

BELLE FOURCHE ELEMENTARY SCHOOL

Student Handbook



2023-2024

Dr. Julie Hatling, Principal
2305 13th Avenue
Belle Fourche, SD 57717-2404
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Welcome Parents and Students,

It is my pleasure to serve you as principal in the Belle Fourche Elementary Schools. I am looking forward to working with you and getting to know your child. At Belle Fourche Elementary Schools, we believe that parents/guardians are partners working with us in the education of our children/students. We believe that through open communication and shared beliefs, we can help our students "Acquire the skills to build futures." Please take time to read the information in this handbook thoroughly and share important points with your child.

On behalf of the faculty and staff, I invite you to visit our school, partner with our teachers, attend your child's programs, and be an active participant in your child's education. I am very happy to have you and your child join us at North and South Park Schools this school year.

Sincerely,

Dr. Julie M Hatling

Dr. Julie Hatling,
Elementary Principal

Philosophy

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

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

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

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

School District Mission Statement

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

District Goal Statements

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

Elementary School Mission:

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

Elementary School Goals:

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

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

55% of Kindergarten students that are tested with the MAP Assessment will meet their RIT growth projection target from fall to spring.

55% of students in grades 1 that are tested with the Primary Common Core reading MAP assessment will meet their RIT growth projection target from fall to spring.

55% of the students in grades 2-4 tested with the reading MAP 2-5 Common Core assessment will meet their RIT growth projection target from fall to spring.

55% of the students in grade 3-4 will score proficient or advanced in the area of reading on the spring state-wide assessment.

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

60% of students in Kindergarten tested with the MAP assessment will meet their RIT growth projection target from fall to spring.

60% of the students in grade 1 tested with the Primary Common Core math MAP assessment will meet their RIT growth projection target from fall to spring.

60% of the students in grades 2-4 tested with the math MAP 2-5 Common Core assessment will meet their RIT growth projection target from fall to spring.

55% of the students in grade 3-4 will score proficient or advanced in the area of math on the spring state-wide assessment.

Elementary School Culture

Professional affirmations will include:

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

Health

Always call the secretary at 605-723-3379 or 605-723-3382 ext. 3 (North Park office) if your child is going to be absent or is ill.

A student must be free of a fever for 24 hours without fever reducing medications to return to school.

A student shall be free from illness related vomiting for 12 hours prior to returning to school.

If your child has a bowel or bladder control problem, please notify the teacher and the nurse and arrange to have an extra set of clothes at school. *Parents will be notified if a student has an accident at school.*

Immunizations

Children must have their immunizations complete before entering school. Students must have four or more doses of Dtap and Polio with one being on or after the age of four. Students also need two doses of MMR and Varicella (chickenpox). Parents will need to provide a reliable history or documentation if the student has had the chickenpox disease. These immunizations may be given at the public health office or at the doctor's office. The school must have a copy of the immunization record when they are complete.

Head Lice Policy

Upon a reported or observed infestation of head lice on a student, the parent will be notified immediately. Parents will be required to treat the child and before the child returns to school, she/he must be nit free. It is requested that parents contact the school nurse if they observe their child has head lice so that proper precautions can be taken at school to prevent the spreading of them to other children. In the event of several reported head lice cases within a single classroom, a designated school employee, usually the school nurse, may conduct a classroom head lice check.

Medication

If your child needs medication at school, please come into the office to fill out the proper forms. No medications will be dispensed without the proper forms being filled out. The school will not furnish any medication, prescription or nonprescription.

All medications need to be stored in the office, unless prior arrangements have been made between the doctor, parents, and school.

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

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

Bronc Rules Philosophy

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

BRONC RULES:

