

**CHAPTER V
ACADEMIC MATTERS**

- I. STUDENT ACHIEVEMENT
 - A. ELEMENTARY GRADING & PROMOTION
 - B. HOMEWORK POLICY

- II. HOME SCHOOL AND NON ACCREDITED SCHOOL STUDENT POLICY
 - A. PART TIME ENROLLMENT
 - B. HOME SCHOOL, NON ACCREDITED SCHOOL TRANSFER STUDENTS VERIFICATION POLICY
 - C. ELEMENTARY HOME SCHOOL TRANSFER STUDENT POLICY
 - D. ELEMENTARY NON ACCREDITED /ACCREDITED ALTERNATIVE TRANSFER STUDENT POLICY
 - E. SECONDARY NON ACCREDITED/ACCREDITED ALTERNATIVE STUDENT TRANSFER POLICY

- III. AGAR-BLUNT-ONIDA (SULLY BUTTES HIGH SCHOOL) GRADUATION REQUIREMENTS
 - A. GRADUATION REQUIREMENTS
HIGH SCHOOL REQUIREMENTS, GRADING & RETENTION
TEACHER ASSISTANCE TEAMS

- IV. GUIDELINES FOR SELECTION OF INSTRUCTIONAL MATERIALS
 - A. DETERMINATION OF NEED
 - B. SELECTION COMMITTEE
 - C. ORGANIZATION
 - D. EVALUATION
 - E. RECOMMENDATION
 - F. RE-EVALUATION

- V. PROCEDURES FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS
 - A. OBJECTIONS
 - B. PROCEDURES

- VI. K- 12 GUIDANCE PROGRAM

- VII. PARENT INVOLVEMENT POLICY (Federal Programs)

I. STUDENT ACHIEVEMENT

A. GRADING AND PROMOTION POLICY - ELEMENTARY SCHOOL (GRADES 2-6)

1. All students in the elementary school will be promoted upon satisfactory completion of the required school years work and maintaining a passing grade in all of the 'core' curricular subjects (math, reading, science, language arts & social studies).

2. Before any student is retained, a conference will be held with the student's parents, teacher(s), and the principal. The merits of retention or promotion will be discussed and a decision will be made as to what action would most benefit the student. The final decision as to retention will be made by the District officials.

3. IEP (Individual Educational Program)

Provision of Special Education and related services will follow the State of South Dakota statutes and rules. It is the policy of the Agar-Blunt-Onida School District to not provide special education and related services to those students defined as Developmentally Disabled as set forth in State Rule ARSD 24:05:24.01:09. The District shall ensure that all of the student's special education and related services needs that have been identified through the evaluation procedures described under chapter 24:05:25 are appropriately addressed.

4. Report cards will be issued at the end of each nine (9) week grading period. Parent-Teacher conferences will be held twice during the school term, once in the fall and once in the spring. There will be a mid-nine week progress report sent home in the event that the student is doing unsatisfactory work or merits recognition for marked improvement.

The last mark listed "I" indicates only that work is incomplete. If the work is not completed within ten (10) school days after the end of the marking period, the incomplete work will become an "F."

The letter-grade scale is as follows:

Grade	Percent	Point	Explanation
A	100-94%	4.0	Excellent
B	93-87%	3.0	Above Average
C	86-79%	2.0	Average
D	78-70%	1.0	Below Average
F	69% & below	0.0	Failure
I			Incomplete

B. HOMEWORK POLICY

1. We do encourage teachers to plan their lessons so that they may involve homework. The amount and type of homework will vary from the lower grades through high school.

2. The lower grade teachers are encouraged to send oral reading and a very limited amount of other homework home. This should be increased as the student grows older. By the time a student is in the eighth grade they should expect to have some homework each day.

3. The high school students should expect some homework each day. Most of this can be completed during the study period in class or during study halls. The remainder will have to be done after school (about one (1) to two (2) hours daily).
4. The teachers are given the flexibility of assigning the amount of homework to their students which will vary according to the subject area of the class.

