

ELEMENTARY SCHOOL HANDBOOK



Sioux Falls School Dtrict 49-5

Revised June 2021

SIOUX FALLS SCHOOL DISTRICT 49-5

Parents/Guardians of Elementary Students:

Your child's elementary years are some of the most critical years in school. As parents you are eager to know as much as possible about the experience your child will have in school. This brochure will provide you with basic information about many aspects of the elementary school experience.

The Sioux Falls School District is committed to providing each and every child with the essential skills and knowledge they will need to succeed. Fulfillment of this goal must begin at an early age. The primary curriculum is designed to engage children in the learning process, provide them with a sense of accomplishment, and help them understand the value of what they are learning. The intermediate curriculum builds on the strong skill foundation at the primary level and strives to offer opportunities for students to excel at higher levels of comprehension, thinking and skill development.

To be successful school district personnel and parents must work together to support children. This booklet helps acquaint you with how our schools operate. It also discusses how we can work together to support your child. Working in partnership with school staff is one of the most important things you can do to ensure your child's success.

Entrance Requirements

- A child may enter kindergarten if he/she is five years old on or before September first.
- A child may enter first grade if he/she is six years old on or before September first and has completed kindergarten
- All children shall attend kindergarten before age 7.
- If parents have questions about their child's readiness for school, they may want to visit with the school principal.
- South Dakota law requires that at the time of enrollment or within 30 days of initial enrollment, a certified copy of the child's birth certificate be provided to the school.
- Prior to admission to school, parents must present
 - * A certification from a licensed physician that the child has received or is in the process of receiving adequate immunizations against poliomyelitis, diphtheria, pertussis, rubeola (measles), rubella, mumps, tetanus, and varicella (chickenpox), according to the recommendations of the State Department of Health. If parents have concerns about this requirement, they should contact the school nurse or principal.

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 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.

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.

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/guardian 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 – Health Services Coordinator 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/guardians 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;

OVERVIEW

• **Which School?**

Students will attend the school in the area of residence. Any exception for an individual student is initiated through an open enrollment request. Open enrollment requests are received by the Human Resources Dept. at 367-7919.

<u>Elementary School</u>	<u>Address</u>	<u>Zip</u>	<u>Phone</u>
All City	2511 W. Brookings St.	57104	367-6120
Laura B. Anderson	1600 N. Wayland Ave.	57103	367-6130
Susan B. Anthony	2000 S. Dakota Ave.	57105	367-4560
Cleveland	1000 S. Edward Dr.	57103	367-6150
Discovery	1506 S. Discovery Ave.	57106	362-3530
Harvey Dunn	2400 S. Bahnson Ave.	57103	371-4120
Eugene Field	501 S. Highland Ave.	57103	367-6160
Robert Frost	3101 S. 4th Ave.	57105	367-6170
Garfield	705 S. Roberts Dr.	57104	367-6180
John Harris	3501 E. 49th St.	57103	371-4111
Hawthorne	601 N. Spring Ave.	57104	367-4580
Hayward	400 N. Valley View Rd.	57107	367-4590
Oscar Howe	2801 Valley View Rd.	57106	362-2752
John F. Kennedy	4501 S. Holbrook Ave.	57106	362-2784
Lowell	710 W. 18th St.	57104	367-8378
Horace Mann	1401 E. 26th St.	57105	367-6190
Rosa Parks	5701 E. Red Oak Dr.	57110	371-4170
R. F. Pettigrew	7900 W. 53rd St.	57106	362-3560
Terry Redlin	1721 E. Austin St.	57103	367-6140
Renberg	47260 258th St.	57055	543-5273
Sonia Sotomayor	1510 S Lake Ave	57105	367-4655
Anne Sullivan	3701 E. 3rd St.	57103	367-6084
Laura Wilder	2300 S. Lyndale Ave.	57105	367-4570

• **Entrance Suggestions**

To facilitate planning for the fall term of school, kindergarten registration is held during the second semester of the previous year.

