

Cleveland Elementary Family Handbook & Resource Guide



Cleveland Community...working together
to achieve and succeed.

Principal: Mrs. Alisha Bell

Assistant Principal: Ms. Rachel Court

Office Phone Number: (605) 367-6150

Welcome to Cleveland!

Dear Cleveland Families,

Welcome to Cleveland Elementary! Whether your family is joining us for the first time or returning for another exciting school year, we are so grateful you've entrusted us with your child's education. It is truly a privilege to partner with you during these important elementary years.

At Cleveland, we believe every child deserves to feel known, valued, challenged, and supported. Our staff is committed to creating a school where students are excited to learn, families feel welcomed, and every child has the opportunity to grow academically, socially, emotionally, and behaviorally.

Our purpose extends beyond helping students master reading, writing, and mathematics. We strive to develop confident learners, compassionate classmates, resilient problem-solvers, and responsible citizens who are prepared for success both inside and outside the classroom.

We know that children experience their greatest success when schools and families work together. Your involvement matters. Whether you're reading with your child each evening, celebrating accomplishments, asking questions, volunteering, or communicating with our staff, you play an essential role in your child's education. We value your partnership and look forward to working alongside you throughout the year.

This handbook has been created to serve as a helpful resource for your family. Inside, you'll find information about daily routines, school expectations, academic programs, student support systems, safety procedures, and opportunities to become involved in our school community. More importantly, we hope you'll gain a clear understanding of who we are and what we believe.

At Cleveland, we hold high expectations because we believe every child is capable of great things. We also understand that children are continually learning and growing. When mistakes happen—and they will—we view them as opportunities to teach, support, and help students develop the skills they need to be successful.

As principal, I am committed to leading a school where children are safe, learning is prioritized, relationships matter, and every family feels welcome. My door is always open, and I encourage you to reach out whenever you have questions, concerns, or ideas. We are strongest when we work together.

Thank you for being part of the Cleveland family. We are excited for the journey ahead and cannot wait to celebrate all that your child will accomplish this year.

Welcome to Cleveland!

Warmly,

Alisha Bell
Principal

Essential Information at a Glance

School Information

Cleveland Elementary School

Address: 1000 S. Edward Dr. Sioux Falls, SD

Main Office: (605) 367-6150

Office Hours: 7:00 a.m.–4:00 p.m.

School Hours: 8:00–2:45

Reporting an Absence

Please call the office before 8:00 a.m. if your child will be absent or arriving late.

Early Pick-Up

If your child needs to leave school early:

- Notify the school whenever possible before the appointment.
- Come to the main office to sign your child out.
- Students will only be released to parents, legal guardians, or authorized emergency contacts listed in Infinite Campus.
- Whenever possible, please schedule appointments outside of school hours to minimize missed instructional time.
- Students who become ill during the school day will only be released after a parent or guardian has been contacted by school staff.

Here to Help: Meet Our Team

Principal:

Alisha Bell

School Counselors:

Amanda Steever

Chloe Leach

Assistant Principal:

Rachel Court

Clerical Staff:

Stephanie Helmbrecht

Darla Anderson

Meals

Breakfast

Served daily beginning at 7:45 a.m.

Student: \$2.55

Lunch

Student: \$3.45

Students are welcome to bring lunch from home.

Milk

Milk is available for students bringing lunch from home for \$0.50.

Student Meal Accounts

Meal accounts are computerized and should maintain a positive balance throughout the year. If you are experiencing financial difficulties, please contact the school office, so we can help connect you with resources.

Families may:

- Deposit money at school.
- Pay online through MySchoolBucks.
- Send payments in a labeled envelope including your child's name, ID (if known), teacher, and amount enclosed.

Families will receive notification through MySchoolBucks and from the school when balances become low.

Free & Reduced Meals

Families are encouraged to complete a Free & Reduced Meal Application every school year.

Even if you are unsure whether you qualify, completing an application may provide access to additional district and community benefits.

Application: https://www.myschoolapps.com/Home/DistrictRedirect/SIOUXFALLS_SD?langid=1

Health Requirements

Before attending school, students must meet South Dakota immunization requirements.

Please notify the school nurse of:

- Allergies
- Medical conditions
- Special diets
- Medications
- Other health concerns

Questions? Please contact the school office.

