

**Wolsey-Wessington School District 2-6**  
375 Ash Street SE Wolsey, SD 57384

School Board Meeting Agenda  
Monday, July 10, 2023 5:30 PM  
Regular Board Meeting; Room 206

1. Call to Order
2. Pledge of Allegiance
3. Budget Hearing
4. Community Forum
5. Reorganization of the Board of Education (Business Manager to assume Chair)
  - 6.1 Adjournment of the 2022-23 Board
  - 6.2 Issue Oath of Office to newly elected member
  - 6.3 Election of School Board Chair for the 2023-24 school year (Business Manager relinquishes chair)
  - 6.4 Election of the School Board Vice Chair
  - 6.5 Committee Appointments (Buildings/Grounds, Transportation, Negotiations, Policy, Tech, Budget)
  - 6.6 CORE and Mid Central Cooperative Appointments
6. Conflict of Interest Declarations
  - 6.1. Consideration of conflict of interest waivers as presented
7. Adopt agenda
8. Communication and Discussion Items
  - 8.1. Celebrations
  - 8.2. Administrative Reports
    - 8.2.1. Business Manager
    - 8.2.2. Elementary Principal
    - 8.2.3. Secondary Principal
  - 8.3. Mid Central Report
  - 8.4. CORE Cooperative Report
9. Approve Consent Agenda
  - 9.1. Approval and/or correction of the minutes from previous board meetings
  - 9.2. Approval of bills
  - 9.3. Approval and/or correction of the financial reports
10. Action Items Pulled From the Consent Agenda
11. Action Items - New and Unfinished Business
12. Designate the following
  - 12.1 The time and place of regular board meetings: 2nd Monday of each month at 5:30 p.m. in Room 119
  - 12.2 Official bank depository: American Bank & Trust and Heartland State Bank
  - 12.3 Official school newspaper: Plainsman
  - 12.4 School attorney: Rodney Freeman
  - 12.5 Amy Langbehn as Business Manager to be authorized to handle all financial transactions on behalf of the district and to handle negotiations of all savings accounts,

checking accounts, and certificates of deposit

12.6 Custodians of Imprest Fund and Trust and Agency accounts: Amy Langbehn and Tom Rice

12.7 Vice Chair of the Board of Education may countersign checks drawn by the business manager

12.8 Robert's Rules of Order Newly Revised as the parliamentary procedure guide to be utilized by the board

12.9 Annual school board election to be held on the second Tuesday in April

12.10 School lunch administrator: Tom Rice

12.11 Purchasing agents for the district: Amy Langbehn and Tom Rice

12.12 Truancy officer: Tom Rice

12.13 Representatives of Title I and all Federal programs including any new programs implemented: Amy Langbehn, Lindsay Haider and Tom Rice

12.14 Title IX Office: Lindsay Haider and Tom Rice

12.15 Public Records Officer: Amy Langbehn

12.16 Homeless Liason: Tom Rice

12.17 FERPA Privacy Officer: Tom Rice

12.18 Age Discrimination Act Compliance Officer: Tom Rice

12.19 Rehabilitation Act Section 504 Compliance Officer: Tom Rice

12.20 Americans with Disabilities Compliance Officer: Tom Rice

12.21 Asbestos Compliance Officer: Tom Rice

12.22 Authorize the Business Manager to electronically transfer funds for specifically authorized purposes

12.23 Authorize the continuation of existing funds and accounts

12.24 Authorize the Business Manager to invest and reinvest funds in the institution which serves the greatest advantage to the school district

12.25 Authorize the Superintendent to close school in emergency situations and in case of inclement weather and set the chain of command in the event the superintendent is absent

12.26 Authorize the district to participate in the Emergency School Bus Mutual Assistance Pact

12.27 Authorize the payment of sport fee dues for all head coaches and AD

12.28 Approve publishing of salaries in official newspaper

12.29 Approve insurance plan (Crime section-employee dishonesty) for Employee theft and forgery, set at \$50,000 for Business Manager and \$5,000 blanket for all other employees and \$1,000 for forgery

12.30 Board member compensation at \$50 per meeting and special meetings with mileage at current state rate

12.31 Travel rates will be equal to approved state rates (mileage \$.51/mile or \$.28 if personal vehicle is used when district vehicle is available and appropriate)

12.32 Meal reimbursement for travel be at state rates only when overnight travel required

12.33 Approve SD United School Association Membership

12.34 Approve the following fees  
Admission prices for 7-12 athletic events  
Students \$3 DH \$5

Adults \$5 DH \$7  
 Senior Citizens free  
 Adult Season Pass \$65  
 12.35 Set School Lunch and Breakfast Prices  
 K-4 \$2.85  
 5-8 \$3.10  
 9-12 \$3.30  
 Adult staff \$4  
 Senior citizens \$4  
 Visitors \$4.55  
 Preschool \$2.55  
 Extra milk \$.45  
 Second entree \$1  
 Student breakfast \$1.50  
 Adult/teacher/guest breakfast \$2.50  
 12.36 4-5 year old Preschool \$75  
 3 year old Preschool \$40  
 12.37 Substitute Teacher pay per day-non certified \$95; certified \$110; Long term (after 5 consecutive days) \$125  
 Substitute Para/Cook/Janitor \$80  
 12.38 Officials Pay per game for JV and varsity  
 Book \$15/game or match  
 Clock \$15/game or match  
 Shot clock \$15/game  
 Video \$10/JV or Varsity BB, VB, FB game or match \$20/varsity FB game  
 JH BB Official \$20/game  
 JV BB Official \$35/game  
 JV/Varsity BB \$100  
 Varsity BB DH \$125  
 JV/Varsity VB \$95  
 JH FB Official \$15/game  
 Varsity FB chain gang \$25/varsity game  
 FB announcer \$25  
 FB clock \$25  
 VB line judge \$30 for JV/V  
 JH VB line judge \$5/match  
 JH VB official \$10/match

### 13. Action Items - New and Unfinished Business

- 13.1. Old gym
- 13.2. CDL training
- 13.3. Policy BBA School Board Powers and Duties, BCB Board Officers, and BCD School Board/Superintendent Relationship and Functions (2nd reading)
- 13.4. SDHSAA official election ballot

- 13.5. Resignation - Clint Rainford 7-8th Football coach
14. Executive Session (SD Codified Law 1-25-2  
Section 1 personnel and Section 3 legal
15. Adjournment



# Wolsey-Wessington 6 - 12 Technology Handbook



## ED TECH VISION

Wolsey-Wessington's goal is to prepare students for their future in a world of digital technology and information. The true value of technology rests on how it is used to support learning and create experiences that students find meaningful and relevant. Technology has the power to engage students, unleash their creativity, and allow them to apply what they have learned to demonstrate conceptual mastery. Technology transforms the teacher from a director to a facilitator of learning. Learning with notebooks and Chromebooks integrates technology into the curriculum anytime, anyplace.





## PARENTS AND STUDENTS

Please read this handbook regarding device usage.

Both the student and parent must sign the *Damage Protection and AUP Agreement*.

The *Damage Protection and AUP Agreement* needs to be turned in to the school Technology Center along with the district technology fee before the student may take a device off the school premises.

If you have more than one student in high school, you need to fill out one form for each student.

If you have questions, please contact the school at 883-4221.

## Contents

Please read this handbook regarding device usage.

Both the student and parent must sign the agreement.

The *Damage Protection and AUP Agreement* needs to be turned in to the school Technology Center along with the district technology fee before the student may take a device off the school premises.

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## 1. NOTEBOOK/CHROMEBOOK

Students will be required to use the school district issued laptop/Chromebook for school purposes.

## 2. RECEIVING YOUR NOTEBOOK/CHROMEBOOK

### 2.1 Distribution

Devices will be distributed each fall. Parents and students must sign and return the “Wolsey-Wessington 6-12 Technology Damage Protection Agreement” and the “Parent and Student Memorandum of Understanding for Technology Agreement” before the device can be issued to their child. Devices will be collected at the end of each school year. Generally, students will retain the same device for a period of 2-3 years while enrolled at Wolsey-Wessington School.

### Consequences:

Infractions are subject to the school progressive discipline plan and may result in the loss of the machine.

## 3. TAKING CARE OF YOUR DEVICE

Students are responsible for the general care of the device they have been issued by the school. Devices that are broken or fail to work properly must be taken to the Technology Center.

### 3.1 General Precautions

- No food or drink is allowed next to your device while it is in use.
- Cords, cables, and removable storage devices must be inserted carefully into the device.
- Students should never carry their devices while the screen is open, unless directed to do so by a teacher.
- Devices must remain free of any writing, drawing, stickers, or labels that are not the property of the Wolsey-Wessington School District.
- Devices must never be left in a car or any unsupervised area; devices should not be exposed to cold or hot environments.
- Students are responsible for keeping their device battery charged for school each day.
- Never store your device in your locker unless it's properly stored in its case.

### 3.2 Carrying Devices

The protective cases provided with the devices have sufficient padding to protect the device from normal treatment and provide a suitable means for carrying the computer within the school. The guidelines below should be followed:

- Device should always be within the school-provided protective case when carried or a backpack/case that has been approved by administration.
- Carrying cases shall not hold other objects (such as papers, pens, etc.), because these items place too much pressure and weight on the device screen, can scratch and damage these machines, and cause the machine to overheat.
- The device must be turned off or put to sleep before placing it in the carrying case.

### 3.3 Screen Care

The device screens can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.

- Do not lean on the top of the device when it is closed.
- Do not place anything near the device that could put pressure on the screen or place anything in the carrying case that will press against the cover.
- Do not place anything on the keyboard before closing the lid (e.g. pens, pencils).
- Clean the screen with a soft, dry cloth or anti-static cloth.

Disciplinary action may be incurred by the student for not taking reasonable steps to protect the school-issued device both in school and off school premises. Discipline will be at the discretion of the administration and the school districts discipline policy.

## 4. USING YOUR DEVICE AT SCHOOL

Devices are intended for use at school each day. Students must be responsible to bring their device to all classes, unless specifically advised not to do so by their teacher.

### 4.1 *Devices Left at Home or Undergoing Repair*

If students leave their device at home, they will be allowed to phone parents to bring the device to school. If unable to contact parents, the student will have an opportunity to use a replacement device. Repeat violations of this policy will result in disciplinary action. Also, loaner devices may be issued to students when they leave their device for repair at the Technology Center. Receiving a loaner device will be at the discretion of the administration/technology staff, depending upon type of damage/repair, replacement machine availability, etc.

### 4.2 *Charging Your Device's Battery*

Devices should be brought to school each day in a fully charged condition. Students should charge their devices each evening. Repeat violations of this policy will result in disciplinary action. In cases where use of the device has caused batteries to become discharged, students may be able to connect their computers to a power outlet in class.

### 4.3 *Screensavers and Passwords*

- Inappropriate media may not be used as a screensaver or wallpaper.
- Presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, gang-related, or racist symbols or pictures will result in disciplinary actions.
- Passwords on screensavers and hard drive passwords are strictly forbidden.

### 4.4 *Sound*

Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes. Headphones are not allowed without teacher permission.

### 4.5 *Printing*

Students may use network printers with teachers' permission during class or breaks. Students and teachers are encouraged to save their work digitally as opposed to printing, if possible.

## 5. MANAGING YOUR FILES & SAVING YOUR WORK

### 5.1 *Saving to One Drive*

Students that use laptops will save their work to their K-12 OneDrive account.

### 5.2 *Removable storage devices requirements*

- Students must scan any USB data device (jump drives), memory cards, etc, for viruses before they are opened on their machine. No games or non-educational material is allowed on any removable storage devices.
- It is the student's responsibility to ensure that work is not lost due to mechanical failure or accidental deletion. Device malfunctions are not an acceptable excuse for not submitting work.

## 6. SOFTWARE ON DEVICES

### 6.1 *Originally Installed Software and Upgrades*

The software originally installed by WWS must remain on the device in usable condition and be easily accessible at all times. Devices may be collected by technology center staff as needed to update software and/or devices will be updated via the network.

### 6.2 *Virus Protection and Filtering*

- The device has anti-virus/spyware protection software.
- Fortimanager/Forticlient are the programs used to filter internet for staff and students both at school and when the device goes home. These programs will block inappropriate web sites and record web sites that students visit while they are at school and off-campus. Though not 100% perfect, these programs do provide adequate protection while on the internet.

### 6.3 *Additional Software*

No additional software will be loaded on the device without permission of administration. If additional software is located by a student, the student should report it to the Technology Center for removal.

### 6.4 *Procedure for re-loading software*

If technical difficulties occur or illegal software is discovered, the hard drive may be re-imaged. Authorized software will be installed and the data files reinstated in the ***My Documents Directory, if possible***. The school does not accept responsibility for the loss of any software/files deleted due to a re-image. Any personal music or videos stored on the hard drive of the machine will not be re-loaded.

## 7. PROTECTING YOUR DEVICE COMPUTER

### 7.1 *Device Identification*

Student devices are labeled by the school. Devices and power chargers are identified by the serial number and individual user account name and password. Removal of tags or serial numbers is a violation and will result in disciplinary action according to the District Progressive Discipline Plan.

### 7.2 *Password Protection*

Students are expected to password protect their devices by logging off their devices when not in use and keeping all passwords confidential.

### 7.3 *Devices Left in Unsupervised Areas*

Under no circumstances should devices be left in unsupervised areas. Unsupervised areas include but are not limited to the school grounds and campus, the cafeteria, computer lab, locker rooms, library, unlocked classrooms, dressing rooms and hallway. Unsupervised devices will be confiscated by staff and disciplinary action may be taken for leaving your device in an unsupervised location.

## 8. REPAIRING OR REPLACING YOUR DEVICE

### 8.1 Damage

Please report all device damage to the Technology Center. The school will determine the best path to follow to repair the device. Students may be issued a spare device during the repair period. Damage is determined per school year from the date it is issued until the date it is turned in. All students will pay the district device fee of \$30 in order to take the device home. The following chart applies to all devices regardless of whether they are taken home or stay in school. The student may not have device privileges until the damage fee is paid.

Accidental damage or loss of the itemized equipment below will be assessed the following fees:

	1 <sup>st</sup> Accidental Damage/Loss	2 <sup>nd</sup> Accidental damage/Loss	3 <sup>rd</sup> Accidental damage/Loss
Broken screen	\$75	\$125	\$150 and may lose take-home privileges
Lost or damaged charger/power cord	\$25	\$30	\$35
Keyboard damaged (broken key, etc.)	\$10	\$20	\$30
Lost device bag	\$20	\$22	\$25

The fee assessed for all other accidental damage will be determined according to the below chart:

1 <sup>st</sup> Accidental Damage	2 <sup>nd</sup> Accidental damage	3 <sup>rd</sup> Accidental damage
\$30	\$60	\$150 and may lose take-home privileges

### 8.2 Intentional Damage

In the case intentional damage to a device, the student who intentionally damaged the device(s) will pay either the repair costs (if possible) or the replacement cost of the device that was damaged if repairs are not possible or feasible, not to exceed \$900.

## 9. DEVICE TECHNICAL SUPPORT

The technology center coordinates repair work for the devices. Students are expected to keep the devices in good condition. Students who have a technical problem with their device should take their computer to the technology center for service or repair. Students or others should NEVER attempt to repair a device on their own.

## 10. DEVICE AND INTERNET ACCEPTABLE USE POLICY

The Children’s Internet Protection Act (CIPA), 47 U.S.C. §254(h)(5) require public schools to implement certain measures and actions to ensure that students are restricted from accessing inappropriate materials online using school-owned devices. This District’s Acceptable Network and Internet Use Policy (hereinafter “AUP”) is intended to set forth the specific obligations and responsibilities of all users, including students and staff, who access the District’s Network, and to ensure such use complies with the CIPA requirements.

“Network” is defined as any and all District owned computers, servers, hardware or software, the District’s local area network, wireless access points, the Internet, email, chat rooms, other forms of direct electronic communications or other communications equipment provided by the District regardless of the physical location of the user. This AUP applies even when District provided equipment (devices, tablets, etc.) is used on or off premises of District property.

The Network may be used only as a tool to support and advance the functions of the District as well as its curriculum and educational programs. Access to the District’s Network is a privilege and not a right. Users of the Network are responsible for their behavior and communications over the Network and access to Network services will be provided only to those staff and students who agree to act in a considerate and responsible manner and in accordance with the District’s Internet Safety Policy and this AUP.

## **Network Etiquette**

Users are expected to abide by generally accepted rules of network etiquette (netiquette). These include but are not limited to:

1. Be polite. Do not send or encourage others to send messages that are abusive or otherwise fall in the definition of Prohibited Use in Section IV.
2. Use appropriate language. Remember you are a representative of your school on a non-private network. You may be alone on a computer but what you write can be viewed around the world. Do not swear, use vulgarities or any other inappropriate language.

## **Off-Premise Use of Network**

Students under the age of 18 should only access District-assigned email accounts and/or other Network components including but not limited to school-assigned computers such as laptops, Chromebooks, tablets or e-readers off of District premises if a parent or legal guardian supervises their usage at all times. The student's parent or guardian is responsible for monitoring the minor's off-premise use of the Network and ensuring such use complies with this AUP.

## **User Terms and Conditions**

The use of Wolsey-Wessington School District's technology resources is subject to the following terms and conditions:

1. The use of technology resources must be for educational and/or research purposes consistent with the mission, goals, and objectives of the Wolsey-Wessington School District along with State & Federal regulations. In compliance with federal law, the school district shall make reasonable effort to restrict access to inappropriate materials and shall monitor the online activities of the end users in the school environment.
2. User accounts are considered the property of the school district. Network administrators may review school computers to maintain system integrity and to insure that users are using the system responsibly. Users should not expect that anything stored on school computers or networks will be private. Routine maintenance and monitoring of the Wolsey-Wessington network system may lead to the discovery that you have violated the Wolsey-Wessington Acceptable Use Policy or the law. Your parents have the right at any time to request to see the contents of your network home file or any of your digital information.
3. Prohibited technology resources activities include but aren't limited to the following device violations.

## **Device Violations:**

- a. Using profane, abusive or impolite language; threatening, harassing, (cyber)bullying or making damaging or false statements about others or accessing/transmitting/downloading offensive or harassing materials.
- b. Downloading, installing, transmitting, and/or playing games, music, or video files using the school network.
- c. Vandalizing, damaging, or disabling property of the school or another individual or organization.
- d. Accessing another individual's materials, information, or files without permission.
- e. Using the network or Internet for commercial, political campaign, or financial gain purposes.
- f. Releasing files, home address, personal phone numbers, passwords, or other vital accessing information to others.
- g. Promoting or soliciting for illegal activities.
- h. Attempting to repair, remove or install hardware components reserved for an authorized servicetechnician.
- i. Violating copyright or other protected material laws. Ignorance of the law is not immunity. If you are unsure, ask a teacher or parent.
- j. Plagiarism is a violation of the WWS Progressive Discipline Plan. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.
- k. Subscribing to mailing lists, mass email messages, games, or other services that generate several messages that can slow the system and waste other users' time and access.
- l. Intentionally wasting school resources
- m. Disconnecting from the school's monitoring software, including but not limited to LanSchool.

**The student in whose name a system account and/or device is issued will be responsible at all times for its appropriate use.** Non-compliance with the policies of the Technology Handbook or District Acceptable Use Policy will result in disciplinary action as outlined above and in the District Acceptable Use Policy and the District Discipline Plan.

**Network Violations: Including but not limited to...**

- a. Attempting to log on to the Internet or network (servers, routers, switches, printers, firewall) as a system administrator.
- b. Sending, accessing, uploading, downloading, or distributing pornographic or sexually explicit materials.
- c. Installing, enabling, launching, or creating programs that interfere with the performance of the network, internet, or hardware technology resources.
- d. Creating, uploading, or transmitting computer viruses.
- e. Attempting to defeat computer or network security. Use or possession of hacking software is strictly prohibited
- f. Attempting to connect to a proxy.
- g. Saving and/or using MP3 or other music files to school servers unless under the direct instruction of a teacher or advisor. These files must be used only for school-related activities.
- h. Logging onto the network with another person's username/password and/or using another person's device.

**Failure to return device to district**

If a student fails to return the device at the end of the school year or upon termination of enrollment at WWS, that student will be subject to criminal prosecution or civil liability. The student will also pay the replacement cost of the device, or, if applicable, any insurance deductible. Failure to return the device will result in a grand theft report being filed with the Beadle County Sheriff's Department.

## **11. CELL PHONE AND PERSONALLY OWNED TECHNOLOGY ACCEPTABLE USE POLICY**

Students shall not possess or use personal computers, tablets, etc. while on school property from 8:15AM through 3:35PM. Special circumstances require the permission of the technology coordinator and an administrator. This policy continues during the after school program.

Students may have cell phones at school, but they must be on silent and put away. There are times when students may be allowed to use their phones with permission for educational purposes. It is expected that students will not abuse this privilege. If a student uses his/her cell phone without permission or specified educational purpose, the phone will be confiscated and given to administration. Confiscated personal technologies are subject to search.

Students may be given permission by administration to use cell phones during lunch.

***Consequences to infractions of the Cell Phone Policy:***

- *Please refer to student handbook*

### **E-READERS**

We have created this policy collaboratively as a staff based on our sincere desire to balance a variety of issues created by the use of personal technology in school. We recognize the inherent usefulness of devices such as e-readers. It is our goal to ensure the ability of students to use them for legitimate academic purposes while avoiding the potential for distraction and abuse.

It is generally not desired for students to bring expensive and fragile items to school.

**Wolsey-Wessington School is NOT RESPONSIBLE for any damage or loss of these items.**

It is very difficult for teachers to monitor what students are reading or viewing on their e-reader, which is why we are insisting that parents be responsible for the use and content on their children's devices. If you choose to buy an e-reader for your child and want your child to take this e-reader to school, please take the time to become familiar with its operation so that you can regularly monitor what your children are reading.

The school policy on these devices will continue to evolve with the technology.



**DAMAGE PROTECTION**

Each student pays the school district an annual fee of \$35 (non-refundable) for coverage of accidental damage, theft and fire coverage. ***If the device is accidentally damaged, the student/parent must pay fines according to the chart in section 8.*** If the device is lost, stolen, or damaged/lost in fire, the student/guardian agrees to pay a \$200 deductible for each occurrence. This annual coverage begins upon receipt of the payment and ends when the student turns in the device. Students may be required to pay any fines incurred during the school year in order to regain device privileges.

**ADDITIONAL INFORMATION:** In cases of theft, vandalism and other criminal acts, a police report, or in the case of fire, a fire report **MUST be filed by the student or parent.** A copy of the police/fire report must be provided to the principal's office.

Student Name: \_\_\_\_\_  
(Please Print)

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

Parent Name: \_\_\_\_\_  
(Please Print)

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

**Parent and Student Memorandum of Understanding  
For Technology Use, AUP, Cell Phone and Personally Owned Technology Agreement**

1. I have received and read the policies outlined in the above *Wolsey-Wessington School Technology Acceptable Use Policies for Notebooks/Chromebooks, Internet, and Cell Phone & Personally Owned Technology.*
2. I understand and agree to follow all the policies above while at school and outside the school day. These policies include the WWS Notebook, Internet, Cell Phone and Personally Owned Technology Policies.
3. I understand that my device is subject to inspection at any time without notice and remains the property of the Wolsey-Wessington School District.
4. I will be responsible for all damage or loss caused by neglect or abuse.
5. I agree to pay for the replacement of my power cords, battery, or device case in the event any of these items are lost or stolen.
6. I agree to return all issued equipment, complete and in good working condition.

Student Name: \_\_\_\_\_  
(Please Print)

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

Parent Name: \_\_\_\_\_  
(Please Print)

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

**2021-2022**

**WOLSEY-WESSINGTON  
ELEMENTARY / MIDDLE SCHOOL  
PARENT/STUDENT HANDBOOK**

**EVERY CHILD-EVERY DAY**



Website: [www.wolsey-wessington.k12.sd.us](http://www.wolsey-wessington.k12.sd.us)

375 Ash St. Wolsey, SD 57384

Phone: 605-883-4221

Fax: 605-883-4720



# Welcome

## Elementary Students and Families

Dear Parents,

Welcome to the 2021-2022 school year. This year will be filled with many opportunities for students to learn, make friends, and become involved in a variety of school activities. Wolsey-Wessington students are encouraged to strive for excellence, both in their academic work and in their behavioral choices. The school staff is committed to providing a nurturing learning environment that will enable all students to learn and grow. We believe that children should want to come to school each day to learn new things about themselves and the world around them. We set high expectations and create a caring environment for all of our students. Collaboration with parents and teachers is essential to student success. Our learning community grows stronger with your involvement and support.

This handbook is designed to help acquaint you with our school, answer your questions, and for you to use as a resource guide. Do not hesitate to contact your child's teacher or the office if you have questions, concerns, or suggestions.

Sincerely,



Lindsay Haider  
PK-8 School Principal

# Wolsey-Wessington PK-8 School Staff

## Administration

**Superintendent/9-12 Principal:**

**Jennifer Boomsma-Kelsey**

**PreK-8 Principal:**

**Lindsay Haider**

**Business Manager:**

**Amy Langbehn**

**PreK-12 Secretary:**

**Kerri Zomer**



## Special Areas

**HS Counselor/Dean of Students:**

**Kathy Stevens**

**PK-8 Counselor:**

**Brandi Hoverson**

**RTI Interventionists:**

**Tammy Luce & Becky Dragt**

**After School Coordinator:**

**Lacey Zerfoss**

**Speech/Language:**

**Darcie Langbehn**

**Special Education:**

**Rachel Geyer-Fuhrman & Whitney Swartz**

**Support Staff:**

**Merry Thelen**

**Julie Clarke**

**Desi French**

**Alesha Rearick**

**Kim Clouser**

**Patti Boomsma**

## Teachers

**Pre School:**

**Desi French & Becky Dragt**

**Kindergarten:**

**Angie Bishop & Rechelle Roberts**

**1<sup>st</sup> Grade:**

**Tammy Myers & Amy Lindquist**

**2<sup>nd</sup> Grade:**

**Bridgett McGillvrey & Carissa Boomsma**

**3<sup>rd</sup> Grade:**

**Shawna Peterson & Haley Asimakopoulos**

**4<sup>th</sup> Grade:**

**Allison Ness**

**5<sup>th</sup> Grade:**

**Megan Tollefson**

**K-5 Physical Education:**

**Gordon Hooks & Sam Erickson**

**K-5 Music:**

**Tammy Luce**

## Middle School

**Science & Health:**

**Jason Bishop**

**Math & Reading:**

**Kylie Gross**

**Band & Choir:**

**Eric Bliss**

**English & Social Studies:**

**Ann Clarke**

**Physical Education:**

**Gordon Hooks**

# General Information

## **Daily Schedules**

School Day .....8:15 a.m.-3:35 p.m.

After-School Program.....3:35 p.m.-5:15 p.m.

- Students should not arrive at school before 7:45 a.m.
- Breakfast is only served from 7:45-8:10. Later only if buses are running behind.

**Please call the office (883-4221)**  
**by 9:00 A.M if your child is absent.**

**PHONE CALLS** – Teachers will not be called to the telephone during school hours except in case of an emergency. Parents may leave a message to have the teacher call back as soon as possible.

## **Attendance Procedures**

Please make every effort to have your child in school, on time, every day that he/she is in good health.

If the classroom teacher reports your child absent and you have not notified us, the secretary will be calling you. The purpose of this is two-fold:

- to determine and verify absence
- for safety reasons relating to your child on his/her way to school

Students arriving late or leaving early are missing valuable instructional time and interrupting class time. We understand that on rare occasions, appointments, family emergencies, etc. make late arrival and early dismissal unavoidable. It is our hope that appointments be scheduled outside school hours or on non-school days whenever possible and that student learning time be respected. Tardiness is another form of poor attendance that negatively impacts student success. Please help your child by getting them to school on time. Students will be counted as tardy if they arrive before 9:20 or leave after 2:50: one hour following start time and one hour prior to dismissal time. Perfect attendance is when the student has been to school every day, even a ½ day absent will count against perfect attendance, but tardies will not.

- Send a note to your child's teacher if you must take him/her out of school early.
- Go to the office to sign your child out and the office will call the classroom to send down your child. (No parents allowed into classrooms or halls unless volunteering)
- Please inform the classroom teacher or office if your child's end of day routine changes. (Your child's word is not OK) For the safety of your child please inform the school through a note, email or phone call.

**Excused absences** include medical and dental appointments, court appointments, funerals and illness. A doctor's note is required for an excused absence to not be considered truant.

If you are going on a **family vacation**, please prearrange this with both your child's teacher and the school office.

**Unexcused absences** occur when the school is not notified of a student absence. You have 24 hours to notify the school office regarding your child's absence.

## **After School Routine**

Elementary students (K-2) that ride the bus will be escorted by a school staff member to ensure each child gets on the correct bus. If your child needs to change their daily routine at the end of the day please send a note to the teacher or call the school office before 3:00 p.m. We will not change the placement of a child based on the child's word, we need parent permission to alter the child's end of the day placement.

## **Buses**

Buses will load and unload students in front of the school on the west end. Students are to follow the bus rules or will face the possibility of losing bus privileges.



## **Birthdays and Other Special Occasions**

Students should not hand out birthday party or other invitations at school, unless ALL classmates of the same sex are invited. If all classmates are not invited, invitations should be MAILED.

Occasionally a delivery will be made to school for a student for a special occasion. Please be advised that the student's classroom teacher will be notified of the delivery and s/he will use his/her discretion as to when the child will receive the delivery. This means that some items may not be given to the student until the END of the day. If having a large item sent to school, consider if your child rides the bus, as it could be awkward taking the item home.

Birthday treats are welcomed by the school. Please check with your child's teacher for allergy restrictions in their classroom.

## **Snacks**

We encourage students to eat healthy snacks when they are at school. Although everyone's definition of healthy snacks varies, we encourage snacks that are low in sugar; such as fruit, crackers, veggies, etc. When bringing birthday treats, please take into account any special dietary restrictions with classmates if any, your child's teacher will be able to answer those questions for you.

