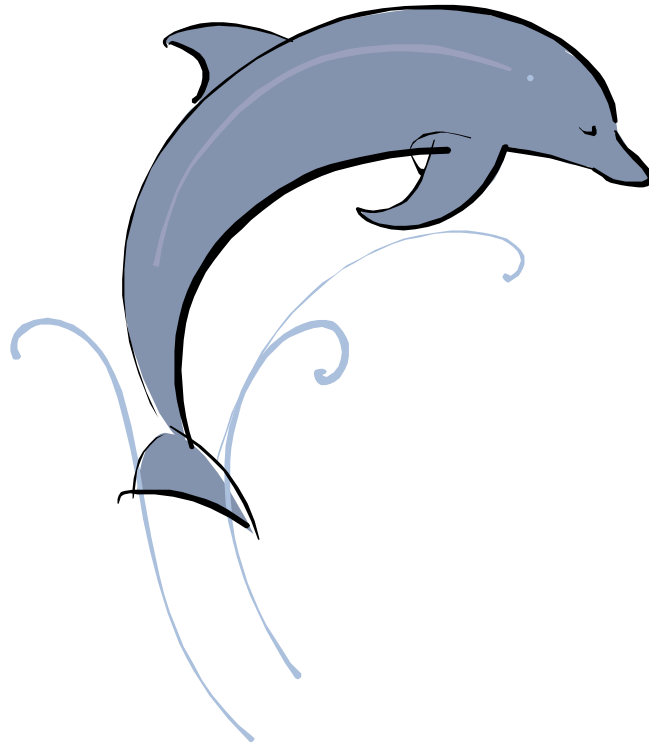


**DEUBROOK ELEMENTARY SCHOOL
FAMILY HANDBOOK**



**Deubrook Elementary School
Grades Preschool – 6th Grade
Toronto, SD 794-1151**

**Norfeld Colony
Grades K-8th
629-6975**

**Red Willow Colony
Grades K-8th
794-2240**

District Web-site: www.deubrook.com

Superintendent:

Mr. Kevin Keenaghan

Principal:

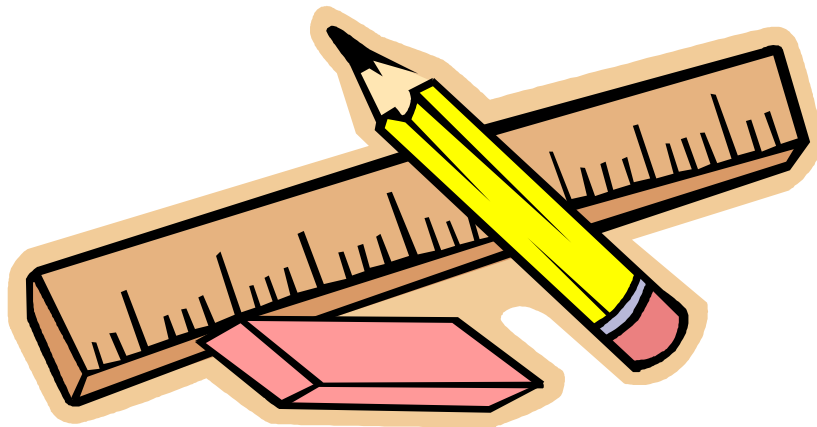
Mrs. Cristy Olsen

Toronto Elementary Secretary:

Mrs. Rhonda Kruse

TABLE OF CONTENTS

| | Page |
|---|-------|
| Table of Contents..... | 2 |
| Purpose, Mission, and Affirmative Action..... | 3 |
| Coming to School..... | 4-6 |
| Student Health and Safety..... | 7 |
| Curriculum and Instruction..... | 8-9 |
| Grading, Reporting and Assessment..... | 10 |
| Other Educational Services..... | 11-12 |
| Parent Involvement..... | 13-18 |
| Bus Discipline..... | 19-22 |
| Staff..... | 23 |



PURPOSE

The information in this handbook will prove valuable to students and parents in Deubrook Elementary Schools. It has been prepared to be of assistance to all patrons of the district. Please keep it for future reference.

MISSION

The Deubrook Area Schools through a positive and safe learning environment, will prepare students to be lifelong learners, inspire students to reach their potential and promote respect and character.

AFFIRMATIVE ACTION PLAN

The Deubrook Area Schools Affirmative Action Plan as part of the following discrimination policy and statement will be in the Employee Handbooks, Board Policies, Teacher Negotiated Agreement and given to all applicants for a position at the Deubrook Area Schools:

“The Deubrook Area Schools 5-6 School District does not discriminate in its employment policies and practices, or in its education programs on the basis of race, color, creed, religion, age, sex, disabilities, national origin or ancestry.