II. HOME SCHOOL AND NON ACCREDITED SCHOOL STUDENT POLICY

A. PART TIME ENROLLMENT

Home schooled students properly excused from school as provided in SDCL 13-27-3 who wish to enroll in the ABO school District will be allowed to do so on either a full time, or part time basis. A student wishing to do so, will follow all policies, rules, and regulations as defined by the Board, including the attendance policy.

B. HOME SCHOOL, NON ACCREDITED SCHOOL TRANSFER STUDENTS VERIFICATION POLICY

The Agar-Blunt-Onida School District will accept transferring students and their credits from home school sites and alternative non accredited school sites, subject to the following conditions and guidelines.

Those student's coming from a Home School site and transferring into the Sully Buttes High School will use the following guidelines for accepting students and verifying student credit.

1. The principal and/or the designee will interview the prospective student, parent or guardian and the teachers.
2. The principal or the designee may give a Standardized achievement test to assist in judging the student's achievement, and grade placement.
3. The student's placement may not be in a grade level higher than warranted by the student's chronological age, assuming entry into the first grade at age six and annual grade advancement thereafter. After initial placement the child may be advanced according to the student's demonstrated performance.
4. The student and the student's parent or guardian must show that the student has demonstrated ability in the area that the student wants to receive credit. The principal or the designee will evaluate the work that the student has completed at his or her home school site, then the principal or the designee may require the student to take an achievement test or tests to verify the students ability in the subjects in question. There are exclusions: Lab science course credit will not be transferred into the Agar-Blunt-Onida School system. All Math and English credits will be subject to the review of the Math and English instructors and their recommendation, but the final decision as to accept or reject credit from the home school site will be made by the principal or the designee. All credit granted from the home school site will be noted as such on the student's official school transcript.
5. In order to receive a diploma from the Agar-Blunt-Onida School District, all students

must meet all graduation requirements of the Agar-Blunt-Onida School District. See graduation requirements below.

Transfer students not meeting these requirements, will receive a certificate of attendance.

6. The above guidelines shall not apply to students on an individualized education plan (IEP). Students entering the district who have been determined to be in need of special education or special education related services shall be placed in courses and assigned credits as determined by the designated Special Education Placement Committee.

7. Any parent or legal guardian who is dissatisfied with the placement of a secondary level student may appeal it to the district's Superintendent of Schools. Any parent or legal guardian who is dissatisfied with the superintendent of schools' decision may appeal it to the school board. After all decisions at the local level have been exhausted, an appeal may be made to the State Secretary of Education.

C. ELEMENTARY HOME SCHOOL TRANSFER STUDENT POLICY

Those elementary home school students transferring into the Agar-Blunt-Onida Elementary (K-8) and/or the Blunt Attendance Center sites (K-6), will use the following guidelines:

1. The principal or the principal's designee will interview the prospective student, parent or guardian and the person or persons who instructed the student.

2. The principal the principal's designee may give a Standardized achievement test to assist in judging the student's achievement, and grade placement.

3. The student's placement may not be in a grade level higher than warranted by the student's chronological age assuming entry into the first grade at age six and annual grade advancement thereafter. After initial placement the child may be advanced according to the student's demonstrated performance as well as the District's policy on advancement.

4. The principal and/or the designee will make a grade placement decision using the above guidelines.

5. The above guidelines shall not apply to students on an individualized education plan (IEP). Students entering the district who have been determined to be in need of special education or special education related services shall be placed in courses and assigned credits as determined by the district's Special Education Placement Committee.

6. Any parent or legal guardian who is dissatisfied with the placement of an elementary level student may appeal it to the district's Superintendent of Schools. Any parent or legal guardian who is dissatisfied with the superintendent of schools' decision may appeal it to the school board. After all decisions at the local level have been exhausted, an appeal may be made to the State Secretary of Education.

