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**To Parents and Students:**

This handbook is presented to you by the Middle School so each student will be aware of the basic rules and regulations of the school. Cooperation by each student and staff member, which often requires the sacrificing of one's own personal likes, is generally a necessity in creating a successful academic and social atmosphere for everyone involved.

Please read carefully the following booklet, because its rules and regulations are for your benefit and protection. Our staff members will be happy to explain any areas in which you may have questions. It is our desire to work with the students and the parents for greater harmony and for the betterment of all the students involved toward an especially good school year.

**SCHOOL DISTRICT MISSION STATEMENT**

We, the members of the Belle Fourche community, are committed to building a learning community and ensuring all learners equal access to an excellent education program that results in learners who are responsible and accountable; who value lifelong learning and know how to learn; and who are capable of succeeding in a changing society.

**BELLE FOURCHE MIDDLE SCHOOL MISSION STATEMENT**

Expand life-long learning.

Belle Fourche Middle School has chosen **Respect** and **Responsibility** as goal areas for students in grades 5-8. Students should be especially aware of the following expectations:

Exhibit Appropriate Classroom Behavior

Use Property Carefully

Courtesy to Others

Bring Necessary Materials to Class

Bring Completed Assignments to Class

Actively Participate During Class

**We want to ensure that our school has a positive learning environment!**

## **PHILOSOPHY**

The school board of Belle Fourche Public Schools subscribes to the thesis that our educational aspirations for our young have made us free, and it is the intention of the board to help perpetuate that freedom by providing the best education possible for our children within monetary resources available to the district.

Our purpose is to develop individuals with adequate academic preparation as well as the desirable moral, ethical, and spiritual beliefs to assume a role in shaping the future of our nation.

It is understood that though all children will not learn all things equally well, all should have an equal opportunity in the pursuit of educational qualifications for the world ahead, and the school board will attempt to balance its program to provide for the varied interests of the pupils of the schools. In attempts at balance, school officials must keep in mind quality programs deserve as much consideration as quantity. The board accepts the premise that the center of the school curriculum is the child and that the instructional program should be tailored to fit a child-development pattern of education.

The Board of Education accepts the conclusion that the education of children is a comprehensive program which must be undertaken in cooperation with other institutions of our society. We will seek to establish and maintain strong ties with parents and community programs.

## **DISTRICT GOAL STATEMENTS**

1. Build a quality education program that is efficient, effective and excellent.
2. Improve and develop a cooperative and positive image for the school system.
3. Provide financial resources to adequately fund the educational programs.
4. Conduct school district business in professional, effective, efficient and responsible manner.

### **General Goals**

The primary goal of the staff of the Middle School is to guide each student toward his/her academic, social, emotional, and physical potential by:

1. Providing comprehensive exposure in academic areas while also stressing individual needs.
2. Promoting the necessity for each student to recognize and accept responsibility for his/her actions and for the result of these actions.
3. Assisting each student in coping with stress by developing strengths and promoting a positive self-image.
4. Introducing and encouraging good health practices toward physical well-being.

## SCHOOL ATTENDANCE AND TARDINESS (Policy Book JCC)

Revised 8/8/16

This policy is based on the fact that **something important** happens in class **every day** and that the activity or interaction with teacher and students can never be exactly duplicated.

The following established guidelines will be accepted as valid reasons for a student to be excused.

1. Personal and family illness.
2. Prearranged medical/dental appointments.
3. Emergencies.
4. Leaves of educational value.
5. Other prearranged absences approved by the administration or designee.

The administration reserves the right to investigate the excessive occurrences of any aforementioned item.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justifiable. Any absence other than excused absence is considered truancy. All absences excused or unexcused beyond 5 days per semester or 10 days per year, may result in loss of credit or retention.

### Excused:

A. Parent(s)/guardian(s) must contact the school, orally or in writing, to excuse the student's absence from school. This excuse needs to be shared with the school prior to or on the day of the absence or upon the student's return to school. In all cases, work missed must be made up.

B. Students needing to be excused for appointments must have a written note or phone call from the parent or guardian to the school in order to be released. Students needing to interrupt their normal school day for appointments are expected to notify the attendance office when leaving and upon returning. Since the district uses a modified 4-day week, we suggest scheduling routine appointments on Fridays when there is no school.

C. School personnel will attempt to notify parents or guardian of student absences.

### Unexcused:

A. A student who is on campus but not in a regularly scheduled class will be considered unexcused.

B. Any absence which is not explained by a parent(s)/guardian(s) upon the student's return to school or does not meet established guidelines for excused absences will be considered unexcused.

C. Truancy proceedings as per state SDCL Chapter 13-27 may be initiated if deemed necessary.

### Truancy:

"Truancy" means any absence (by a student under age 16) for part or all of one or more days from school during which the school has not been notified of the legal cause of the absence by the parent/guardian of the absent student. It also means intermittent attendance carried on for the purpose of defeating the intent of compulsory attendance.

When absenteeism has become detrimental to student achievement and the student/parent/guardian has ignored every effort by the district to gain compulsory attendance, the principal may begin truancy proceedings to be brought against the parent/guardian. Prior to such actions the principal shall have:

- a. Communicated with the student's parent/guardians to discuss the student's truancy or have attempted to meet and been refused.
  
- b. Offered an opportunity for educational counseling with school personnel and the student/parent/guardian.

**Make-Up-Work:**

For all absences the student must make up the work missed. Students will have at least as many school days as they were absent, plus one additional day, to complete work that is assigned the day of the absence. If the work is not completed, no grade or credit can be given for the assignments. Assignments or tests that were assigned prior to the absence must be turned in or completed on the day of return unless other arrangements are agreed upon between the student and the teacher.

**Excessive Absences K-8:**

The following policy has been developed to encourage good attendance in grades K-12. Students missing over 5 days in any semester or missing over 10 days per school year may result in loss of credit or retention.

When a pattern develops with a student’s attendance, contact will be made with the parents. In certain cases, a letter of complaint will be sent to the State’s Attorney.

In the event of loss of credit or retention, the student may appeal this action. For appeals the student must appear before the Board of Education or its designee and substantiate in writing the reasons for excessive absences. The Board or designee will take this into advisement and will make a decision with input from the petitioners, teachers, and administrator.

Procedures for implementing this policy are outlined in the Student Handbooks.

**Tardiness:**

If a student is not in the classroom when the bell has rung, the student is considered tardy. Four (4) tardies for the start of the school day or during periods 1-8 will result in make-up time after school. Each grading period allows a student to start anew.

**Absences:**

If a student is absent and the school has not been notified, the school will attempt to contact the parents to verify the student’s absence. If the absence is unexcused, the time may need to be made up.

**HOMEWORK**

From School Board Policy IKB Revised 7/12/00

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 a definite place in the educational program. The staff shall recognize the role of parents by suggesting appropriate ways in which the parents may assist their child with homework. Students, under the ICU program, are expected to complete all assignments at an acceptable level of quality. If homework is incomplete or not at an acceptable level of quality, students will have an opportunity to work and receive teacher assistance after school and on intersession Fridays.

If a student is on an IEP (Individual Educational Plan), the teacher must provide appropriate accommodations and modifications of homework assigned according to the IEP.

Homework is to be assigned according to these guidelines:

- Will be a properly planned part of the curriculum, extending and reinforcing the learning experience of the school.
- Will help children learn by providing practice in the mastery of skills, experience in data gathering and integration of knowledge, and an opportunity to remediate learning problems.
- Will help develop the student’s responsibility by providing an opportunity for the exercise of independent work and judgment.
- A teacher will consider a student’s age, mastery of skills and school related responsibilities/activities.
- Will be clearly assigned and its product assessed in a timely manner.

