

ANDES CENTRAL EAGLES!



ELEMENTARY PARENT/STUDENT HANDBOOK

2023-24

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Dear Parents/Guardians,

This handbook explains some of the services offered and procedures followed in our elementary school. We ask that you read it carefully, and if you have any questions, please contact your school principal.

We hope you will visit the school and get to know your child's teacher, the principal, and support staff.

The faculty, administration, and the Board extend a warm welcome to all students and their parents/guardians.

Our Andes Central Elementary School contact info: 1001 High Street, P. O. Box 67

Lake Andes, SD 57356

Elementary School Office: 487-7655

Elementary School Fax: 487-7656

School Hours: M, T, TH, F 8:25 AM to 3:30 PM and Wednesdays 8:25 AM to 2:40 PM

*On Wednesdays, elementary will dismiss at 2:40 pm and MS/HS will dismiss at 2:50 pm for teacher professional development.

Office Hours: 8:00 a.m. to 4:00 p.m.

Title IX Coordinator: Clint Nelson, Elementary School Principal

ELEMENTARY SCHOOL MISSION STATEMENT

We, the staff of Andes Central Elementary School, believe that all students have the potential to learn...preschool through fifth grade. Staff will empower every student to utilize the essential academic and social skills needed to succeed at the next level of education and throughout life.

GENERAL INFORMATION

A. Registration of Students: *South Dakota law requires every student to provide a certified copy of their birth certificate and health immunization record prior to the student's enrollment. If a person is not the birth parent of the student that they are registering, then they must provide proof of legal guardianship.*

B. School Supplies:

Kindergarten:	Pencils Erasers Large (0.5 oz.) glue sticks (6)	Crayons Scissors Box for Supplies
Grade One:	Pencils Scissors Markers Glue sticks (5)	Erasers Crayons Notebooks (2) Box for Supplies
Grade Two:	Pencils (several) Scissors Glue Pocket Folders (2) Markers	Erasers (several) Crayons Notebooks (3) Box for Supplies
Grade Three:	Pencils Erasers Crayons Scissors Colored Pencils	Ruler with Metric Side Pocket folders (2) Glue Notebooks (3) Markers
Grade Four:	Pencils Erasers Scissors Glue	Pocket Folders (4) Notebooks (4) Crayons, Colored Pencils, & Markers Box for Supplies
Grade Five:	Pencils (several) Single Subject Notebooks (6) Pocket Folders (6) Basic calculator	Scissors Erasers Glue Box for supplies Crayons, Colored Pencils, & Markers

Students should furnish all supplies that are used for regular classroom lessons. The school will furnish drawing paper and construction paper for art activities, as well as paper for special writing lesson.

C. Pledge of Allegiance:

Andes Central students will be given the opportunity to stand and recite the "Pledge of Allegiance" to the United States flag on a daily basis. A student may choose not to participate in the salute to the United States and the flag. However, a student who does not participate in the salute shall maintain a respectful silence during the salute.

D. Professional Qualifications:

Federal Law requires that all parents in a Title I school be notified and given the opportunity to request information about the professional qualifications of classroom teachers and / or paraprofessionals who are instructing their child. If you are interested in

this information, please contact the principal of the school building where your child attends school. He will provide this information.

Andes Central Elementary and Lakeview Colony parents may call Mr. Nelson at 487-7655. Andes Central MS / HS parents may call Mr. Derry at 487-7671.

School office hours are 8:00 am to 4:00 pm, Monday through Friday.

Letters to the principal may be addressed to them at:

1001 High Street, Lake Andes, SD 57356

E. Child Find

Child Find is a process which provides developmental screenings and comprehensive, multidisciplinary evaluations, when appropriate, for children from birth to age 21. Andes Central School offers free screenings for any preschool age child (age three to five years) residing within the district who is suspected of having a disability. South Dakota and Federal laws guarantee a free and appropriate education (FAPE) to all children. For more information or to schedule an appointment of a preschool age child suspected of having a disability, contact: Andes Central School District; Early Childhood Team; 1001 High Street; Lake Andes, South Dakota 57356; (605) 487-7655

Andes Central School has an obligation to identify, locate, and evaluate, when appropriate, any child suspected of having a disability who is enrolled in a private or parochial school within the district. For more information contact the school district at the above address.

F. Attendance:

Parents/Guardians and students must understand that students miss a vital portion of their education when they are absent from class. Activities that take place in the classroom are a vital part of the teaching/learning process.

According to South Dakota law, regular attendance is required of all students. If a student does not have regular attendance, the parents/guardians will be notified. A letter will be sent to parents/guardians after the student has 4 unexcused absences and again after 8 unexcused to make them aware of their child's attendance and the possible ramifications that may occur because of it. School officials may schedule a conference with parents/guardians whenever a student has six (6) absences.

If a student misses eight (8) unexcused days of school, truancy charges will be filed with the Charles Mix County State's Attorney. Additional letters to the State's Attorney will be sent after 12, 14, and 16 unexcused absences. (Medical conditions are not included if the proper documentation from a doctor or health care facility is provided. Funerals are also exempt from this policy). A student will be dropped from the enrollment after 15 consecutive absences and the parent/guardian will have to re-enroll the student before they can be admitted back to class.

Medical slips and notes from parents/guardians (for an excused absence) for students must be turned into the office.

The following will be considered excused absences:

1. *Personal illness.*
2. *Funeral/Bereavement or serious illness in family.*
3. *Medical appointments that cannot be made outside of the school day.*
4. *Religious observances (make-up work must be completed prior).*
5. *Family emergencies.*
6. *Weather so inclement as to endanger the student's safety.*
7. *Attendance at a state or nationally recognized youth program of educational value (class work must be completed prior). This will be documented as an exempt.*
8. *Participation in school sponsored activities (all school work to be completed in advance). This will be documented as an exempt.*

Unexcused absences are any days gone without notes, medical slips, or phone calls from parents/guardians.

Should mitigating circumstances be involved in a student exceeding the limit of 8 absences, such as major surgery, illness, accident, medical quarantine, or family emergency, the student and his/her guardians may file a written request with the Administration. If the Administration approves the request, the matter is completed. If the Administration denies the request, the student and his/her guardians may file an Appeal to the Board of Education. The appeal will be delivered from the student and his/her guardians in written form to the Administration. The Administration will schedule the Appeal at the next meeting of the Board of Education.

G. Absenteeism:

The following policy has been adopted to improve student attendance and to provide a measure of safety for students attending

Andes Central Schools:

If a student is going to be absent, the parents/guardians are requested to call the school between 8:00 a.m. and 9:00 a.m.

If a student is absent and the school has not been called, school officials will begin contacting parents/guardians after 9:00 a.m.

Any student coming to school after 9:30 a.m. will be counted as ½ day absent.

Any student leaving school for the day before 2:00 p.m. will be counted as ½ day absent.

Unless they ride an Andes Central School bus, the school is not responsible for a child's safety on the way to and from school, but school officials do want to cooperate with parents/guardians in this endeavor. If a parent/guardian desires to change their child's routine such as to stay at school or go home with another individual, please have the child bring a note or call the school prior to 2:45 p.m. to make arrangements.

Note 1: If the student's excuse for being absent is medical:

1. *One (1) to three (3) consecutive days of illness: A parent/guardian must call or send a note to the school verifying the illness.*
2. *Beyond three (3) consecutive days: A slip from the doctor will be required for each day absent for illness on the day the student returns to school.*

Appeals Process for Attendance Policy:

1. *The appeals committee shall be composed of at least one teacher, the counselor, and the principal.*
2. *If the appeal is made after the last day of the student and teacher's calendar year, the appeals committee shall consist of the superintendent, the elementary principal and the 7-12 principal.*

Attendance on Days of Activities: A student must be in attendance no later than **9:30 a.m.** on the day of an evening activity in order to participate and/or attend the activity, unless he/she has an excused absence. However, the absence must be verified by the parents/guardians prior to the actual absence. If the all-day or afternoon excused absence is for illness, the student shall not be allowed to participate and/or attend the activity via school sponsored transportation. An elementary student will only be allowed to participate in one activity per week in which they are required to miss part of, or an entire school day. Saturdays are not considered part of the school week.

H. Make-Up Work:

Excused absences: A student will be allowed to complete class work missed during his/her absence. Work not completed within the designated time (see below) will not be considered for credit. The principal or his/her designee, due to special circumstances such as an extended illness, may grant an extension.

K & 1ST grades – teacher discretion

2ND & 3RD grades – 2 weeks

4TH & 5TH grades – 1 week

When a student knows he/she is going to be absent, all work must be completed prior to the absence. Detentions may be utilized if a student is not putting forth the effort to complete the make-up work.

I. Tardiness:

Students not in their classroom by 8:25 a.m. will be counted tardy. After every five (5) unexcused tardies, 3RD – 5TH students will be given a detention by their teacher. Any tardy student (K-5) **will receive an unexcused absence for every 5 tardies.**

J. School Nurse:

Students requiring first aid may come to the nurse for assistance. If a student becomes ill or is involved in an accident at school, the parents/guardians will be notified as soon as possible.

K. Academic and Attendance Requirements:

The Board adopted the following policies:

1. A student shall turn in assignments to a teacher in advance if he/she is going to miss a class for a performance, scheduled contest, program, or trip. He/She shall make special arrangements for such assignments with the teacher involved in order to be eligible to perform in that event.
2. A student shall be in school no later than **9:30 a.m.** prior to participation in a practice, performance, scheduled contest, program, or trip if he/she expects to participate. Any exceptions must be cleared through the administration.
3. No student shall be permitted to participate in another sport until all equipment checked out to him/her is returned or paid for. This will carry over from one year to the next.
4. A student shall be passing all academic subjects (spelling, math, reading, English, science, and social studies) in order to participate.

L. Report Cards:

The grading scale used by grades 3 – 5 are as follows:

A+ 99.5% – 100%	C+ 77.0% – 79.99%
A 95.0% – 99.49%	C 74.0% – 76.99%
A- 90.0% – 94.99%	C- 70.0% – 73.99%

B+ 87.0% – 89.99%	D+ 67.0 %– 69.99%
B 84.0% – 86.99%	D 64.0% - 66.99 %
B- 80.0% – 83.99%	D- 60.0% – 63.99%
F 59.99% & Below	

Standards based reporting will be used for the kindg – 2ND grades.

A scholastic honor roll will be used for the 5TH grade and published each quarter and year-end. To be on the honor roll the student must have the following GPA:

"A" (High Honors):	3.34 – 4.00
"B" (Honors):	2.34 – 3.33

Any student with a "D" or "F" on their report card will not make the honor roll.

Grade Point Average (GPA) is determined by the following standard (all academic subjects taken will be included in the GPA):

A = 3.68 – 4.00	C+ = 2.01 – 2.33	F = 0.00 – 0.50
A- = 3.34 – 3.67	C = 1.68 – 2.00	
B+ = 3.01 – 3.33	D+ = 1.01 – 1.33	
B = 2.68 – 3.00	D = 0.68 – 1.00	
B- = 2.34 – 2.67	D- = 0.51 – 0.67	

M. Progress Reports:

Progress reports will be distributed at each of the Parent/Teacher Conferences. They will be sent home if not picked up at those events. Report cards will be sent home at the end of each quarter.

N. Parent/Teacher Conferences and Communications:

Parent/Teacher conferences are scheduled periodically throughout the school year (please refer to the school calendar). The conference is beneficial because it provides you and the teacher an opportunity to share information which will be of assistance in working with your child.

School personnel will communicate with you through newsletters, notes, or telephone calls as the need arises. You are encouraged to contact or visit your child's teacher or principal if you have any questions regarding the school.

O. Complaint/Grievance Procedure:

Problems may occasionally occur which need a structured procedure for dealing with students' complaints and/or grievances. The District welcomes constructive criticism when it is motivated by a sincere desire to improve the quality of the education program and to help school personnel in performing their tasks more effectively. The Board places trust in its employees and supports their actions in such manner that employees are freed from unnecessary spiteful, negative criticism, complaints and/or grievances. (See policy KL on the Andes Central homepage.)

The following guidelines are suggested as the proper procedure to be followed by persons with questions, complaints and/or grievances:

1. Matters concerning individual students should FIRST be addressed to the teacher.
2. If matters are not settled in the first step, problems/questions concerning individual schools should then be directed to the principal of that school.
3. If matters are not settled in the second step, problems/questions concerning the system should be directed to the superintendent.
4. The Board will consider hearing citizen complaints and/or grievances when the first three steps cannot resolve them. Matters referred to the Board must be in writing and should be specific in terms of the complaints and/or grievances and the action desired. The Board will NOT consider or act on complaints and/or grievances that *have not been explored at the appropriate administrative level*. A public complaint form, KLD-F, can be found on the Andes Central homepage.
5. If the administration deems it necessary, the person filing the complaint and/or grievance or the employee involved, may request an executive session of the Board. All parties involved will be asked to attend a meeting for the purpose of presenting additional facts, making further explanations, and clarifying the issues. Hearsay and rumors shall be discounted, as well as emotional feelings, except those directly related to the facts of the situation.
6. The Board shall conduct such meetings in a fair and just manner. The Board may request an unbiased third party to act as moderator to help reach a mutually satisfactory solution.

P. Visitations:

Please note that no visitors will be allowed beyond the office during the COVID pandemic. Parents are always welcome to visit the school. We invite you to come and observe and/or get involved with the students and teachers at work. Spend some time in the classroom and become familiar with the work your children are doing. Before you go to the areas to visit, we ask that you come to the office and sign in so that we know we have visitors in the building.

Students from other schools desiring to enroll at Andes Central Elementary in grades preschool-5 are welcomed. Permission

should be obtained from the principal and teacher before visiting the school. These visitors will be subject to the same rules and regulations as all students.

