

Horace Mann Elementary

Student Handbook

2020-2021

Mission: To educate and prepare each student to succeed in a changing world.

Vision: Horace Mann will transition each student academically and socially into independent lifelong learners, equipped with the necessary skills required to succeed in a variety of environments.

Principal: Tara Eckstaine
Administrative Intern: Jaci Pesicka

Table Of Contents

Mission Statement.....	1
School Hours.....	2
Attendance / Tardiness.....	3
COVID RESPONSIVE PROCEDURES.....	4
School discipline	5
Boys Town Rules.....	6-8
Discrimination and Harrasement.....	9
Family Educational Rights and Privacy Act	10-13
Rights of Parent/Guardian.....	14-16
Complaint Procedure	17-18
Rules of Conduct and Discipline.....	22-27
Student Procedures and Policies (alphabetized).....	27-33
Notices of Federal Regulations.....	34-40
504 Plan Information.....	40-43
Title 1 Parent Notifications.....	44-45
Title 1 Sioux Falls School District Parent Involvement Plan.....	45-51
School Calendar.....	55
Staff List and Email address.....	56-57
COVID Screen Questions.....	58-59

School Hours

7:55 AM..... First bell rings.
8:00 AM..... School Starts.
1:45 PM..... School Dismissed.

Important Dates

School Pictures: Friday, September 23rd

Fall Conferences: October 13 (12:00-7:30 p.m.), 15 (3:30 p.m.-7:30 p.m.)

Spring Conferences: January 18 (12:00 p.m.-7:30 p.m.), 21 (3:30 p.m.-7:30 p.m.)

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 necessary for our office to 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.

Tardiness

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. A student is tardy if they arrive between 8:00 a.m. and 8:30 a.m. AND/OR if they leave between 1:15 and 1:45 p.m.

COVID RESPONSIVE PROCEDURES and EXPECTATIONS

20-2021

In an effort to provide the safest environment possible for staff and students, the following procedures have been implemented and will be practiced when possible:

- 1. Staff and Students will be encouraged to wear masks when working in close proximity and in the hallways.**
- 2. Masks are expected to be worn on the bus. If students do not comply, the principal will visit with the student and communicate the bus expectations with the parent.**
- 3. Students will enter the building at designated times.**
- 4. Students will sit facing one direction when possible.**
- 5. Students will be encouraged to wear masks when working in pairs.**
- 6. Students will eat in the classroom or in the lunchroom, sitting 3-6 feet apart and facing the same direction.**
- 7. Students will stay in their own classroom most of the time. If they enter another classroom for intervention, a staff member will wipe the desk down before the student enters and after the student leaves.**
- 8. Hallway Procedures: Students will walk 3-6 feet apart when transitioning. When possible, student traffic will be one direction. Classes coming from the opposite directions will wait in entrances til the first classroom passes.**

School Discipline Plan

Our School expectations and behavior plans are based on the Boys Town Model. This model focuses on the environments, examples, and skill deficits, rather than the student, as the problem. The model teaches students to become “self-managers” of their behaviors, through the practice and implementation of social skills. Boys Town focuses on teaching replacement behaviors and helps create positive experiences through positive teaching approaches. Teaching social skills and is an ongoing process.

The Boys Town Model Hallmarks

- Safety
- Positive and Healthy Relationships
- Individualized and Strength Focused
- Generalization and Internalization
- Self-Management/Self-Determination
- Proactive Administrative Intervention

Our goal is to teach replacement skills to students who struggle behaviorally. We understand that teaching appropriate skills fosters a better working and learning environment for all students. The goal is to work through behaviors within the classroom. However, behaviors that impede the learning or safety of staff or students will be processed outside of the classroom. Students who are calm and request to sit outside the reflection room can complete the problem solving. If a student is unable to self-regulate and requires a staff member’s assistance, a **Reflection Room** may be used to ensure student confidentiality.

Reflection Rooms are offered for students to use when they need a quiet place, earn time to bounce a ball, play a game with an adult, or just “reflect.” Students can request a sensory ball or putty to use while they are in the room.

On the next page you will find the Social Skills that will be taught and practiced every morning at Horace Mann. As parents, you are your child’s first and most important teacher he/she will ever have. We encourage you to post these skills, practice them, and require your child to share how they are practiced at school. Together we can and will make a difference!

Boys Town Classroom/ Life Skills

The following will be taught, modeled and practiced every day at Horace Mann. Please discuss these skills and practice them with your children.

#1 Following Instructions

1. Look at the person.
2. Say "Okay"
3. Do what you've been asked right away.
4. Check back.

#2 Accepting Criticism or a Consequence

1. Look at the person.
2. Say "Okay"
3. Don't argue.

#3 Accepting "No" for an Answer

1. Look at the person.
2. Say "Okay"
3. Stay calm.
4. If you disagree, ask later.

#4 Greeting Others

1. Look at the person
2. Use a pleasant voice.

3. Say "Hi" or "Hello."

#5 Getting the Teacher's Attention

1. Look at the teacher.
2. Raise your hand. Stay calm.
3. Wait until the teacher says your name.
4. Ask your question.

#6 Making a Request

1. Look at the person.
2. Use a clear, pleasant voice.
3. Explain exactly what you are asking for.
Say "please."
4. If the answer is "Yes," say "Thank you."

5. If not, remember to accept “No” for an answer.

#7 Disagreeing Appropriately

1. Look at the person.
2. Use a pleasant voice.

#8 Giving Criticism

1. Look at the person.
2. Stay calm. Use a pleasant voice.
3. Say something positive or “I understand.”
4. Describe exactly what you are criticizing.
5. Tell why this is a problem.

6. Listen to the person. Be polite.

#9 Resisting Peer Pressure

1. Look at the person.
2. Use a clam voice.
3. Say clearly that you do not want to participate.
4. Suggest something else to do.
5. If necessary, continue to say “No.”
6. Leave the situation.

#10 Making an Apology

1. Look at the person.

3. Say “I understand how you feel.”
4. Tell why you feel differently.
5. Give a reason.
6. Listen to the other person

2. Use a serious, sincere voice.
3. Say “I’m sorry for” Or “I want to apologize for...”
4. Explain how you plan to do better in the future.
5. Say, “Thanks for listening.”

#11 Talking with Others

1. Look at the person.
2. Use a pleasant voice.
3. Ask questions.
4. Wait until it’s your turn to talk.

#12 Giving Compliments

1. Look at the person.
2. Smile
3. Speak clearly and enthusiastically.
4. Tell the person exactly what you like.

#13 Accepting Compliments

1. Look at the person.
2. Use a pleasant voice.
3. Say “Thank you.”

#14 Volunteering

1. Look at the person.
2. Use a pleasant voice.
3. Ask if you can help. Describe the activity or task you are offering to do.
4. Thank the person.
5. Check back when you have finished.

#15 Reporting Other Youths’ Behavior

1. Look at the teacher or adult.
2. Use a calm voice. Ask to talk to him or her privately.
3. Describe the inappropriate behavior you are reporting.
4. Explain why you are making the report.
5. Answer any questions the adult has.
6. Thank the adult for listening.

#16 Introducing Yourself

1. Look at the person. Smile.
2. Use a pleasant voice.
3. Offer a greeting. Say “Hi, my name is....”
4. Shake the person’s hand.
5. When you leave say, “It was nice to meet you.”

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:

<https://www.sf.k12.sd.us/our-district/report-of-concern?highlight=WyJyZXBvcnQilCJvZiIsImNvbmNlcm4iLlCJyZXBvcnQgb2YiLlCJyZXBvcnQgb2YgY29uY2VybilIm9mIGNvbmNlcm4iXQ==>

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 to 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 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 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 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.

