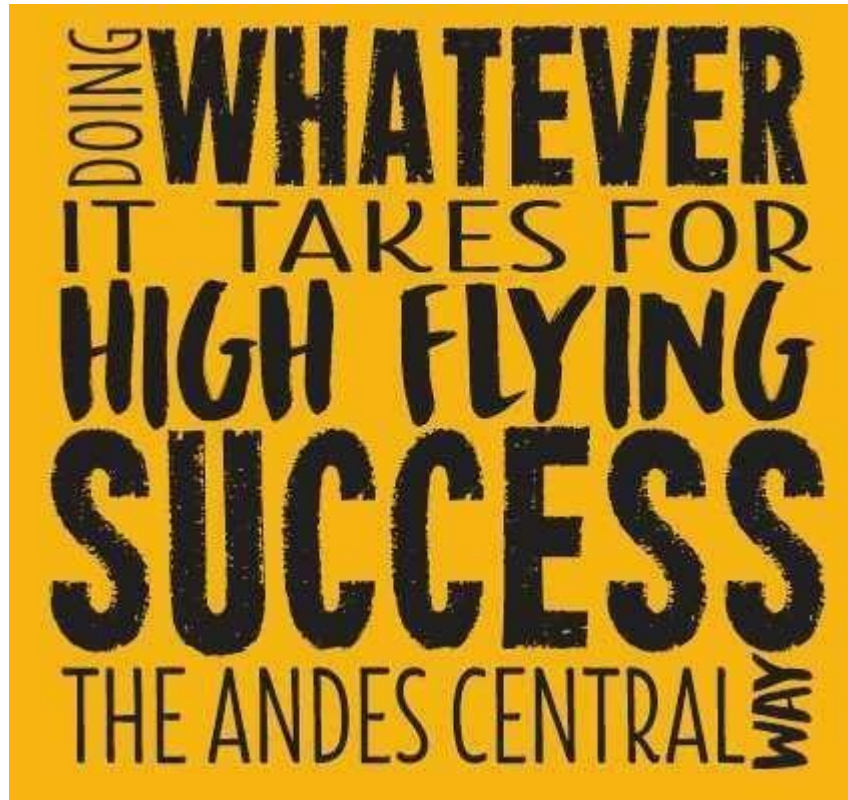


Andes Central Eagles



MIDDLE SCHOOL/ HIGH SCHOOL STUDENT HANDBOOK
2023-2024

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INTRODUCTION

This handbook explains some of the services, policies, and procedures followed here at Andes Central Middle/High School. We ask that you read it carefully, and if you have any questions, please feel free to call or stop in and see us.

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

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

School telephone number and hours:

Middle/High School Office (605) 487-7671

School Hours: M, T, *W, TH, F 8:25 a.m. to 3:35 p.m.

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

Title IX Coordinator: Clint Nelson Elementary School Principal

MISSION STATEMENT

The mission of the Andes Central School District is to cultivate the potential in every student so that they strive to build strong relationships, become future ready, and embrace the full richness and diversity of our community.

BELIEFS

We Believe:

- Education is a lifelong process and continuous improvement is a value we model and instill in our students.
- Educational experience is a collaborative process and is a shared responsibility of the student, the family, and the staff.
- Educational experiences for students should enable students to become effective communicators, independent learners, motivated critical thinkers, and innovators.
- Our learning community should foster respect and understanding for every individual.
- An involved and supportive community strengthens our school district.

SECTION ONE

GENERAL INFORMATION

A. Accidents

All accidents must be reported to a staff member or administrator and parents/guardians, or a close relative shall be informed. An accident report will be filed. The school is not liable for injuries sustained.

B. Activity Tickets

All Andes Central students are entitled to attend most activities sponsored by the school free of charge either at Andes Central or at Dakota Christian. This does not include admission to activities sponsored by the conference or state; however, it also does not include plays or musical activities for which admission may be charged.

C. Alternative Instruction – refer to South Dakota Codified Law 13-27-3

D. Building Hours

School hours are from 8:25 a.m. to 3:35 p.m. Students are not to be in the hallways/classrooms until 8:00 a.m. unless requested by a teacher. Students should not be in the building after 3:45 p.m. unless they are involved in extracurricular activities, getting help from a teacher, or at the request of a teacher or administrator. Any student or group of students remaining after 3:45 p.m. must be supervised by an adult, preferably a member of the faculty.

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. 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. (Refer to Policy KL, KLD, and AC)

G. Emancipated Students

Students who have reached their eighteenth birthday are expected to live by all school rules and policies.

H. Fire Drills

Throughout the year fire drills will be conducted. Students will be instructed on procedures.

I. Immunizations

Students must be up to date on their immunizations. The following options will be taken if students are not in compliance with state immunization laws.

1. Exclusion until such time that proof of immunization or immunity exists.
2. Provisional enrollment for students who are in the process of becoming immunized.
3. At the discretion of the school administration, students may be given up to sixty (60) days to show compliance or be excluded from school.

J. 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 Dakota news 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.

K. Nondiscrimination

The district will not discriminate in any of its policies and programs on the basis of age, race, color, creed, national origin, ancestry, religion, sex, or disability. (Policy AC) Anyone who feels there may be a violation of this policy may follow the complaint procedures outlined in AC-R).

L. Pledge of Allegiance

Andes Central students will be given the opportunity to stand and recite the "Pledge of Allegiance" to the United States flag daily. 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 respect and silence during the salute.

M. Professional Qualifications

The Andes Central School District receives Title I funds, and therefore has a responsibility to inform parents that requests may be made regarding the professional qualifications of their children's teachers. (Policy GBL).

N. Residency/Open Enrollment

It shall be the policy of the district that any student enrolling in the Andes Central School District 11-1 must reside with parents/guardians within the school district prior to enrollment. Students living with a guardian must present proof of legal guardianship before they can be enrolled. (Policy JEC. JECA)

If a family elects to have their child attend a school outside of the district's boundaries, an open enrollment application needs to be completed by the last Friday in September for the 1st semester and the last Friday in January for the 2nd semester. This application will be presented to the receiving district for approval/denial. If a family would elect to have the student return to his/her home district, notification shall be given to the district by August 1st. Refer to SDCL 13-28-40-47 for further information.

O. Security Access Protocol

We strive to make sure that our school is a safe, caring, healthy and inclusive place in which to learn and to work. Fire drills, tornado drills, visitors' badges/sign in and other safety and security protocols and practices are important components of our commitment to maintaining a safe and secure school environment.

Visitors may gain entrance into the building by pressing a buzzer mounted on the wall beside the front door. The buzzer activates a two-way speaker and camera system. The office will then be able to determine who is at the door, by observing on a video monitor. This will enable better regulation of visitors' access to the school. Access during lunchtime may be delayed depending on the availability of staff who are required to monitor the system.

The following are continued safety protocol measures which we will maintain:

- All outside doors are locked, and entry can be gained only through the front door.
- All visitors, including parents/guardians must sign into the office when entering the building (a visitor's badge is required to enter the building).

P. Tornado Warning

Students will be directed to specified locations within the building.

Q. Video and Audio Monitoring

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

R. Visitations

No visitors will be permitted past the office without a badge. All visitors (general) must report to the administrator's office. All visitors (general) are expected to follow rules and regulations as set forth in school policies. Students who wish to bring visitors (students) to school must receive permission from the principal at least one (1) day in advance. These visitors (students) will be subject to the same rules as all students.

SECTION TWO ACADEMICS

A. High School Grade Level Classifications

Each student enrolled in Andes Central High School is a member of one of the four (4) classes. Students can move up only based on credits earned. The classification system for students is as follows:

Freshmen-----0.0 to 5.0 units of academic credits
Sophomore---5.5 to 10.5 units of academic credits
Junior---11.0 to 16.0 units of academic credits
Senior---Over 16.0 units of academic credits

For purposes of the yearbook, a student will be listed as he/she was classified for the first semester of the school year.