Q. Bus Rules

Please follow:

1. Be on time.
2. Be quiet.
3. Remain seated at all times. Do not get up from your seat until the bus has come to a complete stop.
4. Keep all parts of the body inside the bus while you are a passenger.
5. No food or drinks on the bus unless it is your school lunch.
6. Do not eat or drink on the bus. This includes activity trips.
7. Do not throw anything from the bus upon the highway or street. It is against South Dakota State law.
8. Students who are going to ride a bus other than their regular bus must bring two (2) notes signed by their parents/guardians. One is given to the driver of the bus they intend to ride and one to the student's teacher.
9. Parents/Guardians should contact the school ahead of time as some buses are filled to capacity and cannot take additional riders.
10. It is a privilege to ride the school bus and students who exhibit inappropriate behaviors may lose his/her bus riding privileges. The administration and the bus driver will determine the length of time a student is suspended from riding the bus. Parents/Guardians will then be responsible for providing transportation for his/her suspended student. The school and its staff are not responsible for children who choose to get off the bus without permission somewhere other than their designated stop.

R. Telephone Calls:

Teachers and students will not be given a phone call to take unless it is an emergency. Telephone messages will be taken for students and teachers' calls will be forwarded to their voice mail. Students must have permission slips from teachers/office personnel to use the office telephone. Classroom telephone use by students is discouraged unless there is an emergency.

S. Open Enrollment:

Individuals wishing to open enroll to another district must do so by the last Friday in September for the first semester or the last Friday in January for the second semester.

T. Breakfast/Lunch and Milk Tickets:

All students enrolled at Andes Central will be offered free breakfast and lunch. Food is not to be taken from the lunchroom at any time and students who bring their lunch must also eat in the lunchroom. All adults and guest children will have to pay prior to eating breakfast / lunch.

Milk tickets may be purchased for the whole year. These tickets may be used during break time in the classroom or for extra milk at lunchtime.

U. Inclement Weather Announcements

Parents/Guardians, who have a phone, will be contacted by the district's messaging system with an announcement and/or text message. The following television stations and websites are contacted if school will not be held KELO, keloland.com, and Dakotaneews Now. If school should be dismissed during the day, the same procedure will be followed. Students will be dismissed as soon as the buses get to school. All students are to be held at the school until the announced dismissal time unless their parents/guardians come to pick them up.

V. Clothing and Appearance:

1. Clothes and appearance that are disruptive to the educational process will be prohibited. Shoes must be worn at all times. There will be no writing on clothing that promotes violence, alcohol, tobacco, sexuality, or illegal drugs. If students wear such clothing, they will turn it inside out or be sent home to change.
 2. Students will not be allowed to wear any article of clothing that conveys a message of violence, profanity, drugs, alcohol, tobacco, display racial slurs, are sexually suggestive, gang related, or cause a disruption to learning.
 3. No hats/caps/hoods are to be worn in the building during the school day except during designated days.
 4. Half shirts that expose bare skin, shirts that consistently expose the navel, unbuckled overalls, low cut shirts that expose cleavage, and spaghetti-strapped shirts are not to be worn by any students.
 5. No ripped or torn clothing that exposes a student's underwear will be allowed.
 6. Good taste and self-respect should be exemplified in the appearance of all ACE students.
 7. Please dress your student appropriately for the weather. We will be taking the students out for recess for a few minutes even when it is cold or snowing outside. Students need some time to release energy and to get some fresh air.
- P.E. expectation: For safety reasons, students will be expected to wear tennis shoes during P.E. class. Students who do not wear tennis shoes may not be allowed to participate in that day's activities. This may affect their grade.

W. Personal Possessions:

We discourage students from bringing personal items to school. The school will not assume responsibility for a student's personal items that are lost, damaged, or stolen. In many cases, the teachers or administrators will confiscate items that cause

disruptions or are too valuable to leave in the classroom. These items may be returned at the end of the day or a parent/guardian may be required to pick them up.

X. Search of School Property:

The school maintains the right to search any school property at any time and for any reason. This includes, but not restricted to: desks, lockers, computers, etc.

1. Bicycles: Students who ride a bicycle should use a lock and park them in the rack. If your child is riding a bicycle, please discuss bicycle safety rules with him/her.

It is recommended that personal cell phones, MP3 players, Tablets and other electronic devices are not brought to the school. If brought to the school and used, these items will be confiscated by staff. They will be turned in to the office and held until the end of the day.

2. The 2ND time, and beyond, these items will be turned over to the parent / guardian or their designee. Any child pornography on cell phones must be reported immediately to the principal.

Y. Labeling:

The school has a designated box for "Lost & Found." It would be advisable to label all your student's personal items with his/her name. All articles are held for the school year and will then be disposed of if unclaimed. Please come and check this box often if your child has lost or is missing items.

Z. Recess:

Our school operates on the assumption that if students are healthy enough to be in school, they are usually healthy enough to participate in recess. If for some reason you do not wish your child to participate in recess, PLEASE SEND A NOTE TO THE TEACHER. If you wish to keep your child in from recess for more than two (2) consecutive days or more, a doctor's statement must be sent to the school with the student.

AA. Class Parties:

Classes will hold three parties a year, Halloween, Christmas, and Valentine's Day. Children will be asked to bring money to help buy supplies for the party. Pre-packaged food items may be brought by students or parents for school parties or special occasions. However, for safety reason, homemade food items will not be accepted and will be sent home with the student who brought them.

BB. Field Trips:

Field trips will be conducted at the teacher's discretion with administration or Board approval. Students will not be allowed on the field trip without a parent/guardian signed permission slip. These will be sent home for each trip.

CC. Activity Tickets:

Activity tickets are free for enrolled students. Admission is charged for any activities sponsored by the Conference or the District and plays or musical activities.

DD. Athletic Events:

Elementary students (Pre-K-5) will be admitted to school activities only if accompanied by a parent/guardian or responsible adult. Once a parent/guardian brings a child to a school activity, they have prime supervisory responsibility along with the school administration. All attendees should limit their movement, from the bleachers and/or chairs to the lobby, until intermission occurs (quarter breaks, half-time, etc.). If a child is attending a school activity unsupervised, parents/guardians will be contacted to take the child home.

EE. School-Owned Musical Instruments:

The District offers instrumental music instructions for grades 5 -12. Students interested in band should contact the band director.

FF. Damage to School Property:

If a student willfully damages school property, that student will be expected to pay for replacement or repair in order to effectively discourage lack of respect and improper care of school books, a record is made at the beginning of the year for the textbooks assigned to each pupil. For any textbooks which are lost or destroyed or which show excessive abuse, a fine will be assessed according to the value of the books.

GG. Video and Audio Monitoring:

Andes Central School buildings, and its school buses, do contain video and audio monitoring devices. The recorded content of these monitoring devices are school district property and will not be shared with anyone but law enforcement or by court order.

STUDENT CONDUCT, DISCIPLINE & CONSEQUENCES

**** See Classroom Violation Guidelines Grid – pg. 12****

A. Elastic Clause:

The student handbook does not include everything that may possibly happen during the school year. If any situation not specifically covered should arise, the administration will make every effort to act fairly and quickly. Disciplinary procedures and consequences will be administered as determined by the situation. The best interest of the students, school, and community will be considered. Here are what some of the terms mean as they pertain to students at Andes Central:

Violence: Violence is any mean word, sign, or act that intimidates, threatens, or hurts a person's body, feelings, or things.

Weapon: A weapon is any object that can inflict bodily harm. (Objects that have a nonviolent usage but are used with the intent to harm others are deemed weapons only when used in such a manner.) Possession of a weapon is an automatic suspension with a possible administrative recommendation to the AC School Board for expulsion.

B. Unacceptable Behavior:

Here are some examples of unacceptable behavior as they relate to any staff member or student while on school grounds or property:

1. Using, distributing or possessing any tobacco products, drug, alcohol, or controlled substance.
2. Physically assaulting or verbally threatening.
3. Using vulgar or abusive language/gestures.
4. Being insubordinate, openly defiant, insolent, disrespectful, or disorderly behavior.
5. Stealing or possessing lost/stolen property, defacing or destroying the property of others or the school district.
6. Skipping school, class, unexcused absence (truant), or tardiness.
7. Harassing, hazing, pushing, horseplay, or bullying.
8. Forging parents'/guardians', teachers', or administrators' name.
9. Cheating or attempting to take credit for someone else's work.
10. Throwing food or any object.
11. The use of gum, seeds, candy, or other such items is not allowed in the elementary. (Special treat day may be an exception to the candy rule.)
12. Clothes, including masks worn during the COVID pandemic, shall have NO advertising of drugs, alcohol, tobacco products, unacceptable language or pictures, violence, or gang related attire.
13. Using known symbols that are gang related (such as writing on notebooks, body, etc.).
14. Running in the halls.
15. Being disruptive in the classroom or on school grounds.
16. Being in unassigned areas. (Somewhere you don't belong.)

C. Removal from Class:

Students are expected to conduct themselves as ladies and gentlemen while in school. Teachers may dismiss a student from class if his/her behavior is such that it **disrupts the educational process** of the class or the teacher. Dismissed students shall report immediately to the principal's office.

The teacher will contact the principal (or office) to inform him/her of what the dismissed student did to be sent out of the classroom. The principal will then discuss the situation with the student and make a decision on the consequences that the student will receive based on the severity of the current incident and previous incidents. Parents/guardians will be contacted and informed as needed and may be asked to come in to school, meet with the appropriate staff members and discuss the incident.

D. After-School Detentions:

A staff member or the administration may assign after-school detentions. The person assigning the after-school detention must fill out a "disciplinary form" and return it to the principal's office. A copy of the "disciplinary form" will be sent with the student to give to the parents/guardians. The student will be given the opportunity to call their parents/guardians to make arrangements for the after-school detention. Transportation will not be provided.

Any student who skips an after-school detention will be assigned one extra detention. Should a student skip either of those assigned detentions, he/she will receive a suspension (in or out of school depending on the number of previous incidents.) for insubordination. Subsequent skips from any assigned detention will result in further suspensions for gross insubordination.

E. In-School Suspension (ISS):

In school Suspensions are used as a consequence for violations that are deemed serious enough or repeated violations. The amount of time spent in ISS will vary according to the decisions made by the school administration and/or school staff members.

Teachers will provide school work and the student is expected to use the suspended time to first work on the behavior they were assigned there for, and then to do the school work. Class work missed during an ISS is due at the end of the day.

F. Out-of-School Suspension (OSS)/Long Term Suspension/Expulsion:

Serious or repeated violations of school policies will result in out-of-school suspensions. The length of the OSS will depend upon

the offense. While serving an OSS, the student will not be allowed to attend or participate in any school activity, on or off of school property. Suspended students will be given the option to take work home and they will earn grades for the assignments handed in on the day they are permitted to return. Subsequent OSS violations or serious violations of any school policy may result in expulsion.

Parents/Guardians may be required to come to school to discuss their child's behavior and actions after the suspension is complete. The following are examples that could cause immediate suspension and possible expulsion from school:

1. Accumulation of minor infractions.
2. Fighting.
3. Bullying and threatening behavior toward students or staff.
4. Use or possession of alcohol or tobacco products on school grounds. Possession, use of, sale of and/or distribution of any paraphernalia; being under the influence of narcotics, dangerous drugs or controlled substances.
5. Vandalism. The parents/guardians and/or student will be held liable for any damages inflicted upon school property. They may also involve the law enforcement personnel.

Consequences for these actions can result in suspensions or expulsion. The length of these suspensions will be determined by the administration depending upon the severity and repeated violations. Expulsions can be recommended by the administration but the decision to expel will ultimately rest with the Andes Central Board of Education

G. Law Enforcement:

According to the Andes Central School Board Policy, the Andes Central Schools reserves the right to involve the law enforcement and/or sign complaints against persons involved in acts that violate any State or Federal Law. Law enforcement and/or the Dept. of Social Services may talk to any student during the time they are under the supervision of the school.

H. Promotion and/or Retention Policy:

When deciding whether to pass or retain a child, the following policy is to be considered; a student may be considered for retention if he/she fails two of the five core subjects in his/her grade (major subjects are math, science, reading, language arts, and social studies).

Other criteria to be considered when making the decision on retention or promotion:

If teachers can recognize early in the child's school career that the child's mental or physical development needs to have time to "catch up" and retention would allow this to happen (the child, in this case, should be retained in kindergarten, first or second).

Various assessment tests indicate the student is below grade level in reading, math and other core subjects. Tests should be a combination of: Standardized Achievement Tests, Aimsweb, and NWEA. Students must meet the grade level criteria for passing. Of course, students' semester grades must be considered as well as Mastery of GRADE LEVEL Standards.

Failing students should be promoted ONLY if the school feels that in the best interest of the student and school it should be done. Example: A student has been retained one or two times previously, or physically and socially they are more mature than the other students in their grade, or the child would gain nothing by repeating a grade.

Special education students would be promoted or retained based on meeting/not meeting the goals and objectives in the IEP. A committee of: Special Education Director, Special Education Coordinator, Principal (whether elementary or secondary), special education teacher would review the grades, IEP goals and objectives to determine promotion or retention status of each child. The child's IEP committee will convene to discuss the terms of the IEP and the decision to promote or retain.

School administration and classroom teachers will meet periodically (quarterly or bi-quarterly) to review the academic status of students at-risk of failure. A separate meeting will be held with the parent's quarterly or by-quarterly to review their child's progress. By April of each school year, a final review of academically at-risk students will be held with the principal. At that time, a letter will be sent to the student's parents requesting a meeting or retention or promotion. The school committee will make their recommendation following the parent meeting. Parents need to understand why the child is being retained.