## **After School Program**

We encourage students to attend the after school program. Hours are from 3:35-5:15. Students will follow the same school discipline plan during the after school hours as well. A handbook will be sent home with students at the beginning of school to register for the program. Snacks will be provided along with homework help. Students will have assistance with their homework and have a snack while working. Students who do not have homework will be supervised during various activities. This program is provided at no cost to parents.

Any student who is in ISS or kicked off of the bus for behavioral issues CANNOT attend the After School Program on the days he/she is serving their punishment.



## Emergency Procedures

Students will routinely practice drills for emergency situations, including fire, tornado, and lock down situations. These drills will be held at different times and in several ways to ensure safety for all students & staff.

## Lunch Program

### **Breakfast/Lunch Program**

The federal government subsidizes the school lunch program. Free and reduced meals are given on basis of need. Applications may be made through the business manager's office. Lunch balance may be tracked through Infinite Campus, and deposits may be made at lunch checkout or in the office.

Charged breakfast/lunches: Occasionally a child forgets to bring money for his/her lunch. A child will be granted a limit of 5 charged meals.

### Children who bring their own lunches:

All children will eat in the Commons. If they want milk, they purchase a milk ala cart. Pop and food from outside restaurants are not allowed during lunch-time.

### **Use of School Telephone**

All students must have permission from their teacher to use the school telephone. Student transportation after school should be arranged before the child leaves for school in the morning. Requests to call for PE clothes will not be granted. Children are encouraged to be responsible and remember their belongings.

**Lunch Times:** Kindergarten-2<sup>nd</sup> 11:00-11:25 3<sup>rd</sup>-8<sup>th</sup> 11:20-11:45

## Homework

Your child will have homework. It is intended to create good independent study habits. Please work with your child to provide proper study conditions in your home (a comfortable area free from distractions). The time you set aside for homework should be at the same time each day if possible. This develops consistency for your child. Teachers may inform you how you can assist your child at home.

## Homework Requests

If you want teachers to prepare homework for a child that is absent, please let us know **right away in the morning**. Then teachers will have time to prepare homework during the day, rather than interrupting class time. We appreciate your cooperation.

When requests for homework are made prior to a planned absence, teachers will honor those requests as best they can. However, lesson plans can change daily and it may be difficult to provide all work prior to the absence. Students may need to complete missed work upon their return if they are not given prior assignments.



## Lost and Found

**Please label all of your child's clothing including shoes and boots.**

When items are left in gyms, the after school program, or anywhere a name and or initials will allow us to return items the owner. Items left after each semester are donated to the Huron Salvation Army. Lost and found items are located near the main entrance. Please check periodically for items that may belong to your child(ren).

## **Wolsey-Wessington School Guidelines for School Exclusion**

1. The staff determines the child is unwilling or unable to participate in activities due to illness.
  2. The staff determines that they cannot care for the sick child without compromising their ability to care for the health and safety of the other children in the group.
  3. FEVER (temperature greater than 100 degrees)-exclude until less than 100 degrees for 24 hours without fever reducing medication.
  4. VOMITING-Must stay home for at least 24 hours after vomiting unless determined to be caused by a non-communicable condition. They must be able to eat and drink before coming back to school.
  5. DIARRHEA-Must stay home if cannot self-contain stool.
  6. COVID-19-Keep student home for 10 days from start of symptoms.
  7. STREP THROAT-May return when they have been on antibiotics for 12 hours.
  8. RED Eye(s)-Must stay home if white part of the eye is red and there is yellow or green crusty or goeey matter in the eye. May return after starting medication, when eye is clear, or after consultation with healthcare provider.
  9. RASH-Keep your child home if they have a rash over a large part of their body, or if the rash is open, oozing, is accompanied by a fever, or it is known to be contagious.
  10. COLD,SORE THROAT,COUGH-May go to school with mild cold symptoms but keep them home if:
    - has been exposed to Covid-19
    - has a temperature above 100 degrees
    - does not have enough energy to do school work
    - is not able to keep from spreading germs by washing their hands, throwing away used tissues, coughing onto their sleeve, and coughing away from other people.
- Please refer to <https://doh.sd.gov/diseases/assets/SchoolExclusion.pdf> for a full listing of recommendations from the South Dakota Department of Health

### **Immunizations**

South Dakota State Law (SDCL 13-28-7.1) requires that students receive specified immunization PRIOR to their admission to school. It is the intent of the Board to comply with the law through implementation of the following:

#### **A. Requirements**

It is required that school authorities receive from each student a certification from a licensed health official stating that the student has received or is in the process of receiving adequate immunizations against those diseases specified in the law. As an alternative to the requirement for a certification, the law allows the student to present the following:

1. If the physical condition of the student would be such that immunization would endanger the student's life or health, a licensed physician's signature is required on the South Dakota State Certificate of Immunizations.

2. If a student is adherent to a religious doctrine whose teachings are opposed to such immunization, a parent signature is required on the South Dakota State Certificate of Immunizations.

## B. Procedures

To comply with the state law, the following procedures will be used:

1. On the first day of school for a kindergarten student, 6th grade student, or transfer student into Wolsey-Wessington School, appropriate certification or one of the above alternative statements will be required from a parent/guardian.

2. In cases where immunizations are not up to date, students will be allowed temporary admittance. Thirty (30) days from the student's first day of school, parents will be notified with a letter from the Superintendent stating that immunizations are deficient. If immunization requirements are not met within forty-five (45) days, the student may be excluded until immunization requirements are met.

3. In those cases where parents fail to get their student properly immunized, thereby causing the student to be ineligible for admission to school, student neglect proceedings will be initiated by the superintendent.

## ***REQUIREMENTS FOR KINDERGARTEN (THROUGH 12TH GRADE) ENTRY***

1. Four or more doses of DTaP (diphtheria, pertussis and tetanus) vaccine, at least one dose administered on or after age 4.

2. Four or more doses of POLIO vaccine, at least one dose on or after age 4.

3. Two doses of a measles, mumps, and rubella vaccine (MMR or MMRV). Minimum age for the first dose is 12 months. Second dose routinely at age 4 through 6 years.

4. Two doses of varicella vaccine (Varicella or MMRV). Minimum age for the first dose of varicella (chickenpox) vaccine is 12 months. Second dose routinely at age 4 through 6 years. History of disease is acceptable with parent/guardian signature.

## ***REQUIREMENTS FOR 6TH GRADE (THROUGH 12th GRADE) ENTRY:***

1. One dose of Tdap

2. One dose of meningococcal vaccine (MCV4)

NOTE: Hib, Hepatitis A, Hepatitis B, HPV, annual Influenza, and Pneumococcal vaccines are recommended but not required.

## Reference

<https://doh.sd.gov/family/childhood/immunization/school.aspx>

## **Administration of Medications**

Administration of OTC meds and prescription meds will be provided at school when the school administration has determined that it is a necessary and appropriate service for the School District to provide. Appropriate forms need to be completed, signed, and submitted to the school nurse. Medication shall be brought to school staff by parent/guardian in the original properly labeled container. Medications will be stored in a locked location provided for medication storage.

K-8 students may carry and self-administer inhalers or epi-pens with written authorization by medical provider and parent/guardian on the "Prescription Medication Self and Staff Administration Consent Form-for epi pens and inhalers".

K-5 students may carry and self-administer cough drops only upon authorization on "Annual Student Health Update Form".

6-8 students may carry and self-administer prescription medications with written authorization by medical provider and parent/guardian on the "Prescription Medication Self-Administration Consent Form-for meds other than epi pens and inhalers". The student may only possess number of dose(s) needed for 1 day.

6-8 students may carry and self-administer OTC medications upon authorization on "Annual Student Health Update Form". Student may only possess number of dose(s) needed for 1 day.

Students are not allowed to give medications to other students.

Please refer to Wolsey-Wessington Medication Administration Guidelines for further details

## **Medication Administration Guidelines**

Medication: prescribed medications, over-the-counter (non-prescribed medications) and all chemical/homeopathic substances and compounds, including but not limited to natural remedies, herbs, and vitamins\* which purpose is to aid in a person's health or wellbeing or to treat illness or disease.

\*Chemical/homeopathic substances and compounds and natural remedies, herbs and vitamins are not tested by the US Food & Drug Administration for safety or effectiveness and this lack of safety information limits their appropriate use at school. In accordance with the American Academy of Pediatrics Policy Statement-Guidance for the Administration of Medication in School, these substances are subject to the same restrictions and requirements in the regulation for prescribed medications.

### **Transportation of Medication**

#### **GRADES K-12**

The parent/guardian should deliver medication to school staff, unless other arrangements have been made with the school nurse. All medication must be in the original properly labeled container.

### **Storage of Medication at School**

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

The school may also acquire and maintain a stock of epinephrine auto-injectors pursuant to a prescription issued by an authorized health care provider for use in accordance with this Regulation in an emergency situation of a severe allergic reaction causing anaphylaxis.

### **Methods of Medication Administration**

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

#### **A. Staff Administration**

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

#### **B. Self-Administration**

##### **1. Asthma/Reactive Airway Disease or Anaphylaxis**

Any student with asthma or anaphylaxis may possess and self-administer prescription medication while on school property or at a school-related event or activity if:

a. The prescription medication has been prescribed for that student as indicated by the prescription label on the medication;

b. The self-administration is done in compliance with the prescription or written instructions from the student's physician or other licensed health care provider

c. A parent of the student provides to the school:

-Written authorization, signed by the parent, for the student to self-administer

-Written statement, signed by the parent, in which the parent releases the school district and its employees and agents from liability for any injury arising from the student's self-administration

-A signed statement from the student's physician or other licensed health care provider indicating that the student has asthma or anaphylaxis and that the student is capable of self-administration. The statement should also include the name and purpose of the medication, the prescribed dosage, the times and circumstances under which the medication may be administered, and the period for which the medication is prescribed. In the event the student is unable to administer the above listed medication, the school nurse or trained staff will administer the medication.

## 2. Grades K-5

Students in grades K-5 may not self-administer prescription medication (including chemical/homeopathic substances and compounds, including but not limited to natural remedies, herbs and vitamins) and may not self-administer over-the-counter (non-prescribed) medication, with the sole limited exception being cough drops with parent/guardian written consent/permission, unless approved by school nurse.

## 3. Grades 6-12

### • Prescription

Students in grades 6-12 may possess and self-administer prescription medication (including chemical/homeopathic substances and compounds and natural remedies, herbs and vitamins) while on school property or at a school-related event or activity if a signed statement from the student's physician or other licensed health care provider is provided indicating that the student is capable of self-administration. The statement should also include the name and purpose of the medication, the prescribed dosage, the times and circumstances under which the medication may be administered, and the period for which the medication is prescribed. Possession is limited to the dose(s) necessary during school hours or the school event or activity for one day.

### • Over-the-Counter (non-prescription)

Students in grades 6-12 may possess and self-administer over-the-counter (non-prescribed) medication if parental consent is updated annually on the student's "Annual Student Health Update". Possession is limited to the dose(s) necessary during school hours or the school event or activity for one day.

## 4. School Related Events or Activities Off School Property

Prescribed medication, that must be taken during the time the event or activity is scheduled and a school nurse or qualified staff member is not attending the event or activity, shall be self-administered with written consent/permission of the parent/guardian.

## 5. STOCK OTC MED-ALL GRADES

Stock OTC medications (Tylenol, Motrin, antacids, cough drops) may be given at the discretion of the school nurse or qualified staff member upon authorization on the "Annual Student Health Update" form. In the event that written permission is not received from the parent, medication will be given for one day only, upon telephone consent.

## 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.

### **Physician-Prescribed Services**

Special medical procedures or treatments prescribed by a physician will be considered on an individualized basis and provided at school when the administration has determined that it is a necessary service for the School District to provide in order for the student to have meaningful access to an educational program.

If a child requires a special procedure or treatment to be done during school hours, the parents shall provide a signed District consent form granting school personal permission to do the procedure or treatment as well as a current medical order signed by the student's physician. The items are required prior to staff completing the care. Parents/guardians of students requiring physician prescribed services at school shall inform school personnel of the needs of the student. Parents/guardians shall be responsible for providing equipment and supplies necessary for the special medical procedure/treatment prescribed by the physician. Physician prescribed services will be provided by the school nurse or qualified staff.

Communication between the prescribing physician and/or parent/guardian and school personnel is recognized to be important if maximum gains of the physician prescribed services are to be achieved.

Recording forms for physician-prescribed services will be kept on file at the school for one year and will then be destroyed.

### **Wolsey-Wessington School**

#### **Student self-administration of prescription asthma and anaphylaxis medication**

Any student with asthma/reactive airway disease or anaphylaxis may possess and self-administer prescription medication while on school property or at a school-related event or activity if:

(1) The prescription medication has been prescribed for that student as indicated by the prescription label on the medication;

(2) The self-administration is done in compliance with the prescription or written instructions from the student's physician or other licensed health care provider; and

(3) A parent of the student provides to the school:

(a) Written authorization, signed by the parent, for the student to self-administer prescription medication while on school property or at a school-related event or activity;

(b) A written statement, signed by the parent, in which the parent releases the school district and its employees and agents from liability for an injury arising from the student's self-administration of prescription medication while on school property or at a school-related event or activity unless in cases of wanton or willful misconduct;

(c) A written statement from the student's physician or other licensed health care provider, signed by the physician or provider that states:

(i) The student has asthma/reactive airway disease or anaphylaxis or both, and is capable of self-administering the prescription medication;

(ii) The name and purpose of the medication;

(iii) The prescribed dosage for the medication;

(iv) The times at which or circumstances under which the medication may be administered; and

(v) The period for which the medication is prescribed.

The physician's or provider's statement must be kept on file in the office of the school nurse.

Disciplinary action regarding self-administration of medication.

If any student uses the medication in a manner other than prescribed, the student may be subject to disciplinary action by the school. However, the disciplinary action may not limit or restrict the student's immediate access to the medication.

## **STOCK EPINEPHRINE AUTO-INJECTORS**

1. The Wolsey-Wessington School District may acquire and maintain a stock of epinephrine auto-injectors pursuant to a prescription by an authorized health care provider for use in an emergency situation of a severe allergic reaction causing anaphylaxis.

2. All epinephrine auto-injectors must be stored in a secure, accessible location and managed by the school nurse or school personnel trained in administration of epinephrine auto-injectors and/or administration of medications.

3. Any school nurse or other designated school personnel may:

a. Administer an epinephrine auto-injector to any student during school hours or supervised school activity if the school nurse or designated school personnel believe that the student is experiencing anaphylaxis regardless of whether or not the student has a prescription for an epinephrine auto-injector or has been diagnosed with an allergy.

b. Prior to administering an epinephrine auto-injector made available by the school, each designated school personnel shall be trained by a licensed health care professional

-To recognize the symptoms of a severe allergy or anaphylactic reaction,

-To know the procedure for the administration of an epinephrine auto-injector,

-To know the emergency care and aftercare for a student who has an allergic or anaphylactic reaction, and

-To know the procedure for storage of an epinephrine auto-injector.

4. Pursuant to state law, no administrator, school nurse, designated school personnel, district or school board that makes available or possesses epinephrine auto-injectors may be held liable for any injury or related damage that results from the administration of, self-administration of, or failure to administer an epinephrine auto-injector that may constitute ordinary negligence. However, the immunity does not apply to an act or omission constituting gross, willful or wanton negligence.

5. The district, by means as identified by the superintendent, shall notify parents or guardians of each student about the policy.

## **Lice in the School Setting**

The School Nurse will:

---Check a student's head for lice if he/she is demonstrating symptoms or at the request of parent/guardian.

---If live lice are found, a parent or guardian will be contacted and student will be sent home. Education will be provided. Re-admittance to the classroom may occur after the student has been treated.

---Students with nits only (after student has been treated) will not be sent home from school. They should be monitored for signs of re-infestation. After repeated infestations of the same student, he or she may be excluded until all nits are removed.

---Notification letters will only be sent home to alert parents if a high percentage of children in a classroom are found with lice.

**Wolsey-Wessington School**

**Annual Student Health Update (2021-2022)**

Student Name \_\_\_\_\_ DOB \_\_\_\_\_ Grade \_\_\_\_\_

**Current Medications**

Name of Medication \_\_\_\_\_ Dose \_\_\_\_\_ Times \_\_\_\_\_

Name of Medication	Dose	Times

**No Known Medication Allergies**

Medication Allergies: \_\_\_\_\_

**Medical Conditions**

**Diabetes**

**Food Allergy/Intolerance:** \_\_\_\_\_

Is it life threatening? Yes/No Does your child have an epi pen? Yes/No Will he/she have one at school? Yes/No  
Dietary restrictions necessary? Yes/No

**Bee/Wasp Sting Allergy**

Is it life threatening? Yes/No Does your child have an epi pen? Yes/No Will he/she have one at school? Yes/No

**Seizures**

What type of seizures? \_\_\_\_\_

Will your child have emergency medication at school to treat seizures? Yes/No

**Asthma or Reactive Airway Disease**

Does your child use a rescue inhaler? Yes/No Will he/she have one at school? Yes/No

**Heart Condition:** \_\_\_\_\_

List any physical restrictions \_\_\_\_\_

**ADD or ADHD**

Treated with medication? Yes/No Please List med(s) \_\_\_\_\_

**Psychological Disorder** Please list \_\_\_\_\_

**Migraine Headaches**

Please list over-the-counter or prescription med(s) used to treat migraine \_\_\_\_\_

**Blood Disorder** Please list \_\_\_\_\_

**Other conditions** Please list \_\_\_\_\_

Does your child wear glasses? Yes/No Does your child wear contacts? Yes/No

**Does your child wear a hearing aid(s)? Yes/No**

Child's Physician \_\_\_\_\_

I authorize the School Nurse or Trained Staff Member to administer as needed, age appropriate dose of the following over-the-counter (OTC) stock medications. The OTC meds may be administered at the discretion of the School Nurse or Trained Staff Member.

Yes/No Tylenol

Yes/No Ibuprofen

Yes/No Antacids (TUMS)

Yes/No Cough drops

.....

**ELEMENTARY**

Yes/No I authorize my child to carry the amount of cough drops needed for one day and self-administer as needed.

**GRADES 6-12**

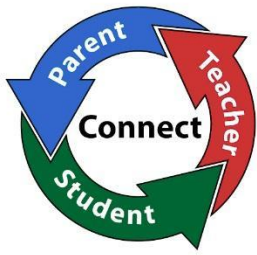
Yes/No I authorize my child to carry and self-administer Over-the-Counter medications. I understand that my child shall possess only the number of dose(s) necessary for one day.

.....

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Best phone number to be reached at \_\_\_\_\_

**IF ANY INFORMATION CHANGES DURING THE SCHOOL YEAR, PLEASE CONTACT THE SCHOOL NURSE.**



## Parent Conferences

A successful school experience is a result of school and home working together. Conferences are scheduled either in person or through Zoom for teachers to discuss each child's progress with parents or guardians on **Thursday,**

**September 30<sup>th</sup> from 1:30-7:00.** Please contact the school and/or your child's classroom teacher to set up a different date and time if you are unable to make it.

## Parent Teacher Communication

It is important to communicate with your child's teacher, because together you are a team and together we can work to help your child be successful. When there are questions or concerns about your child's education, your first point of contact should be with the classroom teacher. Since the teacher is busy with students during the day, the easiest, fastest, and most efficient way to reach any teacher is e-mail. This communication should be to the point and include your issues and questions, along with your preferred method of contact. If you would like to meet with the teacher, please include some dates and times for which you are available. Other ways to find out information is the district website, DDN Campus Parent Portal, Facebook page, newsletters, Class Dojo, and your child. When questioning your child, it is best to use open ended questions, such as "Tell me what happened first." "And then what happened?" "Where did this happen?" "When did this happen?" "How many times has this happened?"

## Recess Policy

1. Children are to play outside during recess unless weather conditions are such that it would be detrimental to their health.
2. If your child needs to stay in for recess because of illness, a note, phone call, or email is required. If it is necessary for your child to stay in two or more days because of special health problems, a doctor's excuse is needed.
3. In winter it is imperative that your child have the necessary outside winter clothing and boots for our extreme cold temperatures. We are outside unless our temperature and/or wind-chill fall below 0 degrees. Students do not have an option of going out or not. Students need a break from the classroom atmosphere to attend to learning when necessary. When temperatures are unsafe for children to be out we have classroom recesses where the students play games, blocks, interact with each other, to still continue a social time with their peers.

## Severe Weather

Should severe weather require the closing of school or make it impossible for buses to operate, an announcement to this effect will be made between 6:30 and 7:00 a.m. on: Bright Arrow (our calling system), the local TV channels, Facebook, and websites including, KELO Land and Dakota News Now.



If school is **dismissed early** due to emergency conditions we will notify parents with our Bright Arrow calling system, which includes phone call, text, & email. It is a good idea to have an "emergency

plan” established with your children as to what they should do if school is dismissed early due to severe weather.

### **Appropriate Dress**

The School District of Wolsey-Wessington believes that the responsibility for the appearance of each student rests with the parents or guardians of each student, provided that the attire of the student seeks to enhance an educationally conducive atmosphere in each school building.

Under the assumption that there is a correlation between dress and personal appearance and the way students conduct and feel about themselves, and that a positive self-concept contributes greatly to the educational climate of our building, the following guidelines on student dress and appearance shall apply at Wolsey-Wessington Elementary School.

1. Good personal hygiene and cleanliness of dress are vital not only to the individual but also to those with whom the student shares a classroom or locker room. Students should maintain high dress and hygienic standards at all times.
2. Students should not wear clothing or hair that can be hazardous to them in their various school activities. Grooming and dress that prevent the student from doing his/her best work because of blocked vision or restricted movement, or that expose the student to accidents must be avoided.
3. Students are discouraged from wearing dress styles that create or are likely to create a disruption of the learning process within the classroom.
4. Clothing and articles that cause undue school maintenance problems must be avoided, i.e., shoes that cause excessive floor markings, etc.
5. Because the following types of apparel are not conducive to a positive educational environment, students should refrain from wearing:
  - a. Bare midriff or see-through shirts.
  - b. Low arm-pit tank tops, including torn t-shirts.
  - c. Tank tops that reveal undergarments.
  - d. Excessively torn or cut clothing.
  - e. Clothing on which obscene language or pictures exist.
  - f. Clothing making reference to tobacco and/or alcoholic beverages, and/or serving advertisement for an alcohol serving establishment.
  - g. Clothing that refers to illegal drugs in the form of pictures and/or slogans.
  - h. No hats are to be worn in the school building.

Note: Students who do not meet the acceptable standards will be asked to change clothes and/or leave school. Absences due to this type of behavior will be classified as "unexcused."

### **Student Expectations**

Students will learn the appropriate expectations from school staff during the first month of school and will then review these behavioral expectations with our SOAR slogan throughout the school year.

## **General School Expectations**

- Be courteous, considerate and cooperative to EVERYONE at Wolsey-Wessington School.
- Be a good listener.
- Follow directions and complete work on time.
- Keep hands, feet, and objects to yourself.
- Use appropriate language and tone of voice.
- Walk down the halls in a quiet orderly manner.
- Use appropriate manners and gestures at all times.
- No running or playing (water, towels) in bathrooms.
- Respect others privacy (no peeking, pushing doors) in bathrooms.
- WASH hands with soap and water when using the bathrooms.
- No chewing of gum.
- No pop or flavored water in classrooms except for special occasions.

## **Classroom Expectations**

- Respect and obey classroom teachers and paraprofessionals.
- Follow classroom rules.
- Complete homework on time.
- Come to class prepared with proper school materials.
- Take responsibility for keeping classroom clean and orderly
- Respect classroom materials, textbooks, and equipment.
- Come to class on time.
- Get assignments completed when absent.
- Respect and support fellow classmates and other Wolsey-Wessington students.



## **Playground Expectations**

- Respect and obey the adults on duty.
- Use basketballs and playground balls in designated areas only.
- Respect each other by not fighting and playing rough.
- Report when another student is in jeopardy of getting hurt or getting picked on.
- It is not ok to be a bystander when another student is being harassed or hurt.
- Enjoy the snow and not throw snowballs.
- Be responsible for their personal property they bring to school.
- Ask permission to leave the playground to get balls, etc.
- Play with equipment appropriately.
- Dress appropriately for the weather.
- Line up quickly when the whistle is blown.
- Help keep the playground clean.

## **Cafeteria Expectations**

- Use inside voices while in line and eating lunch.
- Use table manners.
- Respect and obey the lunchroom supervisors and kitchen staff.
- Be responsible for your table area and lunch utensils.
- Get permission to leave the cafeteria.

## **Bus Expectations**

- Keep hands and feet to self at all times.
- Make good choices when speaking and/or dealing with others.
- Remain seated while bus is in motion.
- Respect the bus and all property on it.
- Keep litter picked up and have food on the bus only with permission.
- Follow the bus driver's directions.

If your student is riding a different bus than normal or will not be riding please contact your bus driver as well as the bus driver of the bus your child will not be riding on that day.

## **Visiting Our School**

The safety of our students is of utmost importance. For this reason visitors must use the intercom system to be let into the school and sign in at the office. You will then be issued a visitor badge that must be worn at all times. This allows staff and students to know they have checked into the office. If a person does not have a visitor badge they will be asked by school personnel to check into the office or leave the building. A visitor is anyone that is not a Wolsey-Wessington School District employee or student.

At the end of the day, if you come to pick up your child, please line up with your vehicle on the roadway just west of the new gymnasium. A staff member will walk the students out to the pick up destination each day. This will assist us in allowing the teachers to dismiss students in an orderly fashion from their classrooms, as well as ensure that strangers are not wandering the building.

## **Valuables, Electronics, Cell Phones, Toys**

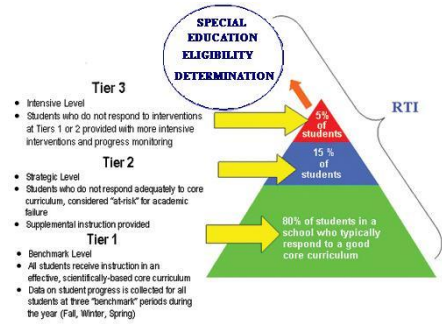
1. Cell phones, if needed before or after school, must be turned off and kept in the student's backpack throughout the school day. If the cell phone is out of the backpack, it will be held by the teacher until the end of the day.
2. Personal items are brought to school at own risk. The teachers are not responsible for lost or stolen items.
3. Scooters, bikes, and skateboards must be walked or carried on school property and cannot be used at school. They must also be placed in the bike rack and we encourage students to lock them.
4. Students may not sell personal items or accept money.

# Programs at Wolsey-Wessington Elementary

We are fortunate to be able to offer the following programs at WWS:

## RTI (Response to Intervention)

Kindergarten through Grade 5 students are referred based on assessment data to receive interventions to boost reading and math skills in a small group sessions.



## Title I Programs – Public Notice (Policy 342.5)

As a School-Wide Title school district receiving federal Title I program funds, we are required to notify parents of the district's parent involvement policy. We are also required to notify parents at the beginning of the school year that they may request information regarding the professional qualifications of their child's classroom teachers, including the following:

- Whether the teacher has met state licensing criteria for the grade level(s) and subject area(s) taught;
- Whether the teacher is teaching under emergency or provisional status through which state licensing criteria have been waived; and
- The undergraduate degree major of the teacher, and any graduate certification or degree held by the teacher, including the field of discipline of the certification or degree.

The above notification must be given to the parents of each student attending a school in the district that receives Title I funds, not just to the parents of students participating in the Title I program. Parents who request teacher and/or paraprofessional qualification information must be provided the information in a timely manner.

In addition to the above notifications our school district must:

- Notify parents if their child is assigned to, or taught for four or more consecutive weeks by a teacher(s) who is not "highly qualified". This provision applies to all teachers in a school that receives Title I funds, including substitute teachers, not just those who work in Title I programs.
- Provide each parent information on the achievement level of their child on each of the state academic assessments as soon as is practicably possible after the assessment is taken.

## Special Education

- Preschool through Grade 8 students will go through a referral process when a teacher assistance team or parent suspects a learning disability or issue. Following the referral process it will be determined if the student meets the criteria for further evaluations. If the student qualifies under the state law and the special education team feels that the student would benefit from special education services to be successful the team would then write up an IEP (Individual Education Plan) for that student.

# **School-Wide Discipline Plan**

## **PBIS**

Positive Behavior and Intervention Support is used at WWS. Our school motto is:

*“Show Integrity-Own Our Learning-Accept Responsibility-Respect Self and Others”.*

Warbird SOAR tickets are earned by students that display acts of kindness and respect throughout the school year. Those tickets can be used during our SOAR celebrations. SOAR celebrations will be held throughout the school year to honor students that display good character.

## **STUDENT DISCIPLINE**

### **Rules of Student Conduct and Discipline**

Character, citizenship and integrity are an integral part of life at Wolsey-Wessington. Students are expected to be responsible citizens who exhibit these qualities and respect the rules that govern our community. When students fail to follow the rules, they are held accountable for their actions. Students who violate school rules are subject to the penalties outlined in the progressive discipline plan as well as the minor infraction system.

Inappropriate student behavior is that which interferes with the learning environment, safety of others, and the orderly functioning of the school. Any employee has the right to correct and/or write a referral on any student who is not exhibiting proper behavior in school. Students should be aware that substitute teachers and paraprofessionals have the same responsibility for control, or referral to administration, as regular teaching faculty members. Discipline referrals made by substitute teachers or paraprofessionals will carry the same disciplinary consequences as those made by the regular teaching staff.

All of the potential violations apply to any time that school is in session and pertain to incidents occurring in school or on school grounds. Additionally, the same rules apply at any activity after school or away from school under the sponsorship of the school district.

When a school employee acts to assist a student in proper conduct, the emphasis shall be toward student growth in self-discipline.

### **APPLYING THE DISTRICT RULES**

The consequences for misbehavior described in this regulation are for misbehavior resulting in a referral to the principal's office. Consequences are designed to be fair, firm, and consistent for all students in Wolsey-Wessington School District 02-6.

Because it is not possible to list every misbehavior that occurs, the administration and staff reserve the right to respond to misbehaviors not included in this regulation. This regulation is based on the assumption that misbehaviors are dealt with by bus drivers, chaperones, classroom teachers, counselors, administrators, and other appropriate District staff. The administration has the latitude to enforce other reasonable disciplinary action found to be warranted by the situation.