B. High School Course Requirements

Total number of units required for graduation from Andes Central equals twenty-two (22).
They are as follows:

<u>Subject</u>	<u>Graduation from Andes Central</u>
English	4 units
Mathematics	3 units (Algebra I, and two other math units)
Social Studies	3 units (1 unit of U.S. History, ½ unit of American Government, ½ unit of Geography, ½ unit of World History, and ½ another social studies unit)
Science	3 units (1 unit of Physical Science, 1 unit of Biology, and 1 other science unit)

Fine Arts	1 unit (Band, Chorus, or Art)		
Physical Education	½ unit		
Health	½ unit		
Economics or Personal Finance	½ unit		
CTE	1 unit		
Electives	5.5 units (.5	must be	Service Learning, 5 units other electives)

C. Credit Options

Students who are enrolled and successfully receive a passing grade will receive ½ credit per semester. Exceptions as well as options to this include:

1. Drivers Education will be graded as pass/fail, no high school credit will be awarded.
2. Middle School Waiver for Algebra I/English I: Students who meet the criteria set by the teacher and administration, will be given an opportunity to take freshman math and/or English classes as a 7th or 8th grader. A contract will be signed by the parent/guardian/caregiver and student.
3. If a middle school student takes a high school class, he/she will be given the appropriate credit for graduation.
4. High school students can earn up to ½ PE credit and ½ health credit.
5. All students are required to complete a Service Learning. This will be graded as a pass/fail and is required for graduation.
6. Students taking Advanced Placement (AP) classes will get one extra percentage point added to the total grade for the subject. (Ex: 95%>96%)
7. Virtual high school courses are available only if needed. This must be in accordance with the student's Personal Learning Plan and can only be used after consulting with the counselor/principal. Andes Central policies concerning the extra cost of these courses apply.
8. Dual credit is an opportunity for high school students to enroll in postsecondary institutions in South Dakota and simultaneously earn credits for both their high school diploma and postsecondary degree or certificate. Dual credit coursework is available to students in grades 11-12 at the rate based on cost per credit hour. **Students are responsible for the cost of the course credits and any required textbooks or related course materials.** The student may earn college credit from an accredited post-secondary school, and elective credit from Andes Central. Successful completion of a college credit course would be equal to one (1) high school credit.

D. Learning Center

ENROLLMENT IN EDGENUITY/ONLINE LEARNING COURSES

Students who wish to enroll in Edgenuity or online learning must complete an Edgenuity/Online learning agreement available in the school counselor office. This agreement will share responsibilities and characteristics necessary for successful completion of coursework in an online learning environment. Andes Central High School will provide a coach (school counselor or administrator's designee) to closely monitor student progress so there are no surprises and students can be quickly identified if they need more assistance. Coaches will also work closely with school administration to communicate with parents at midterms, quarters, and semesters, but more often if necessary.

Distance/Online/Edgenuity Learning Success Traits

Students who have these personality characteristics are most likely to succeed as distance learners.

- Communicative:** Students who can participate in class through both written and spoken words will succeed in online learning.
- Motivated:** Students who do not give up easily when faced with challenging materials and are able to prioritize their workload will more likely be successful distance learners
- Assertive:** These students aren't afraid to ask questions! They don't hesitate to ask for help with either content or technology. Consequently, they are less likely to become frustrated and drop the course.
- Methodical:** Students need to log on to their courses every day so that they don't fall behind. They need to make a habit of checking assignments, reading email and contributing to discussions.

Students enrolled in Edgenuity will have three (3) school days to drop the course without receiving an “F” for the term. Students enrolled in Edgenuity, or other online learning not associated with a college, will take their semester exams during the time they have allotted in their schedule.

Students are expected to be at the following minimum guidelines when using Edgenuity or other online learning platforms*:

- End of 1st quarter – 25% of full year course or 50% of semester course
- End of 2nd quarter/1st semester – 50% of full year course or 100% of semester course
- End of 3rd quarter – 75% of full year course or 50% of semester course
- End of 4th quarter/2nd semester – 100% of full year course or 100% of semester course
- *For these purposes the date on the calendar listed as End of __ quarter/semester will serve as this date, not when grades are due in the office.

If students are not at these minimum checkpoints, they will be deemed failing, this would count as one (1) F for this purpose.

ANDES CENTRAL HIGH SCHOOL **EDGEUNITY COURSE SYLLABUS AND PROCEDURES**

This syllabus is a guide to the things you should know and implement to be successful.
Website: <http://learn.edgenuity.com/student/>

Username:

Password:

EDGEUNITY ONLINE CLASS OVERVIEW:

Edgenuity is different than a traditional course because it is self-paced and online; you will learn all the concepts covered in a regular class at your own pace in an online environment. Much of your coursework (listening to instruction from on-screen instructors, completing vocabulary activities, assignments, lab activities, and online quizzes/tests) will take place during this class period; however, you will be required to access the program through the library and/or home access if you fall behind. The advantage of being self-paced is that you can move quickly through material that you know well and spend longer on things you need more help with.

Because Edgenuity is self-paced though, you will be taking on more responsibility for yourself than you do in a traditional high school class. To be successful with this course it is essential that you are present and on time every day, on task always within the class, and be able to track/maintain your progress through the course. You will need to move efficiently through the material. Once the semester is finished, you are out of time. Help will be here to support you, but the ultimate responsibility for your success lies with you.

Note: Edgenuity is very dependent on reading material and listening to and comprehending online lectures. The time requirement outside of class for this course will be directly related to your English language abilities, your work ethic, and your processing speed within the class time. At the end of the semester, if you have not completed 100% of the course, you will earn 0% for all remaining components. It is essential to keep on target. Also, since this is a web-based program, there may be some days when the Internet is non-accessible in class. You are still responsible for completing 6% of your course that week.

Steps Required for Edgenuity Class:

1. Completion of Student Orientation: Intro to the Virtual Classroom (video) - <http://ecomunity.education2020.com/video-student-orientation-intro-to-the-virtual-classroom/>
2. Students have access to Student Learning Tools in Edgenuity and Edgenuity Student Guide online.
3. Completion of the student-parent Edgenuity contract.

School Official

Date

4. Sign off from the school counselor that you are registered for Edgenuity through the ACLC and the ACLC is your class location.

School Counselor

Date

You have a great opportunity to accomplish a lot of work with the support of a faculty member as your coach, in addition to the Andes Central Learning Center staff, your school counselor and administration. We provide you with:

- ✓A quiet space
- ✓Reliable internet connection
- ✓Computer for educational use
- ✓In-person feedback and support

COURSE REQUIREMENTS FOR SUCCESS:

To be successful within this class you **MUST**:

- You will be most successful if you listen to the videos, take good notes, and do the assignments with your best effort. You will complete the course more efficiently by doing these things.
- Be able to navigate the web
- Come prepared and ready to work daily on your course
- Complete all assignments independently
- Track your progress
- Get one-on-one help when you need it
- Stay on track for completion in ALL of your courses
- Work silently during your work time.
- Study for all your quizzes and tests just as you would any other class.
- You are responsible for checking your progress report every day.

EVALUATION:

- Students enrolled in Edgenuity will have three (3) school days to drop the course without receiving an F for the semester. Students enrolled in Edgenuity or other online learning not associated with a college, will take their semester exams during the time indicated for their respective Edgenuity period on their schedule.
- Your midterm, quarter, and semester grade(s) will reflect your "Actual Grade" within Edgenuity. If you are on "target" this grade will match your "Overall Grade". The more diligently and accurately you work, the higher your grade will be.
- Students are expected to be at the following minimum guidelines when using Edgenuity or other online learning platforms*:
 - End of 1st quarter – 25% of full year course or 50% of semester course
 - End of 2nd quarter/1st semester – 50% of full year course or 100% of semester course
 - End of 3rd quarter – 75% of full year course or 50% of semester course
 - End of 4th quarter/2nd semester – 100% of full year course or 100% of semester course

*For these purposes the date on the calendar listed as end of __ quarter/semester will serve as this date, not when grades are due in the office.

- If students are not at these minimum checkpoints, for eligibility purposes we will take their actual grade to determine their eligibility and grades.
- You can monitor your progress report with the Edgenuity Organizer. You'll see these terms often:
 - Overall grade: The grade you've earned on the portion of the course you've completed.
 - Actual Grade: Based on the overall grade in relation to the percentage of coursework completed vs. the percentage of coursework that should have been completed. If you are on-track or ahead of schedule with your course, the Actual Grade will be the same as the Overall Grade. Only when you begin falling behind in completing your coursework will the Actual Grade be lower than the Overall Grade.
 - Relative Grade: The grade you earned including 0% for all components remaining incomplete.
 - Complete %: The percentage of the course that you've completed.
 - Target Completion: The percentage of the courses that should be done thus far to be on track to finish the course by the course end date.
- Remember that the teacher does NOT GIVE grades to you. Grades are EARNED.
- As needed, school officials will conference with you regarding your performance and progress in class. Phone calls home will be made as needed.
- Proper planning and preparation prevent poor performance! **ASSESSMENTS:**
- There will be a quiz at the end of each lesson. You must get a minimum score of 60% on these in order to proceed with the program, if you do not you will have one additional opportunity to retake before you will need to see the Learning Center Teacher to reset your quiz.
- You will be able to use your notes on all tests and quizzes. The better the notes you take, the easier the assessments will be!