***Parents always have the right to appeal the decision of the school administrative and teacher team to the Board of Education.**

1ST – 2ND Grade Offenses - Classroom Violations Guidelines

ACE Reserves the Right to Evaluate Incidents on a Case By Case Basis & Modify Consequences As Needed

Classroom Behaviors	Consequences	Consequences	Consequences	Consequences	Consequences
Level 1 (Per Quarter)	1 st Offense-Any	2 nd Offense-Combined	3 rd Offense-Combined	4 th Offense-Combined	Habitual- Combined
<ul style="list-style-type: none"> - insubordination, disruptive behavior, rough play, obscene written/language, skipping class/school/detention - intimidating behaviors (verbal, physical), harassment (sexual, racial, disability), spitting, bullying (verbal, physical), vandalism - inappropriate touching - Sexual harassment that meets the definition of quid pro quo and is severe, offensive and prolonged or criminal will be investigated under Title IX – see ACAA Sexual Harassment - tobacco, matches, lighters 	<p>Will walk at 1 recess on assigned day.</p> <p>parent contact by teacher, will walk all 3 recesses for 1 day</p> <p>parent contact by teacher, walk all recess 1 day</p>	<p>Will walk at recess 2 recesses on assigned day.</p> <p>parent contact by teacher, will walk all 3 recesses for 2 days</p> <p>Office-parent contact, monitor student, no recess & lunch in office 2 days, outside referral</p> <p>parent contact by teacher, walk all recess 2 days</p>	<p>parent contact by teacher, will walk for all 3 recess assigned day</p> <p>Office-parent contact, OSS 1-2 days, will walk all recesses for 3 days outside referral</p> <p>Office-parent contact, monitor student, no recess & lunch in office 3 days, outside referral</p> <p>parent contact by teacher, walk all recess 3 days, outside referral</p>	<p>parent contact by teacher, 1 detention w/teacher, no recess on assigned day</p> <p>Office-parent contact, OSS 2-3 days, no recess for 1 day Referral</p> <p>Office-parent contact, monitor student, OSS 1 day, no recess and lunch in office 3 days</p> <p>Office-parent contact, no recess for 2 days referral</p>	<p>Office-parent contact, OSS 1 day, no recess, outside referral</p> <p>Office- parent contact, OSS 3-5 days, no recess for 3 days. referral</p> <p>-Administrative discretion utilized contingent on situation.</p> <p>Office-parent contact, monitor student, OSS 1 day, no recess & lunch in office 5 days, referral</p> <p>Office-parent contact, no recess for 5 days OSS 1 day, referral</p>
Level 2 (Per Quarter)	1 st Offense-Any	2 nd Offense-Combined	3 rd Offense-Combined	4 th Offense-Combined	Habitual- Combined
<p>violence-physical contact (pushing, shoving, biting...), throwing objects, theft</p> <p>physically fighting,</p>	<p>walk all recess 2 days</p> <p>Office- parent</p>	<p>parent contact by teacher, walk all recess 3 days</p>	<p>parent contact by teacher, 1 detention w/teacher, walk all recess 3 days, outside referral</p>	<p>Office-parent contact, OSS 1 day, no recess 3 days, referral</p>	<p>Office- parent contact, OSS 2 day, no recess 5 days, referral</p> <p>Office - parent contact,</p>

possession of alcohol & other drugs	contact, walk all recess 3 days, 1 detention w/teacher	Office – parent contact, OSS 1-2 days, walk all recess 3 days	Office- parent contact, OSS 2-3 days, walk all recess 3 days, outside referral	Office- parent contact, OSS 3-5 days, walk all recess 5 days , referral	OSS 5 days, no recess 5 days, referral, possible school board action
Level 3 (Per Quarter)	1st Offense-Any	2nd Offense	3rd Offense	Habitual-Combined	
endangerment of others (bombs, weapons), possession of weapons, assault of sexual nature	Office-parent contact, OSS 1 day, walk all recess 3 days, outside referral	Office- parent contact, OSS 2-3 days, walk all recess 3 days, referral	Office- parent contact, OSS 3-5 days, walk all recess 3 days, referral	Office- parent contact, OSS 5 days min., walk all recess 5 days, referral, possible school board action	Reviewed 7/20/23

3rd – 5th Grade Offenses - Classroom Violations Guidelines

****ACE Reserves the Right to Evaluate Incidents on a Case By Case Basis & Modify Consequences As Needed****

Behavior Plans Will Be Implemented For Those Habitual Offenders.

Classroom Behaviors	Consequences	Consequences	Consequences	Consequences	Consequences
Level 1(Per Quarter)	1st Offense Any	2nd Offense	3rd Offense	4th Offense	Habitual-Comb.
insubordination, disruptive behavior, rough play, obscene written/language	walk all recess 1-3 days	parent contact by teacher, walk all recess 3-5 days	parent contact by teacher, walk all recess 5 days, 1 detention w/teacher	parent contact by teacher, no recess 3 days , 2 detentions w/teacher	Office–parent contact, OSS 1 day, no recess 5 days, 3 detentions/ teacher
skipping class/school/ detention, violence-phy. contact (pushing, shoving, biting), throwing objects, theft	parent contact by teacher, walk at all recess 3 days	parent contact by teacher, walk at recess 3-5 days	parent contact by teacher, walk at recess 5 days , 1 detention w/teacher	Office-parent contact, OSS 1 day, no recess 1 day /detention w/teacher	Office- parent contact, OSS 2 days, 3 days no recess/detentions w/teacher
Level 2 (Per Year)	1st OffenseAny	2nd Offense	3rd Offense	4th Offense	Habitual-Comb.
intimidating behaviors (verbal, physical), harassment (sexual, racial, disability), spitting on others, bullying, vandalism	parent contact by teacher, walk at all recess 3 days	parent contact by teacher, walk at all recess 5 days , 1 detention w/teacher	Office-parent contact, OSS 1 day , no recess 1 day, 2 detentions w/teacher, outside referral	Office-parent contact, OSS 2-3 days, no recess 2 days , 2 detentions, w/teacher, referral	Office-parent contact, OSS 3-5 days, referral, possible school board action
inappropriate touching ○ Sexual harassment that meets the definition of quid pro quo and is severe, offensive and prolonged or criminal will be investigated under Title IX – see ACAA Sexual Harassment	parent contact by teacher, monitor student, all recess & lunch in office 2 days	Office-parent contact, monitor student, all recess & lunch in office 3 days, outside referral	Office-parent contact, monitor student, all recess & lunch in office 5 days, referral	Office-parent contact, monitor student, OSS 1 day, all recess & lunch in office 5 days, referral	

tobacco, matches, lighter	parent contact by teacher, walk at all recess 2 days	parent contact by teacher, walk at all recess 3 days	Office- parent contact by teacher, walk at all recess 5 days, outside referral	Office-parent contact, no recess 5 days , 1 detention w/teacher, referral	
physically fighting, possession of alcohol & other drugs, threats of violence (killing, weapons)	Office- parent contact, OSS 1-3 days, 1 detention w/teacher, no recess	Office- parent contact, OSS 3-5 days, 2 detention w/teacher, outside referral, no recess	Office- parent contact, OSS 5-10 days, possible school board action		
Level 3 (Per Year)	1st Offense Any	2nd Offense	Habitual-Comb.		
endangerment of others (bombs, weapons), possession of weapons, sexual assault	Office-parent contact, OSS 3-5 days, outside referral	Office-parent contact, OSS 5 days, referral, possible school board action	Office –parent contact, 5-10 days, referral, possible school board action		Reviewed 7/20/23

FEDERAL & STATE LAWS APPLICABLE TO STUDENTS

Civil Rights Policy:

A. The Andes Central School district 11-1 in compliance with the Office of Civil Rights

Act of 1964 – Race, Color, National Origin, Title IX of the Educational Amendments of 1972 – Gender, and Section 504 of the Rehabilitation Act of 1973 – Disabled) informs its students and staff and all parties to whom this might pertain that education programs, service, activities or employment opportunities will be offered without regard to race, national origin, religion, sex, age, marital status, or physical and/or mental disabilities.

Any questions about any of these rights may be directed to the superintendent or you may further contact the
Regional Director

Dept. of Education; Office of Civil Rights 10220 North Executive Hills Blvd.

8th Floor

Kansas City, MO 64153-1367

Telephone: 816-880-4202; TDD: 816-891-0552; FAX: 816-891-0644

Web Link: <http://www.ed.gov/about/offices/list/ocr/index.html>

B. Drugs/Alcohol/Tobacco and Weapons:

This statement is official notice to the students and parents/guardians of the District's policy prohibiting the use of or possession of drugs, alcohol, tobacco, and weapons.

C. Equal Rights Statement:

The Andes Central School District 11-1, Lake Andes, SD 57356, does not discriminate on the basis of sex, race, color, or creed, in its educational offerings, activities, or employment practices.

Persons who believe any school district employee may have infringed upon their rights are urged to discuss this with the principal.

D. Sexual/Verbal Harassment:

Sexual harassment in any form will not be tolerated by the District, and it is the policy of the District that no administrator, faculty member, staff member, or student shall be subject to sexual harassment by another.

E. Medications:

No medication will be dispensed from the nurse unless instructed by a doctor and with a parent/guardian signature. All medications must be kept in the office. The school will not provide pain relievers (Tylenol, ibuprofen, aspirin, etc.) to students. All medication needs to be in the original labeled medication bottle or it will not be given at school.

F. Communicable Diseases/Parasites:

Students who are afflicted with a communicable contagious and/or infectious disease, and/or who are infected with communicable parasites, or who are liable to transmit such disease or parasite, may be excluded from school. Please follow the guidelines below to see when your child can return back to school (chart follows):

Disease / Illness	Rules for School Attendance
Chicken Pox (Varicella)	Exclude until rash or lesions have crusted over.
Mumps	Exclude until 5 days after onset of parotid gland swelling.
Impetigo	Exclude until 24 hours after treatment has been initiated.
Measles	Exclude until 4 days after onset of rash.
Conjunctivitis (Pink Eye)	Exclude until examined by physician and approved for re-admission, with treatment
Pediculosis (Lice)	Student may remain in school. Parent contact.
Ring Worm (Scalp, Body, Athlete's foot)	The student may attend school if the area is under treatment and covered. Restrict known cases of athlete's foot from pools or showers until under treatment.
Scabies (7-itch, Mites)	Exclude until after treatment has been completed.
Planter's Warts	The student may attend school; however, they should not be permitted to walk barefoot.
Streptococcal Infections (Scarlet Fever, Strep Throat)	The student may attend school 24 hours after initiating oral antibiotic therapy and clinically well.
Rubella (3-day German Measles)	Exclude until 7 days after onset of rash.
Infectious Hepatitis	Hepatitis A: Exclude until one week after onset of illness or jaundice.
Infectious Mononucleosis (Gland Fever)	The student may attend school with physician's written permission. The student may need to adjust school days and activities.

Network Acceptable Use Policy for the Internet/Web Publishing/E-Mail/Distance Learning

Andes Central School District believes accessing and transferring data on the Network/Internet is a useful skill for lifelong learning. The goal in providing the Network/Internet access to staff and student users is to promote educational excellence by making it possible for resource sharing, originality and communication.

The Network/Internet is an electronic information network connecting millions of computers locally and around the world. The use of the Andes Central Network/Internet is a privilege, not a right, and any inappropriate use may result in revoking or suspending of those privileges. The Andes Central School District grants permission to use this system for educational purposes only. Its users hereby waive any right of privacy regarding information/messages/files sent or received by them on the Andes Central System/Internet/Network. The administration of Andes Central School District has the right to revoke or suspend a user's access at any time as needed.

Note- Parents/guardians may request cancellation of access privileges by contacting the school network administration.

A. Educational Purposes: Are as follows:

- 1. The Andes Central Internet has been established for limited educational purpose. The term "educational purpose" includes classroom activities, career development, and limited high-quality self-discovery activities.*
- 2. Andes Central has the right to place reasonable restrictions on the material you access through our Internet connection. You are also expected to use the Internet appropriately and follow the rules set forth in this handbook policy.*
- 3. Andes Central School may set up a restricted E-Mail account to any student for class purposes. These accounts will be set up and assigned by the Network Administrator.*
- 4. All Network/Internet information transmitted through the school accounts will be school property and subject to normal search and seizure.*
- 5. Any forms of Social Networking accounts will be set up by the Network Administrator. Users may only access Social Network accounts approved by the Network Administrator. Ex. My Big Campus*
- 6. Classroom teachers may set additional rules for computer use in their classroom.*
- 7. Note: If your laptop needs to be reimaged due to problems, you may lose what you have on your desktop. Please make sure you are saving important information in directories on the network.*
- 8. Research papers: The student must get final approval from the network administrator and teacher of any research topic done that might bring up controversial material.*
- 9. You may not submit personal contact information about yourself or other people. Personal contact information consists of your address, telephone number, school address, work address, etc.*

B. Unacceptable Uses: Are as follows:

- 1. An Andes Central technology is not intended for commercial purposes. This means you may not offer, provide, or purchase products or services through the Andes Central technologies without staff permission. Any financial charges incurred while using the technologies are the full responsibility of the user.*
- 2. Andes Central Network users may only access School Approved E-mail accounts set up by the Network Administrator.*
- 3. The firewall filter is in place for your protection. Bypassing the filter to gain access to inappropriate or blocked sites is prohibited.*
- 4. Users may not attempt to gain unauthorized access to Andes Central Network/Internet. This includes attempting to gain access through another person's user account. Users may be disciplined for using another person's account.*

C. Disciplinary Procedures for Section B: Are as follows:

- 1. Andes Central School District Administration may monitor the information when the district hardware and or software is in use.*
- 2. In the event there is a claim that you violated this policy in your use of the Network/Internet, you will be provided with notice of the suspected violation and an opportunity to present an explanation. Administrators will determine if disciplinary action is needed.*
- 3. If the violation is a first offense, the student will lose Internet privileges for a period of ten (10) school days, a second*

offense will result in losing Internet privileges for a period of forty-five (45) school days. Any subsequent violations will result in losing Internet privileges for a period of one hundred seventy-five (175) school days. When a violation occurs, disciplinary procedures can be carried over from one year to the next.

