

**Howard School District 48-3**

*Home of the Tigers*



## **STUDENT & PARENT HANDBOOK**

### **Howard Elementary School**

**201 North Minnie**

**Howard, SD 57349**

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**The mission of the Howard School District is to provide each student with the educational foundation on which to build a successful life in a global society.**

Welcome to the beginning of a new, exciting year of learning and growing!

Parents and guardians, this handbook has been developed as a guide for you and your child who is a student at Howard Elementary. The rules and guidelines are written in accordance with local board policy and state law. Please read the handbook carefully and review the policies with your student so they are familiar with the handbook as well. Schools cannot successfully exist without parental involvement. Your willingness to oversee homework assignments, take an active part in school activities, help with special projects, and support education is paramount to your children's learning.

Students, this handbook is more than just a book of rules and regulations. It is a guide to help you move through elementary school with ease while making the most of your time here. Hopefully it will help to develop consistent appropriate social behaviors, positive academic behaviors, and build self-esteem in you and every other student at Howard Elementary. It is important for both you and your parents to read this handbook.

The elementary school experience is an important foundation in student development. Student abilities, interests, needs, safety, and self-image are the core around which we build the elementary curriculum. While stressing language arts, math, and the core subject areas, we also place emphasis on helping students develop pride in and responsibility towards themselves, their school, their families, their community, and their country.

Obviously this handbook cannot include everything that may possibly happen during the school year. If a situation arises that is not specifically addressed in this handbook, the administration will make every effort to act fairly and quickly. In addition, what is in the best interest of the student, school and community will be taken into consideration. Each situation is different and will be handled on an individual basis if there is no policy addressing it.

I look forward to a wonderful year of working together encouraging our students to excel and making our school the best it can be. Please feel free to contact me with any concerns or suggestions. Go Tigers!

Dr. Marie Lohsandt  
Superintendent/Elementary Principal

Dr. Marie Lohsandt, Superintendent/Elementary Principal  
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## **HOWARD SCHOOL DISTRICT #48-3 EDUCATIONAL PHILOSOPHY**

Believing that the guardianship of public education is a trust and an obligation, the Howard School District is committed to a philosophy of educational opportunity and service. We desire to help each child develop as a mature individual and as a contributing member of society. This can best be accomplished through the development of a school program with the scope to encompass the intellectual, physical, civic, social and aesthetic needs of children in a democratic society.

An effective public school program must consider the unique differences and needs of individual children and also be directed toward the common needs of all children.

### **VISION**

The Howard School District together with the Miner county community will provide a safe, positive, learning environment. The students and staff will be empowered to reach their full potential, to develop academic skills and moral character, and to become productive citizens.

### **GOALS**

1. To provide each student with the opportunity, through academic study and related activities, to live and develop as a worthy-contributing member of a democratic society.
2. To help each student attain knowledge, establish habits, and develop competence in the use of the tools of learning which will further his/her physical, mental, and emotional health.
3. To help each student gain an appreciation for the arts which enrich life both in creative expression and understanding.
4. To provide each student with learning experiences, which will promote development of his/her individual abilities, needs, interests, and an appreciation of accomplishments.
5. To guide each student in developing an understanding of family life and his/her part as a contributing member of a family.
6. To aid each student in making wholesome adjustments in all human relationships and to practice tolerance of others.
7. To help each student participate effectively in citizenship projects concerning the school, the community, state, nation, and the world.
8. To help each student in developing values which are basic to sound, moral, and ethical behavior.
9. To give each student the opportunity to acquire knowledge, understanding, and an appreciation of their own and other societies.
10. To assist each student in developing interests and skills which may lead to satisfying, enjoyable, and constructive use of leisure time.

### **Elastic Clause**

The student and parent handbooks do not include everything that may possible happen during the school year. If any situation not specifically covered should arise, the administration will make every effort to act fairly and quickly. The best interest of the student, school, and community will be considered. Each situation is different and will be handled on an individual basis.

### **Messages**

Messages for students and staff can be left with the office. Student messages are delivered before dismissal. Community announcements (i.e. 4-H meetings, etc.) are made at 8:30 a.m.

Administration and Staff

Superintendent/Principal: Dr. Marie Lohsandt

Technology Coordinator: Layne Meyers

Secretary: Kathy Yanish

Custodian: Tammy Gorry

Cooks: Lauri Adler & Lisa Olson

Teaching Staff

Preschool: Sharon Klinkhammer

Kindergarten: Stacy Wingen

1<sup>st</sup> Grade: Theresa Uthe

2<sup>nd</sup> Grade: Stephanie Austerman

3<sup>rd</sup> Grade: Christa Miller

4<sup>th</sup> Grade: Kailee Schwader & Keith Moe

5<sup>th</sup> Grade: Kim Beyer

6<sup>th</sup> Grade: Erin Feldhaus & Francis Ruml

Resource Room: Sharon Klinkhammer & Dawn Skotvold

Title I: Shawna Jacobson

Self-Contained Classroom: Dani Forster

Aides: Sally Barnhart, Kay Genzlinger, Vickie Giedd, Holly Litterick, Kandy Palmquist, McKenna Rudebusch, Jessica Shumaker

Speech/Language: Audrey Spader

Student Advocate: Chad Podhradsky

Band/Vocal: Donna Mathison

Physical Education: Brett Bosn

Library/Media: Sarah Feldhaus

Art: Steffany Dunwoody

Shannon Colony: Joleene Spader & Laura Hoff

Shannon Colony Aide(s): Kim Klinkhammer

**Educational Support Services**

**At Howard 48-3, the following educational support services are available:**

- Speech and language therapy
- Guidance counseling for students and family
- Psychological evaluation
- Resource room for children with special learning needs
- Special needs preschool
- Title 1 tutoring in the areas of reading and math
- Kindergarten screening
- Occupational and physical therapy for eligible students
- Early childhood screening

## **School Time Schedule**

Monday – Friday:

8:00am: Playground opens

8:25am: School begins

3:20pm: School dismisses

Teachers will send home specific lunch, physical education, band and music schedules. Please schedule appointments outside of school hours whenever possible. When picking up or dropping off students please do so on College Avenue in front of the school. Bus pickup will be on the east side of the school on Minnie Street. Students riding bikes should place them in the bike rack to avoid congestion.

Playground Schedule – Playgrounds are not supervised before 8:00am or after school dismisses. Students who live in town are not to arrive before 8:00am without permission from school personnel.

## **Pledge of Allegiance**

The right to post the United States flag shall not be limited or infringed upon in any public school classroom, public school building, at any public school event, or on any public school uniform. Each school district shall provide students the opportunity to salute the United States and the flag each day by reciting the pledge of allegiance to the flag of the United States. A student may choose not to participate in the salute to the United States and the flag. However, a student who does not participate in the salute shall maintain a respectful silence during the salute. The national anthem may be sung during any school day or school event.

## **Religious Release Time**

Release time is Wednesday after lunch. Students who have prior written permission go directly to the church after lunch and will return immediately following release time. Students need to enter the halls quietly and go directly to class. Any other release time needs to be approved in the school office first. Work missed during release time will be sent home as homework.