- The grading scale is the same used at Andes Central HS/MS:
- The course requirements are weighted by each individual class.

STRICTLY ENFORCED SCHOOL POLICIES:

- Per school policy, there is NO food or drink, opened or unopened, permitted near your computer.
- Per school policy, all cell phones and electronic devices are to be powered off, concealed and not in use in the classroom, including break time. Students in violation of the policy will have their items confiscated and turned over to an administrator. Consequences are outlined in the student handbook.
- If you are absent, you are still responsible for completing your work in a timely manner by the midterm, quarter, and semester checkpoints.
- You must complete a course in the same semester in which you were enrolled.
- You may be withdrawn from the course if you are not making satisfactory progress or fail to abide by the rules.

ANDES CENTRAL HIGH SCHOOL **EDGENUITY STUDENT CONTRACT**

Student's Name: _____

Class Name/Semester: _____

Start Date: _____

End Date: _____

To continue forward in Edgenuity, this form must be signed and returned by the end of the first week of the semester: By signing below, I am indicating that I accept and agree to abide by the terms, outlined requirements and rules of being a part of the Edgenuity program listed here and within this document. I also understand that if I disregard any part of this agreement, I risk progressive disciplinary action.

I agree to all the behavioral expectations and consequences as outlined here and within the Andes Central MS/HS Handbook.
I agree to protect my username and password. I will not share my login information with others.
I will be present and punctual to class. I will work diligently on my online course to complete it by the end of the semester. I understand that I will earn 0% for all remaining components that I have not completed by this time. Appropriately, I will use access at the school, public library and/or within my home.
I understand that I am to be quiet, non-disruptive, productive, and steadily working on my Edgenuity course during my allotted time. If I am not, I understand that my parent/guardian may be contacted, and that disciplinary action will be administered appropriately and progressively.
I agree never to submit work that is not my own and never cheat on assignments or assessments. I understand that such activities violate our school's honor code and can result in disciplinary action.
I accept that my teacher holds the rights to log me off, give me additional activities, make me redo activities, and/or suspend my home access privileges if they deem it necessary or beneficial to me.
I will maintain timely progress in my courses and keep in continuous communication with my instructor/coach and school staff.
I understand that failure to uphold these commitments may result in course failure, withdrawal, or not being allowed to take online or Edgenuity courses in the future.

Student's Signature: _____

Date: _____

Parent(s)/Guardian(s) — Signing below indicates you have read, understand, and will support the expectations and guidelines of the Edgenuity classroom as outlined in the course syllabus, above contract, and letter on the reverse side. You will be sent bi-weekly emails detailing your child's progress.

Parent/Guardian's Printed Name: _____

Phone number: _____ E-mail address: _____

Parent/Guardian's Signature: _____ Date: _____

School Counselor Signature: _____ Date: _____

E. Adding/Dropping Classes

Students will be given three (3) days for each subject to drop/add at the beginning of each semester. Students wishing to drop/add a class at semester time must fill out a drop/add application. This must be signed by the “Adding” and “Dropping” teacher, and by a parent/guardian. The administration must give final approval.

A student who drops a course prior to the end of a semester will receive an “F” for the semester unless there are extenuating conditions that necessitate dropping a class. The administration and the teacher of the class, together with the student, will make this decision.

E. Minimum Registration Requirements

All High School students must register for a minimum of six (6) classes per semester. If a senior has earned enough or will have earned enough graduation credits by the end of the first semester of his/her senior year, he/she will be allowed to take more than one study hall. In the event that a senior has earned all required credits for graduation by the end of first semester of his/her senior year, he/she will only be required to enroll in 4 courses (2 dual credit courses).

F. Early Graduation

Students may graduate prior to completion of grade twelve if the course work required for graduation under board policy, “Graduation Requirements”, has been fulfilled. In such cases, the student must fill out the proper application for approval of the school board. Applications may be picked up from the school counselor and returned to the principal.

Any student who desires to graduate early must submit a written application, signed by a parent or guardian, to the principal requesting early graduation by October 1st. Before a student will be considered for early graduation, he/she must have attended high school for four semesters and must have passed twenty-two credits including the required classes. Upon completion of the application the student, parent and school counselor will develop a plan for the student’s early graduation. This plan will provide for traditional senior credit requirements to be completed as a junior or mid-year senior.

Students who are graduating early are still eligible for receiving top honors (ex: valedictorian, salutatorian, ect.)

Students that graduate early will NOT be able to participate in extracurricular activities.

Any student choosing early graduation may participate in Commencement with his/her graduation class.

G. Grading System

The following grading system is used for Middle/High School:

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

H. Incompletes

An incomplete ("I") is given to denote that the student has not turned in the required amount of work to receive a mark for the grading period. Incompletes must be removed within two (2) weeks of the end of the grading period. Work not completed in time will be given a zero (0).

I. Honor Roll

A scholastic honor roll will be published for the first nine (9) weeks, the first semester, the third nine (9) weeks, and the second semester. To be on the honor roll, you must have the following GPA:

<i>"A" Honor Roll</i>	3.34 - 4.00
<i>"B" Honor Roll</i>	2.34 - 3.33

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

J. Grade Point Average (GPA)

The following standard is used to determine a student's GPA (all academic subjects taken will be included in the GPA):

A	=	4.00	C	=	2.00
A-	=	3.67	C-	=	1.67
B+	=	3.33	D+	=	1.33
B	=	3.00	D	=	1.00
B-	=	2.67	D-	=	0.67
C+	=	2.33	F	=	0.00

K. Semester Tests

All students will complete a semester test in their classes. A schedule will be created for semester tests.

L. Semester Grades

Semester grades are the ones that appear on a student's permanent record.

***Li.* High School**

Each nine (9) week grade will count as 40% of the semester grade, and the semester test will count as 20% of the semester grade.

***Lii.* Middle School**

Each nine (9) week grade will count as 45% of the semester grade, and the semester test will count as 10% of the semester grade.

M. Class Ranking/Honor Roll

All students who receive academic "core" subject matter within the general education setting will be included in class ranking and honor roll. Students who receive academic "core" subject matter through the Special Education Department, as identified on their IEP will not be ranked in class order, because Carnegie Unit requirements will not have been met. Such students, however, may be included on the honor roll if they meet the goals of their IEP.

N. Awards Program

Andes Central Middle/High School believes that outstanding achievement in all fields of schoolwork deserves suitable awards. An annual awards program will be held, at which time the awards for the year will be presented to the students.

O. Promotion and Retention

High School students who have become credit deficient may attend summer programming, if available, to make up coursework. High School students will not advance to another grade level classification unless they have met the credit criteria that has been established.

A Middle School student must have passed over half the core subjects to advance to the next grade level. If a student fails to do this, he/she will be required to attend summer school, if available. If a student does not successfully meet the summer school requirements, he/she will be retained. The administration has the option of considering other factors when making a final decision regarding retention.

If available, students may take advantage of computer-based programming to complete required coursework. This summer work needs to be completed the Friday before school begins in the fall to be used for possible advancement.

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) or guardian(s) quarterly or by-quarterly to review their child's progress. By March of each school year, a final review of academically at-risk students will be held with the superintendent. At that time, a letter will be sent to the student's parent(s) or guardian(s) requesting a meeting of retention or promotion. The school committee will make their recommendation following the parent(s) or guardian(s) meeting. Parents or guardians have the right to appeal the decision to the Board of Education. The school reserves the right however to retain a child even though the parents or guardians do not agree with the decision.

P. Graduation Completion Timeline

It is expected that all graduation requirements will be completed before a student is allowed to participate in the graduation ceremonies. To participate in the graduation and feather ceremonies, seniors must successfully complete all coursework by the end of the school day on the Tuesday prior to graduation. If a student has not successfully completed all the graduation requirements due to extenuating circumstances, the School Board *may* permit the student to participate in the ceremonies only after reviewing the reasons for noncompletion. This approval must be obtained at least one week before graduation is scheduled. Students will not receive a signed diploma until all graduation requirements are met, however.