D. ELEMENTARY NON ACCREDITED /ACCREDITED ALTERNATIVE TRANSFER STUDENT POLICY

Those students who are coming from a non accredited or accredited alternative placement and entering the Onida Elementary/Jr High (K-6) and Blunt Elementary (K-6) will use the following guidelines for accepting students. (K-8)

1. The principal the designee will interview the prospective student, parent or guardian and the teachers.
2. The principal or the designee may give a Standardized achievement test to assist in judging the student's achievement, and grade placement.
3. The student's placement may not be in a grade level higher than warranted by the student's chronological age, assuming entry into the first grade at age six and annual grade advancement thereafter. After initial placement the child may be advanced according to the student's demonstrated performance.
4. The principal or the designee will evaluate the student's transcripts, report cards and standardized test scores. The principal and/or the designee will make a grade placement decision using the above available information.
5. The above guidelines shall not apply to students on an individualized education plan (IEP). Students entering the district who have been determined to be in need of special education or special education related services shall be placed in courses and assigned credits as determined by the designated Special Education Placement Committee.
6. Any parent or legal guardian who is dissatisfied with the placement of an elementary level student may appeal the decision to the district's Superintendent of Schools. Any parent or legal guardian who is dissatisfied with the decision of the Superintendent may appeal it to the local school board. After all decisions of the local level have been exhausted, an appeal may be made to the Secretary of Education.

E. SECONDARY NON ACCREDITED/ACCREDITED ALTERNATIVE STUDENT TRANSFER POLICY

1. The principal or the designee will interview the prospective student, parent or guardian and the teachers.
2. The principal or the designee may give a Standardized achievement test to assist in judging the student's achievement, and grade placement.
3. The student's placement may not be in a grade level higher than warranted by the student's chronological age, assuming entry into the first grade at age six and annual grade advancement thereafter. After initial placement the child may be advanced according to the student's demonstrated performance.
4. The principal or designee will evaluate the student's transcripts, report cards and standardized test scores. The principal or designee will make a grade placement decision using the above available information.
5. In order to receive a diploma from the Agar-Blunt-Onida School District, all students must meet all graduation requirements of the Agar-Blunt-Onida School District. See graduation requirements below.

Transfer students not meeting these requirements, will receive a certificate of attendance.
6. The above guidelines shall not apply to students on an individualized education plan (IEP). Students entering the district who have been determined to be in need of special education or special education related services shall be placed in courses and assigned credits as determined by the designated Special Education Placement Committee.

7. Any parent or legal guardian who is dissatisfied with the placement of a secondary level student may appeal it to the district's Superintendent of Schools. Any parent or legal guardian who is dissatisfied with the superintendent of schools' decision may appeal it to the school board. After all decisions at the local level have been exhausted, an appeal may be made to the State Secretary of Education.

III. AGAR-BLUNT-ONIDA (SULLY BUTTES HIGH SCHOOL) GRADUATION REQUIREMENTS

A. GRADUATION REQUIREMENTS

A student's personal learning plan must document a minimum of 22 credits, that include the following:

1. Four Units of Language Arts - must include:
 - a. Writing- 1.5 units
 - b. Literature- 1.5 units (must include .5 unit of American literature)
 - c. Speech or Debate- .5 unit
 - d. Language Arts Elective- .5 unit
2. Three Units of Mathematics - must include:
 - a. Algebra I – 1 unit
 - b. Algebra II- 1 unit
 - c. Geometry- 1 unit
3. Three Units of Lab Science - must include:
 - a. Biology- 1 unit
 - b. Physical Science- 1 unit
 - c. Chemistry or Physics- 1 unit
4. Three Units of Social Studies- must include:
 - a. U.S. History- 1 unit
 - b. U.S. Government-. 5 unit
 - c. World History- . 1 unit
 - d. Geography- .5 unit
5. One-half Unit of the Following
 - a. Approved Career and Technical Education (CTE)
 - b. World Language
6. One Unit of Fine Arts
7. One-half Unit of Personal Finance or Economics
8. One-half Unit of Physical Education
9. One-half Unit of Health or Health Integration
10. One-half Unit of Computer Studies
11. One-half Unit of Capstone Experience
12. Five additional Units of Electives

The requirement for graduation from Sully Buttes High School is twenty-two (22) units of credit. Transfer students unable to meet graduation requirements set by the ABO

School Board due to time and scheduling constraints, but not due to course failure, may graduate on the basis of meeting state minimum requirements for graduation.