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 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.

District-Wide Kindergarten through Second Grade Rules

Due Process: Students shall be afforded due process rights. This includes the right to (1) be informed of conduct which would result in disciplinary action against the student; (2) notice of the rule violation; (3) explanation of the evidence supporting the charge; (4) an opportunity to present the student's side of the story; (5) a penalty that is proportionate to the violation.

Consequence Definitions

Detention: Discipline which requires students to serve time before or after school with no credit for class work missed.

In school suspension (ISS): Temporary denial to a student by a principal of participation in a class. Suspension will be served in school and the student will receive credit for completed class work.

Suspension after school (SAS): Discipline which requires students to serve up to 60 minutes of time at the end of the school day.

Short term suspension (STS): Temporary denial to a student by the principal, superintendent, or School Board of participation in a class or classes. The duration of the suspension may be reduced if student agrees to participate in an appropriate counseling program.

Long-term suspension (LTS): Temporary denial to a student by the Superintendent or School Board of participation in school for more than ten days, but not to exceed ninety days.

Expulsion: Denial of a student's membership in school by the school board for a period of time.

The progression of consequences resets according to the following schedule:

Class 1 & 2: Per quarter Class 3: Per semester
Class 4, 5, 6: Per year

Where appropriate the following additional interventions may be added to any violation:

Apology: Written or verbal statement of, acknowledgment of, and accountability for, the offense.

Choices counseling/conflict resolution: Programs designed to teach students to deal with conflict in a constructive manner.

Community service: May be served at the school outside of the school day by assisting school staff in carrying out their duties.

Counselor referral: Student is referred to their school counselor or an independent counselor.

Drug/Alcohol evaluation and counseling: Student must complete a drug/alcohol assessment to determine appropriate course of treatment. Once the assessment is completed student must participate in recommended counseling sessions.

Out of school suspension alternative (OSS-A): Optional short term placement program for students who are out of school suspended. If students attend OSSA they may receive credit for school work that is missed as a result of the suspension. If students do not attend they may receive zeros for missed work.

Reassignment: Reassignment of a student to a school or school program because of student misbehavior. When a student is reassigned for misbehavior, transportation will be provided by the parent at no expense to the District.

Restitution: When appropriate students will reimburse the school or others for financial damages.

Restrictions: Removal of student privileges.

Risk /threat assessment: Assessment conducted by an outside agency to determine the safety risk a student poses to a school environment.

Student assistance team (SAT): A team of staff members who work together to help students become and remain successful in school.

Student conference: A meeting with administration and/or a counselor or team.

Student contract: A written plan or agreement to address discipline concerns.

Warning: Discussion and plan for change.

When discipline is imposed, parents/guardians will be contacted by email and/or mailing of the office referral and/or by phone to make them aware of the situation and, where appropriate, to discuss appropriate steps to resolve the situation or to address a future situation.

Infraction	Class	Infraction Definition	Minimum Consequences			
			1st Violation	2nd Violation	3rd Violation	4th (or more)
Bullying/ Harassment/ Hazing	3	Bullying: Physical, verbal, written or electronic conduct directed toward a student that is 1) Unwanted, 2) Repeated, and 3) Involves an imbalance of power. These actions are so pervasive, severe and objectively offensive that they: 1) have the purpose of creating or resulting in an intimidating, hostile, or offensive academic environment, or 2) have the purpose or effect of substantially or unreasonably interfering with a student's academic performance which deprives the student access to educational opportunities. See Policy JFCE, AC/AC-R and JIAA/JIAA-R.	Warning Apology Restriction Detention	Apology Restriction ISS/SAS (1-3 days)	Apology Restriction ISS/SAS (4-5 days)	Apology Restriction STS (1 day)
<i>Continued Next Page...</i>						

Infraction	Class	Infraction Definition	Minimum Consequences			
			1st Violation	2nd Violation	3rd Violation	4th (or more)
Continued... Bullying/ Harassment/ Hazing	3	Harassment: Harassment is a form of discrimination. Physical or verbal conduct related to a person's race, religion, national origin, age, gender (including pregnancy), disability, sexual orientation, military status, genetic information or other category protected by law. The District specifically prohibits any form of harassment that is sexual in nature. Includes, but is not limited to, verbal harassment or abuse, implied or overt threat(s), physical acts of aggression, and intimidating behavior, which have the effect of substantially or unreasonably interfering with a student's education, use of services, or participation in activities. See Policies AC/AC-R and JAA/JAA-R.	Warning Apology Restriction Detention	Apology Restriction ISS/SAS (1-3 days)	Apology Restriction ISS/SAS (4-5 days)	Apology Restriction STS (1 day)
	3	Hazing: Committing an act against a student or coercing a student to commit an act that creates risk of harm to a person, in order to be initiated into a student organization or class, or for any other purpose. See Policy JICFA/JICFA-R.				
Disrespect and Disobedience	2	Failure to Comply with Instructions: Failure to complete or fulfill a task assigned by a staff member.	Warning Apology Restrictions	Apology Restrictions Detention	Apology Restrictions ISS/SAS (1-3 days)	Apology Restrictions ISS/SAS (3-5 days)
	2	Disrespectful Behavior: Communication or actions that demonstrate a lack of respect or courtesy toward an individual.				
	2	Offensive Language/Gesture: Use of disgusting, hurtful, obscene, or foul language, communication, or action.				
	3	Continued Willful Disobedience: Student conduct deemed as unwillingness to submit to authority or refusal to respond to a reasonable request (including providing false information).	Apology Restrictions Detention	Apology Restrictions ISS/SAS (1-3 days)	Apology Restrictions ISS/SAS (3-5 days)	Apology Restrictions STS (1 day)
	3	Offensive Language Directed at a Staff Member: Offensive language or gesture as defined above directed at a staff member.				
Disruption	2	Chronic Disruption: Creating or contributing to a moderate disturbance that disrupts the normal operation of the school environment but doesn't pose a threat to the health or safety of others.	Warning Apology Restrictions	Apology Restrictions Detention	Apology Restrictions ISS/SAS (1-3 days)	Apology Restrictions ISS/SAS (3-5 days)
Electronic Devices	1	Cell Phones/Personal Devices: Possessing a cell phone, or other personal device, that is turned on and/or within view, on school property between the first bell or last bell of the school day, or on buses contracted by the District, unless otherwise authorized by school officials.	Item confiscated and returned to student at the end of the school day	Item confiscated, must be picked up by parent	Item confiscated, must be picked up by parent or held in office for 5 days	Item confiscated, must be picked up by parent or held in office for 5 days
	1	Electronic Device/Technology Misuse: Unauthorized and/or non-educational use of electronic devices/technology. Use of District technology is a privilege and not a right and acceptable use is set forth in <i>Policy JNDC/JNDC-R</i> . If the misuse constitutes another violation, consequences consistent with the other violation may also be given.	Warning	Restricted Use (1-3 days)	Restricted Use (3-5 days)	Restricted Use (5+ days)
Illegal Activities	4	Fires and Misuse of Fire Alarms/Extinguishers: Causing, or attempting to cause, a fire on school grounds, pulling a fire alarm, or using a fire extinguisher without valid cause.	ISS/SAS (1 day)	ISS/SAS (2-4 days)	STS (1 day)	STS (3-5 days)
	4	Weapons-No Malicious Intent: Possession of an item considered to be a weapon when student brought the item to school by accident, without knowing it was a weapon, and/or without the intent to harm others.	ISS/SAS (1 day)	ISS/SAS (2-4 days)	STS (1 day)	STS (3-5 days)
	5	Weapons-Intent: Possessing, handling, or transmitting any object or material that is ordinarily considered a weapon, look-alike weapons, or any object that could place a person in reasonable fear of physical harm. Includes, but not limited to knives, razor blades, mace, and pepper spray.	STS (5-10 days)	LTS		
	6	Firearms: Carrying, possessing, storing, keeping, leaving, placing, or putting into the possession of another person any firearm, including an air gun.	LTS or Expulsion Police referral			

