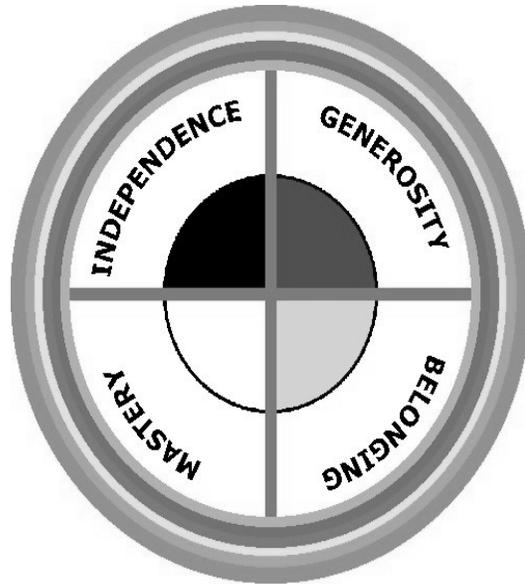


# HAWTHORNE



# STUDENT/PARENT HANDBOOK

**Hawthorne Elementary School ...  
a safe and caring learning environment**

**601 N. Spring Ave.  
Sioux Falls, SD 57104**

**Mrs. Stephanie Jones, Principal  
Mr. Matt Semmler, Administrator Intern**

# Sioux Falls School District Mission Statement

“To educate and prepare each student  
to succeed in a changing world.”

## Hawthorne Elementary School Mission Statement

“At Hawthorne, we nurture relationships, celebrate diversity, and provide a safe,  
healthy environment to ensure social and academic growth for all.”

### School Hours

<b>7:40 – 7:50</b>	.....Children may arrive on playground
<b>7:55</b>	.....First bell rings 8:00 and school begins for K-5
<b>2:45</b>	.....School dismissed for K-5
<b>9:00</b>	..... Morning Early Childhood begins
<b>12:30</b>	..... Morning Early Childhood is dismissed
<b>12:30</b>	..... Afternoon Early Childhood begins
<b>4:00</b>	..... Afternoon Early Childhood dismissed

### Contact Us

**Office Phone: 605-367-4580**

**Office Fax: 605-367-6074**

School Newsletter Online: Go to <http://www.sf.k12.sd.us/> , click on schools, then on Hawthorne

Parent information: Go to <http://sf.parentlink.net> to sign up. You'll need your child's student i.d. number which you can get from the school office.

Emailing your teacher: This will be the teacher's first and last name with a dot between. An example would be [Sally.Sample@k12.sd.us](mailto:Sally.Sample@k12.sd.us).

### Attendance/Absence

It is very important for each child to be in school every day to learn. However, there are absences, such as illness, medical or dental appointments, or death in the family which make it necessary for students to miss school. If your child will be absent from school, *please call the school office by 8:15 a.m.* If we have not heard from you, it is school district policy that our office will call your home or business to determine why your child is not at school. If we are unable to reach you, we may need to

call the emergency numbers or send the social worker out to make sure your child is OK. Please let us know if your child will be absent!!

## **Tardiness**

Teaching students the value of being on time is modeled every school day. Students need to be in their classrooms at 8:00 a.m. or they will be marked tardy. If your child is late for any reason, please call the school and inform them. If you have not called the office by 8:30 to inform us that your child will be late, your student will need to bring a sack lunch.

## **Circle of Courage School**

School Values:

All will learn.

All will be safe.

## **School Guidelines**

Walk safely and quietly in halls and on stairs.

Walk bikes and skateboards on school grounds.

Leave personal electronics and toys at home.

Chew gum and candy with special permission only.

Leave lunch food in the lunchroom.

Wear appropriate clothing (no hats nothing gang related, no profanity).

## **Classroom Expectations**

1. Follow directions - without arguing.
2. Do your work - carefully.
3. Keep your hands, feet, bodies and objects to yourself – quietly.
4. Raise your hand – wait for your turn.
5. Stay in your seat – or area.

## **Well Managed Schools**

Well Managed Schools is based on the Boys Town Education Model. This is a school-based intervention strategy that emphasizes behavior management practices, relationship-building and social skills instruction. It offers the structure and strategies needed to reduce disruptive behaviors and empower students with self-management skills.

## **School Behavior Plan**

In creating a safe learning environment for children, there are specific rules and expectations that are maintained at Hawthorne Elementary.

Our school expectations and behavior plans are based on the Circle of Courage, Boys Town Well Managed Classroom and Ubuntu. The Circle of Courage comes from our Native American culture and emphasizes four main values in life: belonging, mastery, independence and generosity. Well Managed Classroom teaches students the social skills in order to live in the Circle of Courage. Ubuntu is a South African word, which describes a philosophy of living, sharing and working together in order to achieve

a common goal. Here at Hawthorne School, we believe these basic values from early times are the healthiest way for us to live and learn together.

