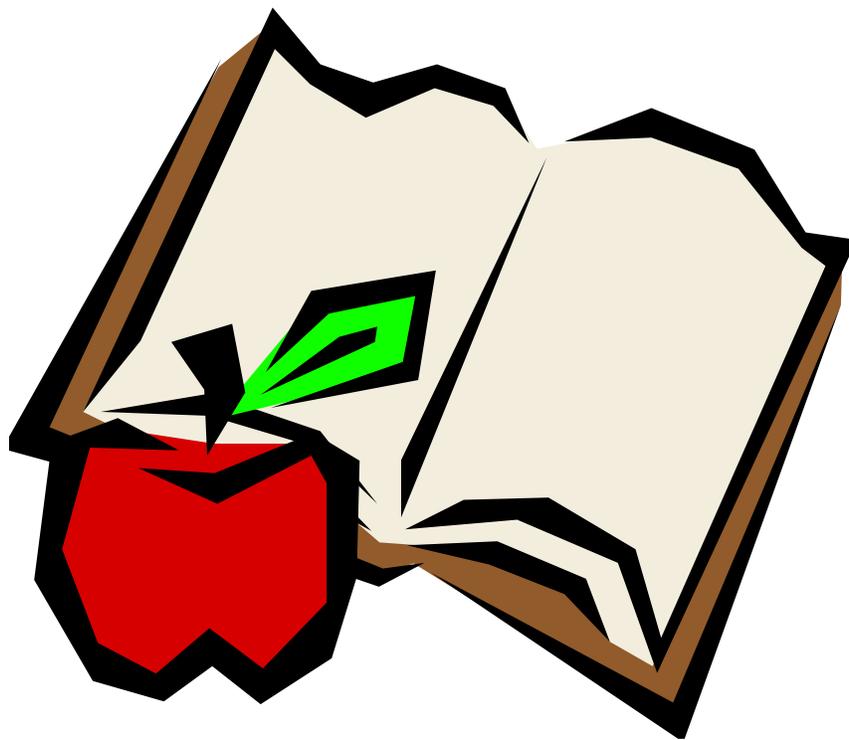


ELEMENTARY EDUCATION HANDBOOK



FOR THE RAPID CITY AREA SCHOOLS

PARENTS + STUDENTS + SCHOOL = SUCCESS

APPROVED BY BOARD OF EDUCATION June 2017

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Policy Text Disclaimer

In some cases, an incomplete copy of a policy is included in this handbook. Portions of the policy that deal with topics such as staff in-service or employee use of the policy may not be included. The intent to include a portion of the policy is to cover items that are pertinent to students. A complete copy of the policy is available in the school office or Rapid City Area Schools Administrative Offices. Policies may be revised after this handbook has been printed. Please see our website (www.rcas.org) or contact the Office of the Superintendent for the most up-to-date version.

MISSION/ VISION/ & CORE VALUES STATEMENTS FOR RAPID CITY AREA SCHOOLS

Mission Statement:

Challenge, engage, and empower students to thrive in their future in a diverse world.

Vision Statement:

Building tomorrow's community through inspiration, innovation and excellence.
Inspire. Innovate. Excel.

Core Values Statement:

We value our diversity, and believe our students and community deserve:

- Excellence – in instruction, in learning, in communication
- Commitment – to partnerships, to equity, to service
- Exploration – in opportunities, in inquiry, in creativity
- Readiness – in critical thinking, in problem solving, in collaborating
- Responsibility – for self, for community, for results

NON-DISCRIMINATION EQUAL EDUCATION OPPORTUNITIES STATEMENT

The Rapid City Area School District 51-4 provides equal education opportunities for all its students and does not discriminate against students, employees, or others in its policies, practices, programs and activities on the basis of race, color, ethnic background, national origin, pregnancy, student marital status, religion, creed, age, sex, citizenship, political affiliation, mental and/or physical challenge, disability, sexual orientation, or status as a veteran.

The District provides equal access to the Boy Scouts and other designated youth groups. See District Policy KG, "Community Use of School Facilities".

The following person has been designated to handle inquiries or complaints regarding the District's nondiscrimination policies:

Human Resources Manager, 300 Sixth Street, Rapid City, South Dakota 57701, (605) 394-4014, RapidCityHumanResources@k12.sd.us.

For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights (OCR) in the U.S. Department of Education, please contact OCR at One Petticoat Lane, 1010

Walnut Street, Suite 320, Kansas City, MO 64106, Telephone 816-268-0550 (voice), or (877) 521-2172 (telecommunication device for the deaf, or TDD), or 816-823-1404 (fax), or ocr.KansasCity@ed.gov (email).

The District's anti-discrimination, anti-harassment, and anti-retaliation policies and grievance procedures may be accessed electronically at this link <https://public.rcas.org/administration/SA/Documents/Non-Discrimination%20Equal%20Education%20Opportunity%20Statement.pdf> , or obtained in hard-copy format at the District's Human Resources Office.

Students or parents have access to student school records. A student grievance procedure is set forth in the Handbook of the Policies, Procedures and Practices of the Rapid City Area School District in the principal's office.

Discrimination and Harassment Policy and Procedure

District Code AC

I. Purpose

The purpose of this policy is to educate the District on discrimination and harassment, and to prevent, correct, and address behavior that violates this policy.

II. General Statement of Policy

The Rapid City Area School District (“District”) prohibits discrimination against, and harassment of any student, employee, non-employee or community member, as defined in this policy. The District includes school facilities, school premises, school vehicles (and non-school vehicles) used to transport students, employees, non-employees or community members to school-sponsored activities and/or functions, and any other area where the District has control of the premises.

III. Definitions

A. Discrimination

Discrimination is defined as conduct including words, gestures, and other actions which disadvantages a person (or group) based upon the person’s or group’s age, citizenship, color, creed, disability, ethnic background, national origin, political affiliation, race, religion, sex (including pregnancy), sexual orientation, veteran status, or any other protected characteristic under applicable federal or state law.

Personality differences or conflicts, general mistreatment not based on the above protected categories, or a response to poor performance are usually employee relations issues, not discrimination matters.

B. Harassment

Harassment is defined as a pattern of unwelcome conduct which is severe or pervasive enough to create a hostile working or learning environment, which continues after the harasser knew or was informed that the conduct was unwelcome, and which is based on a person’s or group’s age, citizenship, color, creed, disability, ethnic background, national origin, political affiliation, race, religion, sex (including pregnancy),

sexual orientation, veteran status, or any other protected characteristic under applicable federal or state law.

Petty slights, annoyances, and isolated incidents (unless extremely serious) may not rise to a level of harassment.

1. Sexual Harassment

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature if:

- a) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education;
- b) Submission or rejection of such conduct by an individual is used as the basis for employment decisions or academic performance; or
- c) Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive environment.

Sexual harassment must be so severe or pervasive as to create a hostile working or learning environment.

IV. Reporting Procedures

All students, employees, non-employees and community members have a responsibility to maintain a positive learning, work and school environment by reporting all incidents or suspected incidents of discrimination and/or harassment involving themselves or others. The District has adopted procedures which provide for prompt and equitable resolution of matters protected by this policy.

False, malicious or frivolous complaints of discrimination or harassment may result in disciplinary action.

A. Student

If a student believes they have been harassed or discriminated against, the student should immediately report the incident(s) to a counselor, teacher or principal at their school. If the matter is not resolved at the building level within ten (10) days, the student must follow the procedures in the Public Complaint Policy and Procedure (District Policy

KL). Failure to file a Public Complaint within the designated time periods set forth in District Policy KL constitutes a waiver of the right to file a Public Complaint.

If an employee of the District receives an allegation or complaint of harassment or discrimination from a student, it is the employee's obligation to immediately report the complaint to the school principal. Failure to direct the student to report an allegation or complaint of discrimination or harassment to the principal could result in disciplinary action.

B. Parent, Non-employee, or Community Member

A parent, non-employee, or community member who believes they have been harassed or discriminated against (as defined in this policy), or who have witnessed harassment or discrimination, must follow the procedures in the Public Complaint Policy and Procedure (District Policy KL). Failure to file a Public Complaint within the designated time periods set forth in District Policy KL constitutes a waiver of the right to file a Public Complaint.

C. Employees

Employees who believe they have been harassed or discriminated against (as defined in this policy), or who have witnessed harassment or discrimination, must, within five (5) working days of the alleged violation, notify the Public Complaint Coordinator.

Public Complaint Coordinator (Director of Human Resources)

300 6th Street
Rapid City, SD 57701
Phone: 394-4014

After notification to the Public Complaint Coordinator, employees making a claim of harassment or discrimination against a supervisor must proceed to follow the "Grievance Procedure" as provided in the applicable Negotiated or Work Agreement between Rapid City Area School District No. 51-4 and its employee groups. Employees making a claim of harassment or discrimination against a co-worker must proceed to follow the procedures in the Public Complaint Policy and Procedure (District Policy KL). The Public Complaint Coordinator will notify the employee which procedure is appropriate given the nature of the complaint.

Failure to timely file or timely appeal a Grievance or Public Complaint within the designated time periods constitutes a waiver and renders any Public Complaint or Grievance null and void.

D. Grievance or Public Complaint Withdrawal

Individuals may withdraw their Grievance or Public Complaint in writing at any time. However, the District reserves the right to proceed with an investigation and resolution of the complaint in order to effectively determine whether discrimination or harassment has occurred.

E. Confidentiality

It is the District's intent to keep the information brought forward in a Public Complaint or Grievance, as it relates to this policy, confidential and limited to those directly involved with the complaint. It is the District's expectation that all parties involved in a Public Complaint or Grievance will respect the confidentiality of the matters involved. Because an individual's right to confidentiality must be balanced with the District's obligations to investigate complaints, cooperate with police investigations or legal proceedings, or to take appropriate disciplinary action, the District retains the right to disclose the identity of parties and witnesses to complaints in appropriate circumstances.

Where a complaint involves allegations of child abuse, the complaint shall be immediately reported to appropriate law enforcement authorities and the anonymity of both the complainant and school officials involved in the investigation will be strictly protected as required by South Dakota law.

F. Criminal Procedure

Nothing in this Discrimination and Harassment Policy prevents any person from filing a formal criminal complaint with a state or federal agency. If it is determined that criminal charges may result or are pending, the District may elect but is not required to cease its investigation. The District will comply when necessary with a state or federal investigation.

G. Retaliation

The District prohibits retaliation against any person because that person has asserted, or has assisted another person assert a discrimination or harassment complaint with the District or with any state or federal agency, or because that person has testified or

participated in any manner in an investigation, proceeding or hearing concerning a complaint of discrimination or harassment. Retaliation is a violation of federal and state law, and may lead to disciplinary action against the offender.

Retaliation based on complaints which are false, malicious, or frivolous are not protected under this policy.

V. Training and Dissemination of Policy

The District has the responsibility of educating its employees on the District's Discrimination/Harassment Policy and appropriate procedures. See "Reporting Procedures."

A. Training for Employees and Substitute Teachers

All employees and substitute teachers will receive a copy of this Policy. The District will provide, on an annual basis, training to school employees. The District will maintain records verifying that each employee attended the training and that the employee understands the Discrimination and Harassment Policy and the appropriate procedures to follow if the employee witnesses or experiences discrimination or harassment. See Verification of Discrimination and Harassment Policy and Procedure (Exhibit 1) AC-E1. The training will educate employees regarding their rights and responsibilities, behaviors which constitute harassment or discrimination, and appropriate procedures to follow when they believe they have witnessed or experienced harassment or discrimination.

The annual training may include, but is not limited to the following:

- Review of the District's Discrimination and Harassment Policy and appropriate procedures;
- Provide definitions of all types of discrimination and harassment and an overview of relevant state and federal laws, including the rights of individuals and groups of individuals;
- Identify appropriate identification of discrimination/harassing behaviors by students and/or staff;
- Identify appropriate prevention techniques; or
- Train in positive, appropriate communication alternatives to discrimination/harassment.

If the employee does not understand the Policy, it is the obligation of the employee to request that additional training be offered.

B. Policy Dissemination

This Policy will be published annually in the Student Handbook, Staff Handbook, and on the District's website.

Legal References:

Title VII of the Civil Rights Act of 1964
Age Discrimination in Employment Act of 1967
Title II of the Americans with Disabilities Act of 1990
Section 504 of the Rehabilitation Act of 1973
Title IX - Education Amendments of 1972
Title VI - Civil Rights Act of 1964
Individuals with Disabilities in Education Act
Constitution of the State of South Dakota - Art. VI
SDCL 13-37 – Special Assistance and Related Services
SDCL 20-12 – Municipal and County Protection of Human Rights
SDCL 20-13 – Human Rights

Adopted: 2017-06-19

Public Complaint Policy

District Code KL

A. Definitions

When used throughout all sections discussing public complaints, the terms set forth below shall be defined as follows:

1. Day: All days from Monday through Friday, inclusive, except when the day is a legal or school holiday.
2. District official: The principal of the school where the event triggering the complaint occurred, the district assistant superintendent or director, the superintendent or any member of the school board of education.