## **Absence or Late Arrival (Important)**

If your child is going to be late or absent for any reason, you must call the school office at 772-4443. We require this to ensure the safety of all our students.

## **After School Policy**

In order to guarantee adequate supervision and ensure the safety of our students, we have implemented the following policy: Children who have not been picked up within 20 minutes of the end of the school day will go to the FAST program. This will guarantee that on those occasions when parents cannot pick up their children on time, and are unable to make alternate arrangements, the children will have adult supervision until someone arrives to get them. Any students remaining in the building will be working in a classroom with the permission and supervision of a staff member or attending the FAST program. Parents will be responsible for the \$2 per hour/per child “drop in” charge for the FAST program.

## **Visitors/Releasing Students**

All parents and visitors must check and sign in at the office before going to classrooms. Students will only be released through the office and will not be granted permission to leave school grounds except through the office. If you are volunteering or visiting in the classrooms, you will be asked to wear a visitor button. This will ensure safety & accountability of all our students & visitors. Student visitors to the classroom must have approval through the office.

## **Severe Weather Notices**

In the event of inclement weather, the administration will notify KMIT, KJAM, or KORN radio regarding school closings or early dismissals. Please listen to the radio and do not call the school. Our phone lines are needed to contact staff and others during such times. If school is to be cancelled or if there is a delayed start, the media will be notified by 7:30am. Our Bright Arrow phone system will be activated to notify parents of any early dismissals, school cancellations or late starts. If you do not receive a call the school may not have your correct phone number. (It is your responsibility as parents/guardians to make sure you provide updated contact information to the school.) If a storm develops unexpectedly during the day, the buses will not operate until it is safe to do so. All bus students are required to have a "home away from home family" arranged on the emergency contact sheets. Make sure your child knows where to go when they leave and who is to pick them up in the event of school closings. Do not list school personnel as emergency homes without prior permission.

## **Attendance Regulations**

A student's attendance record is part of their permanent record, which is maintained by the school. The school emphasizes the importance of regular attendance. As a student, school is your most important job. School work and attendance takes precedence over such things as visiting, shopping, etc. Appointments, trips, etc. are to be planned so parents will not request or permit students to be away from school. If an absence will occur, students must make arrangements with the principal before they are absent, except in the case of emergencies as listed below:

1. Personal illness
2. Family emergencies (illness, death, accidents or assistance at home)
3. Attendance at functions of an educational nature
4. Impassable roads or severe weather

Because attendance at school is directly related to success in school, a student may have no more than 10 absences per semester. Once a student has obtained the 10<sup>th</sup> absence, the building principal will request a meeting with the student's parents to review attendance records. Extenuating circumstances such as prolonged illness which has been discussed with the principal prior to the 10<sup>th</sup> absence, may adjust this guideline. Makeup work should be arranged with the teacher prior to the absence, if possible. Two days make-up time will be given for each day absent. Unless special arrangements are made for work turned in after the make-up time, a 0% grade will be entered for work missed. Students may be expected to take pre-scheduled tests after being absent for one day. Any student late for class will be counted tardy. Truancy is absence from school without approved permission – permission of which the school authorities are the sole judges. Truancy can lead to involving the Court System. You must check out from the office when leaving the building and must check back in the office on your return. Students who are absent from school due to a school activity are not marked absent on the school attendance record.

## **Field Trips**

Field trips are scheduled throughout the year. Teachers will send home a permission slip at the beginning of the year for trips as they occur. Please sign and return the slip as soon as possible. We must have a signed permission slip returned before students will be allowed to go on field trips.

## **Birthdays/Parties**

Students are welcome to bring treats for the class on their birthday. We have three parties at school: Halloween, Christmas and Valentine's. Teachers will contact parents for treats for these days. Do not send invitations for private parties to school unless the entire class is invited. It may cause hurt feelings.

## **Red Flag Days**

If the weather is inclement, a red flag is hung in the hallways and by the front door indicating that recess will be held in the classrooms. This means that temperature must be 0 or below wind chill or regular temperature. If the temperature is above zero, we will have an outdoor recess. Please make sure your child always dresses appropriately.

## **Playground Rules (Also See Code of Conduct)**

Character doesn't stop because you are on the playground. Remember that kindness, respect, responsibility, trustworthiness, fairness, caring, citizenship, safety, and tolerance are always expected. Here are the playground rules broken down by area(s):

### General Rules

1. All students are expected to go outside for recess (with very few exceptions). Students who are too ill to go outside for recess should not be at school.
2. Safety of students is our number one priority. It does not matter who is supervising the playground, students will be respectful and follow their directions and rules. Rules can be added at the playground supervisor's discretion.
3. Respect everyone on the playground.
4. No food, drink or electronics are allowed on the playground.
5. Use appropriate language. No profane or vulgar language.
6. No hard bats or hard balls are allowed on the playground unless they are for a class or activity supervised by an adult.
7. All students are required to wear boots to walk in the snow or when the playground is wet or muddy. If the student does not have boots, they will be required to stay on the blacktop.
8. Respect dividing lines on the playground so more games can be played without interruption.
9. Do not interrupt games in progress. Be respectful.
10. No sliding on ice or snow.
11. No tackling, hitting or pushing. Tackle games are not permitted. Flag football only.
12. Stay away from building windows and doors. Play between the building and sidewalks should be kept to a minimum.
13. No throwing of rocks, gravel, snow or ice.
14. If a toy or item is brought from home, the school is not responsible if it gets lost, broken, stolen or damaged.
15. Students must promptly line up when the whistle or bell goes off.
  - a. Clean up and put away equipment at the end of every recess. Each class will designate a student to help pick up.
  - b. No pushing or shoving in line.
  - c. Use a quiet voice in line and in the hallway.

### Slide Rules

1. One person allowed down at a time. No looking over the edge.
2. Go down the slide feet first.

### Swing Rules

1. Sit on the swings.
2. Swing forward and backward. No jumping off.
3. No standing under swings.

### Equipment Rules

1. Students are to walk on the equipment. Do not jump off.
2. Do not go on top of the equipment that doesn't already have a walking platform.
3. Jump ropes are for jumping only.

### Merry-Go-Round Rules

1. Students are always to sit and hold on to the handles on the merry-go-round.
2. No hanging off the edge when in motion.

**Violations of these playground rules will result in loss of recess time or referral.**

Breakfast is served every morning from 7:45 – 8:15am. There is no need to give advance notice to eat. Lunch count is taken in the classrooms in the morning. Students may order a hot lunch or bring a lunch from home. Milk may be purchased to drink with cold lunches and during daily milk breaks for K-6 grades. Guests are welcome to join for breakfast or lunch but please call ahead if you are planning to visit for lunch or anytime during hours.. A menu for each month will be sent home with the student. Please plan with your child which days they would like hot or cold lunch.