### **Progressive Discipline Plan**

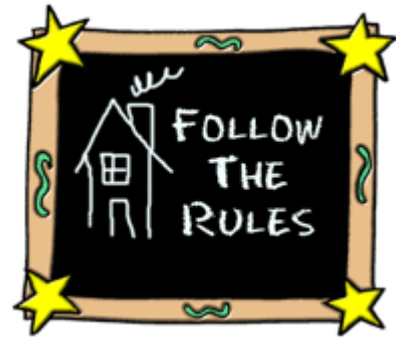
The progressive discipline plan will be used in conjunction with existing district policy. Copies of the District suspension and expulsion policy JKD are available from the office. Rights and responsibilities of District personnel, parents or guardians, and students are described in this policy.

Actions which may be used by District staff to discipline students and/or encourage them to modify their behavior include but are not limited to: minor infraction, student conference, parent/guardian notification, parent/guardian conference, fine, restitution, detention, removal from class, in-school suspension, dismissal from school, out-of-school suspension, exclusion, expulsion, referral to law enforcement authorities, conflict resolution training and recommendation to alternative community services.

A copy of the District rules will be provided to the parent/guardian and student at the beginning of each school year or at the time of enrollment. District rules can also be found in the back of this handbook.

### **SUBSTITUTE TEACHER**

Any student that misbehaves and is sent out of class by a substitute teacher will be given up to three days of in-school suspension.



### **Student Harassment**

The Wolsey-Wessington Public School District does not tolerate student harassment including sexual harassment, in any form and will take all necessary and appropriate action to eliminate it, up to and including discipline of offenders. It is the policy of the Wolsey-Wessington Public School District to maintain and ensure a learning environment free of any form of harassment or intimidation toward and between students.

Student harassment is behavior towards students based in whole or in part, on sex, race, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability which substantially interferes with a student's school performance or creates an intimidating, hostile or offensive school environment and is considered a form of student discrimination according to state law.

Sexual harassment can be by a person, of the same or opposite gender, and is defined as any deliberate, repeated or unwanted physical sexual contact, sexually explicit derogatory statement, or sexually discriminatory remark which is offensive or objectionable to the recipient or which causes the recipient discomfort or humiliation or which interferes with the recipient's academic performance. Sexual harassment can take the form of, but is not limited to any unwanted sexual- or gender-related behavior ranging from leering, pinching, patting, offensive jokes, unwanted flirtations, graphic commentaries about a person's body, verbal comments, display of graphic or written sexual material, overt or implicit threats or bribes and subtle or express pressure for sexual activity.

Students who believe they have been subjected to harassment or any parents/guardians who believe their child has been subjected to harassment should report the incident(s) to the building principal/designee.

# APPLYING THE DISTRICT-WIDE ELEMENTARY SCHOOL RULES

## MISBEHAVIOR      CONSEQUENCES

<u>OFFENSES</u>	<u>1ST OFFENSE</u>	<u>2ND OFFENSE</u>	<u>3RD OFFENSE</u>	<u>HABITUAL DISOBEDIENCE 4 or more Class 2-6 offenses</u>
<u>Class One (per semester)</u> Tardy to school	7 tardies Student and parent conference	10 cumulative tardies Student and parent conference, make up lost time on Fridays or after school	15 cumulative tardies Student and parent conference, detention after school until time is recovered	20 more tardies, ISS/SAS, detention, parent conference, community service as appropriate
<u>Class Two (per quarter)</u>				
Classroom, library, lunchroom, disruption, inappropriate dress, playground violations, skipping, neglecting obligations	Student conference	Student conference, parent contact, loss of privilege for one day where behavior is taking place	Student and parent conference, loss of privilege for one week where behavior is taking place ----- Counselor referral as appropriate, community service	OSS (1-3 days), parent conference  ----- Community service
<u>Class Three (per semester)</u>				
Insubordination, pornographic materials, physical aggression, disrespectful/obscene language or actions	Student conference, parent notification, loss of privilege for 1-4 days	ISS/SAS (1-3 days), student conference, parent notification, team will write a behavior plan, copy of plan to parent. ----- Counselor referral when appropriate, community service	ISS (3-5 days) or OSS (1-3 days), student conference, parent conference. ----- counseling referral, community service.	OSS (5 days) Reduced to 2 days if parent and student participate in conflict resolution training. Community service
<b><u>ILLEGAL OFFENSES</u></b> <u>Class Four (per year)</u>				
Violence, fighting, intimidation, tobacco, theft, physical injury, destruction of property, secret societies, harassment, hazing, sexual misconduct	ISS/SAS (1-3 days), student conference, parent notification, ----- Restitution and police referral when appropriate.	ISS/SAS 3 days or OSS 1 day, student/parent conference, team will write a behavior plan. ----- Counseling referral, restitution and police referral when appropriate.	OSS (1-3 days), student/parent conference, counseling referral. ----- Restitution and police referral when appropriate. Student must participate in conflict resolution training.	OSS (5-10 days), parent conference. Suspension may be reduced to 3 days if parent and student participate in conflict resolution training. ----- Long term suspension, expulsion, or police referral when appropriate.

<u>Class Five (per year)</u>	<b>1ST OFFENSE</b>	<b>2ND OFFENSE</b>		
Drugs, alcohol	OSS (10 days), parent conference, counselor referral, police referral. Suspension may be reduced to 3 days if student and parent participate in drug and alcohol evaluation/ counseling.	Long term suspension, police referral, parent and student must attend drug/alcohol evaluation and counseling before student may return to school.		
<u>Class Six (per year)</u>				
Weapons, bomb threat, fires, endangering the life of others		<p>Long-term suspension, expulsion, parental conference, referral to authorities.</p> <p>Possession of an item considered to be a weapon with no malicious intent conference with student and parents. Parents must pick up item from the school. If student knowingly brings dangerous item to school - conference with parent and school and ISS for 1-5 days.</p> <p>Mandatory 12 month expulsion for firearm possession.</p>		

**Due Process:** Students shall be afforded the rights of fair procedure or due process. This includes the right to (1) be informed of conduct which would result in disciplinary action against the student; (2) notice of any 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.

## **COMPLAINT POLICY FOR FEDERAL PROGRAMS (District Policy AFF)**

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.

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.

- The Superintendent/Principal will investigate, within one week, the circumstances of the complaint and render a decision, within two weeks, after receipt of the complaint.
- The Superintendent/Principal will notify the complainant of the decision in writing.
- The complainant will be allowed one week to react to the decision before it becomes final.
- The complainant will either accept or disagree with the decision and will provide such acknowledgment in writing, addressed to the district Superintendent/Principal.
- If the issue is not resolved with the Superintendent/Principal, the complaint will be forwarded to the district's Board of Education for further review. The parent or guardian or unaccompanied youth shall be provided with a written explanation of the district's decision including the rights of the parent, guardian, or youth to appeal the decision.
- Unresolved complaints may be forwarded by the stakeholder to the South Dakota Department of Education for review. (Consult SD Department of Education Complaint Procedure)

These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the *No Child Left Behind Act of 2001* (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the *National Defense Authorization Act for Fiscal Year 2002* (P.L. 107-107), the legislation that provides funding for the Nation's armed forces.

### **Notification of Rights under Family Educational Rights and Privacy Act (FERPA) Elementary and Secondary Schools**

The Family Educational Rights and Privacy Act (FERPA) affords 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 School official will make arrangements for access and notify 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.

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 consent to disclosures of personally identifiable information contained 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); a person serving on the School Board; a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official

committee, such as a disciplinary or grievance committee, or 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 School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the *School District* 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, DC 20202-8520

***Warbird  
MS/HS  
Athletic  
Handbook  
2021-22***

## Welcome

On behalf of the Wolsey-Wessington School, we welcome you to Warbird Athletics. We are very proud of our Warbirds and are excited to have your children as part of our Program. Our athletic programs focus on developing lifelong skills of self-discipline, teamwork, perseverance, a strong work ethic, and respect for self and others.

## Why Athletics?

The School believes the interscholastic athletic and activities programs are an important and integral part of the total school program and shall be open to participation by all students who meet Board and South Dakota High School Activities Association (SDHSAA) requirements.

Research indicates a student involved in extracurricular activities has a greater chance for success in adulthood. For this reason, these programs have been established and encouraged. Many of the character traits required to be a successful participant are exactly those that will promote a successful life after high school. We hope the information provided within this handbook helps to make the Wolsey-Wessington Athletic program as enjoyable as possible for you and your child.

Athletics assists the education process by instilling and developing the skills necessary for future success. Such skills are: Leadership, Communication, Goal Setting, Organization, Work Ethic, Self-Discipline, Perseverance, Cooperation, Loyalty, Honesty, Relationships.

## Parents and Sportsmanship

The following are just a few reminders of the important role parents play in modeling behaviors when involved in athletic programs.

1. You are a fan and spectator – that is your role; play it well.
2. You are not a player – so let the players play the game.
3. You are not a coach – so let the coaches coach.
4. You are not an official – so let the referees officiate.
5. You are the host for all visiting teams – treat them with respect and dignity.
6. Cheer for our team – not against the opponent.

Remember: you are a role model for your child and others who are part of the team and overall program – how do you want to be remembered?

## Parent's Creed

As parents you are an invaluable part of your child's educational and athletic development. Your attitudes and actions have the most impact upon the outcome of your child's learning in the athletic arena. Therefore, it is important that you see athletics for what it can do to help your child's development.

### **Parent's Creed**

*I will be the positive role model my child needs to become a successful adult. In victory, I will be gracious, humble, and thankful. In defeat, I will be strong, honest, and accepting.*

## Parent – Coach Communication

### PARENT/COACH RELATIONSHIP

We are very pleased that your son/daughter has chosen to participate in the Wolsey-Wessington Athletic program. We will do all we can to provide a positive experience for him/her. Possibly the most important ingredient to achieve this outcome is to ensure that lines of communication are developed to allow for free and easy resolution of questions before they become conflicts. As a parent, you have a right to know what expectations are placed on your son/daughter. This section is intended to spell out all levels of communication so that parents, coaches, and athletes are aware of the steps they have available to resolve anything they think is or might become an issue.

#### **COMMUNICATION YOU SHOULD EXPECT FROM YOUR CHILD'S COACH**

1. Philosophy of the Coach
2. Expectations the coach has for your child
3. Practice and game schedules
4. Team requirements, i.e., fees, equipment, off-season conditioning, etc....
5. Emergency procedures in case of injury
6. Code of conduct and/or discipline plan
7. Notification of lost or outstanding equipment at the end of the season.
8. Changes in schedule due to weather, etc.

#### **ISSUES NOT APPROPRIATE TO DISCUSS WITH COACHES**

1. Playing time
2. Team strategy
3. Play calling
4. Matters concerning other student-athletes

It is very difficult to accept the fact that your child is not playing as much as you would want. Coaches are professionals. They make judgment decisions based on what they believe to be best for all students involved. Certain topics can be and should be discussed with your child's coach. Other things, such as these listed above, must be left to the discretion of the coach.

#### **THE NEXT STEP**

What a parent can do if the meeting with the coach did not provide a satisfactory resolution:

1. Call and set up an appointment with the Athletic Director to discuss the situation.
2. At this meeting the appropriate next step can be determined.

Wolsey-Wessington follows the chain of command listed below. We ask that you observe it if you elect to pursue any concern you may have regarding the athletic program.

1. **Assistant Coach (if applicable)**
2. **Head Coach**
3. **Athletic Director**
4. **Principal/Superintendent**

#### **APPROPRIATE CONCERNS TO DISCUSS WITH COACHES**

1. The treatment of your child, mentally and physically
2. Ways to help your child improve
3. Concerns about your child's behavior

These are situations that may require a conference between the coach and the parents. It is important that both parties involved have a clear understanding of the other person's position. When these conferences are necessary, the following procedures should be followed to help promote a resolution to the issue of concern.

If you have a concern to discuss with a coach, please follow the procedure below:

1. Contact the coach via school email or by calling the school at 883-4221.
2. If the coach cannot be reached after a reasonable time, call the Athletic Director. The A.D. will arrange the appointment for you.

#### **COMMUNICATION COACHES EXPECT FROM PARENTS**

1. Concerns expressed **directly** to the coach.  
**Encourage the athlete to discuss issues with the coach first.**
2. Notification of any schedule conflicts well in advance.
3. Specific concerns in regard to a coach's philosophy and/or expectation.

As your child becomes involved in the various programs at Wolsey-Wessington School, he/she will experience some of the most rewarding moments of his/her life. It is important to understand that there may be times when things do not go the way you or your child wish. At these times discussion with the coach may be desirable to clean up the issue and avoid any misunderstandings.

Please do not attempt to confront a coach before, during, or after a contest or practice. These can be emotional times for both the parent and the coach. Meetings of this nature do not promote resolution and even exacerbate the issue.

## **School Policies**

### **Dress Code**

Your appearance serves as an important indication of your attitude, personality, and self-image. It is important that your dress reflects not only your wishes, but also those of your parents and your school. Inappropriate clothing would include:

- have explicit or implicit sexual connotations
- profanity, expressed or implied
- graphic violence/derogatory messages
- midriff showing
- skirts and shorts of an inappropriate length
- undergarments showing
- clothes with excessive holes
- mesh tops or clothes deemed too revealing

### **Travel to and from Out of Town Activities**

Student-athletes are expected to ride the team bus to and from athletic events. In the instance that a student-athlete has an appointment, he/she may ride with a parent to the activity. If a parent is not present at the game and a student-athlete is to ride home with someone other than a parent, written notification must be received by the head coach from the parent. Notification can be through email or text. Without written notification from a parent, the child will ride the bus.

### **Out of town activities**

Students attending out of town activities at which Wolsey-Wessington students are participating are required to act in accordance with school policy. Students not doing so will be subject to discipline by the school.

Remember, you are representing your school and community and most importantly yourself. Many people do not see us play, and the only impression they have of us is when we pass through their town. Your dress on road trips should always be sharp and fashionable for the occasion. Dress appropriately and take pride in your appearance.

## **ISS/OSS and Absence from School Guidelines**

If a student is in ISS or OSS, they will not be allowed to practice or compete on the day(s) of the suspension. All ISS or OSS obligations must be completed prior to participation in any practice, competition, performance, or activity. In order to practice or compete on a given day, participants must be present in school three consecutive periods prior to dismissal or at the discretion of the principal, superintendent, or athletic director. The coach and principal will monitor attendance.

### **Inclement Weather Situations**

When school is dismissed early due to inclement weather, no practice or open gym will be conducted. All students will go home. When the school start time is delayed due to inclement weather no AM practice or open gym schedule will be held. When school is cancelled due to inclement weather, no practice or open gym will be held.

### **Requirements of Student-Athletes**

Student-athletes entering grades 7 and 10 will be required to have a physical and must take the IMPACT Concussion Baseline test before the first day of practice. Sixth grade student-athletes competing with high school students in XC and WR must have a physical and take the IMPACT test before the first day of practice. Both of these requirements must be met every three years. IMPACT tests are given at the school and administered by school staff. If an athlete sustains a concussion, he/she must pass the post injury test and be released to return to play by a medical provider (athletic trainer, doctor, or CNP). All student-athletes in grades 7-12 and 6<sup>th</sup> graders competing in cross country and/or wrestling must complete the annual paperwork required by our school and SDHSAA. The paperwork is available at the school and on the school website under the Athletics tab.

## Warbird Athletics

1. Varsity sports are games of skill that require athleticism
2. There is no substitute for skill, but hard work comes the closest.
3. There is **NOT** time in the busy season to hone all personal skills. That is done by individual players, outside of practice, through personal commitment.
4. Players who desire to get better can always find the time.
5. No player has ever played a perfect game; no official has ever officiated a perfect game; no coach has ever coached a perfect game; and no fan will ever watch a perfect game
6. When each player gets a little better, teams get a lot better
7. For best results:
  - a. Take care of injuries
  - b. Communicate with coaches and teammates
  - c. Eat right
  - d. Sleep right
  - e. Be on time!
8. Everyone makes a contribution to the team. No one makes the same contribution.
9. Excuses are **NOT** reasons.
10. If you did not work on your game in the off-season, rest assured you are no better than you were last year. Adjust your expectations accordingly.
11. **Everyone** has the opportunity to practice. Those who perform best at practice earn the chance to play.
12. Winning teams PRACTICE like winning teams.
13. Attitudes are contagious. Is yours worth catching?
14. Keep your priorities in proper order!
15. Successful players most often cite (in order below) the following reasons for their success:
  1. Personal commitment
  2. The encouragement and commitment of parents and family
  3. The encouragement and commitment of teammates
  4. The encouragement and commitment of coaches
  5. Support of fans and community

## The Key Commandments for Athletic Parents

1. I will make sure my child knows I love them in the thrill of the victorious moment and the period of agony brought on by defeat.
2. I will accept my child's strengths and weaknesses as they are - and focus on helping them to just do their best.
3. I will let the coaches coach - my role is to support, encourage, and motivate progress on a daily, weekly, monthly, and yearly basis.
4. I will teach them to enjoy the thrill of competition - the fulfillment of just being part of it all - and the satisfaction of having done your very best.
5. I will not re-live my athletic career through my children in any way.
6. I will not compete with the coach - together we will be a team to work toward the improvement of my child as a person, student, and athlete.
7. I will never compare and contrast the skills, courage, or attitude of my child with that of their teammates, or opponents, in a negative manner.
8. I will temper my reactions towards my child's tales of woe or heroism - we all tend to inflate reality to make it kinder to our personal standing.
9. I will take the time to know my child's coach in a way that allows me to understand his/her philosophy, ethics, knowledge, goals, aspirations, and responsibilities.
10. I will prioritize the agenda that drives my interest in the athletic program or any individual sport: the team agenda comes first- my personal agenda follows.
11. I will NOT allow the sport or game my child is part of the take on a life of its own

# Wolsey-Wessington School District

## Activity Rules

School activity participants are expected to demonstrate behavior that reflects positively on the individual, school, and community. The rules governing participation in school activity events are in force from the first day of fall practice until the last day of the State Track Meet. The chart below summarizes district policy and state laws regarding school activities.

During the school year and the season of practice, play or rehearsal, regardless of the quantity, a student shall not: 1. Use a beverage containing alcohol, 2. Use tobacco, 3. Or use or consume, have in possession, buy, sell or give away marijuana, or any controlled substance. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by her/his doctor.

### DEFINITIONS

**SCHOOL ACTIVITY**—School activities include but are not limited to athletics, band, cheerleading, clubs, drama, National Honor Society, oral interpretation, royalty candidates, student council, vocal, and any other student activities.

**SCHOOL ACTIVITY EVENT**—A public presentation, performance, competition, or trip associated with participation in a school activity.

**SUSPENSION PERIOD**—The suspension period for an activity rules violation begins on the date of the next school activity event in which the student is involved. The suspension period for a drug conviction is for twelve calendar months from the date of the conviction.

District Policy		State Law	
<b>Violation:</b> Possession, sale, use, or distribution of tobacco, or a controlled or mood-altering substance. Crime against person or property.		<b>Violation:</b> Drug conviction, adjudication, diversion, or suspended imposition of sentence	
<b>First Violation</b>	<b>Consequence</b> After confirmation of the first violation, the student shall lose eligibility for the next two consecutive interscholastic events or two weeks of a season in which the student is a participant, whichever is greater. If a student and parent participate in counseling sessions with our school counselor or a drug/alcohol counselor, the loss of eligibility will be one week or one game, whichever is greater.	<b>First Violation</b>	<b>Consequence</b> Suspension from participation in school activity events for 12 calendar months <b>Alternative</b> Suspension reduced to 60 school days if student participates in an assessment with a certified chemical dependency counselor and completes an accredited intensive prevention or treatment program.
		<b>Second Violation</b>	Permanent suspension from participation in school activity events
<b>Second Violation</b>	<b>Consequence</b> After confirmation of the second violation, the student shall lose eligibility for the next six consecutive inter-scholastic events in which the student is a participant, or six weeks, whichever is greater.	<b>Record of Violations</b> Violations accumulate for one year in middle school (grades 6-8). After 12 calendar months, a middle school student starts over with a clean record. Violations accumulate for four years in high school (grades 9-12). For example, if a student has a violation as a ninth grader, the violation is on record for four years. If a middle school student participates in high school activities, violations accumulate starting when the student's participation begins. For example, if an eighth grade student participates in high school activities and has a violation, that violation stays on record for five years. <b>Clean record provision</b> Students who have one violation then remain violation-free for 12 consecutive months start over with a clean record. This opportunity applies only once during a student's high school career. (Provision does not apply to suspension for a drug conviction, adjudication, diversion, or suspended imposition of sentence.) <b>No Penalty Provision</b> Students are encouraged to seek help for chemical dependency problems. Students with no identified violations will not be penalized if they voluntarily enter a treatment program and abstain. (If, while in the program, students violate the rules, they will be penalized the same as other students.)	
<b>Third Violation</b>	<b>Consequence</b> After confirmation of the third or subsequent violations, the student shall lose eligibility for the next twelve months		

### PROCESS:

- 1 The principal or Athletic Director must inform the student of the rule, regulation, or policy that has allegedly been violated.
  - 2 The student will be given an opportunity to answer the charges and present evidence on his or her behalf.
  - 3 The principal shall render a decision as soon as possible after reviewing the case.
- Upon suspending a student, if possible, the principal shall provide oral notice of the suspension to the student's parents or guardian. The principal shall also provide written notice to the parents or guardian. The principal's decision may be appealed to the superintendent.

**Athlete Signature:**

**Date:**

**Parent Signature:**

**Date:**



## South Dakota Comprehensive Plan/Program Narrative

### **Sec. 300.201 Consistency with State policies.**

The LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures, established under Secs. 300.101 through 300.163, and 300.165 through 300.174. (Authority: 20 U.S.C. 1413(a)(1))

### **South Dakota Administrative Rule 24:05:21:01. Local education agency comprehensive plans- Contents.**

Each local education agency must have a current comprehensive plan approved by the school board on file with the district superintendent or designee. Documentation supporting the implementation of the local school district's comprehensive plan shall be maintained by the district for review by Special Education Programs staff during onsite monitoring visits. Districts shall update comprehensive plans consistent with 24:05:21:01.02 and recertify their content annually.

The Wolsey-Wessington School has formally adopted the following policies and procedures as the district's comprehensive plan for special education. These policies and procedures were approved by the school board on July 12, 2021. As indicated by the signature below, the authorizing official acknowledges the cooperative will meet all requirements of the Individuals with Disabilities Education Act and Article 24:05 through the implementation of these policies and procedures and furthermore, provides assurances that it meets each of the conditions in 34 CFR 300.201 through 300.213.

CERTIFICATION- I certify that I have read and reviewed the above assurance and will comply with all provisions of applicable federal and state laws.

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Signature of Authorized Official

Date

Jennifer Boomsma-Kelsey Superintendent/Special Education Director

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Typed Name and Title

375 Ash St, Wolsey, SD 57384

605-883-4221

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Address/State/Zip

Telephone Number

Department of Education  
Special Education Programs  
800 Governor's Drive  
Pierre, SD 57501

If your coop is turning in one comprehensive plan narrative for all member districts, every district must still submit this page.

## South Dakota LEA Comprehensive Plan: Program Narrative

### SECTION I: Free and Appropriate Public Education (FAPE) 34 C.F.R. §§ 300.101-300.108, 300.110; ARSD 24:05:13:02

The district/cooperative and all member schools/districts will make available to all children with disabilities residing in the district(s) between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school, as provided for in 300.530(d); 24:05:26 and 24:05:26.01, ARSD. Specific reference in the narrative to include:

- FAPE beginning at age 3; 300.101(b); ARSD 24:05:13:02
- Children advancing from grade to grade; 300.101(c); ARSD 24:05:13:02
- Limitations- age exceptions to FAPE; 300.102; ARSD 24:05:22:04.01
- FAPE- methods and payments; 300.103; ARSD 24:05:19:08
- Residential placement; 300.104; ARSD 24:05:19:08
- Assistive technology; 300.105; ARSD 24:05:27:20, ARSD 24:05:27:18, ARSD 24:05:27:19
- Extended school year services; 300.106; ARSD 24:05:25:26
- Nonacademic services; 300.107; ARSD 24:05:28:06
- Physical education; 300.108; ARSD 24:05:28:08
- Program options; 300.110; ARSD 24:05:28:04

District Narrative: (Review cited regulation to describe local implementation.)

- **FAPE beginning at age 3; 300.101(b); ARSD 24:05:13:02**

The Wolsey-Wessington School will make a FAPE available to all students with disabilities who reside within the boundaries of the cooperative between the ages of 3 and 21 years of age. This includes any student with a disability who has been suspended or expelled. All eligible preschool aged students will have FAPE made available to them by their third birthday, including those whose birthdays fall during the summer months.

It is the goal of the Wolsey-Wessington School to provide full educational opportunity to all children with disabilities, aged birth through twenty-one, consistent with the timetable established in the South Dakota Eligibility Document or Part B of the Individuals with Disabilities Act.

- **Children advancing from grade to grade; 300.101(c); ARSD 24:05:13:02**

All eligible students with disabilities, regardless of whether they are advancing from grade to grade, will have a FAPE available to them on an individualized basis as determined by the student's IEP team annually. Exceptions to FAPE for students aged 3-21 includes those students who have graduated from high school with a regular high school diploma. In addition, the Wolsey-Wessington School, will make FAPE available to children from birth to three who qualify for prolonged assistance. For students with disabilities who turn 21 during the fiscal year, the district will provide FAPE until June 30.

- **Limitations- age exceptions to FAPE; 300.102; ARSD 24:05:22:04.01**

The Wolsey-Wessington School provides services to individuals age 0 – 21 who are determined eligible for special education services.

Students who have graduated from high school with a regular diploma are no longer eligible for services.

- **FAPE- methods and payments; 300.103; ARSD 24:05:19:08**

The Wolsey-Wessington School provides services to students without cost to parents to ensure a FAPE. Member districts will utilize whatever federal, state, local and private funds are available to meet its obligations for the provision of FAPE. The cooperative may bill Medicaid for services provided for eligible students.

- **Residential placement; 300.104; ARSD 24:05:19:08.**

The Wolsey-Wessington School provides related services, nonmedical care and room and board for residential services at an approved public or private residential center. The Wolsey-Wessington School will work to locate appropriate and approved residential centers for students whose IEP team determines is in need of such services.

- **Assistive technology; 300.105; ARSD 24:05:27:18 ARSD 24:05:27:19**

The Wolsey-Wessington School ensures assistive technology services that are necessary for the provision of FAPE and for students to receive benefit from their special education program are provided without cost to the parent. This may include: functional evaluation, acquisition of assistive technology through purchase or lease, customizing devices to benefit individual student and/or training for family, student and/or staff. The cooperative may assist districts in determining and locating appropriate assistive technology. This may also include assistive technology to be used at home, when that is determined to be essential for FAPE on a case by case basis.

- **Extended school year services; 300.106; ARSD 24:05:25:26**

Extended School Year services are provided to individual students to ensure benefit of special education based on the IEP teams determination for need including: regression/recoupment of skills, maintenance of critical life skills, and/or emerging skills. These will be provided at no cost to the parents.

- **Nonacademic services; 300.107; ARSD 24:05:28:06**

The Wolsey-Wessington School works through the IEP team to determine necessary services for students to participate in nonacademic activities.

- **Physical education; 300.108; ARSD 24:05:28:08**

To the maximum extent possible, students with disabilities will participate in physical education classes with non-disabled peers unless a student requires specially designed physical education as determined through the IEP process.

- **Program options; 300.110; ARSD 24:05:28:04**

The Wolsey-Wessington School works to ensure all students within the member districts are provided the opportunity to participate in any program provided. The IEP team determines what supports and services are necessary for the individual with disabilities to participate with their peers.

## **SECTION II: Full educational opportunity goal (FEOG) 34 C.F.R. § 300.109; ARSD 24:05:22:04, ARSD 24:05:22:04.01**

The district/cooperative and all member schools/districts will have in effect policies and procedures, demonstrating that the district/cooperative has established a goal of providing full educational opportunity to all children with disabilities, aged birth through 21, and include a timetable for accomplishing that goal.

District Narrative: (Review cited regulation to describe local implementation.)

The Wolsey-Wessington School, consistent with the timetable established by the State of South Dakota and Part B of the Individuals with Disabilities Education Act (IDEA), has a goal of providing full educational opportunity to all children with disabilities, aged birth through twenty-one. The district will review data annually to guide decisions with regard to adjustments in its programs to ensure appropriate services to all students with disabilities.

1. The Wolsey-Wessington School will utilize a referral document and informal review of information to determine need for special education evaluation and if so suspected areas of disability. (Utilizing forms through Sped Advantage)
  - a. **Referral** – A referral includes any written request, which brings a student to the attention of a school district administrator as a student who may be in need of special education. A referral made by a parent may be submitted verbally, but it must be documented in writing by the district
2. Parents will be included in information review to determine need for evaluation. If district determines no need for evaluation, **Parental Prior Written Notice** will be sent documenting district's decision.
3. Based upon the skill areas affected, the eligibility guide, information obtained through the informal review and information from parents will be used to determine category(s) of disability to be considered during evaluation.
4. Parents will be contacted to gain their input into the evaluation process and the areas to be assessed.
5. **Parental Prior Notice/Consent** Form will be completed and sent to parents. (Located on DOE website and through Sped Advantage)
6. Upon receipt of the signed **Parental Prior Notice/Consent Form**, the date that permission was received by the district will be documented on the form along with the date evaluation must be completed and eligibility must be determined.
7. Upon receipt the district will complete evaluation plan form to ensure all evaluators are provided with consent information.
8. In conjunction with **CORE Educational Cooperative**, the Wolsey-Wessington School, the will secure an evaluation team to conduct a comprehensive evaluation in all areas of suspected disability that matches with the types of evaluations checked on the **Parental Prior Notice/Consent Form**. In addition to completing evaluations that will help the team determine eligibility, they will also gather functional assessment data and developmental information about the child relating to progress in the general curriculum.
9. Unless other timelines are agreed to, the evaluation will be completed within **25 school days** of receipt of the signed **Parental Prior Notice/Consent Form**.
10. Upon completion of all evaluations, the data will be analyzed and compiled into a written report(s). The report(s) will be disseminated to team members prior to the meeting (whenever possible), which will be held within **30 calendar days** from the end of the allowable evaluation period.
11. The school district, evaluators and parents will decide upon a mutually agreeable meeting date. The district will mail to the parent a completed **Meeting Notice** (Located on DOE website and through Sped Advantage) informing them of the meeting date, time, place, persons invited to attend the meeting, and other required prior notice content information.
12. At the meeting, the team will review the evaluation report(s), determine eligibility for special education and special education and related services, and, if appropriate, develop an IEP and then determine placement in the appropriate least restrictive environment.
13. The parent's consent, which is required for initial placement, will be obtained by the district prior to implementation of an IEP. (Located on DOE website and utilizing forms through Sped Advantage)
14. After placement, the IEP team will meet on at least an annual basis to review progress and goals.