2. Class Status

The following minimum credits are required to be classed as:

Sophomore	5 Credits
Junior	10 Credits
Senior	15 Credits
Graduate	22 Credits

3. Correspondence Courses

Correspondence or Virtual courses may be accepted with special permission and prior approval of the school administration.

4. Early Graduation

Planning for early graduation should begin during the student's Sophomore year with the consultation of the guidance counselor. All graduation requirements must be met for early graduation status. To be an accelerated student who plans to graduate early, the following criteria must be met:

- a. Have successfully completed twenty-two required units of academic credit.
- b. Possess an accumulative grade point average of 2.00 or greater.
- c. File a written request for accelerated status with the Superintendent by the first Monday of October in the school year that graduation status is desired.

5. The Grading System and Report Cards

Grade	Percent	Points	Explanation
A	100-94%	4.0	Excellent
B	93-87%	3.0	Above Average
C	86-79%	2.0	Average
D	78-70%	1.0	Below Average
F	69%	0.0	Failing
I			Incomplete

The "I" indicates only that work is incomplete. If the work is not completed within ten (10) school days after the end of a marking period, the student will receive no credit for the incomplete work. An incomplete due to illness may be subject to a specific program of completion approved by the teacher and the principal.

Report cards will be issued at the end of each nine (9) week period. Parent-Teacher conferences will be held twice during the school term. There will be a mid-nine week progress report sent home in the event that the student is doing unsatisfactory work or merits recognition for exceptional work.

6. Honor Roll - The honor roll will be as follows:

Straight "A" Honor Roll	Honor Roll	Merit Roll
4.00	3.50-3.99	3.00-3.49

Computation of Honor Roll

The honor roll is computed by adding up the points earned and dividing by the number of classes. Classes that meet daily receive 100% of the points listed above. Classes that do not meet daily (music, art, p.e., band) receive credit based on the number of periods in class a week (1 period=20%; 2 periods=40%, etc.). For the purpose of figuration of the honor roll, GPAs do not round up.

7. Promotion

- a. Students will progress through High School upon attaining a passing grade of D- (70%) or above in each of the courses in which they enroll.
- b. Special Services Students- any student who has been placed on an IEP through a placement meeting will be graded on the basis of what is stipulated within the individualized education program.
- c. Junior High Students failing, or who receive a grade of "incomplete," for their final year grade, in two (2) or more of their core classes, will be required to repeat that grade level. Students must pass 3 of 4 core classes, for the school year, to advance. The final grade will be a composite of the first and second semester grades.
Core courses for the Junior High are: English, Science, Social Science, and Math

TEACHER ASSISTANCE TEAMS

The Teacher Assistance Team model is a system of supporting classroom teachers on a day to day basis within a building. The team is composed of teachers designated by the building principals in addition to the teacher requesting assistance. When appropriate, a parent and/or student may be included as fully participating team members. The team serves as a within-building peer problem solving group. The teams are based on the belief that teachers have the skills and knowledge to effectively teach many students with learning and behavior problems by working in a problem solving process. The goals of the model are as follows:

1. To help regular education teachers to individualize instruction to meet the needs of all students.
2. To support teachers in mainstreaming handicapped students.
3. To provide an efficient pre-referral screening for special education services.

The system is designed to provide prompt, individualized support to teachers. Teachers refer their classroom concerns to a team of elected teachers within the building. The team and the teacher requesting assistance jointly engage in a structured process of conceptualizing the problem, brainstorming solutions and planning interventions. Parents, students and other specialists participate in cases when requested by the team. A series of follow-up meetings should be held to evaluate the students progress and to plan further intervention. When appropriate, students are referred for further evaluation.

Each year teacher assistance teams will be appointed in the Blunt Center, elementary school, junior high school, and high school.

IV. GUIDELINES FOR SELECTION OF INSTRUCTIONAL MATERIALS

A. DETERMINATION OF NEED

1. A need is determined by staff, formal community comment, administration or students that textbooks or instructional materials should be replaced for any of the following reasons: outdated, contains stereotypes, worn, contains inaccuracies in content, or inappropriate reading level or content level.
2. The appropriate administrator is notified of the existing need.