Routine Health Screenings

Routine health screenings are completed in certain grade levels according to time available and demonstrated need. Screenings may include areas such as vision, hearing, height, weight, and dental. If further evaluation is needed, parents are notified and assistance is offered to match student needs with community resources. If you do not wish for your child to participate in a screening, please contact the school office.

Our Commitment to Every Cleveland Family

Our Mission

At Cleveland Elementary, we inspire every student to achieve academic excellence, demonstrate strong character, and discover their unique path toward a successful future. We reinforce this through our mission statement:

Cleveland Community...working together to achieve and succeed.

Our Promise

Every decision we make begins with one question:

"Is this in the best interest of students?"

Our Vision

To create a welcoming, safe, and engaging learning community where every child is challenged to grow, every family feels connected, and every student leaves prepared for lifelong success.

What You Can Expect From Us

When your child attends Cleveland Elementary, you can expect our staff to:

- Build positive relationships with every student.
- Maintain a safe, welcoming, and inclusive school environment.
- Provide engaging, high-quality instruction that helps every child grow.
- Hold students to high expectations while providing the support they need to succeed.
- Teach and reinforce positive behavior alongside academic learning.
- Celebrate effort, growth, perseverance, and achievement.
- Communicate openly, honestly, and respectfully with families.
- Partner with you to help your child thrive.

What We Ask of Our Families

Strong schools are built on strong partnerships. We ask every Cleveland family to:

- Make school attendance a priority.
- Ensure students arrive on time, prepared, and ready to learn.
- Reinforce our ROAR expectations at home.
- Communicate questions or concerns early so we can work together.
- Treat students, staff, and other families with kindness and respect.
- Keep contact information current so we can communicate effectively.
- Celebrate your child's learning and encourage perseverance.

Together, we create a school community where every child can succeed.

Learning at Cleveland

At Cleveland Elementary, we believe every child can learn, grow, and achieve at high levels. Our responsibility is to create a learning environment where students feel safe, supported, challenged, and inspired every day.

Learning is not something students simply receive—it is something they actively experience. Our classrooms are places where students think deeply, ask questions, collaborate with classmates, solve meaningful problems, and take ownership of their learning. We believe the greatest learning happens when students are actively engaged in the work of learning.

★ Our Promise

Every child will be challenged, supported, and encouraged to grow every day.

We believe every student can achieve success when provided with high expectations and the support they need to reach them.

What Learning Looks Like at Cleveland

When you walk into a Cleveland classroom, you'll see students actively engaged in meaningful learning. You can expect to find:

- Students doing the thinking, talking, and problem-solving.
- Engaging lessons that spark curiosity and encourage participation.
- Strong relationships where every student feels known and valued.
- Students collaborating, sharing ideas, and learning from one another.
- Clear learning targets so students understand what they are learning and why it matters.
- Small-group instruction that provides personalized support or additional challenge.
- Frequent feedback that helps students reflect, improve, and celebrate growth.

Our teachers create learning experiences that encourage students to think critically, persevere through challenges, and become confident, independent learners.

Every Child Has a Path to Success

Every learner begins the school year with different strengths, experiences, and goals. Some students need additional support to strengthen foundational skills. Others are ready for enrichment and greater academic challenges. Many of our students are learning English while mastering rigorous grade-level content.

At Cleveland, we believe every student deserves instruction that meets them where they are while helping them continue moving forward.

Our goal isn't for every child to follow the same path—it's for every child to make meaningful progress along their own.

Meeting Every Student's Needs

Learning is most successful when instruction is responsive.

Our teachers regularly monitor student learning, adjust instruction, and provide targeted support so students receive exactly what they need, when they need it. This ongoing cycle of teaching, monitoring, responding, and celebrating growth helps every student continue progressing toward proficiency.

Whether your child needs additional support, more challenge, or both at different times throughout the year, we are committed to providing opportunities for continuous growth.



How We Support Learning

- ✓ Teach
- ✓ Monitor Progress
- ✓ Adjust Instruction
- ✓ Provide Targeted Support
- ✓ Celebrate Growth

Then repeat the process—because learning is continuous.

Supporting Students Who Need More

When students experience difficulty, we believe early support leads to the greatest success.

