

POLICY BOOKS

Board and administrative policy books are furnished to the principals' offices of the Belle Fourche School District for deployment in strategic areas which are accessible to most staff members. Since policies are being continuously developed and revised, the additions and revisions to the policy books will be made available, thereby eliminating as much confusion and misinterpretation as possible. The policy book is on the internet (<http://belle.tie.net/school/super/policys/>).

ADMINISTRATIVE MANUAL

Procedures for carrying out policies adopted by the Board of Education are outlined in an Administrative Manual which is kept in each administrator's office.

TEACHER HANDBOOK

A great many school policies and practices are clearly set forth in this handbook. It is the hope of the administration that it will be referred to frequently. A great many problems will be avoided by adhering to the principles herein set forth. In short, this handbook is made to be used.

No system can operate with any degree of harmony if each instructor follows his own policies. It may well be that the Belle Fourche Schools do not operate in all respects as do some other schools. However, we are all a part of the local system and should conform to its policies and principles. Please review this handbook from time to time and learn to use it when a question arises.

Note: Some items contained in this handbook are also found in the policy books. This handbook does not replace the policy book as approved by the School Board but rather serves as a working manual to help staff in performing job related duties.

August 2014

PHILOSOPHY

The Board of Education of the 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 board of education will attempt to balance its program to provide for the varied interests of the pupils of the schools. The board accepts the premise that the center of the school curriculum is the child.

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.

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.

GOAL STATEMENTS

1. Build a quality educational 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 a professional, effective, efficient and responsible manner.

Elementary school mission:

Belle Fourche Elementary Schools embrace learning for all students and the community by providing educational leadership to develop enlightened citizens for a dynamic society.

Elementary school vision:

Belle Fourche Elementary Schools serve as the Basic School for the students of the district. This Basic School defines five sharply focused objectives, which are appropriate for every elementary school. These objectives, which focus on the whole child--the educational, social, emotional, physical, and moral needs of children--, give day-to-day purpose and direction to the school. They are:

First, to communicate effectively. In the Basic School language is not just another subject; it's the means by which all other subjects are pursued. All students in the school are expected to read with comprehension, and to write with clarity using Standard English. They learn to speak and listen effectively, accurately compute, and engage creatively in the arts. The objective is literacy for all.

Second, to acquire a core of essential knowledge. All Basic School students become well informed. They learn about the world through a study of history, science, literature, civics, and other traditional academic subjects. The educational focus of the Basic School is, however, not just on *content*, but on *context*. Beyond a core of knowledge, students make connections across disciplines and, through an integrated curriculum, relate what they learn to life. All students gain both knowledge and perspective.

Third, to be a disciplined, motivated learner. Student in the Basic School learn to gather and evaluate information, solve problems, and develop the skills needed to study on their own. Teachers in the school serve as mentors to students and make available to them resources to enrich their education. Students are encouraged to remain curious and become active, self-directed learners.

Fourth, to have a sense of well being. The focus of the Basic School is on the whole child. The school acknowledges that every student has special aptitudes and interests, as well as special needs, and that when it comes to learning, mind and body cannot be divided. Children have the support they need to be physically healthy, socially confident, and emotionally secure.

Fifth, to live responsibly. In the Basic School, there is a commitment to good character. The school accepts its obligation to teach, by word and deed, those core virtues that promote good conduct and good citizenship. The intent is to assure that each student becomes an ethically responsible person. The Basic School, with a shared vision and clearly defined goals, is a purposeful place.

Elementary school goals:

The primary goal of Belle Fourche Elementary Schools to teach every young person to succeed.

Increased literacy is a major goal of all instructional practices and strategies. Increased reading comprehension and improved written and oral communication will be accomplished through the use of scientifically research based instructional practices and materials. Students will gain experience with the use of a variety of reading material and frequent meaningful writing opportunities in a variety of genres. State and local assessments will be used to measure student progress. Our expectation is to improve the reading skills so that:

-80% of Kindergarten students will attain a DRA level 8 in reading based on the spring DRA

assessment.

- 80% of students in grades 1 and 2 that are tested with the Primary Common Core reading MAP Assessment will meet their RIT growth projection target from fall to spring
- 80% of the students in grades 2-4 tested with the reading MAP 2-5 Common Core assessment will meet their RIT growth projection target from fall to spring.
- 80% of the students in grade 3-4 will score proficient or advanced in the area of reading on the spring state-wide assessment

Increased mathematical skill and knowledge is a second major goal. As with literacy skills the instruction will involve the use of scientifically research based practices and resources. Our expectation is to improve math skills so that:

- 80% of students in Kindergarten will show growth in math skills based on pre and post unit assessments on Math Investigations.
- 80% of the students in grades 1 and those in grade 2 tested with the Primary Common Core math MAP assessment will meet their RIT growth projection target from fall to spring.
- 80% of the students in grades 2-4 tested with the math MAP 2-5 Common Core assessment will meet their RIT growth projection target from fall to spring.
- 80% of the students in grade 3-4 will score proficient or advanced in the area of math on the spring state-wide assessment.

Furthermore, the target areas formerly adopted will continue to be an integral part of the total operative format of the Belle Fourche Elementary Schools. **Target Area 1 - Academic Progress** emphasizes the empowerment of students to assume more responsibility in personal and academic progress. **Target Area 2 - Respecting Self and Others** equips the staff and students with a framework to develop positive behavior. **Target Area 3 - Written Expression** makes writing and self-assessment of written work a common occurrence in each classroom.

Elementary school culture:

Professional affirmations of Belle Fourche Elementary staff include:

- initiate and maintain open dialogue to resolve differences between individuals, groups, and organizations
- uphold the rights of confidentiality regarding peers and students
- adopt and maintain an environment in which communication is based on fact
- work toward the identification and clarification of roles and responsibilities at all levels
- value and appropriate time and resources for professional development and school planning
- model commitment to make necessary changes and improvements while developing support from staff and community

- actively promote parental involvement in the educational activities of their children
- develop fellowship between the community and school personnel which promotes a strong bond of commitment
- champion open communications in which differences can be aired objectively and solutions can be sought which serve the greatest good
- advocate decisions that are based on input from the parties impacted
- supports meetings that conclude with assignments, roles, responsibilities and timelines
- insure that curriculum is flexible and includes opportunities for input from parents and students
- encourage staff to visit other classrooms and professionally observe other teachers for growth and improvement
- model a positive school culture in which all personnel respect and support each other
- model professionalism through proper use of written and spoken language, demonstration of courtesy, honesty, integrity, punctuality, and appropriate dress
- interact with students in a positive manner by being sensitive to individual needs, treating students fairly, and encourage students to treat others fairly
- keep current by reading and sharing professional materials, participating in focused study groups, and course work limit consumption of food and beverages during normal class time
- take responsibility in maintaining and upholding fair, equal, and courteous student behavior at all grade levels during all school activities

BFSD

GBA

The primary duty of all teachers is to promote pupil growth and achievement through classroom activity. In addition to this cardinal obligation, the following duties are required:

1. To accept responsibility for special supervisory assignments
2. To assume responsibility for general discipline in their rooms and classes.
3. To familiarize themselves with the purpose of activity and guidance programs
4. To develop appropriate study habits among their students
5. To maintain close personal supervision over students under their jurisdiction for special activities
6. To follow regulations regarding care of buildings, grounds, windows, doors, and lights and to carry on all health and safety regulations.

7. To identify pupils with physical and mental health problems and to refer them to the proper school authority
8. To report at once any person or conditions that are a menace to the health or morals of the children in the schools
9. To take part in any activity such as curriculum construction, testing programs, and special professional projects
10. To confer with parents for the betterment of the child

BFSD

GA

CODE OF PROFESSIONAL ETHICS - TEACHERS

Obligations to students. In fulfilling their obligations to the students, educators shall act as follows:

- 1) Not without just cause restrain students from independent action in their pursuit of learning;
- 2) Not without just cause deny to the students access to varying points of view in the classroom;
- 3) Not deliberately suppress or distort subject matter for which they bear responsibility;
- 4) Make reasonable effort to maintain discipline and order in the classroom and the school system to protect the students from the conditions harmful to learning, health, and safety;
- 5) Conduct professional business in such a way that they do not expose the students to unnecessary embarrassment or disparagement;
- 6) Accord just and equitable treatment to every student, regardless of race, color, creed, sex, sexual preference, age, marital status, disability, national origin, or ethnic background;
- 7) Not exploit a professional relationship with a student for personal gain or advantage;
- 8) Keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purpose or is required by law;
- 9) Maintain professional relationships with students in a manner which is free of vindictiveness and recrimination.