Inquires concerning the application of Title VI, Title IX or Section 504, Affirmative Action, and the Americans with Disabilities Act may be referred to Mr. Kevin Keenaghan, local coordinator, at 100 School Avenue, PO Box 346, Phone (605) 629-1100, White, SD 57276-0346 or the Regional Director, Department of Education, Office for Civil Rights, 1244 Spear Blvd. Suite 310, Denver Colorado 80202-3583.” The Affirmative Action coordinator will see that the non-discrimination policy is attached to all documents as stated above and reviewed annually with other board policies.

COMING TO SCHOOL

Enrollment

Welcoming new students to our school is always exciting for us. There is information that we need for our records in order to appropriately care for your children while they are in our care. You may wish to check with the secretary to be sure that we have all necessary information from you.

To enroll in Deubrook Schools in the summer or during the year, please come to the school office. You will need to bring your child's birth certificate and record of inoculations (shots). It is helpful if you can bring information about your child's previous school, especially the name, address, and phone number of the school. We will then contact your child's previous school and request their school records. Be prepared to provide your address, phone number, and other emergency information.

Each and every child in kindergarten through sixth grade who lives in the Deubrook Area School District is required to attend Deubrook Elementary School with two exceptions: home schooled students and students attending another district by open enrollment. In both cases, please contact Mr. Kevin Keenaghan, Superintendent, for procedures and forms.

School Dress and Appearance

Students will be expected to dress appropriately at all times and at all school events. Any form of dress which is considered contrary to good hygiene or is distracting or disruptive in appearance and detrimental to the purpose or conduct of the school will not be permitted. Shirts advertising alcoholic beverages or those with obscene or questionable printing on them will not be permitted. Please do not wear caps or hats in the school building.

Clothing used for P.E. and additional outdoor clothing should have the student's name on it. **Coats, boots, mittens, hats and scarves should be clearly marked.** It would also be wise to label tennis shoes with your child's name to avoid confusion. Please mark all personal items students bring to school with their names in permanent marker.

Students need to bring a pair of shoes or boots to wear outside for recess. This keeps their good shoes looking great and prevents tracking a mess through the school. Shoes that don't leave scuff marks are required for gym classes.

We ask that you please help your child pay attention to the weather and make appropriate choices for clothing according to the conditions. Concerning shirts, the stomach and shoulders must be covered (ex. no halter tops). We understand that it can get very hot and therefore, tank tops that fall into the "two finger width rule" are permitted. We also look for shorts that are close to finger tip length when hands are at side. Thanks for your cooperation on this.

School Supplies

A school supply list is sent to each family in late July. Each grade level requires different supplies so please check over your supply lists carefully. It may be necessary for some supplies to be replenished throughout the year.

Attendance Policy

It is imperative that students attend school consistently in order to have a successful learning experience. We strive to provide a positive learning environment for each and every one of our students, but they must be here regularly to reap the benefits. Regular attendance is the responsibility of each student. It is our goal to provide every student with a high quality education, please assist us in meeting this goal by promoting and assuring your child's regular attendance at school.

*Absences will not be classified as excused or unexcused. Parents need to clear absences; however, do not need to indicate reason for student's absence.

*Students have 2 days to clear absences. If absence is not cleared by parent/guardian, the absence will be considered truant and the discipline policy will apply.

Due to SDCL 13-27-1 (Compulsory School Attendance), caregivers are required by law to send their child(ren) (six years-eighteen years old) to school on a regular basis. After 10 absences, the Deubrook School District will submit a truancy report to law enforcement indicating missed classes/days of school. Law enforcement will submit all truancy requests to the Deputy State's Attorney's office.

***Attendance:** All students will be allowed **10 absences** per semester (Absences will not be classified as excused or unexcused.).

- a. After **7 absences** per semester, school personnel will send a letter to the parent/guardian.
- b. After **10 absences** per semester, students are considered excessively absent and a letter will be sent to the parent/guardian and a truancy report will be sent to law enforcement. Henceforth, the student will only be excused in the case of serious illness (doctor's verification necessary within 2 days of absence) or other extenuating circumstances. If the student is failing a class, other interventions will be determined.
- c. Deubrook Area School sponsored and recognized programs will be classified as exempt absences. (Exempt absences will not count toward the ten absences per semester).

Grouping Absences:

- a. If a student has an extended illness (verified with a doctor's note that explains non-attendance), those day may be "grouped." (Determined by an administrator.)
- b. Grouping absences will take place only if a student exceeds the 10 day limit for excessive absence and will return a student's attendance back to ten days absent.
- c. Special circumstances with proper verification will be considered by the administration.

***Parent may request a board hearing to discuss the decision pertaining to their student's attendance.**

FOLLOWING ABSENCE STUDENTS MUST:

1. Make-up assignments and tests.
2. Work with teachers to receive make-up work and determine due dates.
3. May be required to make-up time missed from school.