## DEFINITIONS

**Abuse, Verbal** is the use of language that is obscene, threatening, intimidating or that degrades other people. Verbal abuse that is also sexual, religious, or racial harassment shall be addressed under the guidelines for harassment.

**Alcohol or Chemical, Possession, Distribution or Use** – the possession, distribution, or use of any alcohol, tobacco, marijuana, narcotic, controlled substance or drug paraphernalia where possession, distribution or use is prohibited by South Dakota or federal law.

**Arson** is intentional destruction or damage to school property or other property by means of fire.

**Assault, Aggravated** is committing or threatening to commit an assault upon another person with a weapon, or assault which inflicts great bodily harm upon another person.

**Assault, Verbal** is language toward another person that is intended to cause fear of bodily harm or death.

**Assault, Physical** is acting with intent to cause fear in another person of immediate bodily harm or death, or intentionally inflicting or attempting to inflict bodily harm upon another person.

**Board** or school board is the duly constituted Board of Education of the Belle Fourche School District, No. 9-1, Butte County, South Dakota.

**Bomb Threat** is intentionally making, publishing or conveying in any manner a bomb threat pertaining to a school location.

**Bullying** is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

**Burglary** is entering any school location without consent and with the intent to commit a crime (e.g. vandalism or theft).

**Bus Behavior** while on district-provided buses, students shall adhere to the same behavior expectations, standards, and consequences as at school.

**Day** or **Days** refer to working school day or days. Regarding Suspension, “School day” equals classes and all school sponsored activities during and after school.

**Detention** is time assigned outside of school time to be made up by the student.

**Dishonesty, Scholastic** includes, but is not limited to, cheating on school assignments or tests, plagiarism or collusion. Academic consequences may also be assigned.

**Dress & Grooming** are the expectations by the school regarding appropriate clothing worn by students. Inappropriate dress includes:

- a) Wearing of clothing or grooming that is potentially disruptive to the education process or that poses a threat to the health and safety of others.
- b) Wearing clothing that includes words or pictures which are obscene, vulgar abusive, discriminatory or which promote or advertise alcohol, chemicals, marijuana, tobacco or any product that is illegal for use by minors.
- c) Wearing clothing and other items or grooming in a manner that represents and or promotes threat/hate groups including gangs or supremacist groups.
- d) Wearing clothing or grooming in a manner that is sexually explicit or which conveys sexual innuendo, or that may reasonably be construed as sexual.
- e) Wearing any headwear during the school day without permission from the school administration.

f) The following are prohibited:

- No backless and strapless shirts. Shirts need to cover your midsection even when your arms are raised above your head.
- No SEE-THROUGH clothing is to be worn.
- No sunglasses or objectionable contacts.
- No clothing or jewelry with spikes.
- No chains on billfolds and choker chains.
- No low cut blouses/shirts or spaghetti straps shirts.
- No pants that drop so under garments are showing.

**Explosives, Possession and or Use** is possessing or using any compound or mixture which can cause an explosion.

**Expulsion** is the action of the school board to terminate a pupil's membership in school.

**Extortion** or robbery is to obtain another person's property either by implied or expressed threat.

**False Reporting** is deliberately reporting false information about the behavior of a student or staff person.

**Fighting** is engaging in any form of mutual combat where blows are exchanged.

**Fire alarm false** is intentionally giving a false alarm of a fire, or tampering or interfering with any fire alarm.

**Fireworks or Ammunition, Possession** is the possession or offering for sale any type of fireworks, bullets or ammunition on school property.

**Gambling** includes but is not limited to playing a game of chance for stakes or possession of gambling devices such as video games, machines and other items used to promote a game of chance.

**Gang Activity** the use of graffiti emblems, symbolism, hand signs, slang, tattoos, jewelry, discussion, clothing or any means that demonstrates gang related activity.

**Grievance** is a complaint by a student or group of students based upon an alleged violation of a student's rights or misinterpretation or inequitable application of any student handbook provision, policies, rules or regulations of the Belle Fourche School District or the State of South Dakota, or any decision, rules, or policies stated, enacted, or imposed by district personnel as applied to the students of the Belle Fourche School District.

**Harassment/Discrimination** is racial, sexual and religious harassment/discrimination and violence as defined in the district policy.

**Hazing** is defined as doing any act of coercing another.

**ICU** (Intensive Care Unit) is one of the many methods Belle Fourche Middle School uses to ensure academic success and student accountability. ICU, a homework intervention, is designed to assist students in mastery and completion of work assigned in class or needing to be finished at home. Multiple opportunities are available to meet the required standards at each grade level.

**Inappropriate Behavior** is defined as students who conduct themselves in such a manner as to disrupt the educational process and impede the learning of themselves and or other students, and when requested to cease such behavior are disobedient and continue such behavior.

**In-School Suspension** is the restriction of a student to a certain area within the school whereby the student is required to work on school assignments for the purpose of learning with academic credit being given.

**Instigating** is spreading rumors or agitating a conflict which may escalate conflict between others.

**Insubordination** is any instance of refusal or failure to comply with school board policies, rules, regulations, instructions, or directions. It is also the failure to accept and carry out reasonable instructions given by one in authority.



**Long-Term Suspension** is the exclusion of a pupil by the superintendent or school board from a class or classes for more than ten school days.

**Nuisance Objects** is the possession, use or distribution of any object that causes distractions.

**Out-of-School Suspension** is the restriction of a student from entrance to the school building for a specified number of days. Students are prohibited from attending school activities. Students are required to work on school assignments for the purpose of learning with academic credit being given. The student will not receive attendance credit.

**Policy** is a rule, regulations, or standard enacted or approved by the school board.

**Profanity** is language or gestures which are obscene, vulgar, abusive or discriminatory.

**Pushing, Shoving, Tripping, Scuffling** is physical contact that could harm others.

**Reasonable Force** means nothing herein contained shall be constituted as prohibiting or denying an employee the right to use such force as may be reasonable and necessary to control a situation, maintain order and protect persons and/or property.

**Restitution** is payment for the value or the replacement cost of damaged or lost property.

**Sexual Misconduct** is engaging in sexual comments, indecent sexual gestures, exposure or engaging in sexual contact including intentional touching of clothing covering a person's intimate parts.

**Short-Term Suspension** is the exclusion by the principal or superintendent of a student from a class or from school for not more than ten school days.

**Skipping** is an unapproved absence from an assigned area within the school day.

**Student Rights** are those privileges granted to students by the policies, rules, or regulations of the Belle Fourche School District, or regulations, laws or constitutions of the State of South Dakota or the United States of America.

**Tardy** a student is considered tardy when not in the classroom after the bell has rung.

**Technology Misuse** is the misuse of computer equipment, deletion or violation of password-protected files, computer programs, or data or system files; inappropriate accessing of files, unethical use of information or violation of copyright laws.

**Theft, Receiving or Possession of Stolen Property** is the unauthorized taking, receiving, using, transferring, hiding, or possession of school property or that of another person.

**Treats** homemade treats for students are discouraged. If treats are brought to school, we encourage commercial products.

**Tobacco Possession Use or Distribution** is the possession, or use, or distribution of tobacco in any school location or event.

**Trespassing** is the presence of the student in an area of the school building or school grounds designated by school administrators or personnel as being an unauthorized or unavailable for student use.

**Truancy** means any absence (by a student under age 16) for part or all of one or more days from school during which the school has not been notified of the legal cause of the absence by the parent/guardian of the absent student. It also means intermittent attendance carried on for the purpose of defeating the intent of compulsory attendance.

**Unique Situations** are discipline situations that arise which are not covered by guidelines which will be handled on a case by case basis. Unique or special situations may call for an adjustment in the discipline policies.

**Vandalism** littering, defacing, cutting or damaging property, technology, or telecommunication equipment that belongs to the school district, other students, staff members or other individuals.

