2025-2026 Rapid City Area Schools Elementary Handbook

General Beadle Elementary
10 Van Buren St 57701
394-1841 FAX 394-1739
Principal: Abby Karn

Black Hawk Elementary
7108 Seeaire St, Black Hawk, SD 57718
787-6701 FAX 787-6654
Principal: Alex Whitney

Corral Drive Elementary
3736 Corral Dr. 57702
394-6789 FAX 394-3341
Principal: Drew Foley

Grandview Elementary
3301 Grandview Dr 57701
394-1829 FAX 394-5831
Principal: Cyndi Lundgren

Horace Mann Elementary
902 Anamosa St 57701
394-1847 355-3074
Principal: Suzanne Reed

Jefferson Building (Special Education Services)
21 St. Joseph St 57701
394-1813 FAX 394-6766
Program Director: Keyra Comer

Knollwood Heights Elementary
1701 Downing St 57701
394-1851 FAX 394-5391
Principal: Sarah Gross

Meadowbrook Elementary
3125 W. Flormann St 57702
394-1821 FAX 394-1780
Principal: Becky Hogencamp

Pinedale Elementary
4901 W. Chicago St 57702
394-1805 FAX 394-5830
Principal: Laura Kamarainen

Rapid Valley Elementary
2601 Covington St 57703
393-2221 FAX 393-1973
Principal : Rhoda Bryan

Robbinsdale Elementary
424 East Indiana St 57701
394-1825 FAX 394-1827
Principal: Beth Keeney

South Canyon Elementary
218 Nordby Lane 57702
394-1801 FAX 394-1803
Principal: Cary Davis

South Park Elementary
207 Flormann St 57701
394-1833 FAX 394-1853
Principal: Brad Jungwirth

Valley View Elementary
4840 Homestead St 57703
393-2812 FAX 393-2861
Principal: Hollie Hoffman

Woodrow Wilson Elementary
827 Franklin St 57701
394-1837 FAX 394-1832
Principal: Brad Chaney

Letter to Parents

Dear Parents,

The Rapid City Area Schools are committed to quality education. Communication is an important part of that commitment and certainly parents head the list of people with whom to communicate.

This handbook was written for parents by a team of administrators, teachers, parents and other representatives of the Rapid City Area Schools to provide you with a general overview of what is offered to students through the early years of their education. It is approved by the Board of Education and is considered policy. Occasionally it is necessary to update the handbook after it has been printed. If that occurs, pending Board of Education approval, corrections will be made within the online version.

We sincerely hope you find this handbook helpful. Our intent is to provide greater understanding of the educational experience and instruction your child receives in the Rapid City Schools and to focus on the important role of the parent.

This publication represents our commitment to the success of students within the district and the direct relationship of family involvement in the educational process leading to that success.

We encourage your communication at any time.

Sincerely,

The Rapid City Area Schools

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In some cases, an incomplete copy of a policy is included in this handbook due to district policy review and revision timelines. In some instances, portions of policies relevant to students may be referenced. Complete versions of all Rapid City Area Schools policies are available in the school office, Rapid City Area Schools Administrative Offices, or online at www.rcas.org. Policies may be revised after this handbook has been printed.

Board of Education

Please see our website, www.rcas.org, for a current list of members.

Profile of the Rapid City Area Schools

Our District

The Rapid City Area Schools (RCAS) serve nearly 14,000 students and employ approximately 1,800 people. Nearly half of our RCAS teachers have advanced degrees, and the average teacher in the RCAS has 14.2 years of experience. Our District is rich in diversity. Twenty-one percent of RCAS students are Native American.

The Rapid City Area Schools 51-4 is the state's second-largest district and is home to fifteen elementary schools, five middle schools, two comprehensive high schools, and one alternative high school. Nine of the fifteen elementary schools and one of the five middle schools are designated as Schoolwide Title I schools.
The District owns nearly 700 acres of land in and around Rapid City and maintains 30 buildings with a collective two million square feet.

Strategic Plan

Mission: RCAS strengthens community through education, communication, appreciation, and celebration.

RCAS Strategic Pillars:

Students—RCAS will welcome and acknowledge all students for their value as an individual in a safe environment where they are educated and prepared with skills to be successful in life.
RCAS Staff—RCAS will attract, recruit, and retain a diverse high-quality staff who are respected and empowered to educate our students.
Community—RCAS will build collaborative relationships within the community to support and improve the students' educational experience.
Facilities—RCAS will ensure safe, modern, effective learning environments by building, improving, and maintaining facilities to meet changing educational needs.
Communication— RCAS will communicate clearly and consistently with all staff, families, students, and the community.

Our Community

Nestled on the eastern foothills of the Black Hills, Rapid City shines as the hub of the region. Thanks to its diversity, Rapid City's economy remains strong. Our skilled and growing medical community serves an entire region. Our burgeoning retail sector draws shoppers from four states. Our call centers serve customers nationwide. Nearby Ellsworth Air Force Base remains a strong and stable force in the nation's defense. National Geographic recently named Rapid City one of the "Best Small Cities in the U.S". Rapid City is also just minutes from Mt. Rushmore, Custer State Park, The Badlands, Deadwood and more!

Public Notice of the intent of the Rapid City Area School District 51-4 to release personally identifiable information regarding students or former students.

Directory Information:

The Rapid City Area School District designates the following personally identifiable information regarding its students as Directory Information:

1. Name

2. Address
3. Email address
4. Date of birth
5. School attending
6. Dates of attendance
7. Parents or guardian of student
8. Participation in school-recognized activities
9. Weight, height, age, and grade of members of athletic teams
10. Awards received
11. Individual and group photographs pertaining to school activities
12. Similar information which denotes accomplishment or achievement

Right of Parent, Guardian or Student to Prohibit Release of Information:

A parent, guardian, or student over 18 years of age may refuse to permit the release of any of the Directory Information by notifying the principal of the student's school in writing which of the above Directory Information may not be released in respect to the particular student. Such notification may be made at any time.

Educational records will be forwarded, without prior parent notification, to another school in which a student plans to enroll or has enrolled.

Right to a Safe and Orderly Learning Environment

Rights of Students

Every student has a right to be in a school environment that is safe, conducive to learning, and in which he or she feels respected and protected.

Rights of Staff

Every staff member has a right to be in a school environment that is safe, conducive to learning, and in which he or she feels respected and protected.

Violence Free Schools

School violence is a broad term that includes overt aggressive behaviors such as physical fights on campus, bullying (including online bullying or cyber-bullying), physical assault, bombing, arson, or other deliberate means of causing harm to the staff and students. In addition, school violence includes more covert behaviors that increase fear and diminish school safety such as threats, weapons possession, and harassment.

Violence in any form will not be tolerated.

While not all instances of violence can be prevented, policies and procedures are in place that support a balanced cross-discipline approach to school safety and emphasize clear communication, foster positive personal connectedness, and implement evidence-based support.

The district has implemented purposeful, coordinated strategies to increase levels of safety and security and simultaneously promote student wellness and resilience.

Parent Rights and Responsibilities

Students and parents/guardians have the following rights and opportunities:

1. Your child is entitled to a free and appropriate public-school education. (14th Amendment)
2. You have the right to have your child's educational needs evaluated, determined, and served. Students who qualify for special education services receive such benefits at no cost. (IDEA, FAPE)

3. You have the right to English translation services for your child with limited English proficiency. (Title VI and Executive Order 13166)
4. Your child has the right to be free from unreasonable search and seizure. (4th Amendment).
5. Your child has the right to due process in the event of suspension or expulsion. (Due Process Clause).
6. Your child has the right to an education free from discrimination, harassment, and bullying. (Title IX, SDCL §13-32-15; Title VI; Section 504; and Title II of the ADA, etc.).
7. Your child has the right to freedom of speech and expression at school. (First Amendment).
8. You have the right to inspect your child's education record. (FERPA)
9. You have the right to review curriculum and instructional materials. (Policy IIAA)
10. You have the opportunity to engage in regular communication with teachers and other school staff. (Policy ABAC)
11. You have the opportunity to address concerns regarding your child's academic, social, and behavioral progress during parent-teacher conferences or at other practical times. (Policy ABAC).
12. You have the opportunity to utilize District policies and procedures to address and resolve concerns. (Policy KL).
13. You have the opportunity to provide public comment to support the work of the District, ask questions, and/or provide feedback to the Board. (Policy BEDH).
14. You are encouraged to work in partnership with the District to educate all students effectively. (Policy ABAB).
15. You are encouraged to support the District by requiring that your child observes school rules and regulations. (Policy ABAC).
16. You are encouraged to participate in school activities, field trips, special functions, open houses, parent-teacher conferences, your child's daily work. (Policy ABAC).

*This list is not exhaustive, nor do the rights and opportunities detailed herein contemplate the entire scope of rights (and limitations of rights). These rights and opportunities are provided as a guide. Parents should refer to District policy and/or applicable State and Federal law to appreciate the full context of their rights.

Parent/Guardian Conduct

District Code ABACA

I. Purpose

The purpose of this policy is to ensure a safe, respectful, and professional environment for all staff members and ensure that staff can carry out their duties without being subjected to harassment, abuse, or mistreatment by parents/guardians.

II. General Statement of Policy

a. Parents/guardians are expected to engage with staff in a respectful and professional manner, free from abuse, harassment, or mistreatment. The following behaviors are prohibited (non-exhaustive list):
   1. Verbal abuse, including shouting, insults, or use of profane language;
   2. Threatening gestures, statements, or actions;
   3. Physical aggression or intimidation; or
   4. Persistent or excessive communication.

b. Nothing in this policy is intended to interfere with a parent/guardian's ability to advocate for their child's educational needs or otherwise participate in their child's educational experience. However, conduct which is considered abusive, harassing, or mistreatment will not be permitted.

Notice of Non-Discrimination

The Rapid City Area School District prohibits harassment and discrimination on the basis of race, color, citizenship, creed, religion, national origin, sex, veteran status, disability, age, or any other protected characteristic under applicable federal or state law, in its program and activities, in employment, and provides

equal access to the Boy Scouts and other designated youth groups. For more information regarding District policies and procedures regarding non-discrimination and harassment, contact:

Director of Human Resources
625 9th Street, Suite 617
Rapid City, SD 57701
(605)394-4014

And/or:

Human Resources Specialist
625 9th Street – Suite 617
Rapid City, SD 57701
rapidcitytitleIX@k12.sd.us
(605) 394-4014

See Policies: AC – Discrimination and Harassment; ACAA -- Title IX Sexual Harassment Policy; ACAA-P Title IX Sexual Harassment Grievance Procedure; KL – Public Complaint.

For more information about non-discrimination laws and regulations, or to file a complaint, contact the Office for Civil Rights (OCR); 1-800-421-3481; ocr@ed.gov.

Complaint Policy for Federal Programs

District Code KLE

I. Purpose

The purpose of this policy is to provide parents, guardians, students, teachers, and community members an expeditious and reasonable handling of complaints and disputes alleging violations of the use of funds concerning Federal Title Programs.

II. Applicability

This policy applies to complaints regarding the implementation of and use of funds concerning Federal Title Programs. This policy also applies to disputes under the McKinney-Vento Homeless Children & Youth Education Grant concerning the enrollment, transportation (including inter-district disputes), and other barriers to the education of children and youth experiencing homelessness.

III. Definitions

When used throughout this policy, the terms set forth below shall be defined as follows:

1. Day: All days Monday through Friday, inclusive, except when the day is a legal or school holiday.
2. Principal/Administrator: "Principal/Administrator" also includes any person designated by the principal/administrator (designee).
3. Superintendent: "Superintendent" also includes any person designated by the superintendent (designee).
4. District Official: "District Official" includes principal/administrator, superintendent, and any member of the Rapid City Area Schools Board of Education.

IV. Complaints

A parent, guardian, student, employee, or district stakeholder may file a complaint regarding the use of federal program funds. Complaints should be filed in writing at the appropriate school. Complaints must be a signed written statement including an allegation that a requirement applicable to a Federal Title Program has been violated and a statement of facts that support the allegation.

V. Disputes

A parent, guardian, or unaccompanied youth may file a dispute regarding homelessness. Disputes may be filed directly with the school, or with the district or the district's homeless liaison's office. Disputes concerning

homelessness need not be in writing, however, the dispute must contain the name of the student involved, the school the student is attending or attempting to enroll, and the nature of the dispute.

VI. Rights of Parents, Guardians, and Students
Concerning homelessness, students shall be provided with all services for which they are eligible while disputes are resolved.

VII. Record Initiated
Upon receipt of a complaint or dispute, a written record containing information pertinent to both the source and nature of the complaint or dispute shall be initiated by the person receiving the complaint.

Adopted: December 4, 2008

Education of Homeless Children

District Code: JFB

Every child of a homeless individual and every homeless child is entitled to equal access to the same free, appropriate public education as provided to other students. The district must assign and admit a child who is homeless to a district school regardless of residence and irrespective of whether the homeless child is able to produce records normally required for enrollment. The district may not require an out-of-district attendance agreement and tuition for a homeless child.

The Superintendent will review and revise as necessary rules or procedures that may be barriers to enrollment of homeless children and youths. In reviewing and revising such procedures, the Superintendent will consider issues of transportation, immunization, residence, birth certificates, school records, and other documentation.

Homeless students will have access to services comparable those offered to other students, including, but not limited to:

1. Transportation services;
2. Educational services for which a student meets eligibility criteria (e.g., Title I);
3. Educational programs for children with disabilities and limited English proficiency;
4. Programs in vocational and technical education;
5. Programs for gifted and talented students; and
6. School nutrition program.

The Superintendent will give special attention to ensuring the enrollment and attendance of homeless children and youths not currently attending school. The Superintendent will appoint a liaison for homeless children.

A "homeless individual" is defined in the McKinney Homeless Assistance Act.

Anyone having a concern or complaint regarding placement or education of a homeless child will first present it orally and informally to the District homeless liaison. Thereafter, a written complaint must be filed in accordance with the District Uniform Complaint Procedure.

Adopted: July 29, 2014
Reviewed: May 23, 2016

Programs and Services

Student Nutrition

Breakfast and lunch are available for all students at all schools. Free and Reduced Meal Applications are available each school year by August 1st before the start of the following school year. A new application must be completed each year and only one application needs to be completed per household. Paper applications are also available at the Student Nutrition Office at 851 West Street. It could take up to 10 days to process your application, families are responsible for paying for school meals purchased during this time until the application is approved. A new application must be completed each year and only one application needs to be completed per household. Paper applications are also available at the Student Nutrition Office at 851 West Street. It could take up to 10 days to process your application, families are responsible for paying for school meals purchased during this time until the application is approved until the application is approved. Applications completed online and those dropped off at the Student Nutrition Office at 851 West Street will be processed the quickest. Children in households receiving SNAP or TANF can receive meals at no charge without applying. Students are given an online school meal account that can be funded by personal check, cash, or online payment (E-Funds). Families are responsible for maintaining a positive balance in the school meal account. Students with negative balances will be given opportunities to bring the account into good standing. If you have questions or need help, please call the Student Nutrition Office at 605-394-4061 or toll free at 844-641-5141.

In the elementary schools, students can bring their own sack lunch from home if they so desire.

If your child will be tardy for school and you want the child to have a hot lunch that day, it will be necessary for parents to call the school and notify them before 8:45 a.m. daily. Extra lunches are not ordered. Smart Snack Guidelines will be followed in accordance with the school wellness policy. Additional information can be found on the RCAS Student Nutrition website.

School Counseling

The school counseling program in Rapid City Area Schools is a part of the total school support system. School counselors focus on academic support, social-emotional learning, and college, career, and life readiness skills for all students through standard and competency-based curriculum. Programming is comprehensive, preventative, developmental, and proactive.

Students exhibiting barriers to learning or deserving of additional social-emotional and mental health support may be referred for intervention. This may include short-term individual or small group counseling, progress monitoring, consultation, or referral to other resources. Parents will be notified if any of these interventions are recommended.

Homebound

It is the policy of the Rapid City Board of Education to provide services when a medical or psychological condition is substantiated as the cause for an extended absence. The Homebound program provides a means for students to maintain all or part of their education which may be in jeopardy due to an extended absence from school.

I. Student Eligibility Rights Include:

A. Current enrollment in the Rapid City Area School District;
B. Anticipated absence of twenty (20) school days or more;
C. Appropriate authorization from a physician or psychologist through the Homebound application process.;
D. Screening Committee Meeting (optional): involve student's teachers, administrator, counselor, homebound teacher, other(s) to determine best placement. The physician or psychologist may be contacted;
E. The development of a Homebound Education Plan (HEP) to identify the educational needs of the student to include attendance, courses, grading, service delivery.

II. Termination Rights Include:

A. Notification of the home attendance center by the Homebound staff;
B. Written report summarizing the student's performance while enrolled in Homebound to include grades and attendance;
C. Home attendance center acceptance of grades or credit from the Homebound program upon a student's re-entry into the regular education program.