4. Students must comply with all Andes Central Handbook rules concerning student conduct and communications when using school technologies on or off school property.
5. All policies and procedures in the Andes Central Handbook may apply to this Network Acceptable Use Policy.

D. Personal Safety: Are as follows:

1. You may not submit personal contact information about yourself or other people. Personal contact information consists of your address, telephone number, school address, work address, etc.

E. Plagiarism/Copyright Infringement: Policies are as follows:

1. You may not plagiarize works that you find on the Internet, in any form of print or verbally from another person. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours. This includes summarizing, paraphrasing or quoting a source without giving proper parenthetical citations and related entries in a works cited/bibliography page. If what you are writing is not 100% your original thought/idea and/or public/general knowledge, it must be cited. If you have questions, ask a language arts teacher.
2. You need to respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, you should follow the expressed requirements. If you are unsure whether or not you can use a work, you should request permission from the copyright owner. Copyright laws can be very confusing. If you have questions, ask a teacher.

F. Disciplinary Procedures for Above Rules: Are as follows:

1. In the event there is a claim that you violated this policy in your use of the Internet, you will be provided with a written notice of the suspected violation and an opportunity to present an explanation before a neutral administrator.
2. If the violation is a first offense, the student will lose Internet privileges for a period of forty-five (45) school days. Any subsequent violations will result in losing Internet privileges for a period of one hundred seventy-five (175) school days.

INTERNET PUBLISHING AGREEMENT

- A. **Introduction:** Use of the Internet and associated technology is playing an increasing role in student education. Using the Internet to further the educational process, goals, and objectives is a natural extension of Andes Central School District's mission statements.
- B. **Purpose:** The Andes Central School District Internet Publishing (IP) Agreement informs Content Contributors of their responsibility to efficiently, ethically and legally utilize network resources and to ensure proper conduct when using the District's network capabilities.
- C. **Personnel:** Are as follows:

Administrator: Defined, as all Andes Central School District administrators, principals, or program directors that have responsibility for content information published by their organization on the Internet. Responsibilities are:

1. Establish, with the District Webmaster, their organization's IP Procedure. This procedure shall assure content and materials meet Andes Central School District standards for quality and excellence before the public views them.
2. Designate Site webmasters who agree to support the District's IP Procedure and the IP Agreement.
3. Annually review and revise, if necessary, their Internet Publishing Procedure.
4. Ensure webmasters, content sponsors, and/or content contributors understand their IP Procedure.
5. Assure content adheres to the District goals, guidelines, and policies. (Refer to the Andes Central School District Internet Publishing Guidelines.)

District Webmaster: Defined, as the District Webmaster will manage the District Internet Server(s) as a resource for the publication of content information by District organizations. Responsibilities are:

1. *Establish Internet Publishing guidelines and procedures.*
2. *Provide Internet Publishing access for designated webmasters (see above).*
3. *May periodically purge all files, requiring each organization Webmaster to reload their files. (Adequate advance notice will be provided.)*
4. *Assure accuracy and appropriateness of all materials published so that they adhere to the District goals, guidelines, and policies. (Refer to Andes Central School District Internet Publishing Guidelines.)*
5. *Regularly audit and/or adjust materials and/or activity on any Andes Central School District sponsored Internet accessible servers regardless of physical location.*
6. *Practice effective file management so only current materials are on the Internet Server.*
7. *Keep current backup copies of all active materials on Internet Server.*

Site Webmaster: Defined, as the person responsible for assisting in the publishing of content on an Internet Accessible Server. All content published by a Webmaster shall be in accordance with procedures established by the Andes Central School District's Internet Publishing Guidelines. Responsibilities are:

1. *Work to develop their organization's IP Procedure.*
2. *Receive the District Webmaster's approval on all materials published.*
3. *Assure accuracy and appropriateness of all materials published.*
4. *Practice effective file management so only current materials are on the Internet Server.*
5. *Keep current backup copies of all active materials on Internet Server.*
6. *Ensure Content Sponsors and/or Content Contributors understand their IP Procedure.*
7. *Assure content adheres to the District goals, guidelines, and policies. (Refer to Andes Central School District Internet Publishing Guidelines.)*

Content Sponsor (Teacher, Coach, and Advisor): Defined, as any employee of Andes Central School District assuming responsibility for working with content contributors and/or preparing materials for publishing on an Internet accessible server. Responsibilities are:

1. *Ensure Content Contributors understand their organization's IP Procedure.*
2. *Assure accuracy and appropriateness of all materials published so that they adhere to the District goals, guidelines, and policies. (Refer to Andes Central School District Internet Publishing Guidelines.)*

Content Contributor (Student): Defined, as any individual who, with a Content Sponsor, contributes content materials to an Internet accessible server. Responsibilities are:

1. *Follow their organization's IP Procedure.*
2. *Assure accuracy and appropriateness of all materials published so that they adhere to the District goals, guidelines, and policies. (Refer to Andes Central School District Internet Publishing Guidelines.)*

D. Authorizing Procedure for Building Web Pages: Are as follows:

1. *A Content Sponsor determines its need to publish on the Internet and gains approval of the District Webmaster.*
2. *The District Webmaster designates a Site Webmaster and identifies Content Sponsors.*
3. *The District Webmaster, Site Webmaster, and Content Sponsors discuss their organization's Internet Publishing Procedure. Special circumstances and modifications may be approved at this time.*
4. *An Administrator, District Webmaster, Site Webmaster, Content Sponsor, and Content Contributors complete the Andes Central School District Internet Publishing Agreement.*
5. *Send copies of the organization's Internet Publishing Procedure, the designated Webmaster's Internet Publishing Agreement and the location of all Internet accessible content to the District Webmaster.*
6. *The Content Sponsor, with the assistance of the Site Webmaster (if needed), will create web pages on a specified location on the District's Intranet.*
7. *After pages have been developed the Content Sponsor requests publication from the District Webmaster in compliance with their approved Internet Publishing Procedure.*

8. *The District Webmaster grants final authorization. Files will then be transferred from the Intranet to the Internet.*
9. *The Site Webmaster, Content Sponsors, and Contributors, according to their Internet Publishing Procedure, maintain the organizations published content.*

INTERNET PUBLISHING GUIDELINES

A. Guiding Principles: Are as follows:

1. *Educational Value:* *Materials to be published must not display, access, or link to sites deemed offensive by the Andes Central School District Acceptable Use Agreement. All published material must have educational value and/or support the District goals, guidelines, and policies.*
2. *Publishing Agreement:* *Only authorized materials will be published on Andes Central School District Internet servers. All personnel involved in Internet publishing must have on file an Internet Publishing Agreement signature page. (See FORM NINE that was sent home in the parent/guardian packet at the beginning of the school year.) Student work may not be published on a web site unless both the student and the parents/guardians have signed the Internet Publishing Agreement. This signature page will reside with the District Webmaster.*
3. *Protect Privacy:* *At no time shall any student's personal information (home address, e-mail address, or phone number) appear on Andes Central School District Internet published materials. All contact information should identify a Webmaster or Content Sponsor.*
4. *Student Safety:* *To assure student safety, student's last name or address shall NOT appear on the Andes Central District Web site.*
5. *Copyright Laws:* *Adhere to all copyright laws. Please pay particular attention to the copyright information in the Andes Central School District Internet Publishing Guidelines. **
6. *Content Monitoring/Auditing:* *The Site Webmaster and Content Supervisor should regularly "visit" Internet accessible content to monitor appropriateness, quality and educational value. Accordingly, Andes Central School District Administration or Information Systems Department reserves the right to audit and/or adjust materials and/or activity on any Internet Server publishing content sponsored by an Andes Central School District organization.*

B. Site Guidelines: Are as follows:

1. *Active Links:* *The web is a very dynamic resource. It is strongly recommended that links to preexisting sites be checked regularly to insure that Andes Central School District sponsored links are not going to sites that do not meet Andes Central School District's Acceptable Use Agreement.*
2. *Current Files:* *Only active files that are required for the proper operation of the Internet Site should be stored on the Internet Server.*
3. *File Size:* *Due to limited storage space and varying network speeds, it is recommended that file sizes should be kept to a minimum.*
4. *Default Home:* *In each directory there should be an "index.htm" file so users will see this default home page if they do not include a file name in their request for information.*
5. *File Names:* *Limit file names to eight (8) characters in length until technology upgrades allow longer file names.*
6. *Credits Page:* *If you use external resources on your site include a "credits" page.*

C. Page Guidelines: Are as follows:

1. *Navigational Links:* *It is suggested that each page contain clear links to the sponsoring site's home page and/or higher level pages. There should always be navigational clues to help users find their way around (a "back" button is not always adequate).*
2. *Disclaimer:* *To affirm that you are striving to maintain the highest standards, each published page shall contain a disclaimer, stating that published content adheres to these guidelines. The disclaimer should contain a link to the online version of the guidelines.*
3. *Contact Information:* *Out of courtesy to Internet users, each page shall contain contact information for the content sponsor.*
4. *Copyright Notice:* *Each page shall contain a copyright notice, which reserves the publisher's right.*
5. *Update Information:* *Each page should contain the date the page was last updated.*

Sample Footer containing disclaimer (via link), contact information (e-mail link), copyright notice and update information:

Maintained according to Andes Central School District Internet Publishing Guidelines by Content Sponsor

□ Andes Central School District - All rights reserved.

Last updated on 8/13/01

D. Copyright Issues: *The Internet has grown from a relatively small government project to a worldwide computer network. As an educational institution we should be aware of the necessity of conforming to all laws, regardless of how they may be perceived on the Internet. The guidelines stated herein are not only for our own protection but also for teaching by example those principles we wish to instill within our students.*

The following information was taken and modified from "Keeping It Legal: Questions Arising out of Web Site Management" by Jamie McKenzie, with permission.

The copyright law and the courts have provided exceptions to the rules that govern the behavior of teachers, students, and schools. In general terms, teachers, students, and schools are allowed to make "*fair use*" of materials for instructional purposes. "*Fair use*" has been interpreted to include those limited uses that are not likely to deprive a publisher or an author from income.

"*Fair use*" of Internet resources by teachers, students, schools, or district personnel should parallel the use of printed resources. Teachers and students might make limited use of some text and graphics within their own classrooms. They should not "*publish*" those same materials across other classrooms within the building by posting on a local area network (LAN) or across other classrooms in other building on a wide area network (WAN) or the World Wide Web.

Teachers and students might make rather liberal use of information, text and graphics so long as their resulting works remain within the classroom setting. The moment the works move out of the classroom, they may fall under a "*public performance*" clause of the copyright law that imposes much greater restrictions and fees.

Many schools and district departments have purchased clip art collections to use within their classroom or department. In most cases, the agreement is printed on some kind of seal that is broken upon opening. In most cases there is specific language outlining your web rights. Most of these agreements require you to print a credit line on any document that you are publishing, which include one or more graphics from the collection. The best advice is to read and follow the stipulations within the agreement.

Teachers, students nor district personnel may safely make use of other's materials (graphics, text, etc.) when they publish on the Web unless they have requested and received formal permission to do so. This would include downloading or "*whacking*" another web site's material down to their school server. This should only be done after obtaining written permission from the author of the desired site.

To avoid problems with what to use or not use, the following statement should be our guide: *Unless there is a clear statement that are, photos and text are "public domain" and available for free use, one should assume that they are copyrighted.* This material should not be used for republication on a local area network, a wide area network or a Web site unless permission is granted from the owner.

E-MAIL TERMS AND CONDITIONS

A. The School: Are as follows:

1. *Andes Central School may set up a restricted use e-mail account to any student requiring it for a class. These accounts will be given out under the direction of the Network Administrator.*
2. *All e-mail messages transmitted through the school accounts will be school property and subject to normal search and seizure.*
3. *An Andes Central School staff member may monitor all e-mail accounts.*

B. The Student: Are as follows:

1. *With approval, Andes Central School students may acquire an e-mail account by filling out the Student e-mail Use Contract Agreement (See FORM ELEVEN that was sent home in the parent/guardian packet at the beginning of the school year) and having it signed by a parent/guardian.*
2. *Students will only be allowed to access school set up e-mail accounts.*
3. *Students must have current Internet access and approval in addition to e-mail access and approval.*

4. *Students not abiding by the rules of appropriate conduct will lose e-mail privileges in the same way and for the same length of time that Internet privileges are lost. (See page twelve (12), section "E" from the Andes Central School Student Acceptable Use Policy for the Internet.)*

C. Rules of Appropriate Conduct: Are as follows:

1. *E-mail accounts will only be used when required by a class.*
2. *E-mail will not contain inappropriate language, threatening or abusive comments, personal information, or non-school related items.*
3. *E-mail will only be addressed to distance-learning teachers, classmates (as required by the teacher), or authorized individuals set up by the instructor of the course.*
4. *Any and all other uses of Andes Central School E-mail will be considered inappropriate if not previously approved by the instructor of the class and the Network Administrator of Andes Central School.*

ALCOHOL AND OTHER DRUG USE BY STUDENTS - Policy JHCF

The following document outlines policy on student use of alcohol and other drugs in the school district. This policy is in effect on premises owned, leased or maintained by the school district, at all school-related activities on and off campus, in vehicles used to transport students to and from school or at other activities and in vehicles parked on school property. Student and parent members of the school community are expected to know and understand the policy provisions and its mandatory nature. A copy of the policy will be provided to all students and parents.

POLICY

A student shall not possess, use, distribute, transfer, conceal, sell, attempt to sell, deliver, nor be under the influence of alcohol, illicit drugs, narcotics, dangerous or illegal chemical substances. Students shall not engage in alcohol and/or other drug use/abuse, nor possess paraphernalia specific to the use of alcohol and/or other drugs.

Students who use prescription drugs or medical cannabis authorized by a licensed physician do not violate this policy if the students conform to the prescription and appropriate school policies.