Families can expect us to:

- Communicate concerns early.
- Collaborate through our problem-solving process.
- Provide timely, targeted interventions.
- Monitor progress regularly.
- Share updates and partner with families throughout the process.

Our goal is not simply to help students catch up—it is to build the confidence, knowledge, and skills they need to become successful, independent learners.

Celebrating Multilingual Learners

Our students represent many languages, cultures, and experiences that enrich our entire school community.

We celebrate multilingualism as a strength. Our English Learner program helps students develop English while honoring and maintaining their native language and culture. Students continue to engage in rigorous grade-level learning while receiving the language support they need to be successful.

We believe every language tells a story, and every student has something valuable to contribute to our community.



The Cleveland Difference

Diversity makes us stronger.

We celebrate the many languages, cultures, experiences, and perspectives our students bring to our classrooms each day.

Learning Is a Partnership

Student success is greatest when schools and families work together.

Your encouragement, communication, and involvement make a tremendous difference in your child's education. Whether you're reading together at home, celebrating effort, maintaining regular attendance, or communicating with your child's teacher, your partnership strengthens learning beyond the classroom.

Together, we'll help every child discover their strengths, achieve meaningful growth, and develop a lifelong love of learning.

Cleveland Values

At Cleveland Elementary, we believe every child deserves to learn in a school where they feel safe, respected, valued, and connected. Creating that kind of environment takes all of us—students, staff, and families—working together with shared expectations and a common purpose.

Our Cleveland values are more than a behavior system. It reflects who we are as a school community and how we treat one another each day. It guides our choices, strengthens our relationships, and helps create classrooms where every student can learn and thrive.

At the heart of our values are our ROAR expectations.

We ROAR at Cleveland

Respect

We treat ourselves, others, and our school with kindness and care.

Students demonstrate respect by:

- Speaking kindly and listening to others.
- Taking care of school property and learning materials.
- Following directions the first time.
- Valuing differences and including others.

Ownership

We take responsibility for our actions, our learning, and our choices.

Students demonstrate ownership by:

- Being prepared and ready to learn.
- Completing assignments to the best of their ability.
- Learning from mistakes.
- Making positive choices, even when no one is watching.

Achieve Goals

We believe growth happens through effort, perseverance, and a willingness to keep learning.

Students demonstrate this by:

- Setting goals and working toward them.
- Trying challenging tasks.
- Asking for help when needed.
- Celebrating progress along the way.

Role Model

We lead by example through our words, actions, and attitudes.

Students demonstrate this by:

- Helping others.
- Including classmates.
- Showing kindness and encouragement.
- Making choices that positively influence our school community.

★ Our Promise

We believe every child can learn positive behaviors just as they learn reading, writing, and mathematics. Our responsibility is to teach, model, practice, and reinforce these skills every day.

Teaching, Not Just Correcting

Children are continuously learning—not only academically, but socially and emotionally as well.

Just as we wouldn't expect students to master multiplication after one lesson, we don't expect them to master every social skill immediately. When students make mistakes, our staff works alongside them to teach appropriate behaviors, practice problem-solving skills, repair relationships when needed, and learn from the experience.

Celebrating Positive Choices

At Cleveland, we believe positive behavior deserves recognition.

Throughout the school year, staff celebrate students who demonstrate our ROAR expectations by awarding Cub Coins. These recognitions reinforce the behaviors that help create a safe, welcoming, and successful learning environment for everyone.

Students work toward individual, classroom, and schoolwide goals. As we reach milestones together, we celebrate with assemblies, spirit days, schoolwide challenges, and other exciting experiences that bring our community together.

Our celebrations remind students that every positive choice contributes to something bigger than themselves.

Cub Coins

Cub Coins recognize students who consistently demonstrate:

-  Respect
-  Ownership
-  Achieve Goals
-  Role Model

Every Cub Coin is a celebration of character, growth, and positive choices.

Dress Expectations

Students should come to school dressed in clothing that is safe, appropriate for learning, and allows them to fully participate in all school activities.

To support a positive learning environment:

- Clothing must fully cover undergarments and private body areas at all times.
- Tops should have straps wide enough to cover undergarments.
- Shoes must be worn at all times for safety.
- Clothing may not display language or images promoting alcohol, tobacco, drugs, violence, gangs, racism, or other content that is disruptive to the school environment.
- Headwear, including hats, caps, bandanas, scarves, and hoods, should remain off while inside the building unless approved for medical, religious, or school-sponsored purposes.
- Protective hairstyles and culturally or religiously significant head coverings—including items such as bonnets, wraps, scarves, hijabs, turbans, and similar coverings—are welcomed and permitted.