## **Hawthorne Student Expectations**

These behaviors are based on the Circle of Courage, Ubuntu and Well Managed Schools. These expectations are intended to make Hawthorne a safe, learning place for all.

### **"Give me 5"**

1. Eyes are on the speaker.
2. Ears are listening.
3. Mouths are quiet.
4. Bodies are still.
5. Students are paying attention to the speaker.

### **Classroom Expectations**

1. Follow directions - without arguing.
2. Do your work - carefully.
3. Keep your hands, feet, bodies and objects to yourself – quietly.
4. Raise your hand – wait for your turn.
5. Stay in your seat - or area.

### **Hall and Stairway Expectations**

1. Hands to self
2. All eyes forward
3. Lips quiet
4. Low Speed

### **Assembly Expectations**

1. Use restrooms before coming.
2. Enter quietly.
3. Sit in assigned place.
4. Keep hands, feet, bodies and objects in your own space.
5. Face the speaker.
6. Remain quiet and seated.
7. Follow school rules.
8. Follow teacher directions when leaving.

### **Lunchroom Expectations**

1. Enter quietly.
2. Keep hands, feet, bodies and objects in their own space.
3. Use good manners in line – please, thank you, etc...
4. Once seated, remain in that place.
5. Use your inside voice when conversing.
6. Use good table manners – chew with your mouth closed, speak only after chewing and swallowing food, use your napkin, etc...
7. Listen and follow directions of the lunchroom supervisor and all school staff.
8. Leave quietly, following school rules. (i.e., quiet in the hallways, walk...)

### **Library Expectations**

1. Enter quietly.
2. Bring materials.
3. Keep hands, feet and bodies in your own space.
4. Keep eyes on the speaker.
5. Follow directions of librarians and all school staff.

### **Playground Expectations**

1. Play safely.
2. Take turns.
3. Follow the school rules.
4. Follow the game rules, according to Hawthorne rules taught by the P.E teacher.
5. Give compliments to players.
6. Follow staff directions.
7. Line up immediately when the bell rings. Face forward quietly in single file and wait for staff directions. Keep hands and feet to yourselves.
8. Report inappropriate behavior to staff.

### **Water Fountain Expectations**

1. Line up along the wall with hands at your sides.
2. First person in line takes a drink while the next person quietly counts to 3(1 one thousand, 2 two thousand, 3 three thousand) so that the person drinking can hear.
3. First person goes to the end of the line and waits quietly while the next people repeat the process. (Or, follow teacher directions, such as returning quietly to the classroom.)

**If a student makes an inappropriate choice in a behavior, the correct behavior should be taught and practiced with the student.**

### **Logical Consequences**

#### **Hawthorne's Behavior Plan**

Maintaining a peaceful, inclusive school environment goes a long way in encouraging children to be focused and ready to learn. Teachers continuously teach and model which behaviors they want their students to emulate. Ongoing Well Managed Schools Social Skill Instruction connected to the Circle of Courage Philosophy and specific/effective praise are utilized. Research shows that proactive teaching of expectations, social skills and procedures is the most important part of implementing any program which addresses behaviors. The following is the protocol that teachers will use in addressing behaviors.

1 – Teachers will follow common sense in determining which inappropriate behaviors require their immediate attention. Non-verbal prompts and specific verbal prompts can often manage low level behaviors.

2 – When low level prompts are ineffective, teachers will apply one or more corrective strategies to assist a student with inappropriate behavior Cool down time allow the student to have some time – the peace table or quiet place in the classroom works well for this). When using cool down time, be sure to give the student a time limit as well as something to do (take deep breathes, count to 10, etc). Cool down times should only last 3 or 4 minutes before you check on the student.

- ✓ Reality statements/reasons (explain expectations)

- ✓ Empathy (for example say 'I understand you feel frustrated')
- ✓ Specific praise (for example say 'nice job cooling down')
- ✓ Coupling statements (for example say 'right now you are standing, please sit).  
Avoid saying "I need you to..." or "You need to...")

3 – Guided self-corrections can assist a struggling student. Guided self-correction is used for students who are open to solving the problem and remaining in the classroom. It encourages students to identify the problem and solve it on their own with support from an adult.

4 – If the student continues to be unable to control an inappropriate behavior, the teacher will direct the rest of the class to move into 'seat check' mode – i.e. they will work independently at their own desks or tables while the teacher works one-on-one with the individual student. The teacher will use Well Managed Schools strategies to help the student control his/her behavior and remain in class.