Information Media Center

The Informational Media Center provides scheduled library classes integrated with the digital world throughout the common core curriculum. Books are checked out of the Informational Media Center for a two-week period and are renewable. Overdue notices are distributed to students. Students are responsible for returning any overdue materials immediately. Fines are charged for overdue materials. If a student has overdue materials, they must be returned before checking out any other materials from the Informational Media Center.

Rapid City Area Schools Early Intervention Preschool Program

District sponsored early intervention preschool programs are located in various elementary schools throughout Rapid City serving children ages 3 – 5 years old. Certified staff provides programming to meet each child's individual needs. Students may be placed in the early intervention preschool programs through the special education guidelines or enrolled as pre-kindergarten aged students from the community. The Rapid City Area Schools younger special needs students, ages birth through two, are provided programming depending on their individual needs. Please call 394-1813 for more information.

Rapid City Area Schools Junior Kindergarten

The Rapid City Area Schools Junior Kindergarten program is an intervention initiative designed to support children who meet the state's eligibility requirements for kindergarten but may need additional preparation in academic and/or social-emotional readiness skills. This year-long program focuses on equipping students with essential foundational skills to ensure a successful transition into kindergarten. Offered at various elementary school sites throughout Rapid City, the program provides a structured and nurturing environment that fosters growth in key developmental areas, setting students up for long-term academic success.

Response to Intervention (RtI)

Rapid City Area Schools utilizes a Response to Intervention (RtI) model as the process to address the needs of students academically and behaviorally. This model focuses on prevention as well as intervention. The RtI model is a problem-solving approach that helps educators identify and analyze needs, develop a plan, and evaluate interventions to facilitate educational progress within the learning environment.

Parents can contact their child's teacher or building administrator for information about the procedures, strategies, and services provided as part of the intervention process.

Special Education Program/Services

The Rapid City Area Schools offer special programs/services within the following disability areas:

- Autism Spectrum Disorder
- Cognitive Disability
- Deafness
- Deaf Blindness
- Developmental Delay
- Emotional Disability
- Hearing Loss
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Vision Loss
- Traumatic Brain Injury

Services are available from ages birth to 21. Special services or evaluation may be pursued by contacting the building principal.

Disabilities Requiring Classroom Accommodations

The following is a description of the rights granted under Section 504 to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

You have the right to:

1. Have your child take part in, and receive benefits from public education programs without discrimination because of his/her disability;
2. Have the school district advise you of your rights under federal law;
3. Receive notice with respect to identification, evaluation, or placement of your child;
4. Have your child receive a free appropriate public education. This includes the right to be educated with students without disabilities to the maximum extent appropriate. It also includes the right to have the school district make accommodations to allow your child an equal opportunity to participate in school and school-related activities;
5. Have your child educated in facilities and receive services comparable to those provided to students without disabilities;
6. Have evaluation, educational, and placement decisions made based upon a variety of information sources, and by persons who know the student, the evaluation data, and placement options;
7. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act;
8. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if the student was placed in a program operated by the district;
9. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district;
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program, and placement;
11. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records;
12. A response from the school district to reasonable requests for explanations and interpretations of your child's records;
13. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school district refuses this request for amendment, it shall notify you within a reasonable time, and advise you of the right to a hearing;
14. File a 504 grievance if you have a disagreement with the school;
15. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. You and the student may take part in the hearing and have an attorney represent you.

To file a complaint of discrimination with the Office for Civil Rights (OCR) in the U.S. Department of Education, please contact OCR at Lyndon Baines Johnson Department of Education Bldg., 400 Maryland Avenue, SW, Washington, DC 20202-1100, Telephone 800-421-3481 (voice), or 800-877-8339 (telecommunication device for the deaf, or TDD), or 202-453-6012 (fax), or OCR@ed.gov (email).

In the Rapid City Area School District, the Director of Special Services, at 394-4035, is responsible for assuring compliance with Section 504.

Accessibility Contingency Plan

The Rapid City School District will implement an Accessibility Contingency Plan for students with disabilities in the event of a disaster. The Accessibility Contingency Plan is available at each school site and includes persons responsible for implementing the plan in the event of an emergency.

Assistance to individuals with disabilities will be available in case of a disaster as follows:

- Transportation – School personnel will be responsible to get individuals to safe shelter and will contact parents/guardians in case of an emergency.
- Medications – School personnel will ensure the student's medications and medical supplies will be available in the event of an emergency which may require them to be in a shelter.
- Communication – Assigned school personnel will be with the student to keep them calm.

Service Animals at School

Qualified individuals with disabilities and their service animal trainers are eligible to use service animals in school when the animal is required to perform work or tasks directly related to the individual's disability. For the complete Service Animals at School Policy, refer to District Code EH.

Other animals on school property: Dogs on school property are prohibited, which also complies with city policy 6.12.030 which states that "Dogs are to be always kept on a leash unless they are in an off-leash area or there is signage excluding dogs from an area."

Limited English Proficiency Instruction

Students who have limited English proficiency may participate in a language instruction program or instruction in English as a second language program with the Rapid City Area Schools on a voluntary basis with written parental permission. For the complete Limited English Proficiency Instruction Policy, refer to District Code IGBC.

The Every Student Succeed Act (ESSA)- Parents Right to Know:

Law requires school districts to annually notify parents who have children attending Title 1 Schools that they have the right to request and the district will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

1. Whether the student's teacher:
    a. Has met State qualification and licensing for the grade levels and subject areas in which the teacher provides instruction;
    b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
    c. Is teaching in the field of discipline of the certification of the teacher.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.
3. ADDITIONAL INFORMATION: A school shall provide the following information to each individual parent of a child who is a student in the school, with respect to their student:
    a. Information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments; and
    b. Timely notice that the student has been assigned or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Title 1 Parent and Family Engagement:

The RCAS district in collaboration with families, community members, teachers and administrators has developed a "*Family and Community Engagement (FACE) Plan*" which is annually reviewed and revised. The FACE plan is in alignment with the RCAS Strategic Plan. This plan can be found on the RCAS Federal Programs and Grants website and subsequent Title 1 school websites. Hard copies may be obtained at each Title 1 school building. The FACE plan explains how our district will support each school in their efforts to engage families, support student success, develop and maintain community partnerships and strengthen communication.

In addition, each Title 1 school has developed a school level plan that is revised annually as well as a school/parent compact which outlines how the school, parents, and students will share the responsibility for improved student achievement. All school FACE documents can be found on the individual Title 1 school's website. Hard copies may be obtained at each Title 1 school building.

Title VI/Indian Education

Through the Title VI Office, resources are provided that supplement the regular school program. This office organizes, staffs, and secures financing to ensure the implementation of programs that affect Indian children.

Transportation

The school district's policy is to provide bus transportation to elementary and middle school students who live more than 2½ miles from their assigned attendance center.

All transportation questions are to be referred to the building principal or to the office in charge of transportation. The telephone number to call is 605-355-3707. The same conduct which is expected of students in the classroom is expected on the bus. Parents will be notified should a problem exist that may require immediate action or student suspension from the bus.

If buses are unable to travel due to severe winter weather, announcements will be made on the local news outlets, the district's website, and social media accounts.

Curriculum and Instruction

Rapid City Area School District
Assessment Plan-District Code II-E

LEVEL	DISTRICT-WIDE TESTING	PERSON RESPONSIBLE	TIMEFRAME
Grade Pre-K	▪ Early Childhood Kindergarten Screening	Director of Special Services	Throughout the year
Grade K	▪ Acadience Reading/Math	Principal and Teachers	Fall, Winter and Spring
Grade 1	▪ Acadience Reading/Math	Principal and Teachers	Fall, Winter and Spring
Grade 2	▪ NWEA MAP (Northwest Evaluation Association Measures of Academic Progress) Growth Assessment	Principal and Teachers	Fall, Winter and Spring
Grade 3	▪ South Dakota Assessments – English Language Arts/Math* ▪ NWEA MAP (Northwest Evaluation Association Measures of Academic Progress) Growth Assessment 2-5 Reading/Math/Science	Principal and Teachers	Spring annually Fall, Winter and Spring
Grade 4	▪ South Dakota Assessments – English Language Arts/Math* ▪ NWEA MAP (Northwest Evaluation Association Measures of Academic Progress) Growth Assessment 2-5 Reading/Math/Science ▪ NAEP*	Principal and Teachers	Spring annually Fall, Winter and Spring Spring – odd years only
Grade 5	▪ South Dakota Assessments – English Language Arts/Math/Science* ▪ NWEA MAP (Northwest Evaluation Association Measures of Academic Progress) Growth Assessment 2-5 Reading/Math/Science ▪ Math Screener	Principal and Teachers	Spring annually Fall, Winter and Spring

All students with disabilities should be afforded the opportunity to take the district mandated tests with the accommodations set out in their Individual Education Plan (IEP). If a student's disability is of such that the district mandated test is not beneficial to the student educationally then an alternate assessment will be given to assess the student's individual learning.
*State Mandated Assessments Revised: 04/02/24

Basic Instructional Program

The curriculum of the District will encompass learning experiences to meet the needs, abilities, interests and emerging self-image of each pupil. The curriculum will be broad in scope and provide for a wide range in rate, readiness, and potential for learning through a balanced instructional program. The Board is committed to the importance of reading skill development as the basic element in each student's education. The Board recognizes that the improvement of specific reading skills of children should be continuous throughout their elementary education.

Therefore, the first priority of the elementary instructional program will be proficiency in reading through a planned sequence of reading skills and language experiences beginning in the kindergarten program.

The second priority of the instructional program will be each student's mastery of the fundamentals of mathematics beginning in the kindergarten program.

Curriculum Development

The Rapid City Area School District curriculum development process is based upon a system of subject area and grade level advisory committees and summer curriculum development done by staff writing teams. The committee system is based upon K-12 representation for all areas and benefits from citizen input in the form of community advisory committees who meet and review the curriculum.

Curriculum development is regarded as an ongoing process in the Rapid City Area School District. The Board of Education supports the curriculum assessment and development process monetarily in terms of compensation for staff members and also in terms of textbook adoptions. The Board also provides support through the policy adoption process. All major curriculum projects are subject to Board review and approval.

The District's curricular program falls under the supervision of the Assistant Superintendent of Educational Services. The Rapid City School District maintains a strong program of curriculum and instruction through the support of the Board of Education and the participation of high-quality staff members.

Curriculum guides are available for review in the library, the principal's office in each building, and/or the District Office of Teaching, Learning, and Innovation.

Instructional Program Standards and Benchmarks

The following instructional standards and benchmarks represent the knowledge and skills emphasized in the instructional program. It is expected that students will apply and transfer the knowledge and skills gained in any one category to the challenges presented in any other.

Our instructional program should promote student mastery of an essential core of knowledge.

- Students demonstrate proficiency in the core areas of language arts, math, science, social science, and technology.
- Students demonstrate math skills at appropriate level on teacher tests.
- Students demonstrate grade appropriate spelling, grammar, punctuation, and vocabulary on teacher tests.
- Students demonstrate appreciation of arts and humanities.

Our instructional program should emphasize problem-solving skills.

- Students identify facts needed.
- Students identify the question.
- Students offer a solution.
- Students analyze and assess results.
- Students apply knowledge to real life situations.

- Students use appropriate decision-making skills.

Our instructional program should emphasize the acquisition of excellent communication skills.
- Students read at grade level.
- Students write accurate, complete, and structured sentences.
- Students communicate ideas in written and verbal form.
- Students write legibly.
- Students follow and give directions.
- Students demonstrate active listening skills.
- Students comprehend technical information.

Our instructional program should emphasize the development of citizenship skills.
- Students model appropriate behavior.
- Students follow classroom rules.
- Students respect authority.
- Students are exposed to the operation of local, state and federal government.
- Students are exposed to community and world cultures.
- Students demonstrate school/civic pride.

Our instructional program should emphasize the development of vocational and employment skills.
- Students show regular attendance, punctuality, and have assignments in on time.
- Students cooperate with others.
- Students have effective work habits and ethics.
- Students have exposure to various occupations.

Our students should be taught to plan and secure their future career.
- Students demonstrate cooperation in team situations.
- Students show awareness of employment skills.

Our students should be taught the skills necessary to maintain a healthy body.
- Students have personal hygiene knowledge.
- Students have regular fitness programs.
- Students show positive mental attitude.
- Students have knowledge of lifetime sports and leisure activities.
- Students follow a healthy lifestyle.

Use of Artificial Intelligence

Policy IIBFA

This purpose of this policy is to set parameters for utilization of artificial intelligence (AI) technology within the District, by students and employees, and ensure fair and equitable academic assessments, promote critical thinking, and maintain an equal playing field for all students. *Please refer to the policy for further details.*

Field Trips

District Code: IICA

The policy of the school district is to recognize the value of school sponsored field trips as part of the educational program. Generally, field trips are sanctioned if they have a specific educational value and are designed to enhance the curriculum. The board of education expects the school staff to take all reasonable and prudent steps to ensure the safety and educational welfare of participating students. Prior to a field trip, students should be made aware of the goals being sought and what their responsibilities are in attaining them. School vehicles or other approved transportation will be furnished for all approved field trips. On all school approved field trips provisions will be made for proper supervision by school employees and volunteers where

applicable. Fees may be charged to students for field trips. See IIAC-P (procedure) for specific details regarding the process for field trips.

Standard-Based Report Card

It is the philosophy of the Board that students will respond more positively to the opportunity for success than to the threat of failure. The district therefore shall seek in its instructional program to make achievement both recognizable and possible for all students. It shall emphasize achievement in its processes of evaluating student performance.

The format of the standard based report card defines standards for each grade and determines how well students are progressing, at a moment in time, to meet established end of grade level benchmarks.

Assessment and benchmarks will be based on many factors such as student performance levels, oral and written assignments, class participation, special assignments, and research activities.

The standard based report card benefits students and parents/guardians. It allows students to be more aware of what is expected of them. It provides parents with a more detailed outline of the expectations in each of the major academic areas.

The Rapid City Area Schools believes that your understanding of what is expected of your child and how well he or she is progressing towards the goals at his or her grade level is very important. We look forward to working together to provide your child with the knowledge and tools to be successful and to reach his or her fullest potential.

Books and Equipment

The children of the Rapid City Schools are provided with the necessary books for their classes. Each child is responsible for the good care and return of the books and equipment that he/she receives from the school. Restitution for lost or damaged books or equipment is expected. This is true of textbooks as well as library books. Workbooks used in the classrooms are furnished and are to be handed in at the end of the school term. The district will dispose of these materials.

Homework

The board of education believes that homework – as long as properly designed, carefully planned, and geared to the development of the individual student – meets real need and has a definite place in the educational program.

Time allotments to be considered when assigning homework maximum times:

Grades K-2	Not to exceed more than 3 hours per week	Consisting of: reading (being read to or reading themselves), Math, Supplemental activity to reinforce and review skills
Grades 3-5	Not to exceed more than 5 hours per week	Consisting of: Reading, Math, Supplemental activity to reinforce and review skills

In cooperation with the churches in the community, teachers are to avoid homework assignments on Wednesday evenings or before vacation periods, i.e., Thanksgiving, Christmas, or Easter. See policy: IKB & IKB-P

Physical Education Letter

Dear Parents,

Your child is participating in a physical education class in the Rapid City Area School District. In a recent physical education and health education curriculum adoption, the school board adopted a comprehensive health-related physical fitness program based on the National Association for Sports and Physical Education's (NASPE's) health–related fitness standards and South Dakota State Physical Education and Health Standards.

Our physical education teachers have attended training and are using the Fitness Gram program as a part of their physical education classes at the following grade levels: fifth, seventh, and ninth. The purpose of this letter is to provide you with information about the Fitness Gram and to invite you to discuss it with your child and/or your child's physical education teacher.

Below you will find answers to questions that you may have about the Fitness Gram assessment:

What – Fitness Gram is a comprehensive health related fitness and activity assessment and computerized reporting system. Reports that can be shared with parents include the following: aerobic capacity, body composition, muscular strength, endurance, and flexibility.

How – Student height and weight are recorded and entered into the software along with data from physical activity. The software automatically produces a report for the student. Using the report and supported by the teacher, the student can set improvement goals. Future activity data can also be recorded, and new reports can be produced demonstrating student progress. Grades will not be affected by Fitness Gram scores, but each student will be expected to participate in the program.

Where – Weight information will be gathered and recorded in a private setting. Student progress will be discussed privately.

When – Assessments are given periodically so that the student can track their progress.

Why – Along with the state and national standards that support the importance of health and physical education we are faced with several youth health crises, specifically in the areas of diabetes and obesity. In addition, the current Every Student Succeed Act placed a significant emphasis on the importance of student achievement; we know that physical health and fitness impact our ability to maximize learning.

In closing, we are excited about the opportunity to help youth establish physical activity as a part of their daily lives. If you have any questions or concerns, please contact your child's physical education teacher.