B. Purpose

The board of education recognizes the right of individuals and groups to present complaints concerning school personnel, curriculum, policies, instructional materials, services and facilities.

Constructive criticism of the schools is welcome when it is motivated by a sincere desire to improve the quality of the education program.

This policy is intended to strengthen a close working relationship between patrons and the schools. It is also intended to serve as the grievance procedure for Section 504 of the Rehabilitation Act of 1973. This policy is not intended to address terms and conditions of employment. Employee complaints must be processed in a manner consistent with negotiated agreements between the district and its employees.

The board of education 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.

C. Expectations

The board of education encourages parents and other citizens to express their concerns, to ask questions and to take an active interest in the schools' educational program and the school environment by attending board of education meetings and school functions, visiting the schools and meeting with teachers.

The board of education believes that public complaints are best handled and resolved as close to their origin as possible, and that district teachers, administrators and staff should be given every opportunity to consider the issues and render decisions prior to involvement by the board of education. The board of education expects these district employees to receive complaints courteously and to promptly take appropriate action as warranted by the complaint.

D. Board of Education Involvement

Whenever a written complaint is made directly to the board of education as a whole or to an individual board of education member, the individual or group involved will be advised to take the complaint to the superintendent who will

advise them of the appropriate district employee or administrator to handle the complaint. If the complaint is about the superintendent, it should be referred to the president of the board of education.

Matters unresolved at lower administrative levels and brought before the board of education must be in writing and must specifically identify the relief requested.

- E. **Timeframe Limits Applicable to Filing Complaints or Requesting Review**
Every effort shall be made to promptly resolve complaints. A seven (7) day period is the maximum time period, which may elapse before a district official receives a written complaint. Unless mutually agreed, any complaint received after the expiration of the seven (7) day period will not be timely and will not be acted upon.

If the district official does not issue a written decision within the seven (7) day timeframe provided by this policy, the complainant may request review at the next level. (See policy KL-P.)

Unless mutually agreed, seven (7) days is the maximum allowable time between the date a decision is rendered and the date a written request for review must be received at the next level. See Policy KL-P for information regarding the progression of review through administrative levels. Should the complainant fail to properly request review in a timely manner, the complaint shall be deemed abandoned.

Reviewed 6/13/00

COMPLAINT POLICY FOR FEDERAL PROGRAMS

District Code KLE

-
- I. **Purpose**
The purpose of this policy is to provide parents, guardians, students, teachers, and community members an expeditious and reasonable handling of complaints and disputes alleging violations of the use of funds concerning Federal Title Programs.
- II. **Applicability**
This policy applies to complaints regarding the implementation of and use of funds concerning Federal Title Programs. This policy also applies to disputes under the McKinney-Vento Homeless Children & Youth Education Grant concerning the enrollment, transportation (including inter-district disputes), and other barriers to the education of children and youth experiencing homelessness.
- III. **Definitions**
When used throughout this policy, the terms set forth below shall be defined as follows:
- Day: All days Monday through Friday, inclusive, except when the day is a legal or school holiday.

Principal/Administrator: “Principal/Administrator” also includes any person designated by the principal/administrator (designee).

Superintendent: “Superintendent” also includes any person designated by the superintendent (designee).

District Official: “District Official” includes principal/administrator, superintendent, and any member of the Rapid City Area Schools Board of Education.

IV. Complaints

A parent, guardian, student, employee, or district stakeholder may file a complaint regarding the use of federal program funds. Complaints should be filed in writing at the appropriate school. Complaints must be a signed written statement including an allegation that a requirement applicable to a Federal Title Program has been violated and a statement of facts that support the allegation.

V. Disputes

A parent, guardian, or unaccompanied youth may file a dispute regarding homelessness. Disputes may be filed directly with the school, or with the district or the district’s homeless liaison’s office. Disputes concerning homelessness need not be in writing, however, the dispute must contain the name of the student involved, the school the student is attending or attempting to enroll, and the nature of the dispute.

VI. Rights of Parents, Guardians, and Students

Concerning homelessness, students shall be provided with all services for which they are eligible while disputes are resolved.

VII. Record Initiated

Upon receipt of a complaint or dispute, a written record containing information pertinent to both the source and nature of the complaint or dispute shall be initiated by the person receiving the complaint.

Adopted

12/04/08

EDUCATION OF HOMELESS CHILDREN

District Code: JFB

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 services comparable those offered to other students, including, but not limited to:

1. Transportation services;
2. Educational services for which a student meets eligibility criteria (e.g., Title I);
3. Educational 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 in the McKinney Homeless Assistance Act.

Anyone having a 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 complaint must be filed in accordance with the District Uniform Complaint Procedure.

Adopted: 7/29/14

Dear Parents,

The Rapid City Area Schools are committed to quality education. Communication is an important part of that commitment and certainly parents head the list of people with whom to communicate.

This handbook was written for parents by a team of administrators, teachers, parents and other representatives of the Rapid City Schools to provide you with a general overview of what is offered to students through the early years of their education. It is approved by the Board of Education and is considered policy. Occasionally it is necessary to update the handbook after it has been printed. If that occurs, pending Board of Education approval, corrections will be made online.

We sincerely hope you find this handbook helpful. Our intent is to provide greater understanding of the instruction your child receives in the Rapid City Schools and to focus on the important role of the parent.

Please conclude that this publication is a token of our commitment to the success of learning and the direct relationship of students and their families to that success.

We encourage your communication at any time.

Sincerely,

The Rapid City Area Schools

PROFILE OF THE RAPID CITY AREA SCHOOLS

PHILOSOPHICAL

Caring for children and placing their welfare above all other decisions accurately summarizes the philosophical profile of the Rapid City Area School District.

ANALYTICAL

Evaluation of the school learning climate by outside evaluators revealed a profile of public confidence. The three most outstanding features for which people praised the Rapid City District were:

1. The quality of education
2. The physical facilities
3. The attitude of teachers and administrators

DEMOGRAPHICS

Fifteen elementary schools boast a “neighborhood school” flavor. These schools feed into five middle schools, three senior high schools. These schools can take pride in their teacher/student ratio.

School enrollment figures fluctuate at around 13,500 students. Certified staff numbers about 950 and classified staff is approximately 450. The district encompasses 448 square miles.

The demographics of Rapid City reveal a heterogeneous population which fluctuates at around 77,200 (including the three-mile radius of Rapid City).

Ellsworth Air Force Base employs approximately 4,000 military and civilian personnel and, as a military installation, contributes both to the economy of Rapid City and to the mobility factor in the Rapid City Schools.

**PUBLIC NOTICE OF THE INTENT OF THE RAPID CITY AREA SCHOOL DISTRICT
NO. 51-4 TO RELEASE PERSONALLY IDENTIFIABLE INFORMATION
REGARDING STUDENTS OR FORMER STUDENTS**

DIRECTORY INFORMATION

The Rapid City Area School District designates the following personal information about a student as Directory Information:

1. Name
2. Address
3. Date of Birth
4. School Attending
5. Dates of Attendance
6. Parents or Guardian of Student
7. Participation in School-Recognized Activities
8. Weight, Height, Age and Grade of Members of Athletic Teams
9. Awards Received
10. Individual and Group Photographs and Videos Pertaining to School Activities

**RIGHT OF PARENT, GUARDIAN OR STUDENT TO PROHIBIT RELEASE OF
INFORMATION:**

A parent, guardian, or student over 18 years of age may refuse to permit the release of any of the Directory Information by notifying the principal of the student's school in writing which of the above Directory Information may not be released in respect to the particular student. Such notification may be made at any time.

Educational records will be forwarded, without prior parent notification, to another school in which a student plans to enroll or has enrolled.

I. Programs/Services

NUTRITION SERVICES

A lunch program is available in all of the elementary schools in Rapid City. A breakfast program is offered in schools where there has been a demonstrated need. Only the parents who feel they may qualify for free or reduced lunches need to complete the lunch/breakfast application requiring family income information and return it to school. A certain percentage of the family applications are checked each year for accuracy of the reported family income.

In the elementary schools, students can bring their own sack lunch from home if they so desire.

If your child will be tardy for school and you want the child to have a hot lunch that day, it will be necessary for parents to call the school and notify them before 8:45 a.m. daily. Extra lunches are not ordered.

GUIDANCE AND COUNSELING

The counseling program in the Rapid City Schools is a part of the total school program focusing both on the individual needs of the student and on concerns common to all students. The primary emphasis is prevention activities.

As a means of helping students become academically successful, group and individual counseling opportunities are available to all students. The emphasis of these activities may include goal setting, critical thinking, relating to others, understanding self, organization skills, and other student centered needs.

Parent permission for student involvement is commonly obtained for small group counseling and regularly scheduled individual counseling when done on a long-term basis. Permission is generally not obtained for involvement in classroom guidance activities nor in short term counseling situations such as career counseling, academic planning, financial aid/scholarship assistance, determination of need for counseling services and issues involving the personal safety of the student.

HOMEBOUND

It is the policy of the Rapid City Board of Education to provide services when a medical or psychological condition is substantiated as the cause for an extended absence. The Homebound program provides a means for students to maintain all or part of their education which may be in jeopardy due to an extended absence from school.

1. STUDENT ELIGIBILITY REQUIREMENTS INCLUDE:

- a. Current enrollment in the Rapid City Area School District;
- b. Anticipated absence of twenty (20) school days or more;
- c. A referral from the student's building principal or designee;
- d. Appropriate authorization from a physician or psychologist through the Homebound application process;

- e. The development of a Homebound Education Plan (HEP) to identify the educational needs of the student to include attendance, courses, grading, service delivery.

2. TERMINATION REQUIREMENTS INCLUDE:

- a. Notification of the home school by the Homebound staff;
- b. Written report summarizing the student's performance while enrolled in Homebound to include grades and attendance;
- c. Home school acceptance of grades or credit from the Homebound program upon a student's re-entry into the regular education program.

INFORMATIONAL MEDIA CENTER

The Informational Media Center provides scheduled library classes integrated with the digital world throughout the common core curriculum. Books are checked out of the Informational Media Center for a two-week period and are renewable. Overdue notices are distributed to students. Students are responsible for returning any overdue materials immediately. Fines are charged for overdue materials. If a student has overdue materials, they must be returned before checking out any other materials from the Informational Media Center.

RAPID CITY AREA SCHOOLS EARLY INTERVENTION PROGRAM

District sponsored early intervention programs are located in various elementary schools throughout Rapid City serving children ages 3 – 5 years old. Certified staff provides programming to meet each child's individual needs. Students may be placed in the early intervention programs through the special education guidelines or enrolled as pre-kindergarten aged students from the community. The Rapid City Area Schools younger special needs students, ages birth through two, are provided programming depending on their individual needs. Please call 394-1813 for more information.

RESPONSE TO INTERVENTION (RTI)

Rapid City Area Schools utilizes a Response to Intervention (RTI) model as the process to address the needs of students academically and behaviorally. This model focuses on prevention as well as intervention. The RTI model is a problem-solving approach that helps educators identify and analyze problems, develop a plan, and evaluate interventions to facilitate educational progress within the learning environment.

Parents can contact their child's teacher or building administrator for information about the procedures, strategies and services provided as part of the intervention process.

SPECIAL EDUCATION PROGRAM/SERVICES

The Rapid City Area Schools offer special programs/services within the following disability areas:

- Speech/Language Therapy
- Hearing Impaired/Deaf
- Mentally Disabled
- Learning Disabled
- Emotionally Disturbed

Early Intervention Programming
Visually Impaired/Blind
Traumatic Brain Injury
Autism
Other Health Impaired
Orthopedically Impaired

Services are available for ages birth to twenty-one. **Special services or evaluation may be pursued by contacting the building principal.**

DISABILITIES: REQUIRING CLASSROOM ACCOMMODATIONS

The following is a description of the rights granted under Section 504 to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

You have the right to:

1. Have your child take part in, and receive benefits from public education programs without discrimination because of his/her disability;
2. Have the school district advise you of your rights under federal law;
3. Receive notice with respect to identification, evaluation, or placement of your child;
4. Have your child receive a free appropriate public education. This includes the right to be educated with students without disabilities to the maximum extent appropriate. It also includes the right to have the school district make accommodations to allow your child an equal opportunity to participate in school and school-related activities;
5. Have your child educated in facilities and receive services comparable to those provided to students without disabilities;
6. Have evaluation, educational, and placement decisions made based upon a variety of information sources, and by persons who know the student, the evaluation data, and placement options;
7. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act;
8. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if the student was placed in a program operated by the district.
9. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district;
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program, and placement;
11. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records;
12. A response from the school district to reasonable requests for explanations and interpretations of your child's records;
13. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the school district refuses this request for amendment, it shall notify you within a reasonable time, and advise you of the right to a hearing.