New families in an area are encouraged to enroll their children before the opening day of school each year. Parents may register their children by going to the District website at www.sf.k12.sd.us and click on the New Family Information on the left. Elementary school offices are open from mid-August through early June.

• **Permission to Leave School Grounds**

Children are not permitted to leave the school grounds during school hours unless there is a written request or a telephone call from parents.

- **Sickness During School Hours**

In the event a child becomes ill during school hours, a parent/guardian will be notified and the child may need to be picked up from school. Parents must provide the school with up-to-date parent and emergency contact information.

- **Staying After School**

Elementary classes usually will be planned so that most of the child's work will be done within school hours. Students may remain after school or report before school for special projects of interest to them. Parents will be informed if children are required to stay after school.

- **After School Care Programs**

Every elementary school has an after school care program. Parents may contact Kids Inc. (367-4424) or the building principal for further details.

- **Discipline**

Rules of student conduct and discipline for elementary schools have been established and will be provided to parent or guardian and student. Annually, building principals send student conduct and discipline procedures home to parents/guardians.

- **Early Dismissals**

Occasionally early dismissals are necessary for various reasons, such as teacher in-service meetings. In such cases parents will be notified as to the reason and time of dismissal.

- **Emergency Closing of Schools**

In case of emergency closing of schools, the local radio and television stations will give school reports. In addition, closings will be reported on the district website and social media channels. In the event that school is called off during the school day, parents/guardians need to plan where their children will go if no one is at home.

- **Hot Lunch Program**

Child Nutrition provides a breakfast and lunch program at each elementary school. The menu is available on the Sioux Falls School District website (www.sf.k12.sd.us)

An automated ticket system is utilized in all elementary schools. Each student is given an account. A debit card with their name and student ID number is used to access the account. The student's milk or meal charge is automatically subtracted from the account. Parents may deposit any amount of money into the accounts. Families are encouraged to have a balance to cover 10 days worth of meals.

Children may bring a lunch from home and buy milk at school if they prefer. Children living near school may choose to go home for lunch.

For nutritional reasons, pop is discouraged from sack lunches.

If a child needs a special diet for health reasons, the parent must provide to the school a special diet prescription form signed by the parent and health care professional (physician, Certified Nurse Practitioner or Physician Assistant).

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 before the event to obtain reasonable accommodations needed to participate in District programs or activities. If the principal or site administrator is unable to address the request, concerns should be referred to the District's Section 504 Coordinator—Health Services Coordinator, 201 East 38th St., Sioux Falls, SD 57105-5898, Ph. (605) 367-7933.

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 - Health Services Coordinator. 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.

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 or can be obtained from any school office or the Instructional Planning Center. Concerns and inquiries regarding discrimination rights may be directed to the Office of Civil Rights/ Kansas City Office, 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.

• **Safety At School**

The following safety rules are stressed in school. Parents are encouraged to discuss these rules with their children:

- ◆ Be fully acquainted with the safest and most direct way to school.
- ◆ Know and follow proper methods of crossing streets carefully.
- ◆ Leave school directly after dismissal and go directly home.
- ◆ Do not accept rides from strangers.
- ◆ Know parent's or guardian's or babysitter's name, parent's/ guardian's place of work, home address and telephone number.
- ◆ **CROSS AT THE PATROLLED CORNERS!**
- ◆ Be instructed to obey the Safety Patrol.
- ◆ Be encouraged to walk to school.
- ◆ Bicycles may be ridden to school. The school assumes no responsibility for the protection of bicycles.

• **Safety Patrol**

The safety patrol is an organization made up of older elementary students who assist children in crossing intersections near school. Children who participate in the Safety Patrol Program are volunteers who receive special training by the Police Department.

• **Playground**

Playground supervision is provided fifteen minutes before school and during recess periods. Students should not arrive before the playground is supervised.

• **Accident Insurance**

All parents have the opportunity to purchase accident and dental insurance for their children. Parents are urged to have insurance coverage for their children.