Sincerely,

Asst. Superintendent of Educational Services

Student Wellness

The Rapid City Area School District promotes healthy schools by supporting wellness, good nutrition, regular physical activity, mental health, and a healthy learning environment, as part of the total learning experience. A healthy, well-nourished and physically active child is more likely to be academically successful. For the complete Student Wellness Policy, refer to District Code EFBA.

RCAS asks that parents follow the guidance listed in the Temporary Exclusion from School Setting area when determining if your student is well enough to attend school.

Nutrition Education

At each grade level, nutrition education shall be offered as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote their health. The primary goals of nutrition education is to influence students' eating behaviors.

The Guidelines for Celebrations, Rewards and Incentives are:

- Schools limit celebrations that involve food during the school day or during school sponsored events. Each celebration should include no more than one food and beverage that does not meet the Standards for Foods and Beverages;
- Rewards and incentives shall be given careful consideration as to the messages they convey; and
- Only classroom treats that are commercially prepared will be allowed in classrooms.

Acceptable Healthy Foods, Snacks and Beverages are:

- Animal crackers, graham crackers, whole grain crackers;
- Fresh vegetables and fruit, single-serve canned fruit, dried fruit;
- Pretzels, fat-free popcorn, rice cakes, fruit and grain bars that do not contain nut products;
- Beef jerky, 95% fat free string cheese;
- Yogurt, preferably non-fat, low-fat, or light;
- Water, flavored milk, milk, non-fat or low fat (1%), juice-fruit and vegetable that contains 100% juice; and
- Non-carbonated drinks under 20 grams of carbohydrate per 8 ounce serving may be offered.

Vending machines: The product contents of student vending machines shall adhere to the Standards for Foods, Beverages and Content Guidelines. The sale of vending products shall not take place from one hour before and one hour after the breakfast and lunch service. The sale of food or beverages as a fundraiser shall not take place from one hour before and one hour after the breakfast and lunch service. It is critical that we ensure students with food or other allergies are not exposed to food products that are offered in school or at school sponsored activities. If products containing food allergens are provided during special school activities and celebrations that involve cultural exposure/experiences the food and/or beverages should be clearly marked as containing possible food allergens. Supervision of these products is required, and all surface areas must be thoroughly cleaned to ensure allergen residue is not left over from the product after being served.

Physical Activity

The primary goal for the school's physical activity component is to provide opportunities for every student to develop the knowledge and skills for specific physical activities, maintain physical fitness, regularly participate in physical activity, and understand short and long-term benefits of a physically active and healthful lifestyle.

Physical education classes and physical activity opportunities shall be available for all students. Students shall not be denied physical education class time to complete academic assignments from other subject areas.

All elementary school students may have at least 20 minutes a day of supervised recess, preferably outdoors, during which students are encouraged to engage in moderate to vigorous physical activity. When feasible, recess shall occur prior to lunch to ensure appropriate healthful food intake.

Student Mental Health

A student's social and emotional development is an essential support to school readiness and academic success. The Rapid City Area Schools will incorporate social and emotional development into its education program. Support services provided by school social workers, school psychologists, and school counselors will be available for students needing mental health support.

For more information on mental health providers in the Rapid City area, visit www.helplinecenter.org, dial 2-1-1, or text your zip code to 898211.

When a student is identified as a risk for suicide, a school-employed counselor, social worker, or psychologist will complete a screening for suicide risk and contact parents. School staff will collaborate with the family and other agencies, when appropriate, to establish a plan for safety. (District Code JHDA). (See District Code JHDA-P for additional information on suicide prevention procedures.)

Handle With Care

Handle With Care is a program that enables local police to notify school districts when they encounter a child at a traumatic scene. This provides an opportunity for school personnel to implement trauma-informed practices while the student is at school and also provides an opportunity for students to be referred to appropriate supports within the school and community as needed. As we know, exposure to trauma can result in negative educational outcomes for youth. By supporting students exposed to trauma and making appropriate referrals to supports, we can assist in mitigating the long-term impacts of trauma and promote positive educational outcomes. To learn more about Handle With Care please click https://rcas.org/our-district/federalprograms/handle-with-care/.

Health Procedures – Nursing Department

Registered nurses and/or designee with the Rapid City Area Public Schools provide health related services throughout the district. Services may include:

- Development of individualized emergency action plans and/or health care plans to meet the needs of students with health concerns medical procedures, daily and/or emergency medication regimes.
- Coordination of health screenings which may include but are not limited to – vision, dental, height, weight, body mass index and blood pressure.
- Presentation of health education to students and staff.
- Assessment and monitoring of communicable disease.
- Enforcement of the state law and district policies regarding student's immunizations.

Immunizations – Students

District Code: JECF

To comply with South Dakota State law, the following procedures have been developed:

1. All kindergarten students and students from outside the United States who enroll will have all age-appropriate immunizations completed before the first day of attendance.
2. Students in grades 1-12 entering the Rapid City Area Schools **PRIOR** to the last Friday of September will be allowed two (2) weeks from the last Friday in September to present verification of their completed immunizations or provide evidence that a medical treatment plan is in place. If the proper certification is not presented by the date indicating that the immunizations have been completed, or that there is a documented medical treatment plan in place, the student will be excluded from attendance until such requirements can be met or a re-entry plan can be made with the school nurse and principal.
3. Students in grades 1-12 entering the Rapid City Area Schools **AFTER** the last Friday of September will be allowed two (2) weeks from enrollment to present verification of their completed immunizations. If the proper certification is not presented by that date indicating that the immunizations have been completed, or evidence that a medical treatment plan is in place with the school, the student will be excluded from attendance until such requirements can be met or a re-entry plan can be made.

4. Interstate Compact of Educational Opportunity for Military Children Individuals serving in the United States Armed Forces may exercise their right to complete an Application for Transfer of Student Records and Enrollment with the military educational facility or school district in which they attended prior to the Rapid City Area Schools.

If you waive the South Dakota immunizations requirements, your child will be excluded from school for their protection in the event of an outbreak of diphtheria, pertussis, tetanus, polio, measles, mumps, rubella, or chicken pox. If there is medical exemption to the South Dakota immunization law, a South Dakota Department of Health Certificate of immunization form must be signed by your physician; if there is a religious exemption the Certificate of Immunization form must be signed by a parent.

Managing Allergies

Allergies can be life threatening. The risk of accidental exposure and ingestion can be reduced in the school setting when staff works with students, parents, and physicians to minimize risks and provide a safe educational environment for students with allergies. A family with a child with allergies should:

- Notify the school nurse of the child's allergies.
- Work with the school team to develop a plan that accommodates the child's needs throughout the school.
- Provide written medical documentation, instructions, and medications as directed by a physician.
- Educate the child in the self-management of their allergy.
- Review policies/procedures with the school staff, child's physician, and the child.

All classroom snacks and celebration foods must be commercially prepared and labeled. Homemade items are not allowed during the school day.

If a student is believed to be having an allergic reaction and experiencing anaphylaxis during school hours, any school nurse or other designated school personnel may administer an epinephrine auto-injector to that student. Please see RCAS District Policy JHCDB for additional information.

Temporary Exclusion from the School Setting

RCAS follows the SD DOH Recommendations for Temporary Exclusion from a School Setting:

temporary-exclusion-school.pdf

RCAS excludes your child from school until their fever has been absent for 24 hours in an unmedicated state. RCAS excludes your child from school for vomiting 2 or more times during the previous 24 hours or for vomiting accompanied with a fever and/or diarrhea. No exclusion is required for a brief, non-repeating episode of vomiting with no other signs of illness.

Please keep your student home if you answer yes to one or more of the following questions:

1. Does your student's illness keep them from comfortably taking part in activities?
2. Does your ill student need more care than the staff can give without affecting the health and safety of other children?
3. Could other students get sick from being near your child?

Please consult the school nurse for specific interpretations of the guidelines.

Head Lice Procedure

Students diagnosed with live head lice do not need to be sent home early from school. Upon recognizing live lice, a parent/guardian will be notified. The student can go home at the end of the day, be treated, and return to class after appropriate and effective treatment has begun. If the student has not received effective treatment and returns to school, the student will be sent home. A school nurse may complete a head check upon return to

school following lice treatment. Nits may be visible after treatment, but successful treatment should kill crawling lice. The parent/guardian should continue to comb out nits.

The burden of unnecessary absenteeism to the students and families far outweighs the risks associated with head lice. Head lice can be a nuisance but has not been shown to spread disease. Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice.

Classroom screenings for head lice have not been proven to have a significant effect on the incidence of head lice in a school community over time. Such classroom screenings are often inaccurate, not cost-effective, and notification to others may be a breach of confidentiality. Thus, it is more effective or helpful for the school nurse or other trained person to check students' heads if they are demonstrating symptoms. Itching is the most common symptom of head lice infestation. Other symptoms may include tickling feeling or sensation of something moving in the hair, irritability and sleepiness, and sores on the head caused by scratching. Classroom screenings that are deemed necessary will be at the health services discretion.

It is encouraged that RCAS families reach out to their school nurse for information about head lice, strategies for the treatment of lice, the identification of lice/nits and education about effective prevention measures.

Sources:
CDC - Lice - Head Lice - Schools
Head Lice | Pediatrics | American Academy of Pediatrics (aap.org)
Head Lice Management in Schools - National Association of School Nurses (nasn.org)

Medication Procedures

For the safety of all students all prescription medications must be delivered and retrieved by an adult. Medication should not be transported on the school bus. Please see RCAS District Policy JHCD for additional information.

All students requiring any medications must have a medication administration form filled out and signed by a parent or guardian. Medication Forms are available online through skyward family access, in your school office, or the medication administration form included in this handbook. The form is valid for the current school year only. It is necessary to notify the school's office immediately if a prescription is discontinued or modified. Any changes in medication dosage or time will require a new form. Each medication requires a separate form.

Refill of the prescription shall be the responsibility of the parent or guardian. Medication must be brought to school in the original container which is labeled with the medication name, student's name, and dosage, and will be kept in a locked, safe place in the office. This policy applies to all medication at school including temporary or "over the counter" drugs such as cough medications, acetaminophen and ibuprofen. If you have any questions, call your school's health office.

Medical Treatments (Accident/Injury)

Serious injuries may include but are not limited to symptoms of shock, excessive bleeding, head, or back injury with or without loss of consciousness, inability to move limbs and other situations deemed urgent. In case of an emergency situation, 911 may be notified and a parent or guardian will be contacted. If a parent or guardian is not available, a relative, neighbor or friend whose name appears on the Student Directory will be contacted. If no one is available, 911 will be called. When medical attention is needed immediately, emergency personnel will be called first. The parent/guardian will be called next. The child's family is financially responsible for the ALL emergency and non-emergency treatment including ambulance transport.

If you do not wish to have the above procedure followed, a written plan must be shared with the school.

Toileting and Hygiene Assistance Protocol

Should a student require or request hands-on assistance with changing and/or cleaning following incontinence, RCAS staff members, including but not limited to lead teachers, paraprofessionals, school nurses, and secretary staff, may assist students with changing wet or soiled clothing. As available, two staff are to be present while the student is being cleaned and changed until a toileting plan or individualized health plan has been established. The parent/guardian may be contacted to pick up the student for a more thorough cleaning if necessary or if the student is not cooperative.

In some instances, such as concerns related to primary assessment findings (example pain, cleanliness, skin irritation and/or skin breakdown), nursing evaluation can become essential to assess the student's condition swiftly and accurately while still protecting the student's privacy. This will be communicated with parents/guardians as needed.

If a student is wetting and/or soiling at school with any regularity (frequent or infrequent), a toileting plan will be put in place. This plan will be authored by the school nurse but developed in collaboration with the classroom teacher, the school nurse, and the parent/guardian.

Standing Orders

District school nurses utilize and abide by the RCAS School Nurse Standing orders to guide practice decisions, improves efficiency and allow all members of the care team to function to their fullest capacity. The RCAS School Nurse Standing orders encompass practice areas such as, but not limited to, anaphylaxis, asthma, cardiac arrest, respiratory arrest, diabetic emergencies, durable medical equipment, opioid overdose, seizure response, and stock medication over-the-counter administration. The RCAS School Nurse Standing orders are carefully reviewed and endorsed by a local physician in the Rapid City community.

Health Educational Programs

During the school year, the school nurses present many educational programs. Topics may include child abuse, prevention, hygiene, menstruation and maturation and other health lessons. You may not be notified about each program, but you may contact your school nurse to preview the materials.

Health Screening Programs

RCAS health screening programs may include vision, dental, height, weight, body mass index (BMI), and blood pressure. You may not be notified about each screening, but if you have any questions about screenings, please contact your school nurse for more information.

Hearing Conservation Program

In today's classrooms, typically 60% of instructional activity involves listening. Consequently, children who have hearing loss need to be identified as early as possible so that appropriate measures to provide access to communication, language, and learning can be implemented. As part of the Rapid City Area Schools Hearing Conservation Program, preschool students, K-3rd grade students, 7th grade students, and any students new to our school district will have their hearing screened during the school year by the audiology department. The RCAS Hearing Conservation Program will also provide hearing screenings to other grade levels as needed, as well as to children being seen by the RCAS early intervention teams. If your child has difficulty passing a hearing screening, you will be notified of the results and referred for further testing. The Audiology Department is located at the Jefferson Building and can be contacted at (605) 394-1813.

Insurance – Dental/Casualty

Student accident insurance and dental accident insurance are available through companies the district works with. Applications for these insurance plans can be found online at www.rcas.org. If you fail to receive these insurance forms, please contact the principal's office.

Physical Education/Recess Participation

If your child's participation in physical education/recess is to be limited, please notify the school, in writing. If limitation is longer than three days, a physician's note is required. If your child does go to your doctor, bring the doctor's note/excuse to return to school. Any questions may be referred to your school nurse.

District Code: JHCD-E1

Consent for Medication Administration Form

Student:_____ Date of Birth: _____

Grade: _____ Teacher: _____

I authorize the RCAS School Nurse or UMAs (unlicensed medication aides) to administer the following:

☐ Acetaminophen (Same ingredient as TYLENOL) *Limited Stock Supply*

☐ Ibuprofen (Same ingredient as ADVIL) *Limited Stock Supply*

☐ Calcium Carbonate (Same ingredient as TUMS) *Limited Stock Supply*

☐ Cough Drops *Limited Stock Supply*

☐ Medication:_____

Dose: _____Problem/Diagnosis:_____

Time:_____Frequency:_____

Prescribed by (if prescription):_____Clinic:_____

Prescription medications: Prescribed medication must be in the original container with pharmacy label.

Over-the-counter medications: Buildings will have a limited stock of over-the-counter medication on-hand to administer to students who have a signed Consent for Administration form. Limited stock supply of over-the-counter medications is intended for urgent or occasional use. Frequent or consistent use of over-the-counter medications must be provided by the parent/guardian. The medications on-hand will be Ibuprofen, Acetaminophen, Antacids (Calcium Carbonate) and Cough Drops. All other over-the counter medications will need to be supplied by the parent or guardian in the original container. Dosage will be calculated by the dose recommendations already labeled on the medication according to the student's weight and age. I understand generic equivalent medications may be used.

First-Dose: The first dose of any medication must be given by parent/guardian or a registered nurse.

Natural Remedies: Herbs, vitamins, oils, dietary supplements and homeopathic medications will require a physician's order or doctor's note.

Storage/Disposal: Medication stored at school will be kept in a locked cabinet or container. Parent/guardian is responsible to drop off and pick up medications. Medication not picked up by the parent/guardian will be destroyed at the end of the school year. If a parent/guardian is unable to transport medication to and from school, the school nurse must be contacted by parent/guardian regarding alternate arrangements.

I absolve the school personnel of all responsibility for any unforeseen development/reaction due to the administration of the above-named medication. I hereby give consent for the school nurse to communicate with my student's prescribing provider as needed regarding this medication.

Authorization start date:_____Authorization end date: _____ End of School: [ ]

Parent/Guardian signature:_____

Revised: 08/16/2022

Parent/School Partnership

Skyward Family Access

We encourage parents and students to download the Skyward app on cell phones or smart devices. This service provides parents/guardians/students access to up-to-the minute information about attendance, class schedules, nutrition service, discipline, grades, teacher emails, and update your contact information. For details see Skyward Family Access on the Parent Resources page which is under the Parent dropdown tab on our district website. For login information and if you need further assistance please contact your school directly.

Community Use of School Facilities

Other than for RCAS functions and RCAS-related events (e.g., open house, back to school night, parent conferencing, class plays and musicals, etc.), persons (including RCAS employees) or organizations who desire to use facilities will apply for permission to use school facilities. All their requests will be processed according to Rapid City Area Schools District Use of School Facilities Policy KG and Procedure KG-P.

Please see Facility Use on the district's website under Community for the procedures and the on-line application. Applications must be processed through the Office of Buildings and Grounds. Their phone number is (605) 394-4045.

How to Get Involved

It is easy to become involved in the Rapid City Schools! Express your interest, offer your help, and, when contacted respond eagerly and positively. Involved parents inspire and motivate students. Your example may be the best teacher of all.

