

## **SECTION I**

## **INSTRUCTION**

Section I provides a repository for statements on the instructional program: basic programs, special programs, activities programs, instructional resources, and academic achievement.

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## **ACADEMIC FREEDOM**

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

The board believes however, that academic freedom also carries with it academic responsibility, which is determined by the basic ideals, goals, and institutions of the local community as they are expressed in the 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 the intellectual grasp of students will be taken into account.

## **CURRICULUM DEVELOPMENT**

CURRICULUM CONSISTS OF ALL THE SKILLS, CONCEPTS, AND LEARNING EXPERIENCES WITHIN THE SCHOOL.

While the State Board of Education articulates the broad goals of curriculum, the local board recognizes its responsibility, through the district supervisory officials, to formulate local programs that are within the rationale of the state policy and at the same time reflect local needs and priorities.

The board recognizes that its primary purpose is to provide an educational program that fulfills the needs of the students served within the district. It believes that an up-to-date, effective curriculum is necessary, and supports and encourages the certified staff to evaluate, investigate, develop, and improve the curriculum. The board will consider the recommendations of the staff and may authorize the establishment of task forces to work on curriculum areas. It supports public participation and will be receptive to the desires of parents in considering curriculum development or change.

The curriculum will be established and maintained in conformity with the following general principles:

1. It shall include all courses recommended by the South Dakota Division of Education.
2. It shall be consistent with the stated mission of Wall School District 51-5.
3. It shall adequately provide each student with the basic skills of reading, writing, oral communication, and basic mathematics. In addition, it shall include opportunities for developing skills and abilities in the fine arts, physical education, natural sciences, and social sciences.
4. It shall provide for a wide range of individual differences in abilities, needs, and interests and shall include 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.

The board will hear periodic reports on district programs and on-going curriculum study and revision.

The ultimate responsibility for the educational program and the adoption of educational materials resides with the board.

## **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 board authorizes the superintendent and the principals to organize curriculum advisory committees, which shall include administrators, teachers, and community members to periodically review the curriculum and advise the board on curriculum modification. The board may appoint advisory personnel and/or ad hoc board committees to join with administration and staff in considering curriculum modification.

The superintendent may recommend new programs and changes in courses of study after the programs and changes have been thoroughly studied and found to support educational goals. However, changes shall not be made prior to board approval.

The board will be informed about all aspects of the curriculum so that it can establish policy and provide resources necessary to implement the instructional program. The board will be informed of all new courses and substantive revisions in curriculum. It will receive reports on changes under consideration and a periodic report on programs and courses offered in the schools.

The board's acceptance of these periodic reports will constitute its official adoption of the curriculum.

## **HONORS CLASSES CRITERIA**

The Wall School District will offer honor's classes when they meet the following criteria:

- Recommended by high school principal.
  - Approved by committee of honors class instructors and guidance counselor.
  - Ratified by the Board of Education.
1. Subject matter will be presented at a college level utilizing college instructional materials.
  2. Instructor will employ Bloom's Taxonomy levels 3, 4, and 5 in facilitating the class.
    - Analysis
    - Synthesis
    - Evaluation
  3. Grading frequency will be similar to that of a college class in the same subject matter.
  4. Grading scale will be comparable to that of a college level class.
  5. Tests will contain at least one essay question that will require the student to demonstrate analysis, synthesis, and evaluation. The student will be expected to have strong writing skills.
  6. Students receiving grades of A or B will receive an extra point. Ex: A=5 points, B= 4 points.
  7. Only state certified instructors will be approved to teach honors classes. Documentation of certification will be provided to the committee.
  8. Students desiring admission in honors classes must receive approval from the instructor. Admission will be based on past performance and student's motivation.

**OUT-OF-STATE MEETINGS AND NON-SCHOOL ACTIVITIES**

The board will approve student attendance at out-of-state regional and national conventions with the following limitations:

- a. Representatives are encouraged to attend such meetings and conventions in selected years, rather than annually.
- bc. Student expenses will be paid by the sponsoring organization or parents.

The district will not provide financial support for student non-school activities, such as athletic camps, drill team camps, etc. A school vehicle may be used if the requested vehicle is available and the gas paid for by the organization or school activity using the approved vehicle.