**Weapons** students are forbidden to possess, transmit, buy or sell; or assist other persons in obtaining, storing, keeping, leaving, placing or putting into the possession of another person; or use weapons or firearms of any kind. Students are prohibited from bringing to school or school related activities any weapons or firearms of any kind. This prohibition will normally not apply to school supplies, such as pencils, compasses and the like, unless they are used in a menacing or threatening manner. See district policy JFCJ.

## **DISCIPLINE PROCEDURES**

### **Discipline Guidelines**

Every student and employee of the Belle Fourche School District is entitled to learn and work in a safe school environment. To ensure this, the district and each school have established clear student discipline policies, definitions and consequences appropriate with the behavior and a practice to do so consistently.

Students are expected to behave in accordance with federal, state and local laws and rules, district and school policies and regulations, and in a way that respects the rights and safety of others. Corrective action to discipline a student and/or to modify a student's behavior will be taken by staff when a student's behavior does not fall within the guidelines.

The following are middle school guidelines. These guidelines and the potential consequences apply at any time a district student is present on a district school location. Listed are the violations and the recommended consequences for offenses. The infractions and consequences may be modified or disregarded if circumstances require mitigation or exceptions (e.g. disabled student whose behavior is related to his or her disability.) Refer to the definition section of this handbook for infraction definitions.

(See the next page for the "Rules" Matrix)

*Refer to Definition Section for infraction descriptions.*

## Middle School Discipline Matrix

Administration Reserves the Right to Alter any Disciplinary Action Based on Extenuating Circumstances

Revised August, 2018

### INFRACTIONS

(See the Definition Section for infraction descriptions)

### CONSEQUENCES

| OFFENSES   | 1 <sup>ST</sup> OFFENSE  | 2 <sup>nd</sup> OFFENSE   | 3 <sup>RD</sup> OFFENSE  | 4 <sup>TH</sup> OFFENSE   | 5 <sup>TH</sup> OFFENSE  |
|--|--|---|--|---|--|
| <b>CLASS I</b><br>Homeroom Tardy<br>Periods 1-8 per<br>grading period<br><br>Truancy<br>Skipping class<br><br>Skipping<br>Detention<br>(Per Detention)   | record/warn<br>record/warn<br><br>parent contact,<br>loss of privilege,<br>make up time<br>detention or<br>suspension<br><br>parent contact<br>double time | record/warn<br>record/warn<br><br>parent contact,<br>loss of privilege,<br>make up time<br>detention, or<br>suspension<br><br>parent contact<br>double time,<br>Friday school | record/warn<br>record/warn<br><br>parent contact<br>suspension,<br>truancy referral<br><br>parent contact<br>double time<br>Friday school,<br>suspension | parent contact<br>½ hour detention<br>½ hour detention<br><br>parent contact<br>suspension,<br>truancy referral<br><br>parent contact<br>Friday school,<br>suspension | parent contact<br>loss of privilege,<br>detention, make<br>up the time,<br>suspension<br><br>parent<br>suspension,<br>truancy follow-up<br><br>parent contact,<br>suspension |
| <b>CLASS II</b><br>Abuse, Verbal<br>Cell Phone issue<br>Dishonesty,<br>Scholastic<br>Dress/Grooming<br>Inappropriate<br>Behavior<br>Nuisance<br>Objects<br>Gambling<br>Pushing,<br>Shoving,<br>Scuffling<br>Vandalism,<br>Minor          | parent contact,<br>loss of<br>privilege,<br>detention  | parent contact<br>loss of<br>privilege,<br>detention,<br>suspension   | parent contact<br>loss of<br>privilege,<br>detention,<br>suspension  | parent contact<br>loss of<br>privilege,<br>suspension   | parent contact<br>loss of<br>privilege,<br>suspension  |
| <b>CLASS III</b><br>Assault, Verbal<br>False Reporting<br>Fireworks or<br>Ammunition<br>Possession<br>Bullying<br>Instigating<br>Profanity<br>Technology<br>Misuse<br>Gang Activity<br>Insubordination<br>Profanity<br>Directed to Staff | parent contact<br>detention,<br>Friday school,<br>loss of<br>privilege,<br>suspension  | parent contact<br>loss of<br>privilege,<br>detention,<br>Friday school,<br>suspension   | parent contact<br>loss of<br>privilege,<br>Friday school,<br>suspension  | parent contact<br>loss of<br>privilege,<br>suspension   | parent contact<br>loss of<br>privilege,<br>suspension  |

|  | <b>1<sup>st</sup> OFFENSE</b>  | <b>2<sup>nd</sup> OFFENSE</b>  | <b>3<sup>rd</sup> OFFENSE</b>   | <b>4<sup>th</sup> OFFENSE</b>   | <b>5<sup>th</sup> OFFENSE</b> |
|--|--|--|---|---|-------------------------------|
| <b>CLASS IV</b><br>Assault,<br>Physical Fighting<br>Fire Alarm<br>Harassment,<br>Discrimination<br>Fireworks,<br>Ammunition,<br>Theft,<br>Receiving Stolen Property<br>Tobacco, Use<br>Possession<br>Trespassing | parent contact referral to police, restitution, loss of privilege, suspension  | parent contact referral to police, restitution, loss of privilege, suspension  | parent contact referral to police, restitution, loss of privilege, suspension | parent contact referral to police, referral to Superintendent for administrative action, loss of privilege, suspension or expulsion |                               |
| <b>CLASS V</b><br>Alcohol/Drug Possession, Use Or Distribution<br>Burglary<br>Falsifying, Modify School Records<br>Robbery,<br>Extortion<br>Vandalism,<br>Major  | parent contact, referral to police, referral to Superintendent when appropriate, restitution, loss of privilege, suspension or expulsion | parent contact, referral to police, referral to Superintendent for administrative action, loss of privilege, suspension or expulsion |   |   |                               |
| <b>CLASS VI</b><br>Arson<br>Assault, Aggravated<br>Assault on Staff<br>Bomb Threat<br>Explosives, Possession, Use<br>Sexual Misconduct<br>Weapons, Dangerous   | parent contact Referral to police, referral to Superintendent for administrative action loss of privilege, suspension or expulsion       |  |   |   |                               |

**\*Any offense may constitute a counselor referral, written plan as deemed appropriate.**

**\*\*Failure to follow ISS guidelines may result in increased ISS or OSS.**

**\*\*\*OSS may be used if ISS is at capacity.**

**\*\*\*\*The consequences listed are a range of options that may be administered based on each circumstance or accumulated disciplinary action throughout the year.**

## ACADEMIC INFORMATION

**Educational Program:** The Middle School educational program consists of core, encore, exploratory, band and choir classes.

**Core Classes** are scheduled on a daily basis all year and consist of math, science, social studies and language arts.

**Encore Classes** consist of classes such as P.E./health, computers, general music or maker space. Students rotate throughout the year to experience each block.

**Exploratory Classes** are scheduled for students that do not choose band or chorus as an elective.

### **Fifth Grade Required Courses:**

Science, Social Studies, Language Arts, Math, Study Hall and an Encore Rotation which may consist of: PE/Health, Music, Computer or Maker Space.

### **Sixth Grade Required Courses:**

Math, Social Studies, Language Arts, Science, Study Hall and an Encore Rotation which may consist of: P.E./Health, Music, Computers, or Maker Space.

### **Sixth Grade Elective Courses:**

Band, Mixed Chorus and Exploratory Classes.

### **Seventh and Eighth Grade Required Courses:**

Science, Social Studies, Language Arts, Math, Study Hall and an Encore Rotation which may consist of: PE/Health, Computer Science, and Library Makerspace.

