

**CHAPTER V
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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 being subject to Developmental Delay as defined 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.

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, who are residents of the District, 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, AND NON ACCREDITED SCHOOL TRANSFER OF CREDIT 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. Transfers from accredited charter schools in other states will be treated as transfers from public schools.

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 or 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 student's ability in the subjects in question. There are exclusions: Lab science course credit will not be transferred into the Agar-Blunt-Onida School system from non-accredited or home school sites. 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 non-accredited school or a home school site will be noted as such on the student's official school transcript.

5. In order to receive a high school diploma from, or advance from grade to grade in the Agar-Blunt-Onida School District, all students must meet all requirements of the Agar-Blunt-Onida School District. See graduation requirements Section 3 below. Secondary transfer students not meeting these requirements, will receive a certificate of attendance and elementary students may be denied requested grade placement.

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. The IEP of the transferring student shall be followed until a new or modified IEP is adopted by the ABO District.

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.

8. Provided the student notifies the District prior to taking the course, and the administration determines that the intended course meets the standards of rigor set by the state board of education or the ABO Board, the ABO District will accept transfer of credits from any accredited school in South Dakota to be counted towards ABO graduation requirements. If a determination is made that the intended course does not meet the standards herein, the administration shall notify the student that the credits can be counted as elective credits but not as satisfying ABO graduation requirements.

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- .5 unit
 - d. Geography- .5 unit
 - e. Social Studies (Elective) - .5 unit

5. One-half Unit of the Following – any combination
 - 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 Capstone Experience
11. Five and one-half 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.

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 calculating 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 or student may be included as a fully participating team member. 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 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 the Guidance Counselor, who then forms a team of teachers. This 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.

IV. SELECTION OF INSTRUCTIONAL MATERIALS

The Administration is responsible for assuring that textbooks and instructional materials are appropriate, up to date and good condition. Teachers will report to their appropriate Principal of a need for new or replacement textbooks and instructional material. The teacher may make a recommendation as to a particular item or edition of the proposed acquisition. The Principal shall investigate the need, the recommendation and other possibilities to be certain that the acquisition will meet required curriculum needs and make a formal recommendation to the Superintendent.

The Superintendent will seek authorization from the Board for purchase of the proposed material taking care to consider budgetary impact. The Board may request that additional information be provided and may, but is not required to, appoint a committee to review the request and make further recommendations to the Board.

V. PROCEDURES FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

A. OBJECTIONS

Occasional objections to a selection of instructional material will be made by the public. This policy is intended to provide a method for parents and patrons to request reconsideration of selected instructional materials.

B. PROCEDURES

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

1. Be courteous, but make no commitments.
2. The complainant(s) is informed of the selection procedures and is asked to submit a formal "Request for Reconsideration of Instructional Materials" form. (*A sample copy of the citizen's request form 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. The completed form, will be submitted to the Superintendent.
6. The Superintendent will conduct such inquiry as deemed necessary. The Superintendent's inquiry may request input from "stakeholders" including, but not limited to the principals, teachers, a library/media specialist, one or more students, and community members including the complainant(s) when

appropriate. The Superintendent may meet jointly or separately with any or all of the stakeholders.

7. The Superintendent shall:
 - a. Read, view, listen to the stakeholders, and-examine the material;
 - b. Check general acceptance of the material by reading the reviews and consulting recommended lists;
 - c. Determine the extent to which the material supports the curriculum;
 - d. Prepare a draft report to the Board for judging the material for its strength and value as a whole and not in part. The report will contain the Superintendent's recommendation;
 - f. The draft report shall be circulated to all stakeholders who were part of the process prior to submission to the;
 - g. In the event that the complainant is not satisfied with the draft report of the Superintendent, and the Superintendent does not modify the report in a manner acceptable to the complainant, the complainant may submit her or his own report to the School Board. The complainant's report must be specific as to objections to the material and the Superintendent's report. If, in the opinion of the Board, the complaint's report is not specific, it may be disregarded.
 - h. The challenged materials are retained or withdrawn as determined 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 has implemented the following requirements for Title I Parent involvement:

The school district has 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 SEC. 1116 20 U.S.C. §6318 "PARENT AND FAMILY ENGAGEMENT." Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children. Such programs, activities, and procedures shall be planned and implemented 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 School Board.

Complaints regarding the program may be addressed through use of the procedure set forth in Chapter I Section V of the Board policy.

Any complaint regarding Title I should begin with the form in APPENDIX 2 below.

APPENDIX 1

FORMAL OBJECTION TO INSTRUCTIONAL MATERIALS

Name _____ Date _____

Address _____

City _____ State _____ Zip _____

Phone _____

Do you represent yourself? _____ an organization? _____ (If an organization, please identify: _____)

Resource on which you are commenting:

____ Book ____ Magazine ____ Audio Recording

____ Textbook ____ Library Program ____ Newspaper

____ Video/DVD ____ Electronic information/network (please specify)

____ Display ____ Other _____

Title _____

Author/Producer _____

Have you reviewed the materials in their entirety? If not, please do so before completing and submitting this form.

To what in the material do you object? (Please be specific: cite pages, and the like)

What do you believe might be the result of using this material?

For what age group would you recommend this material?

In its place, what material of equal quality would you recommend that could be used to teach similar subject matter?

What do you believe should be done with the material in question?

- Remove it from the curriculum.
- Do not allow my child to use this material.
- Use it as resource material or a choice selection.

Complainant signature _____ Date _____

**APPENDIX 2
TITLE I COMPLAINT FORM**

*PLEASE FILL OUT THIS FORM COMPLETELY – UNSIGNED OR INCOMPLETE COMPLAINTS
WILL NOT BE ACTED UPON*

I / we _____ wish to file a formal complaint regarding the District's Title I program.

The event(s) and facts upon which this complaint is based are as follows:

(Please be as specific as possible. Use additional sheets as necessary.)

These events occurred: (date)_____.

These events were witnessed by:

(List all witnesses)

1. _____
2. _____
3. _____
4. _____

Identify Board Policy, State or Federal law or regulation you believe was violated:

State the action you believe should be taken:

Signature of Complainant: _____ Date _____

Signature of Complainant: _____ Date _____

Date received by ABO District _____ Assigned ID # _____

Action taken by District: (use attachments if needed)