Q. Graduation Distinctions

A student who maintains a 3.75 – 4.00 GPA for four (4) years will graduate with *Highest Honors*. A student who maintains a 3.25 – 3.74 GPA for four (4) years will graduate with *Honors*.

The two (2) students who have the highest academic grade point average at the conclusion of the third quarter of their senior year shall be designated as the senior class Valedictorian and Salutatorian.

SECTION THREE ACTIVITIES

A. Activity Opportunities for Everyone

The Andes Central School District offers a wide range of clubs and activities. These include:

Clubs/Activities/Organizations

Band
Choir
FCCLA
FFA
National Honor Society
Student Council
Unity Club
Archery

AC/DC Extra-Curricular Activities

Cross Country
Football
Volleyball
Cheerleading/Competitive Cheer
Basketball (Girls & Boys)
Wrestling
Golf
Track

B. Dances

Procedures are as follows:

1. A class or organization under the direction of an advisor must plan all dances.
2. Supervision must be a minimum of four (4) adult chaperones, at least one (1) of which is a staff member.
3. Students attending school dances will be expected to remain in the building until they wish to leave for the remainder of the dance. Students who leave the building will not be readmitted.
4. All dances must conclude by 12:00 a.m. unless advance arrangements have been made.
5. All school policies are in effect during all school activities, including dances.
6. Any damage will be the responsibility of the sponsoring group (to repair, replace, and/or pay for damages).

C. Expectations

For those students participating in any extracurricular activity or club including SDHSAA activities, the AC/DC Athletic Cooperative has established procedures that are to be followed. These expectations may be found in a separate handbook. Training rules, eligibility, etc. are addressed in this document.

In Season Scholastic Eligibility: Student grades will be evaluated on the first Monday following the first ten (10) days of each quarter and weekly afterwards to determine eligibility status. Students with one or more failing grades will be ineligible until the next grade check. Students not maintaining these standards will be ineligible for all extracurricular activities and clubs until they have reached the criteria established above.

D. Homecoming

The student council is responsible for Homecoming activities. The senior class selects the Homecoming King and Queen candidates (three (3) girls and three (3) boys). The entire 6-12 student body, however, votes for the King and Queen from these candidates. Criteria for selecting the King and Queen are leadership, scholastic ability, popularity, and general character.

E. Junior/Senior Banquet & Prom

The banquet and prom are under the direction of the junior class and their advisors. Only juniors and seniors and their dates are permitted to attend the banquet and prom. Dates must be of high school age but not older than twenty (20). Out of district dates must fill out the out of district date form available from the junior class advisors and return by the date set by the advisors.

F. Music Program

Vocal and instrumental music is offered to all students in grades 6-12. The school owns a limited number of instruments that students may use. The use of school owned instruments would be based upon the student's interest, instruments available, and the discretion of the band director. The band director has the right to discontinue a student's use of a school owned instrument if it is being handled negligently by the student. The student who damages a school instrument due to carelessness or negligence will be responsible for all damage

done to the instrument. Students in grades 6-12 are not required to participate. The music directors have the right to screen students who have indicated an interest in music.

G. Fundraisers

All fundraisers must be approved by the board prior to the fundraising event beginning. A request for each fundraiser must be completed at least one week in advance of the school board meeting. Note: regular school board meetings are held the second Monday of each month. Within one week of the completion of the fundraising event, an evaluation of the fundraiser must be completed.

H. Participation and Attendance

Attendance at, and participation in, school activities is a "*privilege*," not a "*right*." As such, the administration, and the staff at Andes Central reserves the right to deny any student the privilege of attending and/or participating in any school activity if it is determined that the student's general attitude and behavior is not in the best interest of the school system or the activity. Students who leave school due to illness or unexcused absence are not permitted to attend school activities that day.

I. Pep Bus

Whenever there is an out-of-town event, students may request an activity bus. The following procedures will be followed:

1. A bus list will be in the principal's office. This cost to ride the activity bus shall be prepaid and not less than \$1.00/student (payable at the time of signing and nonrefundable if student does not go - cost will be determined on length of trip).
2. All pep buses must have an adult supervisor, other than the bus driver, unless otherwise approved by the superintendent.
3. The superintendent reserves the right to cancel pep buses for any reason.
4. The administration will determine if there are enough students signed up to warrant a pep bus.
5. Cheerleaders for that sport, statisticians for the contest/event, and those who sign up first will be given priority. There will not be seasonal activity pep bus tickets.
6. Roll call will be made prior to leaving the school. Anyone who signs the list and does not show up to ride the bus and does not have a good excuse for not showing up forfeits the right to ride the activity buses for the remainder of the school year.
7. Whenever the bus route goes through Ravinia or Pickstown, students may board the buses there. Students in these areas are to contact the superintendent to make arrangements.
8. A pep bus sign-up sheet will be available in the principal's office at least one day prior to any out-of-town sports event. Students may sign up until 1:00 p.m. of the day prior to the event. If the list does not include at least twenty (20) students, the pep bus may be canceled.
9. All students must ride home on the same bus that they rode to the game/activity. Exception: Students may go home with their parents/guardians. However, the parents/guardians of the student must inform the supervisor of the bus in person, and in writing, of their intention to take their child(ren) home. There may also be an occasion when a parent/guardian requests permission for the student to ride home with an older adult (twenty-one (21) years old or older). Such requests must be made by the parents/guardians, in person and in writing prior to departure to the activity. This adult cannot be a boyfriend/girlfriend of the student.

J. School Sponsored Field Trips

Parental permission must be obtained before a student is allowed to participate in a field trip. It is the field trip supervisor's responsibility to see that all permission slips are turned into the principal's office prior to departure. Students not having their permission slips turned in will not be permitted to attend. Students are expected to have all assignments completed prior to leaving for the activity. Students whose behavior is deemed inappropriate by the supervisor of the field trip may be denied the opportunity to participate in

future field trips. Students must return on the same bus/vehicle on which they rode to the field trip. Students may ride home from a field trip with their parents/guardians, if and only if the parents/guardians approach the supervisor at the activity. Permission to ride home from a field trip with anyone other than a parent/guardian must be communicated with the supervisor in writing, prior to departure on the field trip.

SECTION FOUR STUDENT RESPONSIBILITY

A. Absenteeism

The following procedures have been adopted to improve student attendance and to provide a measure of safety for students attending Andes Central Schools:

1. 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.
2. If a student is absent and the school has not been called, school officials will begin contacting parents/guardians after 9:00 a.m.
3. Any student leaving school for the day will be counted absent for the periods missed.
4. If a student is absent from school a total of (4) unexcused days, a letter will be sent home. When a student is absent from school a total of (8) unexcused days, notification will be filed with the Charles Mix County Law Enforcement and Charles Mix State's Attorney.

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 2:30 p.m. to make arrangements for your student.

B. Attendance Policy

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 missed 4 and again after 8 days of school 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 Law Enforcement and Charles Mix County State's Attorney. (Medical conditions are not included if 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:

- Personal illness.
- Funeral/Bereavement or serious illness in family.
- Medical appointments that cannot be made outside of the school day.
- Religious observances.

- Family emergencies.
- Weather so inclement as to endanger the student's safety.

The following will be considered exempt absences:

- Attendance at a state or nationally recognized youth program of educational value.
- Participation in school sponsored activities.

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.

A student absence from school for any reason other than a school sponsored activity shall be entered "absent" on the school attendance register. Each period of absence is tallied. Once 7 periods have been reached, it will count as a full day absent from school.

An attendance letter will be sent to the parent/guardian when a student has accrued four (4) days of unexcused absences and again at eight (8). Additional letters to the State's Attorney will be sent after 12, 16, and 20 unexcused absences.

If a student and his/her parents/guardians believe there were unusual circumstances causing these absences, a written appeal may be given to the principal within 5 days. If further consideration is sought, a written appeal may be given to the Superintendent within 5 days who will then render a decision. A final appeal may be made to the school board. If an appeal is in progress, the student shall continue to be enrolled in the class or classes in question until a final determination is made.

Note 1: For the purposes of the above policy (*grades 6-12 only*) a suspension from school will count as one (1) day rather than one (1) day for each day suspended. Certain other absences involving multiply days of absenteeism will be treated in the same manner (i.e., absences for bereavement and hospitalization).