**Peanut butter sandwiches are available as a supplement to the hot lunches for children who are still hungry after eating the majority of their lunch.** Students are not required to eat everything on their tray, but we do encourage them to at least try their meals. Please let the office and kitchen staff if a student has documented food allergies.

**Lunchroom Rules**

1. Wait in line for meals patiently and quietly.
2. Students sit at tables with their classmates.
3. Quiet visiting is allowed at the tables. If it gets too noisy, the lights are turned off and no visiting is allowed.
4. Do not throw food.
5. Clean up your own spills.
6. Raise your hand if you would like to go to the salad bar or a sandwich.
7. Do not ask to be dismissed before dismissal time.
8. Students have an average of 20 minutes to eat at which time they will be dismissed to go to their classrooms or outside for recess.
9. When your class is dismissed, scrape your tray thoroughly and stack it. Walk quietly down the hall to your classroom or outside to recess.

**Student Rights and Responsibilities**

It is the student's right to the following:

- Attend school in the district in which his/her parent or legal guardian resides or to apply for open enrollment.
- Attend school until graduation or the age of twenty-one (21) whichever comes first at public expense.
- Obtain free textbooks and supplies needed in the course of study.
- Assist in the making of decisions affecting his/her life in school.
- Express his/her opinion verbally or in writing.
- Expect that the school will be a safe place for all students to gain an education.
- Be afforded due process in discipline matters with the opportunity to call witnesses in his/her behalf, and to appeal his/her case in the event of disciplinary action.
- Expect that where he/she bears witness in a disciplinary case, the school will honor his/her anonymity.
- Be represented by an active student government selected by free school elections.

It is the student's responsibility to:

- Attend school daily and be on time for all classes, except when ill and not in school.
- Attend school until the age of eighteen (18).
- Pay admission to activities if attendance therein is voluntary.
- Pursue and attempt to complete the course of study prescribed by state and local authorities.
- Express his/her opinions and ideas in a respectful manner so as not to offend or slander others.
- Be aware of all rules and regulations for student behavior and conduct himself/herself in accordance with them.
- Dress and appear so as to meet fair standards of propriety, safety, health and good taste.
- Be willing to volunteer information and cooperate with school staff in disciplinary cases.
- Assist school staff in running a safe school for all students enrolled therein.
- Take an active part in student government by running for office, voting for candidates, and making his/her problems known to the staff through his/her representative.
- Assume that until a rule is waived, altered or repealed that it is in full effect.

## **General School Regulations and Requirements**

Every individual is entitled to courtesy and consideration in his or her relationship with fellow students and teachers. Students must earn this courtesy and respect by extending the same consideration to fellow students and teachers. Actions, which injure others, damage private property, or obstruct the learning process or the operation of the school will not be tolerated. School rules are in effect at school, on school property, on busses or other transportation provided by the school, and at school sponsored activities.

### **Building Hours/School Start Time**

Regular building hours are 7:45am – 4:00pm. Classes begin at 8:20am, and conclude at 3:20pm. There should be no expectation of supervision for students who attend earlier or stay later than designated building hours.

### **Church/Family Night**

Wednesday night is designated as church/family night and all students and faculty members will make every effort to ensure that the night is kept free of school activities. Any exceptions will be cleared in advance with the superintendent and pastors of the community churches.

### **Citizenship and Care of School Property (Damage and Fines)**

We have a beautiful school with fine equipment and furniture. When school property is damaged, the cost of repair or replacement must be borne by the taxpayers of the district. Anyone intentionally damaging such property may be held responsible for payment of damages and/or suspension from school. Please respect your school as you would your own home or other personal property. As responsible students, help encourage others to exercise good care of our school and its equipment.

### **Interrogations of Students**

It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials. Therefore:

- When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the school principal or the principal's designee will cooperate. An effort will be made to contact the student's parent or guardian so that the responsible individual may be notified of the situation.
- Parents or guardians will not be contacted in child abuse cases if the law enforcement official requests confidentiality.
- If custody and/or arrest is involved, the principal will request that all procedural safeguards, as prescribed by law, be observed by law enforcement officials.
- As a general guideline all students should have a same gender staff member present when gender sensitive interrogations are conducted.

### **Theft**

Stealing school, staff or student property may result in detention, suspension, restitution and referral to law enforcement officials. Students are encouraged to do the following to help avoid theft:

- Use common sense and do not leave personal belongings in hallways, classrooms, bathrooms, etc.
- Check valuable items into the office if they must be brought to school.
- Accept responsibility for belongings and valuables used each day in the classroom or school activities.
- Mark your gym clothes, shoes, and all other personal items with your name.
- Keep your school locker and desk closed at all times.

We maintain an “open door” policy for adult visitation. It is wise to call before you visit to ensure your child is involved with an activity that you wish to observe. Due to the potential for distraction which school age visitors present, they are not encouraged to visit and may do so only at the discrepancy of the building principal.

**Weapons and Dangerous Instruments**

A student shall not knowingly possess, handle or transmit any object that can reasonably be considered a weapon on school property or at any school activity, function or event without express permission of school administration. This rule does not apply to normal school supplies like, pencils or compasses, but does apply to any firearm, any explosives, including firecrackers, any knife with blade greater than 2 ½ inches in length, any explosive and other dangerous objects of no reasonable use to the pupil at school. In addition to school discipline and in accordance with SDCL 13-32-7, students found in violation will be referred to law enforcement. As well, any student found in violation of the Gun-Free Schools Act (GFSA) will be expelled from school for a period of not less than one year and referred to the criminal justice or juvenile delinquency system. The superintendent may modify the expulsion requirement on a case-by-case basis. SDCL 13-32-7, 18 USC930(g)(2).

**Emergency Drills (Intruder, Fire, Tornado, Etc.)**

Fire drills will be conducted in all school buildings according to regulations established by state law. When the alarm sounds, students are to leave their classrooms in an orderly but hasty manner and to exit the building by the designated routes. Everyone in the building will leave the building completely during a drill and will stay clear of the building until the announcement to return to the building is given. A floor plan with evacuation routes is posted in each classroom. Each room will have posted emergency procedures in the event of fire, tornado, intruder and other foreseeable emergencies. Students, staff and the general public should refer to these procedures if necessary.

**Public Complaint Policy**

Should a problem arise between your child and your child’s teacher, the proper way to handle the situation is the following:

1. Begin with the teacher/staff member. Talk to them regarding the situation. If you feel that visiting with the staff member left something unexplained or unresolved, then,
2. Schedule a conference with the elementary principal. At this time, both the parent and the staff member will be present to discuss the issue. If the issue is still not resolved, then,
3. Schedule a conference with the superintendent, elementary principal, staff member and yourself. If this does not resolve the issue, then,
4. Request a hearing with the school board. At this hearing, all parties involved will participate. Complaints between the principal and others should begin with step two above.