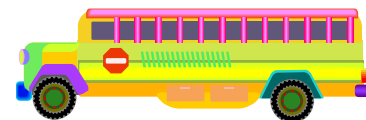
• **Fire and Disaster Drills**

Schools are required to hold two fire drills each semester. All drills are scheduled with the fire department but otherwise unannounced.

Disaster drills are held in cooperation with Civil Defense to protect children from disasters other than fire.

• **Physical Education**

Appropriate clothing should be worn on physical education days. It is suggested a child use rubber-soled gym shoes for indoor use. The principle reason for recommending rubber-soled shoes is to insure greater safety for the children.



SUPPORT SERVICES

Support services are available for children in the school district. Among these services are:

- **Special Services - Special Education**

Children may be referred for a special education evaluation by the parent or teacher when the child struggles to respond to instruction and interventions in the regular setting. All referrals for special education go through the principal. Eligibility for special education is determined by the Individual Education Program (IEP) team following completion of educational evaluations. If a child is determined eligible to receive services, ongoing specialized instruction is provided in eligible areas as long as the child continues to meet eligibility requirements.

The IEP outlines an education program based on the student's individual needs and is delivered in the least restrictive environment. All students, with and without disabilities, are encouraged to interact and learn from each other. In accordance with the Individuals with Disabilities Education Act (IDEA), the Sioux Falls School District provides a full continuum of special education services including related services. Examples of related services students may be eligible to receive include speech and language therapy, occupational therapy, physical therapy, psychological services, and transportation.

- **Section 504**

Section 504 of the Rehabilitation Act of 1973 is designed to eliminate discrimination on the basis of disability and requires that qualified individuals with disabilities be provided equal access to educational programs and services. Students may be referred for a Section 504 evaluation by a staff member or parent. Eligibility is determined by a 504 Team. If eligible, a 504 Equal Education Access Plan (504 EEAP) may be developed based on the students' individual needs.

- **Developmental Screening for Early Childhood**

Developmental screenings are available to all children who reside in the Sioux Falls School District and are provided at no cost to the parent. A standardized screening instrument is utilized to look at large muscle development (gross motor skills), eye-hand coordination (fine motor skills), communication (speaking, listening and understanding), cognition (concept development) and vision and hearing. Parents may call to set up an appointment at 367-8488 throughout the calendar year.

- **Early Childhood Programs**

The Sioux Falls School District Early Childhood Program serves eligible students from birth through their transition to Kindergarten. The program is designed to target students with risk factors such as delays in their development, socio-economic status, and identified disabilities and

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); and 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

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/guardians 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/guardians 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/guardians will also be provided an opportunity to review any pertinent surveys.

Parents/guardians 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 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.

meet eligibility criteria. Infants and Toddlers are served in their natural environments with services driven by an Individual Family Service Plan (IFSP). Within the part-day classroom experience, children ages three and older are actively engaged in developmentally appropriate instruction utilizing research-based instructional strategies and curriculum. Parent involvement is encouraged through multiple means.

(IFSP). Within the part-day classroom experience, children ages three and older are actively engaged in developmentally appropriate instruction utilizing research-based instructional strategies and curriculum. Parent involvement is encouraged through multiple means.

- **Elementary Gifted Program (EGP)**

Special services are provided for children who have been identified as gifted and talented. Contact the building principal for additional information.

- **Testing Services**

Various tests are occasionally used during the elementary years to determine a child’s abilities, aptitudes and achievement. Because a single testing can give only an indication, it is necessary to continue the testing over a period of several years to gain a more accurate picture of each child. If such testing is deemed necessary, parents/guardians will be notified and the results will be reported to parents through a conference arranged by the principal.

- **Social Work**

Social work service is provided to assist students, parents and school personnel regarding student adaptability to their educational, family and social environment. The school social work program helps parents, students and school personnel with student concerns.

- **Elementary Counseling**

The elementary counselor serves as a contact between the school and the home or community agencies. The counselor is interested in the concerns of both children and parents in matters centering around the home and school. The service is initiated by referral to the counselor by parents, teachers and administrators.