Note 2: If the student's excuse for being absent is medical:

One (1) to three (3) days of illness: A parent/guardian must call or send a note to the school verifying the illness.

Beyond three (3) consecutive days: A slip from a doctor will be required for each day absent for illness on the day the student returns to school.

Appeals Process for Attendance Policy: Will be as follows:

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 secondary principal.

C. Class Funds

At the end of the senior year, any money that is left over after fund raising will be shared as follows:

- 1) Donate \$50 to the incoming 6th grade.
- 2) The remainder will be split as follows:

- i) 50% is donated to the community.
- ii) 50% is donated to the school.

Donations to the community and school will be determined by the senior class.

D. Dress Code

There are certain restrictions necessary on a student's dress and grooming when such dress and grooming may create a health or safety hazard, invade the rights of others, or be disruptive to the educational environment by detracting from the decency and decorum of the school. Students not following the dress code will be sent to the principal's office and may be sent home. They are as follows:

1. Students will not be allowed to wear any article of clothing, including masks, that conveys a message of profanity, drugs, alcohol, tobacco, display racial slurs, are sexually suggestive, gang related, cause a disruption to the educational process, or are a safety concern.
2. No hats/caps/hoods are to be worn during the school day except during special "hat days."
3. Half shirts that expose bare skin, shirts that expose the navel or front/rear cleavage, clothing that sags below the waist/crotch (pants pulled up), and strapless shirts are not to be worn by any student.
4. Skirts/dresses and shorts must be of an acceptable length.
5. No ripped or torn clothing that exposes a student's underwear/sports bra will be allowed.
6. No heavy coats will be worn in school. Once in the school building, students must take them to their lockers.
7. Hickies need to be covered while in school and at school activities.
8. Blankets and backpacks are to remain in lockers.

The school reserves the right to refuse school-provided transportation to students who are not appropriately dressed for the weather conditions. This includes, but is not restricted to, the wearing of shorts and/or no jacket during cold/stormy weather. Parental cooperation is necessary for the health and safety of our students.

E. Driving Vehicles

Students, if they drive, are required to park their cars upon arrival in the spaces provided and are not permitted to move said cars until the end of the school day. Seniors with senior privileges may drive their cars during their open campus periods, lunch hour, and advisor period, but the administration can revoke this privilege at any time. Underclassman cannot drive during the school day unless permission is granted by the administration. This will be considered skipping school.

If a senior gives a ride to an underclassman without prior permission from the principal, he/she will lose senior privileges for 20 days for each occurrence. This will be considered skipping school for under classmen for each occurrence.

Students participating in out of district activities are not permitted to drive unless permission is granted by the principal.

F. Leaving School Premises

No student, except for seniors with senior privileges, will be permitted to leave school once they arrive at school except by the permission of the principal. However, students will be allowed to leave school if accompanied by their parents/guardians or a school employee. If a policeman or court official request the dismissal of a student during school hours, he/she must have a warrant or written request by the parents/guardians before the student is dismissed.

G. Lunchtime

Students will not be permitted to leave the school grounds during lunchtime unless written permission is given to the principal's office by the parent/guardian/caregiver. Students who live reasonably close to the school will be

permitted to walk home or get a ride from their parents/guardians/caregiver for lunch. Middle school students will not be excused to go uptown unless accompanied by one of their parents/guardians who must pick up the student and return him/her directly to the office. When a student receives a second tardy after lunch, he/she will lose this privilege for the remainder of the current nine-week period.

When the weather permits, students may go outside for lunch, provided a staff member is willing to monitor the students.

Seniors with senior privileges may drive their vehicle during lunch hour, but the administration can revoke this privilege at any time. Those without senior privileges will be allowed to leave school for lunch but must walk. Seniors can't give rides to underclassman or seniors without senior privileges (Loss of privileges 20 days for each occurrence). Underclassman cannot drive or ride in a vehicle during lunchtime unless picked up by parent/guardian/caregiver. This will be considered skipping school for the underclassman.

H. Make-Up Work

When a student returns to school following an absence, he/she must obtain all missing assignments from his/her teachers. The student's teacher will look at Infinite Campus to check if the absence is excused or unexcused.

Students who have make-up work due to an absence will be given the number of school days missed plus one (1) day to complete and hand in assignments. If the make-up work is not fully completed and handed in on time, the student will receive a zero (0).

I. Pop/Beverages/Junk Food

In accordance with the District's Wellness Policy (IGAJ), the following rules apply:

1. Beverages other than water may not be brought to school that were purchased elsewhere.
2. Dispose of all waste in the appropriate manner.
3. If food/candy/beverages other than water is being used for school related purposes, students will be allowed to eat it during the school day at the discretion of the principal.
4. Students are not allowed to have food or beverages when working on laptops.

J. Lockers

Lockers are the property of the school and are subject to inspection at any time for any reason. Lockers are assigned at the beginning of the school year. Students are not to change lockers without permission from the principal. Posters may be hung in and/or on lockers but must be of good taste and judgment. The school assumes no responsibility for any lost or stolen items from the student's locker. The student assumes total responsibility for compensating for lost or stolen school property stored in his/her locker.

K. School Bus Regulations

Are as follows:

1. Be on time.
2. Be quiet.
3. Always remain seated. Only get up from your seat when the bus has come to a complete stop.
4. Keep all parts of the body inside the bus while you are a passenger.
5. Do not throw anything from the bus. It is against South Dakota State law to litter.

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.

L. Search of School Property

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

M. Senior Privileges

The following criteria must be met to have the privilege (not right) to senior privileges:

Follow the extracurricular eligibility requirements.

No "F" in any class (loss of privileges until next grade check). For activities eligibility and senior privileges, students who are enrolled in dual credit courses must provide the principal with a grade report each week.

No unexcused absences and only one (1) unexcused tardy per quarter.

Will result in the loss of privileges for the remainder of the semester.

SENIORS MUST TAKE A MINIMUM OF 5 CLASSES PER SEMESTER, HOWEVER, SENIORS WHO ARE ENROLLED IN A DUAL CREDIT COURSE, MAY ENROLL IN 4 COURSES.

Senior privileges may be revoked at any time, for any reason, and for any length of time at the discretion of the administration. Seniors who do not have senior privileges are expected to be in all assigned classrooms including advisor period.

Seniors who have senior privileges do not have to attend study hall/advisor period unless required by administration to attend. During specified activities set throughout the day, seniors will be required to be in attendance. Seniors with senior privileges can drive during the school day. No rides can be given to underclassmen.

N. Social Relationships/Affection

The ability to get along socially in a positive manner is one of the desirable outcomes of a well- rounded education. Inappropriate displays of affection in school and on school property must be avoided. "Inappropriate" is anything more than holding hands.

O. Study Hall and Advisor Procedures

The following procedures will be followed:

1. Time is to be used for the purpose of studying and/or advising students.
2. Students shall wait in their assigned seats until roll has been taken before being permitted to use the library or sign out for any other place in the building at the discretion of the advisor.
3. Students may study together or speak to each other at the discretion of the advisor.
4. Students may be allowed to sign out to go to the restrooms or their lockers.
5. Advisors may issue a pass to students who wish to see another teacher, counselor, or administrator.
6. Advisors may establish additional regulations, as they deem necessary to maintain an orderly environment.

P. Tardiness

Any student arriving to class after the final bell rings will be considered tardy. After fifteen (15) minutes, the student will be considered absent.

Five (5) minutes will be allowed between the time one class ends and the final bell (tardy bell) rings for the next class. If a student is tardy between classes because of a teacher conference, the teacher shall provide a written excuse for the student to present. Learning opportunities may be given to students that receive unexcused tardies.

Q. Telephone

Parents/Guardians and students are urged not to make unnecessary telephone calls during the school day. The office telephones are not to be used by the students unless a school official gives permission. Except in emergency situations, students will not be taken out of class to speak on the telephone. Callers should be prepared to leave a message, which will be delivered to the student at an appropriate time.

Students should keep cell phones in their lockers unless used for educational purposes in the classroom. Otherwise, cell phones need to be out of site and turned off. If a student refuses to put away his/her cell phone, it will be confiscated, and his/her parents/guardian can get it at the end of the school day from the office. Students can use their cell phones before school or during lunch. Any child pornography on cell phones must be reported to the principal.