Infraction	Class	Infraction Definition	Minimum Consequences			
			1st Violation	2nd Violation	3rd Violation	4th (or more)
Property Infractions	3	Theft: Taking something that does not belong to you. Stealing, or attempting to steal, private or school property, or receiving school property.	Warning Apology	Apology Restrictions	Apology Restrictions	Apology Restrictions
	3	Destruction of Property: Causing or attempting to cause damage to private or school property, or the repeated damage involving private or school property including graffiti. This also includes the alteration of student or school computer programs or systems.	Restrictions Counselor referral SAT referral	ISS/SAS (1 day)	ISS/SAS (2-4 days) SAT referral	
Tobacco	4	Tobacco: Using, possessing, selling, or dispensing of tobacco products, and related items such as, but not limited to, lighters, matches, vapor pens, e-cigarettes, and e-liquids and oils. <i>See Policy JICG.</i>	Warning Apology Restriction Detention	ISS/SAS (1-2 days)	ISS/SAS (2-4 days)	
Sexual Misconduct	3	Pornographic Materials: Possessing, creating, or viewing obscene writings, drawings, photographs, videos, sound recordings, or the like.	Warning Apology Restriction Detention	ISS/SAS (1-3 days)	ISS/SAS (1-3 days)	
	4	Sexual Activity: Touching of a sexual nature, attempting to engage or engaging in sexual activity, or exposing private body parts.	Warning Counselor referral SAT referral	ISS/SAS (1-2 days)	ISS/SAS (2-4 days)	
Verbal and Physical Altercations	3	Intimidation/Threat/Physical Aggression-Student: Use of coercion, force, threats, violence, intimidation or similar conduct that constitutes a threat to another student's safety or interferes with school purposes, including a forceful action, attitude, or behavior that is expressed physically toward another student such as pushing and shoving.	Warning Apology Restriction Detention	Apology Restriction ISS/SAS (1 days)	Apology Restriction ISS/SAS (2-4 days)	Apology Restriction STS (1days)
	3	Fighting: A physical conflict involving two or more students.				
	4	Physical Injury-Student: Causing physical injury to another student. Cases in which physical injury are caused by accident or other action undertaken on the reasonable belief that it was necessary to protect another person or self shall not constitute a violation of this rule.	Restrictions Counselor referral SAT referral Apology	ISS/SAS (1-3 days)	ISS/SAS (3-5 days) SAT referral	STS (1-2 day) Police referral
	4	Intimidation/Threat/Physical Aggression- Staff: Use of coercion, force, threats, violence, intimidation or similar conduct that constitutes a threat to a staff member's safety or interferes with school purposes including a forceful action, attitude, or behavior that is expressed physically toward a staff member.				
	5	Physical Injury-Staff: Causing physical injury to a staff member. Cases in which physical injury are caused by accident or other action undertaken on the reasonable belief that it was necessary to protect another person or self shall not constitute a violation of this rule.	ISS/SAS 1-3 days)	ISS/SAS (3-5 days)	STS (1 day)	STS (2-5 days)

Additional Infractions:

Accessory: Students who cause someone else to commit a violation, help in the commission of a violation, or encourages, advises, or acts with another to commit violation will be disciplined as if they committed the violation themselves.

Transportation behavior: While on district-provided transportation (including, but not limited to a bus or cab), students shall adhere to the same behavior expectations, standards, and consequences as at school. Consequence will be consistent with the violation committed which may include suspension of riding privileges. *See Policy EE/EE-R.*

Infractions off school grounds: Activities that occur outside of the school environment but substantially disturb the school environment are subject to the consequences listed in this matrix.

Other campuses: Any violation committed by a student on another campus shall be punished in the same manner as if the violation had been committed at the student's assigned school.

District-Wide Third through Fifth Grade Rules

Due Process: Students shall be afforded due process rights. This includes the right to (1) be informed of conduct which would result in disciplinary action against the student; (2) notice of the rule violation; (3) explanation of the evidence supporting the charge; (4) an opportunity to present the student's side of the story; (5) a penalty that is proportionate to the violation.

Consequence Definitions
<p>Detention: Discipline which requires students to serve time before or after school with no credit for class work missed.</p> <p>In school suspension (ISS): Temporary denial to a student by a principal of participation in a class. Suspension will be served in school and the student will receive credit for completed class work.</p> <p>Suspension after school (SAS): Discipline which requires students to serve up to 60 minutes of time at the end of the school day.</p> <p>Short term suspension (STS): Temporary denial to a student by the principal, superintendent, or School Board of not more than 10 days from a class or classes. The duration of the suspension may be reduced if student agrees to participate in an appropriate counseling program.</p> <p>Long-term suspension (LTS): Temporary denial to a student by the Superintendent or School Board of participation in school for more than ten days, but not to exceed ninety days.</p> <p>Expulsion: Denial of a student's membership in school by the school board for a period of time.</p>
<p>The progression of consequences resets according to the following schedule</p> <p>Class 1 & 2: Per quarter Class 3: Per semester Class 4, 5, 6: Per year</p>

Where appropriate the following additional interventions may be added to any violation:
<p>Apology: Written or verbal statement of acknowledgment of, and accountability for, the offense.</p> <p>Choices counseling/conflict resolution: Programs designed to teach students to deal with conflict in a constructive manner.</p> <p>Community service: May be served at the school outside of the school day by assisting school staff in carrying out their duties.</p> <p>Counselor referral: Student is referred to their school counselor or an independent counselor.</p> <p>Drug/Alcohol evaluation and counseling: Student must complete a drug/alcohol assessment to determine appropriate course of treatment. Once the assessment is completed student must participate in recommended counseling sessions.</p> <p>Out of school suspension alternative (OSS-A): Optional short term placement program for students who are out of school suspended. If students attend OSSA they may receive credit for school work that is missed as a result of the suspension. If students do not attend they may receive zeros for missed work.</p> <p>Police referral: When appropriate students will be referred to the police for violations that are also violations of city, state, or federal laws.</p> <p>Reassignment: Reassignment of a student to a school or school program because of student misbehavior. When a student is reassigned for misbehavior, transportation will be provided by the parent at no expense to the District.</p> <p>Restitution: When appropriate students will reimburse the school or others for financial damages.</p> <p>Restrictions: Removal of student privileges.</p> <p>Risk /Threat assessment: Assessment conducted by an outside agency to determine the safety risk a student poses to a school environment.</p> <p>Student assistance team (SAT): A team of staff members who work together to help students become and remain successful in school.</p> <p>Student conference: A meeting with administration and/or counselor or team to check the student's understanding of the rules.</p> <p>Student contract: A written plan or agreement to address discipline concerns.</p> <p>Warning: Discussion and plan for change.</p>

When discipline is imposed, parents/guardians will be contacted by email and/or mailing of the office referral and/or by phone to make them aware of the situation and, where appropriate, to discuss appropriate steps to resolve the situation or to address a future situation.

