

Oldham-Ramona School District #39-5

Policies and Regulations Code: J – Students

IC – SCHOOL CALENDAR

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

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

LEGAL REFS.:

ADOPTED: 06/2020

AMENDED:

REVIEWED:

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IF – CURRICULUM DEVELOPMENT

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

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

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

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

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

LEGAL REFS.:

ADOPTED: 05/2020
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REVIEWED:

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IFD – CURRICULUM ADOPTION

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

The Superintendent will have authority to approve new programs and courses of study after such changes have been thoroughly studied and found to support educational goals. The Board itself will consider, and officially adopt, new programs and courses only when they constitute an extensive alteration in instructional content or approach. (An example might be the adoption of an innovative sequential program in a basic subject-matter area for all elementary grades.)

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

LEGAL REFS.:

ADOPTED: 05/2020

AMENDED:

REVIEWED:

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IGAB – HUMAN RELATIONS EDUCATION – MORAL AND CHARACTER INSTRUCTION

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

The district will provide special character instruction intended to impress upon the minds of students the importance of truthfulness, temperance, purity, self discipline, self respect, sexual abstinence, AIDS instruction, public spirit, patriotism, citizenship, respect for honest labor, obedience to parents, respect for the contributions of minority and ethnic groups to the heritage of South Dakota, regard for the elderly and respect for authority.

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

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

LEGAL REFS.: 13-33-6.1

ADOPTED: 05/2020

AMENDED:

REVIEWED:

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IGD – COCURRICULAR AND EXTRACURRICULAR ACTIVITIES

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

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

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

The following guidelines will govern the student activities programs:

1. Student activities are those school activities that are voluntarily engaged in by students, have the approval of the school administration, are sponsored by the faculty, and do not carry credit toward promotion or graduation.
2. Each school, under the direction of the principal and professional staff, will have a well-balanced and effectively administered student activity program designed to stimulate student growth and development by supplementing and enriching the curricular activities.
3. Each activity should be designed to contribute directly to the educational, civic, social, ethical and leadership development of students involved.
4. The student activity program should receive the same attention in terms of philosophy, objectives, social setting, organization, and evaluation that is given the regular school curriculum.
5. Activities must be open to all students, regardless of race, religion, gender, national origin, or disability.
6. Activities should be held on non-school time or at an appropriate designated school time.
7. Activities at any level should be unique, not duplications of others already in operation.

In addition to the above guidelines, the district high school will abide by the rules and bylaws as of the South Dakota High School Activities Association (SDHSAA). Membership in the SDHSAA will be renewed annually by approval of the Board.

LEGAL REFS.:

ADOPTED: 04/2020
AMENDED:
REVIEWED:

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IGDK – PARTICIPATION OF ALTERNATIVE INSTRUCTION STUDENTS

The Oldham-Ramona School District will grant permission for alternative instruction students in grades 6-8 to participate in middle school extracurricular activities, and will permit alternative instruction students in grades 9-12 to participate in extracurricular and interscholastic activities under the guidelines of this policy.

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

As a condition of participation in activities or athletics, the alternative instruction student in grades 6-12 must be enrolled in, and attend, a minimum of two academic class periods per day at the Oldham-Ramona School District and maintain passing grades in both classes. The classes attended by the alternative instruction student must be classes that grant academic credit. The alternative instruction student must be enrolled in two classes during any semester that is included in the season or schedule of events for each activity.

Any student in junior high school grades may also be considered at the high school level for athletic activities through the Oldham-Ramona petition-up process. As a condition of participation, the alternative instruction student enrolled in grades 6-8, who wishes to compete or is invited to compete in an individual interscholastic activity at the high school level must still be enrolled in, and attend a minimum of two academic class periods per day at Oldham-Ramona Junior High School, and maintain passing grades in both classes.

On the day of participation in any competition, the alternative instruction student must have attended both class periods that day in order to be eligible to compete in the contest, which corresponds to the half day of class attendance for the non-alternative instruction student.