HEALTH SERVICES

Good health is a building block to a good learning experience. While the primary responsibility for a student’s health rests with the parents, the school can assist parents in identifying health needs and developing a plan to address health needs. Health concerns are referred by children, parents, and school personnel to Health Services staff for assistance. Health Services is staffed by school nurses who work in coordination with qualified, trained staff. The school nurse serves as a contact between

grade levels as part of the Health Services program. Parents are encouraged to inform and visit with the school nurse if their child has a health concern, or if the parent has questions concerning school health matters.

- **Exclusion for Communicable Diseases or Conditions**

Children may contract communicable diseases or conditions which require that they be excluded from school. In the event a child contracts a communicable disease or condition, parents should inform school personnel so they can determine if exclusion is necessary, and so that school personnel can take preventive measures at school if necessary. Readmission to school may require a certificate from a physician or consultation with a school health official. General exclusion guidelines are available in the office of each school.

- **Medication**

Transportation: The parent/guardian must bring the medication to the school and deliver the medication to the school nurse or a qualified staff member. All medication must be in the original properly labeled container.

Storage: The school nurse or a qualified staff member will promptly count and document all medications received. Received medication shall be secured with only the school nurse and a qualified staff member allowed access to the medication. Controlled substances will be double-locked. Any unused medication will be returned to the parent/guardian at the end of the school year. If the parent/guardian does not pick up the medication, it will be disposed of properly.

ADMINISTRATION OF MEDICATION

For a student to ingest medication in a school setting, the applicable District medical consent form must be completed, signed and submitted to the school nurse.

Staff Administration: Medications shall be administered by a school nurse or a qualified staff member. All medication administered by school staff will be properly documented on the appropriate District form.

Stock Epinephrine: A school nurse or qualified staff member may administer an epinephrine auto-injector to any student during school hours if the school nurse or qualified staff member believes that the student is experiencing anaphylaxis, and in accordance with the standing protocol provided by the health care provider that provided the non-student specific prescription, regardless of whether that student has a prescription for an epinephrine auto-injector or has been diagnosed with an allergy.

Asthma or Anaphylaxis:

Any student with asthma or anaphylaxis may possess and self-

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/guardians 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 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 1LD

The Protection of Pupil Rights Amendment (PPRA) affords parents/guardians 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 –*

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/guardians 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.

administer prescription medication while on school property or at a school-related event or activity if:

- a. The prescription medication has been prescribed for that student as indicated by the prescription label on the medication;
- b. The self-administration is done in compliance with the prescription or written instructions from the student's physician or other licensed health care provider; and
- c. A parent of the student provides to the school:
 - Written authorization, signed by the parent, for the student to self-administer; and
 - A signed statement from the student's physician or other licensed health care provider indicating that the student has asthma or anaphylaxis and that the student is capable of self-administration. The statement should also include the name and purpose of the medication, the prescribed dosage, the times and circumstances under which the medication may be administered, and the period for which the medication is prescribed.

Self-Administration:

Prescription and chemical/homeopathic substances and compounds, including but not limited to natural remedies, herbs and vitamins:

Students in grades K-5 may not self-administer prescription medication while on school property, with the exception of parent/guardian approved insulin administration supervised by a school nurse or qualified staff member.

Over-the-Counter (non-prescription): Students in grades K-5 may not self-administer over-the-counter (non-prescribed) medication, with the sole limited exception being cough drops with parent/guardian written consent/permission on the appropriate District form.

Misuse of All Medication:

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 progressive 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.

• **Life Threatening Health Concerns**

If a child has a life threatening health concern, parents should contact the school nurse to establish a health care plan.

• **Emergency Health, Student Update & Authorizations**

Parents are required to complete this form for each child enrolled in the school. The principal should be informed if any of the information contained in this form changes.

