

## MISSION STATEMENT

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The Deubrook Area School through a positive and safe learning environment, will prepare students to be lifelong learners, inspire students to reach their potential, and promote respect and character.

This will be achieved by:

**D**eveloping  
**E**ducation  
**U**nderstanding  
**B**asics  
**R**eaching  
**O**pportunities  
**O**btaining  
**K**nowledge

This mission will be achieved by the teachers, school board and staff **Developing** the curriculum and **Education** of each child. The primary grade students will begin the process of developing their education by **Understanding Basics**. In the later elementary and junior high, students will be **Reaching** for new **Opportunities** provided by the broader curriculum. Senior high students will continue with the educational process by **Obtaining Knowledge** they need to reach their potential and be successful in adult life.

## PURPOSE

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The purpose of these written policy guides is to assist the Board members, the superintendent, the principals, and other staff members to better understand their roles in public education. It is hoped that these written policies may be of special help to new Board members and new administrative personnel as they assume positions in the Deubrook Area School system.

Suggestions for modifications and change, both on the part of the Board and members of the staff, will always be welcome. These rules and regulations, to be effective, must be a vital part of the conduct of the affairs of the district and as such, subject to change whenever conditions require.

## The Board's Policy-Making Power is Limited by Several Constraints: 102

1. State Law
2. Federal Law
3. Negotiated Agreements
4. Budget Limitations
5. Court Decisions
6. State Agency Rules and Regulations
7. Federal Agency Rules and Regulations
8. Local Agency Rules and Regulations and Intermediate Agencies  
(Such as Educational Service Regions)
9. Local Traditions and Desires

## DEUBROOK AREA SCHOOL POLICY HANDBOOK

10. Professional Staff Limitations
11. The Board Itself (Policies, etc.)
12. Enrollment
13. Other Contracts – Food Service, Transportation

### **EQUAL EDUCATIONAL OPPORTUNITIES**

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All students of the district will have equal educational opportunities. The Board will not discriminate on the basis of race, color, creed, religion, sex, handicap, economic status, national origin, or ancestry in its policies or programs.

To accomplish this policy on nondiscrimination, the Board will make every effort to provide all students equal access with respect to admission or membership in school-sponsored organizations, clubs, or activities; access to facilities; distribution of funds; academic evaluations; or any other aspect of school-sponsored programs or activities.

The Board recognizes, however, that in implementing this policy children vary widely in capabilities, interests, and social and economic background, and that no two children can be treated exactly alike if the fullest development of each is to be achieved.

**LEGAL REFS:** Civil Rights Act of 1964, as amended in 1972, Title VI; Title VII Executive Order 11246, 1965, amended by Executive Order 11375 Education Amendments of 1972; Title IX (P.L. 92-318) 45 CFR, Parts 81, 86 (Federal Register, June 4, 1975, August 11, 1975); The American Disabilities Act, July 26, 1990; Education for All Handicapped Children Act (P.L. 94-142); Section 504 of the Vocational Act of 1973; SDCL 13-28-5; 13-28-6; 13-28-14

### **SPECIAL EDUCATION—PHILOSOPHY OF THE NORTHEAST EDUCATIONAL SERVICES COOPERATIVE**

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The member school districts of the Northeast Educational Services believe that all people must achieve to an individual's fullest potential, as defined in terms of behavioral, attitudinal and cognitive. Students in need of special and prolonged assistance require more resources in developing their fullest potential for learning. Therefore the Northeast Educational Services Cooperative, in coordination with the member school districts, will facilitate in the development of human and environmental resources needed for each individual to be able to achieve totally in the following:

1. To be able to accept oneself and to learn to deal with each of the unique situations special and prolonged needs students may encounter in relationship to one's peers.
2. To gain self-assurance through taking an active part in the determination of one's own learning agenda, and to learn from the research for one's own answers, to expand one's knowledge and interest.
3. To appreciate one's responsibilities to society as a member who can make a unique contribution.

### **APPENDIX A**

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Documents are housed with Superintendent, Principals, and Business Manager.

State Plans, Intergovernmental Agreements, and other special agreements may be found under separate cover. Actual document approved by School Board should be referred to (some samples are as follows): City of White and Deubrook Area School District; Agreement with South Dakota National Guard in Brookings; Aids Plan; Catastrophic Plan; Drug and Alcohol Plan; Gifted Plan; Guidance Plan; Library Plan.