Each school has a policy of encouraging parent/community involvement. Elementary schools have an organized parent group (PTA-Parent Teacher Association or PTO-Parent Teacher Organization); or in the case of middle and senior high schools, a SCIC-School/Community Improvement Council. Contact your school to find out when the parent group meets. Active participation is welcomed.

Establishing a relationship of good communication with your child's teacher is a bonus for everyone. There are also a number of ways parents can assist the teacher in the classroom. Please check with the office to see how you can help.

Without exception, there are doors open to you. Your opinions, insights, and suggestions are important to us.

Please do choose to become involved! We will all benefit!

What Parents Can Do to Support Their Student

- Insist on your student's prompt and regular attendance at school.
- Encourage and help your student to give proper attention to health, personal cleanliness, and neatness of dress. Students should dress appropriately for weather conditions. Set acceptable home standards.
- Provide a place for study and homework. Be available to help and encourage your student to complete assigned tasks at school.
- Insist that your student bring home any communications from school.
- Encourage your student to take part in school activities and activities provided within the community.
- Emphasize the importance of completing tasks at school and the importance of listening and following directions of teachers and other adults at school.
- Insist that your student follow school rules. If your student is involved in an infraction, help him/her to face the problem and resolve it. Students must be held accountable for their actions; for what they say and for what they do.
- Take an active part in parent-teacher activities.
- Emphasize the importance of the educational opportunities that will be provided for them. If you have a comment, concern, or suggestion, please contact the teacher or principal.

Parent/Non-Parent Volunteers

Parent and non-parent volunteers are needed by the classroom teachers for various activities during the school term. Please let your child's teacher know if you would be willing to serve as a room parent or do volunteer work. Volunteers must complete the screening and training facilitated by the District Volunteer Coordinator. All volunteer names will be submitted to the Board of Education to be approved for coverage of the district's workman's compensation program.

Birth Certificate Requirement

All students who are entering the Rapid City Area Schools for the first time must present a certified copy of a birth certificate. The elementary school will make a copy of the original document to be included with the child's school records. State statute requires a certified copy of your child's birth certificate for school records. A certified copy of a birth record may be obtained from the South Dakota Department of Health, Vital Records Office, 207 E. Missouri Ave. Suite 1A, Pierre, South Dakota 57501. Anyone having questions concerning birth records may also call the Vital Records Office at (605)773-4961. That is also the number to call to find the address of the appropriate office in any other state to obtain birth records. That office maintains a directory for all states. Birth records may also be obtained from the Register of Deeds in the South Dakota County of birth.

Assignment of Students to Schools

The Board of Education has the legal authority to determine which school a child will attend. Generally, students will be required to attend school in the attendance area in which they reside, unless special permission has been granted by the superintendent or designee.

The Board will make every effort to maintain class sizes which promote efficient and effective learning. Classes exceeding maximums will be adjusted by requiring new enrollees to attend the nearest school that has available space.

Open Enrollment Requests

The District will accept all students who are legal residents of another South Dakota district that wish to enroll, provided the District's facilities are able to accommodate the students without adversely affecting the quality of the educational program.

The following standards will be used to accept or reject applications for open enrollment in the Rapid City Area School District:

Open Enrollment applications will be approved on a space available basis at the time the request is considered.

Class size, program capacity, and building capacity restrictions are necessary in order to allow room in schools for students who may move into the attendance area. The approval of an Open Enrollment application is subject to the criteria listed below.

Student to Teacher Ratio – The ratios listed for grade level student to teacher ratios are for Open Enrollment application purposes only. Actual class sizes may be above these ratios because of students living in the assigned school attendance area.

- Kindergarten through grade three: The average student to teacher ratio shall not exceed 25 students in a grade level as a result of open enrollment.

- Grades four through five: The average student to teacher ratio shall not exceed 30 students in a grade level as a result of open enrollment.

- Grades six through eight: The average student to teacher ratio or classes may not exceed 30 students as a result of open enrollment.

- Grades nine through twelve: Acceptance is based on the school's ability to provide a schedule that meets the individual student's specific course needs.

Building and/or Program Capacity. An open enrollment transfer may not cause a building or program to exceed capacity.

Program capacity is based on the type of program.

Special Education resource and related service programs will be closed to open enrollment if students cannot be accommodated at current staffing levels or the building is at capacity.

If a requested building is at capacity, the parent/guardian may request the opportunity to be assigned to a building that has capacity for additional students.

The determination of whether the District's facilities can accommodate a particular student will be determined solely by the District.

Open Enrollments may only take place prior to the last Friday in September during the first semester of any school year, and prior to the last Friday in January during the second semester of any school year. For applications approved after the first deadline, the open enrollment will occur at the start of the second semester, or after the second deadline, at the start of the following school year. Exceptions apply if:

A. A student is seeking to open enroll to an alternative school or specialized nonpublic education program;

B. A student enrolls in the school district after the deadline in either semester; or

C. The receiving school district school board or designee determines that special circumstances exist and allows a student to open enroll after the deadline.

The Rapid City Area Schools Office of Educational Services will begin accepting applications for the following school year no sooner than the second Monday in January.

At the time students apply for open enrollment, they will be assigned to attend a succeeding middle or high school that is within the feeder system. The district reserves the right to assign a particular feeder school path based on whether space is available. Once approved, open enrolled students are considered the same as personal transfer students and if they wish to attend a school other than the assigned feeder school must apply for a personal transfer along with all other resident students who request personal transfers. All policies and procedures that apply to a resident student on a personal transfer will then apply to open enrolled students.

Applications will be reviewed in the order received.

A. The application must be approved by the board of education before the student can attend the "choice" school. An exception to this would be if the student were living in Rapid City and moved to another school district during the school year.

B. If a special education child wants to transfer to the Rapid City Area School District through the open enrollment program, a joint placement committee and the IEP team of the receiving building and sending district will determine whether the district can provide an appropriate program.

C. Once approved by the non-resident district, the applicant's intent to enroll obligates the student to attend school in the receiving non-resident district unless the two boards' of education agree in writing to allow a student to return to the original district or if the parent, guardian or student changes residence to another district.

D. If a bona fide change of residence occurs, the parents, guardian or emancipated student may apply for enrollment in a non-resident district or non-assigned attendance center.

Parents applying for open enrollment must file the South Dakota Open Enrollment Application in the Office of Educational Services. Any misrepresentation of information by a non-resident dependent, discovered before or after the acceptance process or while the student is in attendance, shall result in immediate revocation of that student's enrollment status in the district. The district shall review the applications in the order received in the Office of Educational Services. The Office of Educational Services will notify open enrollment applicants of the acceptance or rejection of said application.

Student Personal Transfer Requests

District Code: JECC

The parent/guardian of a student may request a personal transfer to a school other than the student's resident attendance center through the personal transfer process. If a student at any grade level is District Assigned due to being on an IEP or a LAP they are not eligible to request a personal transfer at any grade level. District-provided transportation is not available for students on a personal transfer and is the responsibility of the parent.

Personal transfer requests must be filed with the Assistant Superintendent of Educational Services. Personal transfer requests may be submitted for the following school year beginning March 1 through May 1.

Rapid City Area Schools staff members who have filed an application will be processed first. All other applications will be reviewed in the order received.

These requests will be accepted or rejected prior to the first day of school. Requests made after the week of summer registration will be assigned upon verification of building enrollment and according to the priority of the assignment section of the policy.

At the elementary level, once a student is enrolled in a non-resident attendance center, the enrollment will continue unless a bona fide change of residence occurs, a student is moved to another school to accommodate class size, or a subsequent transfer application is approved. A request for transfer of an elementary student will be considered for approval where class size permits additional enrollment. Personal transfer students may be moved to another school at any time to make room for students who reside in that attendance area. Students enrolled under the personal transfer provisions will be moved under those circumstances on a "last in, first out" order.

If an elementary student is District Assigned due to being on an IEP or a LAP they are not eligible to request a personal transfer at any grade level.

Registration/Withdrawal from School

Students enrolling in school must be accompanied by a parent or guardian and provide:

- Birth certificate if enrolling in the Rapid City Area Schools for the first time.
- Immunization records.
- Transcript of grades and withdrawal forms from previous school.
- Court orders of placement if applicable.
- Proof of residency.

Arrangements to withdraw from school are to be initiated in the Office. In order to withdraw from school, students will obtain a withdrawal form stating why they are leaving. The withdrawal form requires the signature of the student, parent, teachers, and a member of the library staff.

Model Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)

US Code Title 20, Chapter 31, Subchapter III, Part 4, Subsection 1232h (20 USC 1232h: Protection of pupil rights)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems or aspects of the student or the student's family;
3. Sex behavior or attitudes of the student or the student's family;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent;
8. Personal or family gun ownership; or
9. Income (other than that required by law to determine program eligibility for participation in a program or for receiving financial assistance under such program)

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

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; *and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

*RCAS Note: The written consent of the parent or guardian shall be obtained by the District specifically for the particular examination or screening that is being conducted. (https://uscode.house.gov/)
i.e. **Definition: (B) Invasive physical examination** - The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

Inspect, upon request and before administration or use –

1. Protected information surveys of students;
2. Testing and survey instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum. These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The Rapid City Area Schools will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The Rapid City Area Schools will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The Rapid City Area Schools will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The Rapid City Area Schools will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and will be provided an opportunity to

opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

General Information/School Rules

Age Requirement for Entrance to Kindergarten and First Grade

To enter kindergarten, state law requires that a child must be five years old on or before September 1. A certified birth certificate will be required upon registration for kindergarten.

To be eligible for first grade, a child must be six years old on or before September 1.

Student Attendance

District Code: JED

The Rapid City Area School District recognizes that students, parents/guardians, teachers, and administrators each have responsibilities to meet the attendance objectives of this district. The attendance policy supports state statute and is intended as an aid in keeping students in school. A student enrolled in the Rapid City Area School District 51-4 must attend classes regularly every day school is in session until the completion of the school term as described in District Policy JE.

Student Responsibility

Students are required to be in school every day.

In the event a student is absent, the student or parent/guardian is responsible for contacting his/her teacher(s) to obtain make-up work. The student must complete that work within the designated amount of time.

A student must attend school for the entire school day in order to participate in any school-sponsored activity conducted on that day. The principal/designee may grant an exception to this limitation if extenuating circumstances exist.

If a child is tardy 90 minutes or more, they will be marked absent for one half day. This will include excused tardies for medical appointments.

Parent/Guardian Responsibility

Parents/guardians are required to send students to school every day.

Because of the concerns regarding the safety of each student, parents/guardians are to contact the school as soon as possible, but no later than 9:30am of the day the student is absent.

When the parent/guardian fails to contact the school on the day of the student's absence, and the school is unable to contact the parent /guardian, the guardian is required to verify either verbally or through written communication the reason for the absence within 24 hours of the student's return to class. An unverified absence will be considered an unexcused absence.

In the event a student is absent, the student or parent/guardian is responsible for contacting the classroom teacher(s) to obtain make-up work and to complete that work within the designated amount of time.

Teacher Responsibility

At the beginning of each semester, or whenever a new course begins, the teacher will distribute the criteria and explain the basis upon which grade and credit for the class will be awarded. Grades will not be lowered as punishment for lack of attendance, though class participation may be a part of the grading criteria.

Teachers are responsible for taking attendance and informing the attendance office personnel of students who are absent from class.

Teachers are expected to emphasize the importance of good attendance in order to experience success in class.

Teachers are responsible for providing assignments and make-up work in a timely manner and setting expectations for completion.

Administrator Responsibility
The district will be responsible for establishing attendance procedures and for informing students and parents/guardians of these requirements at the beginning of each school year.

It is the responsibility of school officials to have accurate records of student schedules.

The principal/designee will maintain cumulative attendance records for each student and inform student/parent/guardian of attendance data at each midterm and semester.

The principal and designated attendance team will provide the appropriate intervention strategies as listed under "Intervention Strategies and Other Assistance" as it pertains to improving a student's attendance.

If a student is absent for three (3) or more consecutive days, office personnel will assist with acquiring assignments.

Excused Absences
The District retains the right to deem an absence excused or unexcused. Medical or other verification may be requested before the absence is deemed excused. The following guidelines may be accepted as valid reasons for a student to be excused:

1. Personal and family illness.
2. Emergencies.
3. Leaves of educational value.
4. Family leave (e.g. family weddings, funerals and preapproved vacations [limited]).
5. South Dakota Department of Health recommendations for temporary exclusion from a school setting.

A parent/guardian must contact the school verbally or in writing to seek to excuse the student's absence from school. This excuse needs to be shared with the school prior to or on the day of the absence, or within one (1) full school day of a student's return to school. School work missed must be made up.

Students needing to be excused for appointments must have a written note or phone call from the parent to the school in order to be released. Students needing to interrupt their normal school day for appointments are expected to notify the Attendance Office when leaving and upon returning.

Students in grades K-8 who have in excess of 20 days absent for the school year, excused or unexcused, will be retained unless the attendance requirement is waived by the attendance team or the student may be required to complete a summer school program.

The attendance requirement waiver will be considered for students who have had unusual circumstances that affect their ability to attend school such as prolonged medical problems. The waiver will be considered by the attendance team composed of the principal/designee, the classroom teacher, a teacher representative, and the parent/guardian of the child. Waivers will be considered providing there is documented evidence provided by the parent/guardian of the child's medical problems or unusual circumstances and the child is capable of succeeding at the next grade level.

Unexcused Absences
A student who is on campus but not in his/her regularly scheduled class will be considered unexcused.

Any absence that is not explained by a parent/guardian within one (1) full school day of a student's return to school will be considered unexcused.

A principal or truancy administrator will refer a student who is truant to the State's Attorney's Office only after the truancy procedures have been followed in the District's Student Absences and Truancy Procedures (JED-P). In the event the welfare of the child is in question, a principal may immediately initiate contact with appropriate authorities.

The administration retains discretion in asking for medical documentation or other verification.

Students are expected to complete all assignments in accordance with teacher timelines. Students have the responsibility to complete and submit missing assignments regardless of whether the absence is excused or unexcused.

Elementary School Truancy Procedures

(Please see Truancy Flowchart for a summary of these steps)

Truancy Definition

"Truancy" is any absence from school, by a student under age 18, for part or all of one or more days during which the school has not been notified of the cause of the absence, or the school deems the absence unexcused. The Principal/designee reserves the right to deem an absence excused or unexcused.

When absenteeism has become detrimental to the student's academic success and the school has been unable to engage the student/parent in an attempt to gain compulsory attendance, the principal may initiate a truancy referral.

Truancy Administrators

Each school will designate and identify the school's truancy administrator(s), or individual(s) responsible for addressing truancy issues, listed in the Truancy flowchart attached.

The principal at each elementary school will compile and analyze truancy statistics by ethnicity or race, and the number of students receiving free or reduced lunch (and other relevant factors the District chooses to include) at least once a year to determine if truancy referrals to the State's Attorney's Office are disproportionate.

The principal at each elementary school will prepare and provide an annual report containing statistical analyses along with any other relevant information, recommendations, or concerns to the assistant superintendent responsible for oversight of truancy matters.

Elementary school principals will provide training to staff regarding truancy policies and procedures once a semester to ensure consistent implementation and ensure timely and consistent written and oral communication to parents/guardians pursuant to these truancy procedures, and proper maintenance of the truancy files and tracking system.

The principal and designated attendance team will provide the appropriate intervention strategies as listed under "Intervention Strategies and Other Assistance" as it pertains to improving a student's attendance.

The District will maintain a filing and tracking system for middle school truancies which may include an electronic attendance system (such as Skyward). An individual file, which may be electronic, will be created for each elementary school student who has reached the number of unexcused absences that triggers the first formal letter to the parent/guardian during an academic year, and all truancy correspondence, notes, contact logs, checklists, assessments, completed referral documentation, and other relevant truancy information will be maintained in this individual file. The student's ethnicity or race, sex, age (date of birth), grade, and number of unexcused absences will be maintained in the individual file.

Communication for Daily Unexcused Absences

For each missed class period or block, the parents/guardians will receive a phone message by an auto dialer machine stating their student has missed one or more classes or blocks that day.

3 Unexcused Absences

<u>Verbal Communication</u>

After a student has incurred three cumulative days of unexcused absences within the school year, the truancy administrator will initiate verbal contact (in addition to the auto dialer contact) with the parent/guardian to resolve the attendance issue and discuss truancy intervention strategies. The school may also provide verbal

communication to the parent/guardian prior to the student acquiring three unexcused absences but is not obligated to do so.

Written Communication
Once a verbal attempt has been made to reach the parent/guardian following the three unexcused absences, the truancy administrator will send a formal letter notifying the parent/guardian of the following- the specific number of unexcused absences, the date of the absences, a description of the intervention strategies and other assistance available to the student/parent/guardian, and the name and contact information for the school's truancy administrator and other applicable staff. The letter will also invite the parent/guardian to contact the truancy administrator to discuss intervention strategies and other assistance if they have not spoken with the truancy administrator previously. (See Intervention Strategies and Other Assistance as outlined in this handbook.)