14. File a 504 grievance if you have a disagreement with the school;
15. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. You and the student may take part in the hearing and have an attorney represent you;

File a complaint with the Office for Civil Rights, U.S. Department of Education, One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Ste 320; Kansas City, MO64106; Telephone 816-268-0550, Fax: 816-268-0599; TDD: 800-877-8339; Email: OCR.KansasCity@ed.gov.

In the Rapid City Area School District, the Director of Special Services, at 394-4035, is responsible for assuring compliance with Section 504.

ACCESSIBILITY CONTINGENCY PLAN

The Rapid City School District will implement an Accessibility Contingency Plan for students with disabilities in the event of a disaster. The Accessibility Contingency Plan is available at each school site and includes persons responsible for implementing the plan in the event of an emergency.

Assistance to individuals with disabilities will be available in case of a disaster as follows:

- Transportation – School personnel will be responsible to get individuals to safe shelter, and will contact parents/guardians in case of an emergency.
- Medications – School personnel will ensure the student's medications and medical supplies will be available in the event of an emergency which may require them to be in a shelter.
- Communication – Assigned school personnel will be with the student to keep them calm.

TITLE I

Title I is a federally funded program and is available in qualifying elementary schools. Schools qualify based on the number of children from low-income families. Once a school qualifies for Title I services, every child in the school who falls within Title I selection criteria may be served regardless of family income.

The intended purpose of Title I is to provide supplemental help in curricular areas, and help children develop a positive attitude about learning.

Parents' "Right to Know" The Every Student Succeed Act law requires local school districts to annually notify parents, who have children attending Title I Schools, about the right to request information on the professional qualifications of their children's teachers. Please contact the Rapid City Area School District Human Resources Office to obtain the qualifications of your child's teacher.

Title I – Parent Involvement

1. The Rapid City Area School District will hold a district-wide Title I parent meeting each year. Title I Schools will send parent representatives to this meeting with each school determining the number of parents who will attend. The parents will work with the Title I Director to write and/or review the

- parent involvement policy and discuss parent involvement at the building level..
2. Each Title I School will develop a parent involvement policy and parent/school compact. A team of school staff, parents, and interested community members will meet on a regular basis at each school to establish the compact and parent policy.
 3. The LEA (Local Education Agency) will provide the following services:
 - a. **Coordination:** The Title I Director will meet annually with the school principals and parent representatives to discuss parent involvement.
 - b. **Technical Assistance:** The LEA will provide the necessary assistance and tools to evaluate and establish successful parent involvement.
 - c. **Other Support:** The LEA will assist the schools with parent concerns about Title I and make recommendations to assure parent participation.
 4. Schools will submit a parent involvement survey to the LEA annually. This survey will be based on the requirements of The Improving America's Schools Act.
 5. The LEA will establish contact with other programs that benefit children, such as: Head Start, Even Start, and the Black Hills Parent Resource Network. Each school will be made aware of contact people, addressees, and telephone numbers of the agencies.
 6. The LEA will collect parent involvement evaluations and the results will be reviewed at the spring district-wide parent meeting.
 7. The annual evaluation will be reviewed with the parents and revisions implemented as appropriate.

TITLE VII/INDIAN EDUCATION

Through the Title VII Office, resources are provided that supplement the regular school program. This office organizes, staffs, and secures financing to insure the implementation of programs that affect Indian children.

TRANSPORTATION

The school district's policy is to provide bus transportation to elementary and middle school students who live more than 2½ miles from their assigned attendance center.

All transportation questions are to be referred to the building principal or to the office in charge of transportation. The telephone number to call is 355-3707. The same conduct which is expected of students in the classroom is expected on the bus. Parents will be notified should a problem exist that may require immediate action or student suspension from the bus.

If buses are unable to travel due to severe winter weather, announcements will be made on all major area radio stations from 6:00 a.m. on throughout the morning.

II. Curriculum and Instruction

RAPID CITY AREA SCHOOL DISTRICT ASSESSMENT PLAN-District Code IL-E

LEVEL	DISTRICT-WIDE TESTING	PERSON RESPONSIBLE	TIMEFRAME
Grade Pre-K	<ul style="list-style-type: none"> ▪ Early Childhood Kindergarten Screening 	Director of Special Services	Throughout the year
Grade K	<ul style="list-style-type: none"> ▪ Early Literacy Assessments (Letter ID, Concepts about Print, Phonemic Awareness) ▪ Writing Proficiency Assessment (narrative only) ▪ Primary Spelling Inventory ▪ Math Screener 	Principal and Teachers	Fall and Spring with mid-year assessments determined at building level
Grade 1	<ul style="list-style-type: none"> ▪ Literacy Assessments (Text Reading Level, Writing Proficiency Assessment (narrative, information, opinion)) Primary Spelling Inventory ▪ Math Screener 	Principal and Teachers	Fall and Spring with mid-year assessments determined at building level
Grade 2	<ul style="list-style-type: none"> ▪ Text Reading Level ▪ Writing Proficiency Assessment (narrative, information, opinion) ▪ Primary Spelling Inventory ▪ Math Screener 	Principal and Teachers	Fall and Spring with mid-year assessments determined at building level
Grade 3	<ul style="list-style-type: none"> ▪ Smarter Balanced Assessment* ▪ Text Reading Level ▪ Writing Proficiency Assessment (narrative, information, opinion) ▪ Early Spelling Inventory ▪ Math Screener 	Principal and Teachers	Spring annually Fall and Spring with mid-year assessments determined at building level
Grade 4	<ul style="list-style-type: none"> ▪ Smarter Balanced Assessment* ▪ NAEP* ▪ Text Reading Level ▪ Writing Proficiency Assessment (narrative, information, opinion) ▪ Early Spelling Inventory ▪ Math Screener 	Principal and Teachers	Spring annually Spring – odd years only Fall and Spring with mid-year assessments determined at building level

All students with disabilities should be afforded the opportunity to take the district mandated tests with the accommodations set out in their Individual Education Plan (IEP). If a student's disability is of such that the district mandated test is not beneficial to the student educationally then an alternate assessment will be given to assess the student's individual learning.

*State mandated Assessments

[South Dakota Assessment Portal](#) – available grades K – High School as a diagnostic tool.

Updated: 7/27/2016

**RAPID CITY AREA SCHOOL DISTRICT
ASSESSMENT PLAN-District Code IL-E**

LEVEL	DISTRICT-WIDE TESTING	PERSON RESPONSIBLE	TIMEFRAME
Grade 5	<ul style="list-style-type: none"> ▪ Smarter Balanced Assessment* ▪ South Dakota Science* ▪ Text Reading Level ▪ Writing Proficiency Assessment (narrative, information, opinion) ▪ Early Spelling Inventory ▪ Math Screener ▪ Reading Inventory (RI) ▪ Math Inventory (MI) some schools 	Principal and Teachers	Spring annually Fall and Spring with mid-year assessments determined at building level Three testing windows annually
Grade 6	<ul style="list-style-type: none"> ▪ Smarter Balanced Assessment* ▪ Math Inventory (MI) ▪ Reading Inventory (RI) 	Principal and Teachers	Spring annually Three testing windows annually Three testing windows annually
Grade 7	<ul style="list-style-type: none"> ▪ Smarter Balanced Assessment* ▪ Math Inventory (MI) ▪ Reading Inventory (RI) 	Principal and Teachers	One testing window annually Spring annually Three testing windows annually
Grade 8	<ul style="list-style-type: none"> ▪ Smarter Balanced Assessment* ▪ South Dakota Science* ▪ Math Inventory (MI) ▪ Reading Inventory (RI) ▪ NAEP* ▪ SD MyLife: Career Matchmaker Interest Survey ▪ SD MyLife: Personal Learning Plan 	Principal and Teachers Principal / Counselor Principal / Counselor	Spring annually Three testing windows annually Spring – odd years only Winter annually Spring annually
Grade 11	<ul style="list-style-type: none"> ▪ Smarter Balanced Assessment* ▪ South Dakota Science* 	Principal and Teachers	Spring annually
Grades 9 - 12	<ul style="list-style-type: none"> ▪ Reading Inventory (RI) – to attain a 1,000 Lexile score to satisfy the graduation requirement for Reading ▪ SD MyLife: Ability Profiler Portfolio 	Principals and Teachers Principal, Counselor, and Teachers	Three testing windows annually Throughout the year

All students with disabilities should be afforded the opportunity to take the district mandated tests with the accommodations set out in their Individual Education Plan (IEP). If a student's disability is of such that the district mandated test is not beneficial to the student educationally then an alternate assessment will be given to assess the student's individual learning.

*State mandated Assessments

Updated: 7/27/2016

[South Dakota Assessment Portal](#) – available grades K – High School as a diagnostic tool.

BASIC INSTRUCTIONAL PROGRAM

The curriculum of the District will encompass learning experiences to meet the needs, abilities, interests and emerging self-image of each pupil. The curriculum will be broad in scope and provide for a wide range in rate, readiness and potential for learning through a balanced instructional program. The Board is committed to the importance of reading skill development as the basic element in each student's education. The Board recognizes that the improvement of specific reading skills of children should be continuous throughout their elementary education.

Therefore, the first priority of the elementary instructional program will be proficiency in reading through a planned sequence of reading skills and language experiences beginning in the kindergarten program.

The second priority of the instructional program will be each student's mastery of the fundamentals of mathematics beginning in the kindergarten program.

CURRICULUM DEVELOPMENT

The Rapid City Area School District curriculum development process is based upon a system of subject area and grade level advisory committees and summer curriculum development done by staff writing teams. The committee system is based upon K-12 representation for all areas and benefits from citizen input in the form of community advisory committees who meet and review the curriculum.

Curriculum development is regarded as an ongoing process in the Rapid City Area School District. The Board of Education supports the curriculum assessment and development process monetarily in terms of compensation for staff members and also in terms of textbook adoptions. The Board also provides support through the policy adoption process. All major curriculum projects are subject to Board review and approval.

The District's curricular program falls under the supervision of the Assistant Superintendent of Educational Services. The Rapid City School District maintains a strong program of curriculum and instruction through the support of the Board of Education and the participation of high-quality staff members.

Curriculum guides are available for review in the library, the principal's office in each building, and/or the District Office of Instructional Programs.

INSTRUCTIONAL PROGRAM STANDARDS AND BENCHMARKS

The following instructional standards and benchmarks represent the knowledge and skills emphasized in the instructional program. It is expected that students will apply and transfer the knowledge and skills gained in any one category to the challenges presented in any other.

Our instructional program should promote student mastery of an essential core of knowledge.

- /// Students demonstrate proficiency in the core areas of language arts, math, science, social science and technology.
- /// Students demonstrate math skills at appropriate level on teacher tests.
- /// Students demonstrate grade appropriate spelling, grammar, punctuation and vocabulary on teacher tests.
- /// Students demonstrate appreciation of arts and humanities.

Our instructional program should emphasize problem-solving skills.

- /// Students identify facts needed.
- /// Students identify the question.
- /// Students offer a solution.
- /// Students analyze and assess results.
- /// Students apply knowledge to real life situations.
- /// Students use appropriate decision making skills.

Our instructional program should emphasize the acquisition of excellent communication skills.

- /// Students read at grade level.
- /// Students write accurate, complete and structured sentences.
- /// Students communicate ideas in written and verbal form.
- /// Students write legibly.
- /// Students follow and give directions.
- /// Students demonstrate active listening skills.
- /// Students comprehend technical information.

Our instructional program should emphasize the development of citizenship skills.

- /// Students model appropriate behavior.
- /// Students follow classroom rules.
- /// Students respect authority.
- /// Students are exposed to the operation of local, state and federal government.
- /// Students are exposed to community and world cultures.
- /// Students demonstrate school/civic pride.

Our instructional program should emphasize the development of vocational and employment skills.

- /// Students show regular attendance, punctuality, and have assignments in on time.
- /// Students cooperate with others.
- /// Students have effective work habits and ethics.
- /// Students have exposure to various occupations.

Our students should be taught to plan and secure their future career.

- /// Students demonstrate cooperation in team situations.
- /// Students show awareness of employment skills.

Our students should be taught the skills necessary to maintain a healthy body.

- /// Students have personal hygiene knowledge.
- /// Students have regular fitness programs.
- /// Students show positive mental attitude.
- /// Students have knowledge of lifetime sports and leisure activities.
- /// Students follow a healthy lifestyle.

Dear Parents,

Your child is participating in a physical education class in the Rapid City Area School District. In a recent physical education and health education curriculum adoption, the school board adopted a comprehensive health-related physical fitness program based on the National Association for Sports and Physical Education's (NASPE's) health-related fitness standards and South Dakota State Physical Education and Health Standards.

Our physical education teachers have attended training and are using the Fitness Gram program as a part of their physical education classes at the following grade levels: fifth, seventh, and ninth. The purpose of this letter is to provide you with information about the Fitness Gram and to invite you to discuss it with your child and/or your child's physical education teacher.

Below you will find answers to questions that you may have about the Fitness Gram assessment:

What – Fitness Gram is a comprehensive health related fitness and activity assessment and computerized reporting system. Reports that can be shared with parents include the following: aerobic capacity, body composition, muscular strength, endurance, and flexibility.