- **BE SAFE**
- **BE RESPECTFUL**
- **BE RESPONSIBLE**



Belle Fourche School District 9-1

Acquiring Skills To Build Futures

Belle Fourche Elementary Schools Office Discipline Referral Form

Name: _____

Location

Date: _____ Time: _____

Playground Library

Teacher: _____

Cafeteria Bathroom

Grade: K 1 2 3 4 5 6 7 8

Hallway Arrival/Dismissal

Referring Staff: _____

Classroom Other _____

Minor Problem Behavior	Major Problem Behavior	Possible Motivation
<input type="checkbox"/> Inappropriate language <input type="checkbox"/> Physical contact <input type="checkbox"/> Defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Dress Code <input type="checkbox"/> Property misuse <input type="checkbox"/> Electronic Violation <input type="checkbox"/> Other _____	<input type="checkbox"/> Abusive language <input type="checkbox"/> Fighting/ Physical aggression <input type="checkbox"/> Overt Defiance <input type="checkbox"/> Harassment/Bullying <input type="checkbox"/> Threatening <input type="checkbox"/> Inappropriate Display Aff. <input type="checkbox"/> Electronic Violation <input type="checkbox"/> Lying/ Cheating <input type="checkbox"/> Other _____	<input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items/activities <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid task or activity <input type="checkbox"/> Don't know <input type="checkbox"/> Other _____
Administrative Decision		
<input type="checkbox"/> First Offense, WARNING <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Conference with student <input type="checkbox"/> Parent Contact	<input type="checkbox"/> Individualized instruction <input type="checkbox"/> In-school suspension (____hours/ days) <input type="checkbox"/> Out of school suspension (____ days) <input type="checkbox"/> Other _____	

Others involved in incident: None Peers Staff Teacher Substitute
 Unknown Other

Resolved

Not yet resolved, further action needed

Principal Signature: _____

Date: _____

Parent Signature: _____

Date: _____

Elementary School Discipline Matrix

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

Revised July, 2018

INFRACTIONS

(See the Definition Section for infraction descriptions)

CONSEQUENCES

OFFENSES	1 ST OFFENSE	2 ND OFFENSE	3 RD OFFENSE	4 TH OFFENSE	5 TH OFFENSE
CLASS I Only Tardy Truancy Skipping class	record/warn record/warn parent contact, loss of privilege, make up time detention or suspension parent contact make up	record/warn record/warn parent contact, loss of privilege, make up time detention, or suspension parent contact Friday school make up	record/warn record/warn parent contact suspension, truancy referral parent contact make up suspension	parent contact ½ hour detention ½ hour detention parent contact suspension, truancy referral parent contact make up suspension	parent contact loss of privilege, detention, make up the time, suspension parent suspension, truancy follow- up parent contact, suspension
CLASS II Abuse, Verbal Cell Phone issue Dishonesty, Scholastic Dress/Grooming Inappropriate Behavior Nuisance Objects Gambling Pushing, Shoving, Scuffling Vandalism, Minor	parent contact, warning loss of privilege, detention	parent contact loss of privilege, detention, suspension	parent contact loss of privilege, detention, suspension	parent contact loss of privilege, suspension	parent contact loss of privilege, suspension
CLASS III Assault, Verbal False Reporting Fireworks or Ammunition Possession Bullying Instigating Profanity Technology Misuse Gang Activity Insubordination Profanity Directed to Staff	parent contact detention, Friday school, loss of privilege, suspension	parent contact loss of privilege, detention, suspension	parent contact loss of privilege, suspension	parent contact loss of privilege, suspension	parent contact loss of privilege, suspension

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

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

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

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

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

DEFINITIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Dress & Grooming are the expectations by the school regarding appropriate clothing worn by students.

Inappropriate dress includes:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Out-of-School Suspension is the restriction of a student from entrance to the school building for a specified number of days.

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

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

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

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

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

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

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

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

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

Tardy a student is considered tardy when not in the classroom at 8:00 am at South Park and 8:10 am at North Park.

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

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

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

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

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

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

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

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

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

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

School Breakfast

Grades K-4 will be serving **breakfast in the classroom after the bell rings**. There will be NO breakfast served in dining areas before school for grades K-4. We encourage you to take part in this program, as research studies show that eating breakfast can help students perform better in the classroom. Breakfast will be provided to participating students in classrooms at North Park from **8:10 am to 8:25 am**. Breakfast in the classrooms at South Park will be served from **8:00 am to 8:15 am** to students who choose to participate. Free/Reduced/Paid categories still apply to breakfast in the classroom.

School Lunch

School lunch will offer a wide variety of choices for students. Elementary students are offered 2 entrée choices daily. All meals include an entrée choice, a side of the day, plus the unlimited Fruit & Veggie Bar, and milk choices.

Extra Entrée – Extra Milk

All Students, at an extra cost, can purchase an additional entrée or milk offered as part of the school lunch program. For example, if a student wants a second entrée, or an additional entrée, like a slice of pizza, then that entrée can be selected in the lunch line and charged to the student's account. Extra entrees are only sold to students who first purchase a school lunch and have a positive lunch balance.