5 Unexcused Absences

Verbal Communication
After a student has incurred five cumulative days of unexcused absences within the school year, the truancy administrator will initiate verbal contact (in addition to the auto dialer contact) with the parent/guardian to resolve the attendance issue and discuss further truancy intervention strategies. The school may also provide verbal communication to the parent/guardian following the three unexcused absences and before the five unexcused absences but is not obligated to do so.

Written Communication
Once a second verbal attempt has been made to reach the parent/guardian following the five unexcused absences, the truancy administrator will send a second formal letter notifying the parent/guardian of the following- the specific number of unexcused absences, the date of the absences, a description of the intervention strategies and other assistance available to the student/parent/guardian, and the name and contact information for the school's truancy administrator and other applicable staff. The second letter will again invite the parent/guardian to contact the truancy administrator to discuss intervention strategies if they have not done so already. The second letter will also notify the parent/guardian of the potential referral to the State's Attorney's Office.

8 Unexcused Absences

Verbal Communication
After a student has incurred eight cumulative days of unexcused absences within the school year, the truancy administrator will initiate verbal contact with the parent/guardian **before** sending a referral to the State's Attorney's Office.

Written Communication
Once a third verbal attempt has been made to reach the parent/guardian following eight unexcused absences, the truancy administrator will send a third formal letter to the parent/guardian notifying them of the referral that will be made to the State's Attorney's Office. The truancy administrator will then send a truancy packet to the State's Attorney's Office.

Intervention Strategies and Other Assistance
Strategies may include but are not limited to:

1. School Attendance Teams
2. Personalized Attendance Success Plan and Tracking
3. Office and/or Home Visit
4. Referral to School Social Worker
5. Referral to School Counselor
6. Referral to Homeless Coordinator
7. Referral to Title VI (Indian Education) Outreach Staff
8. Referral to-Community Resources

9. Truancy Officer- if applicable
10. If early interventions are required, the designated truancy administrator may submit a referral to Student and Family Support for additional assistance.

Additional truancy resources are available at www.rcas.org under the Truancy Tab.

DISTANCE LEARNING/VIRTUAL LEARNING TRUANCY PROCEDURES

When the District has initiated Distance Learning or Virtual Learning, attendance will be determined by measures of student engagement as defined by the district for the applicable period.

When the District has initiated Distance Learning or Virtual Learning, failure to participate in and/or complete activities/assignments made available to the student may constitute an absence and may be deemed as unexcused by the school or district. Unexcused absences resulting from lack of participation in distance learning or virtual learning will be considered in determining truancy and may result in a referral for further action by the court system.

Communication Steps:

I. After 5 cumulative school days when a student has not demonstrated engagement, school staff will:
   a. Initiate verbal contact with the parent/guardian to resolve the issue.
   b. Send a formal letter notifying the parent/guardian of the lack of engagement. The parent/guardian will be encouraged to work with school administration to discuss intervention strategies and other assistance

II. After 10 cumulative school days when a student has not demonstrated engagement, school staff will:
   a. Initiate follow-up contact with the parent/guardian indicating intent of referral to the State's Attorney's Office
   b. If intervention strategies are unsuccessful, the principal or his/her designee will refer the student to the State's Attorney's Office with a notice sent to the parent/guardian.

Elementary Truancy Flowchart

See Also District Policy JE, "Student Attendance" and its implementing procedure JED-P, "Student Absences and Truancy Procedures". See also https://rcas.org for link to the Truancy website under the Parent tab. We encourage parents to check Skyward to monitor attendance on a daily basis. Each school provides designated computers for families to access Skyward.

Step 1 Phone (Auto dialer) Dialer Message: Parents/Guardians receive a phone message stating their student has missed one or more classes/periods/blocks that day.

Step 2		**Step 3**		**Step 4**
Three Cumulative Unexcused Absences **Phone Call:** The truancy administrator will initiate verbal contact with the parent/guardian. **Letter 1:** The first formal letter is sent. Letter invites the parent/guardian to contact an administrator to discuss intervention strategies. **Continued Administrative Review**	⇨	**Five Cumulative Unexcused Absences** **Phone Call:** The truancy administrator will make a second attempt for verbal contact with the parent/guardian. **Letter 2:** The second formal letter is sent. Letter invites the parent/guardian to contact an administrator to discuss intervention strategies. Letter 2 will also notify parents of the potential referral to the State's Attorney's for truancy. **Continued Administrative Review**	⇨	**Eight Cumulative Unexcused Absences** **Phone Call:** The truancy administrator will make a third attempt for verbal contact with the parent/guardian. **Letter 3:** The third formal letter is sent. Letter will notify the parent/guardian of the referral being made to the State's Attorney's Office. A truancy packet is submitted to the State's Attorney's Office. **The State's Attorney's Office determines the next steps.**

Truancy Administrators:

General Beadle Elementary School, 10 Van Buren	Principal	(605) 394-1841
Black Hawk Elementary School, 7108 Seeaire	Principal	(605) 787-6701
Corral Drive Elementary School, 4503 Park Drive	Principal	(605) 394-6789
Grandview Elementary School, 3301 Grandview	Principal	(605) 394-1829
Horace Mann Elementary School, 902 Anamosa	Principal/Clerical Staff	(605) 394-1847
Knollwood Elementary School, 1701 Downing	Principal/Clerical Staff/SSW	(605) 394-1851
Meadowbrook Elementary School, 3125 W. Flormann	Principal	(605) 394-1821
Pinedale Elementary School, 4901 W. Chicago	Principal/Clerical Staff	(605) 394-1805
Rapid Valley Elementary School, 2601 Covington	Principal/Clerical Staff	(605) 393-2221
Robbinsdale Elementary School, 424 E. Indiana	Principal/Asst. Principal	(605) 394-1825
South Canyon Elementary School, 218 Nordbye Lane	Principal/Clerical Staff	(605) 394-1801
South Park Elementary School, 207 Flormann	Principal	(605) 394-1833
Valley View Elementary School, 4840 Homestead	Principal/Dean of Students	(605) 393-2812
Wilson Elementary School, 827 Franklin	Principal/Clerical Staff	(605) 394-1837

*Clerical staff may also contribute to the distribution of letters, phone calls, and referrals to the State's Attorney's Office at the individual school level at the direction of the truancy administrator.

Bicycles and Safety

If parents approve, students may ride their bicycles to school but, because it is not possible to provide supervision of the grounds at all times, the school cannot assume responsibility for the bicycles. Due to the lack of supervision, we also suggest that each of the bikes be locked in some fashion. This is, however, no guarantee that a bike will not be removed. There is to be no bicycle riding/skateboards, skates, or rollerblades on the playground or on school campus.

We strongly recommend that the primary (Grades K-2) students not ride their bicycles to school alone.

Cell Phones and Other Portable Electronic Devices

All electronic communication devices including cell phones may not be used in the building and must be powered off and placed in backpack or locker unless use is authorized by administration or by the classroom teacher for educational purposes. The use of any electronic device in committing other offenses will be handled according to the discipline matrix for that offense, i.e., harassment, transmission of inappropriate materials, academic dishonesty, etc.

Students that must make a phone call must use the office phone.

All other portable electronic devices, such as I-Pods, MP3 players, smart watches, tablets/I-Pads, games, cameras (unless used for educational purposes) are prohibited. Consequences will be as stated in the discipline matrix in located on the RCAS.org website under the Student Handbook Section.

Computer Use/Access

The Rapid City Area School District offers computer/network access to students/staff for educational purposes in various instructional activities. The Rapid City Area Public Schools invites any parent to inform schools in writing if there is an objection to their child using the Internet with these activities. This document contains the Acceptable Use Policy JFCK for the use of the Rapid City Area Schools' network.

Section 1 (Technology Misuse)
The district computer/network resources are to be used for educational purposes only. The term "educational purposes" includes classroom activities, career development, and limited high-quality self-discovery activities.

1. Internet access has not been established as a public access service or a public forum. The RCAS District has the right to place reasonable restrictions on the material you access or post through the system. You are also expected to follow the rules set forth in RCAS District Policy JFC (Student Conduct) and the law in your use of the Internet.
2. You will not use district resources for personal gain. You will not post personal contact information about yourself or other people. Personal contact information includes name, address, telephone, school address, work address, etc.
3. Users are expressly denied access to certain Internet forums, discussion groups, Usenet newsgroups, chat rooms, list servers, websites and/or home pages, etc. that contain or address materials that could be construed as offensive. In addition, such addresses may not be "bookmarked," hot-listed or otherwise included in individual user directories. If you mistakenly access inappropriate information, you should immediately tell your teacher or another RCAS District employee. This will protect you against a claim that you have intentionally violated this policy.
4. Copyright of a work produced by a student using district facilities shall reside with the originator. When there is more than one originator, the ownership of each originator's contribution shall be considered separately.
5. You will not copy software or download/install software unless under direct instruction from district staff. You will not download/install/use peer-to-peer file share applications or create peer-to-peer file sharing on the district network.

Section 2 (Technology Misuse)

1. You will not attempt to gain unauthorized access to the Internet or any computer/network system or attempt to break any passwords to go beyond your authorized access. You will not share district-provided passwords or security codes with other people. You will not probe any computer/network

systems for security weaknesses or use resources to capture network traffic or data, either from within or without the district network.
2. You will not make deliberate attempts to disrupt any computer/network system or to manipulate or destroy data by any means, including computer viruses.
3. You will not use the Internet to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal or gang activity, threatening the safety of a person or persons, etc.
4. You will not use or post obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language in public messages, private messages, and/or material posted on Web pages.
5. You will not use a false identity when sending/receiving messages.

The RCAS District will not be responsible for any damage you may suffer, including but not limited to loss of data or interruptions of service. The RCAS District is not responsible for the accuracy or quality of information obtained through or stored on the system. The RCAS District will not be responsible for financial obligations arising through the unauthorized use of the system.

Computer/network communications and storage areas are to be used for educational purposes only and are not private. District staff may review files and communications to ensure that RCAS systems are being used responsibly.

Failure to comply with any of the above terms and conditions shall result in disciplinary action and may become subject to legal action, either civil or criminal, as appropriate.

Dress Expectations

We realize parents and students are subjected to numerous advertising pressures in terms of dress and grooming. To assist you in your student's grooming decisions and the purchasing of appropriate school clothing, Rapid City Area Schools has established the following dress and grooming standards. In keeping with our College and Career Readiness goals, we expect RCAS students to dress for success.

Dress & Grooming – Standards:
Dress and grooming on a school location in the following manner is prohibited:

- Wearing clothing that includes words or pictures which are obscene, vulgar, abusive, discriminatory or which promote or advertise alcohol, chemicals, tobacco or any product that is illegal for use by minors.
- Wearing clothing and other items or grooming in a manner that represents and or promotes threat/hate groups including gangs or supremacist groups.
- Wearing clothing or grooming in a manner that is sexually explicit or disruptive.
    - Students are expected to wear shirts, pants, dresses, skirts, shorts, sweatpants, or leggings that do not inappropriately expose undergarments or the body.
- Wearing any headgear or trench coats in the building during the school day without permission from the school administration.
- Wearing of clothing or grooming that is potentially disruptive to the education process or that poses a threat to the health and safety of others: chains and spikes that have the potential to be used to harm others.
- Shoes are required by state law.

To encourage student respect for an educational environment, students shall maintain a reasonable standard of cleanliness and good personal hygiene, as well as, maintaining an appearance and wearing of apparel that is not disruptive to the educational process. Questionable apparel will be brought to the attention of the administration. An administrator may request a change in attire when a student's dress is not appropriate.

Lost and Found Articles

All articles that are found should be left in the office or in a box near the office. If your child has lost an item, he/she should check there first. Students finding articles are also asked to bring them to the office or place them

in the "lost and found" box. Items that remain here at the end of the school year will be sent to the Salvation Army or some other organization.

Marking Personal Items

In order to avoid a few problems of identification, it is recommended that children's lunch boxes and clothing, such as jackets, coats, caps, sweaters, and overshoes, be marked so that identification is possible in case of a loss or mix up. Such marking should not be made on the outside so anyone can see it. Students should not bring toys or electronic devices to school.

Money

When money is being brought to the school, please enclose it in an envelope labeled with your child's name, room number, and purpose. Children should be discouraged from bringing extra money to school. Students are **not** allowed to loan or give money to other children, nor are they permitted to trade or sell items to other students.

Moving

Please inform the school in advance if you anticipate a move to another school. This will ensure that the proper transfer forms will be ready on the day the student leaves.

Pictures

The Rapid City Area Schools arrange for students to have their pictures taken each year. Proper notification will be sent home by the school. Money for the pictures is paid directly to the photographer at the time the picture is taken. If there is a concern, contact the school. However, the photo company makes the decision on retakes and reimbursements for unhappy customers.

Student Arrival and Recess During Cold Weather

Due to the geography and topography of our district, we experience different weather patterns within the separate regions of our attendance boundaries—making it a challenge to have a consistent district-wide approach for weather-related precautions. Schools consistently monitor the weather forecast and make adjustments when needed before and during school days. Our general guidelines related to student arrival and recess during cold weather follows:

- When sustained outdoor temperatures are below zero with wind chill, students are brought inside our buildings before school as soon as we have staff available to supervise them. Students should not be dropped off earlier than 15 minutes before the start of school.
- For elementary school recess, we also use the sustained outdoor temperature below zero guideline. We believe students need time to get outside and exercise, and we use common sense when making these decisions. The decision is ultimately up to each school within the guidelines.
- Please have your child dress for inclement weather. A cap, coat, mittens/gloves and proper footwear are necessary. It does not hurt to leave a cap and gloves in their backpack at all times.

School Supply List

Parents will be provided with a suggested supply list by prior to the beginning of the school year.

Student Records/FERPA

All parents and guardians of students under the age of 18 and all students 18 years or older have the right pursuant to the Family Education Rights and Privacy Act (FERPA) of 1974 to examine the official records, files, and data of the school district directly relating to the student. They also have the right to challenge any of the contents of said records to ensure their accuracy and fairness. Procedures for such examination and challenge, including hearings on a challenge, shall be established by the Board of Education and be made available on request.

Records are released and maintained in compliance with the Family Education Rights and Privacy Act of 1974 and subsequent amendments to FERPA.

FERPA and Rapid City Area Schools District Policy JO dictate that student records may be released without the prior consent and notification of the student and/or parent/guardian under the age of 18 in the following circumstances:

- The teachers and officials of this school district who have a legitimate education interest in such information.
- There has been a federal request for submission of student records in connection with the student's application for financial aid and/or military purposes. (Opt-out notification: If you, as parents wish to "opt out" of the release of information to the military, please come to the school's Guidance Office for a form to sign.)
- Requests from federal, state, county or local agencies having legitimate interests in the student's records and having the power of judicial order or subpoena.
- Other schools in which the student is enrolling or seeks to enroll.
- In an emergency situation when the student or parents cannot be reached, the principal or superintendent may at their discretion release information as needed for the health and/or safety of individuals.
- Contractors, consultants, volunteers or other parties to whom the Rapid City Area Schools has outsourced certain services and functions.

No staff member shall remove a cumulative file from campus without prior written permission from an administrator.

No staff member is allowed to release student information to the press. Professional courtesy requires that staff members do not discuss student behavior or achievement in public. The District will occasionally release to the public certain directory type information which may include a student's name, address, telephone listing, weight and height, date and place of birth, photograph/images, major field of study, dates of attendance, academic and extracurricular awards, distinctions, and participation. This information may appear in the form of news releases to news media, school publications, school video conferencing systems, and printed programs of officially recognized activities and sports. However, parents/guardians may provide written notification to the Rapid City Area Public Schools not to release directory type information.

The District's policies restrict individually identifiable information of students from being published on the district website or the educational cable TV channel. Occasionally students may be involved in educational activities for creating video or web projects that may be shared with the public via the district website or the educational cable TV channel. These projects may include group photos or first names (no individual photos or last names would be published without permission). Parents/guardians may provide written notification to the Rapid City Area Public Schools not to use group photos or student projects involving their child on the district website or the educational cable TV channel.

This information may appear in the form of news releases to news media, school publications, and printed programs of officially recognized activities and sports. The Rapid City Area Schools invites any parent or adult student to inform them if there is an objection to the release of any or all of the above designated information.

Visitors

School policy is to welcome adult visitors who have legitimate business at school. Guests and visitors must register at the office. Parents are always welcome. Visitors are expected to leave promptly when their business is completed. Students not enrolled are not permitted on campus or to visit classes. See Policy KK

Memorials

District Code: JFFA

The Rapid City Area School District recognizes that memorials established upon school district property must be proposed, reviewed, and adopted cognizant of concepts of equality, proper concern for all students, staff and community members, appropriateness of memorials, and best usage of available property. A memorial should "do no harm". Memorial or gathering sites should be physically and emotionally safe for students, staff, and

community members. The Superintendent or their designee reserves the right to accept or deny any memorial request.