5 – If de-escalating attempts do not redirect the student's behavior:

- ✓ The teacher will call for assistance from an administrator, the Counselor or the Success Coordinator.
- ✓ The office will continue to work on de-escalation and corrective teaching as well as classroom re-entry and apologies.
- ✓ If a child is referred out of the classroom, they will receive some kind of consequence that is appropriate for the intensity, frequency and duration of the behavior(s). The consequence could include an office referral per the District Discipline Policy

## **Sioux Falls School District Discipline Policy**

Please refer to the Sioux Falls School District Discipline Policy regarding consequences for inappropriate behavior.

## **Student Procedures and Policies**

### **Accessing the School District Website**

1. Type in [www.sf.k12.sd.us](http://www.sf.k12.sd.us)
2. Click on "For Parents" box
3. From there access any information needed.
4. You can access the Hawthorne activity calendar at this location as well.

### **Appointments**

If your child will be coming late due to a dental or doctor appointment it is most helpful if you notify the teacher or office in advance. When a student is gone for an appointment, an absence will be recorded for the amount of time the student is absent from class. If your child needs to order a hot lunch, orders must be placed by 8:30 a.m.

## **Cross-Walk Safety**

Please help to promote safety of **all** students by making sure that **children cross the street ONLY with the crossing guards – NOT in the middle of the streets!**

## **Emergency School Closings**

Schools may be closed or delayed due to the weather or another emergency. The school officials will use the telephone calling system to notify staff and parents. Local television and radio stations will broadcast Sioux Falls Public School closings and late starts. You may also check our website at [www.sf.k12.us](http://www.sf.k12.us). School closings including Hawthorne will be listed as "Sioux Falls Public Schools." If weather causes school closings, the missed days may be made up at the end of the school year.

## **Health Concerns**

We must have two emergency telephone numbers for your child in case of illness or injury and we are unable to reach a guardian or parent. Please return the blue emergency sheets by the 2<sup>nd</sup> day of school. In the event your child suddenly becomes ill or injured, we will make contact you by telephone. Children who are vomiting or running a fever must go home. The school nurse may make referrals to Falls Community Health Clinic at Hawthorne Elementary.

## **Home-School Communication**

### **Weekly Folders**

All communications and weekly papers are sent home with students in the weekly folder. Please look for these folders on the day your child's teacher will let you know they're being sent home.

### **Teacher Availability**

Parents are encouraged to call or visit with the child's teacher regularly. Teachers are typically available from 7:30 am until 7:55 am or from 2:45 pm to 4:00 pm.

### **Reporting Student Progress**

Reporting student progress in a timely fashion is one of the most important functions as a school. Parents are encouraged to make regular contact with the classroom teacher in order to stay informed about their child's progress.

## **Homework**

Homework is an important part of student learning. The School Board believes when parents/guardians, teachers and students work together, out-of-class assignments are a valuable part of the instructional program. Homework should provide opportunities for students to practice skills, develop initiative, form independent study habits, and use community resources. Please check with your child's teacher to learn how you can help your child be successful in learning.

## **Items from Home**

***Students are not to bring items from home*** as they distract from student learning. These items could easily be lost or stolen. The school is not responsible for any lost or stolen items.

## **Lunch and Breakfast Programs**

Hawthorne received a grant from the federal government which allows all students (with the exception of Early Childhood students) to eat lunch and breakfast at no cost to the parent. This grant will continue during the 2018-2019 school year.

## **Outside Recess**

Please help your child dress appropriately for cold weather. All students will be expected to wear a hat, boots, warm gloves or mittens, and a coat that will zip or button when the weather is cold. Children will be sent outside for recess unless the air temperature or wind chills is below zero. A **physician's note** is required in cases of extended exclusion from outside recess.

## **Parking**

Please observe the No Parking signs and yellow lines. Also, staff members will instruct drivers in appropriate procedures – please respect them as we do our best to keep all of our kids safe! It's best to choose a spot around the school where you will meet your child every day and keep it consistent.

## **Phone Use**

Our phones are very busy at school. We encourage you to make all arrangements with your children before they come to school. Children can use the phone in an emergency, but routine phone calls are discouraged.

## **Rules of Student Conduct and Dress**

All students will learn. All students will be safe. These are the keys to creating an atmosphere in which learning can occur. Students attending Hawthorne are expected to conduct themselves with respect for self and others through their actions, their language, and their dress. Student behavior should reflect favorably on the individual and on the school, show consideration for others, demonstrate appropriate social skills and should create a harmonious learning atmosphere.

*Hawthorne Elementary reserves the right to ask a student to change clothing that might interfere with student learning. Clothing with large holes or worn too loose or baggy, shirts without enough coverage, shirts with pictures or language that is suggestive or profane must never be worn to school. Students will be asked to call home for a change of clothing, turn the shirt inside out, or be referred to the Hawthorne "GAP" as a quick solution in order to get the focus quickly shifted back to learning. Hawthorne's goal with relation to student conduct is to partner with parents to help all students be successful academically, socially, and emotionally.*

## **School-based Health Services**

Students who need immunizations, physicals, or doctor services may be referred to primary and preventive health care services through Falls Community Health Center–Hawthorne site. Having a clinic at Hawthorne ensures ready access to health services which facilitate learning and improves school attendance. Parents must give consent for these services. Falls Community Clinic phone number is 367-8793.