### **Eighth Grade Required CTE Courses eighth period:**

Introduction to Agriculture, Introduction to Family and Consumer Science, Introduction to Welding, Introduction to Architecture and Construction, Introduction to Business and Introduction to STEM (Science, Technology, Engineering and Math)

### **Seventh and Eighth Grade Elective Courses:**

Band, Mixed Chorus and Exploratory Classes.

### **Eighth Grade Algebra I:**

BFMS 8<sup>th</sup> graders who rank in the top 20% in their grade in math skills will have the option of taking Algebra I instead of pre-algebra. Students who score 80% or higher on the end of course exam will be awarded high school math credit.

### **PE/Health Courses:**

The health curriculum covers sensitive subject matter. We have developed a 5<sup>th</sup> – 8<sup>th</sup> curriculum plan that is available for parental review. Any parent wishing to review the plan may contact the office.

### **Physical Education**

All students are encouraged to take physical education. Students who have medical excuses will still report to the physical education teacher to receive modified/adapted assignments for credit. Students are required to wear the clothing assigned by the instructors. The students will be given sufficient time to secure the proper items. Gym clothes are to be washed each week and worn in school only during the physical education periods. All clothing must be acceptable to the physical education instructors before it is allowed in the gym and/or swimming classes. Physical Education attire includes:

1. Shorts that are roomy enough to allow unrestricted movement.
2. A loose cotton "T" shirt.
3. White socks and tennis shoes.

### **After School Jam Program:**

Offered to students grades 5-8 Monday through Thursday with Friday Intersessions. Activities include Homework Help and special activities.

**Class Changes:**

Band and/or chorus class changes may be made up to two weeks after the start of the school year or date of enrollment. Requests made after the two weeks are discouraged. A meeting with the parents will be requested and changes will correspond with the next grading period.

**Eligibility**

Students are to be currently passing in all of the required subject areas to be eligible to participate in school sponsored extra-curricular activities. Eligibility will be determined on a weekly basis.

**Grading System**

|                |    |
|----------------|----|
| 100 – 99       | A+ |
| 98 - 96        | A  |
| 95 – 94        | A- |
| 93 – 92        | B+ |
| 91 – 89        | B  |
| 88 – 87        | B- |
| 86 – 85        | C+ |
| 84 – 80        | C  |
| 79 – 78        | C- |
| 77 – 76        | D+ |
| 75 – 72        | D  |
| 71 – 70        | D- |
| 69 – 0         | F  |
| Incomplete     | I  |
| Satisfactory   | S  |
| Unsatisfactory | U  |

**Conferences**

Parent-teacher conferences are held two times each year.

**Report Periods**

Students will receive a grade every twelve weeks for a total of three grading periods for the year. A progress grade will be given two times a year at parent teacher conferences to monitor student progress. Parents of a student who is receiving a failing grade will be notified before the end of the grading period.

**DDN Campus**

Parents and students may check their grades and attendance at any time during the school year on their DDN Campus Parent Portal. Parents MUST register for a User Name and Password through the school. To access the Parent Portal, use the District web site: [www.bellefourche.k12.sd.us](http://www.bellefourche.k12.sd.us)

**Late Papers**

Students will be encouraged to turn in all work, even if it is late. Final scores will be determined by each teacher’s discretion.

**Intersessions**

The school calendar provides some Fridays for intersession classes. These classes are used to reinforce or enrich skills to help students succeed in school. Some students gain the privilege of attending through an invitation from their teacher. Some parents choose to have their children attend.

## **GENERAL SCHOOL INFORMATION**

### **Adult Visitors**

Adult visitors to school are required to call in advance to schedule a visitation. Visitors are required to check into the office upon arrival at school.

### **Animals in School**

No animals are allowed in school. Service animals are excluded. The exception would be classroom observation projects that are permanently contained. Teachers are responsible for care and cleaning for these projects.

### **Closed Campus**

All students will be required to stay on campus during the entire school day.

### **Complaints**

Anyone who has a concern which relates to the school is encouraged to address the issue at the lowest level. If the concern cannot be satisfactorily addressed, the District has a Complaint Procedure which is Policy KL. This policy and procedure can be accessed through the Middle School Office, Central Office or the District website: [www.bellefourche.k12.sd.us](http://www.bellefourche.k12.sd.us).

### **Detention**

If a student skips their detention, the time is doubled. Detention may impact eligibility for sports, mini-courses or other privileges. Bus students and students with special circumstances will be allowed time to arrange a date and time to serve detention. Students are responsible for bringing parent notes and arranging time to serve detention. Chronic skipping may result in an assignment of In-School Suspension time or other disciplinary action.

### **Early Dismissals**

The students who must leave school for appointments such as the doctor or the dentist are to pick up an early dismissal slip before school or at noon. Students must bring parental requests for these dismissals.

### **Guidance Services**

Counseling services are available to all students and their parents/guardians. Students and parents may request counseling services at any time for social, emotional, academic, or career concerns.

### **Illness**

If a student becomes ill in school, the student should report to the office. A student should never go home without first reporting to the office.

In case of absence due to illness, a written or verbal excuse from the parents must be given to the nurse or the office explaining the student's absence.

### **IN-SCHOOL SUSPENSION**

The middle school utilizes In-School Suspension for disciplinary issues that would warrant the removal of students from the classroom for an assigned number of days.

If disciplinary action occurs mid-day the student will be placed in ISS and this time may or may not count toward the time assigned for the infraction.

### **Lockers**

Lockers will be assigned to students. Students are encouraged to keep their lockers locked at all times. If students are using locks of their own, a means to open the locks (key, combination, etc.) shall be left with the office or homeroom teacher. Lockers remain the property of the school and can be searched when there is a reasonable suspicion that school rules and regulations and/or state or federal laws are being violated.

### **Locker Searches**

The courts have consistently upheld the claim that school lockers are school property, loaned or rented for the student's convenience. School Authorities may search the student's locker without prior warning in seeking contraband, because standing in loco parentis (in place of parent), school authorities are charged with the safety

of all students under their care and supervision. Such a search is not an “illegal” search under the Fourth Amendment to the federal Constitution, but a reasonable exercise of board power in the interests of health, welfare and safety of students.

Courts have reasoned that the school extends locker use to students only for legitimate purposes. School authorities, therefore, have not only the right, but also the duty to inspect lockers either periodically or on an ad hoc basis in the interest of making the school a “safe” environment.

The courts have supported the use of trained dogs to conduct searches of lockers and cars in school parking lots. Search of a person by a trained dog is not quite as clear. Some courts indicate that a sniff of a person by a trained dog is not a search because it is not intrusive. An individual search of a student by school personnel must be based on reasonable suspicion. See New Jersey v. TLO 1985). If the school has law enforcement involved in the search of students, there should be probable cause to search.

### **Hall Passes**

Students are required to have hall passes. No student should ever be out of the classroom without a hall pass.

### **Coats, Jackets**

Outdoor garments such as boots, jackets and coats which are worn for warmth or moisture protection are to be removed and left in the lockers and not worn to the classrooms.

### **Cars and Motorcycles**

The middle school is a closed campus during school hours. Students who qualify may drive to and from campus only. Students must not sit in cars or on their cycles while they are parked at school. Use is limited to appointments, emergency situations, etc. Students are not to have passengers.

### **Bicycles**

Bicycles may be ridden to and from school only. Students are not to remain at the bike rack after parking their bicycles.

### **Skateboards**

The use of skateboards on school property is prohibited.

### **Medicine**

The school will no longer purchase non-prescription pain reliever for student use at school unless under the direction of the school nurse. If your child needs prescription or non-prescription medication, a parent or guardian must come to school and fill out the proper forms. Students are not to carry any medication in school.