(Updated 09/01/2010)

## **CO-CURRICULAR ACTIVITIES**

The board will approve co-curricular activities designed to stimulate student growth and supplement and enrich the established curriculum.

The superintendent, in consultation with the activities director, will advised the board concerning the conduct of the activities program and will make recommendations for changes.



## **STUDENT FUND-RAISING ACTIVITIES**

The organization advisor and the principal or activities director must approve all fund-raising projects in advance. 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.

All payments made from the student activity fund will have the prior approval of the faculty advisor and of the principal or activities director.

## **PARTICIPATION OF ALTERNATIVE INSTRUCTION STUDENTS**

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

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

1. Demonstrate compliance with CHAPTER I, PART IV – Student Eligibility and CHAPTER II, PART I –Further Eligibility Requirement for Athletic Contests of the SDHSAA BYLAWS (as applicable) by submitting the SDHSAA Eligibility Checklist for Alternative Instruction Students.
2. Provide documentation of the SDCL 13-27-3 APPLICATION FOR PUBLIC SCHOOL EXEMPTION CERTIFICATE REQUEST and nationally standardized achievement tests in grades tested under the state testing program.
3. Comply with all the District’s eligibility requirements with the exception of attendance requirements. Scholastic/academic eligibility shall be verified per the District’s administrative policy following the same procedure used to accept credits towards graduation when an alternative instruction student requests a transfer to the district.
4. Any student, who was unable to maintain academic eligibility in an accredited school, shall be ineligible to participate as an alternative instruction student for a period of one year. After one year the student may regain eligibility per the District’s administrative policy.
5. Satisfy the responsibilities and standards of behavior and performance, including related class or practice requirements, as expected of other student participants as a condition for both the initial acceptance and continued membership in the activity including but not limited to:
  - a. All the District training rules and codes of conduct will be applicable.
  - b. In order to be eligible to audition for and participate in Region Music Contests, All-State Chorus, All-State Orchestra or All-State Band, the student must be currently enrolled and attending the District’s parallel musical organization (if one exists) i.e. vocal music instrumental music, orchestra.
  - c. A student who is a member of a high school team may not participate in games, practice, tryouts, etc. in that particular sport during the same season on an independent or non-high school team or as a member of an “all-star” team, or completely unattached on an individual basis.
  - d. All references to calendar shall refer to the District’s calendar.
6. A student who leaves an accredited school for any reason to enter an alternative instruction program, shall be ineligible for interscholastic competition for a period of one year, beginning on the date the student enters the alternative instruction program.

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

(Completed on an Annual Basis)

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

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

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

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

**Additional Athletic Eligibility Rules**

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

**Additional Fine Arts Eligibility Rules**

- \_\_\_\_\_ is currently enrolled and attending the local school's parallel musical organization

prior to auditioning and/or participating in Region Music Contests, All-State Chorus, All-State Orchestra or All-State Band. If a student tries out for and makes an All-State event, after which the student quits the high school music organization, the student is not eligible to perform in the All-State event for he/she is no longer actively involved in the local school's music group.

## ALTERNATIVE INSTRUCTION COMPLIANCE

Student:

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

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

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

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

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

\_\_\_\_\_ Date of Transfer:\_\_\_\_\_). This is allowed one time during the four years of eligibility. If this occurs at the beginning of the school year, the student would become eligible immediately. If the transfer occurs after

the

first day of school, the student would become eligible following 45 school days. This is applicable to the initial transfer only. Any subsequent transfer results in ineligibility for one year from the date of transfer. We verify that we are in compliance with Chapter I, Part IV, Section 2 of the SDHSAA Constitution and By-Laws and SDCL 13-27-3 rules and regulations. Furthermore, we acknowledge and accept that fulfillment of the same responsibilities and standards of behavior and performance, including related class or practice requirements, as other students, participating in the interscholastic activity is a condition of participation.

\_\_\_\_\_  
Signature of parent/guardian

\_\_\_\_\_  
Signature of student

I verify that to the best of my knowledge \_\_\_\_\_ has  
Complied in all respects with the conditions of SDCL 13-27-3 and Chapter I, Part IV,  
Section 2 of the SDHSAA Constitution and By-Laws, and that he/she has received  
permission from our school to participate in interscholastic activities at this high school  
and will be added to the SDHSAA annual eligibility report.