Lunch Account

Students are encouraged to keep a running balance in their school lunch account. Payment by check or cash in a sealed envelope can be turned in to the school's office before school starts. Be sure to include the parent's name, student's name, and student's lunch account number.

Parents can go to [EZschoolpay.com](https://www.ezschoollpay.com) or use the EZschoolpay mobile app to make payments, monitor transactions, and view their child's account balance. Visit the District's website at <https://www.bellefourche.k12.sd.us/>

Free & Reduced Price Meals

The Federal/State Lunch Program is available for economically disadvantaged students in the Belle Fourche schools. Students enrolled in the Belle Fourche schools who were approved for free or reduced lunch during the last school year, will have their applications extended through until October, allowing time for a new annual application to be submitted. Students who have not been on the program and/or are new to the district may pick up their applications at any of the school offices or at registration. Free or reduced rates will become effective the day the application is approved.

If you have any questions or comments about our program, please feel free to contact [Angie Bohm, Food Service Director at a.bohm@lunchtimesolutions.com](mailto:a.bohm@lunchtimesolutions.com). For your convenience, our menus are posted monthly on the school's website.

Lunchroom Control and Conduct

- Students may talk to one another but in a normal speaking voice. Students are to remain seated at their table unless otherwise given permission.
- Throwing food or other items is prohibited.
- Food and paper items are to be picked up from tables and floor before a table can be dismissed.

Rules of conduct for classrooms, hallways, and restrooms

- Students are to be quiet in the classroom and orderly at all times. Noise levels should not exceed that which could normally be expected of the activity.
- Running in the classroom or hallways is prohibited.
- The throwing of objects is prohibited.
- Students shall not leave the classroom except by permission of the teacher.
- Students may use the classroom telephones for local calls only after gaining permission from the teacher.
- The possession of knives or other potentially dangerous objects is prohibited. These will be collected by the teacher, labeled as to ownership and turned in to the office.
- General misconduct such as tripping, hitting, pushing, etc. which could result in injury to a child is prohibited.
- All tobacco or drug and drug related items shall be removed from the student.
- No child is to be given permission to leave the school without prior approval of either the child's parents or the administration.
- Hats, caps off in classrooms.
- Live animals should not be brought to school for any reason. This practice is prohibited because of the potential of pet becoming agitated or excited and biting or scratching students.

Playground Control and Conduct

(In addition to rules of conduct previously stated)

- Students are expected to treat all school property with respect.
- Students are not to re-enter the building without permission. Keep away from entry-way doors.
- Students are to remain in their playground area.
- Safety precautions shall be taken with the use of playground equipment. Conduct such as going down the slide standing, standing on the teeter-totter, walking up the slides, jumping out of swings is potentially dangerous and thus prohibited. No climbing on soccer goals.
- Students are prohibited from the throwing of objects such as snowballs, rocks and sticks.
- Tackle football and wrestling are prohibited.
- General misconduct such as tripping, hitting, pushing, fighting, sliding on ice and sliding on snow banks is prohibited.
- Students may not return to the building for drinks, ropes, playground toys, etc.
- No guns, knives or other weapons, pretend or real, are allowed at school.
- Students may not go around the bike racks during recess. Bikes are to be ridden to school and parked for the day.
- At the end of recess, students are required to return all playground balls, jump ropes and other district owned playground materials to their classrooms.
- No student will be allowed to leave the playground during recess without prior approval.
- A student must have permission to retrieve a ball outside the playground. Balls retrieved will be kept in the office and returned to the student at a later date.
- Students are to enter the building quietly when the bell rings.

Student Dress

During cold weather, students should dress warmly. They should have warm boots, gloves or mittens and a warm jacket or snowsuit. Please mark all clothing with your child's name. Windchill is quite severe at times and warm clothes are a must. Children wearing snow boots to school should bring a pair of shoes to be worn in the classroom.

Standard Procedure for Inclement Weather

Following is intended to serve as a set of guidelines for teachers and supervising assistants during periods of inclement weather. In general terms, inclement weather shall be defined as:

- Air temperature approaching 0° F.
- Wind chill factor – lowering temperature below 0° F.
- Wind Advisory is in effect.
- Extremely high temperature – 100° plus.
- Rain, sleet, snow or ice storm.