How – Student height and weight are recorded and entered into the software along with data from physical activity. The software automatically produces a report for the student. Using the report and supported by the teacher, the student can set improvement goals. Future activity data can also be recorded and new reports can be produced demonstrating student progress. Grades will not be affected by Fitness Gram scores but each student will be expected to participate in the program.

Where – Weight information will be gathered and recorded in a private setting. Student progress will be discussed privately.

When – Assessments are given periodically so that the student can track their progress.

Why – Along with the state and national standards that support the importance of health and physical education we are faced with several youth health crises, specifically in the areas of diabetes and obesity. In addition, the current Every Student Succeed Act placed a significant emphasis on the importance of student achievement; we know that physical health and fitness impact our ability to maximize learning.

In closing, we are excited about the opportunity to help youth establish physical activity as a part of their daily lives. If you have any questions or concerns, please contact your child's physical education teacher.

Sincerely,

Asst. Supt. of Educational Services

STUDENT WELLNESS

The Rapid City Area School District promotes healthy schools by supporting wellness, good nutrition, regular physical activity, mental health, and a healthy learning environment, as part of the total learning experience. A healthy, well nourished and physically active child is more likely to be academically successful.

For the complete Student Wellness Policy, refer to District Code EFBA.

Nutrition Education

At each grade level, nutrition education shall be offered as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote their health. Nutrition education shall be incorporated into the school day as often as possible. The primary goal of nutrition education is to promote students' healthy eating habits.

The Guidelines for Celebrations, Rewards and Incentives are:

- -Schools limit celebrations that involve food during the school day. Each celebration should include no more than one food and beverage that does not meet Standards for Foods and Beverages.
- -Rewards and incentives shall be given careful consideration as to the messages they convey.
- -Classroom treats: Only foods that are commercially prepared will be allowed in classrooms.
- **Acceptable healthy foods, snacks and beverages are:**

animal crackers, graham crackers, whole grain crackers
Fresh vegetables and fruit, single-serve canned fruit, dried fruit,
Pretzels, fat-free popcorn, rice cakes, fruit and grain bars that do not contain
nut products
beef jerky, 95% fat free string cheese
yogurt, preferably non-fat, low-fat or light
water, milk, non-fat or low-fat (1%) juice fruit and vegetable that contains 100%
juice

Vending machines shall not be available to students in the elementary schools. Carbonated (soda) drinks have been eliminated. Nut and seed products need to be evaluated regarding student allergies. The sale of food or beverages as a fund raiser shall not take place from one hour before and one hour after the breakfast and lunch service.

Physical Activity

The primary goal for the school's physical activity component is to provide opportunities for every student to develop the knowledge and skills for specific physical activities, maintain physical fitness, regularly participate in physical activity, and understand short and long-term benefits of a physically active and healthful lifestyle.

Physical education classes and physical activity opportunities shall be available for all students. Students shall not be denied physical education class time to complete academic assignments from other subject areas.

All elementary school students may have at least 20 minutes a day of supervised recess, preferably outdoors, during which students are encouraged to engage in moderate to vigorous physical activity. When feasible, recess shall occur prior to lunch to ensure appropriate healthful food intake.

Student Wellness and Mental Health

Student's social and emotional development is an essential support to school readiness and academic success. Support services provided by school nurses, school social workers, school psychologists, and school counselor will be available for students with social and emotional difficulties that impact learning.

III. Parent/School Partnership

COMMUNITY USE OF SCHOOL FACILITIES

Other than for RCAS functions and RCAS-related events (e.g., open house, back to school night, parent conferencing, class plays and musicals, etc.), persons (including RCAS employees) or organizations who desire to use facilities will apply for permission to use school facilities. All their requests will be processed according to Rapid City Area Schools District Use of School Facilities Policy KG and Procedure KG-P.

Please see the district's website under Fiscal and Support Services for the policy, procedures, and the on-line application. Applications must be processed through the Office of Buildings and Grounds in the City/ School Administration Center at 300 6th Street. Phone number: 394-4045.

HOW TO GET INVOLVED

It is easy to become involved in the Rapid City Schools! Express your interest, offer your help, and,....when contacted respond eagerly and positively. Involved parents inspire and motivate students. Your example may be the best teacher of all.

Each school has a policy of encouraging parent/community involvement. Every elementary school has an organized parent group (PTA-Parent Teacher Association or PTO-Parent Teacher Organization); or in the case of middle and senior high schools, a SCIC-School/Community Improvement Council. Contact your school to find out when the parent group meets. Active participation is welcomed.

Establishing a relationship of good communication with your child's teacher is a bonus for everyone. There are also a number of ways parents can assist the teacher in the classroom. Please check with the office to see how you can help.

Without exception, there are doors open to you. Your opinions, insights, and suggestions are important to us.

Please do choose to become involved! We will all benefit!

WHAT PARENTS CAN DO TO HELP THEIR CHILD

- /// Insist on your child's prompt and regular attendance at school.
- /// Encourage and help your child to give proper attention to health, personal cleanliness and neatness of dress. Children should dress appropriately for weather conditions. Set acceptable home standards.
- /// Provide a place for study and homework. Be available to help and encourage your child to complete assigned tasks at school.
- /// Insist that your child bring home any communications from school.
- /// Encourage your child to take part in school activities and activities provided within the community.
- /// Emphasize the importance of completing tasks at school and the importance of listening and following directions of teachers and other adults at school.
- /// Insist that your child follow school rules. If your child is involved in an infraction, help him/her to face the problem and resolve it. Children must be held accountable for their actions; for what they say and for what they do.
- /// Take an active part in parent-teacher activities.
- /// Emphasize the importance of the educational opportunities that will be provided for them. If you have a comment, concern or suggestion, please contact the teacher or principal.

PARENT/NON-PARENT VOLUNTEERS

Parent and non-parent volunteers are needed by the classroom teachers for various activities during the school term. Please let your child's teacher know if you would be willing to serve as a room parent or do volunteer work. Volunteers must provide their Social Security Number so they are included in the district's workman's compensation program.

PARENT-TEACHER CONFERENCES

Parent-teacher conferences are scheduled each school year. You will be sent a schedule and invitation for these conferences. Should there be other times during the year when you would like to have a conference with your child's teacher, feel welcome to contact the teacher and/or principal to schedule a conference.

STANDARD BASED REPORT CARD

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

The format of the standard based report card defines standards for each grade and determines how well students are progressing to meet specific well established benchmarks.

Assessment and benchmarks will be based on many factors such as student performance levels, oral and written assignments, class participation, special assignments and research activities.

The standard based report card benefits students and parents/guardians. It allows students to be more aware of what is expected of them. It provides parents with a more detailed outline of the expectations in each of the major academic areas.

The Rapid City Area Schools believes that your understanding of what is expected of your child and how well he or she is progressing towards the goals at his or her grade level is very important. We look forward to working together to provide your child with the knowledge and tools to be successful and to reach his or her fullest potential.

ASSIGNMENT OF STUDENTS TO SCHOOLS

The Board of Education has the legal authority to determine which school a child will attend. Generally, students will be required to attend school in the attendance area in which they reside, unless special permission has been granted by the superintendent or his designee.

The Board will make every effort to maintain class sizes which promote efficient and effective learning. Classes exceeding maximums will be adjusted by requiring new enrollees to attend the nearest school that has available space.

OPEN ENROLLMENT REQUESTS

The District will accept all students who are legal residents of another South Dakota district that wish to enroll, provided the District's facilities are able to accommodate the students without adversely affecting the quality of the educational program. The determination of whether the District's facilities can accommodate a particular student will be determined solely by the District.

The District may deny application for any of the following additional reasons:

1. The applicant has been convicted of possession, use or distribution of any controlled substance, including marijuana and is under suspension pursuant to **SDCL 13-32-4.3**;
2. The applicant is under suspension or expulsion.

At the time students apply for open enrollment, they will be assigned to attend a succeeding middle or high school that is within the feeder system. The district reserves the right to assign a particular feeder school path based on whether space is available. Once approved, open enrolled students are considered the same as personal transfer students and if they wish to attend a school other than the assigned feeder school must apply for a personal transfer along with all other resident students who request personal transfers. All policies and procedures that apply to a resident student on a personal transfer will then apply to open enrolled students.

STUDENT PERSONAL TRANSFER REQUESTS

A request for transfer of an elementary school child will be considered for approval where class size permits additional enrollment. Personal transfer requests will be considered as soon as accurate enrollment information is known.

Transfer students may be moved to another school at any time to make room for students who reside in that attendance area. Transportation is the responsibility of the parent. Once granted, enrollment will continue unless a bona fide change of residence occurs, a student is moved to another school to accommodate class size, or a subsequent transfer application is approved.

When an elementary student on a personal transfer advances to middle school, the parent needs to request another personal transfer at the City School Administration Building.

IV. General Information/School Rules

AGE REQUIREMENT FOR ENTRANCE TO KINDERGARTEN AND FIRST GRADE

To enter kindergarten, state law requires that a youngster must be five years old on or before September 1. A certified birth certificate will be required upon registration for kindergarten.

To be eligible for first grade, a pupil must be six years old on or before September 1.

ANIMALS AT SCHOOL

Please keep pets at home. Animals on the playground constitute a real hazard. For the children's protection, it may become necessary that the school call the animal shelter to pick up animals that run free.

Pets should not be brought to school without teacher or principal approval. Be sure the pet is not ill. Pets brought to school for show and tell activities should be taken back home thereafter. Students will not be allowed to touch the pets. Pets should be caged or on a leash.

A. ATTENDANCE/ABSENCES/EXCUSES/TRUANCY

The Rapid City Area School District recognizes that students, parents/guardians, teachers and administrators each have responsibilities to meet the attendance objectives of this district. The attendance policy supports state statute and is intended as an aid in keeping students in school. A student enrolled in the Rapid City Area School District 51-4 must attend classes regularly every day school is in session until the completion of the school term.

STUDENT RESPONSIBILITY

Students are required to be in school every day.

In the event a student is absent, the student or parent/guardian is responsible for contacting his/her teacher(s) to obtain make-up work. The student must complete that work within the designated amount of time.

A student must be in attendance at school for the entire school day in order to participate in any school sponsored activity conducted on that day. The principal/designee may grant an exception to this limitation if extenuating circumstances exist.

If a child is tardy 90 minutes or more, they will be marked absent for one half day. This will include excused tardies for medical appointments.

PARENT/GUARDIAN RESPONSIBILITY

Parents/guardians are required to send students to school every day.

Because of the concerns with the safety of each student, parents/guardians are to contact the school as soon as possible but no later than 10 a.m. of the day the student is absent.

When the parent/guardian fails to contact the school on the day of the student's absence, and the school is unable to contact the parent/guardian, the student is required to bring written verification of the reason for the absence on the day or within one (1) full school day of the student's return to class. An unverified absence will be considered an unexcused absence/truancy.

In the event a student is absent, the student or parent/guardian is responsible for contacting classroom teacher(s) to obtain make-up work and to complete that work within the designated amount of time.

TEACHER RESPONSIBILITY

At the beginning of each semester, or whenever a new course begins, the teacher will distribute the criteria and explain the basis upon which grade and credit for the class will be awarded. Grades will not be lowered as punishment of lack of attendance, though class participation may be a part of the grading criteria.

Teachers are responsible for taking attendance and informing the attendance office personnel of students who are absent from class.

Teachers are expected to emphasize the importance of good attendance in order to experience success in class.

Teachers are responsible for providing assignments and make-up work in a timely manner and setting expectations for completion.

ADMINISTRATOR RESPONSIBILITY

The district will be responsible for establishing attendance procedures and for informing students and parents/guardians of these requirements at the beginning of each school year.

It is the responsibility of school officials to have accurate records of student schedules.

The principal/designee will maintain cumulative attendance records for each student and inform student/parent/guardian of attendance data at each attendance quarter.

If a student is absent for three (3) or more consecutive days, office personnel will assist with acquiring assignments.

TRUANCY

"Truancy" is any absence from school by a student under age 18, for part or all of one or more days during which the school has not been notified of the cause of the absence, or the school deems the absence unexcused. The District reserves the right to deem an absence excused or unexcused.

EXCUSED ABSENCES

The District retains the right to deem an absence excused or unexcused. Medical or other verification may be requested before the absence is deemed excused. The following guidelines may be accepted as valid reasons for a student to be excused:

1. Personal and family illness.
2. Emergencies.
3. Leaves of educational value.
4. Family leave (e.g. family weddings, funerals and preapproved vacations (limited)).

A parent/guardian must contact the school orally or in writing to seek 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 within one (1) full school day of a student's return to school. School work missed must be made up.

Students needing to be excused for appointments must have a written note or phone call from the parent to the school in order to be released. Students needing to interrupt their normal school day for appointments are expected to notify the Attendance Office when leaving and upon returning.