R. Music Devices/Headphones

Students are not allowed to have personal music devices/headphones in the classroom or hallway during school unless for educational purposes. Students may have them before school begins at 8:25 am and during lunch. Any other time these items need to be out of site and turned off. Students are not allowed to use laptops as a music device unless approved by staff/administration.

S. Textbooks/Supplies/Equipment

These items are owned by the school and loaned to the students. All textbooks/equipment must be returned to the appropriate teacher/supervisor at the conclusion of the course/activity. Any textbook/equipment not returned or is returned damaged will be paid for by the student or his/her parents/guardians at replacement cost.

T. Video and Audio Monitoring

Andes Central Middle/High School and its school buses do contain video and monitoring devices. The recorded content of these monitoring devices is school property and will not be shared with anyone but law enforcement or by court order.

SECTION FIVE STUDENT CONDUCT, DISCIPLINE AND CONSEQUENCES

A. Academic Dishonesty

Students caught cheating or helping a student to cheat, copying, or plagiarizing will receive a grade of "0" for the assignment and CH will be entered on the DDN Campus Grade Book.

Plagiarism and Copy Right Infringement: Policies are as follows:

- a. 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 work 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.
- b. You need to respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by copyright. If a work contains language

that specifies appropriate use of a work, you should follow the expressed requirements. If you are unsure whether you can use a work, you should request permission from the copyright owner. Copyright laws can be very confusing, do not assume anything. If you have questions, ask a teacher.

B. After School Learning Opportunities

A staff member or the administration may assign after school learning opportunities. The person assigning the after-school learning opportunity will notify the parent/guardian/caregiver. Transportation will not be provided for students who serve after school learning opportunities.

C. Corporal Punishment

In accordance with HB1142, passed by the 1990 legislature, corporal punishment shall not be allowed in the Andes Central School District 11-1. However, SDCL 13-32-2 states that superintendents, principals, supervisors, teacher and their aides and assistants, shall have authority to use such physical force that is reasonable and necessary for the supervisory control over students. Like authority over students is given any person delegated to supervise children who have been authorized to attend a school function away from their school premises and to school bus drivers while students are riding, boarding, or leaving the buses.

D. Law Enforcement

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

E. Misuse of Electronic Devices

SDCL 49-31-31. Threatening or harassing contacts by telephone or other electronic communication device is a misdemeanor.

It is a Class 1 misdemeanor for a person to use a telephone or other electronic communication device 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.

It is a Class 1 misdemeanor for a person to knowingly permit a telephone or other electronic communication device under his or her control to be used for a purpose prohibited by this section.

F. Suspensions

In-School Suspension (ISS)

In-school suspension is used when detentions are not solving the problem or when the offense is of a more serious nature. Students will report to the ISS room and will also eat their lunch there. If the student does not want to eat the school lunch, he/she will need to bring a sack lunch. Teachers will be asked to provide extra reading and writing assignments related to the class period students are missing. Class work is due before the beginning of classes the following morning, or no credit will be earned. Any students suspended (in or out) will be ineligible to practice, participate, or attend extra-curricular contest/events until reinstated.

Out-of-School Suspension (OSS)

Serious or repeated violations of school policies will result in out-of-school suspension. The length of the OSS will depend upon the offense. During this time, the student will not be allowed to attend or participate in any school activity on or off school property. Any students suspended (in or out) will be ineligible to practice, participate, or attend extra-curricular contest/events until reinstated.

Long-Term Suspension/Expulsion

Long-term suspension/expulsion is the action by the Board to terminate a student's membership in school for a period, and in most cases, shall not extend beyond the end of the current school year. (See discipline grid for violations that result in long-term suspension/expulsion.)

G. Removal from Class

Students are expected to always be respectful while in school. Teachers may dismiss a student from class if the student's behavior is such that it interferes with the work of the class or the teacher. Dismissed students will be escorted to the principal's office. The teacher will enter the incident and related information into SWIS. Student will receive a learning opportunity to be completed at the discretion of the teacher.

6-12 Discipline Matrix

The administration reserves the right to alter any disciplinary action. The administration will act fairly and quickly in the best interests of the students, school, and community.

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

***When a student has accumulated 10 days of OSS, the student will be referred to the Superintendent/School Board.

Andes Central Grid for Grades 6-12			
Failure to attend learning opportunities – no extra-curricular activities until completed.			
Level 1 (per year) Disrupting the school process			
Offenses	Consequences		Habitual Offender
<ul style="list-style-type: none">Repeatedly and/or intentionally defying the valid authority of supervisors, teachers, administration.Causing a disruption in the educational process.	Learning opportunities will be created for the student's negative behavior. These learning opportunities will connect logically with each interaction. Students will be required to either solve the problem caused by their behavior and/or they will be required to practice the positive behavior with which they are struggling with.		<ul style="list-style-type: none">ISSLearning opportunityParent/Guardian/ Caregiver contactPossible school counseling
Level 2 (per year)			
Offenses	1 st Offense	2 nd Offense	3 rd Offense
<ul style="list-style-type: none">Bodily Harm to another individual or groupBullying/Harassment (Cyber, general, sexual, racial, disability, ect.)Destruction of propertyIntimidation	<ul style="list-style-type: none">Multiple days ISSLearning opportunityParent/Guardian/ Caregiver contactPolice ContactSchool counseling	<ul style="list-style-type: none">1-3 days OSSLearning opportunityParent/Guardian/ Caregiver contactPolice contactSchool Counseling	<ul style="list-style-type: none">5-10 days OSSLearning opportunityParent/Guardian/ Caregiver contactPolice contactSchool Counseling

<ul style="list-style-type: none">• Racial language, comments, slurs, ect.• Theft• Threat of Violence (no bodily injury)• Tobacco use or possession on or in school property, including the use or possession of electronic vaping devices and accessories. (Policy JFCG)			<ul style="list-style-type: none">• Meet with superintendent for possible long-term suspension/expulsion
Level 3 (per year)			
Offenses	1 st Offense		
<ul style="list-style-type: none">• Attacking another individual or group• Endangerment of others (bomb threats, explosives, weapons, etc.)• Fighting (bodily injury-bruising is evident• Planned Attack (cyber post, written or oral threat confirmed by witness, warning given to student who made threat by Staff, Teacher, or Administration, etc.)	<ul style="list-style-type: none">• 10 days OSS• Parent/Guardian/Caregiver Contact• Police Contact• Meet with superintendent for possible long-term suspension/expulsion		
Drug and Alcohol Offences			
Drug & Alcohol (possessing, using, under the influence, or possessing drug paraphernalia)			
Refer to School District Policy JFCH			

If long term suspension/expulsion is given, a student can cut his/her long term, suspension/expulsion in half if it is proven by the counseling service that the student is no longer a threat to other students and is ready to follow school policies.

Students may submit to school random drug testing and treatment needs assessment for the remainder of the school year with parental or guardian approval.

SECTION SIX POLICIES, RULES, REGULATIONS AND PROCEDURES

Truancy: Compulsory School Attendance

(SDCL 113-27-1: Requires students to attend school until age 18.)

Responsibility/Ages/School Term/Waiver: Every person having under his/her control a child of the age of six (6) years and not exceeding the age of eighteen (18) years, shall cause the child to regularly and annually attend some public or nonpublic elementary school for the entire term during which the public school in the district in which the person resides, or the school to which the child is assigned to attend, is in session until the child reaches the age of eighteen (18) years, unless excused as provided in this Chapter. However, the SD Board of Education shall promulgate rules pursuant to *Chapter 1- 26*, to establish the school term for kindergarten programs.

Any child under age six (6) enrolled in any elementary school or kindergarten program is subject to the compulsory attendance statutes of this state. A waiver of the compulsory attendance requirement for children under the age of seven (7) years of age shall be granted by the school district upon the request of the parents/guardians.

Student Pregnancy and Marital Status Procedure

OCR (Office of Civil Rights) policy concerning student pregnancy, parenting, or marital status is established by the regulation implementing Title IX.

- Pregnant students attending Andes Central Schools cannot be discriminated against or excluded from any program or activity, including class or extracurricular activities.
- Pregnant students attending Andes Central Schools may volunteer to participate in a separate educational program offered by the school. The instructional portion of the program must be equivalent to that offered to non-pregnant students.
- A doctor's certification of fitness to continue in the regular education program may be required of pregnant students ONLY if such certification is required of other students with conditions requiring a doctor's care.
- Pregnancy must be treated the same as any other temporary disability in student health insurance plans offered by the school district.
- Pregnancy must be treated as justification for a student's leave of absence for whatever time period the student's physician finds medically necessary; and the student must be reinstated to the same status which she held prior to her leave absence.