\_\_\_\_\_  
High School Principal

\_\_\_\_\_  
Athletic/Activities Director

Board Approved Updates 8/9/04

**File: IGE**

### **COMMUNITY EDUCATION PROGRAM**

The board recognizes that education is a life-long process. The board also recognizes that it has an educational responsibility to the entire community. Accordingly, community education courses may be provided.

The superintendent will administer the community education program.

**File: IGEB**

**HONOARY HIGH SCHOOL DIPLOMAS FOR WWII , KOREAN & VIETNAM  
VETERANS**

The Board recognizes the contributions and sacrifices made on behalf of our state and nation by a VETERAN'S service during the period December 7, 1941 to September 2, 1945, inclusive, or during the period June 25, 1950, to July 31, 1953, inclusive. Accordingly the Board will award an Honorary High School Diploma to those qualifying veterans who apply and have a completed EXHIBIT IGEB-E.

The superintendent will administer the Honorary High School Diploma program.

**WWII, Korean & Vietnam Veterans Application for A High School Diploma**

Veteran's Last Name in Service: \_\_\_\_\_ Veteran's First Name: \_\_\_\_\_ Veteran's Middle Name: \_\_\_\_\_

(If the veteran served in the military under a different name, enter that information below.)

Veteran's Last Name: \_\_\_\_\_ Veteran's First Name: \_\_\_\_\_ Veteran's Middle Name: \_\_\_\_\_

Year Veteran Entered Military Service \_\_\_\_\_ Year Veteran Was Discharged \_\_\_\_\_

Veteran's address at the time of entry in to military service: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Veteran's Current Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name and address of South Dakota High School District the veteran selected to award the Honorary High School Diploma: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Applicant: \_\_\_\_\_ Date: \_\_\_\_\_

This section to be completed only by a Veterans Service Officer. "I have reviewed the discharge record which accompanied this application and hereby verify that the veteran is/was an honorably discharged World War II or Korean Conflict Veteran."

Signature of CVSO: \_\_\_\_\_ Date: \_\_\_\_\_

Mail completed application, after detaching the copy of veteran's honorable discharge record to the high school from which the applicant wishes to receive a diploma.

## **SELECTION OF INSTRUCTIONAL MATERIALS**

### **POLICY STATEMENT**

The legal responsibility and final authority for the choice of textbooks and other instructional materials to be used in the schools is vested in the school board.

Professional staff shall have predominant choice in the selection and use of instructional materials since the materials must be judged in terms of their use in conformance with philosophy and instructional goals of the district.

The right of parents to restrict instructional materials used by their children when the materials involve religious or moral issues will be respected; however, this right shall not extend to the imposition of the personal preference of an individual or of a minority upon all members of a particular class or upon members of the community.

### **PROCEDURE FOR THE SELECTION OF INSTRUCTIONAL MATERIALS**

The following guidelines for the selection of instructional materials shall be observed.

#### **I. NEED**

The administration and the professional staff determine the need for selecting instructional materials when existing materials are determined to be worn out, outdated, inaccurate, socially unfair, inappropriate in content, inappropriate for reading level, or inappropriate for other reasons.

#### **II. COMMITTEE ORGANIZATION**

The administrator of the level selecting materials shall appoint a committee consisting of subject matter or grade level teachers. When appropriate, the administrator may also appoint parents, students, or other resource persons. If administrators and board members wish to be included in the deliberations, they shall become members of the committee.

#### **III. COMMITTEE RESPONSIBILITIES**

- A. Establish time frame.
- B. Review purpose and scope of the selection task.
- C. Review curriculum objectives.
- D. Select or develop evaluation instruments.
- E. Evaluate a variety of materials for grade level appropriateness, social fairness, content, and physical qualities.
- F. Prepare a summary statement along with a recommendation for the adoption of selected materials.



- G. Submit recommendation through appropriate administrator to the superintendent for presentation to the school board.
- H. Display recommended materials for public reaction. This procedure is for the purpose of considering opinions of school district residents who are directly involved in the selection process.