## **SECTION III: Child Find 34 C.F.R. § 300.111; Child Identification ARSD 24:05:22**

The district/cooperative and all member schools/districts must have in effect policies and procedures for ensuring that all children with disabilities who reside within the boundaries of the district/cooperative member districts, including those who are homeless children or are wards of the state, and children with disabilities who attend private schools, regardless of the severity of their disabilities, who are in need of special education and related services are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services. Specific reference in the narrative to include:

- Use of the term developmental delay; ARSD 24:05:24.01:09
- Children who may be suspected of having a disability, and in need of special education, even though they are advancing from grade to grade, 300.111(c)(1); ARSD 24:05:22:01
- Children who are highly mobile, including migrant children, 300.111(c)(2); ARSD 24:05:22:01

District Narrative: (Review cited regulation to describe local implementation.)

The Wolsey-Wessington School has in effect policies and procedures to ensure that all children with disabilities who reside within the boundaries of the member districts and who may be in need of special education and related services are located, identified, and evaluated according to all relevant regulations. This includes those students who may be homeless or wards of the state, as well as children with disabilities who may attend private schools within the jurisdiction of the district. Child find includes our ongoing efforts to identify pre-school and school age students with disabilities through our referral and evaluation procedures, as well as our periodic screening of preschoolers who may be experiencing developmental delays.

CORE Educational Cooperative assists xxx with the publishing of an annual public awareness campaign for informing the parents or guardians of children (birth through 21) residing within the legal boundaries of the member districts and other interested parties located within the jurisdiction of the member school districts, including all public and private agencies and institutions, the special education program services available within the cooperative and how to access them. Methods used to inform parents and other interested parties of the identification, location and evaluation of children in need of special education or special education and related services may include several of the following:

1. Newspaper release in the local district legal paper.
2. Radio announcements within the local district coverage area.
3. Information published in the local district handbook and newsletter.
4. Written materials will be made available to interested parties within the jurisdiction of each school district.
5. Information will be published in the local district newspaper regarding screening activities to be conducted for children aged 0 through five.
6. Written information will be displayed to make the public aware of the child find activities occurring in the district.
7. At each preschool screening, information will be available for contact information related to children age birth to three who may have delays.

The Wolsey-Wessington School ensures that each identified student with a disability has a current IEP in place that meets the requirements of Section 636(d) of the IDEA, and that has been developed in accordance with the requirements at 34 CFR sections 300.320 through 324. All identified students with disabilities in member districts will have a current IEP in place at the beginning of the school year, and for eligible preschool students, by their third birthday. Each eligible student's IEP will be reviewed periodically, but not less than annually, to review progress and determine whether annual goals are being met.

Referrals will be addressed on an ongoing basis throughout the year when brought to the attention of the cooperative. Referrals submitted late in the school year or during the summer months may not be acted upon until the beginning of the next school year.

1. As designated by the Superintendent, the Special Education Director is responsible for coordination, implementation and documentation of the system and will maintain data regarding child identification activities.
2. Data will include all children screened and referred, those receiving a multidisciplinary evaluation, those referred but not evaluated, those evaluated but not placed and those receiving special education and related services.
3. The establishment of written procedures for collecting, maintaining, and reporting current and accurate data on all child identification activities which must be ongoing and include children not currently enrolled in the public school education program.

**a. Collecting .** The Wolsey-Wessington School will maintain a file documenting its child find activities. This will include:

- i. Annual Student Information System (DDN Campus)
- ii. Child identification news release information
- iii. Written materials of services available
- iv. Screening press release
- v. Parent rights brochure

- vi. Referral Forms
- vii. Student Handbooks or newsletter containing pertinent data
- viii. Any other written material developed and used to support the ongoing child identification process including information from all public and private agencies and institutions located within the jurisdiction of the district.
- ix. Database located on Sped Advantage

**b. Maintaining:** Wolsey-Wessington School maintain all information through the SIMS computer program, special education records within the classrooms, a file of screening activities, the database located on Sped Advantage and announcements within the special education director's office.

**c. Reporting:** Screening information is given directly to the parents. All reporting is also submitted to the state as well as keeping records within the school which are available upon parental request.

4. A practical method of determining which children are currently receiving needed special education or special education and related services. Documentation supporting the implementation of a local school district's child identification system shall be maintained by the district for review by Special Education Program staff during on-site monitoring visits and must include annual child count data submitted to the division for approval.

The Wolsey-Wessington School caseloads from all related service providers and special education instructors are maintained within the Sped Advantage database. They are reviewed at the end and beginning of each year. The district provides child count information to assist the cooperative in determining what services are needed within each district. Related service providers assist the member districts in determining correctness of child count.

- **Use of the term developmental delay; ARSD 24:05:24.01:09**

The Wolsey-Wessington School utilizes the eligibility criteria of developmental delay for individuals through age 5 to receive special education services. These students include those who score at least 1.5 standard deviations below their same age peers in at least two areas of development or 2 standard deviations in at least one area of development. The areas of development are cognitive, physical, communication, social or emotional and adaptive.

- **Children who may be suspected of having a disability, and in need of special education, even though they are advancing from grade to grade, 300.111(c)(1); ARSD 24:05:22:01**
- **Children who are highly mobile, including migrant children, 300.111(c)(2).**

Children who have been identified as in need of special education are provided services based on their need and eligibility. Advancement from grade to grade and/or mobility are not used in determining eligibility for services.

**SECTION IV: Individualized Education Program (IEP) 34 C.F.R. 300.112; ARSD 24:05:27**

The district/cooperative and all member schools/districts will ensure that an individualized education plan (IEP), or an individual family service plan (IFSP) that meets the requirements of section 636(d) of the Act, is developed, reviewed, and revised for each child with a disability in accordance with 34 C.F.R. §§ 300.320 – 300.324, except as provided in 300.300(b)(3)(ii). Specific reference must include:

- Content of the IEP; 300.320(a)(1-7); ARSD 24:05:27:01.03
- Transition services; 300.320(b); ARSD 24:05:27:13.02
- Transfer of rights at the age of majority; 300.320(c); ARSD 24:05:27:01.03
- The IEP team; 300.321; ARSD 24:05:27:01.01
- Parent participation in the IEP; 300.322; ARSD 24:05:25:16
- When the IEP must be in effect; 300.323; ARSD 24:05:25:22
- Development of the IEP; 300.324; ARSD 24:05:27:01.02
- Routine checking of hearing aids and external components of surgically implanted medical devices, 300.113; ARSD 24:05:27:05

District Narrative: (Review cited regulation to describe local implementation.)

- **Content of the IEP; 300.320(a)(1-7); ARSD 24:05:27:01.03**

The Wolsey-Wessington School utilizes the Sped Advantage database system to ensure all parts of the IEP are included. IEP process and compliance training is provided as needed through group trainings utilizing the state or cooperative staff. Coop personnel are available to assist districts with completion of IEP's to ensure appropriate content is developed.

CORE Educational Cooperative works with xxx to ensure that each student's individualized education program shall include:

- (1) A statement of the student's present levels of academic achievement and functional performance, including:
  - (a) How the student's disability affects the student's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students); or
  - b) For preschool student, as appropriate, how the disability affects the student's participation in appropriate activities;
- (2) A statement of measurable annual goals, including academic and functional goals, designed to:
  - (a) Meet the student's needs that result from the student's disability to enable the student to be involved in and progress in the general education curriculum; and
  - (b) Meet each of the student's other educational needs that result from the student's disability; For students with disabilities who take alternate assessments aligned to alternate achievement standards, each student's IEP shall provide a description of benchmarks or short-term objectives;
- (3) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student:
  - (a) To advance appropriately toward attaining the annual goals;
  - (b) To be involved and make progress in the general education curriculum in accordance with this section and to participate in extracurricular and other nonacademic activities; and
  - (c) To be educated and participate with other students with disabilities and nondisabled students in the activities described in this section;
- (4) An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in activities described in this section;
- (5) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on state and district-wide assessments consistent with § 24:05:14:14. If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or district-wide assessment of student achievement, a statement of why:
  - (a) The student cannot participate in the regular assessment; and
  - (b) The particular alternate assessment selected is appropriate for the student;
- (6) The projected date for the beginning of the services and modification described in this section and the anticipated frequency, location, and duration of those services and modifications;
- (7) A description of how the student's progress toward the annual goals described in this section will be measured and when periodic reports on the progress the student is making toward meeting the annual goals will be provided;
- (8) Beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP shall include:
  - (a) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training or education, employment, and, if appropriate, independent living skills; and
  - (b) The transition services (including courses of study) needed to assist the student in reaching those goals; and
- (9) Beginning not later than one year before a student reaches the age of majority under state law, the student's individualized education program must include a statement that the student has been informed of his or her rights under Part B of the Individuals with Disabilities Education Act, if any, that will transfer to the student on reaching the age of majority consistent with § 24:05:30:16.01.

- **Parent participation in the IEP; 300.322; ARSD 24:05:25:16**

CORE Educational Cooperative will assist Wolsey-Wessington School ensuring that one or both parents of the child are present at each IEP team meeting or are afforded the opportunity to participate. The district shall notify parents of the meeting early enough to ensure that they will have an opportunity to attend, scheduling the meeting at a mutually agreed-upon time and place. The notice to the parents shall state the purpose, time, and location of the IEP team meeting and who will be in attendance and inform the parents of the provisions relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child, including information related to the participation of the Part C service

coordinator or other representatives of the Part C system at the initial IEP Team meeting for a child previously served under Part C of the IDEA.

If a purpose of the IEP team meeting is the consideration of postsecondary goals and transition services for a student, the notice must also address the provisions of § 24:05:25:16.01.

If parents cannot attend, the district shall use other methods to ensure participation, including virtual and/or individual or conference telephone calls consistent with § 24:05:27:08.04.

Parent participation should be documented in written format. This may be found within the IEP or the Parental Prior Written Notice.

- **When the IEP must be in effect; 300.323; ARSD 24:05:25:22**

The cooperative works with Wolsey-Wessington School to ensure if the child is determined to be in need of special education or special education and related services, the IEP team shall develop an appropriate individual education program for the child. At the beginning of each school year thereafter, the district must have in effect an IEP for each child with disabilities within its jurisdiction. For children beginning at age three, an IEP shall be in effect by that date. If a child's third birthday occurs during the summer, the IEP team shall determine the date when services under the IEP will begin.

- **Development of the IEP; 300.324; ARSD 24:05:27:01.02**

1. The superintendent/designee will be responsible to ensure that the proper procedures are followed in the development, review, and revision of each IEP. This would include completing and mailing parental prior notices and other correspondence relating to development, review, or revision of IEP's, adhering to time lines, composition of the IEP team, and properly completing each section of the IEP.
2. The IEP team will ensure that all appropriate special education issues are addressed and documented on the IEP. The district's Comprehensive Plan along with the IEP Technical Assistance Guide (available from Special Education Programs) will be used as references in the development, review, and revision of each IEP.
  - (a) In the case of a student whose behavior impeded his or her learning or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior. Information to support positive behavior will be included within a Behavior Intervention Plan which will include the behavior, behavior supports and positive reinforcements. If restraint is addressed through the student's IEP/BIP, the team meeting will address procedures and training timelines for implementing the BIP.
  - (b) In the case of a student with limited English proficiency, consider the language needs of the student as these needs relate to the student's IEP;
  - (c) In the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the team determines, after an evaluation of the students' reading and writing skills, needs and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student;
  - (d) Consider the communication needs of the student and, in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode; and
  - (e) Consider whether the student requires assistive technology devices and services.
3. All decisions of the IEP team will be made jointly by the parents and school personnel through the IEP process and specified on the child's IEP.
4. The general education teacher of a student with a disability, as a member of the individualized education program team, must, to the extent appropriate, participate in the development, review and revision of the student's IEP, including the determination of appropriate positive behavioral interventions and supports and other strategies for the student and the determination of supplementary aids and services, program modifications and supports for school personnel that will be provided for the student consistent with subdivision 24:05:27:01:03 (3).
5. The IEP will be in effect before special education and related services are provided to a child and will be implemented as soon as possible following a placement committee meeting.
6. The special educator will ensure that the parent receives a copy of the completed IEP. The district will ensure the general educators and other service providers are made aware of the sections of the IEP they are responsible for implementing in the child's program.
7. At the conclusion of each meeting or following any decision made by the IEP team, the parents will be provided with written notice of proposals or refusals and given five days to consider acceptance of said proposals or refusals.

- **Transition services; 300.320(b); ARSD 24:05:27:13.02**

The Wolsey-Wessington School requires transition services to be addressed no later than age 16. These services are designed to assist the student with moving from a school based environment to post school activities including education, employment and daily living. Several measures are utilized to assess a student's transition. Those needs will then be reported through goals and activities on the IEPs. The cooperative along with the member school districts use the state transition liaisons, school counselors and Vocational Rehabilitation to identify and implement transition services. Project Skills is also utilized.

- **Transfer of rights at the age of majority; 300.320(c); ARSD 24:05:27:01.03**

Prior to age 17, The Wolsey-Wessington School district provides information to parents and students concerning transfer of rights. This information includes brochures for transition information, rights and also discussion of guardianship as appropriate. Website from state is provided to parents.

- **The IEP team; 300.321; ARSD 24:05:27:01.01**

CORE Educational Cooperative will assist xxx to ensure the IEP team for each student with disabilities includes the following member as appropriate.

(1) The parents of the student;

(2) Not less than one regular education teacher of the student if the student is, or may be, participating in the regular education environment;

(3) Not less than one special education teacher of the student or, if appropriate, at least one special education provider of the student;

(4) A representative of the school district who: (a) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities; (b) Is knowledgeable about the general education curriculum; and (c) Is knowledgeable about the availability of resources of the school district;

(5) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in subdivisions 2 to 6, inclusive, of this section;

(6) At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student including related services personnel as appropriate;

(7) If appropriate, the student; and

(8) If appropriate, Transition services participants as described in §§ 24:05:25:16.01 and 24:05:25:16.02. The determination of the knowledge or special education expertise of any individual described in this section shall be made by the party (parents or district) who invited the individual to be a member of the IEP team.

A district may designate another district member of the IEP team to also serve as the district representative, if the criteria in this section are satisfied.

- **Routine checking of hearing aids and external components of surgically implanted medical devices, 300.113; ARSD 24:05:27:05**

The CORE Educational Cooperative along with xxx develop procedures as necessary for maintaining devices within each student's IEP as appropriate.

#### **SECTION V: Least Restrictive Environment (LRE), 34 C.F.R. §§ 300.114 – 300.120; ARSD 24:05:28**

The district/cooperative and all member schools/districts will ensure that, to the maximum extent appropriate, children with disabilities, including those in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature and severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Specific reference must include:

- A continuum of alternative placements; 300-115; ARSD 24:05:28:02
- Placements; 300.116; ARSD 24:05:28:03
- Non-academic settings, 300.117; ARSD 24:05:28:06
- Children in public or private institutions; 300.118; ARSD 24:05:28:07
- Teachers and administrators are provided with technical assistance and training; 300.119; ARSD 24:05:28:11
- Monitors placements, 300.120; ARSD 24:05:28:12

District Narrative: (Review cited regulation to describe local implementation.)

The CORE Educational Cooperative along with Wolsey-Wessington School ensures the availability of a continuum of alternative placements to provide each student with a disability the opportunity for education in the Least Restrictive Environment. Any removal of a student with a disability from the regular education environment may occur only when the nature and severity of the child's needs dictate that education in regular classes, with the use of supplementary aids and services cannot be achieved satisfactorily.

- **A continuum of alternative placements; 300-115; ARSD 24:05:28:02**
- **Placements; 300.116; ARSD 24:05:28:03**

Each child's placement within the continuum (1. Regular education programs with modification; 2. Resource room; 3. Self-contained program; 4. Separate day school programs; 5. Residential school programs; 6. Home and hospital programs; 7. Other settings) is determined annually by the IEP team. Decisions are based on the child's strengths and needs in the areas of eligibility. The team reviews the child's goals, mode of instruction, necessary modifications and possible harmful effects of placement along the continuum to determine the least restrictive environment for each child.

Unless a child's IEP requires some other arrangement, the child shall be educated in the school which that child would normally attend. A child with a disability is not removed from education in age appropriate regular classrooms solely because of needed modification in the general education curriculum.

The team reviews the child's goals and determines the need for specialized instruction to meet each of them. As part of that decision the team determines the need for related service personnel to allow the child to be successful within the educational program. Related services must be directly related to the student's disability and determined on an annual basis. The IEP team shall provide for supplementary services, such as resource room or itinerant instruction to be provided in conjunction with regular class placement as applicable.

- **Non-academic settings, 300.117; ARSD 24:05:28:06**

The CORE Educational Cooperative along with xxx utilizes information provided by the IEP team when providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities listed in this chapter. The district will ensure that each child in need of special education or special education and related services participates with children without disabilities in those services and activities to the maximum extent appropriate to the needs of that child. The district will ensure that each child with a disability has the supplementary aids and services determined by the child's IEP team to be appropriate and necessary for the child to participate in nonacademic settings.

- **Children in public or private institutions; 300.118; ARSD 24:05:28:07**

The special education director or superintendent designee attends the IEP meetings of students placed in other facilities to ensure the policies and procedures of educating students with children who are not disabled is met.

- **Teachers and administrators are provided with technical assistance and training; 300.119; ARSD 24:05:28:11**

The Wolsey-Wessington School sends personnel to state and regionally sponsored trainings to ensure continued compliance and understanding of special education procedures. Regular professional development is provided by CORE Educational Cooperative staff to staff from member districts. This training may include: IEP Process, crisis intervention, paraprofessional training, database management, or other requested trainings from member districts.

- **Monitors placements, 300.120; ARSD 24:05:28:12**

CORE Educational Cooperative will assist xxx in submitting data to the State for the purpose of monitoring educational placements for students with disabilities on an annual basis.

**SECTION VI: Procedural Safeguards, 34 C.F.R. § 300.121; ARSD 24:05:30**

The district/cooperative and all member schools/districts will ensure that all children with disabilities and their parents are afforded procedural safeguards required by 34 C.F.R. §§300.500 through 300.536, and consistent with South Dakota Administrative Rule. Specific reference must include:

- Opportunity to examine records; parent participation in meetings; 300.501(a)(b)(c); ARSD 24:05:30:02
- Independent educational evaluations; 300.502; ARSD 24:05:30:03
- Prior written notice; content of notice; 300.503; ARSD 24:05:30:04
- Procedural safeguards notice; 300.504; ARSD 24:05:30:06.01, ARSD 24:05:30:06.02
- Use of electronic mail; 300.505; ARSD 24:05:30:06.03
- Availability of mediation; 300.506; ARSD 24:05:30:09
- Filing of due process complaints; 300.507; 300.508; 300.509; ARSD 24:05:30:07.01
- Resolution process; 300.510; ARSD 24:05:30:08.09-.12
- Impartial due process hearing; 300.511; ARSD 24:05:30:09.04
- Hearing rights; 300.512; ARSD 24:05:30:12
- Hearing decisions; 300.513; 300.514; 300.515; 300.516; 300.517; ARSD 24:05:30:11
- Status of child during due process proceedings; 300.518; 24:05:30:14 ARSD.
- Surrogate parents; children who are wards of the state; homeless youth; 300.519; ARSD 24:05:30:15
- Transfer of rights at age of majority; 300.520; ARSD 24:05:30:16.01
- Discipline procedures and manifestation determination; 300.530; ARSD 24:05:26:09.03
- Determination of setting; 300.531; ARSD 24:05:26:09.2
- Right of appeal of the determination of setting; 300.532; ARSD 24:05:26:09.05
- Placement during appeals; 300.533; ARSD 24:05:26:09.06
- Protections for children not determined eligible for special education and related services; 300.534; ARSD 24:05:26:14
- Referral to action by law enforcement and judicial authorities; 300.535; ARSD 24:05:26:15
- Change of placement due to disciplinary removals; 300.536; ARSD 24:05:26:02.01

District Narrative: (Review cited regulation to describe local implementation.)

The Wolsey-Wessington School ensures that all children with disabilities and their parents are afforded the required procedural safeguards of 34 CFR 300.500 through 300.356 as outlined in the *South Dakota Parental Rights and Procedural Safeguards* document.

CORE Educational Cooperative will provide each member district with updated copies of the procedural safeguards document. The Wolsey-Wessington School will provide a copy of the procedural safeguards document to the parents of an eligible child with a disability at least one time each year, in addition to the following:

- Upon initial referral or parent request for an evaluation;
- Upon request by the parent;
- In accordance with discipline procedures outline in the procedural safeguards document;
- Upon receipt of the first state complaint or first due process complaint in a given school year.

Parents of the Wolsey-Wessington School are also informed of the posted copy of the procedural safeguards document on the DOE website in both English and Spanish to afford access to the public.

- **Opportunity to examine records; parent participation in meetings; 300.501(a)(b)(c); ARSD 24:05:30:02**

The Wolsey-Wessington School ensures the parents of a child in need of special education or special education and related services shall be afforded an opportunity to inspect and review all education records concerning the identification, evaluation and educational placement of the child and the provisions of a free appropriate public education to the child.

- **Independent educational evaluations; 300.502; ARSD 24:05:30:03**

The Wolsey-Wessington School through the CORE Educational Cooperative has a policy in place to ensure IEE services are available to parents. Upon a parental request for an IEE the district shall provide to parents, information about where an independent educational evaluation may be obtained and the district criteria applicable for independent education evaluations specified in this section.

If a parent requests an independent educational evaluation, the district may ask for the parent's reason why he or she objects to the public evaluation. However, the explanation by the parent may not be required and the district may not unreasonably delay either providing the independent educational evaluation at public expense or filing a due process complaint to request a due process hearing to defend the public evaluation.

If the parent requests an independent educational evaluation at public expense, the district must, without unnecessary delay, either file a due process complaint to request a hearing under this chapter to show that its evaluation is appropriate, or ensure that an independent educational evaluation is provided at public expense unless the district demonstrates in a hearing that the evaluation obtained by the parent did not meet district criteria. If the district files a due process complaint to request a hearing under this chapter and the final decision is that the evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense. A parent is entitled to only one independent educational evaluation at public expense each time the district conducts an evaluation with which the parent disagrees.

If a parent obtains an independent educational evaluation at public expense or shares with the district an evaluation obtained at private expense, the results of the evaluation will be considered by the district, if it meets district criteria, in any decision made with respect to the provision of a free appropriate public education to the child and may be presented by any party as evidence at a hearing under this chapter regarding that child.

If a hearing officer requests an independent educational evaluation as part of a hearing, the cost of the evaluation must be at public expense. If an independent evaluation is made at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria.

**Independent Educational Evaluations (IEE):** Evaluations provided by our school district (IEE) are completed by employees from the CORE Educational Cooperative and are administered by:

- Certified School Psychologists
- Masters Level Speech Pathologist
- Masters Level Occupational Therapist
- Masters Level Physical Therapist
- Trained Academic Evaluators

Within our immediate area South Central Cooperative has agreed, if requested, to conduct an outside independent evaluation. This is done at no cost to the parent requesting this evaluation. Their staff is qualified, according to the state of South Dakota, to conduct evaluations for special education. They are comparable in their training and expertise to the CORE Educational Cooperative staff. Specific names and certifications are available through South Central Cooperative.

### **Independent Autism Evaluation**

When conducting an evaluation to determine Autism, the District uses a team of professionals from an educational Cooperative that have specific training and experience with Autism. Members of the team are typically a school psychologist, or other individual, who is qualified to administer the autism specific measures as well as to interpret behavior scales, a speech/language therapist, an occupational therapist who is familiar with sensory issues, and other professionals depending on the unique needs of the specific child.

When considering the need for an independent Autism educational evaluation, both Lifescape (2501 West 26th Street *Sioux Falls, SD* 57105. Office: 605-782-2300. Toll-Free: 800-584-9294) and the Center for Disabilities (1400 West 22<sup>nd</sup> St. *Sioux Falls*; 605-357-1439) include a variety of professionals and provide a comprehensive evaluation that meets the district criteria for an Autism team. South Central Cooperative also has a team of certified individuals who can conduct an evaluation to determine educational eligibility for autism.

- **Prior written notice; content of notice; 300.503; ARSD 24:05:30:04**

The CORE Educational Cooperative along with xxx uses the PPWN provided through Sped Advantage to ensure all content is appropriate. School district staff is encouraged to attend state training on appropriate completion of the PWN and also provides training as necessary. Technical Assistance guides are available on the state website and teachers are encouraged to have them available.

- Use of electronic mail; 300.505; ARSD 24:05:30:06.03

Upon parent request or permission, the district may utilize electronic mail to provide prior written notice, procedural safeguards and other information.

- Availability of mediation; 300.506; ARSD 24:05:30:09

The CORE Educational Cooperative along with Wolsey-Wessington School will provide information to parents concerning mediation for dispute resolution by providing procedural safeguards and explaining the process. Procedures for medication are as follows:

(1) Ensure that mediation is viewed as voluntary and freely agreed to by both parties and is in no way used to deny or delay an aggrieved party's right to a hearing on a parent's due process complaint, or to deny any other rights afforded under this article; and

(2) The mediation conference is an intervening, informal process conducted in a non-adversarial atmosphere that is scheduled in a timely manner and held in a location that is convenient to the parties in the dispute.

- Filing of due process complaints; 300.507; 300.508; 300.509; ARSD 24:05:30:07.01

A parent or the district may file a due process complaint on any matters relating to the identification, evaluation or educational placement of a child with a disability, or the provision of FAPE to the child.

- Resolution process; 300.510; ARSD 24:05:30:08.09-.12
- Impartial due process hearing; 300.511; ARSD 24:05:30:09.04
- Hearing rights; 300.512; ARSD 24:05:30:12
- Hearing decisions; 300.513; 300.514; 300.515; 300.516; 300.517; ARSD 24:05:30:11
- Status of child during due process proceedings; 300.518; ARSD 24:05:30:14
- Surrogate parents; children who are wards of the state; homeless youth; 300.519; ARSD 24:05:30:15
- Transfer of rights at age of majority; 300.520; ARSD 24:05:30:16.01
- Discipline procedures and manifestation determination; 300.530; ARSD 24:05:26:09.03
- Determination of setting; 300.531; ARSD 24:05:26:09.2
- Right of appeal of the determination of setting; 300.532; ARSD 24:05:26:09.05
- Placement during appeals; 300.533; ARSD 24:05:26:09.06
- Protections for children not determined eligible for special education and related services; 300.534; ARSD 24:05:26:14
- Referral to action by law enforcement and judicial authorities; 300.535; ARSD 24:05:26:15
- Change of placement due to disciplinary removals; 300.536; ARSD 24:05:26:02.01

The CORE Educational Cooperative along with Wolsey-Wessington School provides a copy of procedural safeguards and offers explanation of above situations when requested by parent. Information is also provided for parents to contact SD Advocacy and Parent Connection for assistance in these areas.

#### **SECTION VII: Evaluation 34 C.F.R. §300.122; ARSD 24:05:25**

The district/cooperative and all member schools/districts will ensure that all children with disabilities are evaluated in accordance with 34 C.F.R. §§300.300 through 300.311. Specific references must include:

- Parental consent (for initial evaluation, services, and re-evaluations; 300.300; ARSD 24:05:25:02.01, ARSD 24:05:25:06.01
- Initial evaluations; 300.301; ARSD 24:05:25:03
- Screening for instructional purposes; 300.302; ARSD 24:05:25:03.03
- Re-evaluations; 300.303; ARSD 24:05:25:06
- Evaluation procedures; 300.304; 300.305; ARSD 24:05:25:04
- Determining eligibility; 300.306; ARSD 24:05:25:04.03
- Specific learning disabilities; 300.307 through 300.311; ARSD 24:05:25:07, ARSD 24:05:25:08, ARSD 24:05:25:11, ARSD 24:05:25:12

District Narrative: (Review cited regulation to describe local implementation.)

The CORE Educational Cooperative along with Wolsey-Wessington School ensures that all children with disabilities are evaluated in accordance with the following regulatory provisions:

- Parental consent (for initial evaluation, services, and re-evaluations; 300.300; ARSD 24:05:25:02.01, ARSD 24:05:25:06.01 ARSD.
- Initial evaluations; (Preplacement evaluations, ARSD 24:05:25:03)
- Screening for instructional purposes; 300.302; ARSD 24:05:25:03.03
- Re-evaluations; 300.303; ARSD 24:05:25:06
- Evaluation procedures; 300.304; 300.305; ARSD 24:05:25:04
- Determining eligibility; 300.306; ARSD 24:05:25:04.03
- Specific learning disabilities; 300.307 through 300.311; ARSD 24:05:25:07, ARSD 24:05:25:08, ARSD 24:05:25:11, ARSD 24:05:25:12

The CORE Educational Cooperative along with Wolsey-Wessington School utilizes the following evaluation process.

**Referral:**

- Appropriateness of referral determined by a review of records/information
- If a parent requests an evaluation and team determines no evaluation is necessary, a PPWN (Located on the Sped Advantage Website) is completed and mailed to parents
- As soon referral is signed the team decides what areas need to be evaluated (the suspected areas of disability)
  - Teacher & Parent information
  - School psychologist
  - Related service providers
  - Special Education Teacher
  - ***Use the Eligibility Guide to be sure all measures are covered***

**Permission to Evaluate (all forms are located on the Sped Advantage Website):**

- Document parent input on this form regarding evaluations
- No test names, fine motor or gross motor rather than OT or PT
- Speech means articulation; Language means vocabulary, conversation, etc
- Include parent information form along with the parent rights booklet
- Give the teacher information form to the teacher(s)
- ***Once signed and returned immediately count out the 25 school days and complete evaluation plan on Sped Advantage website to ensure all evaluators have information. Also complete due date for eligibility determination.***

### Evaluation:

- Observation (LD), skill based academics during the 25 day timeline
- Written reports can be completed by each evaluator on the Sped Advantage website. Use the skill-based template and be sure to cover all referred areas.
- All checklists (Conners, BASC-2, etc. must be returned to psych ASAP)
- Parent can give permission to extend testing time line but this must be done prior to the last day of the testing time line.