DISCIPLINARY SANCTIONS AND IMPLEMENTATION PROCEDURES

The following procedures will be used in dealing with possession, use, or being under the influence of alcohol and other drugs.

First Offense

1. The administration will attempt to notify the parent(s)/guardians(s) by phone to explain the incident and schedule a conference;
2. The administration shall suspend the student for ten (10) school days in compliance with student due process procedures;
3. The administration will notify the parent(s)/guardian(s) in writing by first-class mail at last known address of the suspension within two school days;
4. The administration shall notify available law enforcement authorities;
5. State and federal regulations regarding special education students will be followed.

The suspension of a student who completes a drug/alcohol assessment from a certified or licensed addiction counselor or a licensed physician trained in chemical dependency and completes recommended program, if any, will be commuted to three (3) days, provided the assessment and program are completed, unless good cause is shown to and approved by the administration, within twenty (20) school days. Fees for this assessment and treatment are the responsibility of the student and family.

Upon receipt of appropriate authorization, the agency or professional will notify the school administration that the student has been evaluated and to comply successfully, completed any recommended treatment program.

Second Offense

1. The administration will attempt to contact the parent(s)/guardian(s) schedule a conference.
2. The administration shall notify available law enforcement authorities.
3. The administration shall suspend the student for ten (10) school days in compliance with student due process procedures.
4. The administration will notify the parent(s)/guardian(s) in writing of the suspension within two school days

A long-term suspension hearing shall be scheduled before the school board pursuant to due process rules for long-term suspension. The administration will recommend to the school board that the student be suspended for ninety (90) school days. The ninety (90) day suspension for a second offense may be reduced to ten (10) school days if the student completes an accredited intensive prevention or treatment program. Fees for this assessment and/or treatment are the responsibility of the student and family.

Subsequent Offenses:

1. The administration will attempt to contact the parent(s)/guardian(s) to schedule a conference.
2. The administration shall notify available law enforcement authorities.
3. The administration shall suspend the student for ten (10) school days in compliance with student due process procedures.
4. An expulsion hearing shall be scheduled before the school board pursuant to due process rules for expulsion. The administration will recommend to the school board that the student be expelled.

Distributing (supply free or selling) Alcohol and Other Drugs or Material Represented to be a Controlled Substance - (all occurrences)

1. The administration will attempt to contact the parents/guardians and schedule a conference.
2. The administration will notify parent(s)/guardian(s) in writing of the suspension within two days
3. The administration shall notify law enforcement authorities.
4. The administration shall suspend the student for ten (10) school day in compliance with due process rules for long term suspension or expulsion.
5. A long-term suspension hearing shall be scheduled before the school board pursuant to due process rules for long-term suspension. The administration will recommend to the school board that the student be suspended for up to ninety (90) school days.
6. A second offense for distributing alcohol or drugs shall result in an expulsion hearing being scheduled before the school board and the administration will recommend the student be expelled for one year.
7. State and federal requirements regarding special education students will be followed.

In keeping with its commitment to protect all pupils and the school community from the harm of alcohol use, the board authorizes the superintendent, principals and designee(s) to use a portable breath test (PBT) and passive alcohol sensor device (PBASD) to screen for evidence of breath alcohol.

The purpose for using a PBT and PBASD is to protect pupils who may be under the influence of alcohol, other pupils, staff and community members attending school events and to deter the use of alcohol by pupils. As PBT and PBASD implementation is intended primarily as a deterrent to student and youth alcohol use, nothing set forth in this policy precludes

school district personnel from using the power of observation and professional judgment when there is reasonable suspicion of youth alcohol consumption.

The board authorizes PBT and PBASD screening of students during the school day upon reasonable suspicion that a student may have consumed alcohol, and of attendees before, during and after school activities/events including, but not limited to dances, athletic events, proms, class trips, drama productions, graduation ceremonies, or school assemblies.

Procedurally, district personnel will not vary from the normal course of action outlined in Policy JGD Student Suspension and Expulsion when evidence of alcohol consumption is derived from a PBT, PBASD reading or personal observation.

If the PBT or PBASD screening indicates the presence of alcohol on a district student, the matter shall be reported to the principal or designee and law enforcement. District students violating this policy will be disciplined according to the discipline procedures outlined in the policy and other relevant policies. School age persons from other districts attending school and district sponsored events who are suspected of alcohol consumption will be reported to the principal or designee and law enforcement.

The board shall provide notices to students, staff, parents and guardians of this policy.

Legal References: SDCL 13-32-4.3; SDCL 22-42-19; SDCL 26-11-5.1; Public Law 101-226.

Adopted: April 13, 2009 **Revised:** June 25, 2018, 8.9.21

Bullying (including cyber bullying) – Policy JFCE

SECTION 1 – Policy Statement

The District is committed to maintaining a constructive, safe, and bullying-free school climate that is conducive to all students' educational opportunities and which fosters an environment in which all students are treated with respect and dignity. Bullying can inhibit a student's educational opportunities and may also have long-term negative effects on a student. Bullying of students shall not be tolerated and is strictly prohibited. Bullying of students from other schools who are at a District activity, parents, school employees, guests, visitors, volunteers and vendors of the District shall also not be tolerated and is strictly prohibited.

This policy shall not be interpreted or applied to prohibit civil exchange of opinions or debate protected under the state or federal constitutions if the opinion expressed does not otherwise materially or substantially disrupt the education process or intrude upon the rights of others. However, conduct which substantially interferes with the work of the school, causes material and substantial interference with school work and discipline, and might reasonably have led school authorities to forecast substantial disruption of or material interference with school activities is not constitutionally protected speech and is therefore prohibited under this policy.

All students, parents, employees, guests, visitors, volunteers and vendors shall conduct themselves in a civil and responsible manner and in a manner consistent with school policies related to student, parent, employee and visitor conduct. This policy prohibiting bullying shall apply to all students, parents, employees, guests, visitors, volunteers and vendors while on school property, while attending or participating in school activities, on school-owned property or on non-school property, while in any school-owned or leased vehicle, while at a school bus stop, or when in a private vehicle located on school property during school or during school activities.

The District shall investigate all reported instances involving bullying. Unless a different person is designated by the Superintendent to conduct the investigation, the Principal of the school attendance center where the bullying is alleged to have occurred is responsible for investigating the alleged bullying. Allegations of bullying may also be reported by the administration to other authorities, including but not limited to law enforcement.

Students who violate this policy shall be subject to appropriate disciplinary action, up to and including expulsion. Employees who violate this policy shall be subject to appropriate disciplinary action, up to and including termination of employment. Parents, guests, visitors, volunteers, and vendors who violate this policy may be prohibited from being on school property.

Pursuant to state law:

- A. any school district employee, school volunteer, student, or parent who promptly reports in good faith an act of bullying to the appropriate school district official as designated in the school district's policy, and who makes the report in compliance with the provisions of the school district's policy, is immune from any cause of action for damages arising from failure to remedy the reported incident, and
- B. no cause of action is created against the school district, school district employee, school volunteer, student, or parent unless there has been substantial noncompliance with the school district's policy which results in injury to a person.

The District will maintain confidentiality to the maximum extent possible under the circumstances. However, a person reporting bullying conduct must understand that should the administrator who is investigating the report determine there is reasonable cause to suspect that

bullying did occur which could result in administrative discipline or a referral to the School Board, the person alleged to have abused the other person may have the right to know the identity of the person(s) making the report in order that he/she may have an opportunity to defend himself/herself.

The District strictly prohibits retaliation against any person because he or she has made a report, testified, assisted, or participated in the investigation of a report of alleged bullying. Retaliation includes, but is not limited to, any form of verbal or physical reprisal or adverse pressure. The person(s) alleged to have bullied another person shall not directly or indirectly (such as through another person) harass, pressure, or retaliate against any other person because of the complaint being reported. A violation of this provision may lead to separate disciplinary action based on the retaliation. Any person who believes he or she is being subjected to retaliation because of his or her involvement with a bullying report should immediately contact a school administrator.

Complaints against school employees and complaints related to Sexual Harassment are addressed through other school district policies and not through this policy.

SECTION 2 – Bullying Defined

- A. Bullying is an intentional isolated act or pattern of repeated conduct toward another person that is sufficiently severe and offensive to a reasonable person, and
1. has the purpose or effect of creating an intimidating, hostile or offensive school environment for one or more students, parents, employees, guests, visitors, volunteers or vendors, and/or
 2. has the purpose or effect of substantially or unreasonably interfering with a student's educational opportunities (i.e., academic, co-curricular activities, extra-curricular activities, and social opportunities, etc. within the school environment), employee's and volunteer's work environment or performance, or access by parents, guests, visitors or vendors, and/or
 3. places a person in reasonable fear of harm to his or her person or damage to his or her property, and/or
 4. causes physical hurt or psychological distress to a person, and/or
 5. constitutes retaliation against any person for asserting or alleging an act of bullying, and/or
 6. disrupts the orderly operation of a school.
- B. Bullying conduct includes threats, intimidation, physical violence, theft, destruction of property, hazing, stalking (SDCL 22-19A-1), harassment (SDCL 22-19A-4), and threatening or harassing contact by telephone or other communication devices, commonly referred to as cyberbullying (SDCL 49-31-31). Neither the physical location nor the time of day of any incident involving the use of computers or other electronic devices is a defense to any disciplinary action taken by the School District for conduct determined to meet the definition of bullying in SDCL 13-32-15.
1. Hazing defined: any verbal or physical act or acts done on school property or at a school activity which directed toward another person and done for the purpose of initiation into any group, regardless of whether the group is a school sanctioned organization, when the act or acts causes or may create a reasonable risk of causing mental, emotional or physical harm to the person who is the recipient of the act or acts.
 2. Stalking defined: willfully, maliciously, and repeatedly following or harassing another person; making a credible threat to another person with the intent to place that person in reasonable fear of death or great bodily injury; or willfully, maliciously, and repeatedly harassing another person by means of any verbal, electronic, digital media, mechanical, telegraphic, or written communication.
 3. Harass defined: a knowing and willful course of conduct directed at a specific person which seriously alarms, annoys, or harasses the person, and which serves no legitimate purpose.
 4. Threatening or harassing contacts by telephone or other electronic communication device defined: using or knowingly permitting a telephone or other electronic communication device under his or her control for any of the following purposes:
 - (1) to contact another person with intent to terrorize, intimidate, threaten, harass or annoy such person by using obscene or lewd language or by suggesting a lewd or lascivious act,
 - (2) to contact another person with intent to threaten to inflict physical harm or injury to any person or property,
 - (3) to contact another person with intent to extort money or other things of value,
 - (4) to contact another person with intent to disturb that person by repeated anonymous telephone calls or intentionally failing to replace the receiver or disengage the telephone connection.

Bullying may include, but is not limited to the following behaviors and circumstances:

1. Verbal, nonverbal, physical or written harassment, hazing, or other victimization that has the purpose of causing injury, discomfort, fear, or suffering to the victim;
2. Repeated remarks of a demeaning nature that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
3. Implied or explicit threats concerning grades, achievements, property, etc. that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
4. Demeaning jokes, stories, rumors or activities directed at a student that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim; or
5. Unreasonable interference with a student's performance or creation of an intimidating, offensive or hostile learning environment.

SECTION 3 – Reporting Procedure

Any individual who believes that he or she has been or is being subjected to bullying or has reason to suspect another person has been or is being subjected to bullying should immediately report it to a teacher or school administrator. The report may be made verbally or in writing. A report may be made anonymously, although disciplinary action may not be based solely on an anonymous report. If disciplinary action is being requested, the individual reporting the bullying will be asked to either submit a signed written complaint or sign a completed Bullying Report Form, Exhibit JFCD-E(1), verifying the accuracy of its content. The written complaint or Bullying Report Form must include the following:

- the date the written complaint was filed or the Bullying Report Form was completed,
- the school employee receiving the complaint (if applicable),
- the name of the person reporting the bullying,
- the address/phone # of the person reporting the bullying,
- the specific conduct or nature of the bullying complaint including the person(s) alleged to have bullied the complaining party or another person, the date(s) and location where the conduct occurred, witnesses, etc.,
- the date the school employee completed the form (if applicable),
- the date and signature of the person reporting the bullying.

If the signed written complaint was given to a teacher, or if the Bullying Report Form was completed by a teacher, the teacher shall forward the complaint or Bullying Report Form to the teacher's building principal.

SECTION 4 – Procedure for Addressing Bullying Complaints STEP 1: Principal.

Should there be a report which alleges a District student, parent, employee, guest, visitor, volunteer or vendor has been subjected to bullying, an investigation into the alleged bullying will be initiated. The District's investigation may include, but is not limited to, such things as interviewing individuals with actual or possible knowledge regarding the conduct in question, identifying facts related to the conduct in question, identifying when and over what period of time the conduct is to have occurred, determining whether the conduct negatively affects the educational opportunities or employment condition of the victim, identifying prior history of a similar nature by any of the individuals involved, and attempting to obtain possible verification from other persons. The investigation shall be conducted promptly and completed in a reasonable time frame given the nature of the complaint.

The person alleged to have bullied another person will be notified that a complaint has been filed pursuant to this policy and that the complaint is being investigated. The name of the person making the complaint will not be disclosed to the person alleged to have violated this policy unless and until the investigation results in a determination that there is reasonable cause to suspect that bullying did occur.

Upon reasonable suspicion by the school administrator responsible for the investigation that the allegation of bullying may be true, the employee, student or other person accused of bullying conduct shall be notified in writing that reasonable suspicion exists that the complaint may be valid, including a statement of the facts supporting the determination that reasonable suspicion exists, and the name of the alleged victim.

The person alleged to have bullied another person in violation of this policy shall be afforded an opportunity to respond to the allegation of bullying but is not required to submit a response.