B. SELECTION COMMITTEE

1. Upon preliminary verification of the need, the appropriate administrator with approval of the Superintendent, establishes a textbook or instructional materials selection committee.
2. The appropriate administrator invites persons to serve on the committee with representation which shall include administration, professional staff, parents/guardians, School Board member, interested members of the community, and students, when appropriate, and sets the date, time, and place for the organizational meeting.

C. ORGANIZATION

1. The committee will organize and elect or designate a chairperson and recorder.
2. The committee will review the purpose and scope of the selection Task and define objectives. (For example, the committee may be charged with selecting materials K-3, K-6, or K-12 for a particular content area.)
3. The committee will establish a tentative time frame to accomplish the objectives. The following dates should be included: meeting dates, dates to have all materials collected for review, dates the committee will complete the review, dates materials will be available for public review, date for final selection and recommendation to the School Board.
4. Members should be designated to complete the following tasks:
 - a. Review the District selection procedure policy.
 - b. Outline the task in relationship to curriculum objectives to be met by the material(s).
 - c. Select or develop an evaluation instrument for committee use.
 - d. Contract resource persons for evaluation instruments, training or assistance. College and university personnel or Department of Education curriculum staff have evaluation instruments, knowledge of current trends in curriculum areas and can provide assistance in the evaluation process.
 - e. Determine proposed budget and time available for the committee to complete the task.

D. EVALUATION

1. The materials are evaluated using the evaluation instrument selected or developed by the committee. The copies of the committee's evaluations are placed on file in the administration office. Sample evaluation forms are available from the Department of Education.
2. The materials are evaluated for general consideration, content, or general construction.

- a. General considerations include any or all of the following: student needs, local educational goals, current curriculum trends, available community resources, and selection aids or reviews community concerns expressed from public review.
- b. Content includes evaluation for stereotyping, levels of instruction, reading level at grade level, relevancy to curriculum and today's world, accuracy, diversity of viewpoints, systematic arrangement, and correlation of audio-visual materials.
- c. Evaluation on general construction should include the following characteristics: attractive, durable, useful, appropriate, and cost effective.

E. RECOMMENDATION

- 1. The selection committee makes final selection based primarily on student needs.
- 2. The recommendation is submitted through the appropriate administrator to the superintendent for presentation to the School Board for action.

F. RE-EVALUATION

- 1. Curriculum materials should be evaluated continuously. Reevaluation may occur systematically or upon demand.
 - a. Textbooks and related instructional materials should receive continuous evaluation for relevance, accuracy, physical condition, community needs, and student needs.
 - b. If a need emerges, the evaluation process begins again either with the permanent committee or a new ad hoc committee chosen to meet the recently identified need.
- 2. Challenges from parents, students, Board members, or concerned community residents may prompt a reevaluation of curriculum materials. The following procedure provides guidelines for responding to the situation.

V. PROCEDURES FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

A. OBJECTIONS

Occasional objections to a selection of instructional material will be made by the public despite the care taken to select valuable and appropriate materials for student and teacher use and the qualifications of persons who select the materials.

B. PROCEDURES

When materials are questioned, the following procedures are to be used for reconsideration of curriculum and library materials:

- 1. Be courteous, but make no commitments.
- 2. The complainant is informed of the selection procedures and is asked to submit a formal "Request for Reconsideration of Instructional Materials" form. (A sample copy of citizen's request form 1-B may be found in the appendix.)
- 3. The appropriate administrative personnel are informed of the complaint.
- 4. Challenged materials continue to be used during the reconsideration process.
- 5. Upon receipt of the completed form, the administrator in charge of that instructional area requests review of the challenged material by an ad hoc or permanent review committee and notifies the superintendent that such a review is taking place. The review committee shall, when available, include an administrative representative, library/media specialist, one or more students, or community members when appropriate. The committee shall be appointed by the principal and superintendent.