Questions should be directed to:

Office of Civil Rights Liaison Office of Career and Technical Education
700 Governors Drive
Pierre, SD 57501 Telephone: 605-773-4527

Civil Rights

Policy: The Andes Central School District 11-1 in compliance with the Office of Civil Rights Guidelines (which is based on these authorities: Title VI of the 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 contact:

Regional Director
Dept. of Education; Office of Civil Rights
10220 North Executive Hills Blvd.
8th Floor
Kansas City, MO 64153-1267
Telephone: 816-880-4202; TDD: 816-891-0552; FAX: 816-891-0644 Web
Link: <http://www.ed.gov/about/offices/list/ocr/index.html>

Any student or staff who feels he/she has been aggrieved may contact the superintendent's office for the adopted grievance procedures to follow for complaints alleging any discriminatory practice.

Step One: Any student or employee who has a complaint of sex or handicap discrimination prohibited by federal law contained in Title IX or Act 504 shall attempt promptly to resolve the complaint by discussion with his/her principal, in the case of a student, or his/her supervisor, in the case of an employee. The complaint should be in writing and

describe the facts in as much detail as possible. The principal or superintendent shall keep a written record of the discussion and provide a copy to the student or employee involved.

Step Two: If the complaint is not resolved in *Step One*, the complainant may file the complaint in writing with the superintendent by certified mail, return receipt requested, and mail a copy to the principal or supervisor involved. The superintendent shall arrange a meeting to discuss the complaint within ten (10) days after he/she receives the written complaint and subsequent meetings may be scheduled as agreed by both parties. The superintendent shall give a written answer to the complaint by certified mail, return receipt requested, within ten (10) calendar days after the final meeting regarding the complaint.

Step Three: If the complaint is not resolved in *Step Two*, the complainant may file the complaint in writing to the president of the Board by certified mail, return receipt requested, within ten (10) calendar days after receipt of the superintendent's response. The Board shall consider the complaint at the earliest appropriate meeting at which time the complainant shall have the right to present his/her position to the Board. The Board shall within thirty (30) calendar days after the meeting advise the complainant in writing by certified mail, return receipt requested, of the action taken regarding the complainant.

Americans With Disabilities Act Compliance Activities

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

Regional Director
Dept. of Education; Office of Civil Rights 10220
North Executive Hills Blvd.
8th Floor
Kansas City, MO 64153-1267
Telephone: 816-880-4202; TDD: 816-891-0552; FAX: 816-891-0644
Web Link: <http://www.ed.gov/about/offices/list/ocr/index.html>

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. Students 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 the 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) 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. 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 days 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 schoolwork 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 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 2219A-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 is 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 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 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 time frame 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 an 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. P.

COMMUNICABLE DISEASES

- A. *Communicable Diseases/Parasites:*** Students who are afflicted with a communicable contagious, and/or infectious disease and who are infected with communicable parasites or who are liable to transmit such disease or parasite may be excluded from school attendance.

The Board recognizes the need and right of all children to receive free and appropriate education. The Board further recognizes its responsibility to provide a clean and healthy environment for all students and school employees.

- B. *Advisory Committee:*** The determination of whether an infected student be excluded from the classroom or school activities shall be made on a case-by-case basis under the direction of the principal/building administrator or designee.

In situations where the decision requires additional knowledge and expertise, the principal/building administrator or designee will refer the case to an advisory committee for assistance in the decision- making. The advisory committee may be composed of:

1. A representative from the State Health Department
2. The student's physician
3. The student's parents/guardians
4. The school principal/designee
5. The school health service's supervisor
6. The superintendent/designee
7. Primary teacher(s)

In making the determination, the advisory committee shall consider:

1. The behavior, developmental level, and medical condition of student.
2. The expected type(s) of interaction with others in the school setting.
3. The impact on both the infected student and others in that setting.
4. The SD Department of Health guidelines and policies
5. The recommendation of the County Health Officer, which may be controlling.

Specific health concerns may require the advisory committee to make a determination on school attendance or participation in school activities. The advisory committee may officially request assistance from the State Department of Health.

If it is determined that the student will not be permitted to attend classes and/or participate in school activities, arrangements will be made to provide an alternative educational program. If that requires personal contact between student and school employee, only trained volunteer employees shall be utilized.

- C. *Guideline:***

Public information will not be revealed about the student who may be infected. If the student is permitted to remain in the school setting, the following procedure will be followed by the superintendent/principal:

1. Information will be provided, as appropriate, to school employees who have regular contact with the student, as to the student's medical condition and other factors needed for consideration in carrying out job responsibilities.
2. Health guidelines for school attendance are established and interpreted within the context of the case. The guidelines are not inclusive but are available to be used as a resource. School personnel will refer to school health professionals for specific judgments in interpreting the guidelines.

3. Instruction in appropriate handling of blood and body fluids will be provided. Handwashing after contamination, food preparation and health/hygiene care performed in different sick and work areas, maintenance cleaning and other personal hygiene measures are part of creating a healthy environment.

Numerous communicable diseases may affect a school-age population and/or school staff. Some of these have a high degree of communicability, some are life threatening in nature, and some are both. Please follow the guidelines below to see when your child can return to school:

Diseases / Illnesses	Rules for School Attendance
Chicken Pox (varicella)	Exclude until rash or lesions have dried or crusted
COVID-19	Exclude based on current CDC and SD DOH guidance
Diarrheal illnesses	Exclude while symptomatic only if person is unable to practice independent hygiene
Haemophilus Influenzae type B, inverse (Hib)	Exclude until after child has been cleared by a physician
HIV, Hepatitis B, Hepatitis C, and other bloodborne diseases	Generally, no exclusion; considerations may exist if there is potential for bloodborne exposure
Hepatitis A	Exclude until one week after onset of illness
Influenza and influenza-like illnesses	Exclude until fever has been absent for 24 hours in unmedicated state
Measles	Exclude until 4 days after onset of rash
Meningococcal disease	Exclude until after 24 hours of antibiotic treatment
Methicillin-resistant Staphylococcus aureus (MRSA)	Exclude only if confirmed MRSA is present from a wound in which drainage is occurring and cannot be covered or contained
Mumps	Exclude until 5 days after onset of parotid gland swelling
Pertussis (Whooping cough)	Exclude until completion of 5 days of appropriate antibiotic treatment
Pink eye, head lice, ringworm, skin rashes without fever	Generally, no exclusion
Rubella	Exclude until 7 days after onset of rash
Scabies	Exclude until after treatment has started
Shingles (Herpes zoster)	Generally, no exclusion if lesions are covered
Strep throat and streptococcal skin infection	Exclude until after 12 hours of antibiotic treatment
Tuberculosis	Exclude until physician clears the child

DANGEROUS WEAPONS IN THE SCHOOL – Policy JFCJ

Schools should be an example of what is required regarding observance and respect for law in society at large. Schools also must be highly conscious of the health, safety, and welfare of students, staff, and the public.

State and federal laws as well as board policy forbid the bringing of dangerous or illegal weapons to school or school sponsored activities. Any weapon taken from a pupil shall be reported to the pupil's parents. Confiscation of weapons will be reported to law enforcement. Appropriate disciplinary or legal action or both shall be pursued by the building principal. A dangerous weapon is defined as any firearm, or airgun, knife or device, instrument, material or substance, whether animate or inanimate, which is calculated or designed to inflict death or serious bodily harm.

No firearms are permitted on any school premises, school vehicle or any vehicle used for school purposes, in any school building or other building or premises used for school functions. An exception would be weapons under the control of law enforcement personnel, starting guns while in use at athletic events, firearms or air- guns at fire ranges, gun shows, authorized supervised school training sessions for the use of firearms and to the ceremonial presence of unloaded weapons at color guard ceremonies. Any violations shall be reported to local law enforcement authorities.

Any student bringing a firearm to school, except as provided by law, shall be expelled for not less than twelve months and will be referred to law enforcement authorities. The Superintendent shall have the authority to recommend to the school board that this expulsion requirement be modified on a case-by-case basis. This policy shall be implemented in a manner consistent with IDEA and Section 504. For the purpose of this portion of this policy, the term "firearm" includes any weapon which is designed to expel a projectile by action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for a weapon, or any explosive, including any poison gas.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA) – 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
- Degrees, honors, and awards received, participation in officially recognized activities and sports ○ Weight and height of members of athletic teams.