Prescription medications must be in a pharmacist-labeled container that specifies the student’s name, prescribing physician’s name, date of the prescription and directions for use. (Pharmacists will give you an extra labeled container for school use if you ask for it.)

Non-prescription medications should be in an original bottle or container labeled with the student’s name. (This includes cough drops, cough syrup, aspirin and so on.)

### **Cell Phones and Pagers**

Student use of cell phones and pagers is prohibited during the school day. Students are expected to turn off and put away cell phones as they enter the building.

### **Money**

Money should never be left in a locker. Money may be left in the office if a student brings a larger amount to be used for an after school errand.



### **Lunch**

Our middle school has a closed campus during lunch. Students may leave campus for lunch under certain circumstances. For instance, any parent or guardian may take their own child out to eat. Be sure to sign your child out as they leave the building. A student may leave with another adult only if the school receives verbal confirmation from that student's parent or guardian.

Parents/guardians are encouraged to join their child for lunch at school. Siblings who wish to eat lunch with a student must be accompanied by a parent or guardian. Lunch visitors are asked to call ahead to reserve a meal.

Students with special dietary needs will need to contact the nurse to make arrangements for their diet.

### **Food**

Candy, sunflower seeds, other food and gum are not to be used anywhere in the building during school hours, unless a classroom teacher allows it during a class period under special circumstances.

### **Lunch Numbers**

Students in grades 5-8 will deposit money in their lunch account. Students will be assigned an account number to memorize and use on a daily basis.

### **Student Visitors**

Students will not be allowed to bring a friend or relative to school.

### **Personal Items**

MP3 players, Ipods, earphones, fidget spinners, electronic games, baseball cards, balls, hacky sacks and other personal items of value should not be brought to school. If brought to school, these items become the student's responsibility, not the school's and may not be used during school. Using earphones to listen to music during class is disrespectful and will not be tolerated.

### **Electronic Reading Devices**

Items such as Kindles, Smart Phones, and other technology may NOT be used in classes for reading purposes if the device is capable of accessing the Internet.

### **Complaint Procedure**

There is a complaint policy for parents and others to use when a formal grievance is not needed. If people use this procedure, it will reduce confusion and keep issues at a dignified level. See Administrator's Manual or Policy KL.

### **Classroom Requirements**

Students are required to follow the rules in each classroom set by the teachers. They are to report to class with the proper equipment-books, paper, pens, pencils and assignments.

### **Posters**

Posters, signs and announcements must be approved by the middle school office before being posted.

### **Resource Center**

#### **Checking out Material:**

1. Fiction, non-fiction, biography, etc. and books not on reserve: These may be checked out for a period of two weeks.
2. All reserve material should be used in the Resource Center and may be checked out and returned between classes or before and after school.
3. Reference Books: These will be found in the resource center. Reference books may be checked out to the student by the librarian for use in the resource center or on an overnight basis.
4. Periodicals (magazines) are ordered on patron request basis and are housed in the Library for reading enjoyment.

### **Resource Center Privileges**

Students are expected to be quiet at all times. Anyone reported for causing a disturbance will be subject to disciplinary action. Repeated disturbances may result in the permanent suspension of privileges.

### **Fines**

1. Students will be charged the purchase or replacement price of lost books.
2. Students will be charged for the amount of damage to the books.
3. If the books are found before June 30<sup>th</sup>, the money for the books will be refunded. After June 30<sup>th</sup>, the accounts close for the district and money cannot be refunded. In all cases, however, the district would rather have the books than the money.

### **Dance Regulations**

The middle school student council will sponsor school dances per approval by the principal. Chaperones will be required with representation by school personnel. If students ask to leave early, a parent/guardian must be contacted. Once a student leaves the dance, the student cannot re-enter. No one other than chaperones, teachers, and students are allowed to attend the dance. The students in attendance must be registered in our school. The principal will reserve the right to limit student attendance based on discipline and/or academic performance issues. Decorations must be taken down immediately after the dance. Students must wear appropriate attire in order to be permitted to attend.

### **Extra-Curricular Activities**

**Purpose:** All extra-curricular activities are designed for the development of progressive skills. Beginning with simple skills and progressing to the more complex, all students will be encouraged to become confident in themselves. Extra-curricular activities will be considered any sport, activity, club, or program sponsored or sanctioned by the school district. The two major areas of activities are athletic (football, basketball, etc.) and non-athletic (plays, debate, music, etc.). In both areas the following will be considered.

1. Each student's capability.
2. Each student's natural and developed talent.
3. Each student's ability to share, support and cooperate.
4. Each student's ability to be a good sport and to develop sportsmanship in others.
5. Each student's ability to develop the team or group concept.
6. Each student's ability to try when given direction by a supervisor, even when they may not agree with the reason or purposes of the supervisor.
7. Each student's ability to win and lose graciously.

### **Eligibility:**

Belle Fourche Middle School participants will be required to meet the following standards before participating in extra-curricular activities. Each Middle School student in a High School activity will abide by the following standards and High School eligibility standards before participating in extra-curricular activities.

1. Eligibility will run Monday through Monday, and it will begin after the first contest is over. Students earning a failing grade in any course will be considered ineligible. If a student is on the ineligible list, that student may become eligible the next Monday if all grades are passing. Eligibility for Non-athletic extracurricular activities will align with a sport of that quarter.
  - Eligibility will be based on the grade listed in Parent Portal on Monday.
  - Teachers compile their list of students who are failing on Monday during teaming and submit the list to the office with final corrections by the end of the day.
  - Teachers are responsible for notifying students if they put them on the eligibility list.
  - Ineligible students will be allowed to practice.
2. Each student must have parental permission and official certification from a competent physician. These forms must be on file in the Belle Fourche Middle School office.
3. Students must be in school the morning or afternoon, whichever directly precedes that event, in order to be eligible to participate. (Exceptions may be allowed for family emergencies and prearranged absences approved by the administration.)
4. If a student has been assigned In-School or Out-of-School Suspension. The student must serve the suspension time before becoming eligible.
5. Written notice of any temporary disability must be given to the principal and/or school nurse. In the case of pregnancy, this notice must be given at least four months before the expected delivery date. This must be accompanied by a written notice from the attending physician stating the activities the student can take part in and shall give specific dates of participation.

6. If a student has been assigned detention the day of a practice, the student must serve the detention before participating in practice. The served detention will be considered an unexcused tardy for practice. Coaches will determine consequences for detention.
7. Coaches/advisors are responsible for getting a complete list of participants to teachers the day of the first contest.
8. Belle Fourche Middle School students may ride home with a parent or legal guardian providing there is a written and verbal request at the event to which it pertains. Students are required to ride with the team to the event unless special circumstances arise and prior consent is given.
9. Use and possession of alcohol, tobacco, illegal drugs/narcotics, theft and vandalism while on school property or during participation in school related activities are prohibited. Violations may result in permanent suspension from the activity.

**Pre-Participation Requirements:**

All participants, prior to the first practice, must return to the activity supervisor the following:

1. Health statement and permission by physician to participate. (athletes and cheerleaders)
2. Written permission by parent or guardian to participate.
3. Insurance waiver.
4. Emergency medical treatment authorization.
5. Signature of parent/guardian for BFMS extra-curricular form.