When questions arise regarding student attire, school administration will work with students and families to resolve concerns respectfully while maintaining a positive learning environment.

Why It Matters

Our dress expectations help students focus on learning, promote safety, and create an environment where everyone feels respected and included.

Caring for School Property

Students are expected to care for school property and learning materials just as they would care for their own belongings.

This includes textbooks, library books, Chromebooks, iPads, classroom materials, furniture, and other school equipment.

Families may be responsible for the cost of repairing or replacing items that are lost, damaged, or intentionally misused.

We encourage students to demonstrate Ownership, one of our ROAR expectations, by treating school property with care and respect.

A Safe Learning Environment

Every student has the right to learn in a safe, respectful environment.

We work hard to create classrooms where students feel comfortable asking questions, taking academic risks, and building positive relationships. To protect that environment, we expect students to behave safely, respectfully, and responsibly throughout the school day.

When behavior disrupts learning or impacts the safety of others, staff respond promptly, consistently, and with the goal of helping students learn more appropriate ways to meet expectations. Families are important partners in this process, and we are committed to working together to support every child's success.

Partner Tip

Children are most successful when home and school reinforce the same expectations.

Ask your child each day: **"How did you ROAR today?"**

Celebrating positive choices at home helps strengthen the habits students are developing at school.

Growing Together

Building strong character is a journey.

Every day gives students another opportunity to practice responsibility, kindness, perseverance, and leadership. Some days are easier than others, but every day offers another chance to learn, improve, and grow.

When we work together—students, families, and staff—we create a school community where everyone feels welcomed, supported, and empowered to succeed.

Daily Routine

A predictable daily routine helps students feel safe, confident, and ready to learn. The following procedures allow us to maximize instructional time while ensuring every student arrives safely, transitions smoothly throughout the day, and ends each day successfully.

Every Day Matters

Regular attendance is one of the strongest predictors of student success.

When students attend school consistently, they build relationships, participate in important classroom discussions, and receive daily instruction that supports academic growth.

If your child will be absent, please notify the school office as early as possible at 605-367-6150.

Attendance will be tracked by the instructional minute. A student's lunch period does not count towards instructional minutes.

A student who reports within the first thirty minutes of the start of the school day (tardy), or leaves within the last thirty minutes (leaving early) of the day, will not be marked absent. Students arriving late or leaving early will be checked in or checked out at the administrative office.



Did You Know?

Missing just two days each month can add up to nearly a full month of missed instruction over the course of a school year.

School Hours

8:00-2:45



Arrival

A calm and consistent start to the school day helps students transition into learning and sets a positive tone for the day ahead.

- Students may arrive beginning at **7:45 a.m.**, when adult supervision begins.
- Students should not arrive before supervision is available.
- Upon arrival, students should report directly to breakfast or their classroom.
- Families are asked to follow all designated traffic patterns and staff directions to help ensure a safe and efficient arrival for everyone.



Partner Tip

Establishing a consistent morning routine—including a good night's sleep, a healthy breakfast, and arriving on time—helps students begin the day ready to learn.



Dismissal

Our dismissal procedures are designed with one priority in mind: ensuring every child gets to the right place safely.

- Students will be dismissed according to their established transportation plan.
- If your child's dismissal routine changes, please notify the school office **before 2:00 p.m.** whenever possible.
- Students will only be released to parents, legal guardians, or other authorized individuals listed in Infinite Campus.
- Students who have not been picked up by 3:05 p.m. will be brought to the office.
- We appreciate your patience and cooperation during dismissal as staff work to safely dismiss every student.



Our Promise

Every dismissal procedure is designed to ensure students leave school safely and confidently each day.



Student Phone Use

Our goal is to provide students with a focused learning environment where they can fully engage in instruction, build relationships, and participate in classroom activities without unnecessary distractions.

Students may bring cell phones or smart devices to school; however:

- Devices should remain turned off or silenced and stored in backpacks throughout the school day unless otherwise directed by a staff member.
- Students may use school phones with permission from a teacher or the office when necessary.
- Families are asked not to call or text students during the school day except in emergency situations. If you need to get a message to your child, please contact the school office and we will gladly assist.

