriate persons not on the district educational staff to speak to or to meet with groups of students as part of the educational process.

In an effort to uphold the students' freedom to learn while also recognizing obligations which the exercise of freedom entails, the board has established the following guidelines:

- 1.) All resource persons must be approved by the building principal prior to the invitation.
- 2.) Teachers/sponsors should encourage the use of resource persons representing various approaches or points of view on a given topic in order to afford the students a more comprehensive understanding of it.
- 3.) The ideas presented and the resource person invited to present them shall have a demonstrable relation to the curricular or co-curricular activity in which the participating students are involved.
- 4.) The Community Resource Person should know that the following regulations will be enforced:
 - a.) Profanity, vulgarity, and lewd comments are prohibited.
 - b.) The teacher/sponsor responsible for inviting the resource person, or any member of the school administration, has the right and duty to interrupt or suspend any proceedings if the conduct of the resource person is judged to be in poor taste or endangering the health and safety of students and staff.

Adoption Date:	May 14, 1998
Revised:	October 10, 2005
Revised:	December 13, 2010
Policy Committee Review:	April 2, 2014

SCHOOL VOLUNTEERS

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

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

A volunteer is a person who works on an occasional or regular basis at school sites or other educational facilities to support the efforts of professional personnel. Such an adult volunteer worker will serve in that capacity without compensation or employee benefits of any type, except for Workers' Compensation as per SDCL 62-1-5.1. Volunteers who work with students on a regular basis during the school day, and/or volunteers who assist with extra-curricular activities should be entered into official school board minutes.

Volunteer coaches will be also expected to follow the same regulations that have been established for the employment of teachers in regard to SDCL 13-10-12. Volunteer coaches will be required to submit to a criminal background check prior to the start of the specific athletic season in which they wish to volunteer. Volunteer coaches will be authorized to coach provided no disqualifying report is received as a result of the criminal background investigation.

Volunteers will work with students under the immediate supervision and direction of a certificated person.

Volunteers are expected to comply with all rules and regulations set forth by the district.

Volunteers are immune from civil liability when acting in good faith and within scope of individual's function and duties for the school district, SDCL 47-23-29.

LEGAL REFS.: SDCL 62-1-5.1, 47-23-29

Adopted On:	December 16, 1992
Reaffirmed:	May 14, 1998
Policy Committee Review:	August 31, 2005
Revised:	June 9, 2008
Revised:	December 13, 2010
Revised:	September 8, 2014

GUIDANCE PROGRAM

A comprehensive guidance and counseling program will be an integral component of the K-12 curriculum in preparing students to make informed and responsible decisions for today's world.

The major objective of the guidance and counseling program is to help each student utilize his/her educational opportunities to achieve a socially connected, contributing and successful life.

The program will be directed toward ensuring that students make successful transitions and acquire essential attitudes, skills, and knowledge by:

- Providing a curriculum for student instruction based primarily upon student needs;
- Containing student competencies which address the skills necessary for a person to function effectively in today's world;
- Striving for educational excellence through individual excellence;
- Being an integral part of the student's total educational experience;
- Involving parents;
- Collaborating with faculty, administrators, and other school personnel.

The program will provide assistance to students in making informed and responsible decisions in academic development, career development and personal/social development.

Adoption Date:	May 14, 1998
Policy Committee Review:	August 31, 2005
Revised:	December 13, 2010
Policy Committee Review:	June 11, 2014

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 is 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/her knowledge of subject areas.

In fairness to each student, achievement will be judged by assessing his/her work in relation to his/her own progress, and also in terms of his/her degree of mastery of the curriculum benchmarks and objectives in relation to his/her peer group.

Adoption Date:	May 14, 1998
Policy Committee Review:	August 31, 2005
Policy Committee Review:	October 27, 2010
Policy Committee Review:	June 11, 2014

PROMOTION AND RETENTION OF STUDENTS

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

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

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

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

Although teachers may recommend retention, all retentions (as well as promotions) will be assigned by the school principals. Teachers, in recommending retentions and principals in assigning them, will give reasons why they feel the student should repeat.

The superintendent must approve a second retention assigned to any student.