A District decision may be appealed to the South Dakota Department of Education. (Complaints about implementation of Federal Program only.) Disputes addressing the enrollment, transportation (including inter-district disputes), and other barriers to the education of children and youth experiencing homelessness are also addressed under this procedure. Parents, guardians, and unaccompanied youth may initiate the dispute resolution process directly at the school they choose, as well as at the district or district’s homeless liaison’s office. The parent or guardian or unaccompanied youth shall be provided with a written explanation of the school’s decision including the rights of the parent, guardian, or youth to appeal the decision. Students should be provided with all services for which they are eligible while disputes are resolved. A parent, student, employee or district stakeholder who has a complaint regarding the use of federal NCLB funds and is unable to solve the issue, may address the complaint in writing to the district’s superintendent.

## Student Code of Conduct

### **LEVEL ONE: Classroom/Playground \*Intervention Options \* Teacher Discretion:**

Verbal warning, staff-student conference, student-students conference, classroom/playground discipline, perform a kind deed, apology letter, help custodian, loss of privileges.

**Contracts:** Verbal promise

**Misbehavior Examples:** Breaking classroom rules, invasion of someone else's space, disruptive behavior (talking out loud, throwing things, making noises, etc.) not prepared for class, inappropriate affection between individuals, unsafe conduct (careless use of school supplies, messy area, running in hallways or in loading/unloading zones, minor pushing, budging, teasing, name calling, put-downs, gossiping, gestures, staring, leering, swearing, disrespect of school, personal property or school personnel, littering, taking items without consent (school supplies, etc.), bus misbehavior, throwing objects on playground (snowballs, ice, rocks, etc.).

### **LEVEL TWO: Student Support \* Intervention Options:**

Staff/student conference, time-out room with parent approval, behavior contract, skills worksheet, parent phone call after name is on log 3 times, community service, file misbehavior report, K-3 ¼ day ISS, 4-6 ½ day ISS.

**Reporting:** Record on log – Principal discretion. **Five times on log results in ISS. Contract:** Behavior contract.

**Misbehavior Examples:** Repeated, excessive or severe behaviors from Level 1 (3 times is excessive). Malicious gossip, bullying, oral or written profanity, intimidation or coercion, gambling or extortion, forgery or intent to deceive, dishonesty or cheating, insubordination, uncooperative behavior, possession, distribution of pornography, lunchroom, bathroom incidents, fighting, physical violence.

### **LEVEL THREE: Intensive Intervention \* Intervention Options:**

Immediate ISS K – 3: up to three ¼ days in ISS, 4 – 6<sup>th</sup>: Up to vice ½ days in ISS. Meet with principal, written contract, behavior skills class/education component, team meeting with parents, principal and student.

**Reporting:** Record on log, discipline note

**Contract:** Written contract

**Misbehavior Examples:** Repeated incident of level two misbehavior, sexual or racial harassment, directed obscenities, gang related activity, reckless endangerment, truancy.

### **LEVEL FOUR: Crisis Intervention \* Intervention Options:**

Immediate removal from class. Suspension (up to 10 days). Legal action/law enforcement. Expulsion – School Board action. Behavior plan/education component. Team meeting with parents, principal, superintendent, teacher, and student. Agency referral.

**Reporting:** Student disciplinary record

**Contract:** Written contract (between parent/student/school legal agency).

**Misbehavior Examples:** Continued, chronic intensified misbehaviors from previous level. Repeated, serious disruptions or misbehaviors which cannot be dealt with by other level interventions. Possession of tobacco, smoking, chewing tobacco, alcohol, or illegal drugs. Weapon possession or use. Disorderly conduct (fighting, offensive language, conduct causing endangerment). Threats against school or staff members. Jeopardizing school safety (bomb threats, tampering with school safety equipment, etc.). Breaking Howard School Board Policy.

**Three referrals to ISS within a 9 week period will result in an additional one-half day in ISS and the loss of two noon recesses. The student will be on work detail during the noon recesses and will also meet with a team of adults to develop a behavior plan.**

**Offense: Disrespectful or destruction of property.**

- 1<sup>st</sup> Offense: Student conference, parent notification, development of action plan.
- 2<sup>nd</sup> Offense: 20 minutes after school for K -3, 30 minutes after school for 4<sup>th</sup>-6<sup>th</sup>. Review of action plan, Parent notification.
- 3<sup>rd</sup> Offense: Parent conference, one day of ISS, action plan extended for 30 more days.
- 4<sup>th</sup> Offense: Parent conference. Habitual disobedience more than four offenses. 1-3 days of OSS. Referral to discipline committee.

**Offense: Harassment & bullying of students or teachers (verbal or physical) aggression toward others.**

- 1<sup>st</sup> Offense: Student conference, parent notification, student will write a plan (copy goes home) & 30 minutes after school. 1-3 days loss of privileges.
- 2<sup>nd</sup> Offense: 20 minutes after school for K-3<sup>rd</sup>, 30 minutes after school for 4<sup>th</sup>-6<sup>th</sup>. Review of action plan, parent conference.
- 3<sup>rd</sup> Offense: Parent conference, one day ISS, action plan extended for 30 more days, referral to student advocate officer.
- 4<sup>th</sup> Offense: Parent conference, one-three days OSS, referral to discipline committee.

**Offense: Cheating.**

- 1<sup>st</sup> Offense: Zero given for assignment/test, student conference, parent notification, 1-3 days loss of privileges, 30 minutes after school. May develop an action plan (copy sent home).
- 2<sup>nd</sup> Offense: Zero given for assignment/test, 20 minutes after school for K-3, 30 minutes after school for 4<sup>th</sup>-6<sup>th</sup>. Review action plan.
- 3<sup>rd</sup> Offense: Zero given for assignment/test, parent conference, 1 day of ISS, action plan extended for 30 days.
- 4<sup>th</sup> Offense: Zero given for assignment/test, parent conference, 1-3 days OSS, referral to TAT.

**Offense: Inappropriate of foul language (district policy) skipping/neglecting obligations (5 missed assignments). Insubordination, pornographic material.**

- 1<sup>st</sup> Offense: Visit to the principal's office to discuss appropriate behavior, parent notification through note.
- 2<sup>nd</sup> Offense: 20 minutes after school grades K-3, 30 minutes after school for 4<sup>th</sup>-6<sup>th</sup>. Development of action plan. Parent notification.
- 3<sup>rd</sup> Offense: ISS/SAS (1-3 days). Student conference, written plan, TAT referral as appropriate, community service.
- 4<sup>th</sup> Offense: OSS (1-3 days), parent conference, TAT referral, alternative community service, habitual offender parent conference 1-3 days OSS, action plan extended.

**Offense: Continual disruptive behavior in the classroom, lunchroom, specials and/or recess. Name calling. Taunting/teasing. Classroom disruption. Playground violation. Disrespectful/profane language.**

- 1<sup>st</sup> Offense: Visit to the principal's office to discuss behavior. Parent notification letter/call. District policy consequences.
- 2<sup>nd</sup> Offense: Student conference, parent contact, 30 minutes after school. May develop action plan (copy sent home to notify parents)
- 3<sup>rd</sup> Offense: ISS/SAS (1-3 days) student/parent conference, student will write a plan, plan sent home, TAT/counselor referral, community service.
- 4<sup>th</sup> Offense: Parent conference, OSS (1-3 days), TAT, OSS alternative community service. Action plan extended.