IF TARDY TO SCHOOL STUDENTS MUST:

1. Report to the office with a parent/guardian to receive a tardy.
2. Students will receive **3 tardies** for viable reasons (dr. appt., inclement weather, etc.).
3. After 3 tardies, consequences will be determined by the building administrator.

ATTENDANCE PROCEDURE

1. Parent/guardian must call the elementary school office (794-1151) to report the student's absence.
2. The same procedure should be followed each day the student is absent. Messages can be left 24 hours a day.
3. The parent/guardian must call about any absence other than school sponsored activities
4. If the school is not notified of an absence by 8:45 AM the school will attempt to contact the parents/guardians. A student is counted absent in the morning if he/she leaves before or arrives after 9:15 AM. A student is counted absent in the afternoon if he/she leaves before or arrives after 2:30 PM.
5. Students leaving or returning to school for any reason must check-out/in through the office.
6. If a student is going to be absent for any length of time for reasons other than illness please contact the school to have make-up work prepared. Homework can be picked up after school in the office.

Student Reminder: A student must be present for a half day to participate in a school event or practice. If a student is absent for the entire day it is recommended that they not attend a school sponsored event that evening.

STUDENT HEALTH AND SAFETY

Weather warning for school closings

When weather conditions warrant closing of school, announcements will be made over radio stations KBRK - Brookings, KJJQ - Volga and KWAT - Watertown and on TV stations KELO, KSFY and KDLT. We also use **Connect 5** to contact families of school closures or schedule changes. This is a wonderful addition to our communication methods with our Deubrook staff and families.

When class is in session and severe weather is approaching, school will be closed and students will be sent home if there is time. This will be announced on the above mentioned stations and through **Connect 5** prior to school dismissal. If students cannot be delivered home, they will be kept at the school until parents make other arrangements.

There may be times when you as a parent may need to make the decision based on your personal situation. When weather conditions are in question and school has not been cancelled, please use your best judgment to insure that your child is safely delivered to school.

Fire drills

The procedure for fire drills is posted in each classroom. In case of fire, we must be able to evacuate the building in an orderly fashion in as short a time as possible. We will hold fire drills in a timely manner during the school year. Please remind your children to take these drills seriously because in the case of a real emergency we will need to be able to give appropriate directions.

Tornado warning or drill

Warning call is five short blows on the whistle.
Classrooms move to designated safe areas in the DROP POSITION.
In case time does not allow, everyone is to take cover under a desk or table in the DROP POSITION with back to the windows. We do practice this drill at school so children understand what they are to do in the case of a tornado

Insurance

Each student will be given materials relative to insurance. It is a voluntary program. It is suggested that you study the material carefully, as this is an approved program for students in the state at a very reasonable fee. It covers a student in activities, on the playground, in school as well as to and from school.

Medications

If at all possible, give medications at home. If medication is to be administered by a school employee, a written note to the school must accompany the medication. The medication must be in the package that correctly identifies the student and the type of medication to be taken. The note needs to notify the length of time and when it needs to be taken. **This includes cough drops.** In the rare occasion that a student is to stay indoors because of an illness, we do need a verified medical reason for such a request.

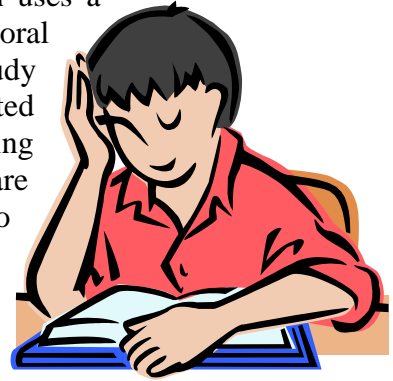
Parental Custody Issues

If there is a custody situation that the school should be aware of, please call the principal's office to make him/her aware of it. For the children's safety, all staff will be made aware of all restraining orders and the school should have a copy on file. The school must have legal documentation of any restraining orders.

CURRICULUM AND INSTRUCTION

Reading and Writing

Our school uses the Balanced Literacy Approach which uses a variety of materials and instructional approaches to teach oral language, listening, reading and writing. We use word study including phonics, guided reading instructional groups, self selected reading and writing. We currently use the Scott Foresman Reading Street materials, as well as supplemental guided readers. We are also using Compass Learning as a supplemental program to reinforce the concepts and skills that are taught in the classroom. The Accelerated Reader program is utilized and provides students with rewards to encourage students to independently read books of their choice. They take tests and earn points toward their reading goal which is set on an individual basis.



Spelling, Handwriting, Art

Spelling and handwriting are integrated into the reading and writing instruction in various ways. This may be done differently depending upon each individual teacher's style. Some students are assigned a list of spelling words each week to learn others may not have a weekly list. This is something you may wish to clarify with your child's teacher. Handwriting is taught in Kindergarten through second grade using concepts from the Handwriting Without Tears program. In grades 3-6 handwriting is integrated within the language arts program. Cursive writing will be introduced at the third grade level. Art is taught by the classroom teacher. Art is often integrated into the instruction of other subjects such as language arts, science or social studies.