Emergency/Safety Procedures

All necessary precautions will be taken to guard the safety and well-being of students and staff during any emergency situation.

Each school has an emergency plan and lockdown procedures that will be followed as needed. ALICE drills will be conducted periodically.

An Accessibility Contingency Plan is available at each school site for students with disabilities; it includes persons responsible for implementing the plan in the event of an emergency and/or emergency evacuation.

Assistance to individuals with disabilities may include:

- Transportations – School personnel will be responsible to get individuals to safe shelter and will contact parents/guardians in case of an emergency.
- Medications – School personnel will ensure the student's medications and medical supplies will be available in the event of an emergency which may require them to be in a shelter.
- Communication – Assigned school personnel will be with the student to keep them calm.

Emergency Plans

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff; it also strengthens morale of all concerned to know that preparedness plans exist and that students and staff have been trained in carrying out plan.

The superintendent will develop and maintain a process to ensure that all buildings maintain a Crisis Plan document containing emergency plans that meet the requirements for preparedness in case of fire, civil emergencies, natural disasters and other emergency situations. The Assistant Superintendent for Administrative Services will annually ensure that all building personnel have the appropriate plan in place. The Buildings and Grounds Manager will ensure accurate record keeping showing dates and times of drills conducted are in place as well as report compliance regularly to the Facilities Committee. See policy EBC.

- **Disaster Plans**: See policy EBCA.
- **Fire Drills**: See policy EBCB.
- **Bomb Threat**: See policy EBCC
- **Emergency Lockdowns**: See policy EBCD.
- **Emergency Closings**: See policy EBCE.
- **Emergency Evacuation Plan for Handicapped Students**: See policy EBCEA

RCAS Inclement Weather Criteria and Process

When determining if schools should stay open in extreme winter weather, the safety of students and staff is our priority. The decision to close school is a serious one. While cold temperatures, winter snowstorms, and icy conditions do present challenges, the Rapid City Area Schools aims to keep schools open whenever possible.

Prior to and during a bout of winter weather, we monitor up-to-date reports on road conditions, current weather conditions, transportation capability, the status of our buildings and the weather forecast from the National Weather Service. We will keep schools open if these reports indicate we can safely transport children, have students walk to school, and open and operate our buildings.

If reports show substantial challenges, we may decide to implement a late start or close school. Parents and guardians will be notified as soon as possible if it is determined that a late start or a full closure is necessary. The local news outlets and the district's website and social media accounts will also post emergency closure information.

In making this decision to close school, district officials rely on the National Weather Service's warning system and windchill charts. If the National Weather Service issues a "windchill warning" stating that exposed skin can become frostbitten in less than 15 minutes, then the district will likely decide to close or call a late start

depending on the forecast. If a wind chill advisory is in effect, students who are properly dressed for the weather should be able to walk to school or wait for the bus without risking frostbite.

We trust parents to make the ultimate call when it comes to their child's safety. Not all streets are plowed at the same time, and snow totals may differ from one area of our district boundaries to another. If you do not think it is safe to send or take your kids to school during inclement weather, it is the parent's choice to keep them home.

Student Discipline

Discipline Guidelines

Every student and employee of Rapid City Area Schools 51-4 is entitled to learn and work in a safe school environment. To ensure this, the district and each school have established clear student discipline policies, consequences appropriate with the behavior and a practice to do so consistently.

Students are expected to behave in accordance with federal, state and local laws and rules, district and school policies and regulations, and in a way that respects the rights and safety of others. Staff will take corrective action to discipline a student and/or to modify a student's behavior when a student's behavior does not fall within the guidelines.

The following are district-wide guidelines. These guidelines and the potential consequences apply at any time a district student is present on a district school location. Listed are the violations and the recommended consequences for first, second and third offenses. The infractions and consequences may be modified or disregarded if circumstances require mitigation or exceptions.

School-wide PBIS

School-wide positive behavior intervention and supports (SW-PBIS) is a system of tools and strategies for defining, teaching, acknowledging appropriate behavior and correcting inappropriate behavior. It is a framework for creating customized school systems that support student outcomes and academic success. SW-PBIS is for the whole school, it is proactive, preventative, and it changes the paradigm of focus from negative behaviors and exchanges to positive expectations and interactions.

There are four main elements in SW-PBIS:

- Customized practices to support student behavior, such as; defining and teaching appropriate behavior expectations.
- Systems of support for educators in the school; such as school-wide behavioral expectations, indicators, and coaching
- Data-based decision making, which is the corner stone of the behavior problem-solving process
- The combination of these elements will enable school-wide outcomes, which promote social proficiency and academic success.

We are currently using Conscious Discipline in our K-8 schools. Conscious Discipline is a comprehensive, trauma-informed, brain-based approach to self-regulation. It combines social and emotional learning, school culture, and discipline best practices to create safe environments where all students can succeed.

Corporal Punishment

Corporal punishment is defined as the intentional use of physical force upon a student for any alleged offense or behavior or the use of physical force in an attempt to modify the behavior, thoughts, or attitudes of a student.

The use of corporal punishment in any form is strictly prohibited in the public schools. No student will be subject to the infliction of corporal punishment by any teacher, other student, administrator, or other school personnel.

Physical restraint or contact by a staff member as described in Policy JGB may, however, be used in the following situations:

- To break up a fight;
- To knock a weapon away from a student's possession;
- To calm or comfort;
- To assist a student in completing a task/response if the student does not resist the contact;
- To prevent an impulsive behavior that threatens the student's immediate safety (i.e. running in front of a car).

Citizenship/Personal Management

Any conduct out of the ordinary that is disruptive to the educational process is unacceptable. Inappropriate vocal outbursts, arguments, name-calling, profanity, improper sign language and gestures or threats will not be tolerated. Students will address all staff members, visitors, and each other with respect. Public displays of affection are not permitted on campus. Students are to show consideration for others at all times.

Restraint and Seclusion

District Code: JGB

The Rapid City Area Schools promote positive interactions and interventions for potential conflict to enhance academic and social behavioral outcomes for all students. In the event that an individual's behavior presents a threat of imminent harm to self or others, the use of approved physical intervention or seclusion strategies to maintain a safe environment may be used. For the complete Restraint and Seclusion Policy, refer to District Code JGB.

Student Conduct

District Code: JFC

Under current board of education policies, students who exhibit the following kinds of behavior while on school property or participating in a school-sponsored activity are subject to suspension from school or possible recommendation for expulsion pursuant to procedural due process:

A. Students, including those 18 years or older, who consume, possess, buy, sell, give away or are under the influence of a controlled substance, including alcohol, tobacco or other chemicals.
B. Students found guilty of altering school records, of forging signatures of parents, teachers or other school personnel or of forging signatures of doctors or employers, or knowingly using a falsified document.
C. Students found guilty of stealing or damaging the property of the school or of other individuals within the school jurisdiction.
D. Students who willfully disobey or defy reasonable directions given by school personnel (insubordination).
E. Students who are guilty of attendance policy violations, truancy, tardiness.
F. Students who possess, transmit, buy or sell; or assist other persons in obtaining, storing, keeping, leaving, placing or putting into the possession of another person; or use weapons or firearms of any kind. Students are prohibited from bringing to school or school-related activities any weapons or firearms. This prohibition will normally not apply to school supplies, such as pencils, compasses and the like, unless they are used in a menacing or threatening manner. If a student has intentionally brought a firearm onto school premises, the expulsion shall be for not less than one year. The superintendent or the superintendent's designees may modify a firearm-related expulsion on a case-by-case basis.
    1. The following terms as used in the policy are defined as follows:
        a. "Firearm" as defined in SDCL 13-32-7.
        b. "Weapons" will include objects not commonly considered as such, but modified for use as weapons, facsimiles of weapons, or replicas or toys that look like weapons, or as defined by SDCL 13-32-7.
G. Students found guilty of possessing, transmitting, buying, selling, using or bringing on to school property items such as inhalants/oils of cinnamon, pepper water, mace or any toxic substance that can do physical harm, externally or internally to self or others.
H. Students found guilty of physically or verbally assaulting students or school personnel.
I. Students found guilty of harassment or discrimination against students or school personnel as defined in Policy AC.
J. Students found guilty of rumor spreading or agitation of a conflict situation, which can result in a fight by other people.
K. Students who exhibit inappropriate and disruptive behavior, including profanity, inappropriate dress, parking and driving violations on school property and trespassing.
L. Students found guilty of making threats or acts, which cause emergency procedures to be implemented for the building.
M. Students found guilty of behavior, which threatens to do physical violence or other inappropriate activities to a person or their property.
N. Students found guilty of Habitual Disobedience.

Habitual disobedience is defined as behavior by students who have been advised on more than one occasion of their inappropriate behavior and the nature of it, including but not limited to disobeying a teacher; and despite being so advised and directed to cease behaving inappropriately, continue to behave in an inappropriate manner.

O. Inappropriate behavior is defined as students who conduct themselves in such a manner as to disrupt the educational process and impede the learning of themselves and/or other students, and when requested to cease such behavior are disobedient and continue such behavior.

P. Disruptive behavior is behavior that detracts from maintaining classroom discipline; unnecessarily draws attention to the students involved and away from classroom activity; and prevents those students and/or other students from their pursuit of learning.

Revised 7/10/00

Bullying Policy

District Code: JGC

I. Purpose

The purpose of this policy is to maintain a constructive, safe school climate that is conducive to student learning and fosters an environment in which all students are treated with respect and dignity. Bullying is prohibited by Rapid City Area Schools. Staff and students are expected to behave in accordance with federal, state, local laws, district policies, and in a way that respects the rights and safety of others. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, remediate, and discipline those acts of bullying which have not been successfully prevented.

II. General Statement of Policy

A. The policy of the school district is to acknowledge that persistent bullying can severely inhibit a student's ability to learn and may have lasting, negative effects on a student's life.

B. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, school district property, bus stops, at school-related functions or activities, or on school transportation.

C. The bullying of students by students, staff or third parties shall be a violation of this policy, is strictly prohibited, and shall not be tolerated.

D. This policy applies not only to students, staff, or third parties who directly engage in an act of bullying, but also to students, staff, or third parties who, by their indirect behavior, condone or support another students , staff members, or third party's act of bullying.

E. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs:
   1. The mission or operations of the school district;
   2. the safety or welfare of the student or other students;
   3. materially and substantially interferes with a student's educational opportunities;
   4. performance or ability to participate in school functions and activities; or
   5. receive school benefits, services, or privileges.

F. No teacher, administrator, volunteer, contractor, third party, or other employee of the school district shall permit, condone, or tolerate bullying. Retaliation against a bullying victim, good faith reporter, or a witness of bullying is prohibited.

G. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources when the activity interferes with the learning environment.

H. The school district will act to investigate all complaints of bullying reported to the district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. Definitions

A. Bullying is a pattern of repeated conduct that causes physical hurt or psychological distress on one or more students that may include threats, intimidation, stalking, physical violence, theft, destruction of property, any threatening use of data or computer software, written or verbal communication, or conduct directed against a student that:
   1. Places a student in reasonable fear of harm to his or her person or damage to his or her property; and either;
   2. Substantially interferes with a student's educational performance; or
   3. Substantially disrupts the orderly operation of a school.
   4. Includes retaliation against a student for asserting or alleging an act of bullying.

B. Stalking is defined as:
   1. Willfully, maliciously, and repeatedly following another person
   2. Making a credible threat to another person with the intent to place that person in reasonable fear of death or great bodily injury; or
   3. Willfully, maliciously, and repeatedly harassing another person by means of any verbal, electronic, digital media, mechanical, telegraphic, or written communication.

C. Cyberbullying includes transmission of information over the internet or other forms of electronic communications on, computers, tablets, cell phones, or other devices, and will not be tolerated. This includes, but is not limited to, harassing, teasing, intimidating, threatening or terrorizing another person by sending or posting inappropriate and/or hurtful emails, text messages, pictures or images, website postings, blogs, or any form of social media. Pursuant to SDCL 13-32-18, neither the physical location nor the time of day of any incident involving the use of computers or other electronic devices is a defense to any disciplinary action taken by a school district for conduct determined to meet the definition of bullying in § 13-32-15.

IV. Reporting Procedures

A. Any staff member or other adult entrusted with the care of students within a school who observes or suspects bullying toward another individual is required to report the issue to his or her building supervisor or designee. As outlined in SDCL 13-32-17 any school district employee, school volunteer, student, or parent who promptly reports in good faith an act of bullying to the appropriate school district official as designated in the school district's policy, and who makes the report in compliance with the provisions of the school district's policy is immune from any cause of action for damages arising from failure to remedy the reported incident.

B. Any student that observes or suspects bullying behaviors is required to report the issue to the principal and/or the principal's designee(s) responsible for receiving complaints alleging violation of this policy and alleged bullying (See JGC-P for reporting procedure.). If the observed or suspected bullying originates from the principal and/or principal's designee, bullying should be reported to the office of Human Resources. Students should follow school procedures as described in student handbooks to report incidents of suspected bullying.
   There is an online reporting option at: https://tinyurl.com/RCASBullyingReport

V. Dissemination of Policy and Training

A. This policy is in effect while students are on property within the jurisdiction of the board of education; while students are in school-owned or school-operated vehicles; while students are at school bus stops; while students are attending or engaged in school-sponsored activities; and while students are away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the student or the district. The district expects students to conduct themselves in a manner in keeping with their levels of development, maturity and demonstrated capabilities with proper regard for the rights and welfare of other students and staff.

B. The district will act to investigate all complaints (formal or informal, verbal or written) of bullying. The district requires that the principal and/or the principal's designee at each school to be responsible for receiving complaints alleging violation of this policy and alleged bullying. All students, parents, employees or other visitors are required to report alleged violations or alleged bullying to the school principal or the principal's designee. The principal or the principal's designee will be charged with the responsibility

for investigating all complaints alleging bullying and will be responsible for determining whether an alleged act constitutes bullying and a violation of this policy.

If, after an investigation, a student is found to be involved in bullying in violation of this policy, the student shall be disciplined by appropriate measures up to and including student suspension and/or expulsion as defined by district policy.

This policy shall not be interpreted to prohibit civil exchange of opinions or debate protected under the state or federal constitutions where the opinion expressed does not otherwise materially or substantially disrupt the education process or intrude upon the rights of others.

C. This policy shall appear in student handbooks for elementary, middle and high school students and related district publications.

Legal References: SDCL 12-32-14
SDCL 12-32-16
SDCL 12-32-19
§ 13-32-15
SDCL 13-32-17
SDCL 13-32-18
SDCL 22-19A-1

Cross Reference: Student handbooks

Adopted: 04/18/13
Reviewed: 03/19/15
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Revised: 03/16/21

Student Chemical Abuse

District Code: JFCHA-P

The following Rapid City School District procedures are to be followed in case of student chemical use/abuse. On a day-to-day basis, situations occur which constitute possible student chemical use and/or abuse and require direct action by building staff.

A. Working with the student who appears to be under the influence of a chemical or controlled substance during the school day and/or at any school sponsored activity.
B. Any student whose appearance and behavior seems inappropriate (i.e. nervousness, restlessness, dilated pupils, extreme exhilaration, extreme depression) shall be sent to the principal's office with an adult escort if necessary. In the event that the teacher/staff cannot direct the student to the office, they shall immediately inform the school administration, or designee, about the symptoms which they have observed. The transfer of a student from the classroom to the school office shall be handled as tactfully as possible. The administrator shall then determine the appropriate course of action.

Building principals have several obligations concerning these situations:

A. To review chemical use/abuse policy and operational procedures with staff before school starts in the fall of each year.
B. To assure that all staff including new staff hired during the year is alerted to signs and/or behaviors that indicate immediate or long-term chemical use/abuse and that they receive training on reporting procedures.
C. To designate specific staff members to whom suspected chemical use/abuse situations are to be reported.
D. To assure that the suspected chemical use/abuse situation is brought to the attention of the student's parent/guardian(s).
E. To assure that students using chemicals receive the support and appropriate referral for help

It is the policy of the Rapid City Area Schools that the use of illicit drugs and the unlawful use of drugs and alcohol are wrong and harmful. Current Board of Education Policies clearly prohibit the unlawful possession,

use or distribution of illicit drugs and alcohol on school premises, or as a part of any school activity. Violation of Board Policies could result in suspension or possible expulsion from school.

A consultation with parents and/or student is to be held by the principal or designee and should include discussion of the student's behavior as well as possible referral for assessment or treatment. A list of local referral agencies that provide evaluation and/or treatment is to be made available to the parents, if appropriate.

When cooperation is lacking to the point that parental efforts are not adequate to alleviate the student chemical abuse, the principal will consider the reporting of child neglect to the office of the State's Attorney.

**NOTE: If a situation occurs wherein the behavior of a student under chemical influence is immediately threatening self or others, police authorities may be called to deal with the matter. Parents should be contacted as soon as possible and informed of the action taken.*

Weapons at School

Mission Statement: To ensure the safety of all students in all schools within the Rapid City School District.