**Offense: Inappropriate or foul language (district policy) skipping/neglecting obligations (5 missed assignments). Insubordination, pornographic material. |**

- 1<sup>st</sup> Offense: Visit to the principal's office to discuss appropriate behavior. Parent notification through note.
- 2<sup>nd</sup> Offense: 20 minutes after school for K-3, 30 minutes after school for 4<sup>th</sup>-6<sup>th</sup>. Development of action plan (parent notification).
- 3<sup>rd</sup> Offense: ISS/SAS (1-3 days). Student conference, written plan, TAT referral as appropriate, community service.
- 4<sup>th</sup> Offense: OSS (1-3 days), parent conference, TAT referral, alternative community service, habitual offender parent conference, and action plan extended.

**Offense: Fighting, and/or physical abuse of a student or teacher. Verbal and/or physical threats.**

- 1<sup>st</sup> Offense: 30 minutes after school, development of action plan (includes parent notification), referral to student advocate.
- 2<sup>nd</sup> Offense: ISS/SAS 1-3 days, student conference, parent notification/conference, student plan, TAT referral, service as appropriate, review of action plan.
- 3<sup>rd</sup> Offense: Parent conference, OSS 1-3 days, parent conference, TAT referral, OSS alternative community service.
- 4<sup>th</sup> Offense: Parent conference, OSS 5 days or longer, long term suspension, expulsion, change of placement, policy referral.

**Offense: Weapons, bomb threat, endangering life.**

- 1<sup>st</sup> Offense: Parent conference – Long term suspension, expulsion, referral to law enforcement.

**Offense: Alcohol, Drugs.**

- 1<sup>st</sup> Offense: Parent conference and 3 days OSS, policy referral.
- 2<sup>nd</sup> Offense: 10 days OSS, suspension reduced to 5 days if parent & student attend drug/alcohol evaluation/counseling. Policy referral.
- 3<sup>rd</sup> Offense: Long term susp, parent & student drug/alcohol evaluation/counseling before student return to school. Policy referral.

## Bus Safety Rules

1. The driver is in full charge of the students on the bus. The driver's relationship with the student is the same level at that of the teacher in the classroom. Bus transportation for students is not entirely a right, but a privilege granted upon courteous behavior and obedience to the rules. The safety of the bus and its passengers demands complete cooperation from the students. When a child is riding, boarding or leaving the bus, the bus driver has supervisory control over the student and may exercise reasonable and necessary physical restraint to maintain that control. Since a bus is an extension of the classroom, the Board will require children to conduct themselves in the bus in a manner consistent with established standards for classroom behavior. In cases when a child does not conduct himself/herself properly on a bus, the bus driver will bring such instances to the attention of the transportation supervisor. The bus driver will inform the parents immediately of the misconduct and request their cooperation in checking the child's behavior. If no resolution with the situation is determined, then the parents, bus driver, and the transportation supervisor shall meet to resolve the issue. Children who become a serious disciplinary problem on the school bus may have their riding privileges suspended by the principal. In such cases, the parents of the child involved become responsible for seeing that their children get to and from school safely.
2. Students must occupy the seat assigned to them if seats are assigned.
3. Ordinary conversation is permitted. Loud and vulgar language is not permitted.
4. Students must refrain from unnecessary conversation with the driver, as his/her job requires full attention.
5. Students must be on time. The bus will be at each designated stop at approximately the same time each day. Drivers have been instructed not to wait beyond regular pick-up time schedules for tardy students. The bus must run on schedule.
6. Students must not stand in traffic lanes while waiting for the bus.
7. Students will assist the driver in keeping the interior of the bus clean and in orderly condition. Students are not to throw garbage on the floor or out of the windows.
8. Students will not open or close the windows without the permission of the driver.
9. Students will not at any time put hands, arms, or heads outside the bus windows.
10. Students must not move about inside the bus or try to get off while the bus is in motion.
11. Students will immediately report bus damage to the drivers.
12. Students must await the signal from the driver to cross a road or highway, then cross promptly. The crossing should be made approximately 10 feet in front of the bus, in full view of the driver.
13. Students desiring to leave a bus at any other bus stop other than their own must present the driver with written parental permission or a bus slip from the school. The office should be notified.
14. Each bus has a loading and unloading zone at the school. Drivers have been instructed to load and unload only at their designated zones.
15. If the student is not to ride the bus on a particular day, please inform the driver early if at all possible. This saves time and mileage.

Under the guidelines set forth by the No Child Left Behind legislation, parents may request information regarding the professional qualifications of their child’s classroom teacher. If information is requested the parents will be given the information in a timely fashion. At this time all Howard Elementary teachers are highly qualified under the state guidelines for teachers teaching in a Title I school. If a change occurs and a teacher not highly qualified is teaching a child, parents who have children being taught by this teacher will be notified.

**Grading System**

Grading Scale Grades 4 - 6

A	95-100%	10 grade points
A-	92-94%	9 grade points
B+	90-91%	8 grade points
B	88-89%	7 grade points
B-	86-87%	6 grade points
C+	84-85%	5 grade points
C	80-82%	4 grade points
C-	78-79%	4 grade points
D+	76-77%	2 grade points
D	73-75%	1 grade points
D-	70-72%	0 grade points
F	Below 70%	0 grade points

Grading Scale Grades 1 -3

E	97-100%	Excellent
S+	92-96%	Above Satisfactory
S	80-91%	Satisfactory
S-	76-79%	Below Satisfactory
N	70-75%	Needs Improvement
U	0-69%	Unsatisfactory

Teachers are encouraged to use a percentage grade through the grading period. This grade must be converted to a letter grade at the end of each period. It is the responsibility of the teacher to make sure students understand their grading system. The ten point scale is used to figure the honor roll.

**Late/Incomplete Work: Students turning in late work may not receive full credit. Teachers will contact the parents/guardians if a student has not been turning in work and is at risk of receiving zeros.**

Parents can help by providing a time and place for students to complete assignments. We strongly encourage you to review assignments with your student. Also, please review the grading policy regarding late or incomplete work.

**Honor Roll**

Students in grades 4-6 are eligible for the academic honor roll. This honor roll will be compiled after every 9 week grading period and shall consist of an “A” and a “B” honor roll. Grades in core classes (English, reading, science, social studies, math and spelling) will be averaged into the honor roll. To be on the “A” honor roll a student must average an A-, and for the “B” honor roll the average must be a “B”. Any grade below a C- in any subject will disqualify the student from the honor roll.

**Reporting Student Progress**

A major objective of evaluating student progress is to be aware of academic growth, so that home and school can better serve a child. A child’s progress is not determined by comparing their work or grades with another child. Report cards are sent home or distributed at parent conferences at the end of each quarter. Mid-term grades and/or deficiency slips for grades 3-6 will be sent home mid-quarter of the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> quarters. If there is ever a question or concern about grades, please contact the teacher at school. You do not have to wait until parent conference times to ask questions.