ELEMENTARY SCHOOL CURRICULA

LANGUAGE ARTS

The teaching of language arts includes reading, reading foundational skills, writing, speaking and listening, and language skills. Each of these components is taught beginning in kindergarten and continuing throughout elementary school. The language arts curriculum is based upon the South Dakota State Standards for English Language Arts.

• Reading

Before children come to school they have learned that reading is important. Children see other members of the family enjoying newspapers, magazines and books. Children like the stories and rhymes told or read to them. They learn from words and symbols they see everyday.

Formal teaching of reading begins in kindergarten and continues through all grades. Reading is considered the basic skill within the curriculum. Comprehension, phonics, structural analysis of words, critical thinking and appreciation of language and literature are stressed in all grades. The following table provides an example of a reading literature standard and how it progresses throughout the grades.



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/guardian or student volunteering to serve on an official committee, a parent/guardian, 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;

1. Parents/ guardians are encouraged to call an administrator if they are concerned about harassment or intimidation issues.
2. An administrator will investigate all complaints and determine an appropriate course of action.

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>

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/guardians 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/guardian 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/guardians 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/guardian 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.

Reading Standard for Literature #3

Kindergarten	<ul style="list-style-type: none"> • With prompting and support, identify characters, settings, and major events in a story.
First Grade	<ul style="list-style-type: none"> • Describe characters, settings, and major events in a story, using key details.
Second Grade	<ul style="list-style-type: none"> • Describe how characters in a story respond to major events and challenges.
Third Grade	<ul style="list-style-type: none"> • Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Fourth Grade	<ul style="list-style-type: none"> • Describe in a depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
Fifth Grade	<ul style="list-style-type: none"> • Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

• **Reading Foundational Skills**

The purpose of foundational skills in the teaching of language arts is to help the student to develop an understanding of the relationship of letters and sounds to print. They are not considered to be a goal in and of themselves, but instead as tools to enable the student as he/she begins to learn to read.

• **Writing**

Writing begins in kindergarten as children learn that print on a page communicates a message. The young writer progresses through readiness levels ranging from the scribbling stage to reproducing initial sounds/groups of letters. As the emergent writer becomes more proficient, he/she moves from simple to complex sentence structure. Writing for a variety of purposes everyday throughout the day is as much a part of the writing curriculum as is the specified block of time consistently scheduled into the day for writing instruction and practice.

The true value of word study (spelling) is to facilitate the reading of what one writes. A child can be expected to spell when he has grown to that place where he has learned to express his ideas, to interpret what he reads, and to understand the meanings of words he attempts to spell. Students begin examining the way words are spelled in kindergarten and continue throughout the grades. Just as students go through several predictable stages as they learn to read, they go through stages as they learn to write and spell. Teachers make the effort every day to ensure that students are being instructed in reading/writing at a level that is appropriate for them--no matter what the grade level. Likewise, parents will notice that students in the same class may be studying different words and patterns--depending upon their particular spelling stage. These word study skills are applied in all aspects of written composition.

- **Speaking and Listening**

Students must have many opportunities to take part in a variety of conversations both as a speaker and as a listener. In order to be a productive member of these conversations, students will be given the opportunity, throughout the elementary years, to contribute accurate, relevant information and to respond to what others have said in both formal and informal settings.

- **Language Skills**

Tied closely to all language arts skills, but particularly with speaking and writing, instruction in language skills provides the student with the opportunity to gain control over many English language conventions in grammar and spelling.

- **Handwriting/Keyboarding**

Skills of legibility and appearance are considered of prime importance in handwriting. Students develop skill in manuscript writing in primary grades. The transition from manuscript to cursive writing is made in the fourth grade. The specific skills of handwriting are taught and application is made in written expression in all areas of the curriculum. Keyboarding is introduced at a very basic level starting in kindergarten and is continued throughout the first and second grade. Third graders begin learning to “touch type” with daily practice on keyboarding in the classroom. Fourth and fifth graders are expected to maintain these skills and carry them into middle school.