Pending the outcome of the investigation the school administrator responsible for conducting the investigation may take such action consistent with school policy and state law as deemed appropriate in order to facilitate the investigation and protect the rights of all persons involved. If there is reasonable suspicion to believe that a person bullied another person while at school or at a school activity on non-school property in violation of this policy, the administration may prohibit that person from being on school property or at school activities.

Upon reasonable suspicion by the school administrator responsible for the investigation that the allegation of bullying may be true, the

employee, student or other person accused of bullying conduct shall be notified in writing that reasonable suspicion exists that the complaint may be valid, a statement of the facts supporting the determination that reasonable suspicion exists, and the name of the alleged victim and complaining individual(s).

The person alleged to have bullied another person in violation of this policy shall be afforded an opportunity to respond in writing to the notification of alleged bullying but is not required to submit a written response.

At the conclusion of the investigation, the Principal shall make a determination as to whether bullying did occur or whether the facts are insufficient to determine that bullying occurred. The complainant and the person alleged to have bullied another person will receive written notice of the Principal's determination.

Should the Principal conclude that bullying did occur, the Principal shall take such action as deemed appropriate, which may include imposing disciplinary consequences on the person found to have violated this policy prohibiting bullying.

STEP 2: Appeal to the Superintendent

The following procedure shall be used to address an appeal of the Principal's decision in Step 1 to the Superintendent:

1. If either party is not satisfied with the Principal's decision, or if the Principal does not render a written decision within fourteen (14) calendar days of the request for a decision on the merits of the complaint, that party may appeal to the Superintendent by filing form JFCD-E(2). The appeal must be filed within ten

(10) calendar days of receipt of the Principal's written decision, or ten (10) days of the deadline for the Principal's written decision, whichever comes first. The appealing party must attach the Principal's written decision.

2. Within fourteen (14) calendar days from the date the appeal was filed, the Superintendent shall render a decision in writing. All parties shall receive copies of the decision. The Superintendent shall uphold, reverse, modify the principal's decision, or the Superintendent may refer the matter back to the Principal for further investigation and supplemental decision which decision may restate, modify or reverse the Principal's initial decision. A supplemental decision by the Principal after a referral back to the Principal is subject to appeal to the Superintendent. The timeframe for rendering a decision by the Superintendent may be extended by the Superintendent for good cause and upon written notification to all parties, which notification shall identify the reason for the extension and the date on or before which the decision shall be rendered.

STEP 3: Appeal to the Board

If either party is not satisfied with the Superintendent's decision, or if the Superintendent does not render a written decision within fourteen (14) calendar days of the receipt of the appeal, that party may appeal to the School Board by filing with the Business Manager using Form JFCD-E(3) within ten (10) calendar days of receipt of the Superintendent's written decision, or ten (10) days of the deadline for the Superintendent's written decision, whichever comes first. The appeal shall be in writing and the appealing party must attach to the appeal the Principal's written decision, the appeal to the Superintendent, and the Superintendent's written decision or notice of the Superintendent's failure to render a written decision.

The following procedure shall be used by the Board to address an appeal of the Superintendent's decision on the merits related to a bullying complaint:

1. Upon receipt by the Board President/Chairperson of an appeal by the Complainant, a copy of the appeal shall be given to the person alleged to have violated the bullying policy.
2. Upon receipt of an appeal, the Board shall at its next meeting schedule a date, time and location for the appeal hearing.
3. The following procedure shall be applicable at the appeal hearing before the Board:
 - A. The Board shall appoint a board member or a person who is not an employee of the school district as the hearing officer;
 - B. Within thirty (30) calendar days of an appeal being filed with the Board, the Board shall conduct a hearing in executive session;
 - C. The Complainant, person alleged to have violated the bullying policy, and Superintendent each have the right to be represented at the hearing;
 - D. The Board shall make a verbatim record of the hearing by means of an electronic or mechanical device or by court reporter. This record and any exhibits must be sealed and must remain with the hearing officer until the appeal process has been completed;
 - E. The issue on appeal is whether the Superintendent's decision should be upheld, reversed or modified;
 - F. All parties shall be given the opportunity to make an opening statement, with the appealing party being given the first opportunity, followed by the other party, and then the Superintendent;
 - G. The appealing party shall present his or her case first, and the other party shall then present his or her case. Both parties shall

have the opportunity to ask questions of the other's witnesses. The hearing officer and board members may ask questions of any witness;

- H. The Superintendent shall present the basis of his/her decision which led to the appeal. Both parties shall have the opportunity to ask the Superintendent questions. The hearing officer and board members may also ask questions of the Superintendent;
- I. Unless a witness is a party to the appeal, witnesses may be present only when testifying unless the hearing officer rules otherwise. All witnesses must take an oath or affirmation administered by the School Board president, hearing officer or other person authorized by law to take oaths and affirmations;
- J. The hearing officer shall admit all relevant evidence. The hearing officer may limit unproductive or repetitious evidence. The strict rules of evidence do not apply. *Moran v. Rapid City Area School Dist.*, 281 N.W.2d 595, 602 (S.D. 1979).
- K. All parties shall be given the opportunity to make a closing statement, with the appealing party having the first opportunity, followed by the other party, and then the Superintendent. The appealing party shall be given the opportunity for a brief rebuttal;
- L. After the evidentiary hearing, the Board shall continue to meet in executive session for deliberations. No one other than the hearing officer may meet with the Board during deliberations. The Board may seek advice during deliberation from an attorney who has not represented any of the parties to the hearing. Consultation with any other person during deliberation may occur only if a representative of both parties and Superintendent are present. The Board may, in its sole discretion, continue the proceedings and make a final decision on the appeal at a later date; Within twenty (20) calendar days of the hearing, the Board shall render its decision and issue its written Findings of Fact, Conclusions of Law and Decision. The time frame for rendering a decision may be extended by the Board President for good cause and upon written notification to both parties and the Superintendent, and the notification shall identify the reason for the extension and the date on or before which the decision shall be rendered;
- M. The decision of the School Board must be based solely on the evidence presented at the hearing and must be formalized by a motion made in open meeting. The Board will convene in open session and a motion to uphold, reverse, or modify the Superintendent's decision shall be made and voted upon. Findings of Fact, Conclusions of Law and Decision, consistent with the Board motion shall be in writing and approved by the Board. Both parties, the Principal and the Superintendent will receive copies after the Findings of Fact, Conclusions of Law and Decision are approved by the Board.
- N. Following the Board hearing, should the Board determine there has been a violation of this policy prohibiting bullying, Board action may include but is not limited to the following: (1) suspend or expel a student from any or all school programs, including but not limited to classes, extracurricular activities, or attendance at school activities; (2) pursuant to statute, reprimand, suspend without pay, or terminate the contract of an employee, or (3) prohibit a person from being on school property or at school activities for such time as may be determined by the Board.
- O. If either party is dissatisfied with the Board's decision, that party may appeal the decision by filing an appeal to circuit court pursuant to SDCL 13-46-1.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) NOTICE FOR DIRECTORY INFORMATION – Policy JO-R

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the school district, with certain exceptions, obtain written consent from a student's parent or guardian prior to the disclosure of personally identifiable information from a student's education records. However, the district may disclose appropriately designated "directory information" without written consent, unless a student's parent or guardian have advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the district to include this type of information from student's education records in certain school publications. Examples include:

1. *A playbill, showing the student's role in a drama production;*
2. *The annual yearbook;*
3. *Honor roll or other recognition lists;*
4. *Graduation programs;*
5. *Sports activity sheets, such as for wrestling, showing weight and height of team members.*

Directory information, which is information that is generally not considered harmful of an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

In addition, two federal laws require local educational agencies (LEAS) receiving assistance under the Elementary and Secondary

Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories—names, addresses, and telephone listings—unless parents or guardians have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If a student's parent or guardian does not want the school district to disclose directory information from his or her child's education records without prior written consent, he or she must notify the District in writing by September 15th.

The district has designated the following information as directory information:

- *Student's name, address, telephone listing, email address*
- *Photograph*
- *Date and place of birth*
- *The most recent educational agency or institution, major field of study, grade level, dates of attendance*
- *Major field of study*
- *Degrees, honors, and awards received. Participation in officially recognized activities and sports*
- *Weight and height of members of athletic teams.*

Federal Programs Complaints – Policy KLE

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

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

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

Sexual Harassment - Policy ACAA

I. Policy Statement

The District does not discriminate on the basis of sex in any education program or activity that it operates, including admission and employment. The District is required by Title IX of the Education Amendments of 1972 and the regulations promulgated through the U.S. Department of Education not to discriminate in such a manner. Inquiries about the application of Title IX to the District may be referred to the District's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both. (34 CFR § 106(b)(1))

The District is committed to a school environment which is free from sexual harassment and conducive to all students' educational opportunities. Sexual harassment can inhibit a student's educational opportunities and an employee's work. Sexual harassment of students attending school in the District or students from other schools who are at a District activity, and sexual harassment of school employees, school volunteers, parents, guests, visitors and vendors of the District shall also not be tolerated and is strictly prohibited.

All students, school employees, school volunteers, parents, guests, visitors and vendors shall conduct themselves in a civil and responsible manner and in a manner consistent with school policies. This policy prohibiting sexual harassment shall apply to all students, school employees, school volunteers, parents, guests, visitors and vendors while on school property, while attending or participating in school activities, on school-owned property or on non-school property, while in any school-owned or leased vehicle, while at a school bus stop, or when in a private vehicle located on school property during school or during school activities.

Federal law (34 CFR § 106.30) defines “sexual harassment” as conduct on the basis of sex that satisfies one or more of the following: (34 CFR § 106.30)

1. An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
3. “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

Any person may report sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator. (34 CFR § 106.8(a))

Any student who believes that he or she has been or is being subjected to sexual harassment or has reason to suspect another person has been or is being subjected to sexual harassment may also report it to a teacher, guidance counselor, or school administrator. The report may be made verbally or in writing.

The District's response shall treat complainants and respondents equitably by offering supportive measures to a complainant, and by following a grievance process that complies with Title IX requirements before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. (34 CFR § 106.44(a))

II. Designation of Title IX Coordinator

The Board has designated the following District employee to coordinate its efforts to comply with its responsibilities as set forth in 34 CFR Part 106, who shall be referred to as the “Title IX Coordinator.” (34 CFR § 106.8(a))

Mr. Clint Nelson
1001 High St., Lake Andes, SD 57356 (605)487.7671

The District shall notify applicants for employment, students, parents or legal guardians of elementary and secondary school students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the District, of the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator. (34 CFR § 106.8(a))

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. (34 CFR § 106.30(a))

III. Dissemination of Policy

The District shall notify persons entitled to the notification under Section I above that the District does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX and this policy not to discriminate in such a manner. Such notification must state that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX to the District may be referred to the District's Title IX Coordinator, to the U.S. Assistant Secretary of Education, or both.

The District shall prominently display the contact information required to be listed for the Title IX Coordinator on its website, and in each handbook or catalog that it makes available to persons entitled to a notification pursuant to Section I above. (34 CFR § 106.8(b))

IV. Adoption of Grievance Procedures

The District has adopted and published grievance procedures (ACAA-R(1), Sexual Harassment – Regulations) that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX and this policy. The District shall provide to persons entitled to a notification under Section I above notice of the District's grievance procedures and grievance process, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the District will respond. (34 CFR § 106.8(c))

V. Definitions (34 CFR § 106.30(a), except when otherwise indicated)

- a. "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the District's Title IX Coordinator or any official of the District who has authority to institute corrective measures on behalf of the District, or to any employee of an elementary and secondary school. Imputation of knowledge based solely on vicarious liability (when a person has a particular legal relationship to the person who acted negligently) or constructive notice (deeming notice of something to a person having been given, even though actual notice did not exist) is insufficient to constitute actual knowledge. This standard is not met when the only official of the recipient with actual knowledge is the respondent. The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the District.
- b. "Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- c. "Dating violence" means violence committed by a person:
 - 1. who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - 2. where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - i. the length of the relationship.
 - ii. the type of relationship.
 - iii. the frequency of interaction between the persons involved in the relationship. (34 U.S.C. 12291(a)(10))
- d. "Decision-maker" means the school administrator who has primary responsibility and authority related to students, staff and attendance center where the alleged sexual harassment occurred, unless otherwise designated by the Board, and who has the authority to make a determination on the complaint as to responsibility of the respondent. (ASBSD sample definition)
- e. "Domestic violence" includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction. (34 U.S.C. 12291(a)(8))
- f. "Education program or activity" includes locations, events, or circumstances over which the District exercised substantial control over both the respondent and the context in which the sexual harassment occurs. (34 CFR § 106.44(a))
- g. "Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the District investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the District. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator, and by any additional method designated by the District.
- h. "Document filed by a complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the District) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Should the Title IX Coordinator sign the formal complaint, the Title IX Coordinator is not a complainant or otherwise a party, and the Title IX Coordinator must comply with the Title IX requirements.
- i. "Notice" includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator.
- j. "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
- k. "Sexual assault" means any nonconsensual sexual act proscribed by Federal, Tribal, or State law, including when the victim lacks capacity to consent. (20 U.S.C. 1092(f)(6)(A)(v))
- l. "Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - 1. fear for his or her safety or the safety of others; or

2.suffer substantial emotional distress. (34 U.S.C. 12291(a)(30))

m. "Supportive measures" means nondisciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, escorting the complainant while on District property or while a District off-campus activity, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

VI. District's Response to Sexual Harassment (34 CFR § 106.44)

A. General response to sexual harassment. Regardless of whether or not a formal complaint is filed, should the District have actual knowledge of sexual harassment in a District educational program or activity against another person in the United States, the District shall respond promptly in a manner that is not deliberately indifferent (i.e., if the District's response to sexual harassment is clearly unreasonable in light of the known circumstances).

The Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

B. Response to a formal complaint. In response to a formal complaint, the District shall follow the grievance process as set forth in ACAA-R(1), Sexual Harassment – Regulations.