Infraction	Class	Infraction Definition	Minimum Consequences			
			1st Violation	2nd Violation	3rd Violation	4th (or more)
Academic Infractions	1	Academic Dishonesty: Using or submitting work that is not your own, also known as cheating, plagiarism, copying, transferring computer files, etc... Students will be expected to follow classroom instructions relating to academic integrity.	Warning Detention	Warning Restriction Detention	ISS/SAS (1-3 days)	
	1	Neglecting Obligations: Neglecting to complete disciplinary obligations such as detention, suspension after school, or community service.				
Bullying/ Harassment/ Hazing	3	Bullying: Physical, verbal, written or electronic conduct directed toward a student that is 1) Unwanted, 2) Repeated, and 3) Involves an imbalance of power. These actions are so pervasive, severe and objectively offensive that they: 1) have the purpose of creating or resulting in an intimidating, hostile, or offensive academic environment, or 2) have the purpose or effect of substantially or unreasonably interfering with a student's academic performance which deprives the student access to educational opportunities. See Policy JFCE, AC/AC-R and JAA/JIAA-R.	Apology Restriction ISS/SAS (1 day)	Apology Restriction ISS/SAS (1-3 days)	Apology Restriction ISS/SAS (3-5 days)	Apology Restriction STS (1 day)
<i>Continued Next Page...</i>						

Infraction	Class	Infraction Definition	Minimum Consequences			
			1st Violation	2nd Violation	3rd Violation	4th (or more)
<i>Continued...</i> Bullying/ Harassment/ Hazing	3	Harassment: Harassment is a form of discrimination. Physical or verbal conduct related to a person's race, religion, national origin, age, gender (including pregnancy), disability, sexual orientation, military status, genetic information or other category protected by law. The District specifically prohibits any form of harassment that is sexual in nature. Includes, but is not limited to, verbal harassment or abuse, implied or overt threat(s), physical acts of aggression, and intimidating behavior, which have the effect of substantially or unreasonably interfering with a student's education, use of services, or participation in activities. See Policies AC/AC-R and JIAA/JIAA-R.	Apology Restriction ISS/SAS (1 day)	Apology Restriction ISS/SAS (1-3 days)	Apology Restriction ISS/SAS (3-5 days)	Apology Restriction STS (1 day)
	3	Hazing: Committing an act against a student or coercing a student to commit an act that creates risk of harm to a person, in order to be initiated into a student organization or class, or for any other purpose. See Policy JICFA/JICFA-R.				
Disrespect and Disobedience	2	Failure to Comply with Instructions: Failure to complete or fulfil a task assigned by a staff member.	Apology Restrictions	Apology Restrictions ISS/SAS (1 day)	Apology Restrictions ISS/SAS (1-3 days)	Apology Restrictions ISS/SAS (3-5 days)
	2	Disrespectful Behavior: Communication or actions that demonstrate a lack of respect or courtesy toward an individual.				
	2	Offensive Language/Gesture: Use of disgusting, hurtful, obscene, or foul language, communication, or action.				
	3	Continued Willful Disobedience: Student conduct deemed as unwillingness to submit to authority or refusal to respond to a reasonable request (including providing false information)	Apology Restrictions Detention	Apology Restrictions ISS/SAS (1-3 days)	ISS/SAS (3-5 days)	STS (1 day)
	3	Offensive Language Directed at a Staff Member: Offensive language or gesture as defined above directed at a staff member				
Disruption	2	Chronic Disruption: Creating or contributing to a moderate disturbance that disrupts the normal operation of the school environment but doesn't pose a threat to the health or safety of others.	Apology Restrictions	Apology Restrictions ISS/SAS (1 day)	Apology Restrictions ISS/SAS (1-3 days)	Apology Restrictions ISS/SAS (3-5 days)
Electronic Devices	1	Cell Phones/Personal Devices: Possessing a cell phone, or other personal device, that is turned on and/or within view, on school property between the first bell or last bell of the school day, or on buses contracted by the District, unless otherwise authorized by school officials.	Item confiscated and returned to student at the end of the school day	Item confiscated, must be picked up by parent	Item confiscated, must be picked up by parent or held in office for 5 days	Item confiscated, must be picked up by parent or held in office for 5 days
	2	Electronic Device/Technology Misuse: Unauthorized and/or non-educational use of electronic devices/technology. Use of District technology is a privilege and not a right and acceptable use is set forth in Policy LINDC/LINDC-R. If the misuse constitutes another violation, consequences consistent with the other violation may also be given.	Restricted Use (1-3 days)	Restricted Use (3-5 days)	Detention (1-2 days) Restricted Use (5-10 days)	Detention (3-5 days) Restricted Use (5-10 days)
Gang Activity	3	Gang Activity: Wearing or possessing gang-related apparel and/or communication, whether verbal, gestures, handshakes, drawings, or writings, to convey membership or affiliation with a gang.	Warning	ISS/SAS (1 day)	ISS/SAS (2-4 days)	ISS/SAS (3-5 days)
Illegal Activities <i>Continued Next Page...</i>	4	Fires and Misuse of Fire Alarms/Extinguishers: Causing, or attempting to cause, a fire on school grounds, pulling a fire alarm, or using a fire extinguisher without valid cause.	ISS/SAS (1-3 days)	ISS/SAS (2-4 days)	STS (3-5 days) SAT referral Police referral	STS (5-10 days) Police referral
	4	Weapons-No Malicious Intent: Possession of an item considered to be a weapon when student brought the item to school by accident, without knowing it was a weapon, and/or without the intent to harm others.				
	5	Weapons-Intent: Possessing, handling, or transmitting any object or material that is ordinarily considered a weapon, look-alike weapons, or any object that could place a person in reasonable fear of physical harm. Includes, but not limited to knives, razor blades, mace, and pepper spray.	STS (5-10 days)	LTS		
	5	Engaging in Illegal Activities: Any other law breaking event which poses a threat to the student or others, causes a substantial disruption in the school setting, and/or is not in the best interests of the school.				

The progression of consequences resets according to the following schedule

Class 1 & 2: Per quarter

Class 3: Per semester

Class 4, 5, 6: Per year

Student Procedures and Policies

Accessing the School District Website

1. Type in www.sf.k12.sd.us
2. Click on “For Parents” box
3. From there access any information needed.
4. Horace Mann Specific information
5. Click on “School” box
6. Click on Horace Mann
7. You can access the Horace Mann activity calendar at this location as well as the school newsletters

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. If your child needs to order a hot lunch, orders must be placed by 8:15 a.m.

Emergency School Closings

Schools may be closed or delayed due to the weather or another emergency. The school officials will use the Blackboard Connect 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 <http://www.sf.k12.sd.us/>. School closings including Horace Mann 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 fill out emergency information online by the 2nd day of school. If you need help with the online information, please contact the Horace Mann office. In the event your child suddenly becomes ill or injured, we will contact you by telephone. Children who are vomiting or running a fever must go home.

Home-School Communication

Daily Folders

Daily Communication Forms are sent home with students. Please look for these folders and make sure the form is signed. This verifies an adult has read it. Also, students receive points for an adult signature which allows him/her to purchase more items from our store! ☺

Teacher Availability

Parents are encouraged to call or visit with the child’s teacher regularly. Teachers are typically available from 2:05 pm to 4:00 p.m. except on Tuesdays. Each Tuesday teachers will be in collaboration, so please send an email or call the office and the teacher will return the call.

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.

Items from Home

Students are allowed to bring iPods, phones or other items to help him/her on the long bus rides. However, the school cannot be responsible for lost or damaged items. Before getting on the school bus and/or upon arrival at school, all students' pockets and backpacks will be checked and items will be locked in the classroom until the end of the day. This minimizes distractions and many other possible issues.