In the event that anyone or a combination of the above conditions prevail, the duty teacher or supervisor shall bring students into the building from the playground. Children will be sent to their respective rooms, and the duty supervisor will remain to provide general supervision. It shall be the responsibility of the teacher on duty to determine if a child is getting too wet or too cold and send that child to his or her classroom. During cold temperatures (condition 1 or 2 above) children may be taken out for a short period and then returned to their classroom.

In the event of rain, sleet, or snow (condition 5) where children could get wet, they will not be taken outside. It will be the responsibility of duty supervisors to return students to the building who are getting wet due to snow or water on the ground.

It is the general responsibility of parents to ensure that their child is sent to school properly dressed for weather conditions. Should a child appear inadequately clothed, his or her classroom teacher should notify the parent requesting that they provide proper clothing for weather conditions.

A child who becomes ill in school, or one who has been out because of illness may be kept in even though the above conditions may not apply. Generally speaking, a child who has a note from home requesting that he or she remain indoors, stating a recent illness as the reason, should not be sent outside. Parents may wish to contact the school health nurse for further advice.

Treats

Homemade treats for students are discouraged due to the life-threatening nature of severe food allergies. Please do not bring products containing peanuts or nuts of any kind or that may have been produced in a facility where they may have come into contact with peanuts or nuts of any kind. Commercial products are encouraged when students bring treats.

Invitations to Private Parties

Invitations to parties, sleepovers, etc. are not to be distributed at school.

Special Deliveries to School

Flowers, balloons, and other celebratory deliveries are allowed at the school. Students will be called to the office to look at the delivery, but the item will remain in the office until after school.

School Hours

8:10 A. M. to 3:10 P.M. – Kindergarten

8:00 A. M. to 3:20 P.M. – Grades 1-4

Students should arrive at school between 7:50 and 8:00 a.m. Students should be picked up promptly at 3:20 for grades 1-4 and 3:10 p.m. for kindergarten. When students are kept waiting after school or arrive too early, many problems can arise. In addition, our staff is on a tight schedule and supervision before and after school is not offered (aside from attendance in TRAK).

Intersessions

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

Bus Students

South Park students will board the bus that takes them to their home stop. If they don't board the bus at South Park, other transportation will have to be arranged. Parents should arrange specific after-school plans with their children before they send them to school in the morning. Belle Fourche School District provides shuttle buses for the students living in town. Shuttle buses will pick up and deliver students at a school nearest their homes to enable them to walk to and from their homes.

Student Attendance

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

Regular school attendance is important for your child's education.

The school needs to be notified if a student is going to be absent. If your child is sick or displaying any symptoms of illness, please do not send them to school.

To excuse a student please call 723-3382 extension 3 before 7:45. If there is no answer please leave a message that includes your child's name, teacher, why they will not be attending school, and a number you can be reached at.

If you know in advance that your child will be absent from school, please notify the teacher and office. We try to work with parents on having students make up the work missed; however, make-up work is no substitute for classroom instruction. Parents may pick up make up work at the end of the school day.

Tardy: A student is tardy if they arrive to school between 8:01 (8:11 for North Park) and 9:59, a student who leaves after 2:00 is also tardy.

Half Day Absence: A student is absent in the morning if they arrive after 10:00. A student is absent in the afternoon if they leave before 2:00.

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

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

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

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justifiable. Any absence other than excused absences is considered truancy.

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

If a student needs to be excused for an appointment during the school day a parent or guardian shall notify the student's teacher prior to the absence. A parent or guardian must come into the school to sign the student out with the office staff.

School personnel will attempt to notify parents or guardian of student absences if the parent or guardian has not first notified the school.

Excessive Absences K-12: The following policy has been developed to encourage good attendance in grades K-12. Students missing over 5 days in any trimester or missing over 15 days per school year may not be promoted to the next grade.

When a pattern develops with a student's attendance, the parents will be contacted.

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

Participation in Physical Education Class

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

Homework

From School Board Policy IKB – Adopted 3/12/91 and Revised 7/12/00

The Board believes that homework - as long as it is properly designed, carefully planned, and geared to the development of the individual student, meets a real need and has a definite place in the educational program. The staff shall recognize the role of parents by suggesting appropriate ways in which the Parents may assist their child with homework.