#### IV. BOARD DECISION

The school board will review public reactions and will act upon committee recommendations.

#### V. SELECTION OF ALTERNATIVE MATERIALS

If the board does not accept the committee recommendation, the original committee will be apprised of the decision and will reconvene to select alternative materials, according to the prescribed procedure.

#### VI. RE-EVALUATION

Instructional materials should be evaluated continuously and systematically, but re-evaluation may occur at any time.

## **LIBRARY MATERIALS SELECTION AND ADOPTION**

The board delegates responsibility for the selection of library materials to the professionally trained district librarian.

The librarian will use reputable professionally prepared selection aids and recommendations from staff and students and will consider the following criteria for selecting materials for inclusion in district libraries:

1. Overall purpose
2. Timeliness or permanence
3. Importance of subject
4. Authoritativeness
5. Readability and popular appeal
6. Social fairness
7. Reputation and significance of the author/artist/producer, etc.
8. Quality of writing/production
9. Physical qualities
10. Community interests
11. Cost

District libraries will include, but not be limited to:

1. Materials which are an integral part of the instructional program
2. Materials which are appropriate for the learning levels of the students
3. Materials which reflect the interests and needs of students and faculty
4. Materials which present a wide range of literary and artistic values
5. Materials which present a variety of opinions on issues of contemporary concern

Gift materials will be evaluated and accepted or rejected according to basic selection criteria.

District procedures for the reconsideration of instructional materials will be observed in responding to complaints about library materials.

## **TEACHER AIDES**

Aide requests will be considered based upon individual classroom needs. Teachers who request aides shall be required to present a written statement of need to the building principal at the beginning of the school year, but no later than the last day of September. Requests after this date will not be considered except under extraordinary circumstances.

Factors which may prompt a written request for an aide might be the number of students in the classroom, a diversity of student capabilities, age and maturity of students, distribution of students in various grade levels, safety, or lack of availability of parental or other volunteer help.

The statement of need submitted by the teacher shall specify the type of duties the aide will perform--clerical, paraprofessional, or tutorial--and shall list the expected benefits to the students.

All requests for aides are to be submitted to the building principal, who shall make a recommendation to the superintendent. The superintendent shall make a recommendation to the board. The board shall make the final decision after considering the superintendent's recommendation.

The need for aides for Special Services will be considered separately as circumstances arise.

## **SCHOOL VOLUNTEERS**

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

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

A volunteer is a person who works at the recommendation of professional personnel. A volunteer will serve without compensation or employee benefits of any type, except for workers' compensation if the school district is desirous of providing coverage. (To be covered for workers' compensation, the appointment of a volunteer must be reflected in the official minutes.)

1. New Coaches/activity volunteers must be approved at a regular school board meeting the month prior to the season starting.
2. The Superintendent may approve a qualified volunteer prior to the activity pending board approval.
3. All long term overnight chaperone volunteers must have a background check.
4. Volunteer coaches need the necessary certification completed prior to volunteering and school board approval.
5. Once a volunteer has been approved by the board, the administration will determine his/her continued status on a year to year basis.

Volunteers will work with students under the immediate supervision and direction of certificated staff and are expected to comply with all rules and regulations set forth by the district.

### **Legal References:**

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

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

1<sup>st</sup> Reading – January 2013

2<sup>nd</sup> Reading – February 2013

**Approved March 2013**

ICC-E1

# Wall School District, #51-5

## Adult Volunteer Registration Form

*To educate and prepare each student to succeed in a changing world."*

Name \_\_\_\_\_  
Last First M.I.

Address \_\_\_\_\_  
Number Street Apt

\_\_\_\_\_ City State Zip

Phone \_\_\_\_\_ Email \_\_\_\_\_  
Day Evening

Employer \_\_\_\_\_

Employer Address \_\_\_\_\_  
Number Street Ste

\_\_\_\_\_ City State Zip

Emergency Contact Person \_\_\_\_\_  
Name Relationship

\_\_\_\_\_ Address Phone

Do you use illegal drugs? YES NO (circle one)

Do you have a valid SD Driver's License? YES NO (circle one)

### PLEASE READ BEFORE SIGNING

I understand that:

- The information that I have provided may be verified, and I give permission to the Wall School District to make inquiry of others, including a criminal background check, concerning suitability to act as a school volunteer.
- The information that I have provided will be used by school personnel and/or volunteer coordinator (who may not be a school District employee) to recruit and assign volunteers.
- Personal information regarding students, families, and staff members is confidential and I agree to keep said information in strictest confidence.
- The relationship between the Wall School District and volunteers may be terminated at any time without cause by either the volunteer or the School District.
- No one whose name appears on the Sex Offender Registry will be allowed to volunteer in the Wall School District.