C. Time frames. The timeframes set forth in the regulations shall be considered as a maximum length of time within which the related step is to be completed, however, the time frames may be extended for good cause upon written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause includes, but is not limited to, utilization of the informal resolution process, availability of an investigator if not a school employee, complexity of the investigation, absence of a party, a party's advisor, a witness, or decision-maker (including a person necessary for addressing an appeal), concurrent law enforcement activity, or the need for language assistance or accommodation of disabilities.

D. Emergency removal. Nothing in Title IX regulations or this policy prohibits the District from removing a respondent from the District's education program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal, however, nothing in Title IX regulations or this policy may be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act. Additionally, nothing in the Title IX regulations or this policy prohibits the District from placing an employee respondent on administrative leave during the pendency of a grievance process, however, nothing in Title IX regulations or this policy may be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

VII. Informal Resolution (34 CFR § 106.45(b)(9))

A. The District may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this policy.

B. The District may not require the parties to participate in an informal resolution process under this policy and may not offer an informal resolution process unless a formal complaint is filed.

C. At any time prior to reaching a determination regarding responsibility the District may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the District:

1. provides to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
2. obtains the parties' voluntary, written consent to the informal resolution process; and

3. does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

VIII. District's Grievance Process for Formal Complaints of Sexual Harassment (34 CFR § 106.45(b))

- A. For the purpose of addressing formal complaints of sexual harassment, the District's grievance procedure as set forth in ACAA-R(1), Sexual Harassment – Regulations, shall be followed. There must be compliance with the requirements of this section, and any provisions, rules, or practices other than those required by this section that the District adopts as part of its grievance process for handling formal complaints of sexual harassment must apply equally to both parties.
- B. Upon receipt of a formal complaint, the Title IX Coordinator shall provide the following written notice to the parties who are known (34 CFR § 106.45(b)(2))
 1. Notice of the District's grievance process, including any informal resolution process.
 2. Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined in this policy, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice shall inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice shall inform the parties of any provision in the District's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.
- C. The District shall treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent. Remedies may be disciplinary in nature. Such remedies may include the same individualized services identified as supportive measures. Remedies must be designed to restore or preserve equal access to the District's education program or activity. (34 CFR § 106.45(b)(1)(i))
- D. The District shall follow the grievance process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. (34 CFR § 106.44(a))
- E. Investigation of a formal complaint. When investigating a formal complaint and throughout the grievance process, the District:
 1. shall have the burden of proof and the burden of gathering evidence sufficient to reach a determination, and the parties shall not have either burden; (34 CFR § 106.45(b)(5)(i))
 2. cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the District obtains that party's voluntary, written consent to do so for a grievance process under this section. If a party is not an "eligible student," (i.e., student who has reached 18 years of age), the District must obtain the voluntary, written consent of a "parent," (i.e., natural parent, guardian, or an individual acting as a parent in the absence of a parent or a guardian; (34 CFR § 106.45(b)(5)(i))
 3. shall provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence; (34 CFR § 106.45(b)(5)(ii))
 4. shall not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence; provided, however, nothing in this provision prohibits the District from taking disciplinary action due to a party retaliating against any person due to that person having made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. (34 CFR § 106.45(b)(5)(iii))
 5. shall provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the District may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties. (34 CFR § 106.45(b)(5)(iv))
- F. There shall be an objective evaluation of all relevant evidence, and credibility determinations may not be based on a person's status as a complainant, respondent, or witness. (34 CFR § 106.45(b)(1)(ii))
- G. No individual designated by a recipient as a Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process, may have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. (34 CFR § 106.45(b)(1)(iii))
- H. The Title IX Coordinator, investigators, decision-makers, and any person who facilitates an informal resolution process, shall receive training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to

serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. (34 CFR § 106.45(b)(1)(iii))

1. The decision-makers shall receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.
 2. The investigators shall receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
 3. No materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, may rely on sex stereotypes, and training materials must promote impartial investigations and adjudications of formal complaints of sexual harassment.
- I. Until a determination regarding responsibility is made at the conclusion of the grievance process, the respondent is presumed to not be responsible for the alleged conduct. (34 CFR § 106.45(b)(1)(iv); 34 CFR § 106.45(b)(2)(i)(B))
- J. The District's grievance procedure as set forth in ACAA-R(1), Sexual Harassment – Regulations, shall:
- K. including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if District offers informal resolution processes; (34 CFR § 106.45(b)(1)(vi))
- L. include a process that allows for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities; (34 CFR § 106.45(b)(1)(v))
- M. include the range of possible disciplinary sanctions and remedies or list the possible disciplinary sanctions and remedies that the District may implement following any determination of responsibility; (34 CFR § 106.45(b)(1)(vi))
- N. state that for all formal complaints of sexual harassment filed against students and employees, the standard of evidence to be used to determine responsibility is the preponderance of the evidence standard. (34 CFR § 106.45(b)(1)(vii))
- O. include the procedures and permissible bases for the complainant and respondent to appeal; (34 CFR § 106.45(b)(1)(viii))
- P. describe the range of supportive measures available to complainants and respondents; (34 CFR § 1045(b)(1)(ix)) and
- Q. not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege. (34 CFR § 106.45(b)(1)(x))
- K. If, in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that are not included in the notice provided pursuant to provision B in this section, the District shall provide notice of the additional allegations to the parties whose identities are known. (34 CFR § 106.45(b)(2)(ii))
- L. Any party whose participation is invited or expected, shall be given written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate. (34 CFR § 106.45(b)(5)(v))
- M. All parties shall have equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the recipient does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. (34 CFR § 106.45(b)(5)(vi))
- N. Prior to completion of the investigative report, the District must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report. (34 CFR § 106.45(b)(5)(vi))
- O. The investigator shall create an investigative report that fairly summarizes relevant evidence and, at least 10 calendar days prior to a determination by a decision-maker regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response. (34 CFR § 106.45(b)(5)(vii))
- P. No adversarial hearing shall be held unless the determination of the Superintendent is appealed to the Board, or unless the Superintendent recommends the long term suspension or expulsion of a student, or the suspension without pay or termination of employment of an employee. (34 CFR § 106.45(b)(6)(ii))
- Q. The Superintendent may make a recommendation to the Board that a student determined to have sexually harassed another person be suspended long-term or expelled (ARSD 24:07:01:01). The Superintendent may also make a recommendation to the Board that an employee determined to having sexually harassed another person be suspended without pay or the person's employment with the District be terminated. Should either recommendation be given by the Superintendent, a formal adversarial hearing shall be held before the Board as set forth in ACAA-R(1), Sexual Harassment – Regulations. (34 CFR § 106.45(b)(8)(ii))

IX. Appeal

- A. Both parties have the right to appeal to the Board the Superintendent's determination regarding responsibility, and also from a dismissal of a formal complaint or any allegations therein, on the following bases:
 - 1. Procedural irregularity that affected the outcome of the matter; (34 CFR § 106.45(b)(8)(i)(A))
 - 2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; (34 CFR § 106.45(b)(8)(i)(B)) and
 - 3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter. (34 CFR § 106.45(b)(8)(i)(C))
- B. As to all appeals, the Title IX Coordinator shall: (34 CFR § 106.45(b)(8)(iii))
 - 1. notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
 - 2. ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
 - 3. ensure that the decision-maker(s) for the appeal complies with the standard of evidence as required in this policy;
 - 4. give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
 - 5. ensure that a written decision is issued describing the result of the appeal and the rationale for the result, and provide the written decision simultaneously to both parties.

X. Consolidation of Formal Complaints

The District may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one respondent, references in this section to the singular "party," "complainant," or "respondent" include the plural, as applicable. (34 CFR § 106.45(b)(4))

XI. Dismissal of a Formal Complaint

- A. The District must investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved, did not occur in the District's education program or activity, or did not occur against a person in the United States, then the District must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment, however the dismissal does not preclude action under another provision of the District's code of conduct. (34 CFR § 106.45(b)(3)(i))
- B. The District may dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing: (34 CFR § 106.45(b)(3)(ii))
 - 1. a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
 - 2. the respondent is no longer enrolled in or employed by the District; or specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.
- C. Upon a dismissal required or permitted pursuant to Section A. or B. above, the District shall promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. (34 CFR § 106.45(b)(3)(iii))

XII. Recordkeeping (34 CFR § 106.45(b)(10))

- A. The District shall maintain for a period of seven years records of:
 - 1. each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;
 - 2. any appeal and the result therefrom;
 - 3. any informal resolution and the result therefrom; and
 - 4. all materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. A recipient must make these training materials publicly available on its website, or if the recipient does not maintain a website the recipient must make these materials available upon request for inspection by members of the public.
- B. For each response required under XII.A., the District shall create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment, document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the recipient's education program or activity. If the complainant is not provided with supportive measures, the District shall document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

XIII. Retaliation Prohibited (34 CFR § 106.71)

- A. Neither the District or other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy.
- B. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by title IX or this policy, constitutes retaliation.
- C. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination pursuant to the District's Nondiscrimination Policy.
- D. The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this provision.
- E. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy does not constitute retaliation prohibited by this policy, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

XIV. Confidentiality

- A. The District shall keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by Family Educational Rights and Privacy Act (FERPA), or as required by law, or to carry out the purposes of Title IX (34 CFR part 106), including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. (34 CFR § 106.71(a))
- B. The District shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures. (34 CFR § 106.30(a))

Andes Central Schools Parent Plan

Parent Mission

The following plan has been adopted by the Andes Central School District to ensure that the district will encourage parental involvement in all areas of the education of the children who reside within the borders of the district.

We believe that:

1. *The child, family and school form a partnership in a child's education. All have roles and responsibilities.*
2. *Families come in all sizes, cultures, and descriptions and are to be respected in their uniqueness. We must recognize individual family strengths while respecting different methods of coping and adjusting.*
3. *Families should be made to feel welcome at school: in their child's classroom, school meetings and functions.*
4. *Preschool education is a vital part of a child's education. The school and family should work together to ensure a child is prepared to begin school ready to learn.*
5. *Families will be encouraged to share their varied talents and cultures with children at school to create a cross-cultural bridge of understanding.*
6. *The school is the education center for the community. Therefore, community education classes will be held which will expand the knowledge of the families as a whole.*
7. *Families will be included in the school decision-making process through an annual needs assessment. They will also have the opportunity to serve on various committees, such as the Indian Education Committee and the Andes Central School Board.*
8. *Families are to be included in their child's school discipline concerns.*

9. *It is the responsibility of the school to keep families informed about their child's needs and accomplishments.*
10. *The school will assist the family through parent training sessions so parents will be able to assist their children with academic assignments and other school-related activities.*

Andes Central Elementary School Level Parent Involvement Plan

1. Andes Central Elementary School will take the following actions to involve parents in the joint development of its school wide parental involvement plan:

- *Invite all parents to the yearly Andes Central Elementary Parent Involvement Plan meeting to plan, review and improve the school parental involvement plan. Efforts will be made to provide flexible meeting times throughout the year.
- *Invite parents to give their input to school administration if they cannot attend the meeting.
- *Title I funding, if sufficient, may be used to facilitate parent attendance at meetings. This may include transportation and childcare costs as well as other expenses that will allow for more parent participation at the school level.

2. Andes Central Elementary School will take the following actions to involve parents in the process of school review and improvement:

- *Explain what the identification of what School Improvement means and how the district and the schools located in the district compare academically to South Dakota.
- *Provide an explanation on how the parents can become involved in addressing academic issues that cause the school to be in school improvement
- *Provide information about programs provided under Title I.
- *Describe and explain the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
- *Give opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
- *Provide each parent an individual report of their child's performance on the state level assessment in all areas. This will be done at the 1st parent-teacher conference after the school receives the information.
- *Provide parents with a timely notice when the child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.
- *Give parents opportunities for input regarding the school wide plan.

3. Andes Central School Elementary will build the schools' and parent's capacity for strong involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

The school will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:

- *the State's academic content standards*
- *the State's student academic achievement standards*
- *the State and local academic assessments including alternate assessments*
- *the requirements of Part A*
- *how to monitor their child's progress*
- *how to work with educators*

Activities may include but are not all inclusive to workshops, conferences, and classes. Supporting materials, equipment and refreshments will also supplied by the school district for parent activities. Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

4. Andes Central Elementary may provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- *Assisting parents to realize that they have an integral role in assisting their child's learning.
- *Providing parents with literacy programs that bond families around reading and using the public library.
- *Providing information about the essential components of reading instruction to enable parents to support the instructional practices used by the teacher.
- *Training parents in the use of Internet to enable them to access their children's homework, communicate with teachers and review information posted about schools in improvement, supplemental educational services, public school choice and other opportunities to promote student achievement.

- *Assisting parents and or guardians to develop parenting skills to foster positive relationships at home that support children's efforts and provide techniques designed to assist their children with learning at home.
- *Involving parents, with appropriate training, in instructional and support roles at the school.
- *Providing access to and coordination of community and support services for children and families.

5. ***Andes Central Elementary will educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:***
 - *Making parents full partners in their child's education and are included as appropriate, in decision-making and on advisory committees to assist in the education of their child.
 - *Promotion of clear two-way communication between the school and the family as to school programs and children's progress
 - *Advisement of parents to learn of their children's progress on a regular basis
 - *Developing opportunities for parents to meet with classroom teachers and Title I staff.
6. ***Andes Central Elementary will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:***
 - *Parent activities will be planned with all the agencies involved whenever feasible.
 - *Other agencies will be informed when Andes Central Elementary has a parent activity so information can be shared with other parents.
7. ***Andes Central Elementary will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:***
 - *Will interpret information, to the extent practicable, in the parents' language.
 - *Use interpreters whenever possible as meetings so that parents are ensured of an equal participation level in the educational discussions between the schools and parents.