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

Homework is to be assigned according to these guidelines:

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

Enrollment: Students New to District

1. Parents/Guardians will fill out the online registration form for all new students. Computers are available at central office to fill out this registration.
2. A copy of the birth certificate is required to start school.
3. A copy of immunization records is also required to start school.

Once the enrollment requirements have been complete the elementary school secretary will notify the parent/guardian of the teacher assignment and start date. The start date will not be the same day registration is complete.

Phone Calls to School

We realize that there will be times when you must call the school to get a message to your child. If you have to call the school to leave a message, please do so before 2:30 p.m. so we have time to relay your message to your child. You may also communicate directly with your student's teacher. We will do our best but messages received after 2:30 are not guaranteed to reach your student.

Cell Phones

Student use of cell phones and smart watches during school hours is prohibited.

Lost and Found

Many coats, sweaters, hats, gloves, boots, lunchboxes, and other items are left at school throughout the year. To help minimize lost and found items please label your student's belongings with first and last name. Once a month the lost and found items that are not labeled will be donated or discarded. The lost and found is located in the front lobby of the school, please check frequently for lost belongings. The Belle Fourche School District is not responsible for lost personal items.

Grading Policies - K-4

Evaluation procedures vary from grade level to grade level. Grading will be explained to parents during conferences. When a child is being considered for retention due to poor academic performance or attendance, at least two (2) conferences will be held with the child's parents prior to the final determination.

Closed Lunch Period

Students in grades 1-4 must either eat at school or go home for lunch. Students who go home for lunch must have a parent or guardian notify the school in advance. (This can be done at the beginning of the year for students who go home on a regular basis.)

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

Students leaving school to eat out at noon must be accompanied by an adult and all going must have parental permission.

School Visitors

Parents are welcome to visit school. Please make arrangements with the classroom teacher and office prior to visiting. Parents are welcome to eat lunch with their students. There is a table set up in the lobby for students to eat lunch with any visitor.

Crosswalks and Traffic Safety

After school there are a lot of parents picking up their students. These factors can present a safety hazard. We ask that all drivers:

- Obey all traffic laws.
- Do not stop in the street to load or unload children.
- Use the crosswalks when crossing the street.
- Be alert for children waiting to cross streets near the school.
- Please be patient.

To keep the parking lot safe, only school staff vehicles are allowed in the school parking lots. Please do not use these lots to pick up or drop off students.

Domestic Animals on School Property

Pets and livestock are not allowed on school property without prior permission from the principal.

EQUAL OPPORTUNITY TITLE IX-504

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

Equal Opportunity Grievance Procedures - Specific allegations of violation may be submitted in writing to Title IX Coordinator, Adam Nowowiejski, 2305 13th Avenue, phone 723-3359, within thirty (30) days of the grievance.

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

The following three steps shall be followed to appeal: a. Principal, b. Superintendent, c. School Board. The School Board will act at its first meeting following the superintendent's decision. Following each step of appeal, a decision must be rendered within 5 (five) days.

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

Internet and Electronic Mail Permission Form

Belle Fourche School District 9-1

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

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

District Internet and E-Mail Rules

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

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

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

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

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

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

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

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

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

Fire Drill Instructions to Students

1. Keep calm and quiet.
2. Follow fire drill procedures as directed.
3. Use the nearest exit when in hallways or in washroom.
4. Walk single file, quickly and quietly. Do not run.
5. Stay on the correct side of hallway or stairs.
6. First one out holds the door for all people.
7. Wait for all clear signal (ringing of the school bell) before entering the building.
8. The first one in holds the door for all people.
9. Return directly, quickly, and quietly to classrooms. DO NOT RUN.

Tornado Drill Instructions to Students

1. Keep calm and quiet.
2. Follow tornado-drill procedures as directed.
3. If in hallways or in washroom, go to the assigned area.
4. Walk single file, quickly and quietly. Do not run.
5. Stay on correct side of hallway or stairs. Sit along the edge of the wall in protective position.
6. Wait for all clear signal before returning to classroom.
7. Return directly, quickly, and quietly to classrooms. DO NOT RUN.

Student Rights

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

Responses to inappropriate conduct used in the Belle Fourche School District. Students will be referred to counseling and social services as appropriate. It shall be the purpose of such counseling to emphasize the prevention of suspension or expulsion from school. When

suspension or expulsion action is taken, it shall be the policy of Belle Fourche School District to help and prepare the student during the dismissal period for re-admission.