BUS PROCEDURES and EXPECTATIONS

Prior to getting on the bus each student's pockets, socks and backpack will be checked to help ensure unsafe items are left at home. Students are expected to sit quietly, with hands and feet safe and not in the aisle. If a student becomes too disruptive or aggressive causing other student safety to be compromised, the bus will stop and police will be called. Students who are not safe to ride the bus will need to be transported by parents.

Attendance and Lunch Count

Attendance and lunch count are taken promptly at 8:00 a.m. every morning. If for some reason your child will be late, please call the office early so a lunch can be ordered for your child. Lunches for the day will be ordered at 8:30 a.m.

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 winds chill is below zero. A physician's note is required in cases of extended exclusion from outside recess.

Outside Snacks

According to the District policy, all foods and beverages made available on campus during the school day must be in compliance with specific guidelines. Please help us protect the health and wellness of all students.

Phone Use

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

Rules of Student Conduct and Discipline

All students will learn. All students will be safe. These are the keys to creating an atmosphere in which learning can occur. Students attending Horace Mann 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, and should create a harmonious learning atmosphere.

Horace Mann 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 as a quick solution in order to get the focus quickly shifted back to learning. Horace Mann's goal with relation to student conduct is to partner with parents to help all students be successful academically, socially, and emotionally.

Horace Mann will utilize the Boys Town System, with the goal to keep students in the classroom and learning. Students who are referred out of class for more than 30 minutes may be required to serve after school detention for 30 minutes and would need to be picked up by parent or guardian at 2:15. The detention will be served the day of the referral.

If a student leaves the playground, parents and police will be called immediately. If a student intentionally injures a student or adult, parents will be called for immediate pick-up and the School Resource Officer may be consulted if necessary.

School Nursing Services

Our nurse provides 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. Leaving an hour or earlier at the end of the day (1:00 for Bridges) will be a tardy. There are NO consequences for tardiness.

Snacks and Milk Break at School

Horace Mann is the recipient of a special fresh fruit and vegetable grant this year. Each classroom will receive either fresh fruit or fresh vegetables as a snack during the school day outside of lunch.

Special Services

At Horace Mann 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
- Art therapy
- Speech and language therapy
- Occupation and physical therapy
- Counseling services
- Health services
- Social work services
- Unique Learning Experience for gifted and talented students

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 proceed to the office.

In its ongoing quest to maintain the highest level of student and staff safety, the Sioux Falls School District has installed a visitor management system at Horace Mann Elementary School. This system requires all visitors to produce a government issued ID prior to entry during school hours. An ID badge will be generated which **MUST** be worn in a visible location while you are in the building. This is a reminder to all parents and visitors to have their ID available when coming to school during the student day. Further detailed information about the school district's Visitor Policy, ECAB-R can be viewed at the Safe and Secure site on the District website: sf.k12.sd.us

This ensures that we are aware of adults in the building and can better control the safe, appropriate environment for all students and staff. Your assistance is appreciated. Only the front doors are left open during the school day.

NOTICE: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) 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 arrangements for access and notification to the parent or eligible student 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 by the parent or eligible student, 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 (PPI) in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.¹³ 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); a person serving on the School Board; a person or company with whom the school has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. 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. Department of Education

400 Maryland Avenue, SW Washington, DS 20202

NOTICE: Directory Information The District classifies and identifies directory information, as defined by FERPA, 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: The District designates the following as additional directory information that may be disclosed by the District without prior written parental consent: 1. Student's name; 2. Address; 3. Telephone number; 4. School attending; and 5. Grade level. Examples of the use of this additional 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). 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 directory information without written consent unless a parent/guardian of a student or an eligible student "opts-out." Parents/guardians of a student 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). Any such "opt-out" must be made, in writing, to the building principal within fifteen 15 days after the notice is given.

NOTICE: PROTECTION OF PUPIL RIGHTS AMENDMENT AND CONSENT/OPT-OUT FOR SPECIFIC ACTIVITIES 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. These include the right to: Consent before students are required to submit to a survey that concerns one

or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)— 1. Political affiliations or beliefs of the student or student’s parent; 2. Mental or psychological problems 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; or 8. Income, other than as required by law to determine program eligibility. Receive notice and an opportunity to opt a student out of – 1. Any other protected information survey, regardless of funding; 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision or scoliosis screenings, or any physical exam or screening permitted or required under State law; and 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others. Inspect, upon request and before administration or use – 1. Protected information surveys of students; 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and 14 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 directly notify, such as through U.S. Mail or e-mail, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity or the parent to opt his or her child out of participation of the specific activity or survey. SFSD will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parent will also be provided an opportunity to review any pertinent surveys. Following is a list of specific activities and surveys covered under this requirement: Collection, disclosure, or use of personal information for marketing, sales, or other distribution. Administration of any protected information survey not funded in whole or in part by ED. Any non-emergency, invasive physical examination or screening as described above. Parents who believe their rights have been violated may file a complaint with: Family Policy Compliance Office U.S. Department of Education 400

Maryland Avenue, SW Washington, D.C. 20202 SECTION 504 OF THE REHABILITATION ACT OF 1973 Section 504 of the Rehabilitation Act of 1973 is designed to eliminate discrimination on the basis of disability in any program or activity receiving Federal financial assistance. The Sioux Falls School District must identify and evaluate students who may be eligible 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. If parents/guardians disagree with the Section 504 accommodations for their child, contact the principal and if not resolved, contact the Section 504 Coordinator: Health Services Supervisor at the Instructional Planning Center; 201 East 38th Street; Sioux Falls, South Dakota 57105; (605) 367-7933... Policy and Regulation AC and AC-R (Foundations and Basic Commitments), which outline specific policy and complaint procedures, can be found on the District website at www.sf.k12.sd.us or can be obtained from any school office. Inquires regarding Section 504 may be directed to the Office of Civil Rights, US Department of Education, Kansas City Office, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114-3302. (816) 268-0550; FAX# (816) 823-1404, TTY# 1-877-521-2172; email OCR.KansasCity@ed.gov. NOTICE OF NON-DISCRIMINATION – POLICY AC/REGULATION 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. 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.) Individuals with concerns or inquires about discrimination are encouraged to attempt to resolve the concern informally by working with the administrator most directly involved in the situation. If resolution is not achieved, the following complaint procedure is available.

NOTICE OF NON-DISCRIMINATION – POLICY AC/REGULATION 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. 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.) Individuals with concerns or inquires about discrimination are encouraged to attempt to resolve the concern informally by working with the administrator most directly involved in the situation. If resolution is not achieved, the following complaint procedure is available.

COMPLAINT PROCEDURE – RESOLUTION OF DISCRIMINATION COMPLAINTS

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:

*Section 504 Coordinator: (discrimination based on disability); Health Services Supervisor, 201 East 38th St., Sioux Falls, SD 57105-5898, (605)367-7933.

*Civil Rights Officer: (all other forms of discrimination); Assistant Superintendent of Human Resources and Legal Services, 201 East 38th St., Sioux Falls, SD 57105-5898, (605)367-5384.

1. The Complaint Investigation Form will 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. The Civil Rights Officer shall immediately authorize an investigation. 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 Civil Rights Officer.
 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 and Regulation AC and AC-R (Foundations and Basic Commitments), which outline specific policy and complaint procedures, 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.

Inquiries regarding discrimination rights may be directed to the Kansas City Office, Office of Civil Rights, US Department of Education, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114-3302. (816) 268-0550; FAX# (816) 823-1404, email OCR.KansasCityEd.gov. For Relay Services for the hearing impaired, dial: 711, then the desired number.