MATHEMATICS

The mathematics standards define and emphasize what students should understand and be able to do in the area of mathematics. In order to understand the mathematics, students will be expected to explain *why* (at the child’s level of understanding) a particular statement or solution is true. Mathematics instruction is broken down into several strands: counting and cardinality (kindergarten only), operations and algebraic thinking, number and operations in base 10, number and operations – fractions (third through fifth grade only) measurement and data, and geometry.

Each grade level has its own particular areas of emphasis (called Critical Areas) as explained below.

- Help in developing the child’s ability to speak effectively by listening to a child when they have an experience to share, showing interest in drawings and papers and leading them to discussions.
- Build interest and background by taking children to visit historical buildings, markers, monuments, museums, points of natural beauty in the community, as well as on trips. These experiences help children to be careful observers of the world around them.
- Contribute in building a child’s attitude about school and, thus, help his/her chances of success.
- Broaden the cultural development of children through taking advantage of musical, dramatic and art activities.
- Show appreciation of the things a child does well and accept children’s differences in physical and mental ability by avoiding comparisons. However, they should expect each child’s best performance.
- Send children to school in clothing appropriate for the weather conditions. Clothing should be clearly marked with the child’s name.
- Express concerns to classroom teachers and the building principal to receive answers, guidance and/or support.

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

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.

valuable part of the instructional program. Homework should provide opportunities for students to practice acquired skills, develop initiative, form independent study habits, and use community resources.

Homework Guidelines for Elementary Grades

Homework is defined as the independent practice of an effectively taught skill. It should reflect or reinforce materials already previewed and explained and should encourage the application of skills acquired in class.

In grades K-5 homework assignments shall relate to sound principles of learning, such as practice techniques and transfer of learning. Skills and attitudes associated with good homework habits should be established in the elementary grades.

Assigned homework will be based on the following:

1. When assigning homework, teachers should respect the needs of students for a well-rounded childhood, including participation in church, family and recreational activities, and individual pursuits.
2. Teachers shall communicate their homework expectations to parents at the beginning of the year and periodically throughout the year.
3. Homework shall be given with a purpose that is understood by both the teacher and the student.
4. Homework should be within the student's capability.
5. Homework should be planned to include a wide variety of activities.
6. Homework shall not be given as "busy work" or for disciplinary reasons.
7. Students shall be provided with feedback on the work that is completed at home.

Homework should not be confused with make-up work given to compensate for students' absences.

SUGGESTIONS TO PARENTS

Parents should:

- Give a child a feeling of security in the home if they are to make full use of their abilities in school.
- Build desirable attitudes about school to increase the child's chance for success.
- Encourage habits of promptness, obedience and respect for law and authority.
- Foster a love of reading in a child. This can be accomplished by reading to them, letting them read to someone, taking them to the library, and providing books and magazines appropriate for their age.

Mathematics Critical Areas

Kindergarten	<ul style="list-style-type: none"> • Representing, relating, and operating on whole numbers • Describing shapes and space
First Grade	<ul style="list-style-type: none"> • Developing understanding of addition, subtraction, and strategies for addition and subtraction with 20 • Developing understanding of whole number relationships and place value • Developing understanding of linear measurement and measuring lengths as iterating length units • Reasoning about attributes of, and composing and decomposing geometric shapes
Second Grade	<ul style="list-style-type: none"> • Extending understanding of base-ten notation • Building fluency with addition and subtraction • Using standard units of measure • Describing and analyzing shapes
Third Grade	<ul style="list-style-type: none"> • Developing understanding of multiplication and division and strategies for multiplication and division within 100 • Developing understanding of fractions, especially unit fractions
Fourth Grade	<ul style="list-style-type: none"> • Developing understanding and fluency with multi-digit multiplication, and of dividing to find quotients involving multi-digit dividends • Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers • Understanding that geometric figures can be analyzed and classified based on properties
Fifth Grade	<ul style="list-style-type: none"> • Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions) • Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals, and developing fluency with whole number and decimal operations • Developing understanding of volume

SOCIAL STUDIES

Social studies helps children understand people. The curriculum includes geography, history, economics, political science, citizenship, and global communications. A spiraling program from the simple to the more complex in content and skills is outlined for kindergarten through grade five. Content includes the study of the family, communities, South Dakota, the United States, US history., and other countries.