Complaint Policy

There is a complaint policy for district patrons to use when a formal grievance is needed. Issues such as concerns about personnel or the implementation of federal programs can be brought forth utilizing this policy to help resolve them in a dignified manner.

Education of Homeless Children

Every child of a homeless individual and every homeless child is entitled to equal access to the same free, appropriate public education as provided to other students. The District must assign and admit a child who is homeless to a District school regardless of residence and irrespective of whether the homeless child is able to produce records normally required for enrollment. The District may not require an out-of-district attendance agreement and tuition for a homeless child.

The Superintendent will review and revise as necessary rules or procedures that may be barriers to enrollment of homeless children and youths. In reviewing and revising such procedures, the Superintendent will consider issues of transportation, immunization, residence, birth certificates, school records, and other documentation.

Homeless students will have access to serviced comparable those offered to other students, including but not limited to:

1. Transportation services;
2. Education services for which a student meets eligibility criteria (e.g., Title I);
3. Education programs for children with disabilities and limited English proficiency;
4. Programs in vocational and technical education;
5. Programs for gifted and talented students; and
6. School nutrition program

The Superintendent will give special attention to ensuring the enrollment and attendance of homeless children and youths not currently attending school. The Superintendent will appoint a liaison for homeless children.

A "homeless individual" is defined as provided in the McKinney Homeless Assistance Act.

Anyone having concern or complaint regarding placement or education of a homeless child will first present it orally and informally to the District homeless liaison. Thereafter, a written complain must be filed in accordance with the District Uniform Complaint Procedure.

Legal References:

Title 42 US Code & 11431 (McKinney Homeless Assistance Act)

Cross Reference:

KLA: Federal Programs Complaint Policy and Title X Part C Homeless Education.

Rev. 11-10-14
Adopted 07-14-08

(BP)

Discrimination/Harassment Policy

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

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

CONFIDENTIALITY

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

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

RETALIATION

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

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

REPORTING PROCEDURES

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

See Policy ACAA for procedures.

Family Educational Rights and Privacy Act (FERPA)

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

- Parents or eligible students have the right to inspect and review all of the student's education records maintained by the school. Schools are not required to provide copies of materials in education records, unless, for reasons such as great distance, it is impossible for parents or eligible students to inspect the records. Schools may charge a fee for copies.
- Parents and eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record commenting on the contested information in the record.
- Generally, schools must have written permission from the parent or eligible student before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties:
 - School employees who have a need to know;
 - Other schools to which a student is transferring;
 - Certain government officials in order to carry out lawful functions;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for the school;
 - Accrediting organizations;
 - Individuals who have obtained court orders or subpoenas; emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific State law.

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

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

Family Policy Compliance Office
U.S. Department of Education 400 Maryland Avenue, S.W.
Washington, D. C. 20202-4605
Send questions or comments to: om@ed.gov

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

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

You have the right to be informed of your rights under Section 504. The School District must provide you with written notice of your rights under Section 504. (This document represents written notice of rights as required under section 504). If you need further explanation or clarification of any of the rights described in this notice, contact Caleb Case, Section 504 Coordinator, at 605-723-3356 and he will assist you in understanding your rights.

1. Under Section 504, your child has the right to an appropriate education designed to meet his or her educational needs adequately as the needs of nondisabled students are met.
2. Your child has the right to free educational services, with exception of certain costs normally also paid by the parents of nondisabled students. Insurance companies and other similar third parties are not relieved of any existing obligation to provide or pay for services to a student who becomes eligible for Section 504 services.
3. To the maximum extent appropriate, your child has the right to be educated with children who are not disabled. Your child will be placed and educated in regular classes, unless the district demonstrates that his or her educational needs cannot be adequately met in the regular classroom, even with the use of supplementary aids and services.
4. Your child has the right to services, facilities, and activities comparable to those provided to nondisabled students.
5. The school district must undertake an evaluation of your child prior to determining his or her appropriate educational placement or program of services under Section 504 and also before every significant change in placement.
6. If formal assessment instruments are used as part of an evaluation, procedures used to administer assessments and other instruments must comply with the requirements of Section 504 regarding test validity, proper method of administration, and appropriate test selection. The district will consider information from a variety of sources in making its determinations, including aptitude and achievement tests, teacher recommendations, reports of physical condition, social and cultural background, adaptive behavior, health records, report cards, progress notes, parent observations and test scores.
7. Placement decisions regarding your child must be made by a group of persons (504 committee) knowledgeable about your child, the meaning of the evaluation data, possible placement options, and the requirement that to the maximum extent possible, disabled children should be educated with nondisabled children.
8. If your child is eligible under Section 504, he or she has a right to periodic evaluations to determine if there has been a change in educational need. Generally an evaluation will take place at least every three years.
9. You have the right to be notified by the Belle Fourche School District prior to any action regarding the identification, evaluation, or placement of your child.