Math

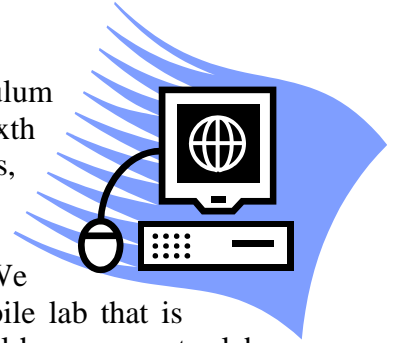
Our school uses Math Investigations for grades K-5 and a combination of Pearson Mathematics and CGI (Cognitively Guided Instruction) in grade 6. We are also involved with the SD Counts math program and are in the process of training teachers to implement new strategies for teaching mathematics in their classrooms. Our instruction is aligned with Common Core State Standards. It includes all areas of elementary math. Teachers use a variety of supplemental materials including manipulatives and games to teach and reinforce math skills.

Science and Social Studies

We have been using science books and materials from Harcourt Brace. The social studies curriculum that we have adopted is also published by Harcourt Brace. As in all subjects we encourage our teachers to utilize a variety of strategies and resources to enhance student learning. These subjects are often incorporated into reading units which provides a connection to learning across the curriculum.

Computer

Our school has a comprehensive computer skills curriculum which is taught at all grade levels from Kindergarten through sixth grade. It includes basic operations and concepts, productivity tools, communication tools, and computer ethics. We also use Type to Learn to teach their keyboarding skills. This will be done by a lab instructor. Each classroom will have computers for student use. We also have a computer lab for large group instruction and a mobile lab that is available for classroom use. It is our goal that each classroom will have computer lab access five times per week.



Music and Band

Music and band are taught by our music teacher. Students receive 60 minutes of music per week. Individual lessons are provided for band students in grades five and six. The students perform two concerts per year, the Winter Concert in late November or early December and the Spring Concert in April. They also participate in a band contest in the spring.

P.E. and Health

P.E. and Health are taught by our physical education and health teacher. Personal fitness and wellness are important goals. Students receive 90 minutes of physical education and 30 minutes of health per week.

Guidance

Each class receives 30 minutes of guidance each week and it is taught by our elementary counselor. Individual counseling is available as the need arises. Our counselor provides small group opportunities and leads the elementary student council.

Library

Library skills and enrichment are taught by the librarian each week. Part of the time is for instruction and the rest of the thirty minutes is for browsing and checking out books.

GRADING AND REPORTING

Report Cards

Report cards are prepared four times per year which is once every nine weeks. The report cards will be sent home with the students for the first, second and third quarters. They will be mailed home to parents after the fourth quarter. Students in grades 3-6 will also have mid-term reports covering major subjects sent home in the middle of each quarter. Kindergarten report cards are in the form of check lists that communicate the students' achievement and skills. Letter grades begin at the third grade level. Non-custodial parents are entitled to receive copies of report cards. Please make such a request with the school secretary and she can mail them to the parent each quarter.

Grading Scale

| <u>Grades 1-2 (Primary)</u> | | <u>Grades 3-6 (Intermediate)</u> | |
|-----------------------------|-------------------|----------------------------------|----|
| S+ | Excellent | 100 | A+ |
| S | Satisfactory | 95-99 | A |
| S- | Below Average | 93-94 | A- |
| N | Needs Improvement | 91-92 | B+ |
| I | Improvement Shown | 88-90 | B |
| U | Unsatisfactory | 86-87 | B- |
| | | 84-85 | C+ |
| | | 80-83 | C |
| | | 78-79 | C- |
| | | 76-77 | D+ |
| | | 73-75 | D |
| | | 71-72 | D- |
| | | 70 | F |

Assessments

Statewide Assessments: These assessments are given to all students in grades 3-6 to measure how well students have mastered the Common Core State Standards. These assessments are an important part of the educational accountability system in the state of South Dakota. Our district then takes the results and uses that data to make instructional and curricular decisions for all students. These assessments take place in the spring of the year.

NWEA Measures of Academic Progress (MAP) Tests: The Map Tests are given up to three times a year in the areas of mathematics, reading and language usage. These tests provide information on each student's instructional level. The teachers use this information to more effectively meet the educational needs of the students. These tests also provide a measure of growth and that is also used to impact the instructional direction of the teacher. You will receive individual scores pertaining to your child following each testing session.

All of our assessments are important to the educational success of our students and it is important that your child be here at school during those testing windows. We will be sure to inform you of the testing times well in advance so you can plan accordingly.

Other Educational Services

Student Focus Teams

The Student Focus Team is a team consisting of teachers, administrators, school counselors and other necessary personnel. The purpose of this team is to address four areas of concern: attendance, academics, behavior and school health.