Obligations to the public. In fulfilling their obligations to the public, educators shall act as follows:

- 1) Take precautions to distinguish between their personal views and those of the local school district or governing board;

- 2) Not knowingly distort or misrepresent the facts concerning educational matters in direct and indirect public expressions;
- 3) Not interfere with a colleague's exercise of political and citizenship rights and responsibilities;
- 4) Not exploit the local school district or governing board for private gain;
- 5) Not exploit the local school district or governing board to promote political candidates or partisan political activities;
- 6) Accept no gratuities, gifts, or favors that might impair professional judgment, nor offer any favor, service, or thing of value to obtain special advantage;
- 7) Not engage in activities that would lead to a felony conviction;
- 8) Not commit any act of moral turpitude or gross immorality.

Obligations to the profession. In fulfilling their obligations to the profession, educators shall act as follows:

- 1) Accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
- 2) Maintain confidentiality of professional information acquired about colleagues in the course of employment, unless disclosure serves professional purposes;
- 3) Discuss professional matters concerning colleagues in a professional manner;
- 4) Accept a position or responsibility only on the basis of professional preparation and legal qualifications;
- 5) Adhere to the terms of a contract or appointment unless the contract has been altered without the consent of the affected parties, except as provided by law, legally terminated, or legally voided;
- 6) Use sound professional judgment in delegating professional responsibilities to others;
- 7) Not interfere with the free participation of colleagues in the affairs of their associations;
- 8) Not use coercive or threatening means in order to influence professional decisions of colleagues;
- 9) Not knowingly misrepresent their professional qualifications;
- 10) Not knowingly distort evaluation of colleagues;
- 11) Not criticize a colleague before students, except as unavoidably related to an administrative or judicial proceeding.

Chain of Command

When the principal is absent, the chain of command will be the superintendent, designated building administrator from middle school or high school and elementary counselor.

BFSD

GBLH

Keys

A key to the building to which each teacher is assigned, and a key to the respective classroom is issued from the office of the principal. It will not be the general policy to issue master keys to anyone other than custodians and the building principals. Keys must be turned in before a clearance slip will be issued at the close of the school year.

Duty Hours

All teachers are required to report for duty twenty minutes before the opening of school and are to remain for twenty minutes after students are dismissed. (7:40 a.m. - 3:40 p.m.)

On the days when students are dismissed early because of adverse weather conditions or for other reasons, staff members will be notified of their departure time by the administration.

Planning Time

Planning time is a part of a teacher's contractual work day. Teachers are expected to be in their assigned work area during planning time. If a teacher needs to be out of the building, they must check with the principal for permission and sign out. Planning time is for lesson planning, grading papers, contacting parents and conducting school business.

Lesson Plans and Plan Books (Written Class Procedures)

All instructors will prepare class procedures five days in advance.

Occasional, unavoidable teacher absences are a predictable fact. The thorough, conscientious teacher prepared for them in advance. Whatever your role, as a regular teacher or substitute, do your part to make "that day" a productive one for your students.

A substitute folder shall be kept by each teacher for use on days when he/she is absent.

Faculty Meetings

The Superintendent will hold all school faculty meetings as needed.

All faculty members must attend these meetings unless excused by the principal or superintendent.

Attendance at faculty meetings is considered to be part of a teacher's regular assigned duties. Faculty meetings will be scheduled at each administrator area on a regular basis.

Medicine

Students are not to carry any medicine in school. If medication has been prescribed by a physician, it must be taken to the nurse's office or assigned area at North Park. (See page 42)

Visitors

All visitors coming to the school are asked to stop at the Principal's office for visitation approval before proceeding farther about the building. This includes faculty, invited speakers, presenters, etc. These people should, however, be cleared in advance.

Encore Activities

Music and Physical Education classes are mandatory parts of our curriculum. Their importance is the same as all other subjects. Students are not to be held out of encore classes to complete work from core areas.

BFSD

GBLN

REPORTING CHILD ABUSE

Because of their regular contact with school-age children, school employees are in an excellent position to identify abused or neglected children.

To comply with the law (SDCL 26-8-6, 26-10-11 and 26-10-12) it is the policy of the Belle Fourche School District that any teacher or other school employee who suspects that a child under 18 years of age has been neglected or physically abused (including sexual or emotional abuse) by any person including parent or other person, other than by accidental means, shall report orally or in writing to the principal, the elementary counselor, the school social worker, or superintendent, and shall then immediately report to the department of social services (telephone 892-2731) or states attorney (telephone 892-3337) or to the county sheriff telephone (892-3324) or to the city police (telephone 892-4354). The principal, elementary counselor, the school social worker, or superintendent shall inform the school employee initiating the action within 24 hours and in writing that the report has been made. The employee shall make the report directly to the proper authorities if the principal, elementary counselor, school social worker, or superintendent fail to do so.

The report shall contain the following information: name, address and age of the child; name and address of parent or caretaker; nature and extent of injuries or description of neglect; any other information that might help establish the cause of injuries or condition.

School employees shall not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect. It is not the responsibility of the school employees to prove that the child

has been abused or neglected, or to determine whether the child is in need of protection, only to report his or her suspicions of abuse or neglect.

Any personal interview of the child should be as limited as possible and the child's words should be documented in writing using the child's actual word and terms and no others. Any personal interview or physical inspection of the child should be conducted in a considerate, professional manner and information or records concerning reports of suspected abuse or neglect are confidential and the release to persons other than provided by law (SDCL 26-10-12.2) is punishable by \$1,000 fine, one year in jail or both. (SDCL 26-10-12.3)

Failure to make a report where abuse or neglect is suspected is subject to the same punishment. (SDCL 26-10-10)

Anyone who participates in making a report in accordance with the law and in good faith is immune from any civil or criminal liability that may otherwise arise from the reporting or from any resulting judicial proceeding even if the suspicion is proved to be unfounded. (SDCL 26-10-14)

Calendar Dates

The weekly calendar is intended to inform you in advance of scheduled dates. All events to be added should be cleared and approved through the office at least one week prior to the event taking place. The office calendar is the official calendar of the school and is kept in the principal's office.

A separate list of some of the major events is listed on a master district calendar and includes length of school term, vacation dates, etc.

Work Room

The workroom is available for staff to do school related work outside of the classroom. It is not intended to be a place for nonproductive use of your preparation time.

This area should be kept clean and free of clutter at all times.

Elementary Library (Grades 1-4)

Each class will be scheduled for one period a week to use the library. This time will be reserved entirely for your class. This does not mean that this is the only time your class will use the library. You are encouraged to make frequent use of the elementary library and its resources.

Admission Policies in Regard to School Functions

All members of the Belle Fourche faculty and full time employees will be scheduled to take tickets at a high school activity and will be given an activity ticket as compensation for this duty. You may choose to work a second time to earn an activity ticket for your spouse.

Music - Physical Education - Recess Procedures

When it is necessary that students move from one area in the building to another, it is imperative that a teacher be with them. Teachers are to escort their class to the music room and the gym and are to meet them at the end of these classes to escort them back to their home room unless this is done by the music or P.E. teacher. All teachers will meet their students upon the completion of recess and noon either at the outside doors or by their classroom door.

Participation in Physical Education Class

Students are required to participate in physical education classes. If a student is unable to participate in activities for one day, parents should notify the physical education teacher in writing stating the reason. A doctor's excuse is required if the student needs to miss three (3) or more classes. If a student is not participating for an extended time because of illness or injury, there should be a clearance from a doctor to let the school know when the student can participate.

Assemblies

All teachers will attend all assemblies unless specifically excused by the principal. This is a part of your supervisory duties. Being there, you demonstrate interest and is a matter of good discipline. Teachers need to sit near the students.

Milk Break - Pre-school

A checklist will be provided for the teachers to keep a daily record of students who drink milk. Please see that empty milk cartons are disposed of daily.