Students in grades K-8 who have in excess of 20 days absent for the school year, excused or unexcused, will be retained unless the attendance requirement is waived by the attendance committee or the student may be required to complete a summer school program.

The attendance requirement waiver will be considered for students who have had unusual circumstances affect their ability to attend school such as prolonged medical problems. The waiver will be considered by the attendance committee composed of the principal/designee, the classroom teacher, a teacher representative, and the parent/guardian of the child. Waivers will be considered providing there is documented evidence provided by the parent/guardian of the child's medical problems or unusual circumstance and the child is capable of succeeding at the next grade level.

ELEMENTARY SCHOOL TRUANCY PROCEDURES

(Please see Truancy Flowchart for a summary of these steps.):

“Truancy” is any absence from school, by a student under age 18, for part or all of one or more days during which the school has not been notified of the cause of the absence, or the school deems the absence unexcused. The District reserves the right to deem an absence excused or unexcused.

When absenteeism has become detrimental to the student's academic success and the school has been unable to engage the student/parent in an attempt to gain compulsory attendance, the principal may initiate a truancy referral.

Oral Communication Steps

For each missed half day or full day, the parents/guardians will receive a phone call/message stating their student has missed a half day or a full day.

After a student has incurred four cumulative days of unexcused absences within the school year, school staff will initiate oral contact with the parent/guardian to resolve the issue. However, nothing limits the school from making more or earlier contact with the student's parent/guardian.

After a student has incurred five cumulative days of unexcused absences within the school year, school staff will initiate oral contact with the parent/guardian before referral to the State's Attorney's Office.

Written Communication Steps

After a student has incurred two cumulative days of unexcused absences within the school year, school staff will send a formal letter notifying the parent/guardian of the specific number of unexcused absences of the student to date, a description of the intervention strategies and other assistance available to the student and parent/guardian, and the name and contact information for the school's truancy administrator and other applicable staff. The letter will also invite the parent/guardian to contact the truancy administrator to discuss intervention strategies and other assistance (see Section II D of these procedures). However, nothing limits the school from making more or earlier contact with the student's parent/guardian.

After a student has incurred four cumulative days of unexcused absences within the school year, school staff will send a second formal letter notifying the parent/guardian of the specific number of unexcused absences of the student to date, a description of the intervention strategies and other assistance available to the student and parent/guardian, and the name and contact information for the schools truancy administrator and other applicable staff. The second letter will again invite the parent/guardian to contact the truancy administrator to discuss intervention strategies. The second letter will notify the parent/guardian of the potential referral to the State's Attorney's Office. The school will also initiate oral contact with the parent/guardian as indicated in Section II (B) (2) above. However, nothing limits the school from making more or earlier contact with the student's parent/guardian.

After a student has incurred five cumulative days of unexcused absences within the school year, the school will initiate oral contact with the parent/guardian, and the principal or his/her designee will refer the student to the State's Attorney's Office with a notice sent to the parent/guardian.

Intervention Strategies and Other Assistance

Strategies may include but are not limited to:

1. Student Academic and Attendance Contracts
2. Referral to Counselor
3. Referral to Homeless Coordinator
4. Referral to Title VII (Indian Education) Outreach Staff
5. Referral to Agencies for Assisting Families
Lists are available in the guidance office.
6. Youth Success Plan – Minority Outreach Services
7. Truancy Officer, if applicable

A Truancy Assessment and Truancy Referral Packet to the State's Attorney's Office is available at www.rcas.org under the Truancy Tab.

Truancy Administrators

Each school will designate and identify the school's truancy administrator(s), or individual(s) responsible for addressing truancy issues, listed in the Truancy flowchart attached.

The principal at each elementary school will compile and analyze truancy statistics by ethnicity or race, and the number of students receiving free or reduced lunch (and other relevant factors the District chooses to include) at least once a year to determine if truancy referrals to the State's Attorney's Office are disproportionate.

The principal at each elementary school will prepare and provide an annual report containing statistical analyses along with any other relevant information, recommendations or concerns to the assistant superintendent responsible for oversight of truancy matters.

Elementary school principals will provide training to staff with regard to truancy policies and procedures once a semester to ensure consistent implementation and ensure timely and consistent written and oral communication to parents/guardians pursuant to these truancy procedures, and proper maintenance of the truancy files and tracking system.

The District will maintain a filing and tracking system for elementary school truanies which may include an electronic attendance system (such as Skyward). An individual file, which may be electronic, will be created for each elementary school student who has reached the number of unexcused absences that triggers the first formal letter to the parent/guardian during an academic year, and all truancy correspondence, notes, contact logs, checklists, assessments, completed referral documentation, and other relevant truancy information will be maintained in this individual file. The student's ethnicity or race, sex, age (date of birth), grade, and number of unexcused absences will be maintained in the individual file.

ELEMENTARY SCHOOL TRUANCY FLOWCHART

See Also District Policy JE, "Student Attendance" and its implementing procedure JED-P, "Student Absences and Truancy Procedures". See also <https://public.rcas.org> for link to the Truancy website under Parents & Students tab. We encourage parents to check Skyward to monitor attendance on a daily basis. Each school provides designated computers for families to access Skyward.

Step 1 Phone (Auto dialer) Dialer Message: Parents/Guardians receive a phone message stating their student has missed a half days or a full day.

<u>Step 2</u>		<u>Step 3</u>		<u>Step 4</u>
<p>Letter 1: After a student has incurred two cumulative days of unexcused absences within the school year, the first formal letter is sent.</p> <p>Letter invites the parent/guardian to contact an administrator to discuss intervention strategies.</p> <p>Continued Administrative Review</p>		<p>Letter 2: After a student has incurred four cumulative days of unexcused absences within the school year, school will initiate oral contact with the parent/guardian and the second letter is sent.</p> <p>Letter invites the parent/guardian to contact an administrator to discuss intervention strategies.</p> <p>Letter 2 will notify parents of potential referral to State's Attorney for truancy.</p> <p>Continued Administrative Review</p>		<p>Upon 5 cumulative days of unexcused absences:</p> <p>School will initiate oral contact with parent/guardian.</p> <p>Referral is made to State's Attorney's Office with notification to the parent/guardian.</p> <p>A truancy packet is submitted to the State's Attorney's Office.</p> <p>State's Attorney's Office determines the next steps.</p>

Truancy Administrators:

General Beadle Elementary School, 10 Van Buren,	Principal/Designee	394-1841
Black Hawk Elementary School, 7108 Seeaire	Principal/Designee	787-6701
Canyon Lake Elementary School, 1500 Evergreen	Principal/Designee	394-1817
Corral Drive Elementary School, 4503 Park Drive,	Principal/Designee	394-6789
Grandview Elementary School, 3301 Grandview	Principal/Designee	394-1829
Horace Mann Elementary School, 902 Anamosa	Principal/Designee	394-1847
Knollwood Elementary School, 1701 Downing	Principal/Designee	394-1851
Meadowbrook Elementary School, 3125 W. Flormann	Principal/Designee	394-1821
Pinedale Elementary School, 4901 W. Chicago	Principal/Designee	394-1805
Rapid Valley Elementary School, 2601 Covington	Principal/Designee	393-2221
Robbinsdale Elementary School, 424 E. Indiana	Principal/Designee	394-1825
South Canyon Elementary School, 218 Nordbye Lane	Principal/Designee	394-1801
South Park Elementary School, 207 Flormann	Principal/Designee	394-1833
Valley View Elementary School, 4840 Homestead	Principal/Designee	393-2812
Wilson Elementary School, 827 Franklin	Principal/Designee	394-1837

The administration retains discretion in asking for medical documentation or other verification before an absence is deemed excused.

9/15/11

BICYCLES/SKATEBOARDS/ROLLERBLADES AND SAFETY

If parents approve, students may ride their bicycles to school but, because it is not possible to provide supervision of the grounds at all times, the school cannot assume responsibility for the bicycles. Due to the lack of supervision, we also suggest that each of the bikes be locked in some fashion. This is, however, no guarantee that a bike will not be removed. **There is to be no bicycle riding/skateboards, Heelys, or rollerblades on the playground or on school campus.**

We strongly recommend that the primary students not ride their bicycles to school alone.

BIRTH CERTIFICATE REQUIREMENT

All students who are entering the Rapid City Area Schools for the first time must present a certified copy of a birth certificate. The elementary school will make a copy of the original document to be included with the child's school records. State statute requires a certified copy of your child's birth certificate for school records. A certified copy of a birth record may be obtained from the South Dakota Department of Health, Vital Records Office, 207 E Missouri Ave Suite 1A, Pierre, South Dakota 57501. Anyone having questions concerning birth records may also call the Vital Records Office at 605-773-4961. That is also the number to call to find the address of the appropriate office in any other state to obtain birth records. That office maintains a directory for all states. Birth records may also be obtained from the Register of Deeds in the South Dakota County of birth, except for children adopted or born out-of-wedlock. Records for those children are available only at the state office. The fee either in the county or state office is \$15.

BOOKS AND EQUIPMENT

The children of the Rapid City Schools are provided with the necessary books for their classes. Each child is responsible for the good care and return of the books and equipment that he/she receives from the school. Restitution for lost or damaged books or equipment is expected. This is true of textbooks as well as library books. Workbooks used in the classrooms are furnished and are to be handed in at the end of the school term. The district will dispose of these materials.

BULLYING

POLICY JGC

The Rapid City Area Schools is committed to maintaining a constructive, safe school climate that is conducive to student learning and fostering an environment in which all students are treated with respect and dignity.

Persistent bullying can severely inhibit a student's ability to learn and may have lasting negative effects on a student's life. The bullying of students by students, staff or third parties is strictly prohibited and shall not be tolerated.

Bullying consists of repeated physical, verbal, non-verbal, written, electronic or any conduct directed toward a student(s) that is so pervasive, severe and objectively offensive that it:

1. has the purpose of creating or resulting in an intimidating, hostile or offensive academic environment, or
2. has the purpose or effect of substantially or unreasonably interfering with a student's academic performance which deprives the student access to educational opportunities.

Cyber bullying or use of electronic communication including, but not limited to, transmission of information over the internet or other forms of electronic communications including, but not limited to, computers, tablets and cell phones will not be tolerated. This would include, but not

be limited to, harassing teasing, intimidating, threatening or terrorizing another person by sending or posting inappropriate and/or hurtful emails, instant messages, text messages, picture or images, or website postings, including blogs.

Any staff member observing or suspecting bullying toward another individual is required to report the issue to his or her building supervisor.

This policy is in effect while students are on property within the jurisdiction of the School Board; while students are in school-owned or school-operated vehicles; while students are attending or engaged in school-sponsored activities; and while students are away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the student or the District. The district expects students to conduct themselves in a manner in keeping with their levels of development, maturity and demonstrated capabilities with proper regard for the rights and welfare of other students and staff.

The District will act to investigate all complaints (formal or informal, verbal or written) of bullying. The district requires that the principal and/or the principal's designee at each school to be responsible for receiving complaints alleging violation of this policy and alleged bullying. All students, parents, employees or other visitors are required to report alleged violations or alleged bullying to the school principal or the principal's designee. The principal or the principal's designee will be charged with the responsibility for investigating all complaints alleging bullying and will be responsible for determining whether an alleged act constitutes bullying and a violation of this policy.

If, after an investigation, a student is found to be involved in bullying in violation of this policy, the student shall be disciplined by appropriate measures up to and including student suspension and/or expulsion as defined by district policy.

This policy shall not be interpreted to prohibit civil exchange of opinions or debate protected under the state or federal constitutions where the opinion expressed does not otherwise materially or substantially disrupt the education process or intrude upon the rights of others.

CELL PHONES

Cell phones may not be used in the building during the school day and they must be turned off and placed in backpack or locker. If students are in violation of this rule, the cell phone will be considered a nuisance object (See infractions and consequences in the Appendix).

Students that must make a phone call must use the office phone.

COMPUTER USE/ACCESS

The Rapid City Area School District offers computer/network access to students/staff for educational purposes in various instructional activities. The Rapid City Area Schools invites any parent to inform schools in writing if there is an objection to their child using the Internet with these activities. This document contains the Acceptable Use Policy for the use of the Rapid City Area Schools' network.

Section 1

The district computer/network resources are to be used for educational purposes only. The term “educational purposes” includes classroom activities, career development, and limited high-quality self-discovery activities.

1. Internet access has not been established as a public access service or a public forum. The RCAS District has the right to place reasonable restrictions on the material you access or post through the system. You are also expected to follow the rules set forth in RCAS District Policy JFC (STUDENT CONDUCT) and the law in your use of the Internet.
2. You will not use district resources for personal gain. You will not post personal contact information about yourself or other people. Personal contact information includes name, address, telephone, school address, work address, etc.
3. Users are expressly denied access to certain Internet forums, discussion groups, usenet news-groups, chat rooms, listservers, web sites and/or home pages, etc. that contain or address materials that could be construed as offensive. In addition, such addresses may not be “bookmarked,” hot-listed or otherwise included in individual user directories. If you mistakenly access inappropriate information, you should immediately tell your teacher or another RCAS District employee. This will protect you against a claim that you have intentionally violated this policy.
4. Copyright of a work produced by a student using district facilities shall reside with the originator. When there is more than one originator, the ownership of each originator’s contribution shall be considered separately.
5. You will not copy software or download/install software unless under direct instruction from district staff. You will not download/install/use peer-to-peer file share applications or create peer-to-peer file sharing on the district network.