The SFT program focuses on indentifying the needs of all students and what we can do to help make their educational experience successful and challenging. The team looks at the whole child and tries to problem solve and implement strategies and modifications to enhance the student's educational experience. The information and the proceedings are confidential and discussed only with the Student Focus Team members.

Title I

Title I provides help for students who are demonstrating difficulty in reading and/or math. Students are identified by a combination of test scores and classroom work. Title I programs hire teachers and/or assistants to provide supplemental instruction to students.

ELL

ELL, English Language Learner, services will be provided for students who speak a language other than English at home. The ELL teacher teaches speaking and listening in English, as well as reading and writing.

Special Education

Special Education provides many different kinds of help for children who demonstrate more serious academic problems. An evaluation is completed in the areas of concern. A team meets with parents to review the results. If the child meets the specific criteria an individual education plan (IEP) is then developed by the team to meet the child's needs.

Handicapped Students-504 Policy

The Deubrook Area Schools will make all educational programs and facilities handicap accessible. Where architectural barriers exist, teachers, assistants, and peers may be asked to help the student get to any classroom or area within the building that the student needs to use.

This policy shall in no way be construed to include the severely handicapped, who in addition to needing help to get around or over architectural barriers, need constant assistance with other physical functions. An alternative educational program will be provided for them.

All students of legal school age are covered by this policy. This policy established as called for pursuant to Section 504 of Rehabilitation Act of 1973.

Guidance and Counseling

We have an Elementary Guidance Counselor whose purpose is to help the students better know and understand themselves and their relationships with others. To help students relate plans which will lead to an accomplishment of these goals, the school provides group and individual counseling. Parents and students are urged to make use of the counseling services. The counselor is available to all students and they should feel free to contact this person at any time.

SOUTH DAKOTA PRIVILEGED COMMUNICATION LAW: No counselor, certificated in accordance with the certification regulations of the State Board of Education and regularly employed as a counselor for private or public elementary or secondary school or school system in the State of South Dakota, may divulge to any other person, or be examined concerning any information or communication given to him/her in his/her official capacity by a student unless:

- This privilege is waived in writing by the student.
- The information or communication was made to the counselor for the express purpose of being communicated or of being made public.

If the counselor has reason to suspect, as a result of that information or communication, that the student has been subject to child abuse or that the student's physical or mental health may be in jeopardy, this communication must be reported to county and/or state officials as required by SD Codified Law.

(CH. 161 1974 SD Law 266)

Student Retention and Promotion

Retention and promotion of a student, kindergarten through grade 8, will be determined by a multi-disciplinary team consisting of the building principal, the classroom teacher or teachers, and the parent or guardian. Retention shall be recommended on information provided to the team members by members of the team and by the parent or guardian. Criteria for a retention decision shall be based upon a wide variety of information about the student in order to assist the team in a decision that is educationally and emotionally best for the student. If conflicts concerning promotion and retention cannot be resolved, the administration has the authority to make the final determination.

Deubrook Elementary School

Parent Involvement Policy 2016-2017

We at Deubrook Elementary School recognize the importance of sharing the responsibilities for high student achievement with the parents of our students. This policy ensures the effective involvement of parents and demonstrates support in our partnership with the school, the parents and the community to improve student achievement.

- Deubrook parents will be recognized as their child's first and most important teacher and encouraged to be actively involved in their child's education.

POLICY INVOLVEMENT Each school served under this part shall –

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;
 - An annual meeting will be scheduled during our parent teacher conferences on October 17 and 20, 2016 in the Title I classroom. There will be two different meeting times offered to better meet the needs of the parents involved. In an effort to communicate and inform all parents of participating children of our school's Title I program we will be flexible in our meetings by making arrangements with those who may need individual accommodations to attend. This may involve scheduling morning or evening meetings, assisting with transportation or visiting the family at home.
2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;
 - There will be two different meeting times offered that day to better meet the needs of the parents involved. In an effort to communicate and inform all parents of participating children of our school's Title I program we will be flexible in our meetings by making arrangements with those who may need individual accommodations to attend. This may involve scheduling morning or evening meetings, assisting with transportation or visiting the family at home.
3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including planning, review, and improvement of the school parental involvement policy;
 - Deubrook parents will be given an opportunity to evaluate the Parent Involvement Policy and Title I Program by completing a survey near the end of the school

year. The results of the surveys and suggestions made by parents throughout the year will be seriously considered when revising the Parent Involvement Policy, the School-Parent Compact, and when making improvements to the Title I program.