Learning Assistance Team--Referral Process

1. Teachers obtain a LAT referral form from the office or counselor.
2. The form is completed and returned to the elementary principal or counselor.
3. The LAT Chairperson sets a date and time for the initial meeting on the referred student. Persons attending the meeting will be: school counselor, Special Education instructor, regular classroom teacher or teachers.
4. During the meeting the following procedure will be adhered to:
 - a. Referring teacher describes and defines problem.
 - b. Referring teacher describes modifications attempted and results.
 - c. Counselor reports on current student status in other classrooms and on standardized test results.
 - d. Decision is made regarding need for further testing and information.

- 1) If further testing is needed, permission forms are sent to parents and another meeting is scheduled to discuss results.
 - 2) If testing is not needed, proceed to next step.
 - e. Suggestions are generated and discussed and then written on form.
 - f. The referring teacher agrees to implement suggestions made.
 - g. Follow-up meeting is scheduled.
5. Minutes of the meetings are recorded and kept on file, along with the referral form, and suggestions to be implemented in the classroom. The files are kept by the school counselor.

Elementary Teacher Learner Assistance Team Members

Varsity Team:

- Anne Degan, Coordinator for grades K-2
- Mary Beth Steinher, Coordinator for grades 3-4
- Julie Erskin, Sheila Morgan, Jennifer Worthington, Katie Keller, or Rachel Sanders – Special Education as appropriate for student’s grade level
- Classroom Teacher of individual student

Possible:

- Jennifer Roberts, Principal
- Appropriate certified staff (eg. Special education teachers, Title I teachers, counselor)
- Appropriate support staff (eg. Teacher assistants, Nurse, playground supervisors)
- Parents (if appropriate) Meetings will be held on Mondays from 1:00 – 3:15

Grading Systems

It is the philosophy of this Board that Students will respond more positively to the opportunity for success than to the threat of failure. The district, therefore, will seek to make achievement both recognizable and possible for its students, and will emphasize achievement in its students, and will emphasize achievement in its processes of evaluating student performance.

The grading system will evaluate the record student progress. These records and reports of individual students will be kept in a form which will be meaningful to parents as well as teachers.

| Grade | Elementary (3-4) | Middle School (5-8) | High School (9-12) |
|-------|------------------|---------------------|--------------------|
| A | 93 - 100 | 94 - 100 | 94 - 99 |
| B | 84 - 92 | 87 - 93 | 87 - 93 |
| C | 75 - 83 | 78 - 86 | 78 - 86 |

| | | | |
|---|------------|-------------|------------------------|
| D | 66 - 74 | 70 - 77 | 70 - 77 |
| F | 0 - 65 | 0 - 69 | 0 - 69 |
| S | | | WDP (Withdraw Passing) |
| U | | | WDF (Withdraw Failing) |
| I | Incomplete | Incomplete | Incomplete |
| | | E (Passing) | |

- 4 **Advanced – Exceeds grade level standards**
- 3 **Proficient – Meets grade level *standards***
- 2 **Basic – Approaching grade level standards**
- 1 **Below Basic –Below grade level standards**

The Board will approve the grading and reporting system as developed by the faculty, upon the recommendation of the superintendent. The Board will support the administration and the professional staff efforts to find better ways to measure and report student progress.

The Board recognizes that any grading system, however effective, is subjective in nature, but will urge all faculty members to conduct student evaluations as objectively as possible.

Adopted 5/14/91

When a child is being considered for retention due to poor academic performance or attendance, at least two conferences will be held with the child’s parents prior to the final determination.

Report Cards

Report cards will be handed out to students in grades 1-4 on the Friday following the closing of the previous grading period.

When parent teacher conferences are held following a grading period, report cards will be given to the parent at the conference.

No report card will be issued until the student's record is clear in every respect. This means that any item the student has checked out from the school must be returned and all fees owed to the school must be paid.

Dress Code

The Belle Fourche elementary schools have no formal dress code. We like our students to be well groomed and dressed appropriately at all times. Examples of inappropriate dress may include: tank tops, blouse tops with bare midriffs, T-shirts with inappropriate slogans, and "short-shorts".

Students in grades four should be especially aware of their developing bodies and the wearing of shorts above mid-thigh and tank tops is discouraged.

It is permissible for students to wear shorts and tee shirts to school that are in good taste and suitable for the weather conditions.

All of us do better when we know that we look our best. Our appearance, therefore, can help to instill confidence on our part and also on the student's part. We cannot avoid being a model to our students. Since we call ourselves professional, it is necessary we appear that way. **REMINDER:** Staff ID badges are required to be worn during the school day.

Volunteer Helpers

Each room may have volunteer helpers for class parties and field trips. Some of their duties will include: providing treats, planning games, helping clean after class parties, and helping to supervise during field trips and the end of the year activities. Volunteers may also be used for clerical duties and as general classroom aides. These helpers may be coordinated through PTO.

Field Trips

If a field trip is planned for a class, the teacher must clear the date and time of the trip with the principal and fill out a field trip form at least one week in advance.

Policy Regarding Money Collected

All money collected by teachers should be turned in to the principal's office at the end of each day. (Make sure a receipt is given for all money turned in.) You are legally responsible for any money that is lost or stolen while in your possession.

Bus Duty, Recess and Lunchroom Supervision

A schedule will be set up at the beginning of the school year.

Bus students must board the bus that takes them home at South Park. Some North Park students will change buses at South Park.

Requisition for Supplies and Purchases

Requisitions for all supplies must be made through the offices of department heads, principals, and superintendent. (No supplies are to be purchased at anytime without the teacher first obtaining a requisition form.)

Teachers wanting to make local purchases from funds budgeted for this purpose must have a purchase requisition approved by the principal before making the purchase. After the purchase requisition is signed, you may make the purchase, charge it to the school, sign the slip and return a copy of the sales slip to the Principal's Office. There is no sales tax on school purchases. No purchases for cash should be made without prior approval of this office. Cash purchases will be restricted only to those businesses that do not charge for the school.

Inventory

Correct and up-to-date inventories will be kept by all teachers. This is to be done each May prior to end of year check out.

The principal will hand out the inventory sheets and details concerning this. No inventory is to be moved from a room without permission from the principal and a corresponding change on your inventory sheets.

Teacher Certification

Instructors who do not hold valid certificates or a special permit issued by the State of South Dakota, must make immediate application for one.

It is illegal to pay any instructor who does not hold an up-to-date valid certificate. It is the teacher's responsibility to secure one of these from:

Teacher Certification
Division of Education and Cultural Affairs
700 Governors Drive
Pierre, South Dakota 57501

School Lunch

Inasmuch as teachers do not have to handle lunch money or milk money, each teacher will be responsible for whatever is necessary to help keep tabs on lunch count and to help with accounts.

Teachers may eat at the lunchroom and are urged to do so occasionally.

Illness

Staff members who are ill and cannot make it to school, please call the school secretary no later than 7:00 a.m.

Sick Leave, Personal Leave, Other Leaves

Provisions for these leaves are outlined in the School District Comprehensive Agreement.

Special Programs

Teachers have the opportunity to refer students to special programs in our school. It is our goal to provide the best educational experience possible to each of our students. If you suspect that a student is in need of special help, please contact your principal.

Disciplinary Responsibility

The teachers should assume major responsibility for discipline in their respective areas. Area situations can usually be best solved and controlled by the teacher in charge. If a conflict persists, the principal should be consulted.

Disciplinary measures should not involve use of academic downgrading. Group punishments should be used with discretion. Extreme caution should be used before giving extra assignments of subject matter for disciplinary purposes.

BFSD

JGA

PROHIBITION OF CORPORAL PUNISHMENT

The use of corporal punishment, defined as any act of physical force on a pupil for the purpose of punishing that child, is not acceptable in this district and will not be tolerated as a disciplinary measure. The term will not apply, however, to the use of reasonable physical force in the following situations.

1. For self-defense;
2. To protect the individual or other persons from physical injury;
3. To protect property of the school or others;
4. To remove a student who has refused to comply with requests to refrain from disruptive behavior; and
5. To restrain or control a student that is out of control.