Keeping personal devices put away helps students stay focused on learning while protecting devices from loss, theft, or damage.

Cleveland Values

We believe the most meaningful connections happen face-to-face. By minimizing distractions during the school day, students can fully engage in learning, friendships, and the life of our school community.

Partnering with Families

We believe education is most successful when schools and families work together. Open communication, mutual respect, and shared goals create the strongest foundation for student success.

Communication

We are committed to communicating openly, respectfully, and proactively with families.

You can expect our staff to:

- Respond to communication within 24–48 school-day hours whenever possible.
- Share concerns early.
- Celebrate student successes.
- Work collaboratively to solve challenges.
- Keep student learning at the center of every conversation.

We ask families to:

- Begin with the staff member closest to the concern whenever possible.
- Communicate respectfully.
- Share questions early.
- Partner with us to identify solutions.

Partner Tip

Small concerns are often easiest to solve when addressed early. We encourage families to reach out before a concern becomes a larger issue.

Visitors

We love welcoming families and community members into Cleveland.

To ensure the safety of our students, all visitors must enter through the main office, present a government-issued photo ID, and wear a visitor badge while in the building.

Classroom Celebrations

We believe celebrations help strengthen our school community.

Teachers will communicate classroom celebrations throughout the year. To help keep every student safe, all treats must be commercially prepared.

Birthday Celebrations

We love celebrating our students and helping make birthdays feel special! Families are welcome to send a birthday treat to share with the class. To help keep all students safe, any treats brought to school must be commercially prepared and individually packaged.

If your child would like to invite classmates to a birthday celebration outside of school, we ask that invitations be distributed outside of school hours to help ensure all students feel included.

Working Together

Every conversation should reflect our shared commitment to helping students succeed.

When families and educators approach challenges with respect, curiosity, and a shared desire to support children, students benefit.

Student Health & Safety

Creating a safe learning environment is one of our highest priorities. We are committed to maintaining procedures that protect the health, safety, and well-being of every student.

Student Health

Please keep your child home when they have symptoms of a contagious illness, including fever of 100.4 or greater, vomiting, or diarrhea.

If your child becomes ill during the school day, the school nurse or office staff will contact a parent or emergency contact.

Medications

All medications administered during the school day must follow district procedures.

Prescription and over-the-counter medications require the appropriate authorization forms and must be delivered to the office by a parent or guardian.

1. A completed "Request and Authorization for Medication/Treatment" Form shall be submitted to the school office. These forms may be obtained in the school office.
2. "Over-the-counter drugs" will not be supervised or kept in the office unless directed by the physician.
3. District policy and rules state that a student's parent/guardian **shall** transport medication **to and from** school, **not the student**. Parents must bring the medication to the school office in a bottle labeled by the pharmacy to include:
 - student's name
 - medication name and strength
 - physician's name
 - dosage and time of medication is to be taken.

Students may be responsible for their medication and self-administration in specific situations. In such cases, parental permission is needed, and you are only to send the amount of medication for the day with the student. Contact your school for specific arrangements. If you have specific concerns, please contact our school nurse.

Immunizations & Health Requirements

South Dakota law requires students entering school or an early childhood program to meet state immunization requirements.

Students must provide documentation from a licensed healthcare provider verifying required immunizations or that they are in the process of receiving them in accordance with South Dakota law.

Students who do not meet state immunization requirements may be excluded from school until requirements are met.

If you have questions regarding immunizations or health requirements, please contact the school office or school nurse.

Special Health Needs

We want every child to have a safe and successful school experience.

Please notify the school nurse if your child has:

- Allergies
- Asthma
- Diabetes
- Seizure disorders
- Dietary restrictions
- Medical equipment
- Any other health condition requiring accommodations or emergency care

Sharing this information allows us to prepare appropriate supports and respond quickly if concerns arise.

Partner Tip

If your child's medical needs change during the school year, please notify the school as soon as possible so we can update health plans and emergency information.

School Safety

Safety procedures are practiced throughout the year so students know how to respond during emergencies.

These drills are conducted in age-appropriate ways that help students build confidence while maintaining a calm and supportive learning environment.