- Deubrook Elementary will have a Parent Advisory Council made up of parents, teachers, and an administrator. This group will promote parent involvement and create meaningful opportunities for parents to become more actively involved to improve student achievement. They will also assist with revisions to the Parent Involvement Policy and the School-Parent Compact as necessary.
 - A system of documenting parent communication and participation will be established. This could be in the form of sign-in sheets, meeting notes, schedules, conferences and other ways of partnership as necessitated throughout the school year. This will help us become more knowledgeable and informed as to how we are including parents and where we need to make improvements.
4. Provide parents of participating children –
- timely information about programs under this part;
 - a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
- Deubrook parents will be notified annually if their son or daughter has been selected as a participant in the Title I program. They will be given information as to how their child qualified for Title I services and the instructional objectives that will be addressed.
 - Progress reports will be given at the end of each nine week marking period.
 - Deubrook parents who have children in grades 3-6 will receive the results of their child's Smarter Balanced assessment results in the fall of the year. Teachers will explain the test results and answer questions about these scores. This is conducted at our fall parent teacher conferences.
 - NWEA MAP Testing will be scheduled three times a year for all students in kindergarten through sixth grade. We will share the results with parents as we receive them. These tests measure the academic growth of our students and it provides our teachers with important information that will

directly impact the instruction in the classroom. These results will be shared with the parents and meetings may be held to explain the results to be sure that they are understood.

- Our curriculum correlates to the SD State Standards. Our Reading and Language Arts curriculum is the Reading Street Series through Pearson with My Sidewalks as the remedial program. Math Investigations and Pearson Course One Mathematics are both used in our elementary. We also incorporate Cognitively Guided Instruction (CGI) into our math instruction. These research based programs provide our highly qualified teachers with many effective tools for high academic achievement.

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

- Involve the parents in an annual survey to improve the effectiveness of the school Title I program.
- Establish a comfortable working relationship and encourage parent visits and volunteer opportunities to maintain communication and knowledge as to what is occurring at school. This open communication will reassure parents and involve them more directly in the happenings of the school.

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

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

- We at Deubrook Elementary will work together with parents to review and revise our School-Parent Compact. These opportunities to meet and collaboratively develop the compact show our shared responsibility in the education of all children in our school.
- Deubrook parents, students, and teachers will strive to work together. This intention will be documented in our School-Parent Compact that will be signed by the students, parents, and teachers at the beginning of each school year.

BUILDING CAPACITY FOR INVOLVEMENT

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

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

- Literature pertaining to the State Standards will be distributed at parent teacher conferences.
- Data from all state and local assessments will be shared with parents in a timely manner. We will also provide parents with information on how to interpret the results and understand the data that they receive as it pertains to their children.
- Parents can monitor the progress of their children in many different ways. Some examples are the parent portal on the web-site, e-mail, conferences with teachers, and communication through school planners and telephone.

Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance for parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

- Parent involvement activities will be coordinated and planned to provide opportunities for parent contributions.
- Materials, suggestions and training to assist parents in supporting their child’s academic growth and achievement will be provided.
- Consultation with parents will be offered so that they may be better equipped when helping their children learn at home.

Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities such as

parent resource centers, that encourage and support parents in more fully participating in the education for their children;

- Integrate parent involvement strategies and staff training to establish routines and expectations for shared responsibilities in enhancing the academic achievement of the students.
- Assist in the development of parent groups at the elementary school level.
- Provide resources and learning opportunities for parents so they may learn more about child development, best practices and academic strategies so they can truly be partners in the education of their children.

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

- School information will be posted on our district web-site: www.deubrook.com
- To the extent possible communication that is sent home will be translated into a format that parents can read and understand.
- This Parent Involvement Policy and the Student-Parent Compact will be presented at the Title I meeting and included in the Deubrook Elementary Handbook.

Shall provide such other reasonable support for parental involvement activities under this part as parents may request;

- Encourage partnerships with the school, parents, and the community
- Timely responses to recommendations and questions will be provided to parents.

ACCESSIBILITY

- The Deubrook Area School District will encourage and create opportunities for parent involvement for all parents regardless of limited English proficiency, disabilities, work schedules, need for child care, or lack of transportation. We will provide information and school reports in a format and, to the extent practicable, in a language that the parents can read and understand.

INFORMATION FROM PARENTAL RESOURCE CENTERS

- Deubrook parents will be given information about how to access and use the South Dakota Parent Resource Network. They may contact this resource by calling 1-800-219-6247 or reaching them on their web-site: <http://www.sdpirc.org>

We strongly encourage parental involvement in our school. Being involved in your child's education is of vital importance. It leads to greater understanding for

teachers and parents and ultimately results in improved achievement for students. Communication between home and school helps us to solve problems more quickly and effectively because we have created a positive working relationship.

Parent Involvement comes in a variety of forms. It is important that we work together to strengthen the following components of parent involvement to create an effective and high achieving school district.