State Statute 13-32-7 states: Possession of firearm or dangerous weapon on public elementary or secondary school premises or in vehicle or building as misdemeanor--Exceptions. Any person, other than a law enforcement officer or school sentinel under §13-64-1, who intentionally carries, possesses, stores, keeps, leaves, places, or puts into the possession of another person, any dangerous weapon, firearm, or air gun, whether or not the firearm or air gun is designed, adapted, used, or intended to be used primarily for imitative or noisemaking purposes, on or in any public elementary or secondary school premises, vehicle, or building, or on or in any premises, vehicle, or building used or leased for public elementary or secondary school functions, whether or not any person is endangered by any action under this section, is guilty of a Class 1 misdemeanor. The provisions of this section do not apply to;

1. Use of a starting gun at an athletic event;
2. Any firearm or air gun at a:
    a. Firing range;
    b. Gun show;
    c. Supervised school or session for training in the use of firearms; or
    d. Ceremonial presence of unloaded weapons at color guard ceremonies;
2. Any nonpublic school;
3. Any church or other house of worship; or
4. Any nonpublic school located on the premises of a church or other house of worship.

Source: SL 1961, ch 49; SL 1979, ch 120; SL 1982, ch 86, § 145; SL 1990, ch 129; SL 1991, ch 147, § 1; SL 1993, ch 142; SL 2002, ch 90, § 1; SL 2013, ch 93, § 8; SL 2018, ch 98, § 1.

The above law defines firearm with a broad interpretation including the words: "used or intended primarily for imitative or noisemaking purposes." The district will not tolerate imitative or toy guns on school premises. Violation of the statute in any manner will result in a recommendation to the Superintendent for a long-term suspension or expulsion.

Weapons include, but are not limited to firearms, pocketknives, tools with a knife blade, metallic knuckles, ammunitions, clubs, bats, sticks, chains, pipes, razors, or any other object used in a way that threatens to inflict bodily injury on another person. The possession or use of articles not generally considered weapons may be prohibited when in the principal's or designee's judgment, a reasonable apprehension of danger or intimidation exists to the student in possession, other students, staff, or school property by virtue of possession or use. See district code JFC.

School Threat Assessment Report (S.T.A.R) Protocol

Mission Statement: The purpose behind this protocol is to provide a mechanism to assure that threats of violence in a school environment are addressed whenever possible, before they occur. The process necessarily

involves a variety of elements, ranging from student, parent, teacher, staff member and administration involvement to law enforcement and other criminal justice participation. The protocol is designed specifically for those violence issues that affect schools and the students who attend those schools. It is intended to identify credible threats of violence and address those threats and the individual making the threat before the threat is carried out. NOTE: This protocol is applicable during any school sponsored event or function, whether the event or function is on school property or not.

General Information

A. A STAR Assessment is appropriate when there is a potential threat to inflict death or serious bodily harm directed toward the school, or an individual while they are at school, or a school sponsored event and is reported to school administration or law enforcement.
B. Not all acts of targeted violence include expressed threats toward the speaker's intended target. A STAR Assessment is also appropriate if information is obtained or developed that indicates a concern of targeted violence toward the school. Specific threats are not a necessary condition to initiate an inquiry.
C. SRO's should be part of a school building interdisciplinary team to develop a fuller picture of the circumstances from different perspectives. Based on the circumstances of the threat, the team may be as small as the SRO, Principal, School or Department Psychologist, Counselors, Teachers, Paraprofessionals, Coaches and other school personnel. The interdisciplinary team work together to complete the STAR Assessment with information they have access to or personally know to help determine credibility and risk level of the threat.
D. Information from law enforcement and the school may be shared in accordance with FERPA, state law and the standing 7th Circuit Court Order allowing such sharing.

It is essential that any student, parent/guardian, staff member or school administrator assume that any threat is serious enough to report it immediately to the appropriate authorities and cooperate in providing a statement of information regarding the threat. Once the information has been gathered and assessed, the School Resource Officer and school administrator shall convene and determine options for follow-up action. The actions may include several consequences ranging from a warning to suspension/expulsion and arrest. Specific procedures regarding the STAR protocol are available in the principal's office.

School Resource Officer

The Pennington County Sheriff's Office, in cooperation with the Rapid City Police Department and the Rapid City Area Schools, provide specially trained School Resource Officers to various schools within the respective jurisdictions for the purpose of providing assistance to the schools' administrators and parents, instruction to students, diversions of students within the juvenile justice system, investigation of criminal activity, and dealing with other police matters concerning the schools or students. The primary role of the School Resource program is to prevent juvenile delinquency, but it is directed toward understanding and guidance rather than detention and correction.

Discipline Matrix (Link)

(Note: The Elementary School Discipline Matrix is located on the www.rcas.org website under the Student Conduct Section.)

The intent of the Discipline Matrix is to support students and help them to understand the importance of contributing to a positive school community. Rapid City Area Schools has taken steps with Discipline Matrix revisions to reduce the punitive nature of consequences and create an approach that allows for students to remain in school and learn from their mistakes. The approach to addressing student discipline issues within the Discipline Matrix will allow for administrators to utilize the existing Positive Behavior Intervention and Supports (PBIS) framework and provide restorative practices rather than punitive measures in many student misconduct instances. While the overall approach is restorative, instances exist that require disciplinary actions that will be consequence-based when serious offenses occur regarding student safety and when students engage in illegal activity, as described in the following section (Applying the District-Wide Rules). Throughout the school year, additional restorative practices will be explored and added in support of providing students with opportunities to learn and contribute positively to the school climate.

Definitions Within the Discipline Matrix

(Note: The Elementary Discipline Matrix is located on the RCAS.org website under the Student Handbook Section.)

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

Alcohol or Chemical, Possession or Use/Ingestion: Possession, distribution, or use of any alcohol, inhalant, narcotic, controlled substance or drug paraphernalia where possession or use is prohibited by South Dakota or federal law. Further recommendations such as possible chemical assessment may also be required.

Apology: Asking a student to convey genuine remorse for his/her behaviors that caused an offense towards another.

Arson: Setting a fire on/in school property; to unlawfully and intentionally damage, or attempt to damage, any real or personal property by fire or incendiary device. **There must be an arrest.**

Assault, Aggravated: Physical attack/harm; actual and intentional striking of or violence directed toward another person against his or her will; intentionally causing bodily harm to an individual. Fourth degree physical altercation.

Assault, Simple: Attempting to cause bodily injury to another, or recklessly causing such injury. Third degree physical altercation.

Bomb Threat: Intentionally making, publishing or conveying in any manner a bomb threat pertaining to a school location.

Bullying: Bullying is a pattern of repeated conduct that causes physical hurt or psychological distress on one or more students that may include threats, intimidation, stalking, physical violence, theft, destruction of property, any threatening use of data or computer software, written or verbal communication, or conduct directed against a student that:

1. Places a student in reasonable fear of harm to his or her person or damage to his or her property; and either
2. Substantially interferes with a student's educational performance; or
3. Substantially disrupts the orderly operation of a school.
4. Includes retaliation against a student for asserting or alleging an act of bullying.

Bullying, Cyber: Cyber bullying or use of electronic communication including, but not limited to, transmission of information over the internet or other forms of electronic communications including, but not limited to, computers, tablets and cell phones will not be tolerated. This would include, but not be limited to, harassing teasing, intimidating, threatening or terrorizing another person by sending or posting inappropriate and/or hurtful emails, instant messages, text messages, picture or images, or website postings, including blogs.

Bus Conduct: Bus conduct will be as follows:

A. Students will obey instructions given by the driver, assist the driver in keeping the inside of the bus clean and enter and leave the bus in an orderly manner.
B. Non-acceptable behavior includes moving about in the bus while it is in motion, throwing of objects, within or out of the bus, pushing, yelling, and stomping of feet or abusive language. Opening or closing of windows without driver's permission and extending head or arms out the window will not be allowed.
C. Non-acceptable carry-on items: Food or drink other than lunches, glass objects, animals, sharp instruments and large musical instruments which present a potential safety hazard. See district code EEACC. Consequences per school bus incident report.

Cell Phones/Electronic Devices: Electronic communication devices, including cell phones, may be used in common areas as authorized by administration and in classrooms as authorized by the classroom teacher. *Refer to District Technology Policy

Change Clothes: When a student does not meet the dress code they will be asked to cover or alter the current clothing that is not meeting expectations. The student will be offered the opportunity to remedy the situation for the remainder of the school day. Schools may have available clothes to assist in this situation.

Check-In Check-Out Academy: Designed for students struggling with repeated minor classroom misbehaviors.

Civility Academy: Designed for students struggling to maintain civil discourse with other peers or adults who may have a different point of view.

Closed Campus/Closed Lunch Violation: Any ninth grade or below student out of the school building without authorization.

Community Service: Students may be asked to participate in an activity to remedy an offense (i.e. vandalism) or an activity that benefits the educational community. Prior to any community service, parents must agree to the plan.

Confiscate Item: In certain circumstances the incident involves an item. In these cases, it is appropriate to confiscate these items for a period of time. These periods of time can often be graduated. Parent permission will be needed to keep personal items like cell phones overnight and the item must be in a secured location. If the item is confiscated for a period of time but not kept overnight, the student will surrender the item at the start of the day, and it will be returned at the end of the day.

Cyberattack: Any attempt to expose, alter, disable, destroy, steal or gain information through unauthorized access to or make unauthorized use of an asset.

DDoS Attack: a denial-of-service attack (DoS attack) is a cyber-attack in which the perpetrator seeks to make a machine or network resource unavailable to its intended users by temporarily or indefinitely disrupting services of a host connected to the Internet. Denial of service is typically accomplished by flooding the targeted machine or resource with superfluous requests in an attempt to overload systems and prevent some or all legitimate requests from being fulfilled. In a distributed denial-of-service attack (DDoS attack), the incoming traffic flooding the victim originates from many different sources. This effectively makes it impossible to stop the attack simply by blocking a single source. A DoS or DDoS attack is analogous to a group of people crowding the entry door of a shop, making it hard for legitimate customers to enter, thus disrupting trade. This attack is often considered illegal in nature.

Detention: Detaining a student during recess, lunch, after school, or other applicable times in order to provide an opportunity for reflection and redirection. (i.e. Lunch detention or after school detention). In many cases schools use Detention for a reteaching/relearning opportunity.

Detention Violation: Failure to successfully complete assigned detention.

Disobedience: Is a student who when requested to cease an inappropriate behavior refuse to comply with initial redirections.

Dishonesty to Staff: Untrue communication with staff. (False Call)

Disorderly Conduct: Any act which substantially disrupts the orderly conduct of a school function or the orderly learning environment, or poses a threat to the health, safety, and/or welfare of students, staff, or others. **There must be an arrest.**

Disrespectful/Rude Behavior: Communication or actions that demonstrate a lack of respect or courtesy toward an individual.

Disruption (General): A student who conduct themselves in such a manner as to disrupt the educational setting and impede normal operations. (Incidents 1-3 managed and documented by classroom teacher)

Disruption of Class: Students who conduct themselves in such a manner as to disrupt the educational setting and process of a classroom and impede the learning of themselves and other students, and when requested to cease such behavior are disobedient and continue such behavior.

Disruption of School: Students who conduct themselves in such a manner as to disrupt the educational setting and process and impede learning beyond the classroom and into other parts of the school.

Dress & Grooming/Inappropriate Dress: Dress and grooming on a school location in the following manner is prohibited:

- Wearing clothing that includes words or pictures which are obscene, vulgar, abusive, discriminatory or which promote or advertise alcohol, chemicals, tobacco or any product that is illegal for use by minors.
- Wearing clothing and other items or grooming in a manner that represents and or promotes threat/hate groups including gangs or supremacist groups.
- Wearing clothing or grooming in a manner that is sexually explicit or disruptive.
    - Students are expected to wear shirts, pants, dresses, skirts, shorts, sweatpants, or leggings that do not inappropriately expose undergarments or the body.
- Wearing any headgear or trench coats in the building during the school day without permission from the school administration.
- Wearing of clothing or grooming that is potentially disruptive to the education process or that poses a threat to the health and safety of others: chains and spikes that have the potential to be used to harm others.
- Shoes are required by state law.

Drugs, Alcohol, Inhalants, Chemicals: Possession, distribution, or use of any alcohol, inhalant, controlled substance, prescription and nonprescription use for the purposes of intoxication or drug paraphernalia where possession or use is prohibited by Policy **JFCHA**, South Dakota or federal law. Further recommendations, such as possible chemical assessment may also be required. (**Includes Smokable CBD and THC vapes**)
** ISS may be an **option if circumstances warrant** but no student will remain at school if intoxicated or significantly impaired from drug use.*

Drugs, Alcohol, Inhalants, Chemicals (Distribution): Distributing or possessing an amount that suggests distribution

E-Cigarettes/Vapor Pen: According to the FDA, electronic cigarettes, or e-cigarettes, are devices that allow users to inhale a vapor that may contain nicotine or other substances possibly including illicit drugs. The use of e-cigarettes or vapor pens by students in school or school-approved vehicles, or at any school-related event is strictly prohibited. Compliance with this policy is mandatory for all students. Any student who violates this policy will be handled according to the discipline matrix for the material found in the e-cigarette/vapor pen, i.e., nicotine, drugs, or any other substance used as an inhalant in accordance with due process up to and including expulsion from school. When required by State Law or Board Policy, the District will also notify law enforcement officials. These pens will not be returned to the student or family if confiscated.

Elopement (Minor): When a student leaves school property without permission from school staff. This includes walking or running away during instruction or leaving campus without being signed out by a parent or guardian.

Elopement (Major): When a student leaves school property without permission from school staff to avoid potential discipline or investigation of an allegation.

Emergencies, False: Intentionally giving a false alarm of any nature. This includes tampering or interfering with any alarm. This includes fire alarms, all 911 calls, or other false emergencies.

Emotional Regulation Academy: Designed for students struggling with emotions impacting learning (i.e. shutdowns, eloping, emotional outbursts).

Endangerment of Others: Threats or acts that cause emergency procedures to be implemented for the building and may cause a STAR Protocol to be invoked. Any situation that poses an immediate risk to health, life, property, or the environment, and the "emergency procedures" of the crisis plan are invoked.

- **Emergency Procedures**: Procedures in which cause emergency personnel such as fire & rescue, EMTs, and/or police to respond or in which law enforcement advises immediate action must be taken to ensure the safety and security of students and the school. Also consider if a lockdown, a secured building, building evacuation, use of fire extinguisher; etc. would be needed to address the incident.

Engaging in Illegal Activities: Any other law-breaking event that poses a threat to the student or others, causes a substantial disruption in the school setting, and/or is not in the best interest of the school.

Explosives, Possession and or Use: Possessing or using any compound or mixture that can cause an explosion.

Exposure: Exposing private body parts of yourself or others.

Explicit Behavior: Engaging in touching of a sexual nature. (PDA)

Expulsion: To remove the student from the educational setting for a prescribed time, normally either the remainder of the school year or a calendar year.

False Reporting: Deliberately reporting false information about the behavior of a student or staff person.

Fighting: Mutual participation in an incident involving physical violence, where there is no one identifiable main offender.

Firearms: Possession of firearms on school premises, in vehicle, or at school related activities. Facsimiles that have the possibility to cause serious injury that are discharged at another person will be considered under this code.

Gambling: Gambling, including but not limited to, playing a game of chance for stakes or possession of gambling devices.

Gang Activity (Nonthreatening): Wearing or possessing gang-related apparel and/or communication, whether verbal, gestures, handshakes, drawings, or writings, to convey membership or affiliation with a gang.

Gang Activity (Threatening): Participation or association with a group in which the student's conduct presents a threat to himself/herself or others, is not in the best interest of the school, or causes a substantial disruption in the school environment.

Habitual Disobedience: Behavior by students who have been advised on more than one occasion of their inappropriate behavior and the nature of it, including but not limited to disobeying a teacher; and despite being

so advised and directed to cease behaving inappropriately, continue to behave in an inappropriate manner. **To be referred for further administrative action, there must be 5 or more incidents in the same behavior family and administration needs to show how the RtI process is not being successful.**

Hands-Off Academy: Designed for students struggling with keeping their hands to themselves when they are angry or perceive a situation to be unfair.

Harassment, Based on Race, Gender, Disability or Religion: Harassment, including teasing, coercive behavior and other offensive or mean-spirited conduct based on Race, gender, disability, etc.

Harassment, General: Harassment, including teasing, coercive behavior and other offensive or mean-spirited conduct.

Hazing: Committing an act against a student or coercing a student to commit an act that creates risk of harm to a person in order to be initiated into a student organization, class, or for any other purpose.

ID Violation: Not properly wearing the ID or unable to produce school ID when requested.

Instigating: Spreading rumors or agitating a conflict that may escalate a conflict between others.

Impairment: A student displaying signs or symptoms of being under the influence but do not have any physical evidence of alcohol or drug use. This could include a strong odor of marijuana.