**Standardized Tests**

Standardized tests are administered to the students throughout the year. These tests help us to measure student growth in skills and to aid in diagnosing difficulties. No test is perfect, and the results of each test must be interpreted. Parents are invited to discuss any test with the teacher, student advocate and/or principal at any time.

## Homework

Students may receive homework on occasion throughout the year. Homework is one way of helping students achieve for the following reasons:

1. Homework helps students learn better and faster. By asking students to work on a specific skill or subject at home, teachers make it possible to spend class time teaching students even more.
2. Homework helps families become involved with education. We know that for schools to do the best possible job educating each student, parents and schools must work together. Homework is one way that parents can demonstrate to the students that they think education is important. When students see this, their performance improves.
3. Homework communicates the high expectations that schools hold for their students. The best schools have confidence that students can and will achieve. Assigning meaningful homework is one way of letting students develop confidence in their own abilities.
4. Homework helps students develop self-discipline and organizational skills. Through homework, students learn how to manage their time. They learn the importance of setting goals and working to achieve them. They learn to be responsible for their own achievements. All of these skills will help them be successful throughout their lives.

## Tiger Pride

(Tiger Pride: Developing Character, Character Counts)

Howard Elementary has expanded its character education program dedicated to the six pillars of character: Citizenship, Fairness, Respect, Caring, Responsibility and Trustworthiness. Throughout the school year teachers and staff will be handing out Tiger Pride slips to those who they see exemplifying one or all the pillars of character. Several times each month the office will draw names and hand out Tiger Pride prizes recognizing their efforts to help build character and supporting Howard's Character Counts program.

## Classroom Treats/Snacks

All classroom/birthday treats must be pre-packaged. There may be students with allergies in the classroom/ school.

## Pets

We prefer no pet visits at school. However, if one is going to come; permission to bring any animal or pet to a classroom must be granted by a teacher or administrator prior to the visit. Proof of current shots must be provided before any animal is allowed in the building. We may have students, teachers, and staff with allergies.

## Withdrawal & Transfer

If you are moving out of district, the school needs to be notified at least a day in advance so that the proper transfer records can be prepared and student materials can be gathered. Upon enrolling in your new school, you will sign a records release form requesting us to forward student records. Student records cannot be released to the parent for hand-delivery.

## Dress Code

Students are expected to dress and conduct themselves as ladies and gentlemen. Wearing apparel that is offensive or disrupts the learning process will not be tolerated. All students must wear footwear. Shorts may be worn when the principal lets the students know, but can be no shorter than mid-thigh length. No thin strap, halter or bare midriff tops are allowed. No hats or shirts may be worn advertising alcohol or tobacco products.

## Classroom Placements

Classrooms are balanced by gender, student ability, student interests and strengths of both the student and teacher. Classroom assignments are made by office staff with input from the classroom teacher. We do recognize that there are occasional special circumstances during which the parent may desire to make a specific request. If so:

1. Parent requests and completes a Classroom Placement Form from the office which provides specific and educationally sound reasons for the request.
2. Forms must be returned to the office **no later than the second Monday in May**. Please do not make any requests after this date.

While we will attempt to honor classroom placement requests, **completing the form is not a guarantee that the request will be granted**. In all cases, the final decision will rest with the principal.

## Immunizations

South Dakota State Law requires that any student entering school in this state shall, prior to admission, be required to present school authorities certification that he or she has received a test for tuberculosis and has received, or is in the process of receiving, adequate immunizations according to the recommendations of the State Department of Health. This law applies to all children entering a South Dakota school system for the first time in grades Kindergarten through twelve. Legal alternative to minimum immunization requirements are defined on the SD Department of Health Certification of Immunization Document.

## Hazing

It is the policy of the Board of Education and school district that hazing activities of any type are inconsistent with the educational process and will be prohibited at all times. Hazing is defined as: Doing any act or coercing another, including the victim, to do any act of initiation onto any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person. Permission, consent, or assumption of risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. No administrator, faculty member, or other employee of the school district will encourage, permit, condone, or tolerate hazing activities. No student, including leaders of student organizations, will plan, encourage, or engage in any hazing. Administrators, faculty members, and all other employees of the school district will be particularly alert to possible situations, circumstances of events, which might include hazing. If hazing or planned hazing is discovered, involved students will be informed by the discovering school employee of the prohibition contained in this policy and will be required to end all hazing activities immediately. All hazing incidents will be reported immediately to the superintendent. Administrators, faculty members, students, and all other employees who fail to abide by this policy may be subject to disciplinary action, and may be liable for civil and criminal penalties in accordance with state law. The contents of this policy will be distributed in writing to all students and school district employees following its adoption by the Board of Education. In addition, this policy will be incorporated into building, employee staff meetings or in-service programs.

LEGAL REFS: SDCL 13-8-39, 13-32-2, 13-32-4, 13-32-5, South Dakota Executive Order 81-08, Federal Title IX (1972 Educations Amendments).

## Cell Phone Policy

Cell phones will be allowed in the building as long as they are turned off. Cell phones are a privacy risk and are potentially disruptive to the orderly educational environment. Students will be allowed to use their cell phones with permission from the building office or teacher only. Failure to comply with this policy will result in the consequences listed below.

**Level 1 Consequence:** Confiscated and turned into the office until the end of the day.

**Level 2 Consequence:** Confiscated, turned into the office & parent will be notified to pick up the phone.

**Level 3 Consequence:** Confiscated, turned into the office, parent will be notified & asked to meet with the administrator at which time the phone will be returned to the parent.

If all consequences have been exhausted, the renewal of the privilege will begin at each semester.

## Medications

According to SD State Law, the following policies have been established:

1. NO MEDICATION WILL BE ALLOWED AT SCHOOL WITHOUT WRITTEN RELEASE FROM THE PARENTS. This release is available at the school office, local pharmacies and clinics.
2. MEDICINES MUST BE BROUGHT TO THE OFFICE IN ORIGINAL CONTAINERS not in baggies or envelopes.
3. NO medications may be stored in the student's desk or backpack or coat/jacket.

## Internet Use

Part of Howard School District's responsibility in preparing students for the future is to provide them with access to tools that they will use as adults. Access to the internet is available to your child for school projects such as research papers and class assignments. Through this service, your child has access to hundreds of databases, libraries, and computer services all over the world. Please note that the internet is an association of diverse communication and information networks. Making internet access available to students carries with it the potential that some students might encounter information that you might find objectionable or controversial. Because information on the internet appears, disappears, and changes, it is not possible to predict or control what students may locate even though they are closely monitored. The district has implemented firewalls, which will help control some access to material that is objectionable or controversial, but it does not have complete control over access to all material. Each student will have a signed application for computer network use in their file. Any student violating any conditions of this policy will lose their internet privileges.