- Parent Education
- Parent Communication: home to school and school to home
- Parent Volunteers
- Learning at home
- Decision making-involving parents in school decisions: Some examples of such opportunities include Title I Parent Advisory Council, District Advisory Group, School Board
- Collaborating with the community to enhance the school district

Visitors

Everyone (parents, visitors, etc.) must report to the main office upon entering the building. We welcome visitors to our school but please make arrangements in advance with the teacher, principal, or secretary.

School Volunteers

We encourage parents and community members to be involved in the daily routine of our school activities and extend an invitation to volunteer through the year for various activities and learning opportunities.

Communication:

Please utilize our Deubrook web-site to receive current information, including the newsletter from the principal, the calendar of events, lunch menus and other important information. A paper copy may be requested by contacting the school office. We are shifting a majority of our communication to our web-site and we are excited about the changes. It has proven to be a very effective means of communication and we look forward to expanding it to make communication more effective between parents, students and staff members. Check it out – www.deubrook.com

Bus Expectations



We at Deubrook Area Schools are committed to transporting students safely to and from school and other activities. We want to protect everyone's well-being and we would appreciate your cooperation in working to make our busses a safe and enjoyable place for everyone to be. If you would please visit with your children about respecting others on the bus and following the rules of conduct on the busses it would be greatly appreciated. The children's safety is the primary concern and responsibility of the drivers and they need to keep focused on their driving.

The bus drivers will deal with the smaller, manageable issues with reminders and polite requests, but the following plan will be used when more serious behavior problems occur. Please visit with your children about appropriate bus behavior and have them report concerning issues to the driver. If you have any questions, please contact the Lanny Svenes, the bus contractor, at 794-2621. Thank you so much!

BUS RULES FOR STUDENTS

735

- The driver is in full charge of the students and the bus. The driver's relationship with the students should be on the same plane as that of a teacher in the classroom. Bus transportation for students is not entirely a right, but more like a privilege, conditioned upon courteous behavior and obedience to the established rules. The safety of the bus and its passengers demands complete cooperation from the students. It shall be the duty of the driver to report to the school administrator the names of any students who persist in violating the rules and regulations. The district may find it necessary to temporarily withhold the privilege of riding on the bus from those students who fail to cooperate accordingly.
- Students shall obey all instructions from the school bus driver and authorized student monitors as needed to assure safety.
- Students must occupy the seat assigned to them, if seats are assigned, and must not stand in the aisle.
- The same courteous conduct as is expected in the classroom must be observed while on the bus. Ordinary conversation is permitted. Loud and vulgar language is not permitted.
- Students must refrain from unnecessary conversation with the driver. The driver's job requires full attention.
- Students must be on time at the designated bus stops; the bus cannot wait beyond its regular time schedule for tardy students. A time schedule will be available and must be followed.
- Students must stand in orderly lines while waiting for the bus.

- Students will assist the driver in keeping the interior of the bus clean, sanitary, and in orderly condition. Students must not throw items on the floor or out of the windows of the bus.
- Students will not open or close the windows without the permission of the bus driver.
- Students must not, at any time, put hands, arms, or heads out of the bus windows.
- Students must not stand or move about inside the bus or try to get on or off while the bus is in motion.
- Students will immediately report to the driver any damage occurring to the bus.
- Students must follow the instructions of the driver when entering or leaving the bus, and when they must cross the road or highway.
- Students must follow the instructions of the driver to cross a road or highway, then cross promptly. The crossing should be approximately 10 feet in FRONT of the bus, in FULL VIEW of the driver.
- Students desiring to leave the bus at other than their designated bus stop MUST PRESENT THE DRIVER WITH WRITTEN PERMISSION from their parents/guardian.
- Students will be courteous to the driver, fellow students, and the general public.
- Students must ride their assigned bus to and from school with any changes to be approved by the transportation provider.

INFRACTION IN BUS CONDUCT WILL RESULT IN THE FOLLOWING ADMINISTRATIVE ACTION:

- A. First Infraction. The completion of the bus conduct report will be considered the first infraction of student rules for conduct on the bus. The driver will discuss the violation and review the rules with the student. The transportation director will notify the parent/guardian about the first infraction and a copy of the bus conduct report will be sent to them.
- B. The second bus conduct report that is completed will result in the student being suspended from all buses for two (2) school days. The transportation director will talk with the student and notify the parent/guardian of the suspension prior to the suspension and a copy of the bus conduct report will be sent to them.
- C. Third Infraction. Upon completion of a third bus conduct report, the student will be suspended from all buses for five (5) school days. The transportation director and building administrator will talk to the student about the suspension. The parent/guardian will be notified of the suspension prior to the suspension and a copy of the bus conduct report will be sent to them. Parents/guardians and their student will be asked to meet with the bus driver, transportation director and building administrator to see if a solution to the problem can be reached. If no contact is made with one of the above, the student will not be allowed to ride the bus.
- D. Fourth Infraction. Upon completion of the fourth bus conduct report, the student will be suspended from all buses for the remainder of the school year. The transportation director and building administrator will talk to the student about the suspension. The parent/guardian will be notified of the suspension prior to the suspension and a copy of the bus conduct report will be sent to them.