Insubordination: Gross/Deliberate refusal to follow an appropriate direction given by a staff member.

Intimidation/Threats: Use of coercion, force, threats, intimidation or similar conduct that constitutes a threat to another student's safety or interferes with school purposes, including a forceful action, attitude, or behavior that is expressed physically, verbally, or written toward another student. Verbal/Written Intimidation/Threats that are also sexual, religious, or racial harassment may be addressed under the guidelines for harassment.

Intimidation/Threat-Staff: Use of coercion, force, threats, violence, intimidation or similar conduct that constitutes a threat to a staff member's safety or interferes with school purposes, including a forceful action, attitude, or behavior that is expressed physically toward a staff member.

ISS: In School Suspension. To remove the student from their normal educational setting but still offer education services within the school premises.

ISS Violation: When a student refuses to meet the directives and expectations of ISS.

Loitering: Unnecessary or needless presence on campus.

Loss of Privilege: To remove a student's privilege for a prescribed length of time (i.e. technology use, recess etc.). This should not impede the student's access to learning.

Loss of Technology Guidelines: The following are options depending on the severity of infraction and an identified timeline.

1. Temporary Lock on Active Directory (network/computer) and e-mail account (usually until administrator can meet with student)
    a. Lower level misuse during investigation
    b. Not to exceed 3 days
2. E-mail –restricted to district staff only
    a. Student misuse of email
    b. Consequences indicated by the administrator, not to exceed
        1. 1 month (1st offense)
        2. 2 months (2nd offense)
        3. Remainder of the year (3rd offense)

3. Student Restrictive filter setting - More restrictive than normal student filtering (YouTube, a lot of non-education game sites)
    a. Student accessing inappropriate websites after already being addressed by staff and administration
    b. Consequences indicated by the administrator, not to exceed
        1. 1 month (1st offense)
        2. 2 months (2nd offense)
        3. Remainder of the year (3rd offense)
4. Restricted Chromebook that will only connect to our wireless networks (they don't work outside our network). These students were already in the Student Restrictive filter group.
    a. Students are accessing inappropriate content outside of the network
    b. Consequences indicated by the administrator, not to exceed
        1. 1 month (1st offense)
        2. 2 months (2nd offense)
        3. Remainder of the year (3rd offense)
    c. ***An alternative learning plan may need to be developed due to students limited ability for homework***
5. Wellfully/JSC Setting – Restricted computer autologin and only has access to Edgenuity
    a. Student's offense is serious and results in extended limitation of access and must be in conjunction with Edgenuity enrollment (i.e. Threats)
    b. Not to exceed the length of the suspension or investigation.
        1. Documentation to be provided by Law Enforcement that supports the lack of access to technology to include a required timeframe
    c. ***Must have approval from the Office of Educational Services***
6. Email/Active Directory (network/computer) account disabled
    a. Loss of all technology privileges (extreme offenses)
        1. ***Development of alternative learning plan***
        2. Access to learning through analog means ONLY (i.e. Textbooks, worksheets, paper pencil)
    b. Not to exceed the length of the suspension or investigation.
        1. Documentation to be provided by Law Enforcement that supports the lack of access to technology to include a required timeframe
    c. ***Must have approval from the Office of Educational Services***

Lunch Violation: Not verifying attendance in the lunchroom.

Make Amends: To compensate or make up for a wrongdoing.

Misrepresentation: Assuming a false identity, i.e., wearing/possessing someone else's identification badge.

Motivation Academy: Designed for students who appear apathetic toward incomplete work, grades, and being in class on time.

Non-Participation: Students who fail to engage in or join in school/classroom activities.

Nuisance Objects: Possession, use or distribution of any object that causes distractions to self or others.

Offensive Language/Gesture (Major): Use of disgusting, hurtful, obscene, or foul language, communication, or action used in expression and it is directed at others (with a Victim).

Offensive Language/Gesture (Minor): Use of disgusting, obscene, or foul language, communication, or action used in expression (No Victim).

Offensive Language/Gesture At Staff: Use of disgusting, hurtful, obscene, or foul language, communication, or action used in expression or directed at staff.

Organization Academy: Designed for students struggling with organizational skills impacting readiness to learn and work completion.

OSS: Out School Suspension. To remove the student from their normal educational setting.

Parent Conference: To invite the parent in and discuss the situation with the school administration and/or staff. The purpose it to unite with family efforts to repair the harm the student caused with the incident.

Parent Contact: To notify the parent and inform them of their student's conduct.

Parking Lot Rules/Traffic Violations: Unlawful or unsafe actions on school property.

Physical Injury-Staff (Minor): Action by a student that has the potential of causing physical injury to a staff member. Cases in which physical injury are caused by accident or other action undertaken on the reasonable belief that it was necessary to protect another person or self shall not constitute a violation of this rule.

Physical Injury-Staff (Major): Action by a student that caused physical injury to a staff member that may need medical attention of some kind. Cases in which physical injury are caused by accident or other action undertaken on the reasonable belief that it was necessary to protect another person or self shall not constitute a violation of this rule.

Physical Injury-Student: Action by a student that has caused or has the potential of causing physical injury to a student but is not serious enough to qualify for a Simple Assault.

Plan of Action: A detailed plan outlining actions needed to reach one or more behavioral goals.

Pornographic Materials: Possessing, creating, or viewing explicit, pornographic, or obscene materials on school campus to include but not limited to, writings, drawings, photographs, videos, sound recordings, or the like.

Pushing, Shoving Scuffling: Physical contact towards another student. (Horseplay, Rough Play, Tripping, Wrestling) First degree physical altercation.

Reassignment: A referral for reassignment of a student to Rapid City Academies because of the student's habitual misbehavior may be made by the building administration. Students will be afforded the opportunity to earn their reintegration back into their traditional setting.

Refer to Counselor: In some cases, the incident may necessitate the student speaking with a counselor to process through the incident, the causes, and some alternate choices.

Refer to Health Professional: In some cases, the incident may necessitate the student speaking with a health professional to process through the incident, the causes, and some alternate choices.

Refer to Law Enforcement: Our partnership with our School Resource Officers (SRO) is also an educational partnership. In some cases, it may be necessary to invite the SRO into the conversation with the student to help emphasize the importance of making good choices and possibly the negative legal ramifications that the continued behavior could cause. This does not always result in a citation or arrest.

Refer to Outside Agency: In some cases, the incident may necessitate the student speaking with an outside agency (i.e. Lifeways) to process through incident, the causes, and some alternate choices.

Reflection Paper/Form: Providing the student an opportunity to reflect on the incident and process through the events leading up to, in the middle, and after the incident in written form. It also allows the student to identify some alternate choices he/she could have made to avoid the incident.

Repeated Minor: When a student has had 4 or more incidents of similar behaviors that classroom interventions have not reduced the behavior.

Restitution: To restore something lost, damaged, or stolen. This may be but not necessarily a monetary action.

Restitution Process for incidents of minor vandalism <$500:

1. A workorder will be submitted (ensure to select "Vandalism" as the cause).
2. Complete a Vandalism Report and send to Buildings and Grounds and the Business Office.
3. Buildings and Grounds will supply the administration an estimate cost of labor and materials.
4. Administration will provide the parents a restitution agreement and have the parent sign.
    a. Template available by request from Educational Services
5. Once the workorder is complete Buildings and Grounds will send the final cost to the Business Office.
6. Business Office will invoice the cost and send a bill to the family.
7. Any appeals will be made to the office of Educational Services.
8. District may seek collections for unpaid restitution.

Restorative Conference: A structured meeting between offenders, victims and both parties' family and friends, in which participants deal with the consequences of the crime or wrongdoing and decide how best to repair the harm. Conferences provide victims and others with an opportunity to confront the offender, express their feelings, ask questions, and have a say in the outcome. Offenders hear firsthand how their behavior has affected people. **Participation in conferences is voluntary.** After it is determined that a conference is appropriate and offenders and victims have agreed to attend, the conference facilitator invites others affected by the incident — the family and friends of victims and offenders

Retaliation: The act of carrying out physical/verbal violence or other inappropriate actions as a result of a previous action.

Scholastic Dishonesty: Engaging or participating in, or submitting work that is not your own, also known as cheating, plagiarism, copying, transferring computer files, and similar offenses through any means. Students will be expected to follow classroom instructions relating to academic integrity. This includes use of AI that violates the AI policy (IIBFA)

Sexual Harassment: Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature if:

A. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education;
B. Submission or rejection or such conduct by an individual is used as the basis for academic performance; or
C. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive environment.

Sexual harassment must be so severe or pervasive as to create a hostile working or learning environment.

Sexual Misconduct: Engaging in consensual or nonconsensual sexual conduct or indecent exposure with another person, including intentional touching of clothing covering a person's intimate parts or undergarments, if the action is performed with sexual or aggressive intent, is prohibited.

Sexual Violence: Engaging in nonconsensual sexual contact with another person.

Skipping Class: Unapproved absence from a class or scheduled lunch period within the school day, including leaving class without permission for an extended period of time.

Social Skills Academy: Designed for students struggling with appropriate peer or adult interactions.

STAR Protocol: School Threat Assessment Report. This is a protocol enacted by either law enforcement or the school administration when a threat to the school is perceived. Law enforcement will use their policy and procedures to evaluate the incident(s) and report to the school officials.

Student Conference: To invite the student in and discuss the incident with the school administration and/or staff. The purpose it to provide the student a voice and an understanding of the situation and encourage the student to repair the harm caused by the incident.

Student Contract: A signed agreement between the student (with parent present) and the school to avoid future incidents. The contract will clearly lay out both the student and the school's expectations and the consequences of violation of the contract.

Success Plan: A plan with the student and his/her parent with the sole purpose of finding success in the educational environment. The plan will provide the student and staff an understanding of the student's struggles and ways to mitigate future poor choices and learning opportunities should a poor choice be made.

Success Plan Revision: A revision to the original success plan using additional information gained from implementing the original plan.

Tardy: Arriving to a class after the final bell has rung.

Teasing: To irritate, provoke, or disturb a person with persistent petty annoyances or distractions.

Technology Misuses: Misuse or unauthorized use of computer equipment, deletion or violations of password-protected files, computer programs, or data or system files; inappropriate accessing of files including internet, unethical use of information or violation of copyright laws.

Referencing the Computer Use/Access section of the Student Handbook:

Section 1 (Technology Misuse)

The district computer/network resources are to be used for educational purposes only. The term "educational purposes" includes classroom activities, career development, and limited high-quality self-discovery activities.

1. Internet access has not been established as a public access service or a public forum. The RCAS District has the right to place reasonable restrictions on the material you access or post through the system. You are also expected to follow the rules set forth in RCAS District Policy JFC (Student Conduct) and the law in your use of the Internet.
2. You will not use district resources for personal gain. You will not post personal contact information about yourself or other people. Personal contact information includes name, address, telephone, school address, work address, etc.
3. Users are expressly denied access to certain Internet forums, discussion groups, Usenet newsgroups, chat rooms, list servers, websites and/or home pages, etc. that contain or address materials that could be construed as offensive. In addition, such addresses may not be "bookmarked," hot-listed or otherwise included in individual user directories. If you mistakenly access inappropriate information, you should immediately tell your teacher or another RCAS District employee. This will protect you against a claim that you have intentionally violated this policy.
4. Copyright of a work produced by a student using district facilities shall reside with the originator. When there is more than one originator, the ownership of each originator's contribution shall be considered separately.
5. You will not copy software or download/install software unless under direct instruction from district staff. You will not download/install/use peer-to-peer file share applications or create peer-to-peer file sharing on the district network.

Section 2 (Technology Misuse)

1. You will not attempt to gain unauthorized access to the Internet or any computer/network system or attempt to break any passwords to go beyond your authorized access. You will not share district-provided passwords or security codes with other people. You will not probe any

computer/network systems for security weaknesses or use resources to capture network traffic or data, either from within or without the district network.
2. You will not make deliberate attempts to disrupt any computer/network system or to manipulate or destroy data by any means, including computer viruses.
3. You will not use the Internet to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal or gang activity, threatening the safety of a person or persons, etc.
4. You will not use or post obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language in public messages, private messages, and/or material posted on Web pages.
5. You will not use a false identity when sending/receiving messages.

Theft, Receiving or Possessing Stolen Property: The unauthorized taking, using, transferring, hiding, or possessing of the property of another person without the consent of the owner, or the receiving of such property. **if item is less than $50 in value refer to Class 3 consequences.*

Tobacco Possession or Use: Possessing, selling, or dispensing of tobacco products, and related items such as, but not limited to, lighters, matches, vapor pens, e-cigarettes, and e- liquids and oils at any school location, in district buses or vehicles or at district events.

Trespassing: Presence at any school location without permission of school personnel. Students are not to go into other district buildings unless they have permission from the staff of that building. Any student on suspension who goes to a school location without permission is subject to an increase in suspension time and/or arrest.

Truancy: When absenteeism has become detrimental to student achievement and the intent of compulsory attendance has been defeated, the principal shall refer the matter to the State's Attorney. See district code JED-P/JEDA-P.

Upstander Academy: Designed for students demonstrating or participating in bullying-type behaviors.

Unique Situations: Discipline situations that arise which are not covered by these guidelines will be handled on a case-by-case basis. Behaviors that are willful and disruptive or potentially harmful are included. Unique or special situations at a particular school may call for an adjustment in the discipline policies to meet the school district's needs.

Unsafe Act: Acts involving or causing danger or risk to self or others.

Vandalism, Minor Acts: Littering, defacing, cutting or damaging property, technology, or telecommunication equipment that belongs to the school district, other students, staff members or other individuals.

Vandalism, Major Acts: Defacing, cutting or damaging property, technology, or telecommunication equipment that belongs to the school district, other students, staff members or other individual where damages are over $500.

Verbal Abuse: The use of language that is obscene, threatening, intimidating or that degrades other people. Verbal abuse that is sexual, religious, or racial harassment shall be addressed under the guidelines for harassment.

Verbal Altercation: A hostile confrontation between two or more students involving the use of profanity and causing a substantial disruption.

Warning: To inform the student of his/her infraction and possible future consequences if the behavior continues.

Weapons-Minor: Possession of an item considered to be a weapon when student brought the item to school by accident, without knowing it was a weapon, and/or without the intent to harm others. Incidental find, consider aggravating and mitigating circumstances. Theses would include toys and facsimiles (i.e. nerf guns, rubber band guns, air soft and pellet guns)

Weapons Major: Students are forbidden to possess, transmit, buy or sell; or assist other persons in obtaining, storing, keeping, leaving, placing or putting into the possession of another person; or use of weapons or firearms of any kind. Students are prohibited from bringing to school or school-related activities any weapons or firearms of any kind. This prohibition will normally not apply to school supplies, such as pencils, compasses and the like, unless they are used in a menacing or threatening manner.

Weapons include, but are not limited to: pocketknives, tools with a knife blade, metallic knuckles, ammunitions, clubs, bats, sticks, chains, pipes, razors, or any other object used in a way that threatens to inflict bodily injury on another person. The possession or use of articles not generally considered weapons may be prohibited when in the principal's or designee's judgment, a reasonable apprehension of danger or intimidation exists to the student in possession, other students, staff, or school property by virtue of possession or use. See district code JFC. Toys or facsimiles used in a threatening manner will be considered under this code.

Appendix A
RCAS Contact Information

Rapid City Elementary Schools	**Phone**
General Beadle	(605)394-1841
Black Hawk	(605)787-6701
Corral Drive	(605)394-6789
Grandview	(605)394-1829
Horace Mann	(605)394-1847
Knollwood	(605)394-1851
Meadowbrook	(605)394-1821
Pinedale	(605)394-1805
Rapid Valley	(605)393-2221
Robbinsdale	(605)394-1825
South Canyon	(605)394-1801
South Park	(605)394-1833
Valley View	(605)393-2812
Wilson	(605)394-1837
Rapid City Secondary Schools	
East Middle School	(605)394-4092
North Middle School	(605)394-4042
South Middle School	(605)394-4024
Southwest Middle School	(605)394-6792
West Middle School	(605)394-4033
Central High School	(605)394-4023
Stevens High School	(605)394-4051
Rapid City High School	(605)394-4048
Rapid City Area Schools Administrative Offices	
Superintendent of Schools	(605)394-4031
Federal Programs	(605)394-4071
Finance, Budget & Community Development	(605)394-4026
Educational Services	
Elementary	(605)394-4037
Secondary	(605)394-5147
Support Services	(605)394-4105
Buildings & Grounds	(605)394-4045
Student Nutrition	(605)394-4061
Facility Services	(605)394-4105
Transportation & Special Education Transportation Coordinator	(605)355-3707
Title VI/Indian Education	(605)394-4071
Staff Development, Curriculum Assessment, & Instruction	(605)394-4067 (605)394-4053
Human Resources	(605)394-4014
Special Education & Student Related Services	(605)394-4035
Jefferson Building	(605)394-1813