## FERPA Rights/Directory Information (Family Educational Rights & Privacy Act)

The Family Educational Right and Privacy Act (FERPA) afford parents & eligible students certain rights with respect to the student's education records. They are: 1) The right to inspect & review records within 45 days after the district receives a request for access in writing. 2) The right to request amendment of student's records that the parents feel is inaccurate or misleading. If the district decides not to amend the records as requested, parents will be notified of their right to a hearing. 3) The right to consent to disclosures of personally identifiable information contained in the student's records, except to the extent that FERPA authorizes disclosure without consent. 4) The right to file a complaint with the US Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

Directory Information: Information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed, such as name, address, telephone listing, date and place of birth, participation in school events, dates of attendance, awards, and most recent school attended can be released without consent.

## Emergency Information Forms

Emergency information forms are provided to students at the beginning of the school year. **Complete these as thoroughly and quickly as possible & return them to the classroom teacher or office.** These contain the information we will use to contact you in case of emergency. Any student who becomes ill or is injured on school grounds will be given immediate first aid while efforts are made to contact the parents and/or emergency numbers. If neither can be reached, the principal will determine the best course of care for the student.

Please notify the school immediately if you change address, phone numbers or emergency contacts. Do not list school personnel as contacts without their permission.

## Illness

Should your child become ill at school, you will be contacted to take the child home. Habitual refusal of a parent/guardian to take an ill child home will result in a referral to the appropriate social agency. Conditions that merit removal are a fever at or about 100 degrees, nausea or vomiting, head lice, contagious disease or that the child is unable to participate in daily school activities. For further information, please see the handout entitled, "Student Communicable Disease Guidelines".

Our Wellness Policy is available in each building's administrative office and on the Howard School website. <https://howard.k12.sd.us/PDF/DistrictResources/WellnessPolicy.pdf> (Website URL may change after September 2020 but can still be accessed from the Howard School District website.)

## Open Enrollment

Students are assigned to school districts in accordance with the provisions set for in South Dakota Codified Law, South Dakota Department of Education Administrative Rule and Local school board policy. The Howard School District believes in providing parents and students the opportunity to choose the school environment which best meets the needs of an individual student. The following principles apply to all open enrollment requests, including requests to transfer to another school with the district.

A student who is a legal resident of another South Dakota school district who seeks to transfer to the Howard School District must make application on forms provided by the South Dakota Department of Education. The application must be made by the student's legal guardian or by the emancipated student. The person filling the application to transfer from a non-resident district must be notified of the decision of the school board within five days of the decision. Applicants will be reviewed in the order received.

Any application to transfer from a non-resident district may be withdrawn by the applicant prior to the approval of the request and upon notification of the district to which the student applied. Transfer from a non-resident district must be prior to the last Friday in September for enrollment in the first semester, and must be prior to the last Friday in January for enrollment in the second semester. Approval for transfer after these dates will take effect at the beginning of the subsequent semester. The school board reserves the right to determine if special circumstances exist when establishing a deadline for application and enrollment on a per student basis. Students may continue enrollment for subsequent years without reapplication.

The district will accept credits granted for any course successfully completed in another accredited district. The non-resident district may award a diploma to a non-resident only if the student satisfactorily meets graduation requirements.

Both state and federal law require that the resident district be responsible for providing a free and appropriate public education for students in need of special education and related services. All applications for transfer of a special education student will first be considered by a placement committee. The committee will include representatives of both the resident and non-resident districts.

An individualized education program team consisting of representatives from both the resident and non-resident districts will determine if the nonresident district can provide an appropriate instructional program and facilities, including transportation, to meet the student's needs. If the request to transfer is granted, the non-resident district is responsible for the provision of a free appropriate public education for the student in need of special education or special education and related services.

The individualized education program team shall also determine whether the student in need of special education requires transportation as a related service. If so, the non-resident district shall provide or ensure the provision of transportation with the boundaries of the attendance center to which the student is assigned.

If a parent or guardian of a student in need of special education or special education and related services requests to transfer the student back to the resident district, the individualized education program team shall consider the request.

Transportation:

Transportation of non-resident students to school is the responsibility of the applicant. Both the resident and non-resident districts may provide transportation to non-resident students, provided both districts annually approve pick up locations. The receiving district may charge a reasonable fee if the student elects to use the transportation services offered by the receiving district. Source: <https://doe.sd.gov/oatq/transportation.aspx>

## Student Communicable Disease Guidelines

Numerous communicable diseases may affect a school-age population and/or school staff. Some of these have a high degree of communicability. Some are life threatening in nature. Some are both.

### Disease and Incubation\* Period

Acquired Immune Deficiency Syndrome (AIDS)  
6 months-five years

Chicken Pox  
14-21 days

Cytomegalovirus (CMV)  
Salivary Gland Viruses

Fifth Disease (Erythema Infectiosum)  
6-14 days

Giardiasis (Intestinal Protozoan Infection)  
5-25 days or longer

Herpes Simplex  
2-12 days

Impetigo  
Variable 4-10 days

Infectious Hepatitis  
15-40 days

Measles (Red, Hard, Rubeola, 7-day)  
8-14 days

Pediculosis (Head Lice, Crabs)

Conjunctivitis (Pink Eye)  
24-72 hours (incubation period)

Ringworm  
10-14 days

### Rules for School Attendance

Determination will be made by the Advisory Committee as outlined in the Communicable Disease policy.

The student may attend school after all pox are dry and scabbed.

The student may attend school. Precautions should be taken by contacts with immunosuppression such as anti-cancer or organ transplants as well as anyone with suspected or known pregnancy. Good hand washing in all cases should eliminate risk of transfer of infection.

The student may attend school with physician's permission.

The student may attend school if the student practices independent and hygienic bathroom skills. Other students may attend school after the third day of drug treatment. Good hand washing in all cases should eliminate risk of transfer of infection.

The student may attend school during an active case if the student has the ability and practices personal hygiene precautions and the area of lesion is covered.

The student may attend school if treatment is verified and covered or dry.

The student may attend school with physician's written permission and if the average 25 days student has the ability to take appropriate personal hygiene precautions.

The student may attend school after a minimum of 7 days. Students who have had contact with measles may attend school if immunization is up to date.

The student may attend school after treatment and is nit free.

Children should be excluded from school during the acute stage.

Children should be excluded from school until 24 hours after initial treatment.

**A. Policy Involvement**

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

*Howard Elementary will have the meeting in April or May at the Elementary School. The meeting will be announced through the Miner County Pioneer and the school Refrigerator News.*

2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

*As meetings become necessary, the school will schedule them at a variety of times as needed according to parent needs/requests so more parents can attend meetings.*

3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including planning, review, and improvement of the school parental involvement policy;

*Parents are encouraged to contact staff giving suggestions.  
Parents are involved as they can help plan at the annual meeting.  
Parents are encouraged to visit school and are asked about the program.  
Parents are asked to participate on committees and attend parent trainings.*

4. Provide parents of participating children –

- i. timely information about programs under this part;
- ii. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and proficiency levels students are expected to meet; and
- iii. if requested by parents, opportunities, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practically possible.