### Re-evaluation:

- Start the process at least 90 days in advance,
- Team determines what areas need to be evaluated, & what can be pulled forward
  - Teacher & Parent information
  - School psychologist
  - Related service providers
  - Special Education Teacher
  - **Use the Eligibility Guide to be sure all measures are covered**
  -

### Permission to Re-evaluate (all forms are located on the Sped Advantage Website)

- Document parent input on this form regarding evaluations
- No test names, fine motor or gross motor rather than OT or PT
- Speech means articulation; Language means vocabulary, conversation, etc
- Include parent re-evaluation form and parent rights booklet
- Give the teacher information form to the teacher(s)
- **Once signed immediately count out the 25 school days and enter this information on the evaluation plan and consent form on Sped Advantage. Also complete due date for eligibility determination**

#### • Evaluation:

- Observation (LD) and skill based academics during the 25 day timeline
- Written reports are completed by each evaluator on the Sped Advantage website. These include all psychology, skills based, related service and academic evaluations. Use the skill-based template and be sure to cover all referred areas. All checklists (Conners, BASC-2, etc. must be returned to the school psychologist ASAP)

Parents can give permission to extend testing time line; however you may not go past the previous eligibility date.

- **If you complete the re-evaluation after the annual IEP, you must redo the IEP. The new evaluation information (especially the functional is necessary to ensure the student's present needs are being met).**

### IEP

- Coordinate the meeting date with the school psychologist & related service providers, give time for information to be pulled together into a comprehensive report. **If information is not turned in within a timely manner there can be no meeting!**

- It's OK to remind the psych when you need the report
- When scheduling, allow extra days for cancellation/date change
- Use titles not names on the meeting notice
- PLAFFP should not have test scores but functional information
  - Be sure to use data rich needs to assist in writing measurable goals
- Do not list areas on PLAFFP that will not be addressed in the IEP
- Get parent input
- Goals come from the PLAFFP but prioritize
  - No goal if no problem!
  - Goal is written & then team decides who will work on it
  - If transition age don't forget to cover both transition and academics
  - Goals relate to grade level standards and have all content
- Don't forget to talk about ESY

*The cooperative no longer keeps student files. Be sure to use the Sped Advantage website as a backup to your paper file and scan and save all medical information etc., that is pertinent to each student's special education file.*

### **Parental Prior Written Notice**

- Following a proposal or rejection by the district, parents will receive a prior written notice outlining the district's plan. The parents will be provided at least 5 days to consider the plan before any changes are made. If parents choose to waive the five day requirement, changes with take place on the date indicated in the prior written notice by the parent's initials.
- Prior written notices should be provided in at least the following situations: change in identification, change in placement, refusal to evaluate, major change in services, parent revocation of consent, change in services or accommodations/modifications, ineligibility determination for services, disciplinary actions altering placement, due process complaint, change in transportation arrangements required by FAPE, refusal to convene IEP meeting after parental request, after IEP proposals or amendments and graduation.
- 

### **SECTION VIII: Confidentiality 34 C.F.R. 300.123; ARSD 24:05:29, ARSD 24:05:21:05**

The district/cooperative and all member schools/districts will ensure compliance with all regulations regarding the confidentiality of records and information, as noted in 34 C.F.R. §§300.610 through 300.626. Specific references must include:

- Notice requirements to parents; 300.612; ARSD 24:05:29:18
- Access rights; 300.613; ARSD 24:05:29:04
- Record of access; 300.614; ARSD 24:05:29:05
- Records on more than one child; 300.615; ARSD 24:05:29:06
- List of types and locations of information; 300.616; ARSD 24:05:29:07
- Fees for copies of records; 300.617; ARSD 24:05:29:08
- Amendments to records at parent's request; 300.618; ARSD 24:05:29:09
- Opportunity for a hearing; 300.619; ARSD 24:05:29:10
- Result of hearing and hearing procedures; 300.620-621; ARSD 24:05:29:12
- Parental consent for the release of records; 300.622; ARSD 24:05:29:13
- Safeguarding of records; 300.623; ARSD 24:05:29:14
- Destruction of information; 300.624; ARSD 24:05:29:15
- Children's rights; transfer at the age of majority; 300.625; ARSD 24:05:29:16
- Enforcement; policies and procedures; 300.626; ARSD 24:05:29:17

- Transfer of records for migratory children with disabilities; 300.213; ARSD 24:05:21:05

District Narrative: (Review cited regulation to describe local implementation.)

The CORE Educational Cooperative along with Wolsey-Wessington School ensures the compliance with all regulations regarding the confidentiality of personally identifiable information and all records according to 34 CFR 300.610 through 300.626.

- Notice requirements to parents; 300.612; ARSD 24:05:29:18

The CORE Educational Cooperative along with Wolsey-Wessington School publishes requirements in the local newspaper on an annual basis. Individual school handbooks are also handed out annually and information is posted on the district's website.

- Access rights; 300.613; ARSD 24:05:29:04
- Record of access; 300.614; ARSD 24:05:29:05
- List of types and locations of information; 300.616; ARSD 24:05:29:07
- Records on more than one child; 300.615; ARSD 24:05:29:06

The CORE Educational Cooperative along with Wolsey-Wessington School provides access to parents and their representatives upon request. A record of access and a list of types and locations of information is at the front of each student's file to maintain a list of individuals who have accessed information.

Only records specifically regarding their child may be reviewed.

- Fees for copies of records; 300.617; ARSD 24:05:29:08

A reasonable fee may be assessed, but will be waived if it limits the parent's opportunity to obtain request records.

- Amendments to records at parent's request; 300.618; ARSD 24:05:29:09

The district will determine if amendments are appropriate. If the district decides to refuse amendment a Prior Written Notice will be sent to the parents explaining their rights including their right to hearing.

- Opportunity for a hearing; 300.619; ARSD 24:05:29:10
- Result of hearing and hearing procedures; 300.620-621; ARSD 24:05:29:12
- Parental consent for the release of records; 300.622; ARSD 24:05:29:13
- Safeguarding of records; 300.623; ARSD 24:05:29:14
- Destruction of information; 300.624; ARSD 24:05:29:15
- Children's rights; transfer at the age of majority; 300.625; ARSD 24:05:29:16
- Enforcement; policies and procedures; 300.626; ARSD 24:05:29:17
- Transfer of records for migratory children with disabilities; 300.213; ARSD 24:05:21:05

The CORE Educational Cooperative along with Wolsey-Wessington School provides a copy of procedural safeguards and offers explanation of above situations when requested by parent. Information is also provided for parents to contact SD Advocacy and Parent Connection for assistance in these areas.

**SECTION IX: Transition from Part C to Part 34 C.F.R. § 300.124; ARSD 24:05:27:21**

The district/cooperative and all member schools/districts will ensure that children participating in early intervention programs assisted under Part C, and who will participate in preschool programs assisted under Part B, experience a smooth and effective transition to those preschool programs. By the third birthday of such a child, an individualized education program (IEP) or, if

consistent with 34 C.F.R. § 300.323(b), in individualized family service plan (IFSP), has been developed and is being implemented for the child. The local education agency (LEA) will participate in transition planning conferences arranged by the designated lead agency.

District Narrative: (Review cited regulation to describe local implementation.)

The CORE Educational Cooperative along with Wolsey-Wessington School ensures that children participating in early intervention programs under Part C, and who will participate in preschool programs under Part B experience a smooth and effective transition to district preschool programs. Further, each eligible child with a disability will have developed and implemented at the time of their third birthday, an appropriate IEP or IFSP for the provision of special education and related services. The district participates in transition planning conferences as coordinated by the local Part C agency.

The CORE Educational Cooperative along with xxx works with the 0-3 program to ensure all children previously identified as in need of services are screened and evaluated to determine continued eligibility. Information is provided at least three months in advance so eligibility is addressed before the summer months.

#### **SECTION X: Private School Placements; 34 C.F.R. §§ 300.129 – 300.148; 24:05:31, ARSD 24:05:32**

The district/cooperative and all member schools/districts will ensure that all responsibilities to children placed in private schools within the jurisdiction of the LEA are met. Consistent with the number and location of children with disabilities within the jurisdiction of the district/cooperative, such students enrolled in private elementary and secondary schools will have provisions made for the participation in programs assisted or carried out under Part B for the purpose of providing special education and related services. Specific references must include:

- Definition of parentally-placed private school children; 300.130; ARSD 24:05:32:01
- Child find for parentally-placed private school children with disabilities; 300.131; ARSD 24:05:32:01.01
- Provision of services for parentally-placed private school children with disabilities; 300.132; ARSD 24:05:32:03.01, ARSD.
- Expenditures for parentally-placed private school children with disabilities; 300.133; ARSD 24:05:32:01:02
- Consultation process with private schools attended by children with disabilities; 300.134; ARSD 24:05:32:01:02
- Written affirmation by private school officials of meaningful consultation; 300.135; ARSD 24:05:32:01:06
- Compliance; rights of private school officials to submit a state complaint; 300.136; ARSD 24:05:32:01:07
- Determination of equitable services for parentally-placed private school students with disabilities; 300.137; ARSD 24:05:32:03.02,
- Provision of equitable services for parentally-placed private school students with disabilities; 300.138; ARSD 24:05:32:03.02
- Location of services and transportation; 300.139; ARSD 24:05:32:03.03
- Due process complaints and state level complaints; 300.140; ARSD 24:05:32:03.04
- Requirements that funds not benefit a private school; 300.141; ARSD 24:05:32:12
- Use of personnel for the provision of services to parentally-placed private school students with disabilities; 300.142; ARSD 24:05:32:13
- Prohibition on separate classes; 300.143; ARSD 24:05:32:11
- Property, equipment, and supplies used to provide special education and related services to parentally-placed private school students with disabilities; 300.144; ARSD 24:05:32:15, ARSD 24:05:32:16
- Children with disabilities in private schools placed or referred by public agencies; 300.145 – 300.147; ARSD 24:05:34:02
- Placement of children with disabilities by their parents in private schools when FAPE is an issue; 300.148; ARSD 24:05:31:01-07

District Narrative: (Review cited regulation to describe local implementation.)

The Wolsey-Wessington School ensures compliance with 34 CFR 300.129 through 300.148, governing private school placements within the boundaries of the member districts. Through consultation with private school representatives, the district ensures would locate, identify and evaluate all children with

disabilities who are enrolled by their parents in a private school within the district's boundaries. For all eligible students with disabilities enrolled in private schools by their parents, a service plan would be developed in accordance with 300.132, and records maintained documenting the number of students evaluated and served in these settings.

- Definition of parentally-placed private school children; 300.130; ARSD 24:05:32:01
- Child find for parentally-placed private school children with disabilities; 300.131; ARSD 24:05:32:01.01
- Provision of services for parentally-placed private school children with disabilities; 300.132; ARSD 24:05:32:03.01

Wolsey-Wessington School District agrees to provide services to children enrolled within a private school in their district.

- Expenditures for parentally-placed private school children with disabilities; 300.133; ARSD 24:05:32:01:02

The school district will make the final decision about services to be provided during an ISP meeting.

- Consultation process with private schools attended by children with disabilities; 300.134; ARSD 24:05:32:01:05
- Written affirmation by private school officials of meaningful consultation; 300.135; ARSD 24:05:32:01.06
- The CORE Educational Cooperative along with the member school district agrees to provide services to children enrolled within a private school in their district.
- Compliance; rights of private school officials to submit a state complaint; 300.136; ARSD 24:05:32:01.07
- Due process complaints and state level complaints; 300.140; ARSD 24:05:32:03.04

Private schools have the right to submit state complaints and follow the due process procedure if the school feels the local district is not meeting the regulations for providing special education services within the private school.

- Determination of equitable services for parentally-placed private school students with disabilities; 300.137; ARSD 24:05:32:03.02
- Provision of equitable services for parentally-placed private school students with disabilities; 300.138; ARSD 24:05:32:03.02
- Location of services and transportation; 300.139; ARSD 24:05:32:03.03

During consultation, the local school district will determine equitable service, location and transportation for special education services.

- Requirements that funds not benefit a private school; 300.141; ARSD 24:05:32:12
- Prohibition on separate classes; 300.143; ARSD 24:05:32:11

IDEA funds may only be utilized to provide services to students within the private school who have been identified as in need of special education.

- Use of personnel for the provision of services to parentally-placed private school students with disabilities; 300.142; ARSD 24:05:32:13

If part of plan, the local school district provides special education personnel.

Property, equipment, and supplies used to provide special education and related services to parentally-placed private school students with disabilities; 300.144; ARSD 24:05:32:15, ARSD 24:05:32:16

Local school district maintains control of all equipment and supplies used to provide special education and related services.

- Children with disabilities in private schools placed or referred by public agencies; 300.145 – 300.147; ARSD 24:05:34:02

Local district is responsible for identification, evaluation and special education placement. Cost for placement in private school is the public agency's responsibility

- Placement of children with disabilities by their parents in private schools when FAPE is an issue; 300.148; ARSD 24:05:31:01-07

1. The district will locate, identify, and evaluate all private school children with disabilities, including religious-school children, and children receiving alternative instruction under SDCL 13-37-1.1 residing in the jurisdiction of the district. The activities undertaken to carry out this responsibility for private school children with disabilities must be comparable to activities undertaken for children with disabilities in public schools.
2. The district will consult with appropriate representatives of private school children with disabilities.
3. The district will ensure that a service plan is developed and implemented for each private school child with a disability who has been designated to receive special education and related services.
4. The district will consult with representatives of private school children in deciding how to conduct the annual count of the number of private school children with disabilities.
5. The child count must be used to determine the amount that the district must spend on providing special education and related services to private school children with disabilities in the next subsequent fiscal year.
6. The district will consult with representatives of private school children with disabilities in light of the funding, the number of private school children with disabilities, the needs of private school children with disabilities and their location decide –
  - a. Which children will receive services
  - b. What services will be provided
  - c. How and where the services will be provided, transportation; and
  - d. How the services provided will be evaluated.
7. If federal funds are received, the services provided to private school children with disabilities must be provided by personnel meeting the same standards as personnel providing services in public schools.
8. Private school children with disabilities may receive a different amount of services than children with disabilities in public schools.
9. No private school child with a disability is entitled to any service or to any amount of service the child would receive if enrolled in a public school.

**SECTION XI: Compliance with SEA General Supervision Requirements and Implementation of Procedural Safeguards; 34 C.F.R. §§ 300.149 – 300.150; ARSD 24:05:30:01, ARSD 24:05:20:18; State Complaint Procedures; 34 C.F.R. §§ 300.151 – 300.153; ARSD 24:05:15**

The district/cooperative and all member schools/districts will ensure compliance with all SEA procedures under general supervision and that programs meet the standards of the SEA. Specific references must include:

- Responsibility for general supervision and procedural safeguards; 300.149-150; ARSD 24:05:20:18; ARSD 24:05:30:01
- State complaint procedures; 300.151-153; ARSD 24:05:15

District Narrative: Review cited regulation to describe local implementation.)

Wolsey-Wessington School will comply with any and all requests for information from the South Dakota Department of Education, Special Programs Office related to its obligation to provide general supervision over LEAs in the state. This includes any and all requests for information or data related to monitoring and compliance with regulations as established by the SEA.

- Responsibility for general supervision and procedural safeguards; 300.149-150; ARSD 24:05:30:01
- State complaint procedures; 300.151-153; ARSD 24:05:15

**SECTION XII: FAPE Methods of Ensuring Services 34 C.F.R. § 300.154; ARSD 24:05:14:01.03, ARSD 24:05:14:01.06**

The district/cooperative and all member schools/districts will ensure that public and/or private benefits available to a student with a disability are used appropriately, and that parents incur no cost in the provision of those services necessary for FAPE. Specific references must include:

- Restrictions and requirements on accessing public benefits (Medicaid); 300.154(d); ARSD 24:05:14:01.03
- Restrictions and requirements on accessing private benefits; 300.154(e); ARSD 24:05:14:01.03
- Use of Part B funds for services when parent consent is unable to be obtained; 300.154(f); ARSD 24:05:14:01.06

District Narrative: (Review cited regulation to describe local implementation.)

Wolsey-Wessington School ensures that public and private benefits available to a student with a disability will be used appropriately to support the provision of FAPE at no cost or harm to the parents.

- Restrictions and requirements on accessing public benefits (Medicaid); 300.154(d); ARSD 24:05:14:01.03
- Restrictions and requirements on accessing private benefits; 300.154(e); ARSD 24:05:14:01.03
- Use of Part B funds for services when parent consent is unable to be obtained; 300.154(f); ARSD 24:05:14:01.06

After initially obtaining written parental consent for accessing public benefits, the local district provides the parents with notification of continued access on an annual basis. If permission is not received only Part B funds will be utilized for provision of services.

Private benefits will not be accessed without parental consent.

**SECTION XIII: Hearings Related to LEA Eligibility 34C.F.R. § 300.155; ARSD 24:05:2023:01**

The district/cooperative and all member schools/districts understand their right to a hearing regarding any final determination of the SEA on eligibility for funding under Part B.

District Narrative: (Review cited regulation to describe local implementation.)

Wolsey-Wessington School understands it has a right to a hearing before the SEA makes any final determination regarding eligibility for funding under Part B.

**SECTION XIV: Personnel Qualifications 34 C.F.R. § 300.156; ARSD 24:05:16:16 & ARSD 24:05:16:01**

The district/cooperative and all member schools/districts will ensure that personnel necessary to carry out the provision of special education and related services are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities, including related service personnel and paraprofessionals. Each district/cooperative will take measurable steps to recruit, hire, train, and retain highly qualified personnel to provide special education and related services to children with disabilities (24:05:16:05, ARSD).

District Narrative: (Review cited regulation to describe local implementation.)

- Personnel qualifications; ARSD 24:05:16:16
- Paraprofessionals and assistants; ARSD 24:05:16:01

The CORE Educational Cooperative along with xxx ensures that only appropriately certified and/or licensed professionals and paraprofessionals will be employed to provide services to students with disabilities. In addition, the district will provide ongoing training to all staff and paraprofessionals to assist all in the provision of services to students with disabilities. Further, the district ensures that each special education teacher at the elementary, middle, and high school level is highly-qualified per the standards of the ESEA. The district will take steps to recruit, hire, train and retain highly qualified personnel as specified under SD administrative rule.

**SECTION XV: Performance Goals and Indicators 34 C.F.R. § 300.157; ARSD 24:05:14:13**

The district/cooperative and all member schools/districts will ensure the implementation of state established performance goals and indicators for students with disabilities within their jurisdiction. Specific reference must include:

- Student information management system (SIMS)

District Narrative: (Review cited regulation to describe local implementation.)

Wolsey-Wessington School will comply with all requests by the SEA for data submission that is instrumental in monitoring the performance of the student population with respect to state established performance goals and indicators, and will submit such data on a timely basis.

**SECTION XVI: Participation in Assessments 34 C.F.R. § 300.160; ARSD 24:05:14:14, ARSD 24:05:14:14.01**

The district/cooperative and all member schools/districts will ensure that all children with disabilities are included in all general State and districtwide assessment programs, including those assessments described under section 1111 of the Elementary and Secondary Education Act (ESEA), with appropriate accommodations and alternate assessments where necessary, and as indicated in their respective individual education programs (IEP).

District Narrative: (Review cited regulation to describe local implementation.)

Wolsey-Wessington School ensures that all students with disabilities will be included in state and district assessments, with appropriate accommodations and alternate assessments when necessary. Parents will be informed of their child's participation during the course of the IEP meeting, including any necessary accommodations or any assessment that will be based on alternate or modified achievement standards.

The district will provide all necessary data to the SEA on the participation of students with disabilities in state and district wide testing programs and will, to the extent possible, utilize universal design principles in the development and administration of any assessments.

**SECTION XVII: Supplementation of State, local, and other Federal Funds 34 C.F.R. §§ 300.162-163; ARSD 24:05:19:0**

The district/cooperative and all member schools/districts will ensure the appropriate use of funds under Part B, consistent with 34 C.F.R. § 300.202(a)(1)(2)(3), to pay for the excess costs of providing special education and related services to children with disabilities within their jurisdiction and that such funds will be used to supplement state, local, and Federal funds, not supplant those funds.

- Maintenance of effort; 300.163; ARSD 24:05:19:08.03

District Narrative: (Review cited regulation to describe local implementation.)

Wolsey-Wessington School ensures appropriate use of funds under Part B to pay for the excess costs of providing special education and related services to children with disabilities. Available funding will be used to supplement state, local, and federal funds, and not supplant those funds.

**SECTION XVIII: Public Information 34 C.F.R. § 300.165; ARSD 24:05:20:02**

The district/cooperative and all member schools/districts will ensure that prior to the adoption of any policies necessary to comply with the requirements under Part B, including any amendments to policies and procedures, there will be public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of individuals with disabilities. The district/cooperative will make available to parents of children with disabilities and the general public all documents relating to the district/cooperative eligibility under Part B of the IDEA.

District Narrative: (Review cited regulation to describe local implementation.)

Wolsey-Wessington School ensures that prior to the adoption of any policies or procedures that are needed to comply with Part B regulations, that there will be an opportunity for public input at a hearing with adequate notice of the hearing and the opportunity to provide input.

Member district's annual submission of the Part B application will be preceded by adequate notice of a public hearing as part of the school board agenda, with an opportunity for public comment. All Part B applications are available to the public at their request through the district office and are available on the district's website.

**SECTION XIX: State Advisory Panel 34 C.F.R. § 300.167-169; ARSD 24:05:14:18-19**

The district/cooperative and all member schools/districts support the work of the State Advisory Panel to provide policy guidance to the SEA with respect to special education and related services for children with disabilities.

District Narrative: (Review cited regulation to describe local implementation.)

Wolsey-Wessington School supports the work of the State Special Education Advisory Panel and will refer interested parents to the appropriate state contact if they are interested in serving on the panel.

**SECTION XX: Other Required Provisions 34 C.F.R. § 300.170 through 300.174.**

The district/cooperative and all member schools/districts will ensure the following specific provisions have consistent policies for implementation at the local level. Specific references must include:

- Suspension and expulsion rates; 300.170; ARSD 24:05:14:16
- Annual description of Part B funds; 300.171; ARSD 24:05:21:03
- Access to instructional materials (NIMAC); 300.172; ARSD 24:05:14:17
- Over-identification and disproportionality; 300.173; ARSD 24:05:17:10
- Prohibition on mandatory medication; 300.174; ARSD 24:05:14:21

District Narrative:

Wolsey-Wessington School ensures that the specific provisions of 300.170 through 300.173 and 24:05:21:04, ARSD have been implemented at the district level, consistent with state policy.

- Suspension and expulsion rates; 300.170; ARSD 24:05:14:16

Wolsey-Wessington School will provide the suspension and expulsion rates to the state department to assist with decision making for provision of services.

- Annual description of Part B funds; 300.171; ARSD 24:05:21:03

Wolsey-Wessington School's comprehensive plan is available through the Director and will be published on the school website at [wolsey-wessington.k12.sd.us](http://wolsey-wessington.k12.sd.us). The comprehensive plan is reviewed annually and approved by the board on an annual basis.

- Access to instructional materials (NIMAC); 300.172; ARSD 24:05:14:17

In accordance with state statutes xxx has agreed to follow the NIMAC standards.

- Over-identification and disproportionality; 300.173; ARSD 24:05:17:10

Upon notification of difficulty of over-identification and/or disproportionality, Wolsey-Wessington School will conduct a data analysis of identification procedures to determine any inconsistencies or abnormalities that need to be address. If needed the district will revise policies, practices and procedures to address these difficulties.

The background features large, light gray, stylized letters 'W' and 'A' that are partially obscured by the text. The 'W' is on the left and the 'A' is on the right, both with a slight shadow effect.

**High School  
Handbook  
2021-2022**

*Welcome back, Warbirds and Lady Warbirds! I am looking forward to working with all of you and seeing what you can accomplish this year-in the classroom, in your activities, and in your own lives. Last year you heard the SOAR motto hundreds of times, and you will continue to do so this year. To some of you it may sound cheesy, but if you follow this throughout your high school years and carry these principles into your adult life, you will be even more successful! Show integrity; own our learning; accept responsibility; respect self and others.*

*As the oldest group of students in our school community, you are natural leaders. Our staff looks to you to provide strong examples of SOAR on and off school grounds, and your leadership helps guide our younger students and leads them to be more successful! All of your teachers, administration, and other staff members have high expectations for you and strive to not only teach you the academic skills you need for your future, but also work hard to help instill the characteristics that will help you throughout your life.*

*Show integrity; do what is right even when no one else is watching. Having integrity includes treating each other fairly, being sincere and honest, and being truthful. Be someone that others can count on; be trustworthy and a good friend to others. If there is an expectation to do a task, have good character and complete the task as expected.*

*Own your learning. All of the skills you are presented with in high school help prepare you for your future. Whether you go to vocational school, college, the military, or directly into the workforce, owning your learning and doing your very best while in high school will pay off. These traits will help you succeed as an adult.*

*Accept responsibility. All of us make mistakes every day. The most important part of making mistakes is what happens after the mistake. Learn from what went wrong and work hard to not make the same mistake next time. Don't expect to be perfect because none of us are.*

*Respect self and others. You need to respect yourself to feel good about yourself. If you are struggling with that, please do not hesitate to talk with a teacher, an adult outside the school, a coach, me, or Mrs. Stevens. Respecting yourself and feeling good about who you are will help you respect others and everything around you. You will find that if you show respect to another person that you will earn his/her respect, and everything else becomes easier to deal with. As I said, do not hesitate to talk with Mrs. Stevens. Our school board and administration feel strongly about mental health. Our counselors are trained to help you through difficult times; please let them.*

*I am so proud of each and every one of you for how you handled the last school year and all of the trials and tribulations that came with it. You demonstrated that you are wonderful people capable of adapting to situations; you worked hard to be your best selves every day. I truly appreciated your excellent attitude and perseverance.*

*Here's to an amazing 2021-2022 school year! Remember to SOAR every day and to always work hard to make someone's day better!!*

*Mrs. B-K*

## **Mission:**

**Our Warbird mission as a learning community is to:**

- \*Provide a safe atmosphere where everyone is valued**
- \*Foster academic success**
- \*Prepare our students for a rapidly changing society**
- \*Show integrity, responsibility, and respect**
- \* Instill loyalty, compassion, and perseverance**

***Impacting our world one student at a time.***

## **Warbirds *SOAR***

- \*Show Integrity***
- \*Own Our Learning***
- \*Accept Responsibility***
- \*Respect Self and Others***



**WOLSEY-WESSINGTON SCHOOL**

*Home of the Warbirds*

375 Ash Street SE  
Wolsey, SD 57384  
Phone: 883-4221  
Fax: 883-4720

**PARENT/STUDENT HANDBOOK**

**2021-22**

“You are not a bad person just because you were at fault this once. Grow from your faults and strive to be a better person. Being a good person isn’t a destination, it’s something we pursue all the time. Sometimes, we will fail but it’s alright.” – **Nesta JoJoe Erskine, Unforgettable: Living a Life That Matters**

**Welcome, Warbirds and Lady Warbirds!** At the Wolsey-Wessington School, we look forward to continuing a tradition of excellence that we have worked to establish. This excellence comes from the outstanding staff and students who call Wolsey-Wessington home and shows itself in the academic, artistic, and athletic successes that have become synonymous with Wolsey-Wessington.

At Wolsey-Wessington School, we take pride in maintaining the high standards we have set. Working together with students and parents, the staff at Wolsey-Wessington is committed to providing an outstanding educational experience for each student. We expect your commitment to excellence as well, and we will do whatever it takes to help you achieve the success you deserve.

The information included in this handbook will help you complete a successful experience at Wolsey-Wessington School. The policies and procedures that are outlined here are designed to make your journey more organized and productive. It is your responsibility to review the material in the student handbook. If you have questions on any portion of it, please contact one of the administrators. Have a great 2021-22 school year!

**Administration**

Superintendent/HS Principal.....Jennifer Boomsma-Kelsey  
Elementary/MS School Principal.....Lindsay Haider  
Business Manger .....Amy Langbehn  
HS Counselor/Dean of Students.....Kathy Stevens

**School Board**

Ted Haeder, Brooke LeGrand, Kevin Clarke, Jeff Luce,  
Jamie Flemming, Tara Hochhalter,

**High School Staff**

Lindy Uttecht .....9<sup>th</sup>-12<sup>th</sup> Social Sciences  
Sam Erickson .....Athletic Director, Health Electives  
Andrew Boersma .....Ag, FFA  
Gordon Hooks .....Physical Education, Health  
Leah Cypher .....Ag and Business CTE  
Jackie Fauth .....HS Drama, English  
Karen Jensen ..... HS English, Spanish, Yearbook  
Jason Neuharth .....HS Math  
Barry VanZee .....HS Science  
Russ Uttecht .....Special Education  
Eric Bliss .....Choir and Band  
Tammy Luce .....Music Appreciation  
Becky Dragt .....ESL/ELL  
Kerri Zomer .....Administrative Assistant  
Brandee Kelsey .....Administrative Assistant  
Julie Clarke, Patti Boomsma .....Para-Ed

## School Hours

School hours are 8:15-3:35 (Monday-Thursday).