Section 2

1. You will not attempt to gain unauthorized access to the Internet or any computer/network system or attempt to break any passwords to go beyond your authorized access. You will not share district-provided passwords or security codes with other people. You will not probe any computer/network systems for security weaknesses or use resources to capture network traffic or data, either from within or without the district network.
2. You will not make deliberate attempts to disrupt any computer/network system or to manipulate or destroy data by any means, including computer viruses.
3. You will not use the Internet to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal or gang activity, threatening the safety of a person or persons, etc.
4. You will not use or post obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language in public messages, private messages, and/or material posted on Web pages.
5. You will not use a false identity when sending/receiving messages.

The RCAS District will not be responsible for any damage you may suffer, including but not limited to loss of data or interruptions of service. The RCAS District is not responsible for the accuracy or quality of information obtained through or stored on the system. The RCAS District will not be responsible for financial obligations arising through the unauthorized use of the system.

Computer/network communications and storage areas are to be used for educational purposes only and are not private. District staff may review files and communications to ensure that RCAS systems are being used responsibly.

Failure to comply with any of the above terms and conditions shall result in disciplinary action and may become subject to legal action, either civil or criminal, as appropriate.

DRESS EXPECTATIONS

We realize parents and students are subjected to numerous advertising pressures in terms of dress and grooming. To assist you in your student's grooming decisions and the purchasing of appropriate school clothing, Rapid City Area Schools has established the following dress and grooming standards.

Student Appearance – Standards:

- a) Students will wear clothing that does not promote or advertise alcohol, tobacco, or any product that is illegal for use by minors.
- b) Students will not wear hats, caps, or any headgear in the building during the school day without permission from the school administration.
- c) Students will not wear bare midriff or muscle shirts, spaghetti straps, extreme shorts, or sagging pants/shorts.

To encourage student respect for an educational environment, students shall maintain a reasonable standard of cleanliness and good personal hygiene, as well as, wear apparel and appearance that is not disruptive to the educational process. Questionable apparel will be brought to the attention of the administration. An administrator may request a change in attire when a student's dress is not appropriate.

EMERGENCY CLOSING OF SCHOOL

In case of bad weather or other emergencies, Rapid City radio and television stations will announce school closings, delays in opening and early dismissal. We request that parents and students listen to the stations when there is a threat of bad weather. Normally, announcements about closing school will be made by 6:00 a.m. This information will also be posted in the banner on the district website at www.rcas.org.

We also urge parents to use their own judgment about whether it is safe for a child to leave home to wait for a school bus. Schools may be open at times when weather conditions prevent the buses from making their scheduled trips.

Parents should make arrangements early in the school year for a child to go to a neighbor's home in case school is dismissed early (as when severe weather conditions are forecast) if no adult will be at the family home. **This information MUST be on file in the school office for your child's safety.**

FAMILY ACCESS

This service provides parents/guardians/students access to up-to-the minute information about attendance, class schedules, food service, discipline, grades, and general contact information. For details see Family Student Access under Parents & Students on our district website. If you need further assistance, please contact your school directly.

FIRE AND DISASTER DRILLS

Fire drills are held on a regular basis and children are instructed on procedures in the event of such an emergency. The building is inspected for fire hazards at frequent intervals. Tornado drills and lockdown drills are held at a minimum of once per year.

Children are instructed on procedures in case of a disaster. Everyone must take cover when the **DISASTER WARNING** is given until the “all clear” is sounded.

Each building has an emergency plan for various situations. Copies of the building’s plan are available at the school.

HEALTH PROCEDURES - NURSING DEPARTMENT

Registered nurses with the Rapid City Area Public Schools provide services throughout the district. Services may include:

- Development of individualized health care plans to meet the needs of students with health concerns and daily medication.
- Coordination of health screening. Screenings may include but are not limited to vision, dental, height, weight, body mass index and blood pressure.
- Presentation of health topics and education to students and staff.
- Assessment and monitoring of communicable disease.
- Enforcement of the state law and district policies regarding student’s immunizations.

Immunizations – Students

To comply with South Dakota State law, the following procedures have been developed:

1. At the time of initial entrance of a student in the Rapid City Area Schools, the appropriate certification or one of the alternative statements will be required from the parent or guardian.
2. All students who initially enroll in the Rapid City Area School District will have all state required age appropriate immunizations completed on in progress before they attend.
3. All kindergarten students and students from outside the United States who enroll will have all age appropriate immunizations completed before the first day of attendance.
4. Students in grades 1-12 entering the Rapid City Area Schools will be allowed two weeks to present verification of their completed immunizations. If the proper verification that the immunizations have been completed is not presented within the allotted time, the student will be excluded from attendance.

If you waive the South Dakota immunizations requirements, your child will be excluded from school for their protection in the event of an outbreak of diphtheria, pertussis, tetanus, polio, measles, mumps, rubella or chicken pox. If you have a medical exemption to the South Dakota immunization law, a South Dakota Department of Health Certificate of Immunization form must be signed by your physician; if you have a religious exemption the form must be signed by a parent.

Managing Allergies

Allergies can be life threatening. The risk of accidental exposure can be reduced in the school setting when staff works with students, parents and physicians to minimize risks and provide a safe educational environment for students with allergies. A family with a child with allergies should:

- Notify the school nurse of the child's allergies.
- Work with the school team to develop a plan that accommodates the child's needs throughout the school.
- Provide written medical documentation, instructions and medications as directed by a physician.
- Educate the child in the self-management of their allergy.
- Review policies/procedures with the school staff, child's physician and the child.

All classroom snacks and celebration foods must be commercially prepared and labeled. Homemade items are not allowed during the school day.

If a student is believed to be having an allergic reaction and experiencing anaphylaxis during school hours, any school nurse or other designated school personnel may administer an epinephrine auto-injector to that student. Please see RCAS district policy: JHCDB for details on the district acquiring, stocking and administering epinephrine with auto injectors.

Temporary Exclusion from the School Setting

Students should be excluded for communicable diseases based on guidelines of CDC (Centers for Disease Control) and the American Academy of Pediatrics. Consult the school nurse for specific interpretations of the guidelines.

Head Lice Procedure

If a student is identified with live lice, the parent/guardian will be notified by the school nurse with written treatment instructions. The parents must treat the child using the instructions that were given by the school nurse. The child may return to school the following day only if the treatment was completed.

Medication Procedures

For the safety of all students it is recommended that all medications be delivered and retrieved by an adult. Medication should not be transported on the school bus.

All students requiring any medications must have a medication administration form filled out and signed by a parent or guardian. Forms are available in your school office, the RCAS website or the medication administration form included in this handbook. The form is valid for the current school year only. It is necessary to notify the school's office immediately if a prescription is discontinued or modified. Any changes in medication dosage or time will require a new form. Each medication requires a separate form.

Refill of the prescription shall be the responsibility of the parent or guardian. Medication must be brought to school in the **original** container which is labeled with the medication name, student's name and dosage, and will be kept in a locked, safe place in the office. This policy applies to ALL medication at school including temporary or "over the counter" drugs such as cough medications, acetaminophen and ibuprofen. If you have any questions, call your school's office.

Medical Treatments (Accident/Injury)

Serious injuries include symptoms of shock, excessive bleeding, head or back injury with loss of consciousness or inability to move limbs. In case of an emergency situation, a parent or guardian will be contacted. If a parent or guardian is not available, a relative, neighbor or friend whose name appears on the Student Directory will be contacted. If no one is available, 911 will be

called. When medical attention is needed immediately, emergency personnel will be called first. The parent/guardian will be called next. The child's family is financially responsible for the emergency treatment including ambulance transport.

IF YOU DO NOT WISH TO HAVE THE ABOVE PROCEDURE FOLLOWED, A WRITTEN PLAN MUST BE SHARED WITH THE SCHOOL.

Educational Programs

During the school year, the school nurses present many educational programs. Topics may include child abuse, prevention, hygiene, menstruation and maturation and other health lessons. You may not be notified about each program, but you may contact your school nurse to preview the materials.

Health Screening Programs

Our health screening programs may include vision, dental, height, weight, body mass index (BMI), and blood pressure. If you have any questions about screening, please talk with your school nurse.

Hearing Conservation Program

As part of the Hearing Conservation Program, K-3rd grade students, students new to the district and those with a history of hearing loss will be hearing screened. If your child has difficulty passing the hearing screen, you will be contacted for further testing. The Audiology Department is located at the Jefferson Building, 394-1813.

Physical Education/Recess Participation

If your child's participation in physical education/recess is to be limited, please notify the school, in writing. If limitation is longer than three days, a physician's note is required. If your child does go to your doctor, bring the doctor's note/excuse to school.

Any questions may be referred to your school nurse.

Consent for Medication Administration

Student: _____ Grade: _____
Teacher: _____

I authorize the Principal/designee of _____ School to administer the following to my child:

Medication: _____ Dose: _____

Time: (check and fill in correct time/reason for medication)

- 1) _____ Medication at _____ o'clock.
- 2) _____ As needed to control asthma or wheezing but no more often than every 4 hours.
- 3) _____ As necessary for _____

- Prescribed medication will be provided in the original container stating the name of the medication, student's name, the name of the pharmacy, physician's name and the dose to be given.
- Over-the-counter medications will be in the original store container and in an age appropriate form and dose.
- Consents for cough medications will be good for a maximum of 2 weeks.
- The first dose of any medication must be given by parent/guardian.
- Parent/guardian is responsible to pick up medications from school.

I absolve the school personnel of all responsibility for any unforeseen development/reaction due to the administration of the above named medication. It is the responsibility of the child to come to the office to take his/her medication.

Authorization start date _____ Authorization end date _____

Parent/Guardian Signature: _____ Date: _____

See the back of this page or page 2 for drug administration log.

MIDDLE AND HIGH SCHOOL STUDENTS ONLY / OVER-THE-COUNTER MEDICATION

Student: _____ Grade: _____

Medication: _____ Dose: _____

I authorize my child to take the above over-the-counter/non-prescription medication (this does not include "natural remedies", herbs, vitamins, dietary supplements or homeopathic medications-these are considered prescription medications) while at school and relieve the Rapid City Area School District personnel of all responsibility. I understand that the school district and the individuals involved will not be held liable for any adverse effects of the medication. I understand that my child shall possess only the number of dose(s) necessary for school hours or the school event or activity for one day. I understand that this consent cannot be used at the elementary level.

Students are prohibited from transferring, delivering or receiving any medication to or from another student. All violations will result in confiscation of the medication and subject student(s) to discipline in accordance with the district's discipline policy. Students who use medication for purposes other than for its intended use will be disciplined and will no longer be allowed to carry and self-administer medications. Consents must be completed for each medication and a new consent must be signed as the over-the-counter/non-prescription medication change and the consent must be kept in the nurse's office.

Parent/Guardian Signature: _____ Date: _____

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HOMEWORK

The board of education believes that homework – as long as properly designed, carefully planned, and geared to the development of the individual student – meets real need and has a definite place in the educational program.

Time allotments to be considered when assigning homework maximum times:

Grades K-2	Not to exceed more than 3 hours per week	Consisting of: reading (being read to or reading themselves), Math, Supplemental activity to reinforce and review skills
Grades 3-5	Not to exceed more than 5 hours per week	Consisting of: Reading, Math, Supplemental activity to reinforce and review skills

In cooperation with the churches in the community, teachers are to avoid homework assignments on Wednesday evenings or before vacation periods, i.e., Thanksgiving, Christmas, or Easter.

See policy: IKB & IKB-P

INSURANCES – DENTAL/CASUALTY

Student accident insurance is available through Guarantee Trust Life Insurance Company, and Dental accident insurance is available from the Delta Dental Plan of South Dakota. Applications for these insurance plans are sent home with students during the first few days of school. If you fail to receive these insurance forms, please contact the principal's office.

LOST AND FOUND ARTICLES

All articles that are found should be left in the office or in a box near the office. If your child has lost an item, he/she should check there first. Students finding articles are also asked to bring them to the office or place them in the "lost and found" box. Items that remain here at the end of the school year will be sent to the Salvation Army or some other organization.

MARKING PERSONAL ITEMS

In order to avoid a few problems of identification, it is recommended that children's lunch boxes and clothing, such as jackets, coats, caps, sweaters, and overshoes, be marked so that identification is possible in case of a loss or mix up. Such marking should not be made on the outside so anyone can see it. Students should not bring toys or electronic devices to school.

MONEY

When money is being brought to the school, please enclose it in an envelope labeled with your child's name, room number, and purpose. Children should be discouraged from bringing extra money to school. Students are **not** allowed to loan or give money to other children, nor are they permitted to trade or sell items to other students.