By law, physical force may be used by the superintendent, principal, supervisor, and teachers and their aids and assistants. This authority extends to any person delegated to supervise children who are authorized to attend a school function away from school premises and to school bus drivers.

Any employee using physical force in reference to any of the above situations to control a student will report the incident in writing to his or her supervisor. Supervisors will keep the superintendent apprised of unusual or extreme incidents of the use of physical force.

LEGAL REP: SDCL 13-32-2

(BP)

Adopted 1/15/91

Student Discipline

Do not be lax early in the year and expect to recover lost ground later. It is much wiser to be firm from the beginning. Be the leader in your room or class. Do not threaten and then not follow through. Better yet - don't threaten.

Before calling the principal or sending a student to the office, stop a minute and consider; is this trip really necessary. The principal is available and should be informed of problems that relate to school whether they exist inside or outside the school building.

If a student must be sent to the office, please inform the office and send a note along so that the principal will know what the problem is. When a student is sent to the office for discipline they will stay only until they are able to return to the classroom. The principal will discipline students with the both the student and teacher in attendance at a meeting scheduled by the teacher.

The teacher is expected to maintain good discipline and class control at all times. The conduct of students in the hallways, rest rooms, going to and from activities such as music or lunch is also the teacher's responsibility.

Rules of conduct for classrooms, hallways, and rest rooms are:

1. Treat others with the same respect you are treated with by the adults in this school.
2. Your actions, dress, possessions, etc. may not cause a problem for anyone else.

Problem actions include but are not limited to: running indoors, throwing objects indoors, tripping, hitting, pushing. Leaving the classroom, building or school grounds without permission. Entering the building without permission during recess.

Problems related to dress are include but are not limited to: clothing that does not provide adequate coverage and clothing with inappropriate slogans or messages.

Problems related to possessions include but are not limited to: knives or other potentially dangerous objects, tobacco or drugs and drug related items.

3. If your actions, dress, or possessions create a problem for anyone else, you will be asked to solve that problem.
4. If you cannot solve the problem, or choose not to, staff members will impose upon you an appropriate consequence. This consequence will depend upon the situation and the person or persons involved. Staff members will use their best judgment based upon the information they have at the time.
5. If students and/or parents feel that the consequences are unfair they should request a “due process hearing”.

*A “due process hearing” is a time for concerned individuals to meet and share information related to the situation in question. In the event that this discussion provides additional information that sheds different light on the situation, or shows the consequences to be unfair, the consequences may be changed or eliminated to better fit the unique situation.

Consistency in observance of BRONC Rules will help facilitate a sound educational environment.

Belle Fourche Elementary Schools has adopted the BRONC RULES (Formerly S.T.A.R. Success Through Active Respect) program to help students develop self-discipline and courteous behavior.

BRONC RULES PHILOSOPHY

Belle Fourche Elementary students, staff, and parents believe by working together, we will achieve a positive environment. We believe that every individual should be treated with dignity and respect and acknowledged as a worthwhile person. By taking responsibility for our own actions, we will learn from our mistakes and grow as productive individuals. Consistency and fairness will create an atmosphere of trust wherein we will treat others as we would expect to be treated.

BRONC RULES

- Treat others with respect and dignity ••
- Act in a safe and courteous manner ••
- Treat others like you would like to be treated ••
- Use good judgment and problem solving ••
- Respect personal, private, and public property ••

BELLE FOURCHE ELEMENTARY INCIDENT REPORT

STUDENT: _____ STUDENT'S TEACHER _____

LOCATION OF INCIDENT _____ DATE: _____

ISSUED BY: _____

Problem indicated below has occurred:

- _____ Bullying/Cruel teasing
- _____ Fighting/Aggressive play
- _____ Overt defiance
- _____ Disobeying school/classroom rules
- Specifically: _____
- Other: _____

Action taken:

- _____ Warning
- _____ Time out
- _____ Redirection
- _____ See Classroom teacher
- _____ See Counselor
- _____ See Principal

BRONC RULE to work on:

- _____ Treat others with respect and dignity.
- _____ Act safe and courteous.
- _____ Treat others like you like to be treated.
- _____ Use good judgment and problem solving skills.
- _____ Respect personal, private and public property.

Parents:

Please discuss the above incident with your child, sign this form and return it to their classroom teacher.
Thank you and please call if you have any questions. 723-3382

Parent Signature

BELLE FOURCHE ELEMENTARY

BRONC RULE CONSEQUENCES

At times, when rules are broken, disciplinary measures may become necessary. The basic idea of the BRONC RULES is to create positive behaviors. Therefore infractions of the rules will be viewed as learning opportunities. When dealing with infractions students will be redirected rather than punished. There are some key differences between the two. Following are some important elements of good discipline:

Redirection shows the students:

- what they have done wrong.
- how they have ownership of the problem.
- how to solve the problem they created.
- leaves dignity intact.

Redirection uses logical and realistic consequences.

Following are some of the consequences that may be used in connection with the BRONC RULES. Not all possibilities could be listed and some of those suggested may have multiple meanings. What is important is that the consequences be natural and fit the offense. Other factors that need to be taken into account are the severity and number of infractions, age of the offender, and the appropriateness of the consequence. Because this opens up an infinite number of possibilities the following guidelines shall be considered in order to provide some degree of consistency and fairness.

1. Conference with student and teacher covering the key elements of discipline, referral to principal if necessary, enforcement of a logical and realistic consequence, and an incident report.

The consequences will depend on the severity of the infraction. Examples of such cases may be when a student presents a physical danger to him/herself or other students or there is destruction of property. Consequences will escalate along with the number and severity of infractions.

LIST OF CONSEQUENCES

Incident Report

*Loss of privileges (recess, special activities, etc.)

*Isolated lunch (in lunch room/out of lunch room)

Discipline referral

Parent notification (phone or letter)

Self-improvement plan

*Community service (school and grounds)

*In-house suspension

*Out of school suspension

Notification of local authorities (police, sheriff's department)

Expulsion (School Board action required)

*These consequences may be imposed for part of a day up to a 10 day maximum.

A list of definitions and an outline of possible consequences follow to help further clarify terms and possible situations in which behavior guidelines would be used to define an appropriate consequence.

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 teasing, coercive behavior and other offensive or mean-spirited conduct.

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, a "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:

- 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.
- Wearing clothing and other items or grooming in a manner that represents and or promotes threat/hate groups including gangs or supremacist groups.
- Wearing clothing or grooming in a manner that is sexually explicit or which conveys sexual innuendo, or that may reasonably be construed as sexual.
- Wearing any headwear during the school day without permission from the school administration.
- 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.

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, discussions, 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 decisions, 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.

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 that may escalate conflict between others.

Insubordination is any instance of refusal or failure to comply with school board policies, rules, regulations, instructions, or directions – 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.

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

Profanity is language or gestures that 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 or 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 or Use is the possession or using 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 area 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.

Threatening Remarks or Acts

Any threat by a student involving use of firearms, explosives, or deadly force against school property or people attending, employed, or visiting school facilities will result in immediate suspension with referral to the Superintendent of Schools for disposition of appropriate disciplinary procedures.

Accidents (Illness and Restrictions)

If a student is injured during class or on the playground, it is the supervising teacher's duty to file an accident report with the principal. Forms for this report should be picked up at the office on the same day the accident occurs.

If a child becomes ill during the day, the parents should be called immediately.

Copies of any note from parents or doctors in regard to the limitations of activity for a child should be filed with the principal and shared with any other teachers who are involved with the student.

Bus Conduct

Students assigned to, and riding school buses are under the direction and supervision of the building principal while riding to and from school, on field trips, and on other school-sponsored events.

The student must observe the same rules of conduct as in the classroom and observe other specific rules as established by the bus driver or school administration. Failure to observe established rules, or failure to cooperate with the driver may result in a denial of bus privileges. Students must ride the bus to and from school as assigned by the administration. Students desiring private means or motorized transportation to and from school shall obtain permission from the central business office before mileage payments will be granted.

Student Use of Telephone

Telephone calls may be made with permission from the office staff before and after school hours and during the noon lunch period. Students may use the office phone at any time in case of an emergency.