**Basic Rules**

1. Alcohol – The drinking or possession of any alcoholic beverage is prohibited. Any establishment whose primary business is serving alcoholic beverages is off limits unless the athlete is accompanied by his/her parents or legal guardian. This includes house parties serving alcoholic beverages and/or keggers.
2. Tobacco – The use or possession of tobacco is prohibited.
3. Illegal drugs or narcotics – The use or possession of illegal drugs or narcotics including marijuana is prohibited.
4. Theft – Theft of school property theft on school premises, theft during or at school-related activities, or theft while under school supervision is prohibited.
5. Misconduct – Any participant displaying unacceptable conduct on or off school premises may subject the participant to suspension or other disciplinary action. Examples of misconduct are as follows:
  - a. Indignant attitude, including insubordination, during the activity.
  - b. Indignant attitude, including insubordination, or use of obscene or unacceptable language in the classroom, in the school or during the activity.
  - c. Destruction of property in the community or elsewhere.
  - d. Violation of any of the laws of the State of South Dakota while on school premises, during or at a school-related activity, or while under school supervision.
  - e. Any conduct not considered proper by the activity supervisor or appropriate administrator may result in disciplinary action.

Violation of any of the above “Basic Rules” shall subject the participant to immediate suspension from all extra-curricular activities for a minimum of:

|                                  |   |   |                 |
|----------------------------------|---|---|-----------------|
| Football                         | - | - | one (1) contest |
| Golf                             | - | - | one (1) contest |
| Cross Country                    | - | - | one (1) contest |
| Track                            | - | - | one (1) contest |
| Wrestling                        | - | - | one (1) contest |
| Basketball                       | - | - | one (1) contest |
| Cheerleading                     | - | - | one (1) contest |
| Other Extracurricular Activities | - | - | one (1) contest |

During the period of suspension, the participant must meet with the activity supervisor involved and/or administrator. A **second violation** will result in suspension from that particular activity for the remainder of the year. A **third violation** will result in suspension from all extra-curricular activities for the remainder of the school year.

\*\*\*\*Violations will be accumulative for the current school year only.

All activity supervisors are encouraged to develop written rules or regulations pertaining to their particular activity.

In addition to the foregoing rules, such as, but not limited to, training rules and hours, etc. The foregoing rules and any other written rules and regulations developed by the activity supervisor are to be enforced by the activity supervisor with appropriate disciplinary action.

Before implementing any disciplinary measure, the activity supervisor shall advise the participant of the alleged violation and provide the participant an opportunity to respond to the allegation. Any aggrieved participant may appeal any action through the established School Board GRIEVANCE PROCEDURE.

**Guidelines for Awards:**

Students participating in extra-curricular activities are eligible to receive a certificate or award providing they meet the following requirements:

1. Meet all requirements under 'Eligibility.'
2. Meet all participation requirements as determined by supervisors.

**Discrimination/Harassment Policy (Policy ACAA)**

The Belle Fourche School District will not tolerate racism, discrimination, harassment, exploitation or victimization of students, school employees, non-employees or any person who are invitees of the Belle Fourche School District based upon race, color, ethnic background, national origin, religion, creed, age, citizenship, political affiliation, emotional, mental and/or physical challenge, sexual orientation or preference or gender. The Belle Fourche School District is committed to providing an environment free from harassment and other forms of discrimination for students, school employees and its invitees. Such an environment is a necessary part of a healthy learning and working atmosphere because discrimination and/or harassment undermines the sense of human dignity and belonging of all people in the community. School district includes school facilities, school premises, school vehicles and non-school vehicles used to transport students, employees, non-employees and invitees to school sponsored activities (functions) any other area where the Belle Fourche School District has control of the premises.

In addition, non-school property is considered district property where school sponsored or approved functions are 'being conducted and at locations where a school employee is involved in school business. Discrimination and/or harassment by board members, administrators, employees, non-employees, invitees, parents, caretakers, students, vendors and others doing business with the school district is prohibited. Individuals whose behavior is found to be in violation of this policy will be subject to the INVESTIGATION AND ACTION PROCEDURE which will result in disciplinary action as determined by the superintendent or school board and may include suspension, expulsion, reprimand or termination of employment or in case of non-employees or invitees, they will be required to leave school property or the premises controlled by the Belle Fourche School District. See policy ACAA for procedures.

**Confidentiality**

A report of discrimination/harassment and/or an investigation of discrimination/harassment are to be held in strict confidence, except as necessary for the school district, representative of the victim or accused or any agency of state or federal government charged with enforcement of the policy, to carry out the obligations of this policy subject to state and federal laws with regard to the confidentiality of school records, or constitutional requirements of due process and rights of privacy act provisions.

The above paragraph does not apply to criminal investigation materials. Information from a criminal investigation will be released only according to state codified law.

**Retaliation**

The Belle Fourche School District prohibits retaliation against any person because that person has verbally or non-verbally asserted, or has assisted another person to verbally or non-verbally assert, a discrimination and/or harassment complaint in either an informal or formal manner with the school or with any state or federal agency, or because that person has testified, assisted or participated in any manner in an investigation, proceeding or hearing related to a discrimination and/or harassment complaint. Retaliation is itself a violation of federal and state regulations prohibiting discrimination/harassment and will lead to disciplinary action against the offender. See Policy ACAA-P for procedures. Copies can be obtained from the office.

### **Equal Opportunity Title IX-504**

The Belle Fourche School System is a nondiscriminatory institution that offers educational opportunities without regard to sex, race, color, national origin or disability.

Equal Opportunity Grievance Procedures – Specific allegations of violation may be submitted in writing to Title IX Coordinator, Clay Anderson, 2305 13<sup>th</sup> Avenue, Phone 723-3359, within thirty (30) days of the grievance.

1. Within five (5) days, the coordinator will evaluate the grievance and render a written decision.
2. Grievances will be discussed with the immediate principal involved and action through the principal with cooperation of the involved person or persons and the coordinator will ensue.
3. At the discretion of the principal, or coordinator, filer or involved person, a formal hearing can be conducted with concerned persons present and with a third uninterested party conducting the proceedings.
4. This will be done within ten (10) days of the initial decision of the coordinator.
5. If there is to be a hearing, all interested parties will be notified by writing as to the time and place.
6. The decision of the coordinator or the decision resulting from the hearing may be appealed within five (5) days after the coordinator's written decision.

The following three steps shall be followed to appeal: a. Principal, b. Superintendent, c. School Board. The School Board will act at its first meeting following the superintendent's decision. Following each step of appeal, a decision must be rendered within 5 (five) days. Correction or recommendation of discrimination practices will begin immediately following a judgment of discrimination. Accurate records of all proceedings, actions and discussions shall be kept by the coordinator.

### **Notice of Rights for Disabled Students and their Parents under Section 504 of the Rehabilitation Act**

The purpose of this notice is to inform parents and students of the rights granted to them under Section 504. The federal regulations that implement Section 504 are found at Title 34, Part 104 of the code of Federal Regulations (CFR) and entitle parents of eligible children and the student themselves to the following rights:

1. You have a right to be informed of your rights under Section 504. The School District must provide you with written notice of your rights under Section 504. (This document represents written notice of rights as required under section 504.) If you need further explanation or clarification of any of the rights described in this notice, contact Ryan Young, Section 504 Coordinator, at South Park Elementary School, 723-3382, and he will assist you in understanding your rights.
2. Under Section 504 your child has the right to an appropriate education designed to meet his or her educational needs adequately as the needs of non-disabled students are met.
3. Your child has the right to free educational services, with exception of certain costs normally also paid by the parents of non-disabled students. Insurance companies and other similar third parties are not relieved of any existing obligation to provide or pay for services to a student who becomes eligible for Section 504 services.
4. To the maximum extent appropriate, your child has the right to be educated with children who are not disabled. Your child will be placed and educated in regular classes, unless the district demonstrates that his or her educational needs cannot be adequately met in the regular classroom, even with the use of supplementary aids and services.
5. Your child has the right to services, facilities, and activities comparable to those provided to non-disabled students.
6. The school district must undertake an evaluation of your child prior to determining his or her appropriate educational placement or program of services under Section 504 and also before every significant change in placement.
7. If formal assessment instruments are used as part of an evaluation, procedures used to administer assessments and other instruments must comply with the requirements of Section 504 regarding test validity, proper method of administration, and appropriate test selection. The district will consider information from a variety of sources in making its determinations, including aptitude and achievement tests, teacher recommendations, reports of physical condition, social and cultural background, adaptive behavior, health records, report cards, progress notes, parent observations, and test scores.