## **School Nursing Services**

Our nurse provides daily assessment of children's health care needs, gives physician-prescribed treatments or medications, and offers health information and referrals.

Medications can be dispensed at school when an authorization form is signed by the parent and physician and on file in the school office. Forms may be obtained from the school nurse. All medication must be properly labeled with clear directions to dispense. Your careful attention to this procedure will assist us in protecting your child.

## **Signing Children Out**

If you need to pick your child up early from school, you must come to the office and sign him/her out. We established this policy for the safety of your children. Thank you for your cooperation in enforcing it.

## **Snacks – Fresh Fruits and Vegetables**

Hawthorne classrooms K-5 will receive a special fresh fruit and vegetable snack each day, due to a grant. Each classroom will receive either fresh fruit or fresh vegetables as a snack during the school day outside of lunch.

## **Special Services**

At Hawthorne the following educational support services are available:

- ✓ Psychological evaluation
- ✓ Special Education services for children with special learning needs
- ✓ School wide Title I services for all children
- ✓ Speech and language therapy
- ✓ Occupation and physical therapy
- ✓ Counseling services
- ✓ Health services
- ✓ Social work services
- ✓ Unique Learning Experience for gifted and talented students
- ✓ Orchestra for children in grades 4 and 5
- ✓ Band for children in grade 5

## **Student Records**

Parents of students under the age of 18 and students over 18 may exercise the right to review educational records of the student. They may obtain copies of the records, respond to material in the record, challenge the content of the record on grounds of inappropriateness, inaccuracy or an invasion of privacy, and have the records explained. If you need assistance in this area, please contact the office.

## **Visitors**

Parents are welcome and encouraged to visit school. All visitors need to enter through the front door and push the buzzer to be let into the school. Visitors will then proceed to the front office. Frequent visitors such as weekly mentors should stop in the office to show their badge. All other visitors need to fill out a visitor's sticker, adhere the blue smiley face, and leave a government-issued identification badge (e.g. driver's license) with the clerical in the front office.



## SIOUX FALLS SCHOOL DISTRICT

### TITLE I (section 1118) Parental Involvement (b) School Parental Involvement Policy Revised 5-17-12

#### Appendix G

#### Policy Involvement

#### Hawthorne Elementary shall:

1. Convene an annual meeting to inform and explain in an understandable and uniform format to parents their school's participation in the Title I program, and their right to be involved. This meetings is connected to a Title I event or informational grade level meetings.
2. Offer one to two meetings a year to foster parent involvement through our Site Council, which includes teachers, parents and community members. The scheduled agenda includes school status, periodic discussion on planning, review parent surveys, program improvement, parent involvement policy, and the School Improvement Plan.
3. Provide parents of participating children timely information about programs, a description and explanation of curriculum, forms of assessment used to measure student progress, proficiency levels students are expected to meet, and the School Improvement Plan. Communication of this information occurs through newsletters, brochures, conferences (with interpreter), Title I family activities, regular mail, weekly student take-home folders, the Hawthorne website ([www.sf.k12.sd.us](http://www.sf.k12.sd.us)), and Site Council meetings. A Parent University class was designed for ELL parents to enhance their ability to access school district resources. The Parent Involvement Policy and Compact are in the student handbooks.

#### Shared Responsibilities

4. Develop a Parent Involvement Policy and School-Parent Compact that outlines how parents, the entire school staff, and students share the responsibility for student achievement and the means by which the school and parents will build and develop a partnership to help serve the state's high standards. The Site Council reviews the parent and/or District surveys to develop the Policy and Compact. Both documents are in the School Improvement Plan and the student handbook. The compact is shared with parents during Open House and printed in a newsletter.
5. Communication between parents and teachers on an on-going basis is essential, such as parent-teacher conferences, report cards, phone calls, and weekly take home folders. School-wide phone calls are used for special messages and reminders to all families, staff, or specific groups.

#### Building Capacity for Involvement

6. Provide assistance to parents in understanding the state's academic and content standards through brochures from the Parent Resource Network.
7. Encourage parents to monitor a child's progress and work with educators to improve achievement. Encourage parents to use Parent View to check on their child's progress.
8. Provide materials and training to help parents to work with their children to improve their achievement. This includes homework, reading incentives, teacher newsletters, and Title I Newsletters with parenting ideas and information. Monthly articles are sent home from the Parent Communication Network. The parent liaison offers classes for interested parents. Encourage parents to utilize the websites: [www.sdprn.org](http://www.sdprn.org) and [www.bethere.org](http://www.bethere.org).
9. Coordinate to the extent feasible and appropriate the integration of parent involvement and activities with Head Start, early reading programs, and the Early Childhood program.
10. Ensure that information related to schools and parent programs and meetings is sent to the parents in a format that is practical and in a language parents can understand. Parent liaisons and interpreters support communication with ELL families.