## Regular Schedule

1 <sup>st</sup> Period:	8:15-9:04
2 <sup>nd</sup> Period:	9:07-9:56
3 <sup>rd</sup> Period:	9:59-10:48
4 <sup>th</sup> Period:	10:51-11:40
Lunch:	11:43-12:10
5 <sup>th</sup> Period:	12:13-1:02
6 <sup>th</sup> Period:	1:05-1:53
7 <sup>th</sup> Period:	1:56-2:44
8 <sup>th</sup> Period:	2:47-3:35

## LATE START/EARLY DISMISSAL

### 9:15 Schedule (busses 1 hour late)

1 <sup>st</sup> Period:	9:15-9:56
2 <sup>nd</sup> Period:	9:59-10:40
3 <sup>rd</sup> Period:	10:43-11:24
4 <sup>th</sup> Period:	11:27-12:09
Lunch:	12:09-12:35
5 <sup>th</sup> Period:	12:38-1:20
6 <sup>th</sup> Period:	1:23-2:05
7 <sup>th</sup> Period:	2:08-2:50
8 <sup>th</sup> Period:	2:53-3:35

### 10:15 Schedule (busses 2 hours late)

1 <sup>st</sup> Period:	10:15-10:49
2 <sup>nd</sup> Period:	10:52-11:26
3 <sup>rd</sup> Period:	11:29-12:03
Lunch:	12:03-12:29
4 <sup>th</sup> Period:	12:32-1:06
5 <sup>th</sup> Period:	1:09-1:43
6 <sup>th</sup> Period:	1:46-2:20
7 <sup>th</sup> Period:	2:23-2:57
8 <sup>th</sup> Period:	3:00-3:35

### 1:30 Dismissal Schedule

1 <sup>st</sup> Period:	8:15-8:49
2 <sup>nd</sup> Period:	8:52-9:26
3 <sup>rd</sup> Period:	9:29-10:03
4 <sup>th</sup> Period:	10:07-10:40
5 <sup>th</sup> Period:	10:43-11:16
6 <sup>th</sup> Period:	11:19-11:52
Lunch:	11:52-12:17
7 <sup>th</sup> Period:	12:20-12:53
8 <sup>th</sup> Period:	12:56-1:30

## INCLEMENT WEATHER

Announcements pertaining to closing of school for any reason (weather, etc.) will be made via the district's mass contact system, Social Media and on the following media outlets KIJV (1340), KOKK (1210), KELO, KSFY, KDLT.

## Semester Exams

Semester exams will be given in the fall and spring. For some classes, this may mean the completion of a project instead of a final test. The semester exam/project will account for **20%** of the semester grade. Each quarter of the semester will account for **40%** of the semester grade.

High School Students only need to be in school during times they have semester exams. ALL STUDENTS need to stay in the testing room until dismissed by the teacher. If a student rides the bus or chooses to stay on campus he/she may spend free time working in the library, study room or in a teacher's room with permission. The hallways need to be quiet and students will not be allowed to wander the building. Remember that you represent Wolsey-Wessington as you are in the community throughout the testing day. (*Seniors with a current **grade 80%** or greater are exempt from the spring semester exam in that class*)

## Fall

### December 21

8:15-9:35	Period 1
9:45-11:05	Period 2
11:15-12:35	Period 5
1:35-2:55	Period 7

### December 22

8:15-9:35	Period 3
9:45-11:05	Period 4
11:15-12:35	Period 6

## Spring

### May 23

8:15-9:35	Period 1
9:45-11:05	Period 2
11:15-12:35	Period 5
1:35-2:55	Period 7

### May 24

8:15-9:35	Period 3
9:45-11:05	Period 4
11:15-12:35	Period 6

## Office Hours

The school office will be open from 7:30 a.m. to 4:00 p.m. daily on days when school is in session.

## Change of address, phone number or email

It is vitally important that you keep the office informed of any change in your address or telephone number. In case of emergency, the office needs an accurate address and telephone number so parents or guardians can be contacted.

## ACADEMIC PROCEDURES

### DDN Campus

DDN campus is a website that parents and students can use to track grades, attendance and behavior. Usernames and passwords can be obtained from the administration office.

### Definition of Credit

A class that meets for a full period for a semester earns ½ credit. Credits are accumulated and recorded on a semester basis.

### Grade Classifications

A student's grade classification will be determined by the number of earned credits at the beginning of the school year. This classification will remain for the entire school year, except for those students who earn 16 credits by the beginning of the second semester. These students will be reclassified as seniors.

Freshman	Less than 5 credits
Sophomore	5, but less than 11 credits
Junior	11, but less than 16 credits
Senior	more than 16 credits

### Graduation Requirements

The graduation requirement is 24 credits, including 4 English credits, 3 math credits, 3 science credits, 3 social studies credits, 0.5 personal finance credits, 1 fine arts credit, 0.5 physical education credits, 0.5 health credits, plus elective credits. Seniors must successfully complete all 24 credits before graduation in order to receive a diploma at the graduation ceremony. Students who must take semester exams may be allowed to participate in graduation exercises with administrative approval, but will not receive a diploma until all coursework is complete and 24 credits have been earned.

### Dual Credit Courses

Juniors will be allowed to take dual credit courses after successful completion of Junior Composition Class (earning a B or higher). They must also have a GPA of 3.5 or higher. Seniors may take dual credit courses if they either earned an ACT composite score of 21 or have a cumulative GPA of 3.25 or higher.

### Schedule Changes

Students are expected to follow their final registration schedule and attend all classes listed unless a schedule change has been made. Students have five days before the semester ends and three days into the new semester to make schedule changes. Students should see the counselor if they feel their schedule contains an error.

### Grading/Report Cards

Wolsey-Wessington School utilizes the A-F grading system.

A	90-100%
B	80-89.9%
C	70-79.9%
D	60-69.9%
F	59.9% and below

### GPA

The cumulative GPA (computed at the end of each semester) is an average of all grades received by a student. Students receive quarter report cards at the end of each quarter.

### Honor Roll

W-W High School publishes a quarterly Honor Roll. For a student to qualify for the Honor Roll a 3.0 or better GPA must be maintained. All grades are averaged except non-academic subjects. Recognition will be designated as Highest (4.00 and above), Highest Honors (3.75-3.99), Honors (3.5 – 3.74).

### Academic Dishonesty

Students will be expected to follow classroom instructions relating to academic integrity. When the teacher believes that a student or students have chosen to cheat and/or plagiarize, the teacher will conference with the student(s) to discuss the circumstances.

If it is determined the academic dishonesty has occurred,

- The teacher will contact the administration and the parent/guardian.
- The student(s) will receive a “0” on the specific assignment, e.g. homework, quiz test, paper or project
- The second violation will result in administrative discipline and a zero on the assigned task.

If it is determined that a student(s) contributed towards the actions of Academic Dishonesty for the benefit of another student(s), they will be given disciplinary action per the school discipline plan.

### **Incomplete Grades**

The deadline for students to clear up an incomplete grade will be two weeks after the end of the grading period. If this is not done, the grade becomes an F. If an incomplete becomes an F, there is still an opportunity for the student to get a passing grade if arrangements are made with the teacher to satisfy the course requirements.

### **Failing Grades**

Students who are not doing well in their classes should take advantage of opportunities to receive extra assistance at WWS. Some options include:

1. Make arrangements with the **teacher** of the class to come in before or after school to get extra help.
2. Make arrangements to come in for Friday school from 10:00 a.m.-noon.

If a problem exists, it is much easier to tackle it in the early stages. We want students to be successful and will do whatever is necessary to make sure they are.

## **ATTENDANCE PROCEDURES**

### **Absences**

Parent(s)/guardian(s) are expected to notify the school regarding a student’s absence on the day of the absence. An absence must be reported either by note, email, or phone call to the office (883-4221) before 8:30 AM.

If requested, students who were absent from school for any reason shall submit in written form the specific reasons for their absence, the specific days or times they were absent and a signature of the parent/guardian. The district may require

verification of absence from a doctor, dentist or other professional as deemed necessary by the principal.

Six (6) or more absences in a semester is considered to be excessive by the School District.

After attendance is collected each morning, the administrative office will contact parents/guardians who have not notified the school regarding a student’s absence. Student safety is the main concern and this procedure provides another check on a student’s absence.

Absences that do not count toward that limit are those for which the student has documentation from a medical provider (this includes dentists and orthodontists). This documentation must be turned in to the office. It is recommended that each time your child has a medical/dental appointment, he/she gets a note from the provider to turn in at the school. The second exception falls under Administrative Approval. An example would be when a student is sent home by the office due to illness. The third exception is when students are absent due to attending a school activity (sports, FFA, fine arts, etc.)

### **Making up time after absences reach six within a Semester**

After a student has been absent from a class for six periods, the student must make up the time missed. Time will be made up on Fridays, and/or before/after school. Each hour of time made up will be entered in DDN Campus as Absent Time Recovered. Students will receive verbal warnings once they have been absent four times from a class period.

### **Assessments**

Various state and local assessments are used throughout the school year to determine your child’s level of achievement, as well as their progress. These assessments include-  
MAP/NWEA-grades 9-11 in the fall and spring  
State Assessment for ELA and Math-grade 11  
WIDA/Access-English Language Learners

### **Make-up Work**

District policy provides students with two days (up to a maximum of six days) to make up any work missed due to excused absence. It is the student’s responsibility to determine make-up work with their individual teachers.

W-WS follows a general policy for students who have been or will be absent for three or more days:

1. Parents must call the office to request assignments that students have missed.
2. Teachers require one-day notice in order to compile assignments.

If a student does not have work made up within the time constraint, he/she will attend school on Friday and daily from 3:35-4:00 p.m. or make other arrangements with the instructors to stay after school or come in before school.

### **Tardiness**

Tardiness is defined as a student's initial appearance in an assigned area at any time after the designated starting time. If a student is more than 10 minutes late to class he/she will be counted absent. A student who arrives late to school should report to the office. After two tardies in a class per quarter, time will be made up.

Excessive tardiness will be dealt with according to Policy/Regulation JK – Student Discipline.

### **Truancy**

South Dakota has a mandatory attendance law that requires students less than 18 years of age to have regular attendance in school. We know that poor attendance leads to other problems in school. The W-WS attendance committee meets monthly to monitor attendance concerns. Interventions for poor attendance may include letters sent home, meetings with counselor or principal, being put on an attendance contract, or having a truancy petition filed with the court system.

### **Permission to Leave School**

Wolsey-Wessington is a closed-campus school. If a student becomes ill or must leave, they must first check out at the office and permission/notification from a parent/guardian must be made. Students returning to school during the school day must report to the office before returning to class. **Students leaving school without checking out will be considered unexcused and skipping, and the District's Discipline Plan will apply.** Efforts should be made to schedule all appointments before or after the school day or Friday.

### **Open Campus for Seniors**

Seniors will be allowed to have open campus as long as all grades are passing, there is no missing work,

and no behavioral issues. Seniors will lose privileges if grades are failing, student has missing work or has discipline referrals. Open campus will be re-instated at the discretion of administration.

## **GENERAL SCHOOL PROCEDURES**

### **Student Identification Cards**

Each student will be provided an ID card at the beginning of the school year.

1. Students are encouraged to carry their ID at all times.
2. Students need their ID badge to eat lunch, check materials out of the library, access the copy machines, and gain access to buildings on the school campus.
3. Students are to notify the office immediately if they lose their ID so it can be deactivated. **Replacement ID's are provided for a \$10.00 fee.**

*Do not leave your ID card unattended. Avoid putting the card in your pocket as bending the card can result in the breaking of the electronic wires and components embedded in the card.*

### **Personal Property**

- You must assume sole responsibility for loss or damage to any property belonging to you, such as garments, electronic equipment or musical instruments. Wolsey-Wessington School District is not responsible for any lost, stolen, damaged or missing items. **Authorized school personnel may search personal property with reasonable suspicion.**

### **Cell Phone & Personally Owned Technology**

Students shall not possess or use personal computers, tablets, etc. while on school property from 8:15AM through 3:35PM. Special circumstances require the permission of the technology coordinator and an administrator. This policy continues during the after school program.

Students may have cell phones at school, but they must have sound turned off and put away. Students will be expected to hand their phones in to a designated area in each classroom during their class time. There are times when students may be allowed to use their phones with permission for educational purposes. It is expected that students will not abuse this privilege. If a student uses his/her

cell phone without permission or specified educational purpose, the phone will be confiscated and given to administration. Confiscated personal technologies are subject to search.

Students may be given permission by administration and instructors to use cell phones during lunch/class on a limited basis.

### **Consequences for infractions of the Cell Phone Policy:**

*1<sup>st</sup> Offense: returned to the student at the end of the day*

*2<sup>nd</sup> Offense: returned to a parent (in person only) or turned in to principal on a daily basis for 1 week*

*3<sup>rd</sup> Offense: returned to a parent after 1 week or turned in to principal on a daily basis for 2 weeks and office referral.*

### **Harassment**

The Wolsey-Wessington School District will not tolerate harassment by staff or students. All persons are to be treated with respect and dignity.

- Students should report complaints of harassment to the principal.
- If a student prefers, the complaint may be addressed with the school counselor first. The counselor will then refer the complaint to a principal.
- Parents/guardians are encouraged to call the principal if they are concerned about harassment or intimidation issues.
- A principal will investigate all complaints and determine an appropriate course of action.
- Anyone who retaliates against a student who reports alleged harassment will be disciplined.
- Charges found to be intentionally dishonest or made with malicious intent are subject to discipline.
- Infractions will be dealt with according to policy JICK and by using the progressive discipline policy.

### **Pass/Transfer Policy**

A lanyard with the instructor/staff member's name or a hall pass will be in possession of a student when moving in the buildings. Students will be expected to return to the classroom within a reasonable time.

### **Textbooks**

Most textbooks for high school students are available on the student laptop. Students and parents may request paper copies of books if they are preferred. Students will return texts immediately when courses are completed or dropped and are also responsible for replacement costs of lost books and repair costs of damaged books.

### **Lockers**

Lockers are the property of the school and are provided for student use. All lockers are subject to inspection for cleanliness, and may be entered by a principal or his/her representative any time it might be suspected of containing alcohol, drugs, explosives, firearms or any item considered potentially harmful to the building or persons in the building. Locker combinations should not be given to peers nor should lockers be shared with others unless special arrangements are made through the office. Students are encouraged to keep their lockers locked; this includes PE and athletic lockers.

### **Backpacks**

Students will be able to carry backpacks to each classroom to help eliminate trips to lockers. However, if the backpack becomes a nuisance the problem will be reported to administration. Students may lose the privilege of having their backpacks in the classroom if problems occur.

### **Drink and snack Policy**

Drinks and snacks are allowed in classrooms during instructional time with the teacher's permission.

### **Vending Machines**

Vending machines are located in the high school commons area and are open all day except during lunch. Water and healthy snacks are available.

### **Parking / Driving**

In order to provide safety for our students, we ask that students drive safely in the parking lot and wait when the busses are entering and leaving the drop-off area.

### **Student Dress Code**

Students in Wolsey-Wessington School should be suitably dressed at school and at any school related activities. The general appearance of all students should be clean and neatly dressed. Students should not wear clothing or hairstyles that interfere with the educational process or can be hazardous to

them in their school activities such as shop, lab work and physical education. Dress shall be considered inappropriate anytime it causes a distraction from the primary purposes of education.

1. Clothing that displays derogatory, obscene, suggestive or off colored messages or advertises-promotes alcohol, tobacco, or drug use.
2. Clothing that is unnecessarily distracting in the school and learning environment.
3. Low riding jeans, pants, or shorts that permit undergarments or skin to show. Even when a shirt is used to cover the top of jeans, it is unacceptable to wear jeans with the waist below bottom of the tailbone.
4. Clothing that is cut up, shredded, or full of holes.
5. Undergarments that are worn as outer garments.
6. Tops or shirts that do not touch the top of the jeans or skirt.
7. Tops, such as mesh tops that permit undergarments to be seen.
8. Tops that are excessively revealing or permit excessive exposure. Tanks tops must have high back and high necklines, small arm holes and cover all undergarments and straps.
9. Hats-caps-bandanas in the building from 8:00 a.m. until the end of the academic day.

Students wearing inappropriate clothing to school will be subject to the school district's progressive discipline policy. In all cases students at a minimum will be asked to change, or turn their t-shirt inside out if appropriate.

### Visitors

Any student wishing to bring a visitor to the Wolsey-Wessington School must notify the administrator in writing 24 hours before the visitor comes to the school. Student visitors are limited to a half-day visitation. Full day visitations are deemed too distracting to the learning environment.

All visitors and parents are requested to report to the office upon entering the building. Please use the visitor parking by the main entrance.

It is not advisable to visit at these times:

- when the regular teacher is absent,
- when a student teacher is teaching the class,
- the day before or after a vacation period,
- the first and last weeks of school.

### Nursing Services

A school nurse is available to meet with students who are injured or become sick during the school day. The nurse may contact you about your child's visit and send the student home if needed. Each year, an Annual Student Health Update will need to be filled out by a parent or guardian to be kept on file in the nurse's office.

### School Exclusion Health Guidelines

1. The staff determines the child is unwilling or unable to participate in activities due to illness.
2. The staff determines that they cannot care for the sick child without compromising their ability to care for the health and safety of the other children in the group.
3. **FEVER** (temperature greater than 100 degrees)-exclude until less than 100 degrees for 24 hours without fever reducing medication.
4. **VOMITING**-Must stay home for at least 24 hours after vomiting unless determined to be caused by a non-communicable condition. They must be able to eat and drink before coming back to school.
5. **DIARRHEA**-Must stay home if cannot self-contain stool.
6. **COVID-19**-Keep student home for 10 days from start of symptoms.
7. **STREP THROAT**-May return when they have been on antibiotics for 12 hours.
8. **RED Eye(s)**-Must stay home if white part of the eye is red and there is yellow or green crusty or gooey matter in the eye. May return after starting medication, when eye is clear, or after consultation with healthcare provider.
9. **RASH**-Keep your child home if they have a rash over a large part of their body, or if the rash is open, oozing, is accompanied by a fever, or it is known to be contagious.
10. **COLD, SORE THROAT, COUGH**-May go to school with mild cold symptoms but keep them home if:
  - has been exposed to Covid-19
  - has a temperature above 100 degrees
  - does not have enough energy to do school work
  - is not able to keep from spreading germs by washing their hands,

throwing away used tissues, coughing onto their sleeve, and coughing away from other people.

Please refer to

<https://doh.sd.gov/diseases/assets/SchoolExclusion.pdf> for a full listing of recommendations from the South Dakota Department of Health

### Medications

Administration of OTC meds and prescription meds will be provided at school when the school administration has determined that it is a necessary and appropriate service for the School District to provide. Appropriate forms need to be completed, signed, and submitted to the school nurse.

Medication shall be brought to school staff by parent/guardian in the original properly labeled container. Medications will be stored in a locked location provided for medication storage.

9-12 students may carry and self-administer inhalers or epi-pens with written authorization by medical provider and parent/guardian on the **“Prescription Medication Self and Staff Administration Consent Form-for epi pens and inhalers”**.

9-12 students may carry and self-administer prescription medications with written authorization by medical provider and parent/guardian on the **“Prescription Medication Self-Administration Consent Form-for meds other than epi pens and inhalers”**. The student may only possess number of dose(s) needed for 1 day.

9-12 students may carry and self-administer OTC medications upon authorization on **“Annual Student Health Update Form”**. Student may only possess number of dose(s) needed for 1 day.

Students are not allowed to give medications to other students. Please refer to Wolsey-Wessington Medication Administration Guidelines for further details.

### Lice in the School Setting

The School Nurse will:

-Check a student’s head for lice if he/she is demonstrating symptoms or at the request of parent/guardian.

-If **live lice** are found, a parent or guardian will be contacted and student will be sent home. Education will be provided. Re-admittance to the classroom may occur after the student has been treated.

-Students with **nits only** (after student has been treated) will not be sent home from school. They should be monitored for signs of re-infestation. After repeated infestations of the same student, he or she may be excluded until all nits are removed.

-Notification letters will only be sent home to alert parents if a high percentage of children in a classroom are found with lice.

### Vaccination Requirements

#### REQUIREMENTS FOR KINDERGARTEN (THROUGH 12<sup>TH</sup> GRADE) ENTRY

1. Four or more doses of **DTaP** (diphtheria, pertussis and tetanus) vaccine, at least one dose administered on or after age 4.
2. Four or more doses of **POLIO** vaccine, at least one dose on or after age 4.
3. Two doses of a measles, mumps, and rubella vaccine (**MMR or MMRV**). Minimum age for the first dose is 12 months. Second dose routinely at age 4 through 6 years.
4. Two doses of varicella vaccine (**Varicella or MMRV**). Minimum age for the first dose of varicella (chickenpox) vaccine is 12 months. Second dose routinely at age 4 through 6 years. History of disease is acceptable with parent/guardian signature.

#### REQUIREMENTS FOR 6<sup>TH</sup> GRADE (THROUGH 12<sup>TH</sup> GRADE) ENTRY:

1. One dose of **Tdap**
2. One dose of **meningococcal vaccine (MCV4)**

NOTE: Hib, Hepatitis A, Hepatitis B, HPV, annual Influenza, and Pneumococcal vaccines are recommended but not required.

#### Reference

<https://doh.sd.gov/family/childhood/immunization/school.aspx>

## **Counseling Services**

The counselor is a person to whom you can talk to about school, outside of school situations, or any other matters of concern. When you wish to see the counselor, stop by her office to make an appointment or send her an email. Your mental health is very important to all of the WWHS staff.

## **Drug and Alcohol Free Environment**

The Wolsey-Wessington School District is a DRUG FREE district (this includes alcohol and tobacco/e-cigarette/e-vapor products). By working cooperatively on the problem, we believe it will make a better environment in and about our school.

*Using or possessing or being under the influence of any drug, alcohol, or tobacco/e-cigarette/e-vapor product in the school building, on the school grounds, or at school activities (home or away) is prohibited. Students violating this rule will be disciplined according to the progressive discipline policy. Staff will also abide by the drug-free policy or be subject to disciplinary actions.*

## **Zero Tolerance for Weapons**

The Wolsey-Wessington School District has a zero tolerance policy concerning weapons. A student shall be suspended or expelled for violating this policy;

*Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon on school grounds or at a school function. If a student intentionally brings a firearm onto school premises, the expulsion may not be for less than twelve months. However, the Superintendent may increase or decrease the length of a firearm suspension on a case-by-case basis.*

## **Substitute Teachers/Para-Professionals**

Students should be aware that a substitute teacher or para-professional has the same responsibility for control as regular teaching faculty members. The same level of respect and cooperation is expected toward substitute teachers and para-professionals as is expected toward the regular classroom teacher. Discipline referrals made by substitute teachers or para-professional will carry the same disciplinary consequences as those made by the regular teaching staff.

## **Sportsmanship at Athletic Events**

WWHS students are asked to regulate their actions at all times in order to be an asset to the team they are supporting. Students and adults should show respect for all players, cheerleaders, coaches, officials, and other spectators attending the event.

## **School Records**

The school has on file student grades, attendance, and standardized test scores. Students and/or parents/guardians may see the contents of these records by making an appointment with the principal, counselor, or superintendent. Students and parents may have copies made of school records. Student records cannot be transferred, in writing or orally, to any other place (college, university vocational school, prospective employer, etc.) without student or parent/guardian written consent.

## **FIELD TRIPS**

Field trips constitute an educational experience that requires transportation from the school. Field trips would include contests and/or visitations to sites that would provide enrichment experiences for the student.

*Field trips shall be approved by administration.*

No field trip shall supersede an already approved field trip on a scheduled day.

## **Breakfast/Lunch Program**

The federal government subsidizes the school lunch program. Free and reduced meals are given on basis of need. Applications may be made through the business manager's office. Lunch balance may be tracked through Infinite Campus, and deposits may be made at lunch checkout or in the office.

Charged breakfast/lunches: A student will be granted a limit of 5 charged meals.

Children who bring their own lunches:

All children will eat in the commons. If they want milk, they purchase a milk ala cart. **Pop and food from outside restaurants are not allowed during lunch-time.**

## **Use of School Telephone**

All students must have permission from their teacher to use the school telephone. Student transportation after school should be arranged before the child leaves for school in the morning. Students are

encouraged to be responsible and remember their belongings.

### **Bus Rules & Regulations**

In order to maintain a safe, orderly environment on the bus and at the bus stop, students are expected to observe the following School Bus Safety Rules:

1. Follow the driver's instructions
2. Stay out of the danger zone
3. Remain seated, facing forward
4. Keep hands, feet and objects to yourself
5. Be polite and talk quietly
6. No eating, drinking, or gum unless allowed by the driver

### **Riding Bus Other Than Assigned Bus**

Students desiring to ride a bus other than their own bus should contact the driver of the bus on which they wish to ride. We like to know where pupils are and that they are safe. We ask your assistance in letting the bus driver know where your child is going.

### **Fire and Disaster Drills**

Fire and disaster drills are held in compliance with state regulations in order that all students and faculty members will know what to do in the event of an actual fire or emergency. The aim is to vacate the building or report to emergency locations safely and orderly in the least possible time. Order is essential as is speed.

### **Student Council**

Wolsey-Wessington School District has an active student council. The purpose of student council is to promote scholarship, citizenship, human relations, leadership, culture, and school values.

### **National Honor Society**

NHS is an organization for the purpose of giving recognition to students who excel academically, demonstrate high moral character, are highly involved in community service, and demonstrate positive leadership.

Successful appointment to membership in the NHS is dependent upon the following things:

1. Grade point average (must equal or exceed 3.5).
2. Recommendation by least 80% of the Wolsey-Wessington teaching staff.
3. Expression of interest on the part of the student in membership in the NHS.
4. Completion of all parts of the National Honor Society Application
5. Favorable recommendation for membership as determined by majority vote of the faculty.

*The National Honor Society was founded "as a concrete way to promote high school academic standards, a means of ensuring the continuation of democracy, and an instrument for the betterment of the individual and the school" (NHS Handbook, 1992). The NHS promotes the development and exhibition of positive leadership qualities, encourages service involvement in the community, and promotes the development and manifestation of character.*

### **Student Clubs/Organizations & Advisors**

FFA- Andrew Boersma  
HOSA – Julie Boomsma/Kathy Stevens  
HS Student Council –Kathy Stevens  
NHS – Kathy Stevens  
Newspaper – Karen Jensen  
Yearbook – Karen Jensen  
One-Act Play – Jackie Fauth  
Oral Interp – Jackie Fauth

### **Extra-Curricular Eligibility Policy**

**This is abridged, the full policy is JJI.**

Current Semester-The student shall attend a minimum of twenty hours of high school work per week during the current semester and be passing all classes for which academic units of credits earned are used in the issuance of a diploma. Online or dual credit courses approved in advance by the high school principal for which units of credit earned are used in the issuance of a high school diploma may count towards the twenty hour academic eligibility requirement. Seventh and eighth grade students participating at the high school level must be full-time students.

- For students in grades 7-12: Grades will be compiled on a weekly basis by the athletic director and the eligibility of students will be determined on the first school day of the week. Student will be deemed ineligible if he/she is failing one class for three consecutive weeks, and/or a student will be deemed ineligible if he/she is failing two or more classes. Students who are ineligible at this time will not be eligible beginning the second day of the school week for 6 calendar days or until the next eligibility report is processed.

Students who are academically ineligible based upon semester grades at the end of the semester will not be eligible for 7 calendar days following the end of the semester.

Eligibility will begin after the first two weeks of a quarter. A posted quarter grade from the previous quarter will be counted during the first week of a new quarter.

If a student is in ISS or OSS, they will not be allowed to practice or compete on the day(s) of suspension. All ISS and OSS obligations must be completed prior to participation in any practice, competition, performance, or activity.

In order to practice or compete on a given day, participants must be present in school by 12:00 pm or at the discretion of the principal.

Students on I.E.P's (Individual Education Plans) may be considered on an individual basis in regard to the eligibility policy.

### **Co-Curricular Transportation**

All students riding the bus on school-sponsored activities may ride home only with their parents with written or verbal request given to the coach. The only exception to this rule will be if prior arrangements have been made with the coach. Arrangements must be made prior to the event in writing by the student's parent/guardian or in person. If a parent takes his/her child home, that parent must sign a document provided by a coach before leaving the facility.

### **Discrimination**

**The Wolsey-Wessington School District does not discriminate in its policies and programs on the basis of race, color, national origin, age, gender, disability, creed, or religion.** The superintendent has been designated to handle inquiries regarding the nondiscrimination policies:

Title II (discrimination based on disability), Title VI (discrimination based on national origin or race), Title IX (discrimination based on gender), or Title X, Part C (McKinney-Vento Homeless Education Assistance Improvements Act of 2001), and Section 504 (discrimination based on disability).

### **Protection of Pupil Rights Amendment Notice and Consent/Opt-Out for Specific Activities**

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 123h, requires school districts to notify parents/guardians and obtain consent or allow parents/guardians to opt their children out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):

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 privilege 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.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes ("marketing surveys"), and certain physical exams and screenings.

When a protected information activity is scheduled during the school year, the district will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

### **Notice of Non-Discrimination**

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, sexual orientation, disability, national origin or ancestry. 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. 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 inquiries about discrimination are encouraged to attempt to resolve the grievance informally by working with the administrator most directly involved in the situation. If resolution is not achieved, the following persons have been designated to handle inquires and formal complaints regarding the application of non-discrimination policies: Superintendent, 375 Ash Street SE, Wolsey, SD 57384, 605-883-4221

In the event resolution of discrimination issues has not been addressed by the District, inquiries 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.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov)

### **SECTION 504 OF THE REHABILITATION ACT 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 so the student can be afforded access for appropriate education services. The Wolsey-Wessington 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 (i.e. caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning or working) or
2. A record or 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 you think your child might be eligible for a Section 504 plan and in need of accommodations to access education services, please contact the principal.

If parents/guardians disagree with the Section 504 services for their child, contact the principal and if not resolved, contact the superintendent

Policy and Regulations AC, ACA, and ACA-R outline specific policy and grievance procedures.