Andes Central School District Title I Family Engagement District-Wide Family Engagement Plan 23-24

The Andes Central School District is committed to partnering with families to inform and involve them in their child's learning experience.

Objective: The Andes Central School District endorses the parent engagement goals of Title I and encourages the regular participation by parents in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school, and community.

In this plan, the word "parent" also includes guardians and other family members involved in supervising the child's education.

General Expectations: The Andes Central School District agrees to implement the ESEA statutory requirements. Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving academic learning and other school activities, including ensuring:

- (A) That families play an integral role in assisting their child's learning.
- (B) That families are encouraged to be actively involved in their child's education at school.
- (C) That families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

Components of the Andes Central District Wide Family Engagement Plan

- 1.) The Andes Central School District will take the following actions to involve families in the joint development of its district wide family engagement plan and to evaluate the effectiveness of the plan.
 - a. Bi-annual meetings will be convened in the first/second semester at the Andes Central District where all families are invited to attend.

- b. Invite all parents to give their input to administration if they cannot attend the meeting.
 - c. Share the District Family Engagement Plan on the school website as well as inform parents through the school newsletter where the district and school plans are found on the school website and are also located in the administration offices.
 - d. The school district will create a survey which will be posted on the school website and on the district Facebook page for all stakeholders to access. The district will also send out a mass text reminding stakeholders of the survey along with where to find the survey on the district webpage or on Facebook.
 - e. The district will have a Home/School Liaison to help build and maintain the communication between the school district and families.
 - i. The home/school liaison will help maintain connections through encouraging and promoting participation by parents.
- 2.) The Andes Central School District will provide coordination, technical support, and other necessary support in planning and implementing efficient family engagement activities to improve academic achievement and school performance.
- The Andes Central School District will:
- a. Hold bi-annual Title I meetings.
 - i. Families are invited to attend two annual meetings. One meeting will be held each semester.
 - b. Involve families in the Title I Program and plan development and review by annually surveying all stakeholder for input into the program and its effectiveness. The annual review will allow the plan to adjust to the changing needs of our families and teachers.
 - c. Provide an explanation on how the parents can become involved in addressing academic issues that cause the school to be in school improvement.
 - d. Give opportunities to formulate suggestions and to participate, as appropriate, in the decisions relating to the education of their children.
 - e. Provide a description and explanation of the curriculum.
 - i. An Open House is held at the beginning of the year to get students acquainted with their classrooms, teachers, and what the year will look like.
 - 1. HS students available for tours of building helping to build a friendly atmosphere.
 - ii. In the fall, new curriculum will be laid out for parents to view in the classrooms during the Open House and during parent teacher conferences.
 - iii. Samples of the different curriculum being reviewed for adoption will also be made available for families to peruse.
 - f. Provide parents the opportunity for regular meetings.
 - i. Staff will start making parent contacts, and will log those, within the first two weeks of school to establish the best method for communications: phone, email, text, best time of day to contact, phone numbers.
 - ii. Teachers contact parents and maintain contact logs monthly.
 - iii. Conferences are also scheduled in the fall and spring of the year.
 - g. Provide information and assistance to parents on state and content standards, as well as state and local assessments.
 - i. Standards based report cards are used in grades Kindergarten – 2nd.
 - 1. These outline the mastery level of the state standards: Exceeds, meets, approaching, or below.
 - ii. Teachers will assist parents in monitoring their student's classroom success using infinite campus.
 - iii. Grade checks are completed on Mondays by students, and parents are contacted. Documentation is kept.
 - iv. Parents are contacted about grades and a homework room is provided for students wishing to attend.
 - v. Provide parents with individual state test reports of their children in all areas assessed. These reports will be sent home for parents to view when the district receives the results, and overall state test scores are easily accessible for viewing on the school district website.
 - h. Provide information about their child's progress and work with parents to improve achievement.
 - i. Reports are sent home quarterly to inform parents of their child's success.
 - ii. Some of their child's work may be shared with the parent during parent teacher conferences.
 - iii. Information on their child's progress may be shared with the parent during the routine parent contacts made throughout the year.
 - iv. Strategies, websites, and other techniques may be shared with parents as possible resources they could use to help improve their child's academic skills.
 - 1. Research articles and handouts are available for families.
 - 2. Family literacy programs:
 - a. Uniteforliteracy.com
 - b. Readworks.org
 - c. Starbrightbooks.com
 - v. Training sessions:

1. Google Classroom
2. Infinite Campus
- i. The district will support the schools, with the assistance of its Title I, Part A schools, to provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
 1. The State's academic content standards
 2. The State's student academic achievement standards
 3. The State and Local assessments include alternate assessments.
 4. The requirements for Part A
 5. How to monitor their child's progress
 6. How to work with educators.

Activities may include but are not all inclusive to workshops, conferences, and classes. Supporting material, equipment, and refreshments, paid through general funds money, will be supplied by the school district for parent activities. Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation or childcare costs.

- j. Provide professional development to staff to work with families and show the value that is added by partnerships with families.
 - i. The district will educate its teachers, pupil services personnel, principals, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
 1. Making parents full partners in their child's education and are included, as appropriate, in decision-making and an advisory committee to assist in the education of their child.
 2. Promotion of clear two-way communication between the school and the family as to school programs and children's progress.
 3. Advisement of parents to learn of their children's progress on a regular basis.
 4. Developing opportunities for parents to meet with classroom teachers and staff.
 - ii. Several events are scheduled throughout the year to invite parents into the school to collaborate with their child and school staff, and/or classmates. They may include but are not limited to the following:
 1. Muffins for Moms/Grandmas
 2. Donuts for Dads/Grandpas
 3. Scheduled Math, Science, and Reading Nights
 4. Parenting with Love and Logic - Larry Anderson
 5. NAMI (National Alliance on Mental Illness: Students, Staff, and Parents. Presenting four times throughout the school year. (Synnora Wilber, counselor)
 6. Academic and Athletic awards ceremonies
 7. Open House night with activities such as games in the classrooms
 - a. Technology training sessions covering usage and expectations.
 - b. New curriculum for viewing.
 8. Music concerts at all levels held throughout the year.
 - a. Including Dinner Theater in the spring
 9. Kindergarten Round Up in the spring for students entering Kindergarten in the fall. Activities in the classroom along with a lunch meal are set up for incoming kindergartners and their guardians.
 10. Preschool has monthly parent meetings.
 11. Community screening for children B-5-year-old
 - a. An SDSD hearing van is also available during this time.
 12. IEP meetings for our Special Education students/families
 - a. Transition IEP meetings for students prior to turning 16 yrs. creating a Transition Course of study along with Transition Services and Coordinated Activities.
 13. Transition meetings for students on an IEP in B-3; transitioning if they qualify for Part B.
 14. Transition events for 5th grade students entering 6th grade Middle School.
 15. LAP meeting for our EL students/families
 16. Parent/teacher conferences accommodate families by offering day and evening hours for families to attend.
 - a. With activities such a
 - i. Making cards for nursing home residents
 - ii. Book fairs
 - iii. Family literacy information is made available to families.
 - iv. Native American story tellers

- v. Charles Mix Extension Office has held activities on nutrition and the Bountiful Backpack Program.
 - vi. New curriculum for the viewing
 - 17. Bi-annual Title I meetings
 - a. District and School Family Engagement plans are discussed. Input from families is gathered.
 - b. New curriculum is displayed.
 - c. Sample curriculum is also made available for families to peruse.
 - d. Family Literacy materials are made available to families.
 - 18. Movie night
 - 19. Family Financial Aid (FAFSA)
 - 20. Bi-annual meetings with the CTE advisory group consisting of area businesses and parents.
 - 21. Presenters to teach lacrosse and double ball (Kip Spotted Eagle, Jeremy Red Eagle, LaVerne White Bear)
 - 22. Water Lily at the beginning of March with guests such as Billy Mills, Jackie Bird, Kevin Locke, and Earl Bullhead.
- k. Work with Head Start to coordinate family engagement efforts.
 - i. Preschool teachers work to share Head Start information upon a child's entry into preschool, during the early childhood screening process usually held in September, and throughout the year when teachers meet with parents.
 - ii. Preschool teachers also share IEP information with Head Start Programs.
 - iii. The district also coordinates with Tribal Head Start sharing any IEP information with the Tribal Head Start Staff.
 - iv. The district annually holds transition activities for preschoolers entering kindergarten. (Kindergarten Round-up)
 - l. Eliminate educational jargon and provide information in a format family can understand.
 - i. Elementary newsletters are given out monthly to provide parents with what their child is learning, upcoming events, and important events.
 - ii. The district website and Facebook page also keep parents up to date on what is happening in the classroom and upcoming while also providing pictures of their child's learning and activities.
 - iii. The district will interpret information, to the extent practicable, in the parents' language.
 - iv. Use interpreters whenever possible as meetings so that parents are ensured of an equal participation level in the educational discussions between the schools and parents.
 - m. Provide family activities as parents request when possible.
 - i. Elementary staff have sent home math enrichment activities, flashcards for math facts or sight words, games to practice math facts and sight words, and decodable books.
 - ii. Families are given the opportunity to order books for their home libraries through book orders.
 - iii. Staff and school have shared many support and enrichment websites especially during the recent pandemic.
 - n. During the time of a pandemic:
 - i. A school nurse is on staff for temp taking, COVID testing, along with monitoring and tracking close contacts and positive cases.
 - ii. The district has held professional development for teachers to become fluent in the use of Zoom and Google Classroom.
 - iii. The district worked with families to help connect them with community resources such as the community library and ROCS.
 - iv. Schoolwide, staff were utilized for delivery of schoolwork packets and meals during a time of school closure.
 - v. Remote learning was offered to families during school closure and given as an option for families who had a medical diagnosis.
 - vi. Teachers were made available to individual students/families for support in IEP and related services, assigned schoolwork, and / or technology assistance.
 - vii. Conferences were offered face-to-face, following CDC guidelines, with the option to have a meeting via Zoom or phone call.
 - viii. Concerts such as the Christmas concerts were recorded and posted to Facebook page.
 - ix. The district purchased disinfecting materials to help maintain a safe environment. (hand sanitizer and hand sanitizer stations, foggers for buses/classrooms, face masks/face shields, and liquid disinfectant).
 - x. The district purchased additional bottle filling stations for students/staff to fill water bottles for drinking while the drinking fountain was shut off.

- xi. The district purchased plexi-glass dividers to create shields for times when social distancing was not feasible. (ie. 1st grade and kindergarten tables, colony classroom tables, teacher desks, secretary, and administration desks)
- xii. The district placed reminder notices throughout the building for cues on handwashing, social distancing, and wearing of face masks.

Andes Central Elementary School Student/Teacher/Parent Compact

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

School Responsibilities

Andes Central Elementary School will:

- 1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet South Dakota's student academic achievement standards as follows: Provide teachers and support staff with appropriate and purposeful training which is aligned to the goals of the school; Provide students with highly-engaging instruction: Provide a safe and caring environment of which children will enjoy being a part of.**
- 2. Hold Parent – teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
- 3. Provide parents with frequent reports on their child's progress in a language that can be easily understood. The school will provide progress reports at the parent–teacher conferences. Reports not picked at the parent–teacher conferences will be sent home via U.S mail.**
- 4. Provide parents reasonable access to staff. Staff will be available to parents at school on regular school days from 8:00 a.m. to 8:25 a.m. and after school from 3:25 p.m. to 4:00 p.m. Parents may also contact the teacher to set appointments which are convenient for both parties.**
- 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows: Invitations to parents to visit and/or volunteer in classrooms; Monthly school newsletter which include events taking place in specific classrooms; Parent involvement activities; Meaningful teacher – parent communication.**

R. Student/Teacher/Parent Compact

Parent/Guardian Agreement

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

- I will see that my child is punctual and attends school regularly.**
- I will send my child to school with nourishment, rest, and prepared to learn**
- I will support the school discipline policy.**
- I will establish a time for homework and review child's work regularly.**
- I will stay informed and communicate regularly with my child's teacher and school.**
- I will make attempts to volunteer, or be involved in my child's classroom and school.**

PARENT Signature _____

Student Agreement

It is important that I work to the best of my ability. Therefore, I will try to do my best to do the following:

- *I will attend school regularly.*
- *I will come to school each day with supplies, ready to work.*
- *I will complete and return schoolwork assignments.*
- *I will observe regular school hours.*
- *I will follow school and classroom rules.*
- *I will take pride in my community, my school and myself.*

STUDENT Signature _____

Teacher Agreement

It is important that students achieve. Therefore I will strive to do the following:

- *I will believe each student can learn.*
- *I will provide appropriate and meaningful work assignments for the students.*
- *I will encourage students and parents by providing information about student progress.*
- *I will provide necessary assistance to parents so they can help students with assignments.*
- *I will treat all students, parents and co-workers with respect.*
- *I will demonstrate a positive attitude.*

TEACHER Signature _____

Principal Agreement

It is important for all to work together for students to achieve their full potential. Therefore, I will strive to do the following:

- *Provide an inviting school environment that allows for positive communication among administration, staff, the parent and the student.*
- *Encourage teachers to provide challenging and relevant classroom instruction.*
- *Provide updated curriculum materials.*
- *Enforce school discipline policy.*
- *Provide opportunities for parents / guardians to volunteer or participate in school sponsored activities and events.*

PRINCIPAL Signature _____

ANDES CENTRAL ELEMENTARY SCHOOL HANDBOOK SIGN OFF SHEET

I, ___, a **STUDENT** at Andes Central Elementary School have received a copy of the student handbook. I have read the handbook

and understand the rules, policies, and procedures described in the handbook.

I, __, the **PARENT/GUARDIAN** of the Andes Central Elementary School student listed above have read the student handbook and understand the rules, policies, and procedures in this handbook.

(Please sign and return this section to the principal's office as soon as possible. If you have any questions about any part of the handbook, please feel welcome to call or visit us about it.)