ACCESSIBILITY

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 or activities. If the principal or site administrator is unable to address the request, concerns should be referred to:

Section 504 Coordinator: (discrimination based on disability); Supervisor of Health Services, 201 East 38th St., Sioux Falls, SD 57105-5898, (605)367-7933.

*Civil Rights Officer: (all other forms of discrimination); Assistant Superintendent of Human Resources and Legal Services, 201 East 38th St., Sioux Falls, SD 57105-5898, (605)367-5384.

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 is designed to eliminate discrimination on the basis of disability in any program or activity receiving Federal financial assistance. The Sioux Falls School District must identify and evaluate students who may be eligible 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.

If parents/guardians disagree with the Section 504 accommodations for their child, contact the principal and if not resolved, contact the Section 504 Coordinator: Health Services Supervisor at the Instructional Planning Center; 201 East 38th Street; Sioux Falls, South Dakota 57105; (605) 367-7933... Policy and Regulation AC and AC-R (Foundations and Basic Commitments), which outline specific policy and complaint procedures, can be found on the District website at www.sf.k12.sd.us or can be obtained from any school office.

Inquiries regarding Section 504 may be directed to the Office of Civil Rights, US Department of Education, Kansas City Office, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114-3302. (816) 268-0550; FAX# (816) 823-1404, TTY# 1-877-521-2172; email OCR.KansasCity@ed.gov.

NOTICE OF NON-DISCRIMINATION – POLICY AC/REGULATION 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. 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.)

Individuals with concerns or inquires about discrimination are encouraged to attempt to resolve the concern informally by working with the administrator most directly involved in the situation. If resolution is not achieved Policy and Regulation AC and AC-R (Foundations and Basic Commitments) outlines the specific policy and complaint procedures and 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. The District prohibits retaliation against any individual who reports a claim under this policy or participates in an investigation of any such claim.

Formal complaints are filed with:

*Section 504 Coordinator: (discrimination based on disability); Health Services Supervisor, 201 East 38th St., Sioux Falls, SD 57105-5898, (605)367-7933.

*Civil Rights Officer: (all other forms of discrimination); Assistant Superintendent of Human Resources and Legal Services, 201 East 38th St., Sioux Falls, SD 57105-5898, (605)367-5384.

Inquiries regarding discrimination may be referred to the Kansas City Office, Office of Civil Rights, US Department of Education, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114-3302. (816) 268-0550; FAX# (816) 823-1404, email OCR.KansasCityEd.gov.

For Relay Services for the hearing impaired, dial: 711, then the desired number.

Medication Administration

The District's Medication Administration Policy/Regulation JLCD/JLCD-R can be found on the District's website www.sf.k12.sd.us/board/policies

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.

NOTICE OF NON-DISCRIMINATION – POLICY AC/REGULATION 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. 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.)

Individuals with concerns or inquires about discrimination are encouraged to attempt to resolve the concern informally by working with the administrator most directly involved in the situation. If resolution is not achieved Policy and Regulation AC and AC-R (Foundations and Basic Commitments) outlines the specific policy and complaint procedures and 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. The District prohibits retaliation against any individual who reports a claim under this policy or participates in an investigation of any such claim.

Formal complaints are filed with:

*Section 504 Coordinator: (discrimination based on disability); Health Services Supervisor, 201 East 38th St., Sioux Falls, SD 57105-5898, (605)367-7933.

*Civil Rights Officer: (all other forms of discrimination); Assistant Superintendent of Human Resources and Legal Services, 201 East 38th St., Sioux Falls, SD 57105-5898, (605)367-5384.

Inquiries regarding discrimination may be referred to the Kansas City Office, Office of Civil Rights, US Department of Education, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114-3302. (816) 268-0550; FAX# (816) 823-1404, email OCR.KansasCityEd.gov. For Relay Services for the hearing impaired, dial: 711, then the desired number.

Title I Parent Notifications

1. Highly Qualified Teacher Notification:

What do I know about my child's teacher? The federal education law called ESEA, requires that all parents in a Title I school be notified and given the opportunity to request information about the professional qualifications of classroom teachers instructing their child. Parents may also request information about the qualifications of paraprofessionals if such services are provided to their child. If you are interested in this information, you may send your request to the building principal who will provide a response.

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

Horace Mann Parent Involvement Policy

Dear Horace Mann Parents/Guardians,

At Horace Mann Elementary we are committed to building strong parent-school relationships. Our school level parent involvement policy identifies the strategies and opportunities for interaction between parents and our school. As a school team we shall include opportunities for parents to be involved in the creation and implementation of the school level parent involvement policy (***Policy Involvement***). To accomplish this goal Horace Mann Elementary shall:

- **Provide Title I information each year at family events**

- Provide access to Title I information on school district website (www.sf.k12.sd)
- Conduct a bi-annual Parent Climate Survey as well as the end of the year District Parent Safety Survey
- Communicate student progress and school information through Open House, Fall and Spring Parent Teacher Conferences, and the monthly school newsletter.
- Provide teachers and staff with information on strategies to increase parent involvement including the use of home visits and curriculum oriented family nights.

Our parent and school team also *shares responsibilities* for building strong parent school relationships. Together we shall:

- Create a school parent compact outlining the responsibilities of parents, our school, and students. Students, parents, and teachers sign the compact during the fall conferences, and the compact is sent home with the parents.
- Use home visits, classroom newsletters, the ParentLink school messaging system, and conferences to build communication between school and parents.

The communication between school and home is critical in building relationships and helping parents understand the learning their child is doing at school (*Building Capacity for Involvement*). It is also vital that the school staff, programs and information are accessible to our families (*Accessibility*). Horace Mann Elementary shall:

- Share ideas for reinforcement of skills through family nights and parent–teacher conferences
- Share the South Dakota Statewide Family Engagement Center (SDSFEC) Contact Information: <http://www.sdsfec.org> in the Horace Mann student handbook
- Provide interpreters for home visits, parent meetings, and parent-teacher conferences
- Translate documents in the native language of families as feasible
- Connect with families through the Home School Liaison

We value the partnership that we have with you and appreciate the support you provide our students and staff at Hoarce Mann.

Together

We will transition each student academically and socially into independent lifelong learners, equipped with the necessary skills required to succeed in a variety of environments.

Sioux Falls School District Parent and Family Engagement Plan 2020-2021

Part I. General Expectations *(from District School Board Policy CGD and CGD-R)*

The term “parent and family engagement” refers to the involvement of parents and family members of District students.

- The Superintendent or designee shall ensure that the District’s parent and family engagement strategies are jointly developed with and agreed upon by parents and family members of students participating in Title I programs. Those strategies shall establish expectations for parent and family engagement and describe how the District will carry out each activity listed in Section 1116 (a) of the Elementary and Secondary Education Act of 2016 (ESEA).
- The Superintendent or designee shall consult with parents and family members of participating students in the planning, implementation and evaluation of parent and family engagement programs, activities, and regulations. He/she also shall involve parents and family members of participating students in decisions regarding how the District’s Title I funds will be allotted for parent and family engagement activities.
- The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent and family engagement policy in accordance with ESEA, Section 1112.
- The District shall provide coordination, technical assistance and other support necessary to assist participating schools in building the capacity for strong parent and family engagement to improve student academic achievement and school performance. This coordination, assistance and support shall include:
 - A Federal Programs Director to facilitate development of District parent and family engagement
 - School/Home liaisons to facilitate communication between school personnel and the families of English Learners (EL)
 - Interpreters for parent teacher conferences and other parent/guardian meetings
 - Professional development to enhance the skills of teachers, administrators, and other staff, in building ties between parents and family members and the school

- Coordinating training with the South Dakota Statewide Family Engagement Center
<http://sdsfec.org>

A parent/guardian, student, employee, or District resident who has a complaint regarding the use of federal Title I funds should adhere to District policies and regulations KE, KEC, and KEC-R. If a complaint regarding use of federal Title I funds remains unresolved, it may be forwarded by the complainant to the South Dakota Department of Education for review.