Teacher Use of Telephone

Telephone calls received during the school day will not be forwarded to teachers unless of an emergency nature. Calls of a personal nature should be limited in number and made during planning time and billed to their credit card, not to the school. The use of phones for anything related to your job is acceptable as long as each long distance call is recorded on proper forms furnished by the office.

Cell phones should be turned off unless making a call. If there is a need to make a call, it should be done outside the school day or during your planning period in private.

Personal Use of School District Technology

Staff should be aware that school officials can and will search data or e-mail stored on all school owned computers at any time for any reason and that staff members have no right of privacy in any such data.

Copy Machine

Copy machines are for teachers and staff members only. Students or other people may use it with permission from the office. The machine is for school use only and any other use requires prior office approval.

Classrooms

Students should not be left in classrooms unattended – especially during recess and during the lunch period. Some arrangements should be made to have a room to send students who have to stay in for recess. During lunch, students could be sent to a classroom a grade up (e.g. 1st grader to a 2nd grade room) and then sent to the lunchroom when that grade goes to the playground. Fourth grade students would have to go to a first or second grade room. Staying in for recess or during the lunch period should not be a student's choice.

Teachers are not to excuse students from their class for any reason unless the student has permission from the office.

Teachers are to turn out the lights, close the windows and the door at the end of the school day.

All teachers are to see that the students pick up and throw away all paper on the floor at the end of each class period, and see that students do not write on the desktops or on the walls. All desks and chairs should be returned to their proper row. Please check table and desk tops regularly and report any marking of furniture immediately.

Homeroom teachers are responsible for their overall room cleanliness and it may be necessary to straighten bookshelves and dust from time to time.

Parking

The area labeled Reserved Parking at South Park is for itinerant employee parking and office personnel. Teachers assigned to the south wing should park in the south lot. Teachers assigned to the west and north wing should park in the north lot or behind the north wing. Stanley Street is closed to traffic and parking for teachers is available on the east side of this street.

Class Parties

Class parties for grades K-4 may be held during the year, a Fall Festival in late October, a gift exchange before winter break, and a party in mid-February. An end of the year picnic will be held at the discretion of each grade level.

Treats

Homemade treats for students are discouraged. Commercial products are encouraged when students bring treats. Teachers must be aware of student allergies as severe allergic reactions can be life threatening.

Teacher Gifts

The practice of giving gifts to students at various time (i.e., Christmas, end of year) can lead to problems. In order to prevent such problems the teachers will meet in early September and decide the following:

1. On which specific holidays will gifts be given.
2. What type of gifts will be given (cost, etc.).
3. Other occasions where class treats are handed out.

The staff must be in agreement on deciding the gift process or no gifts shall be given. Rewards and incentives used in individual rooms as part of class management plans are not construed as gifts.

Professional Organizations

The Belle Fourche Education Association, SDEA and NEA are the three major teacher organizations that are available for teachers. There are other professional organizations that would not apply to everyone as a group but more so on an individual basis.

Opening Duties for All Teachers

1. Applications for the proper teaching certificates. We must have these.
2. Inform the office if you are short of tests, workbooks, supplies, etc.
3. Cumulative Folders - Be sure you have one for each student.
4. Daily Room Program - One in Plan Book, one outside classroom door and one to office, by the end of the first week of school.
5. Insurance Forms - Parents mail in the dental form. Turn in the accident forms each Friday.

Capital Outlay, Supply and Materials Requisitions:

Capital outlay requisitions are usually due by the end of January.

Supply and materials requisitions are usually due by the end of February.

Grade chairpersons are to meet with the teachers in their area to prioritize needs. The principal will meet with chairpersons before and after presenting each budget to Central Office.

Chairpersons: Kindergarten – Mary Bohlmann
 First Grade - Andrea Hennessy
 Second Grade - Karen Christy
 Third Grade - Wendy Carr
 Fourth Grade - Paula Janovy

Animals in School

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

Closed Lunch Period

Students must either eat at school or go home for lunch. Students who go home for lunch must have a parent or guardian notify the school in advance. (This can be done at the beginning of the year for students who go home on a regular basis.)

Students who wish to go home for lunch with a friend must bring a note from home giving permission for them to leave the school grounds.

Students going to the Pizza Hut at noon must be accompanied by an adult and all going must have parental permission.

Registration Procedure – Prior to the Start of School

Students will register in the school office before the first day of school. The Student Registration Form must be filled out and/or updated at that time. It contains all the information needed about the students.

All parents must be offered:

- *Free and Reduced Lunch Application- return to office as they come in (students who were on ‘free’ and ‘reduced’ will be eligible for 10 days only)
- *Student Handbook
- *Supply List
- *Insurance forms- Parents mail in the dental form, accident insurance must be returned.
- *Title forms
- *Transportation schedule

Attendance

Attendance is kept in blocks in the elementary school. Basically the 10:00 am - 2:00 pm rule is followed. Students arriving in the a.m. or p.m. before 10 or 2 are tardy for that half day and those arriving after 10 or 2 are absent for that half day.

HOMEWORK

From School Board Policy IKB – Adopted 3/12/91 and 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.

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 judgement.
- 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.

Student Attendance and Tardiness Policy - K-12

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 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 absences is considered truancy.

To Excuse an Absence

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

TEACHER RESPONSIBILITY

- A. Teachers are responsible for taking attendance and informing the attendance office personnel of students who are absent from class.
- B. Teachers are expected to emphasize the importance of good attendance in order to experience success in class.
- C. Teachers are responsible for providing assignments and make-up work in a timely manner and setting expectations for completion.

ADMINISTRATOR RESPONSIBILITY

- A. The District will be responsible for establishing attendance procedures and for informing students and parents/guardians of these requirements at the beginning of each school year.
- B. The principal/designee will maintain cumulative attendance records for each student and inform student/parent/guardian of attendance data.

Student Attendance

The Belle Fourche School District recognizes that students, parents/ guardians, teachers and administrators each have their own responsibilities to meet the attendance objectives of this district. The attendance policy supports state statute and is intended as an aid in keeping students in school. A student enrolled in the Belle Fourche School District 9-1 must attend classes regularly every day school is in session until the completion of the school term.

STUDENT RESPONSIBILITY

- A. Students are required to be in school every day.
- B. In the event a student is absent, the student or parent/guardian is responsible for contacting their teacher(s) to obtain make-up work. The student must complete that work within the designated amount of time.
- C. A student must be in attendance at school for the entire school day in order to participate in any school sponsored activity conducted on that day. The principal/designee may grant an exception to this limitation if extenuating circumstances exist.

PARENT/GUARDIAN RESPONSIBILITY

- A. Parents/guardians are required to send students to school every day.
- B. Because of the concerns with the safety of each student, parents/guardians should contact the school prior to the start of the school day on the day the student is absent.
- C. When the parent/guardian fails to contact the school on the day of the student's absence, and the school is unable to contact the parent/guardian, the student is required to bring written verification of the reason for the absence on the day the students return to class. An unverified absence will be considered truancy.
- D. In the event a student is absent, the student or parent/guardian is responsible for contacting classroom teacher(s) to obtain make-up work and to complete that work within the designated amount of time.

Unapproved Absences—"Skipping"

- 1. First incident - The student will make-up double the time missed. Parent or guardian will be contacted.
- 2. Second incident - The student will receive an in-school suspension for one (1) to five (5) days—and make up time missed as in #1. Parent or guardian will be contacted.
- 3. Third incident - A conference with the student and parent or guardian will be scheduled to determine appropriate disciplinary action.

NOTE: Skipping detention or make-up time is considered an unapproved absence.

Excessive Absences K 4

Attendance is closely monitored in order for the district to comply with the No Child Left Behind Act and South Dakota Codified Law (SDCL 13-27-1). The following policy has been developed to encourage good attendance in grades K-4 . Students missing over 8 days in any semester or missing over 16 days per school year may not be promoted to the next grade.

When records show a student has missed 2+ days in August - October, 4+ days in November, 6+ days in December, 8+ days in January, 10+ days in February, 12+ days in March, 14+ days in April, or 16+ days in May a parent contact will be initiated by the principal if deemed necessary by the circumstances. If a student's absences were unavoidable due to pre-planned absence or extended illness, parties will be notified of the absences and a conference may or may not be needed. If the student's absences were avoidable conference(s) that include the principal, school nurse, school social worker, school counselor, and district attorney as appropriate may be called.