*Parents are notified of programs when they register their child for school. The curriculum is discussed in the elementary Refrigerator News and by individual teachers. Academic assessment is provided with student grades and Parent Teacher Conferences. Parents are encouraged to talk with staff about their child for immediate action and response. Parents can also put in writing suggestions and the school will respond in a timely fashion. The proficiency levels are discussed with relation to statewide testing and what is expected of the students.*

5. If the school wide program plan is not satisfactory to the parents participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

*Howard Elementary is a Targeted Assisted program and encourages parents to discuss the program and have input.*

**B. Shared Responsibilities for High Student Academic Achievement**

As a component of the school-level parental involvement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved academic achievement.

*Each year the parent involvement policy and parent compact are reviewed at the annual meeting in April or May. Parents are encouraged to attend and give input to improve achievement.*

### C. Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part-

- a. Shall provide assistance to the parents of children served by the school or local education agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

*Publications are sent explaining the content standards and achievement standards in the local paper and Elementary Refrigerator News. Parents are encouraged to come to school and/or ask questions as they relate to the standards etc...*

- b. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

*Publications and suggestions are attached and mailed with the Elementary Refrigerator News giving parents ideas to work with their children. Also, when applicable parent programs are available, dates are published and parents are encouraged to participate.*

- c. Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, implement and coordinate parent programs, and build ties between parents and the school;

*Parents will be informed about trainings and encouraged to participate. The school will continue to send a monthly newsletter with attached Parent Connection. The school will encourage parents to attend workshops supporting parent school partnerships.*

- d. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more participation in the education of their children;

*The school will coordinate activities with other programs when available that support parent involvement and participation.*

- e. Shall ensure that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand;

*The school will send announcements home with students and include information on meetings etc. in a newsletter. As needed, we will continue to print the announcements in a language that parents can understand.*

- f. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;

- g. May provide necessary literacy training from funds received under this part if the district has exhausted all other reasonably available sources of funding for such training;

- h. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school related meetings and training sessions;
- i. May train parents to enhance the involvement of other parents;
- j. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- k. May adopt and implement model approaches to improving parental involvement;
- l. May establish a district parent advisory council to provide advice on all matters related to parent involvement programs supported under this section;
- m. May develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
- n. Shall provide such other reasonable support for parental involvement activities under this as parents may request.

#### **D. Accessibility**

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

*The school will continue to inform all parents through letters sent home and printed in our monthly newsletter about parental involvement programs and activities as needed. The letters will inform all parents, that all parents are important and are welcome to participate. The school will provide the information in a format and language that parents can understand.*

### **Howard School District Title 1 Parental Involvement Policy**

#### **PART I. DISTRICT EXPECTATIONS**

Each school district must establish the district's expectations for parental involvement.

The **Howard School District** agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I programs. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school district will work with its schools to ensure that the required school-level parental involvement policies meet the Title I requirements and include, as a component, a school-parent compact.
- The school district will incorporate this district-wide parental involvement policy into its district plan. In carrying out the Title I parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

If the district plan for Title I is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the Department of Public Instruction.

- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:

*Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring*

- (A) *that parents play an integral role in assisting their child's learning;*
- (B) *that parents are encouraged to be actively involved in their child's education at school;*
- (C) *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) *the carrying out of other activities, such as those described in section 1118 of the ESEA.*

- The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in South Dakota (i.e., SD PIRC in Sturgis, SD).

## **PART II. DISTRICT PARENTAL INVOLVEMENT POLICY REQUIRED COMPONENTS**

1. The Howard School District will take the following actions to involve parents in the joint development of its district parental involvement plan:

*Each year there will be a parent meeting scheduled with parents invited through the newsletter and advertisement in the local newspaper the Miner County Pioneer to review and revise the parent involvement plan.*

2. The Howard School District will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

*The district will provide substitutes for teachers when needed, and provide transportation for those parents and staff attending workshops and meetings that will help implement parent involvement programs that work to improve student achievement and performance.*

3. The Howard School District will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- A. The school district will, with the assistance of its Title I schools, provide assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Title I,
- how to monitor their child's progress, and
- how to work with educators

*The district will make available to parents workshops and conferences as they become available that will give parents an opportunity to understand the topics listed above.*

- B. The school district will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's' academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:

*The school district will inform parents through letters and newsletters of what they as parents can do to help their own child/children improve academically.*

**PART II. DISTRICT PARENTAL INVOLVEMENT POLICY REQUIRED COMPONENTS (con't)**

- C. The school district will, with the assistance of its Title I schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:

*Allowing teachers and staff attend conferences and workshops that help educate teachers and others with how to work with parents as partners.*

- D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

*The district will inform agencies as appropriate of parent involvement programs that encourage and support parent involvement.*

- E. The school district will take the following actions to ensure that Title I information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand.

*The district will print appropriate information in the daily/weekly announcements as appropriate informing parents of programs, activities and meetings. The district will see that any parents needing material printed in a different language or format will receive that accommodation so they have an opportunity to be a part of the activities if desired.*

4. The Howard School District will coordinate and integrate parental involvement Strategies under Title I with parental involvement strategies under the following other programs: *Special Education Preschool* by:

*Informing the parents of meetings and activities so they have the opportunity to participate.*

5. The Howard School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

*The district will through the elementary conduct a survey concerning the Title I program and parent involvement. The Title teachers will conduct the survey and parents will help in the development of the survey*

6. The Howard School District will take the following actions to involve parents in the process of school review and improvement:

*The district will invite parents to participate on appropriate committees dealing with the process of school review and improvement.*

**PART III: DISCRETIONARY DISTRICT PARENTAL INVOLVEMENT POLICY COMPONENTS**

The District Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities:

- As appropriate involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- As needed. Provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- Pay reasonable and necessary expenses associated with parental involvement activities, including transportation, to enable parents to participate in school-related meetings and training sessions.
- As needed train parents to enhance the involvement of other parents.
- In order to maximize parental involvement and participation in their children's education, arrange school meetings at a variety of times.
- Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.
- Provide other reasonable support for parental involvement activities under section 1118 as parents may request.

**PART IV. ADOPTION**

This District Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I programs.

This policy was adopted by the Howard School District on June 9, 2008. The school district will distribute this policy to all parents of participating Title I children.

\_\_\_\_\_  
(Signature of Title I Authorized Representative)

\_\_\_\_\_  
(Date)

**STUDENT AND PARENT HANDBOOK**

**AGREEMENT OF UNDERSTANDING**

**(Please return this signed form to the Elementary School within the first two weeks of school.)**

This handbook is our first effort as a community to guide you toward establishing positive social and academic behaviors, making good decisions, and treating all members of our community with respect. It is very important for both students and parents to be aware of the responsibilities, rights and code of conduct which we must all recognize to encourage a safe and orderly environment conducive to learning. In developing that awareness, many potentially frustrating situations can be avoided. Please keep in mind that not all situations and scenarios can be covered within a handbook such as this. In matters which are not specifically stated, school officials will do their best to resolve issues and support all students with fairness and dignity.

Your signature below indicates that you have read and reviewed the information contained within the student handbook. Your signature also indicates that you agree to abide by the policies and practices listed to the best of your ability and with care and concern for others within our school community.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_