Sioux Falls School District Parental Involvement Plan Page 1 of 4 Reviewed May 2020

Part II. Plan for Implementing the District Parent and Family Engagement Policy The Sioux Falls School District seeks to engage parents/guardians, partners, and the greater community in meaningful activities and dialogues that foster shared responsibility for student growth. Each school shall involve stakeholders in decision making at the building level. Such involvement is a critical component of a successful school and a cornerstone of student success.

Schools will encourage parent/guardian and community engagement in a variety of formats, such as PTA, PTO, site councils, school/business partnerships, accreditation teams, advisory committee assignments and volunteering. In addition, each building in the District is required to involve parents/guardians in developing the School Improvement Plan. (*District School Board Policy KCB*)

1. The Sioux Falls School District will involve parents in the joint development and review of the district wide parent and family engagement plan by:
 - Meeting with focus groups of Title I parents at their home attendance center. The superintendent or designee will conduct these meetings in the fall and spring.
2. The Sioux Falls School District will involve parents in the process of school review and improvement by:
 - Including parent representatives in developing the District Goals and Strategies.

- Requiring that each school include parent representatives when developing their School Improvement Plan.

3. The Sioux Falls School District will provide the following coordination, technical assistance, and other support to Title I schools to support planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:

- Providing a Federal Programs Director to remain current on Title I rules and regulations to advise and support Title I schools. The Federal Programs Director will hold monthly meetings with the Title I principals.
 - Allocating a minimum of .95% of the required District 1% set aside for Parent Involvement among the Title I schools to support parent and family activities. Each Title I school will involve parents in deciding how their parent and family engagement funds will be spent.
 - Providing staff time for parent teacher conferences in the fall and spring.
 - Supporting ongoing communication by:
 - Providing language interpreters for parent teacher conferences and other formal meetings.
 - Using Language Line for emergency interpretation or for other situations when in-person interpretation is not possible.
 - Televising School Board Meetings on the District's Educational Access Cable Channel 20.
- Sioux Falls School District Parental Involvement Plan Page 2 of 4 Reviewed May 2020
- Providing comprehensive information through the District's website, www.sf.k12.sd.us. This information includes all District policies, agendas and minutes of School Board meetings, data profiles and performance reports for all schools, and breaking news stories.
 - Providing an opportunity for parents/guardians and community members to respond to news and announcements through *District Dialogue*, the Sioux Falls School District blog.
 - Providing timely updates and messages to parents, in their primary language whenever possible, through Parent Link.
 - Providing, upon request, printed copies of the District Data Profile, the District Budget, specific District policies, and the District and individual school accountability report cards with summaries.

- Providing the K-12 Insight system to facilitate gathering information from parents through online surveys
 - Sioux Falls School District app
- Encouraging use of the South Dakota Statewide Family Engagement Center. (www.sdsfec.org) and encouraging attendance at events sponsored by the South Dakota Statewide Family Engagement Center.
4. The Sioux Falls School District will coordinate and integrate parent and family engagement strategies in Title I with parental involvement strategies under Head Start, Blended Preschool, Migrant Education, McKinney Vento, Indian Education and Title III by:
- Requiring District and building administrators involved in the Head Start, Blended Preschool, Migrant Education, McKinney Vento, Indian Education and Title III programs to meet each year to review reports and plans for parent and family engagement to identify gaps, overlaps and opportunities for strengthening involvement.
5. The Sioux Falls School District will conduct, with the involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement plan. The evaluation will include identifying barriers to greater participation by parents and family members in parent and family engagement activities, especially barriers to parents and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The evaluation will also examine how the District's 1% set aside for Parent and Family Engagement is spent. This evaluation will be conducted at the focus group meetings with parents.

Part III. Discretionary Parent and Family Engagement Components Parents and family members are most interested in opportunities for more involvement in the specific schools their children attend. Each school year, Title I schools will provide a minimum of two of the following parent and family engagement strategies that have proven effective in strengthening the school parent partnership:

- Holding family events at various times of day and days of the week focused on activities that parents can do with their children to improve math skills and reading comprehension.
- Creating a refrigerator magnet with the child's picture and 3-4 things parents and children can do together to build math and reading achievement.
- Inviting parents to eat lunch with their children and giving the parents the opportunity to share success, concerns and suggestions.
- Building relationships between teachers and parents through home visits.
- Using Parent Link to communicate time sensitive information through the parent's preferred medium (telephone, text message, or email) and in the parent's primary language whenever possible.
- Taking time at music concerts or other family activities to share ideas about how parents can support their student's academic achievement at home.
- Holding a multicultural family event to share cultures.
- Providing a monthly update to parents about school activities.
- Encouraging classroom teachers to send a newsletter home to parents summarizing what students have been learning and sharing links to websites that families can explore with their children.
- Facebook videos from teachers to share strategies for parents to help their child at home
- Invite parents and community members to participate in curriculum- related demonstrations such as robotics, coding, and collaborating over projects.

Part IV. Adoption

This district wide parent and family engagement plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. The school district will distribute this policy to all parents of participating Title I, Part A at the beginning of each school year.

At Horace Mann Elementary we are committed to building strong parent school relationships. Our school level parent involvement policy identifies the strategies and opportunities for interaction between parents and our school. As a school team, we shall include opportunities for parents to be involved in the creation and implementation of the school level parent involvement policy (Policy Involvement).

To accomplish this goal Horace Mann Elementary shall:

- Provide Title I information at the Back To School Night and to Provide access to Title I information on school district website (www.sf.k12.sd.us)
- Conduct parent surveys regarding Title I compact and home-school communication during conferences well as the end of the year Parent Safety Survey at the district level.
- Communicate student progress and school information through Open House, Fall and Spring Parent Teacher Conferences, weekly classroom newsletters and the monthly school newsletter.
- Annually provide mailings of written notification in August with individual student proficiency and annual yearly progress, as well as in a Fall newsletter.
- Provide teachers and staff with training and information on strategies to increase parent involvement including information sessions and family parent events.
- Our parent and school team also shares responsibilities for building strong parent school relationships.

Together we shall:

- Create a school parent compact outlining the responsibilities of parents, our school, and students with parent involvement.
- Students, parents, and teachers sign the compact during the fall conferences, and the compact is sent home with the parents use home visits, classroom newsletters, Parent-Link school messaging system, and conferences to build communication between school and parents

- Participate in transition meetings for Early Childhood and Head Start students as necessary

The communication between school and home is critical in building relationships and helping parents understand the learning their child is doing at school (Building Capacity for Involvement). It is also vital that the school staff, programs and information are accessible to our families (Accessibility). Horace Mann Elementary shall: Share ideas for reinforcement of skills through family nights and parent –teacher conferences, provide interpreters for home visits, parent meetings, and parent-teacher conferences, translate documents in the native language of families as feasible, connect with families through the Home School Liaison.

Horace Mann Elementary School’s Title I School-Parent Compact **2020-2021**

Horace Mann’s Elementary School’s Parent Compact describes how *parents, school staff, and students will share the responsibility* for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve the state’s academic achievement standards.