In the event a student missed over 8 days in any semester or 16 days in the school year the student may not be promoted to the next grade. 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, other relevant school personnel if needed, and administrator.

Tardiness

Students who are tardy three times during a grading period will be subject to disciplinary action.

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 parents/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 make-up. If the work is not completed, no grade or credit can be given for the assignments. If, as a result of incomplete work, it can be shown that a student cannot pass a class, a teacher may request the administration retain the student.

Inclement Weather

During bad weather the students are allowed to come into the building at 7:50 a.m. The teachers take turns staying with the students. The weather must be either below zero or very wet if the students are to be allowed inside.

Inclement Weather-School Closing

In cases of severe cold or snow each teacher will be contacted by phone by another staff member using the SchoolReach system. The telephone, radio and television stations will carry the information beginning at 6:30 in the morning.

Injuries, Accidents or Sickness

Carefully check all claims of injury or illness. Determine if the injury or illness is serious enough to send the student to the nurse. In the classroom if a teacher determines that a child needs to see the nurse they should call the nurse's office to see if the nurse is available before sending them to the nurse. If the nurse is not in the teacher should leave a message for the nurse. In case of emergency the teacher should call the office. Small scrapes or minor bruises may not warrant sending the child to the nurse. A child who is pale or seems to have a fever and complains of illness should be sent to the nurse.

A child who suffers from a serious injury to the head, neck or back should not be moved. If it is apparent that the child suffered from a severe fall or injury send for the nurse, secretary, principal, or another teacher. A child suffering from a possible concussion or broken bone should not be moved. One of the supervisors should remain with the child until help arrives. A cut or serious bump should be treated immediately.

When a child is sent in by one of the supervisors because of illness or injury, do not send other children with him unless it is apparent that the child needs assistance. Take the time to examine each claim of injury carefully. Question the child about how he was injured or who caused the injury. Disciplinary action against a student who willfully caused an injury may be necessary.

An accident report is to be filled out immediately after the session in which the accident occurs. These forms are in the principal's office and are filed with the nurse.

*When treating injuries or conditions resulting in loss of body fluids, follow procedures outlined in district communicable disease policy.

Lunchroom Control and Conduct

Do not be lax early in the year and expect to recover lost ground later. It is much wiser to be firm from the beginning. Be the leader in the lunchroom and on the playground. Do not threaten and then not follow through. Better yet - don't threaten. Establish your authority as a supervisor. Discipline students immediately for violating rules. Bring disobedient students to the office only after other methods have failed, or for most serious violations such as physical aggressiveness or serious verbal abuse to supervisor.

Lunchroom supervisors should assume major responsibility for discipline in the lunchroom and on the playground. Situations can usually be best solved and controlled by the staff member in charge. If a conflict persists, the classroom teacher should be consulted and if necessary the principal.

Group punishments should be used with discretion.

Before calling the teacher or sending a student to the office, stop a minute and consider; is this trip really necessary? The principal is available and should be informed of serious problems that relate to school whether they exist inside or outside the school building.

If a student must be sent to the office, please inform the office and send a note along so that the principal will know what the problem is. When a student is sent to the office for discipline they will stay only until they are able to return to the lunchroom, playground, or classroom. The principal will discipline students with the both the student and staff member in attendance at a meeting scheduled by the staff member.

Procedures for the lunchroom are:

- Students may visit in normal speaking voices. Students should remain seated unless otherwise given permission
- Encourage students to try some of each kind of food. Students are not required to eat everything on their tray unless they want a second helping.
- Require food and paper items to be picked up from tables and floor before a table can be dismissed. Dismiss quietest and most cooperative table first.
- Dismiss by tables, not individually.
- Hold students until approximately one-third of the students are finished eating. Have students line up to empty trays.

Rules of conduct for lunchroom are:

1. Treat others with the same respect you are treated with by the adults in this school.
2. Your actions, possessions, etc. may not cause a problem for anyone else.

Problem actions include but are not limited to: talking above a speaking voice, leaving their table without permission, running indoors, throwing objects indoors, not cleaning up their area, tripping, hitting, pushing. Leaving the building or school grounds without

permission.

Problems related to possessions include but are not limited to: knives or other potentially dangerous objects, tobacco or drugs and drug related items.

3. If your actions or possessions create a problem for anyone else, you will be asked to solve that problem.
4. If you cannot solve the problem, or choose not to, staff members will impose upon you an appropriate consequence. This consequence will depend upon the situation and the person or persons involved. Staff members will use their best judgment based upon the information they have at the time.
5. If students and/or parents feel that the consequences are unfair they should request a “due process hearing”.

*A “due process hearing” is a time for concerned individuals to meet and share information related to the situation in question. In the event that this discussion provides additional information that sheds different light on the situation, or shows the consequences to be unfair, the consequences may be changed or eliminated to better fit the unique situation.

Lunchroom - Trading Food Procedures

1. May trade only one item and receive only one item.
2. Item traded has to be a hand food. - NO scraping from trays.
3. If you trade a food, you do not get seconds.
4. No trading between people with hot and cold lunches.
5. No carbonated beverages are to be brought to the lunch room.

Playground Control and Conduct

(In addition to rules of conduct previously stated)

Establish your authority as a supervisor and disciplinarian. Insist on respect for yourself and other students. Discipline students immediately for bad behavior. Do not use the principal as threat of punishment. The principal should be used as a last resort after other methods have failed

If a student must be sent to the office, please inform the office and send a note along so that the principal will know what the problem is. When a student is sent to the office for discipline they will stay only until they are able to return to the playground or classroom. The principal will discipline students with the both the student and staff member in attendance at a meeting scheduled by the staff member.

Procedures for playground use are:

- Staff members should be split to better cover the area of supervision and be continually moving to better observe students and prevent issues.
- Students are to enter the building quietly when the bell rings.
- Students may not return to the building for drinks, ropes, playground toys, etc.
- Discretion shall be used when sending a child in to use the restroom. Use restroom passes.
- Students are expected to treat all school property with respect. Destruction of school property is to be reported to the classroom teacher or principal depending on the severity of the situation.
- At the end of recess, students are required to return all playground balls, jump ropes and other district owned playground materials to their classrooms.
- Students may not go around the bike racks during recess. Bikes are to be ridden to school and parked for the day.
- No student will be allowed to leave the playground during recess without prior approval.
- Set rules such as alternating girls and boys on the tires, no ducking under the swing, and hanging from the slide, etc. as needed for good management and student safety.
- Stop games that appear to be getting too rough or may result in injuries.
- Allow students to set their own rules for games, within reason, but intervene if the rules are unusually harsh or result in injury.

Rules of conduct for the playground are:

1. Treat others with the same respect you are treated with by the adults in this school.
2. Your actions, dress, possessions, etc. may not cause a problem for anyone else or will be addressed if there is a safety/health concern.

Problem actions include but are not limited to: throwing objects such as snowballs, rocks, and sticks. Blocking the entryway doors, entering the building without permission during recess. Leaving school grounds or playground area without permission. Tripping, hitting, pushing or fighting, sliding on ice and sliding on snow banks, tackle football or wrestling. Conduct such as going down the slide standing, walking up the slides, jumping out of swings is potentially dangerous and thus prohibited.

Problems related to dress are include but are not limited to: clothing that is not appropriate for the weather conditions as this may be a safety/health concern.

Problems related to possessions include but are not limited to: knives or other potentially dangerous objects, tobacco or drugs and drug related items.

3. If your actions, dress, or possessions create a problem for anyone else, you will be asked to solve that problem.
4. If you cannot solve the problem, or choose not to, staff members will impose upon you an appropriate consequence. This consequence will depend upon the situation and the person or persons involved. Staff members will use their best judgment based upon the information they have at the time.

*A “due process hearing” is a time for concerned individuals to meet and share information related to the situation in question. In the event that this discussion provides additional information that sheds different light on the situation, or shows the consequences to be unfair, the consequences may be changed or eliminated to better fit the unique situation.

Consistency in observance of BRONC Rules will help facilitate a sound educational environment.