11. Provide such other reasonable support for parental involvement activities under this section as parents may request. This may include:
  - a. Provide Title I events from funds to promote quality family activities that model learning activities in literacy, math science and/or diversity.
  - b. Recruit parents to enhance the involvement of other parents during the Fall Festival, Title I events and volunteers when needed for other special events or leadership on Site Council and the District sponsored meetings.
  - c. Arrange school meetings at a variety of times, or conduct in-home conferences between educators and parents.
  - d. Adopt and implement model approaches to improving parental involvement.
  - e. Invite parents to participate on a District-wide parent advisory council to provide advice on matters related to parental involvement.
  - f. Develop appropriate roles for community based organizations and businesses in parent involvement activities to support basic and health needs of students.
  - g. Promote and support parents with the importance of meeting basic needs of their children, including proper rest, attendance, health, appropriate dress, age-appropriate entertainment, and positive emotional support.

#### Accessibility

12. To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. This would include information in a format to the extent practicable; in a language such parents can understand. The parent liaison strives to communicate with ELL parents, making home visits, providing individual communication, transportation, and interpreters for necessary communication.

#### **Highly Qualified Teacher Notifications**

##### 1. Highly Qualified Teacher Notification:

The Elementary and Secondary Education Act federal law requires that all parents in a Title I school be notified and given the opportunity to request information about the professional qualifications of their children's classroom teachers and paraprofessionals. The information that parents are entitled to includes:

- whether the teacher has met the State requirements for licensure and certification for the grade level and subjects they teach;
- whether the teacher is teaching under emergency or provisional status through which State qualification or licensing criteria have been waived;
- the teacher's college major and any other graduate certification or degree held by the teacher and the field of discipline of the certification or degree; and
- whether the child is provided services by paraprofessionals, and if so, their qualifications.

If you are interested in this information contact the building principal or visit <http://goo.gl/4IZWG1>

Parents who enroll their children after the newsletter has been sent out receive the notice upon enrollment.

The building principal will send a notice to each parent whose child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified. This notice will be sent within 10 school days of when the student is assigned, or, in the case of a substitute teacher, by the 5th consecutive week the substitute is in the classroom.

The District Parent Involvement Policy is posted on the District website with all other District policies. It is distributed to parents in school wide programs at the back-to-school open house. A summary of the policy with the directions for accessing the complete policy on the website is included in each school's back-to-school newsletter. Parents who enroll after the beginning of the year receive a copy of the policy upon enrollment.

## **Discrimination and Harassment:**

The Sioux Falls School District is committed to providing a learning environment free of discrimination and harassment. The District prohibits discrimination/harassment on the basis of race, color, creed, religion, age, gender (including pregnancy), sexual orientation, disability, national origin or ancestry, military/veteran status, genetic information or any other category protected by law. Additionally, the District provides equal access to the Boy Scouts and other designated youth groups.

The District will investigate all reports of harassment/discrimination, and will discipline, or take appropriate action, against any student or employee who is found to have violated the Harassment and/or Discrimination Policies and Regulations:

1. Students should report complaints of harassment to a building administrator.
2. If a student prefers, the student may first report a concern to a counselor, or other trusted adult. That staff member will report the concern to the administrator.
3. Parents/ guardians are encouraged to call an administrator if they are concerned about harassment or intimidation issues.
4. An administrator will investigate all complaints and determine an appropriate course of action.
5. Submission of a complaint or report of harassment will not affect the student's status with the District. Retaliation for making a complaint or participating in an investigation will not be tolerated.

More information can be found on the District's website: <http://www.sf.k12.sd.us/students/report-of-concern-students>

### **Sioux Falls School District Annual Notifications**

All current official notices and District policies can be found on the District's website at <http://www.sf.k12.sd.us/our-district/district-policies> or can be obtained from any school office or the Instructional Planning Center.

### **NOTICE: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) ANNUAL NOTIFICATION - Policy Regulation JRA/JRA-R**

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- (1) The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notification of the time and place where the records may be inspected.
- (2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. This does not include the right to request a change to any specific grade. Parents or eligible students who wish to ask the school to amend a record should write the school principal, clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- (3) The right to privacy of personally identifiable information (PII) in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the School Board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, a parent, student, or other volunteer assisting another school official in performing his or her tasks; or a service provider or vendor providing the District with online educational services or applications. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses educational records without consent to officials of another school district in which a student seeks to enroll if the disclosure is for the purposes of the student's enrollment or transfer.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Dept. of Education, 400 Maryland Ave., SW, Washington, DC 20202.