In the event resolution of discrimination issues has not been addressed by the District, inquiries may be referred to the Kansas City Office, Office of Civil Rights, and US Dept. Of Education, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114-3302. (816 268-0550; FAX (816 823-1404, email [OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov)

### **Notification of Rights under Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) affords 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 School official will make arrangements for access and notify 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. 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 consent to disclosures of personally

identifiable information contained 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); a person serving on the School Board; a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or 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 School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

(4)The right to file a complaint with the U.S. Department of Education concerning alleged failures by the *School District* 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, DC 20202-8520

## **Family Educational Rights and Privacy Act (FERPA)**

### **Directory Information**

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the Wolsey-Wessington School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the Wolsey-Wessington School District may disclose appropriately designated "directory information" 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 Wolsey-Wessington School District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, football, basketball showing weight and/or height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want the Wolsey-Wessington School District to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by October 1, 2017, the Wolsey-Wessington School District has designated the following information as directory information:

- Student's name
- Dates of attendance
- Address
- Grade level
- Telephone listing
- Participation in officially recognized activities and sports
- Electronic mail address
- Weight and height of members of athletic teams
- Photograph
- Degrees, honors, and awards received
- Date and place of birth
- The most recent educational agency or institution attended

These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the *No Child Left Behind Act of 2001* (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the *National Defense Authorization Act for Fiscal Year 2002* (P.L. 107-107), the legislation that provides funding for the Nation's armed forces.

## **Complaint Policy for Federal Programs (District Policy AFF)**

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.

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.

- The Superintendent will investigate, within one week, the circumstances of the complaint and render a decision, within two weeks, after receipt of the complaint.
- The Superintendent will notify the complainant of the decision in writing.
- The complainant will be allowed one week to react to the decision before it becomes final.
- The complainant will either accept or disagree with the decision and will provide such acknowledgment in writing, addressed to the district Superintendent.
- If the issue is not resolved with the Superintendent, the complaint will be forwarded to the district's Board of Education for further review. The parent or guardian or unaccompanied youth shall be provided with a written explanation of the district's decision including the rights of the parent, guardian, or youth to appeal the decision.
- Unresolved complaints may be forwarded by the stakeholder to the South Dakota Department of Education for review. (Consult SD Department of Education Complaint Procedure)

## **STUDENT DISCIPLINE**

### **Rules of Student Conduct and Discipline**

Character, citizenship and integrity are an integral part of life at Wolsey-Wessington. Students are expected to be responsible citizens who exhibit these qualities and respect the rules that govern our community. When students fail to follow the rules, they are held accountable for their actions. Students who violate school rules are subject to the penalties outlined in the progressive discipline plan as well as the minor infraction system.

Inappropriate student behavior is that which interferes with the learning environment, safety of others, and the orderly functioning of the school. Any employee has the right to correct and/or write a referral on any student who is not exhibiting proper behavior in school. Students should be aware that substitute teachers and paraprofessionals have the same responsibility for control, or referral to administration, as regular teaching faculty members. Discipline referrals made by substitute teachers or paraprofessionals will carry the same disciplinary consequences as those made by the regular teaching staff.

All of the potential violations apply to any time that school is in session and pertain to incidents occurring in school or on school grounds. Additionally, the same rules apply at any activity after school or away from school under the sponsorship of the school district.

When a school employee acts to assist a student in proper conduct, the emphasis shall be toward student growth in self-discipline.

### **Applying the District Rules**

The consequences for misbehavior described in this regulation are for misbehavior resulting in a referral to the principal's office. Consequences are designed to be fair, firm, and consistent for all students in Wolsey-Wessington School District 02-6.

Because it is not possible to list every misbehavior that occurs, the administration and staff reserve the right to respond to misbehaviors not included in this regulation. This regulation is based on the assumption that misbehaviors are dealt with by bus drivers, chaperones, classroom teachers, counselors, administrators, and other appropriate District staff. The administration has the latitude to enforce other reasonable disciplinary action found to be warranted by the situation.

## **PBIS**

Positive Behavior and Intervention Support is used at WWS. Our school motto is ***“Show Integrity-Own Our Learning-Accept Responsibility-Respect Self and Others”***.

Warbird SOAR tickets/Open Campus Lunch Passes are earned by students that display acts of kindness and respect throughout the school year.

## **Friday School**

There are times when students will be expected to be at school on Friday during student/teacher timer. If a student has missing work, needs to redo assignments, or is in need of extra help to understand a concept that student is expected to attend school on a Teacher Friday.

If a teacher requests a student to meet on Friday during student/teacher time, that student is expected to attend in order to become more successful in school. W-W teachers are available and want to help students understand material to the best of their abilities, and Fridays are a perfect time to work with a teacher to get assistance.

## **Progressive Discipline Plan**

The progressive discipline plan will be used in conjunction with existing district policy and the Minor Infractions system. Complete copies of the District suspension and expulsion policy JKD are available from the office. Rights and responsibilities of District personnel, parents or guardians, and students are described in this policy.

Actions which may be used by District staff to discipline students and/or encourage them to modify their behavior include but are not limited to: minor infraction, student conference, parent/guardian notification, parent/guardian conference, fine,

restitution, detention, removal from class, in-school suspension, dismissal from school, out-of-school suspension, exclusion, expulsion, referral to law enforcement authorities, conflict resolution training and recommendation to alternative community services.

A copy of the District Rules and Discipline Plan can be found in this handbook.

## **IN SCHOOL AND OUT OF SCHOOL SUSPENSION**

### **In School Suspension**

In school suspension is the temporary isolation of a student from one or more classes. The superintendent/principal or person in charge shall supervise the discipline. No personal technology devices will be used while in ISS.

Students serving an in school suspension will not be allowed to participate in school activities, (music, sports, etc.) for the day(s) of suspension. The day that in school suspension will be served is at the discretion of school administration, but will not exceed 3 days from the incident.

Grades for the day or period of in-school suspension will result in a 10% grade reduction. **The 10% grade deduction may be waived if a student is willing to do community service. The site for community service will be determined by the administration.**

In-school suspension shall result in immediate written notification of the incident and resulting action being sent to the parent or guardian.

### **Out of School Suspension**

Suspension is the removal of a student from the school environment. A student may be suspended up to ten days by the superintendent/principal or other person in charge. The day for suspension to begin is at the discretion of school administration but will not exceed 3 days from the incident.

A student may be suspended when his/her presence in the school environment interferes with the maintenance of the educational environment or the normal operation of the school. Once a student is suspended from school, he/she will not be permitted to return unless for a meeting with the superintendent/principal. Example - a student suspended on October 10 will not be allowed to

participate in school activities that day or that evening. He/she will not be permitted to participate until the suspension is lifted.

Students are expected to make up the work that they missed during the suspension. Student will have 2 days for every day suspended not to exceed 5 days to make up the work missed. All work assigned during the suspension period will result in a 15% grade reduction.

### Applying the District-Wide Middle and High School Rules

OFFENSES Class One (per quarter)	1ST OFFENSE	2ND OFFENSE	3RD OFFENSE	HABITUAL DISOBEDIENCE 4 or more offenses
Tardy to school or class Cell Phone Violation Classroom, library, lunchroom, or study hall disruption Inappropriate dress	Warning Phone in office until end of day-picked up by student Conference with student; Detention when appropriate	Warning Parent must pick up the phone or turned in to office for one week  Conference; detention when appropriate	Detention Parent picks up the phone after one week or turned in to office for two weeks/Office Referral Conference with student and detention	Detention---com service Parent picks up the phone after one week/Detention  ISS, student conference, parent contact
<b>Class Two (per semester)</b>				
Parking lot or traffic violations  Skipping  open campus violation  neglecting obligations  Bus Incident	Conference with student, parent contact     1 day off the bus	ISS (1-3 days) or detention, parent contact  1 week off the bus ----- Counselor referral when appropriate. Community service	ISS (3-5 days), parent conference  2 weeks off the bus ----- Counselor referral, Attendance Contract when appropriate. Community service	ISS (5 days), reduce suspension if parent/ student participate in conflict resolution Loss of bus privileges for the year ----- Attendance contract. Community service
<b>Class Three (per year)</b>				
Insubordination  pornographic materials  disrespectful/obscene language or actions  physical aggression  laptop policy violation  academic dishonesty	ISS (1-3 days), detention, parent contact ----- OSS if applicable- administrative discretion	ISS (3-5 days), parent conference ----- Counselor referral when appropriate OSS (1-3 days) if applicable. Com service	OSS (3 days), parent conference ----- Counselor referral, Community service	OSS (up to 10 days), Suspension may be reduced if parent & student participate in conflict resolution training ----- Community service
<b>ILLEGAL OFFENSES Class Four (per year)</b>				
Violence, fighting, intimidation, tobacco/e- cigarette/e-vapor, theft, physical injury, destruction of property, secret societies, harassment, hazing, bullying, cyber bullying sexual misconduct, illegal technology off.	OSS (3-5 days), parent conference, counselor referral, reduce suspension if student participates in counseling. Restitution and police referral when appropriate.	OSS (3-10 days), parent conference, reduce suspension if student and parent participate in conflict resolution training or student participates in counseling. Restitution and police referral when appropriate.	Long term suspension or expulsion, police referral when appropriate. Student and parent must attend conflict resolution training before student returns to school.	
<b>Class Five (per career)</b>		<b>1ST OFFENSE</b>	<b>2ND OFFENSE</b>	
Drugs, alcohol - Using or under the influence, or possessing drug paraphernalia ----- Drugs, alcohol - Possessing an amount that suggests distribution	OSS (5-10 days), parent conference, police referral. Reduce suspension if student and parent participate in drug/alcohol evaluation and counseling. Student activity rules will be followed. ----- Long-term suspension or expulsion. Student and parent must attend drug/alcohol evaluation and counseling before student returns to school.	Long term suspension or expulsion, police referral. Student and parent must attend drug /alcohol evaluation and counseling before student returns to school		
<b>Class Six (per career)</b>				
Weapons, bomb threat, fires, endangering the life of others	Long-term suspension or expulsion, parental conference, referral to authorities. Mandatory 12-month expulsion for firearm possession.			

**Due Process:** Students shall be afforded the rights of fair procedure or due process. This includes the right to (1) be informed of conduct which would result in disciplinary action against the student; (2) notice of any 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.



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## **I. INTRODUCTION**

### **1. Foreword**

The purpose of this handbook is to acquaint new faculty members with the policies of the Wolsey-Wessington School District and serve as a reference for all faculty members when questions of policy arise. It is our intention that this handbook be an aid to unity in goals and objectives by providing a common understanding of school goals and the means of implementing them.

This handbook should not be the only resource. The faculty must also be familiar with the student handbook. There are also school district policy manuals available on-line. Should questions arise regarding district policies and procedures, please check with one of the principals.

As professionals, all staff are responsible for following district policies and procedures.

Have a great year!

*Jennifer Boomsma-Kelsey*  
Superintendent/ High School Principal

*Lindsay Haider*  
Elementary/Middle School Principal

### **2. Routine Procedures**

It is the responsibility of each staff member to be familiar with this handbook and its contents and comply with the procedures contained within.

### **3. Modification of Wolsey-Wessington School District Policies and Procedures**

When an improvement in procedure is evident, any faculty member may initiate the change process. The suggested change may be communicated to the principal for consideration and action.

**Administration**

Jennifer Boomsma-Kelsey.....Superintendent/ High School Principal  
Lindsay Haider.....Elementary/Middle Principal  
Amy Langbehn.....Business Manager  
Kathy Stevens.....Dean of Students  
Sam Erickson.....Athletic Director, PE

**Specialists**

Russ Uttecht.....Special Education  
Rachel Geyer-Fuhrman.....Special Education  
Whitney Swartz.....Special Education  
Darcie Langbehn.....Special Education, Speech  
Becky Dragt.....ELL, Preschool  
Brandi Hoverson.....Counselor  
Tammy Luce.....Title, Elementary Music  
Julie Boomsma.....School Nurse  
Gordon Hooks.....Physical Education

**Elementary**

Rechelle Roberts.....Kindergarten  
Angie Bishop.....Kindergarten  
Tammy Myers.....First Grade  
Amy Lindquist.....First Grade  
Bridgett McGillvrey.....Second Grade  
Carissa Boomsma.....Second Grade  
Shawna Peterson.....Third Grade  
Haley Asimakopoulos.....Third Grade  
Allison Ness.....Fourth Grade  
Megan Tollefson.....Fifth Grade

**Middle School**

Kylie Gross.....Math and Reading  
Ann Clarke.....English and Social Studies  
Jason Bishop.....Science and Health

**High School**

Andrew Boersma.....Ag, FFA  
Karen Jensen.....English, Spanish  
Leah Cypher.....Ag and Business CTE  
Jason Neuharth.....Math  
Barry VanZee.....Science  
Eric Bliss.....Instrumental/Vocal Music  
Jackie Fauth.....English, Drama  
Lindy Uttecht.....Social Studies

**Education Assistants**

Patti Boomsma.....Paraprofessional  
Kim Clouser.....Paraprofessional  
Julie Clarke.....Paraprofessional  
Desi French.....Paraprofessional, Preschool  
Alesha Rearick.....Paraprofessional  
Merry Thelen.....Paraprofessional  
Lacey Zerfoss.....Paraprofessional, ASP

**Clerical Staff**

Kerri Zomer.....Administrative Assistant  
Brandee Kelsey.....Administrative Assistant, Tech

**Maintenance/Custodial Staff**

Dave Weber.....Maintenance  
Pat McAlister.....Maintenance  
Shane Finn.....Custodial  
Carla Weber.....Custodial

**Food Service**

Marilyn Moser.....Manager  
Maureen Dubois.....Cook  
LynnNett Wagner.....Kitchen staff

## **1. Building Crisis Team**

In the event of emergencies, such as deaths, accidents, or disasters, the Wolsey- Wessington School District's procedures and guidelines are outlined to assist students and staff in dealing with the situation. (Please refer to your Crisis Manual.)

The purpose of the policy is to maintain a unified and predictable plan of action by school personnel in the event of an emergency.

The objectives of the policy include the following:

1. To communicate with staff, students, parents/guardians and community through the most effective and practical manner.
2. To meet special needs of students and staff affected by a crisis.
3. To enable a building to continue instruction and carry out established routines, rules, and regulations.
4. To assure safety and welfare of students and building staff.

The Building Crisis Team for WW for 2021-22 are:

1. Jennifer Boomsma-Kelsey
2. Lindsay Haider
3. Amy Langbehn
4. Russ Uttecht
5. Kathy Stevens
6. Brandi Hoverson

In case of an emergency or crisis situation when school is not in session, Bright Arrow will be used to communicate information.

## **2. Faculty Meetings**

Faculty meetings are scheduled each Friday when teachers report.

- A. The typical time for faculty meetings is the first 30-45 minutes of each Friday work for staff. If an emergency should arise, please see the superintendent or the principal prior to the meeting. No practices, rehearsals, appointments, etc. may be scheduled between 8:00 am and 12:00 pm on Friday workdays without prior approval from the superintendent. Student work time will be from 10:00-12:00.
- B. Any faculty member or faculty council member has a right to place items on the agenda. All items should be turned in to the principal by noon on the day preceding the meeting.

## **3. Classroom Visitation**

An administrator will visit your classroom informally. If there are lessons or activities you would like observed, please contact an administrator.

### III. DAILY/MONTHLY SCHEDULE

#### 1. Building Hours

Building hours for teachers will be 7:45-3:45 OR 8:00 AM - 4:00 PM. If there is a need to alter this schedule on a regular basis due to personal circumstances, it must be approved by the principal.

#### 2. Late Starts/Early Dismissals

In the event of an emergency, notification of school closing will be broadcast on Bright Arrow and KELO, KSFY, KDLT TV stations and Huron radio stations no later than 6:30 AM. Should school be dismissed early during the school day, the announcement will also be made via the above-mentioned stations and intercom system. **When school is cancelled or dismissed early, all school activities are also cancelled. When there is a late start, any activities prior to the start of the school day are also cancelled.**

#### 3. School Assemblies

It is the duty of all paraprofessionals and teachers to attend assembly programs and pep rallies and to supervise students. Faculty members are expected to sit with/near students during all assemblies.

#### 4. Hall / Bathroom Duty

All staff members are expected to assist in monitoring of hallways and bathrooms during the school day, especially during passing times. Be diligent in monitoring students; stand at your doorway when students are leaving and entering your classroom.

#### 5. Lunch Schedules

K-10:55-11:20  
1<sup>st</sup>-11:05-11:30  
2<sup>nd</sup>-11:10-11:35  
3<sup>rd</sup>-11:15-11:40  
4<sup>th</sup>-11:20-11:45  
5<sup>th</sup>-11:25-11:50  
6<sup>th</sup>-11:30-11:55  
7<sup>th</sup>-11:35-12:00  
8<sup>th</sup>-11:40-12:05  
HS-11:43-12:10

## 6. Staff Assignments for Lunch and Recess Duty

### High School Lunch Duty

Mondays-Jason and Barry  
Tuesdays-Russ and Leah  
Wednesdays-Jackie and Lindy  
Thursdays-Karen and Andrew

### Middle School Lunch Duty

Mondays-Sam  
Tuesdays-Gordon  
Wednesdays-Tammy  
Thursdays-Eric

### Class Advisors

Sr-Russ, Julie  
Jr-Jackie, Lindy  
Soph-Karen, Leah  
Fresh-Jason, Barry  
6<sup>th</sup>-Kylie, Gordon  
7<sup>th</sup>-Ann, Sam  
8<sup>th</sup>-Jason, Eric

### Student Council

MS-Brandi  
HS-Kathy

## IV. COMMUNICATION

### 1. Daily Announcements

Student Daily Announcements will be posted by the office each day. We will start each day with the Pledge of Allegiance, SOAR, birthdays, and activity announcements.

Teachers / coaches / advisors taking students out of school for field trips or competition, must turn in a list of names to Kerri by the day prior to the absence. A count must also be given to the cafeteria two days prior to being gone.

### 2. Staff Mailboxes

Each staff member is provided a mailbox located in the front office.

### 3. Use of Telephones

WW has telephones in the offices and teacher lounge.

When outside calls come in for faculty members, the following procedure is followed.

- A. Emergency situation - every effort will be made to relay a message to the teacher/staff member immediately. If you are expecting an emergency-type call, please contact the office.
- B. All other messages (except emergencies) are delivered via email or staff mailbox.

### 4. Scheduling Events

Check with principal or superintendent before scheduling any events. To schedule the use of facilities contact the athletic director.

### 5. School calendars

The school utilizes an online calendar to record school events and facilities.

**Vehicle use calendar:** All vehicles must be checked out through Amy or Mrs. B-K.

## V. GRADING POLICIES & PROCEDURES

### 1. District Grading Policy

All teachers shall record grades using the **Infinite Campus**. All teachers shall have grades available online for parents/guardians through the Parent Portal. **It is required that grades be updated minimally every week. A good guideline for MS and HS teachers is to enter 2 or more grades per week.**

### 2. High School Grading Policy

Grades do indicate, in some measure, the quality and quantity of work a student is doing. Freshmen students will have the GPA carefully explained to them. We stress that they maintain a grade point average to their full capacity at all times. Grades are important and become a part of every student's permanent record, and consequently a recommendation for or against him/her when the record is examined.

### 3. Methods and Frequency of Reporting

- a. Teachers continually conduct ongoing evaluation of learning and use various means to assess progress, both formal and informal. Determination of grades is based on class participation, daily work, quizzes, tests, performance activities, portfolio, and effort.
- b. Teachers report to parents/guardians frequently, using a variety of methods, to provide information regarding their children's progress.
- c. Parent/teacher conferences are held to communicate with parents concerning their children's progress in school. Additional conferences with a specific teacher may be scheduled as needed to discuss a student's progress with parents/guardians.
- d. Parents/guardians must be contacted by the teacher if a student is failing or is experiencing a significant decline in performance or grade. This contact must be made early enough for a student to have a reasonable time to improve the grade before the end of the quarter.
- e. Semester tests are administered to all high school students. A semester test grade/project must count for 20% of a student's final grade.
- f. Seniors and parents/guardians are informed throughout the year if students are close to failing. Final notification from teachers to administrators, counselors, parents/guardians, and graduating seniors is provided two days prior to graduation if students are failing classes needed to meet graduation credit requirements. If students fail a course needed to graduate, they will not receive a diploma. Students are given opportunities to take additional coursework during summer school. A diploma will be provided upon satisfactory completion of all graduation requirements.

### 4. Additional Student Evaluation

Teachers are encouraged to provide parents/guardians with additional feedback in the comments section on a report card.

### 5. Grading Scale

Daily grades are figured on the following scale:

<b>A</b>	<b>100-90%</b>
<b>B</b>	<b>89-80%</b>
<b>C</b>	<b>79-70%</b>
<b>D</b>	<b>69-60%</b>
<b>F</b>	<b>59%</b>
	<b>and below</b>

**6. Honor Roll**

Wolsey/Wessington High School publishes an Honor Roll. For a student to qualify for the Honor Roll a 3.0 or better GPA must be maintained.

Senior status for end of the year recognition will be designated as Highest Honors (4.00 and above), High Honors (3.75-3.99), Honors 3.5-3.74).

**7. Absences/Make-up Work**

- a. Students who are absent are responsible for getting assignments for the day(s) missed. All completed make-up work will receive full credit. Students will receive 2 day for every day missed to make up work, with a maximum of 6 days.
  
- b. Students have the opportunity to make up work missed due to absence, with the exception of skipping. If a student receives an incomplete as a final grade, the student will be given two weeks to complete the work before the final grade reverts to the earned letter grade.

**8. Late Work Policy**

Unless a student misses class because of an excused absence, all homework and other assignments are expected at the beginning of class the day they are due. Students are expected to turn in their assignments without being reminded. Late homework is penalized as follows:

**High School: Late work deductions** - 10% deduction for each day the paper is late

**Partial work:** Partial work may be handed in with teacher permission and the student may come to school on Friday to finish the assignment. Or, assignment may be turned in late and take the deduction listed above. It is at the teacher's discretion if enough of the paper is done to warrant accepting the assignment on the day it is due.

**9. Friday Work Sessions:**

**Required:** If a student is failing a class or has missing work.

**Student may choose to attend if:** the student wants to redo an assignment, get extra help, and complete work prior to being gone from school.

**When are Friday Work Sessions?** See the school calendar

**Reminder:** the Friday work session is an academic study time and students need to work. If a student is not working or misbehaving they will be sent home. Students and parents should always communicate concerns with teacher. Additionally, students should seek extra help before/after school, and during study halls.

## 10. How Missing Assignments Are Recorded In Infinite Campus

I.C. Letter	Calculation	Description
"M" = Missing	Calculates as zero credit	Student can still submit the assignment
"Blue corner" or "L" = late due to excused absence	Calculates as no grade (does not count as a zero)	The work has been turned in and received a grade, and the teacher is indicating that the work was submitted late.
"I" = Incomplete	Calculates as no grade (does not count as a zero)	Student has submitted the work but did not meet the standards and the work is returned to student for revision
"E" = Exempt	Calculates as no grade (does not count as a zero)	Student is excused from the assignment
"O" = zero	Calculates as zero credit	Student cannot make up the work
Blank	Calculates as no grade (does not count as a zero)	The assignment has not yet been graded

## 11. Grading/Credit--including Coursework for Students Assigned to In-School Suspension and Out-of-School Suspension

1. In-School Suspension. Grades for the day or period of in-school suspension will result in a 10% grade reduction. *The 10% grade deduction may be waived **if** a student is willing to do community service. The site for community service will be determined by the administration.*
2. Out-of-School Suspension. Students are expected to make up the work that they missed during the suspension. Student will have 2 days for every day suspended not to exceed 5 days to make up the work missed. All worked assigned during the suspension period will result in a 15% grade reduction.

## 12. Students Dropping a Course

Students have a limited amount of time and must obtain administrator approval to drop a course.

### **13. Grading and Privacy Guidelines**

The Wolsey-Wessington School District believes that student privacy should be protected as grades are established, recorded, reviewed and returned. The following guidelines outline classroom and school procedures.

#### **Assessing and Grading**

##### **Do's**

Students may correct their own assignments or tests in class.

Students may rate a speech, written document or presentation provided it does not influence the grade (rubric rating and/or written comments).

Students may receive an individual and group or team grade for a collaborative project.

Students' graded tests or papers may be handed back to be reviewed or passed to the front of the teacher has instituted a procedure where the where the grade is not visible, such as folding the paper in half with the name on the back half of the paper, having the paper upside down, assigning a random number to each student or putting the grade on the last page of any assignment.

#### **Posting or Assisting with Graded Papers**

##### **Do's**

Students may assist with distributing graded papers or placing papers in mailboxes if the grades are not visible.

Individual incentive charts that compare progress, kept by students, are considered acceptable practice.

Posting grades of any kind may be used if random, anonymous numbers are assigned to identify students.

##### **Do's**

High school student helpers assisting at the elementary or middle level may grade assignments, record grades and distribute papers in the elementary or middle school classroom to which they are assigned.

Student work may be displayed if grades are not visible.

#### **Parent/Guardian Assistance**

##### **Do's**

Parents/guardians may assist with distributing placing it in mailboxes if grades are not visible.

##### **Don'ts**

Students may not correct another student's assignments or tests.

Students may not assign a group grade to a speech, written document or group presentation.

No open grade books that display other students' class if the grades will be shared.

##### **Don'ts**

Students may not assist with distributing graded papers or placing papers in mailboxes if student grades are visible

Posting of grades of any kind with a student's name

##### **Don'ts**

Under no circumstances may high school students assist with grading, re graded papers cording grades or distributing at the high school level.

Students should never announce their grades out loud, or have their grades announced

##### **Don'ts**

Parents/guardians may not work or assist with distributing graded work or placing it in mailboxes if student grades are visible.

Parent/guardian volunteers may not record grades or evaluate data on individual students.

#### **14. Semester Test Schedule**

The schedule may be found in the HS Handbook. Seniors may be excused from spring semester tests if they have an 80% average.

#### **Semester Test Make-ups**

If a student misses a first semester test due to illness or some other excused absence, it is that student's responsibility to contact teachers and make arrangements to make up tests. This may be done before or after school, or during a study hall.

If a student misses a second semester test (due to illness or excused absence, the student may make up the test on the teacher work day or at a pre-arranged time during the summer.

Teachers should give the student a grade. Do not give the student an incomplete. Grades can be changed with the Registrar after the test is corrected.

**15. Report Cards:** Report cards are sent to parents/guardians (via students) or by mail, if requested. Parents have access to DDN Campus to obtain posted grades.

**16. Conferences:** Conferences are held to communicate with parents in person or via Zoom.

#### **17. Failing Grades**

**Teachers must notify students, parents/guardians, and the administration if a student is failing or is in danger of failing, ESPECIALLY SENIORS.** Seniors and parents/guardians are informed throughout the year if students are close to failing. Steps are taken to help students pass the course(s), but the final responsibility rests with the student. Final notification from teachers to administrators, parents/guardians, and graduating seniors is one week prior to graduation if the student is failing a class needed to graduate. If the student fails a course needed to graduate, the student will not receive a diploma.

## VI. BUILDING MAINTENANCE & SECURITY

### 1. Scheduling and Use of School Facilities

The use of school facilities is governed by District Policy. Faculty members are not at any time authorized to permit use of school facilities or equipment by persons not on school staff.

#### Building Maintenance and Security

2. A. All doors are locked at 8:25 AM. Access to the building after 8:25 will be through the front door (buzzed in), or through the use of the school ID card. Students are expected to leave the building by 3:45 unless in a supervised situation.
- B. Students are not to be in the building in the evenings or on the weekend unless accompanied by a teacher. If a teacher intends to have a group of students in the building in the evening or on the weekend, the teacher should inform the superintendent.
- C. Teachers are held responsible for care of furniture in the classrooms.
- D. All requests pertaining to the care of the building or moving such items as chairs, desks, and maps from one room to another should be directed to maintenance.
- E. Teachers are responsible for school keys. **Do not** give them to students at any time. If either of these items are lost or misplaced, you must contact the office.

### 3. Health Services and Emergency Procedures

In case of an emergency or extreme illness, students should be sent or accompanied by another student to the office or nurse's office.

If an accident occurs, the adult in charge must complete an Accident Report Form (available in the office). The completed form goes to the superintendent or the principal.

Students who may be taking an over-the-counter drug may bring enough for 1 day's dosage. Such drugs cannot be given to other students.

Health records are continuously updated and are kept in the nurse's office.

An excuse from physical education classes because of physical illness or injury is handled in the following manner:

- A. Long-term absence (more than one or two days' duration): The student obtains a statement from a doctor advising the school to limit the student's physical activity. The student then brings this statement to the main office and a copy of the note is sent to the physical education teacher advising of the long-term absence. The doctor's statement is filed with the student's health records.
  - B. Short-term excuse (one or two days): Each physical education teacher must determine whether it is wise or unwise to have a student participate in physical activities. A student granted a short-term excuse is still required to attend class. The student should have a note from a parent/guardian or a doctor.
-

#### **4. Fire Drill Procedures**

- A. Early in the semester, teachers should explain to students each period during the day which exit is to be used for that period.
- B. The signal used is the fire alarm.
- C. Students should walk briskly away from the exits so that others can get out quickly.
- D. As soon as all are out of the building, teachers will be signaled to return to classes.
- E. On the way out, students should avoid unnecessary talking and be alert for emergency instructions.
- F. All doors and windows should be closed, and lights turned off.
- G. Refer to the map in your room for exit information.

All other staff will go to the exits assigned to their room, act as supervisors, and assist in getting students away from the doors.

As a general rule, doors should be closed when classes are in session. When classes are not in session and the room is not occupied doors and windows should always be closed.

#### **5. Tornado & Disaster Drill Procedure**

- A. The tornado warning will consist of sounding the FIRE ALARM.
- B. One drill required per semester.
- C. We should have 10 minutes in a tornado warning.
- D. Teachers are instructed to escort students to a safe place and stay with them. The theory of a "safe" place is away from outside windows and doors and large-span roof areas. Students should sit along inside hallway walls, prepared to place their arms around their head so as to protect as much of their body as possible.

Remember, stay close to interior supporting walls and do not sit under anything that may collapse on you. Stay away from glass trophy cases.

#### **6. Bomb Threat Procedure (refer to Crisis Manual)**

## VII. STUDENT PROCEDURES

### 1. Attendance Procedures

Each teacher is responsible for accurate records for each student in each class including study periods. Teachers need to take roll accurately for classes using DDN Campus and should not assign this task to a student.

Parent(s)/guardian(s) are expected to notify the school regarding a student's absence on the day of the absence. An absence must be reported either by note or phone call to the office (883-4221).