As a school we will ensure success for your child by:

- Providing a safe and positive learning environment
- Using research-based strategies of effective instruction
- Communication with parents through phone (**367-6190**), e-mail, and classroom newsletters or notes.
- Communicating student progress at conferences and other times as needed
- **Conference Dates: October 13 (12 p.m.-7:30 p.m.), 15 (3:30 p.m.-7:30 p.m.), 8 (3:30); January 18 (12:00 p.m.-7:30 p.m.), 21 (3:30 p.m.-7:30 p.m.).**

- **Report Cards Sent Home after each quarter in October, January, March, and May**
- Offering opportunities for volunteering in the classroom and school by contacting the school office or classroom teacher (367-6190)

Teacher Signature: _____

Principal: *Mrs. Eckstaine*

As a student I will be responsible for my own learning by:

- Participating in classroom discussions and activities
- Completing my schoolwork and extra reading practice
- Respecting myself, my classmates, my teachers, and my school
- Mastering learning goals.
- Asking the teachers questions when I have one.
- Limiting television and video games.
- Talking with parents/guardians about school papers.
- Developing good habits of health and exercise.

Student Signature: _____

As a parent I will support my child by:

- Ensuring my child is on time to school and attends every day
- Communicating with the teacher on a regular basis
- Attending Conferences and Family Nights
- Monitoring the amount and the content with gaming systems, television programing, and internet watched a day by my child
- Reading with my child 15 minutes a day
- Encouraging healthy habits such as adequate sleep and proper nutrition
- Talking with my child about his or her learning goals

- Checking the Daily Take Home Folder for important messages from school

Parent Signature: _____

Together we can support each other to carry out our responsibilities. We appreciate everything you do to make the experience of school as successful and joyful, as possible. You are the key partner, who truly makes the difference in your child's success. Be their favorite teacher.

You are always welcome to call (367-6190) or send a note to address a concern or make a request. We look forward to working with you.

Horace Mann staff members are an amazing family, who work together closely in an effort to best meet your child's needs.

**2020-2021 SIOUX FALLS
SCHOOL DISTRICT PARENT CALENDAR**

04/26/2019
Approved Revisions 04/27/2020

AUGUST

Elementary Open House - August 25, 2020
Middle School PST - August 24, 2020
High School PST - August 20, 2020

27 **First Day of School**

SEPTEMBER

4,7 **No Classes - Holiday - Labor Day Break**

Fall Parent Teacher Conferences

Elementary - Oct 13, 15, 19 Evening or Oct 13 Afternoon
Middle School - Oct 6, 8, 15 Evening
High School - Oct 5, 6 Evening

OCTOBER

12 **No Classes - Non-School Day**

13 **No Classes - Inservice**

28 **End of 1st Quarter**

NOVEMBER

6 Elementary and Middle School - Early Dismissal

11 **No Classes - Holiday - Veterans' Day Observance**

25 **No Classes - Compensatory Day**

26-27 **No Classes - Holiday - Thanksgiving Break**

DECEMBER

23-31 **No Classes - Holiday Break**

JANUARY

1 **No Classes - Holiday Break**

4 **Classes Resume**

13-14 **High School Semester Tests 7:30 - 12:30**

14 **End of 2nd Quarter**

15 **No Classes - Teacher Work Day**

18 **No Classes - Inservice**

FEBRUARY

15-16 **No Classes - Holiday - Presidents' Day Break**

Spring Parent Teacher Conferences

Elementary - Jan 21, 25, 26 Evening or Jan 18 Afternoon
Middle School - Feb 23, 25, Mar 2 Evening
High School - Feb 8, 9 Evening

MARCH

12 **No Classes - Compensatory Day**

19 Elementary and Middle School - Early Dismissal

24 **End of Third Quarter**

APRIL

2-5 **No Classes - Spring Break**

MAY

24-25 **High School Semester Tests 7:30 - 12:30**

25 **Last Day of School - End of Second Semester**

30 **Graduation**

Schedule for Early Dismissal

Elementary 8:00 am to 1:00 pm
Middle School 8:55 am to 2:00 pm

AUGUST

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

OCTOBER

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

DECEMBER

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

FEBRUARY

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

APRIL

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JUNE

M	T	W	T	F
1	2	3	4	
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

SEPTEMBER

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

NOVEMBER

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

JANUARY

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

MARCH

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

MAY

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

CALENDAR KEY

- - Noted day - See description in column to the right of the date
- - Noted day - No Classes all levels
- ★ - End of Quarter

Horace Mann School Staff

NAME:	Room	EMAIL
Amber Nieuwsma	BR. 1	amber.nieuwsma@k12.sd.us
Jennifer Aerts	BR. 2	jennifer.aerts@k12.sd.us
Sarah Iwerks	BR. 3	sarah.iwerks@k12.sd.us
Hannah Phillips	BR. 4	hannah.phillips@k12.sd.us
Benjamin Haugen	BR. 5	benjamin.haugen@k112.sd.us
Brooke Knudson	BR. 6	brooke.knudson@k12.sd.us
Hannah Bauer	BR. 7	hannah.bauer@k12.sd.us
Alyssa Ritter	BR. 8	alyssa.ritter@k12.sd.us
Taylor Machacek	BR. 9	taylor.machacek@k12.sd.us
Sarah Zirpel	BR. 10	sarah.zirpel@k12.sd.us
Katie Gifford	BR. 11	katie.gifford@k12.sd.us
Kimberly Dobson	STR. TCH. 1	kimberly.dobson@k12.sd.us
Haley Boyer	STR. TCH. 2	haley.boyer@k12.sd.us
Alyssa Klaudt	STR. TCH. 3	alyssa.klaudt@k12.sd.us
Derrick Dunn	BEHAVIOR SPECIALIST	derrick.dunn@k12.sd.us
Tyler Berg	BEHAVIOR SPECIALIST	tyler.berg@k12.sd.us
Kerry Grogan	BEHAVIOR SPECIALIST	kerry.grogan@k12.sd.us
Trevor DeSchepper	BEHAVIOR SPECIALIST	trevor.deschpper@k12.sd.us

Principal
Mrs. Tara Eckstaine
tara.eckstaine@k12.sd.us
Administrative Intern
Mrs. Jaclyn (Jaci) Pesicka
jaclyn.pesicka@k12.sd.us
Counselor
Mrs. Jourdan Torok
Jourdan.torok@k12.sd.us

The Home and School Screening listed below will update throughout the year. Please see the district website and Horace Mann web page in the parent newsletter for the most up to date information.



Student and Staff Daily Screening

Parents and staff must complete a daily health check by answering yes or no to the following questions before going to school or work.



Yes ___ No___ Temperature 100.4 degrees Fahrenheit or higher



Yes ___ No___ Sore throat



Yes ___ No___ New uncontrolled cough that causes difficulty breathing



Yes ___ No___ Diarrhea, vomiting, or abdominal pain



Yes ___ No___ New onset of severe headache, especially with a fever



Yes ___ No___ Has the student or staff been identified as having COVID-19, and not been cleared by the SD Dept. of Health for return to work and school?



Yes ___ No___ Has the student or staff been identified as a close contact to a confirmed COVID-19 case (15 minutes or more within 6 feet or less) within the last 14 days?*



If you answer Yes to any of the above...

1. DO NOT go to school or work.

2. Contact your healthcare provider.

3. Contact your school to inform them of symptoms. You may also contact the SD Department of Health with any COVID-19 questions 1-800-997-2880.

4. EXCLUDE until negative COVID test OR if untested, at least 10 days since symptom onset **AND 24 hours without fever AND symptoms improved.**

*Close contacts must be excluded for 14 days from last close contact with positive case. You cannot test out of the 14-day quarantine.

**Screen criteria is subject to change based on level of community transmission and CDC and SD DOH recommendations.*