10. You have the right to examine relevant documents and records regarding your child (generally documents relating to identification, evaluation, or placement under Section 504).
11. You have the right to an impartial due process hearing if you wish to contest any action of the district with regard to your child's identification, evaluation, or placement under Section 504. You have the right to participate personally in the hearing or to be represented by an attorney if you wish to hire one.
12. If you wish to contest any action taken by the Section 504 committee by means of an impartial due process hearing, you must submit a notice of appeal or request for hearing to the district's 504 coordinator (Caleb Case, 2305 13th Ave, Belle Fourche, SD 57717, Phone 605-723-3356). A date will be set for the hearing and an impartial hearing officer will be appointed. You will be notified in writing of the hearing date, time, and place.
13. If you disagree with the decision of the hearing officer, you have the right to seek a review of that decision before a court of competent jurisdiction (normally the closest federal district court).
14. With respect to other issues surrounding your child's education that do not specifically involve identification, evaluation, or placement, you have a right to present a grievance or complaint to the district's 504 Coordinator, who will then investigate the situation, taking into account the nature of the complaint and all necessary factors, in an effort to arrive at a fair and speedy resolution.
15. You also have a right to file a complaint with the Office for Civil Rights of the Department of Education. The address for the regional office that covers the Belle Fourche School District is US Dept. of Ed. 10220 North Executive Hills Blvd. 8th Floor, Kansas City, MO, 64153-1367, Phone 816.880.4200.

Parent Right to Know – Highly Qualified Staff

Information parents should know about their child's teacher – all teachers in Belle Fourche Elementary Schools are certified by South Dakota Department of Education to teach at the grade level and in the subject area to which they are assigned. Parents have the right to request information about the professional qualifications of classroom teachers instructing their child. If parents are interested in this information, they should send a request to the principal who will provide a response.

All instructional tutors and aides – paraprofessionals – who work in the elementary schools are highly qualified. This means that they have a GED or high school diploma; and in addition have an associate or bachelor's degree, have 48 college credits, or have passed the Para Pro Test.



What is a Title I School?

There are thousands of Title I schools nationwide and they provide students with extra instructional support beyond the regular classroom to help all children meet or exceed state standards in core academic subjects. Programs coordinate and integrate resources and services from federal, state, and local sources.

South Park Elementary, North Park Elementary, and Belle Fourche Middle School are Title I schoolwide programs. A Title I schoolwide program is a comprehensive program used to upgrade the complete educational program in a Title I school thus raising academic achievement for all the students. The primary goal is to ensure all students, particularly those needing additional support, demonstrate proficient levels of achievement.

Parental involvement is a crucial factor of Title I legislation. Schools receiving Title I funds must implement programs, activities, and procedures that include and promote parent involvement in school-related activities. Schools must also provide opportunities that encourage parents to increase their knowledge and skills as they relate to their child's education. One of the objectives of these programs and activities is to help parents understand and show them how important their involvement is in shaping the lives of their children in becoming successful and productive contributors to our society.

- Children participating in the program must show improved achievements
- The regular education program must be coordinated and supported
- State-certified teachers must provide instruction

<https://doe.sd.gov/title/>

BELLE FOURCHE SCHOOL DISTRICT 9-1

SOUTH AND NORTH PARK ELEMENTARY

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

North and South Park Elementary Schools shall:

1. Provide an annual opportunity for parents to be informed regarding their school's participation in the Title I program. On the first day of each new school year, parent registration and open houses will be held in each building. Parents are provided a handbook that includes all of the district and building handouts explaining our Title I participation.
2. Provide flexibility for meeting opportunities to allow as many parents as possible to participate. Meeting topics will include each building's Title I program process, discussion of parent participation, and opportunities for reasonable suggestions for program improvement and questions.
3. Provide parents timely information about programs, a description, and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet. Specific information is outlined in our school parent-student compact.
4. Engage parents in the review and development of the Title I Schoolwide Plan via parental representation from the elementary level. Input may be obtained through small groups or the District-wide Community Council for Education committee, which has parent representation.
5. Develop a school/parent compact with parental input that outlines how parents, the entire school staff, and students share the responsibility for student achievement and how the school and parents will build and develop a partnership to help serve the state's high standards.
6. Address the importance of communication between parents and teachers on an ongoing basis, utilizing – among other things – parent-teacher conferences, report cards, parent portal, and individual notices of opportunities to be actively involved in their child's classroom.
7. Assist parents in understanding the state's academic and content standards and how to monitor a child's progress and work with educators to improve achievement. Annually provide parents with an individual student report regarding the performance of their child on state assessments in math, language arts, and reading.
8. Provide materials and training to help parents to work with their children to improve their achievement.
9. On an annual basis, coordinate and integrate parental involvement strategies with 21st Century programs and early education programs such as Head Start.
10. Ensure that information related to schools and parent programs and meetings is sent to the parents in a format that is practical and in a language parents can understand.
11. Provide such other reasonable support for parental engagement activities under this section as parents may request.
 - a. Professional development will be used to train educators to improve the effectiveness of parent and school engagement.
 - b. Provide necessary literacy training from Title I funds.

- c. Pay reasonable and necessary expenses associated with local parent engagement activities.
 - d. Arrange school meetings at a variety of times, or conduct in-home visits between educators and parents.
 - e. Assist in developing appropriate roles for community-based organizations and businesses in parent engagement activities.
12. To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. This would include information in a format to the extent practicable; in a language, such parents can understand. This includes written communication, report cards, parent/teacher meetings, accessible locations for meetings, use of the School/Home Family Liaison, and other means as determined reasonably practical for engaging parents.

BELLE FOURCHE ELEMENTARY SCHOOL PARENT AND FAMILY ENGAGEMENT COMPACT FOR TITLE I

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

School Responsibilities

Belle Fourche South Park and North Park schools will:

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

- Implement teaching strategies in reading, writing, math, and other academic areas to help your child become an independent learner through best practice instruction for reading (Fountas and Pinnell) and balanced instructional approaches for math instruction (K-2 Investigations, and 3-4 GO Math).
- Actively recruit and retain certified teachers and quality paraprofessionals.
- Utilize differentiated instructional strategies to address the varying instructional needs of students.
- Engage in ongoing curriculum review by including staff in a review of grade level scope and sequence development and district-wide curriculum adoption.
- Engage professional staff in a regular review of student data to make adjustments as necessary to assure students are afforded appropriate learning opportunities.
- Review South Dakota state assessments (grades 3 and 4), MAP assessments (K-4), and pre and post-unit assessments.
- Digital supplemental online programs, such as Lexia, Zearn, and XtraMath may be utilized for reading and math.

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

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

Parent-teacher conferences are held following the first and second grading periods. A standards-based report card is utilized to reflect student achievement.

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

- All parents have access to the Parent Portal, which allows parents to monitor student grades, attendance, and progress.
- Send home frequent progress reports—three grading periods.
- Interim reports as necessary and appropriate.
- Newsletters, websites, relevant apps, and Facebook are utilized to report on what is happening at school.

4. Provide parents with reasonable access to staff.

- Conduct parent-teacher conferences two times per year.
- Parent meetings will be scheduled as needed to address your child's needs.
- Scheduled Open House on the first day of school where parents and teachers will review Title I policies

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

- Invite parents to observe, participate, and/or present in classroom activities through classroom visits.
- Parents are encouraged to volunteer in classrooms to gain first-hand knowledge of school activities.

Parent Responsibilities

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

- Monitor my child's attendance through the Parent Portal
- Monitor my child's grades/progress through attendance at parent/teacher conferences and through the use of the Parent Portal.
- Review my child's daily work by checking schoolwork that is sent home
- Make sure homework is completed and returned to meet the expected deadlines.
- Monitor the amount of time spent on television watching, video games, etc.
- Access opportunities to volunteer in my child's classroom.
- Participate, as appropriate, in decisions relating to my children's education by attending individual meetings and school-sponsored events.
- Promote positive use of my child's extracurricular time.
- Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Communicate suggestions, and input and ask questions regarding the elementary Title I program by contacting school personnel personally or via written communication.

Student Responsibilities

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

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