8. Placement decisions regarding your child must be made by a group of persons (504 committee) knowledgeable about your child, the meaning of the evaluation date, possible placement options, and the requirement that to the maximum extent possible, disabled children should be educated with non-disabled children.
9. If your child is eligible under Section 504, he or she has a right to periodic evaluations to determine if there has been a change in educational need. Generally, an evaluation will take place at least every three years.
10. You have the right to be notified by the Belle Fourche School District prior to any action regarding the identification, evaluation, or placement of your child.
11. You have the right to examine relevant documents and records regarding your child (generally documents relating to identification, evaluation, and placement of your child under Section 504.)
12. You have the right to an impartial due process hearing if you wish to contest any action of the district with regard to your child's identification, evaluation, or placement under Section 504. You have the right to participate personally in the hearing or to be represented by an attorney if you wish to hire one.
13. If you wish to contest an action taken by the Section 504 committee by means of an impartial due process hearing you must submit a notice of appeal or request for hearing to the districts 504 coordinator (Tina Rosenkranz at South Park Elementary School, 2305 13<sup>th</sup> Avenue, Belle Fourche, SD 57717, Ph. 605-723-3382). A date will be set for the hearing and an impartial hearing officer will be appointed. You will be notified in writing of the hearing date, time, and place.
14. If you disagree with the decision of the hearing officer, you have the right to seek a review of that decision before a court of competent jurisdiction (normally the closest federal district court).
15. With respect to other issues surrounding your child's education that do not specifically involve identification, evaluation or placement, you have a right to present a grievance or complaint to the district's 504 Coordinator, who will then investigate the situation, taking into account the nature of the complaint and all necessary factors, in an effort to arrive at a fair and speedy resolution.
16. You also have a right to file a complaint with the Office for Civil Rights of the Department of Education. The address for the regional office that covers the Belle Fourche School District is US Dept. of Ed. Office of Civil Rights, 8930 Ward Parkway Suite 2037 Kansas City, MO, 64153-2037, Ph. #816-268-0550.

#### **NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY INSTITUTIONS**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible student") certain rights with respect to the student's education records. They are:

- (1) The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- (2) The right to request the amendment of student's education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask Belle Fourche School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want to exchange, and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent the FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interest. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that ministers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605.

A copy of these policies and regulations may be obtained in the building principal's or superintendent's office of the Belle Fourche School District. Complaints regarding violation of rights accorded parents and students should be submitted to the Superintendent of Schools of the Belle Fourche School District, or the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605.

For further information, please contact the Special Programs Director, Caleb Case, Belle Fourche High School 2305 13<sup>th</sup> Ave., Belle Fourche, SD, 57717 or (605) 723-3356.

#### **Parent Right to Know – Highly Qualified Staff**

Staff members at Belle Fourche Middle School meet the requirements of Title I Part A – No Child Left Behind. Teachers are highly qualified in accordance with federal and state statutes and administrative rules. Paraprofessionals (instructional aides and tutors) have at least a GED or high school diploma and in addition have an associate degree, 48 college credits, or have passed the Para Pro test.

Verification of staff credentials and NCLB requirements can be accomplished by reviewing information on file at the Middle School Office or the Central Office at 2305 13<sup>th</sup> Avenue, Belle Fourche, SD 57717.

**BELLE FOURCHE SCHOOL DISTRICT 9-1  
MIDDLE SCHOOL TITLE I  
PARENT AND FAMILY ENGAGEMENT POLICY**

Belle Fourche Middle School shall:

1. Provide an annual opportunity for parents to be informed regarding their school's participation in the Title I program. On the first day of each new school year, parent registration and open houses will be held in each building. Parents are provided a handbook that includes all of the district and building handouts explaining our Title I participation.
2. Provide flexibility for meeting opportunities to allow as many parents as possible to participate. Meeting topics will include each building's Title I program process, discussion of parent participation, and opportunities for reasonable suggestions for program improvement and questions.
3. Provide parents timely information about programs, a description and explanation of curriculum in use at the school, the forms of assessment used to measure student progress and the proficiency levels students are expected to meet. Specific information is outlined in our school parent student compact.
4. Engage parents in the review and development of the Title I Schoolwide Plan via parental representation from the middle school level. Input may be obtained through small group or the District-wide Community Council for Education committee, which has parent representation.
5. Develop a school/parent compact with parental input that outlines how parents, the entire school staff and students share the responsibility for student achievement and the means by which the school and parents will build and develop a partnership to help serve the state's high standards.
6. Address the importance of communication between parents and teachers on an on-going basis, utilizing – among other things – parent teacher conferences, report cards, parent portal and individual notices of opportunities to be actively involved in their child's classroom.
7. Provide assistance to parents in understanding the state's academic and content standards and how to monitor a child's progress and work with educators to improve achievement. Annually provide parents with an individual student report regarding performance of their child on state assessments in math, language arts, and reading.
8. Provide materials and training to help parents to work with their children to improve their achievement.
9. On an annual basis, coordinate and integrate parental involvement strategies with 21<sup>st</sup> Century programs.
10. Ensure that information related to schools and parent programs and meetings is sent to the parents in a format that is practical and in a language parents can understand.
11. Provide such other reasonable support for parental engagement activities under this section as parents may request.
  - A. Professional development will be used to train educators to improve the effectiveness of parent and school engagement.
  - B. Provide necessary literacy training from Title I funds.
  - C. Pay reasonable and necessary expenses associated with local parent engagement activities.
  - D. Arrange school meetings at a variety of times, or conduct in-home visits between educators and parents.
  - E. Assist in developing appropriate roles for community based organizations and businesses in parent engagement activities.
12. To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. This would include information in a format to the extent practicable; in a language such parents can understand. This includes written communication, report cards, parent/teacher meetings, accessible locations for meetings, use of the School/Home Family Liaison, and other means as determined reasonably practical for engaging parents.



**BELLE FOURCHE SCHOOL DISTRICT  
TITLE I PARENT AND FAMILY ENGAGEMENT  
LOCAL EDUCATIONAL AGENCY POLICY**

**Belle Fourche School District Mission Statement:** We, the members of the Belle Fourche community, are committed to building a learning community and ensuring all learners equal opportunity for an excellent education program that results in learners who are responsible and accountable, who value lifelong learning and know how to learn; and who are capable of succeeding in a changing society.

**The Belle Fourche School District shall:**

**1. Involve Parents in jointly developing the district parent and family engagement policy**

- a. The Community Council for Education (CCE) meets at least annually to plan, review, and improve the program. Parents, school administrators, lead teachers, community members, school board members, and parent representation make up the CCE.

**2. Each Title I building will develop a communication policy between home and school to enhance parent and family engagement to support the learning and development of the students**

- a. Communication between home and school will be a priority at each school. Each Title I school will develop a specific plan to enhance the communication between home and school.
- b. The Belle Fourche School District will budget funds to educate staff on enhancing parent and family engagement.

**3. Provide the coordination, technical assistance and support necessary to assist Title I schools in planning and implementing effective parental involvement activities to support academic achievement and school performance**

- a. Each building level conducts parent-student conferences and parent activities to communicate and support achievement and school performance. Such activities include literacy nights, parent educational activities, and coordination with the after-school programs.
- b. Each school will develop a parent and family engagement policy. The policy will define approaches for effective parental involvement activities that will positively impact student achievement.