Our Promise

Every safety procedure exists for one reason:
To protect every child and every staff member.

Emergency Information

Please keep your emergency contacts, phone numbers, and health information current throughout the school year.

Accurate information allows us to respond quickly should an emergency arise.

Child Custody

We recognize that families have many different structures, and we are committed to supporting each child with care and professionalism.

Unless legal documentation filed with the school states otherwise, both parents generally have equal rights regarding their child's education and school records. If custody arrangements or court orders affect these rights, please provide the office with current legal documentation so we can follow the court's direction.

Mandated Reporting

The safety and well-being of children is a shared responsibility.

Under South Dakota law, all school employees are mandated reporters. If a staff member has reasonable cause to suspect that a child may be experiencing abuse or neglect, they are legally required to make a report to the appropriate authorities.

While we hope this is never necessary, this requirement exists to help protect children and ensure they receive the support they need.

A Shared Responsibility

Keeping Cleveland safe requires all of us.

Students, families, staff, and visitors each play an important role in creating a welcoming, respectful, and secure learning environment where every child can thrive.

SFSD Policies to Note

Discrimination and Harassment:

The Sioux Falls School District is committed to providing a learning environment free of discrimination and harassment. The District prohibits discrimination/harassment on the basis of race, color, creed, religion, age, gender (including pregnancy), sexual orientation, disability, national origin or ancestry, military/veteran status, genetic information, or any other category protected by law. Additionally, the District provides equal access to the Boy Scouts and other designated youth groups.

The District will investigate all reports of harassment/discrimination, and will discipline, or take appropriate action, against any student or employee who is found to have violated the Harassment and/or Discrimination Policies and Regulations:

1. Students should report complaints of harassment to a building administrator.
2. If a student prefers, the student may first report a concern to a counselor, or other trusted adult. That staff member will report the concern to the administrator.
3. Parents/guardians are encouraged to call an administrator if they are concerned about harassment or intimidation issues.
4. An administrator will investigate all complaints and determine an appropriate course of action.
5. Submission of a complaint or report of harassment will not affect the student's status with the District. The District prohibits retaliation against any individual who reports a claim under this policy or participates in an investigation of any such claim.

More information can be found on the District's website:

<http://www.sf.k12.sd.us/our-district/report-of-concern>

Sioux Falls School District Annual Notifications

All current official notices and District policies can be found on the District's website at

<http://www.sf.k12.sd.us/our-district/district-policies>, or can be obtained from any school office or the Instructional Planning Center.

NOTICE: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) ANNUAL NOTIFICATION - Policy Regulation JRA/JRA-R

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- (1) The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents/guardians or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notification of the time and place where the records may be inspected.
- (2) The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. This does not include the right to request a change to any specific grade. Parents/guardians or eligible students who wish to ask the school to amend a record should write to the school principal, clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested, the school will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
- (3) The right to privacy of personally identifiable information (PII) in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel), or a person serving on the School Board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist, a parent/guardian or student volunteering to serve on an official committee, a parent/guardian, student, or other volunteer assisting another school official in performing his or her tasks, or a service provider or vendor providing the District with online educational services or applications. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses educational records without consent to officials of another school district in which a student seeks to enroll if the disclosure is for the purposes of the student's enrollment or transfer.
- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Dept. of Education, 400 Maryland Ave., SW, Washington, DC 20202.

NOTICE: DIRECTORY INFORMATION

FERPA requires that the District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information (PII) from your child's education records. However, the District may disclose appropriately designated "directory information" (information that is generally not considered harmful or an invasion of privacy if released without written consent), unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the District to include this type of information in certain school publications. Directory information may also be provided to outside organizations. The District classifies and identifies directory information as follows:

A. Directory Information for Use in School Publications:

The District designates the following as directory information for use by the District in school publications without prior parental written consent:

- (1) Student's name;
- (2) Grade level;
- (3) Student's participation in officially recognized activities or sports;
- (4) Weight and height of athletes;
- (5) Honors, awards, and degrees;
- (6) Information which denotes accomplishments and achievements;
- (7) Individual and group photographs;
- (8) Dates of attendance;
- (9) School attending; and
- (10) Parent/Guardian name.