If requested, students who were absent from school for any reason shall submit in written form the specific reasons for their absence, the specific days or times they were absent and a signature of the parent/guardian. The district may require verification of absence from a doctor, dentist or other professional as deemed necessary by the principal.

When a student arrives at school late, the student must stop at the office to explain the absence and to secure an absence slip to present to teachers. Students must have either a phone call or a note from parents/guardians before they are readmitted to classes after an absence.

### 2. Elementary Absences:

- A. Excused absence: The following kinds of absence are excused if verified by either a parent/guardian's phone call or note - preferably a telephone call, which should be made the SAME day a student is absent.
  1. Personal illness
  2. Death or critical illness in immediate family
  3. Emergency in family
  4. Dental and medical appointments. Students are encouraged not to take school time for dental or medical appointments except in cases of an emergency.
- B. Unexcused absence: (An absence from school without notification from the parents/guardians, or no reason given)
- C. Parental request: (An absence for the convenience of the family requested by a parent or guardian.) It is the student's responsibility to make arrangements with the teacher for assignments and class discussion missed during the absence and to pick up an advance make up slip from the office.

If a student leaves the building at some point in the school day, the school must also have a note or phone call from a parent or guardian noting the need for early dismissal. The student must check out at the office before leaving the building and the office will ensure that a parent/guardian is picking up the student.

### 3. Middle School and High School Attendance

Six or more absences in a semester is considered to be excessive by the School District. Once a student has exceeded the allotted days, he/she will make up time before school, after school, on Fridays, and open hours (seniors) until the absences each period are 6 or less.

After attendance is collected each morning, school personnel begin calling parents/guardians who have not notified the school regarding a student's absence.

Student safety is the main concern and this procedure provides another check on a student's absence.

At the high school level, each day the parents/guardians of students who have not notified the school regarding a student's absence that day will be notified. This procedure is intended to notify parents/guardians who may be unaware of the student's absence and to remind others of their responsibility to provide notification when a student will be absent.

### **Tardiness**

- a. Tardiness is defined as a student's initial appearance in an assigned area at any time after the designated starting time.
- b. A student who arrives late to school should report to the office.
- c. Teachers will emphasize the importance of being on time and explain the classroom rules and procedures for tardiness. The tardiness sanctions should be consistently applied and should be sequential. Sanctions may include, but are not limited to: warning, assigned detention, parent/guardian contact, and administrative referral.
- d. Excessive tardiness will be dealt with according to Policy/Regulation JK Student Discipline.**

### **4. Procedures for Reporting Student Absences**

- a. The first few minutes of each period should be used to take attendance. All teachers must take attendance.
- b. Teachers are to take attendance via DDN campus within the first 15 minutes of class.
- c. Each teacher will keep a Substitute Folder. Please keep your class list for each period in this folder. Please remember the importance of accurate attendance records and your key responsibility in safeguarding their accuracy.

5. **Hall Control**

**Hall Passes:** Teachers are strongly encouraged to limit students leaving the classroom during class time. A good method that works is to hand a limited amount of passes out at the beginning of each quarter.

6. **Restrictive List:** Students who have excessive numbers of office referrals and/or tardies are placed on the Restricted List. These students' privileges are curtailed, in that they are no longer able to leave classes. Exceptions are made only in emergency situations and then only when the student has a reliable escort. Names may be added to the Restricted List at any time. At the end of each quarter, the list is reviewed and students with no additional referrals during the quarter may have their names removed from this list. Students who have questions regarding the Restricted List should see the superintendent.

7. **Permission to Leave School**

- a. No student is to leave the building before 3:35 PM unless the student's schedule indicates an earlier dismissal hour or the student has office permission.
- b. Teachers are not to excuse students to leave the building for any reason.
- c. If a student is injured in a classroom or during an activity, an Injury Incident Report must be completed and given to the principal. The student should be seen by the office before leaving the building.
- d. If a student is ill and wishes to go home, the student should go to the nurse immediately. A call is placed to the home and a parent/guardian is asked to come and pick up the student or give permission for the student to drive home.
- e. Any student who needs to leave the school for any reason must check out in the office.

**8. Student Lists**

Teachers are reminded that it is both building and district policy that no staff member may mail or give out student lists and senior lists to anyone outside of the school population. No teacher should give out the address or telephone number of a student or another staff member. Parties interested in obtaining directory information for students must contact the superintendent's office

**9. Selling to Students**

Teachers are **not** to sell any article or service to students without the consent of the superintendent.

**10. Textbooks**

Teachers must record the condition of text books before they are issued to students. All damage must be recorded when book are turned in. All damage reports will be turned into the office. The office will determine damage prices and collection of fine.

**11. Fines, Fees**

No fines or fees are to be collected from any student without approval by the superintendent.

**12. Student Dress Code**

Students' standard of dress should conform to the standards generally accepted by the community. Students have a right to choose their own style of dress and personal appearance, as long as it does not interfere with the educational process or learning environment, endanger student health and safety, disrupt the school, offend other students/staff, or relate to gangs, drugs, sex, violence, or alcohol.

The purpose of our dress code is:

- a. To ensure the safety, health, and well-being of all students and staff.
- b. To further the school's mission by providing a positive learning environment.
- c. To ensure that clothing and personal appearance do not distract others from the pursuit of their academic goals.
- d. To discourage the endorsement of alcohol, tobacco, drugs, and disruptive behaviors.
- e. To respect the personal beliefs and religious rights and freedoms of all students and staff.

In order to promote a positive and safe learning environment, all students need to follow these guidelines:

- a. Students may not wear clothing with writing, slogans, pictures, or symbols that depict alcohol, tobacco, or drugs (or their manufacturers).
- b. Students may not wear clothing with writing, slogans, pictures, or symbols that depict obscenities, vulgarity, racism, sex, sexual innuendo, violence, or gang affiliation.
- c. Students may not wear immodest clothing, which includes clothing that exposes undergarments or inappropriately exposes the body.
- d. Students may not wear slippers. Shoes shall be worn at all times.
- e. Students may not wear pants in a sagging manner (below the hips).
- f. Students may not wear hats, caps, head wraps, scarves, bandanas, or other head apparel during the school day, unless that head apparel is part of a student's customary religious attire.
- g. Students may not wear chains that hang down or are used as belts.
- h. Students may not wear clothing or accessories with spikes.
- i. Students may not wear sunglasses during the school day.

Violations of the dress code shall be handled in accordance with the district's Progressive Discipline Plan:

- a. Students will be asked to put away or remove the offending item. It may be necessary to call a parent/guardian to provide alternate clothing items.
- b. Students may be given an alternate item of clothing to wear for the day.
- c. Multiple violations shall be handled as insubordination.

### **13. Cell phone and personally-owned technology acceptable use policy**

Cell phone and other communication devices: Students in the high school shall hand in their cell phones at the beginning of each period and only use their phone with teacher permission.

It is important that all staff members consistently enforce these guidelines.

### **18. Student supervision**

Students must be supervised by a staff member or adult volunteer at all times. Students shall not be left in a classroom, or other spaces, without being supervised. If help is needed use the call button to communicate with the office.

### **20. Copies and supplies**

Copies and supplies should be procured during planning time or before and after school. Please do not send students to the office for copies and supplies.

### **21. Classroom Management**

Classroom management is the responsibility of the teacher. Discipline should be firm, fair, consistent, and in accordance with school district policy. Classroom policies and procedures must be discussed with students. It is important that parents/guardians be contacted when a student causes classroom disruptions.

## **22. Office Referrals for Misbehaving Students**

In the case of severe misbehavior, such as fighting, deliberately destroying property, or insolent behavior toward the teacher, the student should be referred directly to the office.

In the case of repeated acts of misbehavior in the classroom, and where the teacher has run the full gamut of corrective actions (private conferences with student, consultations with counselor, contacting of parent/guardian), a student should be referred to the principal.

The procedure to be followed is:

- A. Teacher advises office that a student is being sent to the office because of the following incident(s). (Can be communicated by intercom phone or e-mail.)
- B. Student is sent to the office.
- C. Student fills out office referral form describing what caused the office referral.
- D. A principal determines an effective course of discipline and records the disposition of the matter on the form.
- E. The form is filed for the remainder of the year as a record of the incident.
- F. A copy of the office referral is mailed to parent/guardian.

## **23. Snacks and beverages**

- a. The district encourages the use of non-food items as rewards in the classroom.
- b. Lunches in the classroom are to be on a limited basis.

## **24. Documentation of student/parent communications.**

- a. Keep a log of all information regarding student/parent issues, both positive and negative.
  - i. Document every time that you discipline a student (i.e. stayed in from recess, loss of privileges, cheating, use of foul language, etc)
  - ii. Document all phone calls made to and received from parents. Note the date and time of the call, who placed the call, and a general summary of the phone call.
  - iii. Keep all notes from students or parents
- b. Keep or print emails to and from parents that address student issues.

## VIII. FACULTY MATTERS

### 1. Professionalism and Public Relations

Good teaching includes good public relations.

Every teacher should work diligently to establish a positive classroom environment where all students are treated with respect and are challenged daily to meet high expectations. Teachers need to model the same behaviors and attitudes they expect of their students. Please keep in mind the importance of regular communication with parents/guardians.

### 2. Leaving the Building

Any teacher needing to leave the building must inform the front office or a principal, indicating the time of leaving and returning.

### 3. Teacher Absence

Teachers should request a substitute through their principal as soon as it is known that one is needed. Absences not requiring a substitute must also be communicated through the office.

### 4. Accident and Injury Reports

Any faculty member injured or involved in an accident at school should report the accident to an administrator the same day. An accident report form must be completed within 24 hours of the accident.

### 6. Keys for Classrooms and Outside Doors

Keys are issued to teachers for their specific classrooms and areas as needed. All keys are to be turned in at the end of the school year. Problems surrounding building security should be taken to the superintendent. Keys are **NOT** to be given to students **AT ANY TIME.** Any keys that are lost or stolen need to be reported IMMEDIATELY to The superintendent.

### 7. Temporary Change of Classrooms

Whenever a teacher takes a class out of a classroom, the office must be informed of the change.

### 8. Paychecks

Faculty pay will be deposited on the 20<sup>th</sup> of each month. Faculty members who do not use electronic deposit will receive their check on the 20<sup>th</sup> of each month. If the 20<sup>th</sup> falls on either a federal holiday or weekend, then the pay will be processed on the last business day prior to the 20<sup>th</sup>. Paycheck statements for staff will be emailed by the 20<sup>th</sup> of each month.

**9. Tobacco/Drugs/Alcohol - Faculty**

Wolsey-Wessington School is a tobacco, drug & alcohol free building. Use or possession of tobacco, drug, or alcohol products on school property is prohibited. . Please remind guests on our campus to not use tobacco products on campus, or notify the office.

**10. Admission to School Events**

Teachers are encouraged to attend school, class and club events.

**11. Coffee/Pop, Cell Phones**

Teachers should not eat or drink cans/bottles of pop in their classroom when students are present. Water is acceptable under school guidelines. Teachers should model the student cell phone policy.

**12. Use of school vehicles**

School vehicles may be checked out through the front office. When using the school vehicle it is the responsibility of the person who has checked out the vehicle to ensure that the vehicle has been cleaned and filled with gas upon returning to the school. (If under  $\frac{3}{4}$  of a tank of fuel, please fill). If a school vehicle is not available staff members will be reimbursed at the state mileage rate for the trip.

**13. Staff Gifts and Solicitations**

Students and their parents/guardians are discouraged from presenting gifts to District employees. Letters of appreciation or simple remembrances are more appropriate than gifts.

**14. Use of Computers**

All computer use must follow district guidelines. Students are never to use a computer signed in under a staff members ID.

Confidential Information in E-Mails

Since e-mail is a written document shared between professionals, it must be treated as a school record if it contains confidential information about a student. As such, it could be subpoenaed in the event of a hearing or lawsuit. Even if you have deleted the e-mail from your trash, it may be retrievable. While we do not want to discourage the use of e-mail to communicate about student needs, we offer the following guidelines.

1. Do not include student names in the subject lines. These appear on the directory and could encourage "snooping" by unintended recipients.
2. Do not include any information that could not be shared with the student's parents/guardians. Others could print the information and share it or leave it lying at the printer; or it could be subpoenaed.
3. If you need to communicate sensitive information, leave out the student name.

We do not want to discourage you from using student names in e-mail to discuss evaluation or IEP schedules, to request progress reports from teachers, or to provide factual data already contained in the records to authorized persons. Just leave the names out of the subject fields, and be sure that computer access is never given to persons not authorized to read the information.

15. DISTRICT POLICY PROHIBITING SEXUAL HARASSMENT OF EMPLOYEES AND STUDENTS

It is the policy of our District that our employees and students should be able to enjoy a work and learning environment free from all forms of discrimination, including sexual harassment. It is expressly against school policy for any employee to make unwelcome sexual advances or requests of sexual favors, or to engage in any other physical or verbal conduct of a sexual nature, when

1. Submission to such conduct is made an express or implied condition of employment, passing grades or participation in school activities or related student rights; or
2. Submission to or rejections of such conduct is used as a basis for employment decisions or academic or extracurricular decisions affecting the individual who submits to or rejects the advances; or
3. Such conduct has a purpose or effect of interfering with the employee's work performance, student's educational performance, or creates an intimidating, hostile or offensive working or educational environment.

Conduct that is harassing to other employees or students will not be tolerated, and is prohibited. Upon the completion of due process afforded to the individual alleged to have sexually harassed an employee or student, should such allegations be shown by a preponderance of the evidence, the employment of the employee found to have sexually harassed another employee or student, could be terminated; if the accused is a student, the student could be expelled for the balance of the school year.

Any employee or student who believes that he or she has been or is being subjected to harassing acts or conduct should bring such acts or conduct to the immediate attention of any administrator.

Should an individual come forward with a complaint of sexual harassment, an investigation of the alleged incident or behavior will be conducted. If the allegation involves both a student and an employee of the district, the Dept. of Social Services will be notified. The internal investigation of the complaint will include, but is not limited to: such things as what happened, when and over what period of time the conduct occurred, did the conduct affect your employment or educational environment (and if so, in what manner), appropriate background information, possible verification from other employees and/or students. The individual who is alleged to have committed the act or conduct is to be notified in writing by the person conducting the investigation as to the allegation upon reasonable suspicion that the allegation may be true.

Due process will be adhered to in order to protect the interests of the employees and/or students involved. This includes the right of the person who is accused of the conduct to face and question the person(s) making the allegations at the Board hearing which may be held relative to the long-term employment status of an employee or the expulsion of a student from school. Should the person alleged to have committed the conduct be an employee and the person making allegation be a student, the identity of the student(s) involved will be confidential until after the preliminary investigation recommends to the Board that the Board suspend the employee, with pay, pending completion of the investigation.

**16. SUPERVISION AND EVALUATION**

This policy will be formulated subject to a receipt of guidelines from the South Dakota Professional Practices Commission. Until such time, the Board of Education Policies shall be in effect.

A. A school exists for the welfare of the boys and girls. Supervision and evaluation of certificated staff members shall be oriented toward improving instruction. Employment in the District can only be justified by such evaluation. All certified staff members shall be expected to conduct any self-evaluation or job target evaluation as each deems necessary to a professional status.

B. Minimum teacher evaluation shall be scheduled by the superintendent/principal as follows:

1. All teachers new to school system shall be evaluated a minimum of once a semester during the first two years of employment as required in SDCL 13-43-9.1.

2. All other teachers shall be evaluated as deemed necessary, but at least once a year.

C. It is assumed that evaluation will be made in a variety of classroom situations, e.g., not always in the same subject matter or in the same size group. Sufficient time should be allocated to an evaluation relative to the activity being observed.

D. Following the evaluation, the superintendent/principal shall prepare the written record of the evaluation and shall have a conference with the teacher regarding that evaluation. The teacher shall have an opportunity during that conference to write any comments of reaction to the evaluation received.

E. When a teacher receives an evaluation stating "recommended with qualifications for reemployment," the teacher must be apprised of that in the conference with the superintendent/principal. The teacher is to be advised in writing and counseled orally relative to areas in which improvement is necessary.

F. Before a teacher is given an evaluation stating "not recommended for reemployment," the superintendent/principal will have had a minimum of two conferences with the teacher relative to the areas of weakness.

G. In cases cited in F. and G., a teacher may request an evaluation by and/or a conference with the superintendent/principal.

H. The teacher shall view, discuss, and sign all written evaluations being submitted by the superintendent/ principal for the teacher's evaluation file. Signing by the teacher does not imply agreement to the evaluation, but merely indicates that these were the items discussed.

**17. TRANSFER OF TEACHERS**

Teachers are subject to transfer from position to position at the discretion of the Superintendent. Transfers are usually necessary because of increased or decreased enrollment or from an opinion of the Administration that a transfer would result in more efficient and effective discharge of duties by the teacher concerned. Before a transfer is made, the Administration shall have conference with the employee concerned, and the reasons for transfer shall be fairly reviewed.

When a transfer is found to be necessary, the Administration shall convey that information to the teacher involved by means of a conference or in writing.

18. **STAFF REDUCTION**

If in the judgment of the District it is necessary or may be necessary to reduce the number of instructional staff employees within the District, the following procedure will be used.

A. The District will use reasonable efforts to communicate the situation to the certified staff so as to allow the staff up to ten days from the date of communication to present possible alternative suggestions and recommendations to a reduction in force.

B. No teacher will be laid off as a result to of a reduction in force if the teacher is certified for a position held by another teacher employee who does not have full certification. {IE, such as when employed under an authority to act.} A certified teacher who has not attained continuing contract status is deemed to be a fully certified teacher for purposes of this provision.

C. If paragraph B does not apply or if two or more fully certified teachers would be able to fill the position held by an employee who does not have full certification, the following criteria may be considered by the District when determining which teacher will be laid off due to staff reduction. These criteria are not in order priority, but rather a list of factors all of which may be considered by the District.

Student needs, priority of programs, program elimination , evaluations, administrative recommendations, certification and endorsements , employees educational develop, {classes, workshops, and so forth after initial certification}, professional employment history, length of employment in the District, federal and state requirements, and other factors as deemed relevant by the District.

D. In any District action involving reduction in force, the District will adhere to the provisions of **SDCL 13-43.**

19. **RECALL**

For purposes of the recall policy, the effective date of a reduction in force to which recall may apply is the date of the Board' s determination to not renew the contract of a teacher due to reduction in force. Recall rights shall commence as the date of the Board's determination and shall end one year (twelve months) after the Board decision.

If during that twelve month period a vacancy occurs in the grade, subject areas and activities in which the teacher who has been laid off due to reduction in force is certified to teach and has been teaching , or taught within the previous five years, an offer for re-employment shall be given to the teacher. If two or more teachers have the same recall rights (as determined by the effective dates), the criteria within the Reduction in Force policy shall be considered by the District when determining which teacher is afforded the opportunity for re-employment.

Notice of recall shall be mailed by certified mail to the last address furnished to the Superintendent/Administration by the teacher. If the teacher does not accept the offer for re-employment in writing and present that acceptance to the District within 20 calendar days of teacher's receipt of the notice of recall, recall rights shall terminate. If a teacher has recall rights under this provision but is under contract with another elementary or secondary school, these recall rights do not apply unless the recall is for the school year following the teacher' s current contract with the other school. Recall rights shall also terminate if a teacher submits a resignation to the District after receiving notice of the District's determination to not renew the contract due to reduction in force.

A recalled teacher shall be placed at the salary step immediately above (higher) than the salary step which the teacher was on during his/her last year of employment. A recalled teacher shall retain previously attained accumulated sick leave benefits.

**CHILD ABUSE POLICY**

20. Because of their regular contact with school age children, school employees are in an excellent position to identify abused or neglected children.

To comply with the law (SDCL 26-8-6, 26-10-11, and 26-10-12) it is the policy of the Wolsey-Wessington School District that any teacher or other school employee who suspects that a child under 18 years of age has been neglected or physically abused (including sexual or emotional abuse) by any person including parent or other person, other than by accidental means,

shall report orally or in writing to the superintendent/principal who shall then immediately report to the states attorney (telephone 352-4101) or to the department of social services or to the county sheriff or to the city police. The superintendent/principal shall inform the school employee initiating the action within 24 hours and in writing that the report has been made. The employee shall make the report directly to the proper authorities if the superintendent/principal fails to do so.

The report shall contain the following information: name, address, and age of child; name and address of parent or caretaker; nature and extent of injuries or description of neglect; and other information, that might help establish the cause of injuries or condition.

School employees, including administrators shall not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect. It is not the responsibility of the school employees to prove that the child has been abused or neglected, or to determine whether the child is in need of protection, only to report his/her suspicions of abuse or neglect.

Any personal interview or physical inspection of the child should be conducted in a considerate, professional manner and information or records concerning reports of suspected abuse or neglect are confidential and the release to persons other than provided by law (SDCL 26-10-12.2) is punishable by \$1,000.00 fine, one year in jail or both. (SDCL 26-10-10)

Anyone who participates in making a report in accordance with the law and in good faith is immune from any civil or criminal liability that may otherwise arise from the reporting of from any resulting judicial proceedings even if the suspicion is proved to be unfounded. (SDCL 26-10-14)

## **21. USE OF ALCOHOL AND OTHER DRUGS BY EMPLOYEES**

Student and employee safety is a paramount concern to the Wolsey/Wessington Board of Education. Employees under the influence of alcohol and/or other drugs are a serious risk to themselves, to students, and to other employees. Therefore, the Wolsey/Wessington Board of Education will not tolerate the unlawful manufacture, use, possession, sale, distribution or being under the influence of alcohol and/or other drugs. Any employee who violates this policy will be subject to disciplinary action, which may include dismissal, and referral for prosecution. Each employee of the district is hereby notified that, as a condition of employment, the employee must abide by the terms of this policy and will report to the superintendent/principal any criminal alcohol and/or other drug statute conviction for any alcohol and/or other drug violation. Such notification must be made by the employee to the superintendent/principal no later than five (5) days after conviction.

Within thirty (30) days after receipt of information concerning an alleged or proven violations of this policy, the district will take appropriate disciplinary action, which may include termination of employment, requiring the employee to participate in alcohol and/or other drug abuse assistance or rehabilitation programs, and possible referral for prosecution.

The Wolsey-Wessington School Board recognizes that employees who have an alcohol and/or other drug use /abuse problem should be encouraged to seek professional assistance. An employee who requests assistance shall be provided a listing of the regional treatment facilities or agencies to assist him/her in their choice of a service provider.

When a staff member has consumed alcohol and/or illegal drugs off school property and/or before a school activity, the staff member will not be allowed on school property or to participate in

school activities. Staff members who violate this regulation will be subject to the same disciplinary sanctions, as for possession or consumption on school property.

The Wolsey-Wessington Board of Education hereby commits itself to a continuing good faith effort to maintain a drug-free environment.

## 22. **MILITARY LEAVE OF ABSENCE**

### **Enlistment or Draft**

A regular employee shall be granted a leave of absence for the purpose of entering the military service of the United States but not to exceed the enlistment draft or activation period.

Upon completion of the military service, the employee shall be entitled to reinstatement in the classification held, but subject to the following conditions:

1. That the classification for the position has not been abolished;
2. That the employee is qualified and capable of performing the duties of the classification;
3. That the employee makes written application for reinstatement to the superintendent within ninety (90) days after termination of military service;
4. That the employee submits an honorable discharge from military service.

The employee shall make application on the regular leave of absence form to the superintendent of schools. The employee shall attach a copy of his/her military orders.

Any employee hired to replace an employee on active military duty shall not acquire tenure or a continuing contract right to the position served.

## 23. FAMILY AND MEDICAL LEAVE (Professional Staff)

The District shall comply with the mandatory provisions of the Family and Medical Leave Act of 1993. The Superintendent shall administer leave policies adopted by the Board, setting forth the rights and procedures granted by the Act, and shall ensure compliance with those policies personally, by delegation, or by some combination of personal oversight and delegation. An eligible employee must have been employed by the District for at least one thousand two hundred fifty (1,250) hours during the previous twelve (12) months.

### FAMILY AND MEDICAL LEAVE (FMLA Leave) (Professional Staff)

An eligible employee is entitled to up to a combined total (paid and unpaid (of twelve (12) weeks of FMLA Leave per year for:

1. The birth and first year care of a child;
1. The adoption or foster placement of a child;
2. The illness of an employee's spouse, parent, or child; or
4. The employee's own illness.

The employee must first use and count all available accrued paid leave, including vacation, sick leave, and personal leave, before using the unpaid leave. During the period of FMLA Leave, the employee is entitled to the continuation of all fringe benefits. Employees will still earn sick days and vacation days while on FMLA Leave. The District will continue to pay its portion of the health insurance, and it will be the employee's responsibility to continue to pay for his or her portion. Upon return to work, the employee will be entitled to his or her same position or an equivalent position with equivalent pay, except that return to work during the last two (2) or three (3) weeks of a semester is subject to certain restrictions. See Special Rules below.

In the case of birth, adoption or foster placement, the FMLA Leave entitlement for child-care ends after: (1) the child reaches the age of one, or (2) 12 months after adoption or placement. FMLA Leave to care for a child would include leave for a stepparent or a person in loco parentis.

In cases where both spouses are employed by the District, the combined amounts (both employees) of FMLA Leave for birth, adoption or foster placement, or family illness is limited to twelve (12) weeks. Personal illness is not limited to this combined total.

The District, at the request of the employee, may agree that the employee may take leave intermittently or on a reduced hours basis in connection with the birth, adoption or foster placement of a child. This is subject to the recommendations of the administrator or supervisor and is at the request of the employee.

When FMLA Leave is in connection with birth, adoption or foster placement, and is foreseeable, the employee must provide at least thirty (30) days notice of the date when FMLA Leave is to begin. When FMLA Leave is in respect to family or employee illness which is foreseeable, the employee must make a reasonable effort to schedule treatment, including intermittent and reduced hour leave, so as to not unduly disrupt the operations of the District.

In case of employee illness, in addition to current sick leave policy requirements, the District may require the employee to provide certification by his or her health care provider that the employee is able to return to work and is able to meet the essential functions of the job.

If an employee fails to return to work after the leave period has expired, unless the absence is due to continued family or personal illness or other circumstances beyond the employee's control, the District will require the employee to reimburse the District's share of the health insurance premiums paid while the employee was on FMLA Leave.

#### Special Rules:

1. Rules Applicable to instructors in Periods near the Conclusion of an Academic Term (School Semester). The following rules apply to any employee who takes FMLA Leave under this policy and who is employed principally in an instructional capacity:

a. If FMLA Leave begins more than five (5) weeks before the end of an academic term, the superintendent/principal may require the employee to continue taking leave until the end of that academic term if:

(1) The leave is of at least three (3) weeks duration; and

(2) The return to work would occur during the three-week period before the end of the academic term.

b. If FMLA Leave begins within the five (5) weeks before the end of an academic term, the superintendent/principal may require the employee to continue taking leave until the end of that term, if:

(1) The leave is of more than two (2) weeks duration; and

(2) The return to work would occur during the two (2) week period before the end of the academic term.

c. If FMLA Leave begins within three (3) weeks before the end of the academic term, the superintendent/principal may require the employee to continue taking leave until the end of that term, if the leave is for more than five (5) working days.

d. If the school system requires a teacher to extend leave under these rules, the extended leave is counted against the teacher's FMLA Leave allotment. If the teacher's FMLA Leave allotment expires during the extension, the additional time is nevertheless deemed FMLA Leave.

2. Questions on these special rules should be addressed to the superintendent/principal or designee.

The superintendent/principal or designee will work individually with an employee who wants to apply for FMLA Leave. FMLA request forms are available from the Superintendent/Principal's office.

#### 24. FAMILY AND MEDICAL LEAVE (Support Staff)

The District shall comply with the mandatory provisions of the Family and medical Leave Act of 1993. The Superintendent/Principal shall administer leave policies adopted by the Board, setting forth the rights and procedures granted by the Act, and shall ensure compliance with those policies personally, by delegation, or by some combination of personal oversight and delegation.

### FAMILY AND MEDICAL LEAVE ACT (FMLA Leave) (Support Staff)

An eligible employee is entitled to up to a combined total (paid and unpaid) of twelve (12) weeks of FMLA Leave per year for:

1. The birth and first year care of a child;
2. The adoption or foster placement of a child;
3. The illness of an employee's spouse, parent, or child; or
3. The employee's own illness.

The employee must first use and count all available accrued paid leave, including vacation, sick leave, and personal leave, before using the unpaid leave. During the period of FMLA Leave, the employee is entitled to the continuation of all fringe benefits. Employees will still earn sick days and vacation days while on FMLA Leave. The District will continue to pay its portion of the health insurance, and it will be the employee's responsibility to continue to pay for his or her portion. Upon return to work, the employee will be entitled to his or her same position or an equivalent position with equivalent pay.

In the case of birth, adoption or foster placement, the FMLA Leave entitlement for child-care ends after: (1) the child reaches the age of one, or (2) 12 months after adoption or placement. FMLA Leave to care for a child would include leave for a stepparent or a person in loco parentis.

In cases where both spouses are employed by the District, the combined amounts (both employees) of FMLA Leave for birth, adoption or foster placement, or family illness is limited to twelve (12) weeks. Personal illness is not limited to this combined total.

The District, at the request of the employee, may agree that the employee may take leave intermittently or on a reduced hours basis in connection with the birth, adoption or foster placement of a child. This is subject to the recommendations of the administrator or supervisor and is at the request of the employee.

When FMLA Leave is in connection with birth, adoption or foster placement, and is foreseeable, the employee must provide at least thirty (30) days notice of the date when FMLA Leave is to begin. When FMLA Leave is in respect to family or employee illness which is foreseeable, the employee must make a reasonable effort to schedule treatment, including intermittent and reduced hour leave, so as to not unduly disrupt the operations of the District.

In case of employee illness, in addition to current sick leave policy requirements, the District will require the employee to provide certification by his or her health care provider that the employee is able to return to work and is able to meet the essential functions of the job.

If an employee fails to return to work after the leave period has expired, unless the absence is due to continued family or personal illness or other circumstances beyond the employee's control, the District will require the employee to reimburse the District's share of the health insurance premiums paid while the employee was on FMLA Leave.

The superintendent/principal or designee will work individually with an employee who wants to apply for FMLA Leave. FMLA Leave request forms are available from the Superintendent's office.