#### **NOTICE: DIRECTORY INFORMATION**

FERPA requires that the District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information (PII) from your child's education records. However, the District may disclose appropriately designated "directory information" (information that is generally not considered harmful or an invasion of privacy if released, without written consent), unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the District to include this type of information in certain school publications. Directory information may also be provided to outside organizations. The District classifies and identifies directory information as follows:

##### A. Directory Information for Use in School Publications:

The District designates the following as directory information for use by the District in school publications without prior parental written consent:

1. Student's name;
2. Grade level;
3. Student's participation in officially recognized activities or sports;
4. Weight and height of athletes;
5. Honors, awards, and degrees;
6. Information which denotes accomplishments and achievements;
7. Individual and group photographs;
8. Dates of attendance;
9. School attending; and
10. Parent/Guardian name.

Examples of the use of the above information in school publications by the District include but are not limited to: class rosters posted inside school buildings; a program showing a student's role in a music or drama production; the annual yearbook; school newspaper; honor roll or other recognition lists; graduation programs; and sports activity programs, such as for wrestling, showing weight and height of team members.

##### B. Directory Information for Student Contact Lists and Public Requests (Outside Organizations):

The District designates the following as directory information that may be disclosed by the District without prior written parental consent to outside organizations:

1. Student's name;

2. Address;
3. Telephone number;
4. School attending; and
5. Grade level.

Examples of the use of outside organization directory information include but are not limited to: use in a parent/student contact list (e.g. buzz book, school telephone directory, school contact list); providing information, upon request, to individuals, groups or organizations outside of school (e.g. parent groups [booster groups, PTA], outside organizations serving youth, companies that manufacture class rings or supply graduation items, photographers).

In addition, the District may provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the District that they do not want their student’s information disclosed without their prior written consent. This written notice must be given to the student's building principal/program administrator or the Director of Technology & Information Services/Student Records within fifteen (15) days after notice is given.

Upon directory information from either category A or B being made public by the District (e.g. a program distributed at school event or information provided to manufacturer of class rings), that specific information, unless excluded by law, may fall within the definition of a public record and be accessible to the citizens of South Dakota in accordance with South Dakota’s open record laws.

#### **Right of Parent/Guardian or Eligible Student to Opt-Out of Disclosure of Directory Information**

The District will disclose the above identified directory information without written consent unless a parent or an eligible student “opts-out.” Parents or an eligible student may elect to “opt-out” of one or both categories of directory information (Directory Information for Use in School Publications and/or Directory Information for Student Contact Lists and Public Requests (Outside Organizations)). Any such “opt-out” must be made, in writing, to the building principal within fifteen 15 days after the notice is given.

Policy/Regulation JRA/JRA-R can be found on the District’s website at [www.sf.k12.sd.us](http://www.sf.k12.sd.us) or can be obtained from any school office or the Instructional Planning Center.

#### **NOTICE: INFORMATION NOT SUBJECT TO SURVEY, ANALYSIS, OR EVALUATION WITHOUT CONSENT/ PROTECTION OF PUPIL RIGHTS AMENDMENT AND CONSENT/OPT-OUT FOR SPECIFIC ACTIVITIES ANNUAL NOTIFICATION – POLICY ILD**

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. South Dakota Codified Law 13-3-51.2 provides greater rights to parents. These include the right to:

- *Consent* before students are required to submit to a survey, analysis, or evaluation that concerns one or more of the following protected areas (“protected information survey”):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents
8. Personal or family gun ownership; or,

9. Income, other than as required by law to determine program eligibility.

• *Receive notice and an opportunity to opt a student out of –*

1. Certain non-emergency medical examinations required for school attendance; and

2. 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. 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 District has adopted a procedure regarding the above rights and 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 District will notify parents at the beginning of the school year if the District has identified the specific or approximate dates of surveys for which consent is required. 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 consent (protected information surveys) or opt their child out (marketing activities and certain non-emergency medical examinations) as required by the PPRA and state law. Parents will also be provided an opportunity to review any pertinent surveys.

Parents who believe their rights have been violated may file a complaint with the Family Policy Compliance Office, U.S. Dept. of Education, 400 Maryland Ave., SW, Washington, DC 20202. Policy ILD can be found on the District's website at [www.sf.k12.sd.us](http://www.sf.k12.sd.us) or can be obtained from any school office or the Instructional Planning Center.