Federal Programs Complaints - 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)

PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL – Policy KLD

Constructive criticism of the schools is welcomed by the School District when it is motivated by a sincere desire to improve the quality of the education program and to help the school personnel in performing their tasks more effectively.

The Board places trust in its employees and desires to support their actions in such a manner that employees are freed from unnecessary, spiteful, or negative criticism and complaints.

Whenever a complaint is made directly to the Board as a whole or to a Board member as an individual, it shall be referred to the school administration for study and possible solutions. The individual employee involved shall be advised of the nature of the complaint and will be given every opportunity for explanation, comment, and presentation of the facts as he or she sees them.

In cases of discipline or other school matters relating to their children, parents will first discuss the matter with the teacher. If, for some reason, they are not satisfied, they may further discuss that matter with the following persons in the following order: the principal of the building, then the superintendent or the superintendent's designee. If the superintendent is unable to satisfy the parents, he or she will report the case to the Board for consideration and action. The Board will not consider or act on complaints that have not been explored at the appropriate administrative level.

The Board will consider hearing citizen complaints when they cannot be resolved by the administration. Matters referred to the Board must be in writing and should be specific in terms of the complaint and the action desired.

If it appears necessary, the administration, the person who made the complaint, or the employee involved may request an executive session of the Board for the purposes of further study and a decision by this body. Generally, all parties involved, including the school administration, shall be asked to attend such a meeting for the purposes of presenting additional facts, making further explanations, and clarifying the issues. Hearsay and rumor shall be discounted, as well as emotional feelings except those directly related to the facts of the situation.

The Board will render its decision which the Superintendent will implement. The decision of the Board may be appealed.

PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL – Policy KLD-F

Name _____

Address _____

Telephone: Work _____ Home _____

1. Description of Complaint(s) _____

2. Name(s) person(s) whom complaint is against _____

3. Name(s) of any witness(es) _____

4. Date met with person(s) named in #2 _____

5. Requested resolution of the complaint _____

Signature of Complainant _____ Date _____

Signature of Administrator _____ Date _____

WRITTEN RESPONSE TO THE COMPLAINANT AND ALLEGED OFFENDER MUST OCCUR WITHIN SEVEN (7) WORKING DAYS OF COMPLETION OF THIS FORM BY THE PERSON CONDUCTING THE INVESTIGATION. COMPLAINT WILL NOT BE ADDRESSED WITHOUT SIGNATURE

SEXUAL HARASSMENT POLICY - 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 nonbusiness 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:
 - 1. 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 non-disciplinary, 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)(iii))

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))*

Policy References: Legal references indicate the basis or authority for the board to enact this policy, and policy cross-references identify additional policies related to the subject matter of the above policy.

INTERNET

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 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 purposes. 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.
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. Internet Classes: ACHS will honor and issue credit(s) for classes taken over the Internet provided.

1. The class is taken from an accredited school.
2. The student obtains prior approval for the class from the principal.
3. The student's parents/guardians have given written permission for the class to be taken and the student and parents/guardians have met with the principal prior to class enrollment.
4. Notice has gone to the Board that the District has a student or students taking a class or classes via the Internet and the Board will grant the credit.
5. The class or classes will be given full credit in determining the students GPA.
6. The District will contribute one-half the tuition, not to exceed \$200.00 as upfront cost; The District will reimburse an amount equal to one-half the upfront cost paid by the parents/guardians not to exceed \$200.00 only if the student completes the course and earns a letter grade of a C or better; The District contribution shall not exceed \$400.00 per course per semester. (IGCB-R)
7. The school offering the Internet class or classes must provide the District with grade or grades in a timely manner (on a mid-quarter, quarter, and semester basis).
8. The student must have seventy-two (72) "seat" hours per class in order to meet South Dakota standards.
9. The student is responsible for coming into the District to take Standardized Tests required by the State of South Dakota if in grades 8-11.
10. The class is monitored by and tests taken under the supervision of the principal or his/her designee.
11. Students will only be allowed to enroll in virtual classes based on their personal learning plan or on an as need basis prior to permission from the administration.

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

*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.

SECTION SEVEN PARENT AND FAMILY ENGAGEMENT

Andes Central Middle and High School Level

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

- o Invite all parents to the annual Parent Involvement Plan meeting to plan, review, and improve the school parental involvement plan.
- o 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, childcare costs, home visits, as well as other expenses that will allow for more parent participation at the school level. Efforts will be made to meet with parents on a flexible basis throughout the year to discuss program options.

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

- o Explain what the identification indicators are, what School Improvement means, and how the district and the schools located in the district compare academically to South Dakota toward meeting the achievement levels of the challenging State academic standards.

- o Provide an explanation on how parents can become involved in addressing the academic issues that cause the school to be identified for improvement.
- o Provide information about programs provided under Title I.
- o 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. During Parent/teacher conferences, proposed curriculum will be made available for parental review and input.
- o Give opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
- o Provide parents individual reports and explanations of their child's performance on state assessments.
- o Provide parents with timely notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who does not meet identified state certification requirements.
- o Give appropriate opportunities to participate in the development of the building school wide plan.

3. Andes Central schools will build the schools' and parents' capacity for strong involvement. This assists in building partnerships among the schools involved, parents, and the community to improve student academic achievement, through the following activities described below:

- o Provide assistance to parents, as appropriate in understanding the State's academic content standards, the State's academic achievement standards, the State and local academic assessments including alternate assessments.
- o Provide support for understanding Title I regulations.
- o Provide suggestions for the monitoring of student academic progress.
- o Provide activities to enhance partnerships with educators.

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

4. Andes Central schools may provide materials and training to help parents work with their children to improve academic achievement. Such training may focus on academics, the use of technology, or the fostering of parental involvement by:

- o Assisting parents in realizing the integral role they play in assisting in their child's learning.
- o Providing parents with literacy programs that bond families around reading and using the public library.
- o Providing information about the essential components of reading and math instruction to enable parents to support the instructional practices used by the teachers.
- o Training parents in the use of the internet to enable them to access their children's homework, communicate with teachers and review information posted about school improvement, as well as other opportunities to promote student achievement.
- o 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's learning at home.
- o Involving parents with appropriate training in instructional and support roles at the school.
- o Providing access to and coordination of community and support services for children and families.

5. Andes Central schools will educate all staff regarding the importance of working with parents as equal partners, in the value and unity of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:

- o Making parents full partners in their child's education and included as appropriate, in decision-making and on advisory committees to assist in the education of their children.
- o Promoting clear two-way communication between the school and families regarding school programming and children's progress.
- o Advising parents of their children's progress on a regular basis.

6. Andes Central schools will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other federal, state, and local agencies (i.e. Head Start, public preschools, 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:

- o Planning activities with identified agencies whenever feasible.
- o Informing agencies of school activities that are being planned.

7. Andes Central schools will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is distributed in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: o Will interpret information, to the extent practicable, in the parents' language. o Use interpreters whenever possible at meetings so that parents are ensured of an equal participation level in the education discussions between schools and parents.

Andes Central School District **Title I Family Engagement** **District-Wide Family Engagement Plan**

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 Middle/High School Student/Teacher/Parent Compact

The Andes Central Middle 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 Middle 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 quarterly 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. The school will provide progress reports every three weeks and at the four quarterly 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 3:35 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 paper which include events taking place in specific classrooms; Monthly parent involvement activities; Close teacher – parent communication.

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 proper supplies, nourishment, rest, and prepared to learn.
- I will support the school discipline policy.
- I will establish a time for homework and review the 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.

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.

Signature _____

Teacher Agreement

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

- I 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.

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, the school staff, the parents, and the student.
- Encourage teachers to provide challenging and relevant classroom instruction.
- Provide updated curriculum materials.
- Enforce school discipline policy.

Signature _____

ANDES CENTRAL SCHOOL DISTRICT 11-1
1001 High Street
LAKE ANDES, SD 57356

ANDES CENTRAL MIDDLE/ HIGH SCHOOL
STUDENT HANDBOOK

I, _____, a student at Andes Central Middle/High School have received a copy of the student handbook. I have read the handbook and understand the rules, policies, and procedures described in this handbook.

I, _____, the parent/guardian of the Andes Central Middle/High School student listed above have read the student handbook and understand the rules, policies, and procedures described 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.)