LEGAL REFS.: SDCL 13-1-12, 13-27-1 (K not required)

Adoption Date:	May 14, 1998
Revised:	October 10, 2005
Policy Committee Review:	October 27, 2010
Revised:	August 11, 2014

TEACHER GUIDELINES FOR STUDENT RETENTION

If it appears that any child might be a candidate for retention, follow the procedures below:

- 1.) The building principal will convene a meeting with the classroom teacher along with members of the building TAT team, the Special Services Department (if necessary) and the guidance counselor.
- 2.) The classroom teacher should speak to the parents/guardians immediately, but no later than at the fall conference about the child having difficulty in class. Don't speak directly about retention unless necessary.
- 3.) The classroom teacher should continue to evaluate the situation. If problems persist, inform your building administrator, and arrange for a personal conference with the parents/guardians.
- 4.) At spring conferences, teachers should continue to speak directly to the parent/guardian concerning this situation. Make it clear that retention might happen.
- 5.) By the end of April, the teacher should have another personal conference with the parent/guardian to discuss specific details about retention. The teacher should confer with the principal and/or the Special Services Director about sitting in on this conference.
- 6.) Sometime in May, have the parent sign a document to support/oppose retention.
- 7.) The principal, with the input of the teachers and the Special Services Director (when requested), will make the final decision regarding retention or promotion. The parents/guardians may appeal this to the superintendent of schools or the board of education if they oppose the decision.
- 8.) Document your efforts. Keep copies of all letters, summarize and date all phone calls or personal conversations. Make a copy of your May letter to parents/guardians recording whether or not they returned the form.

Adoption Date:	May 14, 1998
Revised:	October 10, 2005
Revised:	December 13, 2010
Policy Committee Review:	June 11, 2014

GRADUATION REQUIREMENTS

Graduates of the Dakota Valley School District will be expected to meet or exceed the graduation requirements as required by the South Dakota Department of Education. The specific graduation requirements can be found in the High School Student Handbook.

General Information:

Only ninth (9th) grade through twelfth (12th) grade courses will be accepted at the senior high school to meet graduation requirements.

Students will be allowed the option of completing high school in less than four (4) years. Students must submit a written request to the principal on the district provided form which will be submitted to the school board for approval.

Contingent upon the principal's approval, credits may be earned through correspondence or independent study from recognized and accredited institutions, and when required, those institutions must also be approved by the state department of education.

The principal shall be responsible for evaluating the transcript of each transferred student to determine graduation eligibility. One (1) unit of credit is awarded for the successful completion of a yearlong course. One-half (1/2) unit of credit will be awarded for the successful completion of a semester long course.

Graduation:

Graduation from Dakota Valley High School implies that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve, and that they have satisfactorily passed any examinations and other requirements set by the faculty.

The building administrator will arrange each spring for appropriate awards and recognition programs and graduation exercises. There will be no formal graduation exercises for elementary and junior high schools.

Graduation for Students From an Alternative School Background:

A student whose previous high school enrollment has been entirely in non-accredited schools or in alternative instruction pursuant to SDCL 13-27-3 may receive a high school diploma from the Dakota Valley Public Schools only if that student has met all graduation requirements of the school district as determined by following Policy JECD ("Admission of Transfers from Non-Accredited Schools") and has been enrolled as a full-time student in Dakota Valley High School for the full senior year.

Legal Reference: SDCL 24:03:06:05:01

Adopted: December 13, 1993; Reaffirmed: May 14, 1998
Revised: February 11, 2002; October 10, 2005
Revised: December 13, 2011; August 11, 2014

SEPARATION

SEPARATION FROM SCHOOL -

Separation from the schools of the district implies that students have left before completion of the prescribed course of study. Separation may be classified into categories: transfer to another school system, (public, non-public, or home school), and withdrawal from attendance at any school (dropouts).

Efforts shall be made in the case of permanent withdrawals from school (dropouts) to ascertain reason(s) for leaving and future plans. The handling of dropouts should be governed by the philosophy that while the student has terminated school contact, the school's obligation to the student has not ceased.