#### **NOTICE OF NON-DISCRIMINATION – POLICY/REGULATION AC/AC-R**

In an effort to provide a safe, respectful educational environment, the District prohibits discrimination in its policies, employment practices and programs on the basis of race, color, creed, religion, age, gender (including pregnancy), sexual orientation, disability, national origin or ancestry, military/veteran status, genetic information or any other category protected by law. In addition, the District shall not discriminate in the opportunities for students on the basis of parental status, marital status, or pregnancy, nor shall such students be excluded from any program or activity, including any class or any extracurricular activity. Additionally, the District provides equal access to the Boy Scouts and other designated youth groups. Prohibited acts of discrimination include racial, sexual, ethnic or other types of slurs, insults, intimidation, harassment and other conduct directed toward another person in accordance with Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 (discrimination based on disability); Title VI of the Civil Rights Act of 1964 (discrimination based on national origin or race); Title IX of the Education Amendments of 1972 (discrimination based on gender); the Age Discrimination Act of 1975 (discrimination based on age.); and the Boy Scouts of America Equal Access Act of 2001 (equal access to public school facilities for the Boy Scouts and other designated youth groups). In addition, the District provides equal access/equal opportunity for students, employees, and the public to District programs and activities.

#### **COMPLAINT PROCEDURE – RESOLUTION OF DISCRIMINATION COMPLAINTS**

Individuals with concerns or inquiries about discrimination are encouraged to attempt to resolve the concern informally by working with the administrator most directly involved in the situation. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

- Discrimination based on a student's disability: Section 504 Coordinator: Health Services Supervisor, 201 East 38th St., Sioux Falls, SD 57105-5898, Ph. (605)367-7933.

- All other forms of discrimination: Civil Rights Officer/Title IX Coordinator (CRO/IX), In-House Counsel, 201 East 38th St., Sioux Falls, SD 57105-5898 Ph. (605)367-4670.

A complaint may be filed by a student, parent/guardian, employee or other citizen when it is felt that a violation of Policy AC Nondiscrimination/Equal Opportunity has occurred. Formal complaints are filed with the persons named above.

1. The Complaint Investigation Form should be completed by the person filing the complaint or the designated administrator. The form includes the following:

- Complainant's name and address
- Date(s) of the incident(s)
- Description of the incident(s)
- Name(s) of the person(s) involved in the incident(s)
- Name(s) of any witness(es) to the incident(s)
- What action, if any, has been taken
- Requested resolution of the complaint
- Signature of the complainant will be requested, but not required

2. An investigation will be initiated. This investigation may be conducted by District officials or by a third party designated by the District. The investigating party shall provide a written report of the status of the investigation within ten (10) working days to the Superintendent and the CRO/IX.

3. If the complainant is not satisfied with the decision rendered by the designated administrator, he/she may appeal the decision to the Superintendent within ten (10) working days following receipt of the decision. The appeal must include the original Complaint Investigation Form, a copy of the decision from the designated administrator and a written statement as to a reason for the appeal.

4. The Superintendent or designee will review the materials submitted, investigate the circumstances and respond in writing within fourteen (14) working days from the appeal. At the Superintendent's level, the appeal process may or may not include a conference with the parties involved.

5. If the complainant is not satisfied with the decision rendered by the Superintendent, he/she may request a hearing in executive session with the School Board. The request for hearing must be submitted in writing within ten (10) working days through the Superintendent's Office. The hearing will be scheduled within thirty (30) working days from the request for hearing. The involved parties will be notified in writing of the date and time of the scheduled hearing.

6. The School Board will render a decision in writing within ten (10) working days of the hearing.

7. During the investigation all parties directly involved in the complaint may have legal or other representation. If any party elects to be represented at any step of the complaint procedure, the name of the representative must be declared in writing to the Civil Rights Officer within two (2) days of the filing of the complaint, notification of any investigation, or the filing of any appeal.

The District prohibits retaliation against any individual who reports a claim under this policy or participates in an investigation of any such claim.

Policy/Regulation AC/AC-R can be found on the District's website at [www.sf.k12.sd.us](http://www.sf.k12.sd.us) or can be obtained from any school office or the Instructional Planning Center. Concerns and inquiries regarding discrimination rights may be directed to the Kansas City Office, Office of Civil Rights, U.S. Department of Education, One Petticoat Lane, 1010 Walnut Street, Suite 320, Kansas City, MO 64106. Telephone: (816) 268-0550; Facsimile: (816) 268-0559; Email: [OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov).

**NOTICE: SECTION 504 OF THE REHABILITATION ACT OF 1973- Policy/Regulation KED/KED-R  
DISABILITY DISCRIMINATION IN PROGRAMS/SERVICES**

Section 504 of the Rehabilitation Act of 1973 (Section 504) is designed to eliminate discrimination on the basis of disability and requires that qualified individuals be provided equal access to educational programs and services

**ACCESS** - Persons with disabilities may contact the building principal or site administrator at least 72 hours before the event to obtain reasonable accommodations needed to participate in District programs.