I affirm that I have read and agree to the above and also affirm that the information I have given is accurate and complete.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Approved 3/13

# Wall School District #51-5

## Disclosure and Release of Information Authorization

### for Unsupervised Volunteers

I authorize the **Wall School District** and **Verifications, Inc.**, a consumer reporting agency, to retrieve information from government agencies and law enforcement agencies at the federal, state, or county level, relating to my past activities, to supply any and all information concerning my background, and release the same from any liability resulting in providing such information. The information is limited to criminal history records.

I hereby certify that all the statements set forth on this form and on the *Adult Volunteer Registration Form* are true and complete to the best of my knowledge, and I understand that if subsequent to my service in the Wall School District any such statements and/or answers are found false or that information has been omitted, such false statements or omissions could result in the termination of my volunteer relationship with the **Wall School District**.

I am willing that a photocopy of this authorization be accepted with the same authority as the original; and that this release will remain in effect throughout my time as a volunteer with the Wall School District.

***Please print clearly and complete all applicable fields.***

_____ Signature	XXX-XX-_____ Last 4 digits of Soc.Sec.No.	_____ Date
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_____ Last Name	_____ First Name	_____ Middle Name
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_____ Mailing Address	_____ City	_____ State	_____ Zip Code
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_____ Driver's License No.	_____ State of License	_____ Expires On	_____ Date of Birth
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\_\_\_\_\_  
List any other Cities and States in which you have lived during the previous 7 years.

\_\_\_\_\_  
List any other Last Names you have used during the previous 7 years.

Social Security Number \_\_\_\_\_

**(Required only if you've lived outside of South Dakota in the past 7 years.)**

<p><b>Send this form to the Superintendent, attention: Dennis Rieckman.</b>  <b>Or, you can fax it to the Superintendent's Office at 279-2613.</b></p>
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## **GRADING SYSTEMS**

The grading system for the district will evaluate and record student progress. These records and reports of individual students will be kept in a form, which will be meaningful to parents as well as teachers.

Principals, in consultation with teachers, will develop specific grading procedures for students in their administrative units, subject to approval by the superintendent and review by the board.

## **HOMEWORK**

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

Principals, in consultation with teachers, will develop specific procedures for homework in their administrative unites, subject to approval by the superintendent and review by the board.

The following are guidelines established by the board for homework:

1. The amount of homework assigned should depend upon the age of the students. Teachers of middle school and high school students should consider the total class load of students and avoid excessive homework.
2. Students normally should be given time in class to work on assignments.
3. Parents should be encouraged to take an active interest in their student's homework.



## **PROMOTION AND RETENTION OF STUDENTS**

Promotion or retention shall be based upon the individual needs of the students, taking into consideration all conditions affecting each student.

Considerations for promotion (including acceleration) or retention shall include the following:

- a. Mastery of skills
- b. Attendance
- c. Physical maturity
- d. Emotional maturity
- e. Social maturity
- f. Potential for growth

Problems of promotion or retention shall be addressed by those most knowledgeable about the student – the teachers(s), the principal, the parent(s), and other available school and community services or agencies.

If conflicts concerning promotion and retention cannot be resolved otherwise, the board has the authority to make the final determination.

## **STUDENT CLASSIFICATION**

In order to be classified as a ninth, tenth, eleventh or twelfth grader the following units of credits must be earned by the student. All students are classified at the beginning of each semester.

Fall semester requirements will be as follows:

Sophomores must have 5 ½ or more units of credit.

Juniors must have 11 or more units of credit.

Seniors must have 16 ½ or more units of credit.

Spring semester requirement will be as follows:

Sophomores must have 8 or more units of credit.