**4. Build school and parent capacity for strong parental involvement and develop strategies to support successful school and family interactions**

- a. The Belle Fourche School District will support the Title I program through the various activities at each building through the parent and family engagement strategies as outlined in the individual school and building policies.
- b. The Belle Fourche School District will provide financial support to buildings for the development of strategies to encourage home and school interactions.

**5. Coordinate parent and family engagement strategies between Title I and other relevant federal programs**

- a. On an annual basis, coordinate and integrate parental involvement strategies with early education programs such as Head Start.

**6. Conduct with the involvement of parents and family members an annual evaluation of the district policy**

- a. The Community Council for Education will provide all parents the opportunity to annually conduct an evaluation of the content and effectiveness of the Parent Involvement Policies in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized in this section.

**7. Involve parents in the activities served under the Title I Program**

- a. Through each school's parent and family engagement policy, specific activities will be developed to enhance parental/family engagement.
- b. Each school will inform families and involve parents in the planning process.

**BELLE FOURCHE MIDDLE SCHOOL**  
**2019-2020 PARENT AND FAMILY ENGAGEMENT COMPACT FOR TITLE I**

The Belle Fourche Middle Schools, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

The school-parent compact is in effect during school year 2019-2020.

**School Responsibilities**

The Belle Fourche Middle School will:

**1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards as follows:**

- Implement best practice teaching strategies in reading, writing, math and other academic areas to help your child become an independent learner.
- Establish provisions to actively recruit and retain quality certified teachers and paraprofessionals.
- Establish a process for staff to regularly assess individual learners' progress and provide supplementary assistance according to needs. Assessments utilized are the SBA, MAP and pre/post unit tests.
- Digital supplemental online programs for reading, math and science which include, Freckle Education, Go Math, Reading Plus, Khan Academy, and Newsela will be utilized for instructional supplement.
- Utilize differentiated instructional strategies to address varying instructional needs of students.
- Engage in on-going curriculum review by including staff in a review of grade level scope and sequence development and district-wide curriculum adoption.

**2. Hold parent-teacher conferences and present and discuss this compact as it relates to the individual child's achievement.**

At the beginning of the year, all parents receive a copy of the Belle Fourche School District Parent and Family Engagement Policy, the Belle Fourche Middle School Parent and Family Engagement Policy and the Belle Fourche Middle School Parent and Family Engagement Compact. A review of how it relates to their child's achievement/education will be discussed and reviewed.

Parent teacher conferences are held two times per year, once in the fall and once in the spring.

**3. Provide parents with frequent reports on their children's progress.**

Provide mid-term failing grade reports.

All parents have access to the Parent Portal which allow for parents to monitor student grades, attendance and progress.

Mail home trimester report cards.

Conduct individual meetings regarding student needs.

**4. Provide parents reasonable access to staff.**

At the beginning of the school year grades 5-8 sponsor an open house for parents and students to meet the teachers. The first day of school, parents and teachers will review Title I policies and compact

Utilize phone, relevant apps, Facebook, texts, and email contacts to discuss needs as necessary

District website and individual teacher's website information is updated on a regular basis.

**5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

The middle school encourages parents to be involved in their child's educational process by visiting the classroom or asking questions regarding their child.

Parent volunteers are utilized for special events, such as field trips, and special classroom activities.

**Parent Responsibilities**

**We, as parents, will support our children's learning in the following ways:**

- Monitor my child's attendance through the Parent Portal
- Monitor my child's grades/progress through attendance at parent/teacher conferences and through the use of the Parent Portal.
- Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Communicate suggestions, input and ask questions regarding the middle school's Title I program by contacting school personnel personally or via written communication.
- Review my child's daily work by checking schoolwork that is sent home

- Make sure homework is completed and returned to meet the expected deadlines.
- Monitor amount of time spent on television watching, video games, etc.
- Access opportunities to volunteer in my child's classroom.
- Participate, as appropriate, in decisions relating to my children's education by attending individual meetings and school sponsored events.
- Promote positive use of my child's extracurricular time.

### **Student Responsibilities**

**We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. I will:**

- Come to school willing to learn and put forth my best effort
- Engage in daily reading outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Understand the importance of daily attendance

## **INTERNET AND ELECTRONIC MAIL PERMISSION FORM BELLE FOURCHE SCHOOL DISTRICT 9-1**

We are pleased to offer students of the Belle Fourche School District 9-1 access to the Internet. To gain access to e-mail and the Internet, all students under the age of 18 must obtain parental permission and must sign and return this form to the Principal's Office.

Access to e-mail and the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Families should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further education goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the Belle Fourche School District 9-1 supports and respects each families' right to decide whether or not to apply for access.

### **District Internet and E-Mail Rules**

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply.

The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Parent permission is required. Access is a privilege – not a right. Access entails responsibility.

Individual users of the district computer networks are responsible for their behavior and communications over those networks. It is presumed that users will comply with district standards and will honor the agreements they have signed. Beyond the clarification of such standards, the district is not responsible for restricting, monitoring or controlling the communications of individuals utilizing the network.

Network storage areas and e-mail may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on district servers would always be private.

Within reason, freedom of speech and access to information will be honored.

During school, teachers of younger students will guide them toward appropriate materials. Outside of school, families bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, movies, radio and other potentially offensive media.

As outlined in board policy and procedures on student rights and responsibilities, copies of which are available in school offices, the following are not permitted:

|  |   |
|--|---|
| Sending or displaying offensive messages or pictures | Using obscene language                  |
| Harassing, insulting or attacking others             | Violating copyright laws                |
| Damaging computers, computer systems/networks        | Using another's password                |
| Trespassing in another's folders, work or files      | Intentionally wasting limited resources |
| Employing the network for commercial purposes        |   |

Violations may result in loss of access as well as other disciplinary or legal action.

BFSD

KLA

### **COMPLAINT POLICY: ALL FEDERAL PROGRAMS AND HOMELESS EDUCATION**

A parent, student, employee, or District stakeholder who has a complaint regarding the use of federal NCLB funds and is unable to resolve the issue, may address the complaint in writing to the District's superintendent.

Disputes addressing the enrollment, transportation (including inter-district disputes), and other barriers to the education of children and youth experiencing homelessness are also addressed under this procedure. Parents, guardians, and unaccompanied youth may initiate the dispute resolution process directly at the school they choose, as well as at the District office. The parent or guardian or unaccompanied youth shall be provided with a written explanation of the School's decision including the rights of the parent, guardian or youth to appeal the decision. Students should be provided with all services for which they are eligible while disputes are resolved.

1. The superintendent will investigate, within one week, the circumstances of the complaint and render a decision, within two weeks, after receipt of the complaint.
2. The superintendent will notify the complainant of the decision in writing.
3. The complainant will be allowed one week to react to the decision before it becomes final.
4. The complainant will either accept or disagree with the decision and will provide such acknowledgment in writing, addressed to the superintendent.
5. If the issue is not resolved with the superintendent, the complaint will be forwarded to the School Board for further review. The parent or guardian or unaccompanied youth shall be provided with a written explanation of the District's decision including the rights of the parent, guardian, or youth to appeal the decision.
6. Unresolved complaints may be forwarded by the stakeholder to the South Dakota Department of Education for review. (Consult SD Department of Education Complaint Procedure)

*Revised*  
Adopted 07-14-08  
(New Policy)

## SCHOOL SONG

We're the Belle Fourche Broncs,  
The best school around  
Don't try to ride us,  
We'll tromp you to the ground.

U Rah! RAH!

We're out to win,  
And the Broncs are on the square  
So if you oppose us,  
We warn you to beware.

OH!

Fight Broncs fight,  
For our dear old Middle School fame.  
Losers or winners,  
Our smile is just the same.

U Rah! Rah!

We're out to win,  
And forever we will fight,  
For the honor of our Middle School  
The Purple and the White.