**STUDENTS** - Policy/Regulation KED/KED-R, Concerns and Complaints about Educational Programs for Students with Disabilities or Students with Substantially Limiting Health Conditions, outlines the District's procedure relating to the identification, evaluation or educational placement of a student under Section 504. Concerns/Complaints relating to the identification, evaluation or educational placement of a student under Section 504 should be referred to the District's Section 504 Coordinator - Supervisor of Health Services. 201 East 38th St.; Sioux Falls, SD 57105-5898; Ph. (605)367-7933.

**PARENTAL RIGHTS** - 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 your child receive a free appropriate education; (3) Have your child educated in facilities and receive services comparable to those provided nondisabled students; (4) Have your child have an equal opportunity to participate in nonacademic and extracurricular activities provided by the District; (5) Receive notice with respect to the identification, evaluation or placement (including a substantial change in placement) of your child; (6) Have the identification, evaluation and placement decisions 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 appropriate educational and related services when eligible and necessary under Section 504; (8) Examine all relevant records relating to decisions regarding your child's educational records, including records related to the identification, evaluation, educational program and placement; (9) Request a review of a Section 504 Team decision relating to the evaluation, educational program and placement (including any substantial change in placement) of your child; (10) Request an impartial due process hearing relating to the evaluation, educational and placement decisions (including any substantial change in placement); (11) Appeal the decision of the impartial hearing officer to a court of competent jurisdiction; (12) Have the District advise you of these rights under the federal law.

The Sioux Falls School District must identify and evaluate students who may be eligible for services under Section 504 due to the following conditions:

1. A physical or mental impairment that substantially limits one or more major life activities (which includes major bodily functions); or
2. A record of having an impairment that substantially limits one or more major life activities, or
3. An impairment that substantially limits one or more major life activities.

The District will provide prior written notice to parents before initiating or changing or refusing to initiate or change the identification, evaluation or educational placement of a student under Section 504. Parent consent is required for all initial evaluations.

**REVIEW AND IMPARTIAL DUE PROCESS HEARING PROCEDURE** - The parent of a child with a disability who disagrees with any decision regarding the identification, evaluation or educational placement of a student by the 504 Team may request a review by the District's Section 504 Coordinator – Supervisor of Health Services or file a Due Process Complaint. Request for review: The District's 504 Coordinator will send a written response to the parent/guardian within ten (10) working days of receiving the request for review. That written response will specifically address the issues raised by the parent/guardian. Impartial Due Process Hearing: A parent/guardian may file a Due Process Complaint at the Instructional Planning Center addressed to the District's 504 Coordinator.

Prior to the initiation of a Due Process Hearing, the Section 504 Coordinator will offer to convene a meeting with the parents and the relevant member or members of the 504 Team and a representative of the District who has decision-making authority on behalf of the District. The purpose of the meeting is for the parents to discuss their Due Process Complaint and the facts that form the basis of the Complaint so that the District has the opportunity to resolve the dispute. If the issues raised in the Due Process Complaint are not resolved to the satisfaction of the parent within 30 days of the receipt of the Due Process

Complaint, a Due Process Hearing will be scheduled. An impartial Hearing Officer will be retained to conduct a hearing. Any party to a hearing has the right to:

1. Be accompanied and advised by counsel - neither party has the right to be represented by a non-attorney at a hearing;
2. Present evidence and confront, cross-examine, and compel the attendance of witnesses;
3. Introduce evidence that has been disclosed to the other party at least 5 business days before the hearing;
4. Obtain a written, or, at the option of the parent, electronic, verbatim record of the hearing; and
5. Obtain written, or, at the option of the parents, electronic findings of fact and decisions.

A complete copy of Policy/Regulation KED/KED-R can be accessed at [www.sf.k12.sd.us/schoolboard/policies](http://www.sf.k12.sd.us/schoolboard/policies) or obtained from any school office.

Concerns and inquiries regarding Section 504 may be directed to the Office of Civil Rights, U.S. Dept. of Education, Kansas City Office, One Petticoat Lane, 1010 Walnut Street, Suite 320, Kansas City, MO 64106. Telephone: (816) 268-0550; Facsimile: (816) 268-0559; Email: [OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov).

#### **INDIVIDUALS WITH DISABILITIES EDUCATION ACT: CHILD IDENTIFICATION**

The District provides free, appropriate education for all children with disabilities from birth through age 21. Any eligible child within the jurisdiction of the District, including those enrolled in any public or private agency or school located in the District, should be referred to the Office of Special Services. Ph. (605)367-7689.

Documents for Public Inspection: The District is operating a project in compliance with the Individuals with Disabilities Education Act. Any funding applications, evaluation, or reports required by the state for operation of the project are available for public inspection. Documents are maintained in the Special Services Office of the Instructional Planning Center, 201 East 38th St., and are available during business hours.