MOVING

Please inform the school in advance if you anticipate a move to another school. This will ensure that the proper transfer forms will be ready on the day the students leaves.

PICTURES

The Rapid City Area Schools arrange for students to have their pictures taken each year. Proper notification will be sent home by the school. Money for the pictures is paid directly to the photographer at the time the picture is taken. If there is a concern, contact the school. However, the photo company makes the decision on retakes and reimbursements for unhappy customers.

RECESS AND COLD WEATHER

If your child is too ill for recess, they probably should be kept at home.

Please have your child dress for inclement weather. A cap, coat, mittens and proper footwear are necessary. It does not hurt to leave a cap and gloves in their backpack at all times. During cold inclement weather, students may have a shortened recess or no recess at all. Children should arrive no earlier than fifteen minutes before the first bell. If the wind chill factor is zero or below, we will allow the students to come in before the bell rings, and they will stay in during recesses.

SCHOOL SUPPLY LIST

Parents will be provided with a suggested supply list by the schools at the end of the school year.

Items for special projects may be requested during the year.

STUDENT RECORDS

All parents and guardians of students under the age of 18 and all students 18 years or older have the right pursuant to the Family Education Rights and Privacy Act of 1974 to examine the official records, files, and data of the school district directly relating to the student. They also have the right to challenge any of the contents of said records to insure their accuracy and fairness. Procedures for such examination and challenge, including hearings on a challenge, shall be established by the Board of Education and be made available on request.

No records, files, or data directly relating to an individual student shall be made available to anyone without the consent and notification of the student or the parent of a student under the age of 18, except for the following:

1. The teachers and officials of this school district who have a legitimate educational interest in such information.
2. There has been a Federal request for submission of student records in connection with the student's application for financial aid.
3. Requests from federal, state, county or local agencies having legitimate interests in the student's records and having the power of judicial order or subpoena.
4. Other schools in which the student is enrolling or seeks to enroll.
5. In an emergency situation when the student or parents cannot be reached, the principal or superintendent may at their discretion release information as needed for the health and/or safety of individuals.

6. Contractors, consultants, volunteers or other parties to whom the Rapid City Area Schools has outsourced certain services and functions.

No staff member shall remove a cumulative file from campus without prior written permission from an administrator.

No staff member is allowed to release student information to the press. Professional courtesy requires that staff members do not discuss student behavior or achievement in public. The District will occasionally release to the public certain directory type information which may include a student's name, address, telephone listing, date and place of birth, weight and height, photograph/images, major field of study, dates of attendance, academic and extracurricular awards, distinctions, and participation. This information may appear in the form of news releases to news media, school publications, school video conferencing systems, and printed programs of officially recognized activities and sports. However, parents/guardians may provide written notification to the Rapid City Area Public Schools not to release directory type information.

The District's policies restrict individually identifiable information of students from being published on the district web site or the educational cable TV channel. Occasionally students may be involved in educational activities for creating video or web projects that may be shared with the public via the district web site or the educational cable TV channel. These projects may include group photos or first names (no individual photos or last names would be published without permission). Parents/guardians may provide written notification to the Rapid City Area Public Schools not to use group photos or student projects involving their child on the district web site or the educational cable TV channel.

MODEL NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–
 1. Political affiliations or beliefs of the student or student’s parent;
 2. Mental or psychological problems or aspects of the student or the student’s family;
 3. Sex behavior or attitudes of the student or the student’s family;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of other individuals with whom respondents have close family relationships;
 6. Legally recognized privileged or analogous relationships, such those of lawyers, physicians, and ministers;
 7. Religious practices, affiliations, or beliefs of the student or student’s parent;
 8. Personal or family gun ownership; or
 9. Income (other than that required by law to determine program eligibility for participation in a program or for receiving financial assistance under such program)
- *Receive notice and an opportunity to opt a student out of* –
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate

health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and

3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

•*Inspect*, upon request and before administration or use –

1. Protected information surveys of students;
2. Testing and survey instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum. These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The Rapid City Area Schools will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The Rapid City Area Schools will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The Rapid City Area Schools will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The Rapid City Area Schools will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

DISCIPLINE GUIDELINES

Students attending our schools are required to conduct themselves with respect for self and others through their actions, their language and their dress. Students must recognize their individual responsibilities and obligations and discharge them in accordance with school regulations. When a school employee acts to assist a student in proper conduct, the emphasis shall be toward student growth in self- discipline.

APPLYING THE DISTRICT-WIDE RULES

1. The consequences for misbehavior described in the discipline matrix are for misbehavior resulting in a referral to the principal's office. Consequences are designed to be fair, firm and consistent for all students in the Rapid City Schools. They apply to all students in any school or other district buildings, on district property, in district vehicles or school buses, and at school or district events. *Consequences listed are minimums.* The building

administrator has the latitude to modify penalties. Additionally, the administrator will have the authority to enforce other reasonable disciplinary action found warranted by the situation. The infractions and consequences may be modified or disregarded if circumstances require mitigation or exception (e.g. a disabled student whose misbehavior is related to his or her disability.) Notes and facts regarding violations and consequences will be recorded.

2. Because it is not possible to list every misbehavior that occurs, the administration and staff reserve the right to respond to misbehaviors not included in this regulation. This regulation is based on the assumption that misbehaviors are dealt with by bus drivers, chaperones, classroom teachers, counselors, administrators, and other appropriate district staff.
3. Progressive discipline will be used in conjunction with existing district policy. Complete copies of the district suspension and expulsion Policy JFC are available from all principals' offices.
4. Actions which may be used by district staff to discipline students and/or encourage them to modify their behavior include but are not limited to: student conference, parent or guardian conference, fine, restitution, detention, removal from class, in-school suspension, out-of-school suspension, exclusion, expulsion, referral to law enforcement authorities, and recommendation to alternative services.
5. Each building may develop a handbook with rules and regulations specific to their unique needs. A copy of school rules will be provided to students/parents.

STUDENT CONDUCT

It is the student's right to participate in appropriate school-sponsored activities which may be held outside regular school hours. It is also the student's RESPONSIBILITY to respect the rules and authority of school officials in the same manner as is done during regular school hours on school-owned property.

Policy JFC

Under current Board of Education policies, students who exhibit the following kinds of behavior while on school property or participating in a school-sponsored activity are subject to suspension from school or possible recommendation for expulsion pursuant to procedural due process:

- A. Students including those 18 years or older, who consume, possess, buy, sell, give away or are under the influence of a controlled substance, including alcohol, tobacco or other chemicals.
- B. Students found guilty of altering school records, of forging signatures of parents, teachers or other school personnel, or of forging signatures of doctors or employers, or knowingly using a falsified document.
- C. Students found guilty of stealing or damaging the property of the school or of other individuals within the school jurisdiction.
- D. Students who willfully disobey or defy reasonable directions given by school personnel (insubordination).
- E. Students who are guilty of attendance policy violations, truancy, tardiness.

- F. Students who 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. 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. If a student has intentionally brought a firearm onto school premises, the expulsion shall be for not less than one year. The superintendent or the superintendent's designee may modify a firearm-related expulsion on a case-by-case basis.

The following terms as used in this policy are defined as follows:

“Firearm” as defined in SDCL 13-32-7

“Weapons” will include objects not commonly considered as such, but modified for use as weapons, facsimiles of weapons, or replicas or toys that look like weapons, or as defined by SDCL 13-32-7.

- G. Students found guilty of possessing, transmitting, buying, selling, using or bringing on to school property items such as inhalants/oils of cinnamon, pepper water, mace or any toxic substance that can do physical harm, externally or internally to self or others.
- H. Students found guilty of physically or verbally assaulting students or school personnel.
- I. Students found guilty of harassment or discrimination against students or school personnel as defined in Policy AC-
- J. Students found guilty of rumor spreading or agitation of a conflict situation which can result in a fight by other people.
- K. Students who exhibit inappropriate and disruptive behavior including profanity, inappropriate dress, parking and driving violations on school property and trespassing.
- L. Students found guilty of making threats or acts, which cause emergency procedures to be implemented for the building.
- M. Students found guilty of behavior, which threatens to do physical violence or other inappropriate activities to a person or their property.
- N. Students found guilty of Habitual Disobedience.
 - 1. Habitual disobedience is defined as behavior by students who have been advised on more than one occasion of their inappropriate behavior and the nature of it, including but not limited to disobeying a teacher; and despite being so advised and directed to cease behaving inappropriately, continue to behave in an inappropriate manner.
- O. 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.

- P. Disruptive behavior is behavior that detracts from maintaining classroom discipline; unnecessarily draws attention to the students involved away from classroom activity; and prevents those students and/or other students from their pursuit of learning.

Revised 7/10/00

STUDENT CHEMICAL USE/ABUSE

The following Rapid City School District procedures are to be followed in case of student chemical use/abuse. On a day-to-day basis, situations occur which constitute possible student chemical use and/or abuse and require direct action by building staff.

- a. The student who appears to be under the influence of chemicals during the school day.
- b. The student whose behavior and/or academic performance is deteriorating to the point that chemical use and/or abuse is suspected.

Building principals have several obligations concerning these situations:

- a. To see that staff is alert to signs and/or behaviors that indicate immediate or long-term use and/or abuse. (Staff in-service for this purpose is available upon request from the Office of Special Services.)
- b. To designate a specific staff person to whom suspected chemical abuse situations are to be reported.
- c. To see that the suspected abuse situation is brought to the attention of the student's parents. (*See below* for crisis situations.*)

It is the policy of the Rapid City Area Schools that the use of illicit drugs and the unlawful use of drugs and alcohol are wrong and harmful. Current Board of Education Policies clearly prohibit the unlawful possession, use or distribution of illicit drugs and alcohol on school premises, or as a part of any school activity. Violation of Board Policies could result in suspension or possible expulsion from school.

A consultation with parents and/or student is to be held by the principal or designee and should include discussion of the student's behavior as well as possible referral for assessment or treatment. A list of local referral agencies that provide evaluation and/or treatment is to be made available to the parents, if appropriate.

When cooperation is lacking to the point that parental efforts are not adequate to alleviate the student chemical abuse, the principal will consider the reporting of child neglect to the office of the State's Attorney.

**NOTE: If a situation occurs wherein the behavior of a student under chemical influence is immediately threatening self or others, police authorities may be called to deal with the matter. Parents should be contacted as soon as possible and informed of the action taken.*

APPLYING THE DISTRICT WIDE RULES

DISCIPLINE MATRIX

Administration reserves the right to alter any disciplinary action based on extenuating circumstances.

INFRACTIONS	CONSEQUENCES				
OFFENSES	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE	FIFTH OFFENSE
CLASS I Truancy	See District Code: JEDP/JEDA-P				
CLASS II Abuse, Verbal Dishonesty, Scholastic Dress/Grooming Inappropriate Behavior Nuisance Objects Gambling Skipped Detention Teasing/Name Calling Vandalism, Minor	Warning to One Hour Detention Student Contract	1-5 Hours Detention Student Contract	3-5 Hours Detention to 3 Days In-School Suspension (ISS) Parent Contact	3-5 Hours Detention to 3 Days ISS Parent Contact	3-5 Days ISS Parent Contact
CLASS III Assault, Verbal Disrespectful-Rude to Staff Disruptive Behavior False Reporting Possession of Fireworks or Ammunition Bullying Instigating Pushing, Shoving, Scuffling, Tripping, Profanity Technology Misuse Gang Activity	Warning to 1-5 Hours Detention	3-5 Hours Detention to 3 Days ISS Parent Contact	3-5 Days ISS Parent Contact	5-10 Days ISS Parent Contact	5-10 Days Out of School Suspension (OSS) Parent Contact

DEFINITIONS

ABUSE, VERBAL: The use of language which is obscene, threatening, intimidating, or which degrades other people. Verbal abuse which is also sexual, religious, or racial harassment shall be addressed under the guidelines for harassment.

ALCOHOL OR CHEMICAL, POSSESSION OR USE: Possession or use of any alcohol, narcotic, controlled substance or drug paraphernalia where possession or use is prohibited by South Dakota or federal law. Further recommendations such as possible chemical assessment may also be required.

ARSON: Intentional destruction or damage to school property or other property by means of fire.

ASSAULT, AGGRAVATED: Committing an assault upon another person with a weapon, or assault which inflicts great bodily harm upon another person.

ASSAULT, VERBAL: Language toward another person that is intended to cause fear of bodily harm or death.

ASSAULT, PHYSICAL: 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.

BOMB THREAT: Intentionally making, publishing or conveying in any manner a bomb threat pertaining to a school location.

BULLYING: Bullying consists of repeated physical, verbal, non-verbal, written, electronic or any conduct directed toward a student(s) that is so pervasive, severe and objectively offensive that it:

1. has the purpose of creating or resulting in an intimidating, hostile or offensive academic environment, or
2. has the purpose or effect of substantially or unreasonably interfering with a student's academic performance which deprives the student access to educational opportunities.