Students follow current events and discuss them at each grade level as appropriate. Families who discuss current happenings and encourage their children to pursue social studies topics of interest are making an excellent contribution to their children's education.

SCIENCE/HEALTH

Science is an attitude and a method of inquiry and discovery, as well as a body of subject matter. It assists the child in:

- ◆ Developing thinking processes such as observing, classifying, generalizing, inferring, etc.
- ◆ Forming conclusions which are based on evidence
- ◆ Distinguishing facts from opinions
- ◆ Generating curiosity concerning the world about him
- ◆ Changing his ideas if new evidence is produced
- ◆ Gaining knowledge from various fields of science

The main goal of the health program is to develop the ability to make decisions and set goals that will support a healthy lifestyle. Each year, students will broaden their understanding of first aid; the importance of exercise and physical fitness; rest and relaxation; how to prevent sickness and disease; food and nutrition; dental health; responsible use of over-the-counter and prescription drugs as compared to drug abuse; family and community health and personal care of the body.

TECHNOLOGY IN THE CLASSROOM

Students in all grades are provided many opportunities to interact with technology. All classrooms are equipped with SMART Boards which are used to deliver instruction and to engage students on a daily basis. Students in grades K-1 have an iPad assigned to them for use in the classroom, and students in grades 2-5 have a Chromebook assigned to them for use during the school day. These devices are used daily to complete assignments, to research topics, practice skills and to create products and presentations. Technology is embedded into all areas of the curriculum at each grade level.

FINE ARTS, PHYSICAL EDUCATION, & LIBRARY

Music, art, physical education, and library classes are provided for elementary students at each grade level. Teachers specialized in these areas teach the classes each week.

Children with special interests in instrumental music are provided individual opportunities. Fourth and fifth graders are able to take part in orchestra and fifth graders are given the opportunity to play in the band. For more information about these programs at your school, parents are encouraged to check with the building principal and/or the music teacher.

PHILOSOPHY OF REPORTING STUDENT PROGRESS

We Believe:

- ◆ The purpose of our report cards is to inform students and parents/guardians of students' progress toward grade level learning

expectations. It identifies each individual's strengths and areas where growth is needed in both academics and in learning behaviors.

- ◆ Parents should be given specific information about their child's progress on a regular basis through various formats and means of presentation. Informal, as well as formal, reporting of individual and group accomplishments should be a part of reporting student progress.
- ◆ Students should be involved in the evaluation process, given assistance in assessing their own strengths and weaknesses, and given an opportunity to know what they have learned, as well as what they need to learn.
- ◆ Grading and reporting have a profound effect on student academic achievement, as well as their personal development. Reporting student progress should include objective as well as subjective measurements of performance, indications of effort, work habits and social development.

• Conferences and Reporting to Parents

Student progress will be reported to parents on a quarterly basis. At the end of each quarter, parents/guardians will receive a report card letting them know the grades their child has received for that quarter. In addition, parents will be invited to attend a parent or guardian/teacher conference shortly after the end of the first quarter and again midway through the third quarter. Parents/guardians are certainly free to contact their child's teacher throughout the school year with questions and/or concerns. Teachers also communicate information regarding student progress in a variety of ways including, but not limited to, work sent home, newsletters and websites.

Detailed information regarding each grade's report card and how it is to be interpreted will be provided through a special brochure designed for that particular grade level.

HOME / SCHOOL PARTNERSHIP

• PTA/PTO

The Parent-Teacher Association or Organization is a vital part of an elementary school. Its purpose is to bring parents and teachers together for common concerns. (Check your local school for meetings dates.) Various PTA study groups are active, and parent participation is encouraged.

• Homework

Homework is an important part of student learning. When parents, teachers and students work together, out-of-class assignments are a