- A date for the material to be reviewed by the committee will be set within fifteen (15) school days. Vacation days and weekend days are excluded.
6. The review committee takes the following steps after receiving the material:
 - a. Reads, views, listens, and-examines the material.
 - b. Checks general acceptance of the material by reading the reviews and consulting recommended lists.
 - c. Determines the extent to which the material supports the curriculum.
 - d. The committee will hold a meeting with the complainant(s) if a meeting is requested.
 - e. Completes the appropriate report for judging the material for its strength and value as a whole and not in part.
 - f. The review committee presents a written recommendation to the School Board.
 - g. In the event that the complainant is not satisfied with the decision of the review committee, the complainant may then take his/her objection in the form of a formal complaint to the School Board.
 - h. The challenged materials are retained or withdrawn as mandated by the School Board.

VI. K – 12 GUIDANCE POLICY

Guidance counseling services will be offered by a properly certified counselor consistent with the state requirements, if any, and meeting professional standards of the guidance community.

VII. Parental Involvement Policy (Federal Programs)

AGAR-BLUNT-ONIDA SCHOOL DISTRICT DISTRICT PARENT INVOLVEMENT POLICY

The A-B-O Schools shall implement the following requirements for Title I Parent involvement:

The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children. An annual District Title I Parent meeting will be held each fall with parent and school representation dedicated to revising the district policy.

The district will provide the support necessary to our Title I schools in planning and implementing effective parent involvement activities.

- Develop activities that promote the schools' and parents' capacity for effective parent involvement.
- Coordinate and integrate parental involvement strategies with appropriate programs.
- Assist Title I schools with training and ideas on reaching all parents.

The district will build the schools' and parents' capacity for parent involvement by offering programs to strengthen the school/family partnership by providing materials and training to school staff and parents.

- Provide staff development for teachers, families, administrators, paraprofessionals, and others on how to increase the level and quality of family involvement.
- Provide information and, if needed, assistance to schools and parents in understanding state academic content and performance standards; state and local assessments; requirements of Title I and how parents can assist in their child's education.
- Ensure Title I parents with limited English proficiency, limited literacy, or other disabilities are given the same opportunities as other parents.
- Use findings of annual evaluations to design strategies for more effective parent involvement.

The Title I federal programs director shall ensure that the district's Title I parent involvement policy complies with the requirements of federal law.

The Title I staff shall provide to parents of students participating in Title I programs:

- Notification by letter that their child is eligible to receive Title I services.
- Notification at the beginning of the year of their right to know the professional qualifications of their child's teachers and paraprofessionals.
- Notification if their child is taught more than four consecutive weeks by a teacher not meeting the definition of "highly qualified."
- Description of the services to be provided.

The Title I federal programs director shall ensure that information and reports provided to parents are in an understandable format and, to the extent practicable, in a language the parents can understand.

An annual meeting of parents or participating Title I students shall be held to explain the goals and purposes of the Title I program. Parents shall be given the opportunity to participate in the evaluation of the program. Parents shall be encouraged to offer suggestions and to ask questions regarding policies and programs.

In addition to the required annual meeting, additional parent meetings may be held at various times of the day and evening as well as at different locations within the district. At these meetings, parents shall be provided:

- Information about programs provided under Title I.
- Description and explanation of the curriculum in use, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Opportunities to participate, as appropriate, in decisions relating to the education of their children.
- Opportunities to submit parent comments about the program to the district level.

If sufficient, Title I funding may be used to pay reasonable and necessary expenses associated with parent involvement activities, including transportation, childcare, or home visit expenses to enable parents to participate in school-related meetings and training sessions. Opportunities shall be provided for parents to meet with the classroom and Title I teachers to discuss their child's progress.

The school district will, to the extent feasible and appropriate, coordinate and integrate Title I parent involvement programs and activities with Head Start & local preschools.

Each school in the district receiving Title I funding shall jointly develop with parents of students in the program a School-Parent Compact outlining the manner in which parents, school staff, and student share responsibility for improved student achievement in meeting academic standards.

The District parent involvement policy shall be evaluated annually and approved by the Board of Education.