Teacher Evaluation

An evaluation record will be kept on file for each teacher in the Belle Fourche School system. Classroom evaluations will be conducted throughout the year. A copy will be given to the teacher at the post evaluation conference.

BFSD

GBE

TEACHER EVALUATION

Board Policy

It is the intent of the Board of Education to provide performance evaluation which monitors all aspects of teaching. The ultimate goal of this appraisal is to improve teaching and to encourage professional growth. A cooperative approach toward evaluations will be maintained between teachers and administrators. The performance evaluation will treat all personnel with respect, dignity and consideration.

Guidelines

The Belle Fourche School District establishes the following guidelines to assist in the administration of the policy.

1. Within two weeks after the beginning of each school year, the appropriate supervisor will acquaint each employee under his/her supervision with the evaluation procedures, standards and instruments to be used. The supervisor will also inform the employee which supervisor has been designated to observe and evaluate the employee’s performance. The purpose of this orientation is to achieve

mutual understanding of the evaluation system. No evaluation will take place until such orientation has been completed. A new employee or an employee reassigned after the beginning of the school year will be notified by the appropriate supervisor of the evaluation procedures in effect. Such notification will be within two (2) weeks of the first day in the new assignment.

2. An appropriate supervisor(s) will be designated to orient and evaluate each employee not specifically assigned to a particular building. Such orientation and evaluation will require the same schedule and procedures as stated in number 1.
3. All formal classroom observations of an employee will be conducted with the full knowledge of the employee. The use of public address or audio systems or other such devices to monitor an employee's performance is prohibited unless there is prior written notice that this may occur. No observations should unduly interfere with normal teaching-learning process. Employees will be notified at least one (1) working day before any formal observation for purposes of evaluation.
4. Employees will be observed on an informal basis in the course of their duties.
5. All contract employees will be evaluated formally as follows:
 - a) In each of the first two years in the District at least two formal observations and a summative evaluation shall be completed prior to April 1.
 - b) After the second year in the District, at least once a year. Additional observations and/or evaluations may be conducted as requested by the appropriate supervisor or the employee.
 - c) For those teachers who demonstrate proficiency, evaluations may move toward an annual alternative assessment.

Although the purpose of evaluation is to improve instruction, a teacher's failure to demonstrate proficiency may lead to termination proceedings. Should termination proceedings result, the teacher in question is entitled to due process under the provisions of District Policy and South Dakota Codified Law.

See Policy GAC for evaluation of related employees.

Rev. 03-09-99

(BP)

Bomb Threat, General:

- a) In the event of a bomb threat, instructions will be given via intercom or messenger prior to evacuating the building.
- b) Students shall be instructed to put on coats or get snow boots if weather conditions are bad.
- c) The teacher must take the class register to account for each child.
- d) NEVER allow a child to return to the building until the all clear bell has rung.

BFSD ADMINISTRATIVE MANUAL

JDB-P

BOMB THREAT - STANDARD PROCEDURE FOR PERSON RECEIVING THE PHONE CALL

- A) Note exact time.
- B) Note telephone line the call came in on.
- C) Secure the pertinent information concerning details from the caller such as:
Location of Bomb; Time of Detonation.
- D) Notify school administrator.
- E) Notify Administrative Office to continue to trace call.
- F) School official will make decision on evacuation of buildings and areas.
- G) Cooperate with police, fire and experts in search.
- H) Document all action taken.
- I) Refer all press to administration.

Rev. 12-98

Bomb Threat Procedure

When a particular area has to be searched, the person responsible for that area is to report back to the principal or the principal's designee.

Search Procedures: There are two primary considerations that each employee must keep in mind during systematic search. Employees and the police will conduct any and all bomb threat searches. Employees are more likely to notice anything out of place or out of the ordinary during a search.

Search of the Building without Evacuation: If the preliminary decision is to search the building without evacuating the students the following announcement will be made over the public address system. "All staff members are asked to immediately check your area". Upon receiving such an announcement, every

teacher should make a prompt visual search of the classroom in which the individual is teaching at the time and use the classroom intercom to report to the main office any items or containers that are unusual or foreign to the normal operation of the school. Do not handle the item under suspicion. A representative from the Belle Fourche Police Department will come to the room to check it immediately upon receipt of the report. In addition, the following people should also make a visual search of the area indicated below and report any abnormal items to the main office. Selection of staff in Column 2 was made on the basis of nearness to the locations designated in Column 1.

Fire Drills and Fire Within the Building

The procedures for a fire drill and an actual fire within the building are very similar. Notification of a fire drill or fire in the building will be by a very loud buzzer from the hallways. Each room has a card on the wall or door near the room exit. This card indicates the proper exit to use.

When there is a fire within the school building, the teachers should:

1. Make sure all windows and doors are closed
2. Take their register of pupils with them.
3. Shut off all fans and ventilators.
4. Leave lights on.
5. Lead pupils a safe distance away from the fire and the fire fighting equipment. (Generally fifty feet from the building.) Once the students are out of the building, the teachers should:
 - a. Take roll and maintain control of the students at all times.
 - b. The students and staff should not return to the school until fire department officials declare the building is safe or the all-clear rings. The exit areas are listed at the end of the handbook

Tornado Procedures

In case of a tornado: The teacher must keep the register of pupils at hand at all times in order to take roll in an emergency.

- * Get into the inner most portions of the building with the shortest span.
- * Avoid windows and glass doorways.
- * Do not open windows; time is too valuable and flying glass is dangerous.
- * Get into the inside hallways and close the doors to the outside rooms. This will keep flying glass and debris to a minimum. Get everyone against the hallway walls, facing the wall.
- * Protect your head and make yourself as small a target as possible by crouching down.
- * Keep away from the ends of the hallways.

There is no guaranteed safe place during a tornado. Do not watch the tornado. When the sirens go off, do not run outside to see what is happening. The siren means that you are in immediate danger. Seek shelter immediately. Your life and the lives of those around you may depend upon your actions.

Tornado Watch: This alert tells people to continue about their business, but to keep an eye on the sky and listen to the weather forecasts and warnings issued by the weather bureau.

Tornado Warning: This alert informs people of an actual sighting or an indication by radar. People are urged to take immediate cover for protection against death or injury.

Crisis Guidelines-General Guidelines

Immediately following a crisis, be prepared for an extremely intense day. You will make a difference. Students will look up to you for help.

Good prevention programs should minimize the need for post- intervention planning. Despite the best of intentions and interventions, crises still will occur.

Working with students after a crisis, discussion options, talking about problem-solving and decision making and identifying high risk students are excellent preventative measures.

1. The superintendent or his/her designees is the only spokesperson to the media. Staff members who are approached by the media should refer them to the superintendent or designee. If approached by a member of the media, the staff member could reply, "I am not at liberty to comment at this time. Please contact our superintendent."
2. Remain calm.
3. Avoid overreacting or exaggerating the situation, but do acknowledge its gravity.
4. Follow the communications policy and agreed-upon statements.
5. Share only the factual information that you have with only the appropriate persons as designated by the plan.
6. Display care and concern.

For more information see the Belle Fourche Public Crisis Team Booklet in the Administrative handbook

Student Rights

A student may knowingly or unknowingly become involved in an infraction at some point in time. The student who is accused of committing an infraction has rights too. For instance, he or she has the right to be informed of the specific nature of the infraction, to be represented, to question his or her accuser, to present a set of facts before any action is taken, to expect a response that is fair and in keeping with the particular infraction to appeal the decision and to confidentiality of his or her case.

Responses to inappropriate conduct used in the Belle Fourche School District. Students will be referred to counseling and social services as appropriate. It shall be the purpose of such counseling to emphasize the prevention of suspension or expulsion from school. When suspension or expulsion action is taken, it shall be the policy of Belle Fourche School District to help and prepare the student during the dismissal period for re-admission.

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 and 504 Coordinator, Clay Anderson, 2305 13th Avenue, Belle Fourche, SD 57717, phone 723-3359.

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 request of the principal, coordinator, filed or involved person, a formal hearing can be conducted with concerned persons present and with a third neutral 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 coordinators 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 five (5) days.

Correction or remediation of discrimination practices will begin immediately following a judgement of discrimination. Accurate records of all proceedings, actions and discussions shall be kept by the coordinator.