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

1. Demonstrate compliance with Chapter, 1, Part IV — Student Eligibility and Chapter II, Part I — Further Eligibility Requirements for Athletic Contests of the SDHSAA Bylaws (as applicable) by submitting the SD1-ISAA 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 beyond those articulated in this policy. 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. 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 Districts training rules and Codes of Conduct will be applicable
 - b. In order to be eligible to audition for and participate in Region Music Contest, 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, or instrumental music. (This is the same rule that applies to all students attending a SDHSAA member school.)
 - 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 any "allstar" team, or completely unattached on an individual basis. (This is the same rule that applies to all students attending a SDFTSAA member school.)
 - d. 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.

LEGAL REFS.:

ADOPTED: 09/2020
AMENDED:
REVIEWED:

Oldham-Ramona School District #39-5

Policies and Regulations Code: J – Students

IIAA – TEXTBOOK SELECTION AND ADOPTION

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

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

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

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

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

TEXTBOOK CONSIDERATIONS

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

1. The needs of all learners, including slow learners and the exceptionally able, must be provided for.
2. Insofar as possible, multiethnic materials which depict a pluralistic society should be selected.
3. Attention should be given to sex roles depicted in the materials.
4. The textbook or textbook program should lead the student and teacher beyond the textbook into a wide variety of other materials and educational experiences.
5. If the textbook deals with problems and issues of our times, it should present and encourage examination of all points of view.
6. Because textbooks are selected for several years' use, special attention shall also be given their physical characteristics, durability, format, and price.

LEGAL REFS.:

ADOPTED: 05/2020
AMENDED:
REVIEWED:

Oldham-Ramona School District #39-5

Policies and Regulations Code: I – Instruction

IIBH INTERNET SAFETY

Introduction:

The Children's Internet Protection Act (CIPA), 47 U.S.C. §254 (h)(5), and South Dakota Consolidated Statutes Section 22-24-55 require public schools to implement measures and actions to ensure that students and employees are restricted from accessing inappropriate materials online using school-owned equipment. This policy is adopted to implement these state and federal requirements.

Internet Safety:

The Board of Education has the responsibility to protect users from harassment and unwanted or unsolicited electronic communications. Users who receive threatening or unwelcome telecommunications, inadvertently visit and/or access inappropriate materials needs to report the incident to the technology coordinator or administrator.

- A. The school district has implemented a Technology Protection Measure that blocks access to inappropriate matter such as child pornography, obscene and other material that is harmful to minors.
- B. In order to protect students' and employees' safety, network users are prohibited from revealing personal information to other users when engaging in online activities.
- C. All network users are prohibited from hacking and engaging in unlawful online activity.
- D. All network users are prohibited from disclosing or disseminating minors' personal information without proper authorization.
- E. All network users are prohibited from accessing materials that are blocked by the Technology Protection Measure.

Implementation of Technology Protection Measure:

- A. All school owned equipment must have the Technology Protection Measure installed on the device.
- B. Adult users may request the Technology Protection Measure to be temporarily disabled in order to conduct bona fide research or for another lawful purpose. The Technology Protection Measure must be re-activated as soon as the adult finishes using the electronic device.

Acceptable Use Policy

Each user will be required to sign an Acceptable Use Policy annually in the form prescribed by the Superintendent or his/her designee. The Acceptable Use Policy shall implement this Internet Safety Policy. Violation of this policy and/or Acceptable Use Policy shall be subject to appropriate discipline and sanctions.

Monitoring of Online Activities

It shall be the responsibility of all personnel of the school district to monitor students' online activities and use of the network to ensure that the district is in compliance with CIPA and this Internet Safety Policy.

Cyberbullying and Appropriate Online Education

Students will be educated annually about appropriate online behavior, include interacting with other individuals on social networking, chat rooms and cyberbullying awareness and proper responses. The implementation of this provision is delegated to the Superintendent who shall report annually to the Board of Education on the educational activities undertaken to comply with this subsection.