Cyber bullying or use of electronic communication including, but not limited to, transmission of information over the internet or other forms of electronic communications including, but not limited to, computers, tablets and cell phones will not be tolerated. This would include, but not be limited to, harassing teasing, intimidating, threatening or terrorizing another person by sending or posting inappropriate and/or hurtful emails, instant messages, text messages, picture or images, or website postings, including blogs.

BURGLARY: Entering any school location without consent and with the intent to commit a crime (e.g. vandalism or theft).

BUS CONDUCT: Students will obey instructions given by the driver, assist the driver in keeping the inside of the bus clean and enter and leave the bus in an orderly manner.

Non-acceptable behavior includes moving about in the bus while it is in motion, throwing objects within or out of the bus, pushing, yelling and stomping of feet or abusive language.

Opening or closing of windows without driver's permission and extending head or arms out the window will not be allowed.

Non-acceptable carry on items: Food or drink other than lunches, glass objects, animals, sharp instruments and large musical instruments which present a potential safety hazard. See district code **EEACC**, Consequences per school bus incident.

DISHONESTY, SCHOLASTIC: Scholastic dishonesty, which includes, but is not limited to, cheating on school assignments or tests, plagiarism or collusion. Academic consequences may also be assigned.

DRESS AND GROOMING: Dress and grooming on a school location in the following manner is prohibited:

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

E-CIGARETTES/VAPOR PEN: According to the FDA, electronic cigarettes, or e-cigarettes, are devices that allow users to inhale a vapor that may contain nicotine or other substances possibly including illicit drugs. The use of e-cigarettes or vapor pens by students in school or school-approved vehicles, or at any school-related event is strictly prohibited. Compliance with this policy is mandatory for all students. Any student who violates this policy will be dealt with according to the discipline matrix for the material found in the e-cigarette/vapor pen, i.e., nicotine, drugs, or any other substance used as an inhalant in accordance with due process up to and including expulsion from school. When required by State Law or Board Policy, the District will also notify law enforcement officials. These pens will not be returned to the student or family if confiscated.

ENDANGERMENT OF OTHERS: Threats or acts which cause emergency procedures to be implemented for the building.

EXPLOSIVES, POSSESSION AND/OR USE: Possessing or using any compound or mixture, which can cause an explosion.

FALSE REPORTING: Deliberately reporting false information about the behavior of a student or staff person.

FIGHTING: Engaging in any form of mutual combat where blows are exchanged.

FIRE ALARM, FALSE: Intentionally giving a false alarm of a fire, or tampering or interfering with any fire alarm.

FIREARMS: Possession of firearms (including airgun, pellet gun, or look-alike gun to include water guns) on school premises, in vehicle or at school related activities.

FIREWORKS OR AMMUNITION, POSSESSION: Possessing or offering for sale any type of fireworks bullets or ammunition.

GAMBLING: Gambling, including but not limited to playing a game of chance for stakes or possession of gambling devices. (Video games, machines and other items used to promote a game of chance).

GANG ACTIVITY: Gang group related activity, the use of graffiti, emblems, symbolism, hand signs, slang, tattoos, jewelry, discussions, clothing, etc.

HARASSMENT: Racial, sexual and religious harassment and violence as defined in the district policy. Reprisal or retaliation for a complaint of harassment.

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. Behavior must be defined.

INSTIGATING: Spreading rumors or agitating a conflict, which may escalate conflict between others.

INSUBORDINATION: Deliberate and defiant refusal to follow an appropriate direction given by a staff member.

NUISANCE OBJECTS: Possession, use or distribution of any object which causes distractions, such as pagers, radios, cell phones, laser pointers, squirt guns, games, etc.

PROFANITY: Language or gestures directed at another, which are obscene, vulgar, abusive or discriminatory.

PUSHING, SHOVING, TRIPPING, WRESTLING, ROUGH PLAY: Physical contact that could harm others accidentally or intentionally.

ROBBERY OR EXTORTION: Taking property from another person by use of force, threat of force or under false pretenses

SEXUAL MISCONDUCT: Engaging in sexual contact or indecent exposure with another person, including intentional touching of clothing covering a person's intimate parts, or intentional removal or attempted removal of clothing covering a person's undergarments, if the action is performed with sexual or aggressive intent.

SKIPPING DETENTION: Failure to report to after school detention which has been assigned by school staff.

TARDY: If a student is not in the classroom after the bell has rung, the student is considered tardy.

TECHNOLOGY MISUSE: 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 POSSESSING STOLEN PROPERTY: The unauthorized taking, using, transferring, hiding, or possessing of the property of another person without the consent of the owner, or the receiving of such property.

THREATS: Communicating in any form the intent to do harm to another person in their perception. Creating perceptions or expressing intentions to inflict pain, injury, evil or punishment against another person or property.

TOBACCO POSSESSION OR USE: Possession or using tobacco in any school location, in district buses or vehicles or at district events.

TRESPASSING: Presence at any school location without permission of school personnel is prohibited. Students are not to go into other district buildings unless they have permission from the staff of that building. Any student on suspension who goes to a school location without permission is subject to an increase in suspension time and or arrest.

TRUANCY: Truancy means any absence (by a student under age 16) for part or all of one or more days from school during which the school has not been notified of the legal cause of the absence by the parent/guardian of the absent student. It also means intermittent attendance carried on for the purpose of defeating the intent of compulsory attendance. When absenteeism has become detrimental to student achievement and the student/parent/guardian has ignored every effort by the district to gain compulsory attendance, the principal may begin truancy proceedings to be brought against the parent/guardian. Prior to such actions the principal shall have:

- Communicated with the student's parents or guardians to discuss this student's truancy or have attempted to meet and been refused.
- Offered an opportunity for educational counseling with school personnel and the student, parent or guardian. See district code **JED-P**.

UNIQUE SITUATIONS: Discipline situations which arise which are not covered by these guidelines will be handled on a case by case basis. Unique or special situations at a particular school may call for an adjustment in the discipline policies to meet the school district's needs.

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

VANDALISM, MAJOR ACTS: Littering, defacing, cutting or damaging, property, technology or telecommunication equipment that belongs to the school district, other students, staff members or other individuals where damages are \$500 or more.

WEAPONS: Students are forbidden to possess, transfer, 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.

Weapons will include objects not commonly considered as such, but modified for use as weapons, facsimiles of weapons, or replicas or toys that look like weapons, or as defined by SDCL 13-32-7.

**RAPID CITY AREA SCHOOL DISTRICT
RAPID CITY POLICE DEPARTMENT
PENNINGTON COUNTY SHERIFF'S OFFICE
PENNINGTON COUNTY STATE'S ATTORNEY'S OFFICE**

SCHOOL THREAT ASSESSMENT RESPONSE (S.T.A.R.) PROTOCOL

Mission Statement: The purpose behind this protocol is to provide a mechanism to assure that threats of violence in a school environment are addressed whenever possible, before they occur. The process necessarily involves a variety of elements, ranging from student, parent, teacher, staff member and administration involvement to law enforcement and other criminal justice participation. The protocol is designed specifically for those violence issues that affect schools and the students who attend those schools. It is intended to identify credible threats of violence and address those threats and the individual making the threat before the threat is carried out. NOTE: This protocol is applicable during any school sponsored event or function, whether the event or function is on school property or not.

Definitions: For purposes of this protocol, the following definitions apply:

1. Threatened Acts of Violence: Any threat or action that suggests the possibility that serious physical injury or death may be caused to another.
2. Rapid City Area School Staff Member: Any employee of the Rapid City School District.
3. Rapid City Area School Administrator: Any Rapid City School District principal or their designee.
4. STAR Team Members: STAR Team officers and deputies, responsible for first response and threat assessment, shall include all Rapid City Police Department and Pennington County Sheriff's Office School Liaison Officers. These personnel shall be referred to generally as STAR Team Officers. Additionally, the STAR Team shall consist of three (3) designated prosecutors from the Pennington County State's Attorney's Office, who shall be referred to as STAR Team prosecutors.

It is essential that any student, parent/guardian, staff member, or school administrator assume that any threat is serious enough to report it immediately to the appropriate authorities and cooperate in providing a statement of information regarding the threat. Once the information has been gathered and assessed, the STAR Team Officer and school administrator shall convene and determine options for follow-up action. The actions may include several consequences ranging from a warning to suspension/expulsion and arrest. Specific procedures regarding the STAR protocol are available in the principal's office.

CORPORAL PUNISHMENT

Corporal punishment is defined as the intentional use of physical force upon a student for any alleged offense or behavior or the use of physical force in an attempt to modify the behavior, thoughts or attitudes of a student.

The use of corporal punishment in any form is strictly prohibited in the public schools. No student will be subject to the infliction of corporal punishment by any teacher, other student, administrator or other school personnel.

Restraint or force by a staff member may, however, be used in the following situations:

- ▶ for the purpose of self-defense
- ▶ to prevent the student from injuring himself/herself or others
- ▶ to protect property of the school or others

WEAPONS AT SCHOOL

Mission Statement: To ensure the safety of all students in elementary schools with the Rapid City School District.

State Statute 13-32-7. Possession of firearms on elementary or secondary school premises or vehicle a misdemeanor -- Exceptions. Any person, other than a law enforcement officer, who intentionally carries, has in his/her possession, stores, keeps, leaves, places or puts into the possession of another person, any firearm or air gun, whether or not the firearm or air gun is designed, adapted, used or intended primarily for imitative or noisemaking purposes, or any dangerous weapon, on or in any elementary or secondary school premises, vehicle or building or any premises, vehicle or building used or leased for elementary or secondary school functions, whether or not any person is endangered by such actions, is guilty of a Class 1 misdemeanor. This section does not apply to starting guns while in use at athletic events, firearms or air guns at firing ranges, gun shows and supervised schools or sessions for training in the use of firearms.

The above law defines firearm with a broad interpretation including the words: "used or intended primarily for imitative or noisemaking purposes." The district will not tolerate imitative or toy guns on school premises. Violation of the statute in any manner will result in a recommendation to the Superintendent for a long-term suspension or expulsion.

Weapons include, but are not limited to: firearms, pocket knives, tools with a knife blade, metallic knuckles, ammunitions, clubs, bats, sticks, chains, pipes, razors, or any other object used in a way that threatens to inflict bodily injury on another person. The possession or use of articles not generally considered weapons may be prohibited when in the principal's or designee's judgment, a reasonable apprehension of danger or intimidation exists to the student in possession, other students, staff, or school property by virtue of possession or use. See district code. JFC

V. APPENDIX

RAPID CITY AREA ELEMENTARY SCHOOLS	PHONE
General Beadle	394-1841
Black Hawk	787-6701
Canyon Lake	394-1817
Corral Drive	394-6789
Grandview	394-1829
Horace Mann	394-1847
Knollwood	394-1851
Meadowbrook	394-1821
Pinedale	394-1805
Rapid Valley	393-2221
Robbinsdale	394-1825
South Canyon	394-1801
South Park	394-1833
Valley View	393-2812
Wilson	394-1837
RAPID CITY AREA SECONDARY SCHOOLS	
East Middle School	394-4092
North Middle School	394-4042
South Middle School	394-4024
Southwest Middle School	394-6792
West Middle School	394-4033
Central High School	394-4023
Stevens High School	394-4051
Rapid City High School	394-4048
RAPID CITY AREA SCHOOLS ADMINISTRATIVE OFFICES	
Superintendent of Schools	394-4031
Federal Programs	TBD
Finance, Budget & Community Development	394-4026
Educational Services	
Elementary	394-4037
Secondary	394-5147
Support Services	394-4105
Buildings & Grounds	394-4045
Nutrition Services	394-4061
Facility Services	394-4105
Transportation—& Special Education Transportation Coordinator	355-3707
Title VII/Indian Education	394-4071
Staff Development, Curriculum Assessment, & Instruction	394-4067
	394-4053
Human Resources	394-4014
Special Education & Student Related Services	394-4035
Jefferson Building	394-1813

SIGN OFF SHEET
ACKNOWLEDGEMENT FORM
RAPID CITY AREA SCHOOLS
ELEMENTARY STUDENT/PARENT HANDBOOK

Student's Name _____
(Please Print)

Grade _____

STATEMENT TO BE READ AND SIGNED BY PARENT

I have received a copy of the Rapid City Area Schools Elementary Student/Parent Handbook. It is my responsibility to review the material and information in the handbook and I accept my responsibility for helping my student to understand and live up to all expectations, guidelines, and policies presented in the handbook.

_____ Date
(Parent/Guardian Signature)

THIS FORM MUST BE SIGNED AND RETURNED TO THE SCHOOL.

TEACHERS MUST TURN IN ALL ACKNOWLEDGEMENT FORMS TO THE OFFICE.

The Elementary Handbook is approved by the Board of Education and is considered policy. We welcome any suggestions or comments from students, parents, faculty or administration that would help improve this book. Mail your comments to the Assistant Superintendent of Educational Services, 300 Sixth Street, Rapid City, SD 57701.