Examples of the use of the above information in school publications by the District include, but are not limited to: class rosters posted inside school buildings; a program showing a student's role in a music or drama production; the annual yearbook; school newspaper; honor roll or other recognition lists; graduation programs; and sports activity programs, such as for wrestling, showing weight and height of team members.

B. Directory Information for Student Contact Lists and Public Requests (Outside Organizations):

The District designates the following as directory information that may be disclosed by the District without prior written parental consent to outside organizations:

- (1) Student's name;
- (2) Address;
- (3) Telephone number;
- (4) School attending; and
- (5) Grade level.

Examples of the use of outside organization directory information include, but are not limited to: use in a parent/student contact list (e.g. buzz book, school telephone directory, school contact list), providing information, upon request, to individuals, groups or organizations outside of school (e.g. parent groups [booster groups, PTA], outside organizations serving youth, companies that manufacture class rings or supply graduation items, photographers).

In addition, the District may provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents/guardians have advised the District that they do not want their student's information disclosed without their prior written consent. This written notice must be given to the student's building principal/program administrator or the Director of Technology & Information Services/Student Records within fifteen (15) days after notice is given.

Upon directory information from either category A or B being made public by the District (e.g. a program distributed at school event or information provided to manufacturer of class rings), that specific information, unless excluded by law, may fall within the definition of a public record and be accessible to the citizens of South Dakota in accordance with South Dakota's open record laws.

Right of Parent/Guardian or Eligible Student to Opt-Out of Disclosure of Directory Information

The District will disclose the above identified directory information without written consent unless a parent or an eligible student "opts-out." Parents or an eligible student may elect to "opt-out" of one or both categories of directory information (Directory Information for Use in School Publications and/or Directory Information for Student Contact Lists and Public Requests (Outside Organizations)). Any such "opt-out" must be made, in writing, to the building principal within fifteen 15 days after the notice is given.

Policy/Regulation JRA/JRA-R can be found on the District's website at www.sf.k12.sd.us or can be obtained from any school office or the Instructional Planning Center.

NOTICE: INFORMATION NOT SUBJECT TO SURVEY, ANALYSIS, OR EVALUATION WITHOUT CONSENT/ PROTECTION OF PUPIL RIGHTS AMENDMENT AND CONSENT/OPT-OUT FOR SPECIFIC ACTIVITIES ANNUAL NOTIFICATION – POLICY ILD

The Protection of Pupil Rights Amendment (PPRA) affords parents/guardians certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. South Dakota Codified Law 13-3-51.2 provides greater rights to parents/guardians. These include the right to:

- *Consent* before students are required to submit to a survey, analysis, or evaluation that concerns one or more of the following protected areas ("protected information survey"):

- (1) Political affiliations or beliefs of the student or student's parent;
- (2) Mental or psychological problems of the student or student's family;
- (3) Sex behavior or attitudes;
- (4) Illegal, anti-social, self-incriminating, or demeaning behavior;
- (5) Critical appraisals of others with whom respondents have close family relationships;
- (6) Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- (7) Religious practices, affiliations, or beliefs of the student or parents;
- (8) Personal or family gun ownership; or,
- (9) Income, other than as required by law to determine program eligibility.

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

- (1) Certain non-emergency medical examinations required for school attendance; and
- (2) Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

- *Inspect, upon request and before administration or use –*

- (1) Protected information surveys of students;
- (2) Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- (3) Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The District has adopted a procedure regarding the above rights and to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales or other distribution

purposes. The District will notify parents/guardians at the beginning of the school year if the District has identified the specific or approximate dates of surveys for which consent is required. For surveys and activities scheduled after the school year starts, parents/guardians will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to consent (protected information surveys) or opt their child out (marketing activities and certain non-emergency medical examinations) as required by the PPRA and state law. Parents/guardians will also be provided an opportunity to review any pertinent surveys.

Parents/guardians who believe their rights have been violated may file a complaint with the Family Policy Compliance Office, U.S. Dept. of Education, 400 Maryland Ave., SW, Washington, DC 20202. Policy ILD can be found on the District's website at www.sf.k12.sd.us or can be obtained from any school office or the Instructional Planning Center.