Juniors must have 13 ½ or more units of credit.

Seniors must have 19 or more units of credit.

(Updated 09/01/2010)

## **GRADUATION REQUIREMENTS**

The Board desires that its standards for graduation meets or exceeds the minimum standards of the South Dakota Department of Education as well as those of the North Central Association of Colleges and Secondary Schools.

Under the Administrative rules of South Dakota all students in grades 9 through 12 must have a Personal Learning Plan. The Personal Learning Plan must document a minimum of 22 units of credit for graduation.

### **REQUIRED COURSES**

The following courses, according to the South Dakota Administrative Rules, will be required for graduation beginning with students entering 9<sup>th</sup> grade in the 2010-11 school year:

- |                                            |                   |
|--------------------------------------------|-------------------|
| 1. Language Arts                           | 4 credits or more |
| (a) 1.5 credits of Writing                 |                   |
| (b) 1.5 credits of Literature              |                   |
| (c) .5 credit of Speech or Debate; and     |                   |
| (d) .5 credit of a Language Arts elective  |                   |
| 2. Mathematics                             | 3 credits or more |
| (a) 1 credit of Algebra I                  |                   |
| (b) 1 credit of Algebra II *               |                   |
| (c) 1 credit of Geometry *                 |                   |
| 3. Laboratory science                      | 3 credits or more |
| (a) 1 credit of Biology                    |                   |
| (b) 1 credit of any Physical Science       |                   |
| (c) 1 credit of Chemistry or Physics *     |                   |
| 4. Social Studies                          | 3 credits or more |
| (a) 1 credit of U.S. History               |                   |
| (b) .5 credit of U.S. Government           |                   |
| (c) .5 credit of World History             |                   |
| (d) .5 credit of Geography                 |                   |
| (e) .5 credit of a Social Studies elective |                   |
| 5. Fine Arts^                              | 1 credit or more  |
| 6. Personal Finance or Economics           | .5 credit or more |

7. Physical Education .5 credit or more

8. Effective September 1, 2013\*\*

Health or Health Integration .5 credit or more

9. Effective September 1, 2013 1 credit or more  
(any combination of the following):

- (a) Approved Career & Technical Education courses
- (b) World Languages
- (c) A Capstone Experience or Service Learning

Academic core content credit may be earned by completing an approved career and technical education course. Approval to offer credit must be obtained through an application process with the Department of education. The application must include: course syllabus; standards based curriculum; teacher certification; and assessment of standards by methods including end-of-course exams, authentic assessment, project-based learning or rubrics.

\* With school and parent/guardian approval, a student may be excused from this course in favor of a more appropriate course. A student may be excused from Algebra II or Geometry, but not both. A student is still required to take three credits of Math. If a student is excused from Chemistry or Physics, but not both, the student must still take three credits of Lab Science.

^ Students may be granted up to one credit in Fine Arts for participation in extracurricular activities. A maximum of ¼ credit may be granted for each extracurricular activity each school year. Documentation of the alignment of the activity with fine arts content must be made.

\*\* Beginning with students who are freshmen in the fall of 2013, students will be required to take .5 credit of health at any time grades 6-12. A district may choose to integrate health across the curriculum at the middle or high school level in lieu of a stand-alone course.

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

**The Wall Board of Education requirements include the above, but require that students take ½ unit of Senior Experience and 1 unit each of Geography, World History, & U.S. Government/SD History.**

**Approved 12/10/13**

*Notes: ASBSD sample policies are intended to be a guide for school districts. As is the case with any policy, a local school district's unique circumstances, challenges and opportunities need to be considered.*

**File: IKFA**

## **EARLY GRADUATION**

Students wishing to pursue early graduation will need to apply with the high school principal and/or counselor no later than the fall semester of their senior year. Students are encouraged to apply earlier if possible (preferably the beginning of their junior year) to ensure that they are taking the necessary classes to meet the graduation requirements early.

**Approved 12/10/13**

## **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 the citizenship responsibilities that must be assumed in maintaining our American way of life.

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 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 the endorsement of the principal. A written record is desirable. Care must be taken by the teacher not to expose any one viewpoint as more acceptable than another.