Complaint Policy

There is a complaint policy for district patrons to use when a formal grievance is needed. Issues such as concerns about personnel or the implementation of federal programs can be brought forth utilizing this policy to help resolve them in a dignified manner. The policy and procedures can be obtained from an Administrator's Manual, a copy of which is located in all school building offices, or Policy KL in the Belle Fourche School District Policy Manual.

Grievance Procedures

(See Policy Manual and Handbook)

ADMINISTERING MEDICINES TO STUDENTS

It is the position of the Board that presence of medicines on school property and/or the taking of medicine by students during school hours must be carefully monitored to prevent the development of harmful situations to the students.

Whenever possible, students are encouraged to receive medicine outside school hours. However, in those cases where medicine must be taken during the student's time at school, the following procedures are to be followed as safeguard measures:

1. Definition
 - A. Nonprescription Medications: Nonprescription medications are those medicines which may be purchased without approval of a physician.
 - B. Prescription Medications: Prescription medications are those medicines which may be purchased only through the approval of a physician and are prescribed for a specific individual.

2. Implementation
 - A. Elementary Level:
 1. When medicine is brought to school by the student, or on behalf of the student, the student's homeroom teacher, building principal, secretary, or the nurse is to be made aware by the parents/guardians that the student will be taking medicine during school hours. If it becomes apparent that a child has medicine at school without prior notification the parents/guardians will be contacted.
 2. Parental/guardian requests to store and/or administer prescription or nonprescription medication to students must be in writing, should state the specific instructions for administering the medication, which are consistent with the directions given by the physician on the prescription and be signed and dated by the requesting parent/guardian.
 3. All medications must be stored in a locked medicine cabinet, managed by faculty and/or school nurse, and removed from the usual workstations of the students.
 4. Prescription medications to be stored and/or administered must be in a pharmacist labeled container which specifies the student's name, prescribing physician's name, the date of the prescription and the directions for use.
 5. Non-prescription medications to be stored and/or administered should be in a bottle or an envelope with the student's name, and the directions which have been signed by the parent/guardian and the time that it should be administered to the student.
 6. It is the responsibility of the child to come to the office to take his/her medication.
 7. A record of all written parental/guardian requests to store and/or administer students prescription and non-prescription medications must be kept.

8. No medication will be furnished by the school. This includes pain relievers, cough drops, and antacids.

Smoking Prohibited

Tobacco products of any kind may not be used on School District property, at school activities or in school vehicles.

PROCEDURE FOR SEVERE ILLNESS, SEIZURE, OR ACCIDENT

1. Immediately contact the school nurse (cell phone 210-3367).
2. Immediately contact the parent or guardian.
3. If and when a parent or guardian arrives, they are to assume full responsibility for the course of action to be taken.

FORM FOR PARENT OR GUARDIAN TO SIGN (See attached)

This is to certify that I am taking full responsibility for _____
Child's Name

and hereby release the Belle Fourche School District 9-1 and its affiliates, from all

responsibility which may result from this action.

Parent/Guardian Signature

Date/Time

Discrimination/Harassment Policy

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) and 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.

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.

Intent: Intent is not relevant in determining whether or not discrimination/harassment has occurred.

REPORTING PROCEDURES

Students, employees, non-employees and invitees who believe they have suffered discrimination and/or harassment may report such matters to any trusted adult.

See Policy ACAA for procedures.

Use of Personal Property

If an employee plans to use his or her own equipment or property at school they must be aware that there is a risk involved. The school district in most cases will not assume liability or responsibility for lost, damaged, or stolen personal property.

The philosophy of this district is to provide all staff with the materials and equipment necessary for effective teaching and learning. These materials and equipment are to be requisitioned by the staff through the regular budgeting and purchasing procedure.

If a staff member plans to use personal items in the course of their teaching they should first clear this with their immediate supervisor. All serial numbers of equipment approved for school use should be placed on file in central office along with a description of the item.

If personal items are lost, stolen, or damaged, the employee will apply for insurance coverage through their own insurance company.

If an employee is asked to bring personal property to school, this request will be documented and an inventory card will be filled out and kept in central office.

ALCOHOLISM, DRUG ABUSE AND EMOTIONAL DISORDERS

Employee Policy

The Belle Fourche District #9-1, recognizes chemical abuse and dependency, and emotional problems as illnesses which may interfere with an employee's job performance. However, the school district recognizes its legal responsibility to maintain a drug-free atmosphere which will promote a quality learning environment. The misuse of alcohol and other drugs by any employee may endanger the safety and well-being of all other employees and students.

The Belle Fourche School District recognizes that chemical dependency through use of controlled or uncontrolled substances, including alcohol, is a treatable illness. The use, possession, distribution, dispensing, or manufacture of alcohol or any illegal drug is prohibited on school premises or facilities being used for school purposes or any school activity. Unlawful means, violation of federal/state/local regulations and the Belle Fourche School District's policies, procedures, and rules, as well as legal statutes. Use includes being under the influence of alcohol or any illegal drug. This policy is also intended to conclude the abuse of any medication or drug.

Violations of this policy may result in immediate disciplinary action, including termination and notification of proper authorities, including, but not limited to the Federal agencies from which funds are received. The administration may also require an employee, at his/her own expense, to participate satisfactorily in a drug abuse assistance/rehabilitation program approved for such purposes by an

appropriate agency. Employee shall be defined as all certified and non-certified staff working for the Belle Fourche School District. It shall be a condition of employment for all employees of the Belle Fourche School District to abide by the terms of this policy.

Public Law 100-690

Legal Refs: Drug Free workplace Act O 1988, 34 CFR Part 85, Subpart I

Drug Free Schools and Communities Act of 1986 as amended in 1989

Cross Refs: CPDP, Suspension and Dismissal of Support Staff Members

Adopted 02-09-99

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a Federal law designed to protect the privacy of a student's education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student, or former student, who has reached the age of 18 or is attending any school beyond the high school level. Students and former students to whom the rights have transferred are called eligible students.

- Parents or eligible students have the right to inspect and review all of the student's education records maintained by the school. Schools are not required to provide copies of materials in education records, unless, for reasons such as great distance, it is impossible for parents or eligible students to inspect the records. Schools may charge a fee for copies.
- Parents and eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record commenting on the contested information in the record.
- Generally, schools must have written permission from the parent or eligible student before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties:

- ⇒ School employees who have a need to know;
- ⇒ Other schools to which a student is transferring;
- ⇒ Certain government officials in order to carry out lawful functions;
- ⇒ Appropriate parties in connection with financial aide to a student;
- ⇒ Organizations conducting certain studies for the school;
- ⇒ Accrediting organizations;
- ⇒ Individuals who have obtained court orders or subpoenas; emergencies; and State and local authorities,
within a juvenile justice system, pursuant to specific State law.

Schools may also disclose, without consent, “directory” type information such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook or newspaper article) is left to the discretion of each school.

For additional information and technical assistance, you may call (202) 2260-3887 or TDD (202) 260-8956 or contact:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D. C. 20202-4605

Send questions or comments to: om@ed.gov

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.

You have the 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 the South Park Elementary School, 723.3382, and he will assist you in understanding your rights.

1. 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 nondisabled students are met.
2. Your child has the right to free educational services, with exception of certain costs normally also paid by the parents of nondisabled 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.
 - 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.
 - Your child has the right to services, facilities, and activities comparable to those provided to nondisabled students.

- 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 occurs.
- 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.
- 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 nondisabled children.
- 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.
- 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.
- You have the right to examine relevant documents and records regarding your child (generally documents relating to identification, evaluation, or placement under Section 504).
- 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.
- If you wish to contest any 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 district's 504 coordinator (Ryan Young, South Park Elementary, 2305 13th Avenue, Belle Fourche, SD 57717, Phone 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.
- 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).
- 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.
- 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. 10220 North Executive Hills Blvd. 8th Floor, Kansas City, MO, 64153-1367, Phone 816-880-4200.

Parents Right to Know—Highly Qualified Staff

Staff members at Belle Fourche Elementary Schools 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 ParaPro test.

Verification of staff credentials and NCLB requirements can be accomplished by reviewing information on file at the elementary office – 1816 Valley Drive – or the school district Central Office – 2305 13th Avenue.