THE FOLLOWING INFRACTIONS MAY RESULT IN THE IMMEDIATE REVOKING OF A STUDENT'S BUS RIDING PRIVILEGE.

1. Fighting: Physical violence in an angry or quarrelsome manner with intent to harm another person.
2. Insubordination: Refusing to obey; failure to follow instructions or directions of a staff member; defiance; rebelliousness or lack of cooperation.
3. Profanity: Swearing; use of obscene, threatening or flagrantly disrespectful oral or written language; gestures.
4. Intimidation: Threatening attitude and/or sexual harassment of students and teacher/driver.
5. Destruction or Vandalism of Bus: Any act relating to the marking, cutting, tearing, breakage or other acts of general destruction of the bus.
6. Weapons: Any violation of Policy #717 and/or 718 regarding weapons.

Adopted:

Revisions:

BUS CONDUCT REPORT TO PARENTS

736

Student's Name _____

Date _____

Reason for action checked below:

Continually too noisy _____ Improper Language _____
Will not follow directions _____ Fighting on bus _____
Bothers others continually _____ Destroying school property _____
Other _____

Check:

First Infraction. The completion of the bus conduct report will be considered the first infraction of student rules for conduct on the bus. The driver will discuss the violation and review the rules with the student. The transportation director will notify parent/guardian about the first infraction and a copy of the bus conduct report will be sent to them.

Second Infraction. The second bus conduct report that is completed will result in the student being suspended from all buses for two (2) school days. The transportation director will talk with the student and notify the parent/guardian of the suspension prior to the suspension and a copy of the bus conduct report will be sent to them.

Third Infraction. Upon completion of a third bus conduct report, the student will be suspended from all buses for five (5) school days. The transportation director and building administrator will talk to the student about the suspension. The parent/guardian will be notified of the suspension prior to the suspension and a copy of the bus conduct report will be sent to them. Parents/guardians and their student will be asked to meet with the bus driver, transportation director and building administrator to see if a solution to the problem can be reached. If no contact is made with one of the above, the student will not be allowed to ride the bus.

Fourth Infraction. Upon completion of the fourth bus conduct report, the student will be suspended from all buses for the remainder of the school year. The transportation director and building administrator will talk to the student about the suspension. The parent/guardian will be notified of the suspension prior to the suspension and a copy of the bus conduct report will be sent to them.

Driver's Signature _____ Bus No. _____

Transportation/Administrators Signature _____ Date _____

The district maintains the right to by-pass the number of infractions and discipline at a level that the severity of the conduct infraction warrants. (i.e. – weapon on bus, 1st infraction, move to 4th infraction if deemed severe

Attention Parents!!

If your child's after school plans are different from their usual bus route or routine you must provide a written note or an e-mail explaining this change.

Thanks!

STAFF

We are proud of our fine staff and encourage parents to bring concerns to them as they occur. Good communication between parents and teachers is vital to our success. We are all in this together and want to provide opportunities for all children to experience success. When we communicate and work together to educate, we begin to understand each other and work together for the benefit of all children. If you have a question or concern, please call before or after school. Please try to avoid calling during daily instructional time unless it is an emergency.

| | | |
|---------------------|------------------|-----------------|
| Rhonda Kruse | Secretary | 794-1151 |
| Cristy Olsen | Principal | 794-1152 |

| | | |
|---------------------|---------------------------|-----------------|
| Jennifer Moravetz | Preschool | |
| Mary Johnson | Kindergarten | |
| Carla Ramlo | First Grade | |
| Karen Ronne | Second Grade | |
| Sheila Berndt | Third Grade | |
| Dawn Leuning | Fourth Grade | |
| Kim Ward | Fifth Grade | |
| Jamie Grimsrud | Sixth Grade | |
| Tammy Jo Schlechter | Title One | |
| Robin Taylor | Special Education | |
| Kayla Sherman | Special Education | |
| Stephanie Bauman | Computer/ELA Education | |
| Staci Carlson | Physical Education/Health | |
| Tammy Ruhd | Music/Band | |
| Jennifer Carlson | Food Service Director | |
| Cassandra Popowski | Counselor and Guidance | 794-1153 |
| Emma Christiansen | Library Assistant | |
| Melissa Holmlund | Elementary Assistant | |
| Michelle Ovall | Elementary Assistant | |

Norfeld Colony School

| | | |
|------------------|------------|----------|
| Melinda Geiszler | Grades 4-8 | 629-6975 |
| Kathi Nordgaard | Grades K-3 | 629-6975 |

Red Willow Colony

| | | |
|--------------|-----------|--|
| Linda Jensen | Grade K-8 | |
|--------------|-----------|--|