Definitions Used in this Policy:

- A. Minor: The term “minor” means any individual under the age of 18.
- B. Obscene: The term “obscene” is defined as material – (1) the dominant theme of which, taken as a whole, appeals to the prurient interest; (2) which is patently offensive because it affronts contemporary community standards relating to the description or representation of sadomasochistic abuse or sexual conduct; (3) lacks serious literary, artistic, political, or scientific value.
- C. Child pornography: The term “child pornography” is a visual depiction, including any photograph, film, video, picture or electronically-generated image, whether made or produced by camera, mechanical, or other means, of sexually explicit conduct, where to production of such visual depiction involves the use of a minor engaging in sexually explicit conduct, or such visual depiction has been created, adapted, or modified to appear that an identifiable is engaging in sexually explicit conduct.
- D. Harmful to minors: The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that-(i) taken as a whole and with respect to minors, appeals to prurient interest in nudity, sex, or excretion; (ii) depicts, describes, or represents, in patently offensive way with respect to what is suitable for minors an actual or simulated sexual act or sexual contact, actual or scientific value as to minors.
- E. Technology Protection Measure: The term “Technology Protection Measure” means a specific technology that blocks or filters Internet access to the material that is obscene, contains child pornography and/or is harmful to minors.
- F. Electronic Device: Any electronic device that has the ability to connect to the Internet included but not limited to desktop computers, laptop computers, tablet computers and electronic book readers.

LEAGAL REFS.: Children’s Internet Protection Act (CIPA, 47 U.S.C. §254(h)(5))
SDCL 22-24-55
FCC 11-125

ADOPTED: 8/2012
AMENDED: 1/2020
REVIEWED:

Oldham-Ramona School District #39-5

Policies and Regulations Code: I – Instruction

IKE STUDENT RETENTION AND PROMOTION

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

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

In all cases of retention, parents must be informed of such possibility well in advance (usually by the third reporting period) and a conference with them sought. In all instances, the advice and help of the guidance counselor and the school psychologist will be used by teachers. Criteria for a retention recommendation shall be based upon a wide variety of information about the student in order to assist in a decision that is educationally and emotionally best for the student.

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

If conflicts concerning retention and promotion cannot be resolved, the administration has the authority to make the final determination in the retention or promotion of a student in grades K-12.

The administration will take particular care in assigning more than one retention during a child's elementary school life. The Superintendent must approve a second retention assigned any student.

LEGAL REFS.: SDCL 13-27-1

ADOPTED: 02-1986
REVISED: 07-2000
REVISED: 06-2017

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IKE-E STUDENT RETENTION AND PROMOTION FORM

_____ (student name) in _____ (grade) has been recommended for retention by the school staff based on the following information:

I agree / do not agree with the decision to retain my child for the next academic school year.

I understand that the Oldham-Ramona School District is recommending retention; however, as his/her parent or guardian, I do not agree with the recommendation and ask that my child progress to the next grade for the following reasons:

Signature of Parent/Guardian

Date

Signature of Administrator

Date

ADOPTED: 02-1986
REVISED: 07-2000
REVISED: 06-2017

Oldham-Ramona School District #39-5

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Code: I – Instruction

IKE-R REGULATIONS: STUDENT RETENTION AND PROMOTION

1. Retention of a student in any grade, Kindergarten through grade 12, shall be determined by the classroom teacher or teachers, school administration, and the parent or guardian. Additional school staff may be asked to provide information such as the guidance counselor and/or the school psychologist.
2. A retention decision shall be recommended only after careful consideration of a wide variety of information about the student designed to help make a decision that is educational and emotionally best for the student.
3. A criterion-referenced assessment may be helpful in making sound decisions about a student retention.
4. If a criterion-referenced assessment is not used, the school staff may find it useful to consider the following criteria:
 - student's sex
 - student's age
 - physical size
 - present grade placement
 - previous retention or retention recommendations
 - school enrollment history
 - school attendance
 - history of learning disabilities
 - present level of academic achievement and performance
 - student's attitude about retention
 - student's interest in school work
 - social and emotional development
 - history of serious behaviors
 - other pertinent information deemed helpful.
5. Specific information regarding the parent's/guardian's support of the retention decision should be recorded on the form and placed in the student's cumulative record.
6. In instances where a parent requests a child to be retained and the child is receiving special education services, the child's Individual Educational Plan (IEP) team will serve as the multi-disciplinary team. All discussions and documentation will follow regulations pertaining to special education laws.

ADOPTED: 02-1986

REVISED: 07-2000

REVISED: 06-2017