CROSS REFS.: JECD, Admission of Transfers from Non-Accredited Schools

Adoption Date:	May 14, 1998
Revised:	October 10, 2005
Policy Committee Review:	November 24, 2010
Policy Committee Review:	June 11, 2014

TESTING PROGRAMS

The board believes that a program of group testing can provide a meaningful source of information about the curriculum and overall student achievement. The board, therefore, authorizes a program of group testing to help accomplish the following objectives:

- 1.) To evaluate strengths and weaknesses of the current curriculum and instruction to identify areas needing change.
- 2.) To compare achievement of district students with themselves and with students nationally as one means to evaluate student growth.
- 3.) To provide a degree of diagnostic instructional information to teachers about the group(s) of students they work with.
- 4.) To provide general information about a student's probable attitude for school-related tasks.
- 5.) To provide one basis for longitudinal study of student achievement.

Information gained through the use of group tests will be used to design educational opportunities for students to better meet their individual and collective needs. The board views such information gathering as a primary function of the public schools. Therefore, individual permission of parents/guardians will not be required for the administration of these group tests.

The board recognizes that all tests provide only a limited source of information about an individual student. Information drawn from group tests will therefore be used only in conjunction with all other information known about a student in advising the student or assisting the student in improving his/her work.

Records of the results of group tests shall be maintained in accordance with the board's policy on student records.

Schools shall administer an achievement testing program for all pupils in accordance with state and federal regulations.

Adoption Date:	May 14, 1998
Revised:	October 10, 2005
Policy Committee Review:	October 27, 2010
Policy Committee Review:	June 11, 2014

EVALUATION OF INSTRUCTIONAL PROGRAMS

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

Elements of this evaluation may include:

- 1.) Testing programs such as nationally standardized 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; and,
- 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 or designee.

CROSS REF.: IFB, Pilot Projects

Adoption Date:	May 14, 1998
Policy Committee Review:	August 31, 2005
Revised:	December 13, 2010
Policy Committee Review:	June 11, 2014

TEACHING ABOUT CONTROVERSIAL ISSUES

Training for effective citizenship is accepted as one of the major goals of the district's schools. The instructional program developed to achieve this purpose properly places great emphasis upon teaching about our American heritage, respect for our established institutions, the rights and privileges we enjoy as citizens, and citizenship responsibilities.

To enable students to learn how to become effective citizens, the public schools have an obligation to prepare them for intelligent and conscientious participation in a democratic social order. Such participation requires that students have the opportunity to become cognizant of public issues; to learn the skills of analyzing current problems and arguments; to distinguish between fact and opinion; to gather and organize pertinent facts; and to respect the opinions of others. The schools have the additional responsibility of providing students the opportunity to identify, form, and express their own opinions on controversial issues.

Teachers will use the following guidelines for selection and study of controversial issues in the classroom:

- 1.) The topic and method used in its study should contribute toward helping students develop techniques for examining other controversial issues.
- 2.) The issue should be appropriate to the maturity level background of the students in the class.
- 3.) The issue should be related to the course content and help achieve course objectives.
- 4.) A balanced and fair presentation of the issue should be presented.

Teachers desiring to bring resource people into the class to discuss a particular viewpoint on a controversial issue must first obtain permission from the building principal. Care must be taken by the teacher not to expose any one viewpoint as more acceptable than others.

CROSS REF.: IB, Academic Freedom

Adoption Date:	May 14, 1998
Policy Committee Review:	August 31, 2005
Revised:	December 13, 2010
Policy Committee Review:	June 11, 2014

PATRIOTIC EXERCISES/FLAG DISPLAYS

The Dakota Valley School District encourages patriotism.

The American flag will be flown from the mast at each school every day that school is in session.

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

Pursuant to SDCL 13-24-17.2 - the pledge of allegiance will be recited on a daily basis in all buildings.

LEGAL REFS.: SDCL 13-24-17, 13-33-5, 13-33-6, 13-33-8

CROSS REFS.: IGAA, Citizenship Education

Adoption Date: May 14, 1998
Revised: October 10, 2005
Policy Committee Review: October 27, 2010
Revised: August 11, 2014

CLASS INTERRUPTIONS

It will be the responsibility of the building principals to keep classroom interruptions for telephone calls, salespersons, or visitors at a minimum, unless it is an emergency. Secretaries should not interrupt the classroom setting unless authorized by the building principal.

Adoption Date:	May 14, 1998
Policy Committee Review:	August 31, 2005
Policy Committee Review:	October 27, 2010
Policy Committee Review:	June 11, 2014