NOTICE OF NON-DISCRIMINATION – POLICY/REGULATION AC/AC-R

In an effort to provide a safe, respectful educational environment, the District prohibits discrimination in its policies, employment practices, and programs on the basis of race, color, creed, religion, age, gender (including pregnancy), sexual orientation, disability, national origin or ancestry, military/veteran status, genetic information or any other category protected by law. In addition, the District shall not discriminate in the opportunities for students on the basis of parental status, marital status, or pregnancy, nor shall such students be excluded from any program or activity, including any class or any extracurricular activity. Additionally, the District provides equal access to the Boy Scouts and other designated youth groups. Prohibited acts of discrimination include racial, sexual, ethnic or other types of slurs, insults, intimidation, harassment, and other conduct directed toward another person in accordance with Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 (discrimination based on disability); Title VI of the Civil Rights Act of 1964 (discrimination based on national origin or race); Title IX of the Education Amendments of 1972 (discrimination based on gender); the Age Discrimination Act of 1975 (discrimination based on age.); and the Boy Scouts of America Equal Access Act of 2001 (equal access to public school facilities for the Boy Scouts and other designated youth groups). In addition, the District provides equal access/equal opportunity for students, employees, and the public, to District programs and activities.

COMPLAINT PROCEDURE – RESOLUTION OF DISCRIMINATION COMPLAINTS

Individuals with concerns or inquiries about discrimination are encouraged to attempt to resolve the concern informally by working with the administrator most directly involved in the situation. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

- Discrimination based on a student's disability: Section 504 Coordinator: Health Services Coordinator, 201 East 38th St., Sioux Falls, SD 57105-5898, Ph. (605)367-7933.
- All other forms of discrimination: Civil Rights Officer/Title IX Coordinator (CRO/IX), In-House Counsel, 201 East 38th St., Sioux Falls, SD 57105-5898 Ph. (605)367-4670.

A complaint may be filed by a student, parent/guardian, employee or other citizen when it is felt that a violation of Policy AC Nondiscrimination/Equal Opportunity has occurred. Formal complaints are filed with the persons named above.

- (1) The Complaint Investigation Form should be completed by the person filing the complaint or the designated administrator. The form includes the following:
 - Complainant's name and address;
 - Date(s) of the incident(s);
 - Description of the incident(s);
 - Name(s) of the person(s) involved in the incident(s);
 - Name(s) of any witness(es) to the incident(s);
 - What action, if any, has been taken;
 - Requested resolution of the complaint; and
 - Signature of the complainant will be requested, but not required
- (2) An investigation will be initiated. This investigation may be conducted by District officials or by a third party designated by the District. The investigating party shall provide a written report of the status of the investigation within ten (10) working days to the Superintendent and the CRO/IX.
- (3) If the complainant is not satisfied with the decision rendered by the designated administrator, he/she may appeal the decision to the Superintendent within ten (10) working days following receipt of the decision. The appeal must include the original Complaint Investigation Form, a copy of the decision from the designated administrator and a written statement as to a reason for the appeal.
- (4) The Superintendent or designee will review the materials submitted, investigate the circumstances and respond in writing within fourteen (14) working days from the appeal. At the Superintendent's level, the appeal process may or may not include a conference with the parties involved.
- (5) If the complainant is not satisfied with the decision rendered by the Superintendent, he/she may request a hearing in executive session with the School Board. The request for hearing must be submitted in writing within ten (10) working days

through the Superintendent's Office. The hearing will be scheduled within thirty (30) working days from the request for hearing. The involved parties will be notified in writing of the date and time of the scheduled hearing.

- (6) The School Board will render a decision in writing within ten (10) working days of the hearing.
- (7) During the investigation all parties directly involved in the complaint may have legal or other representation. If any party elects to be represented at any step of the complaint procedure, the name of the representative must be declared in writing to the Civil Rights Officer within two (2) days of the filing of the complaint, notification of any investigation, or the filing of any appeal.

The District prohibits retaliation against any individual who reports a claim under this policy or participates in an investigation of any such claim.

Policy/Regulation AC/AC-R can be found on the District's website at www.sf.k12.sd.us or can be obtained from any school office or the Instructional Planning Center. Concerns and inquiries regarding discrimination rights may be directed to the Office of Civil Rights/ Kansas City Office, U.S. Department of Education, One Petticoat Lane, 1010 Walnut Street, Suite 320, Kansas City, MO 64106, Telephone: (816) 268-0550, Fax: (816) 268-0559, Email: OCR.KansasCity@ed.gov.

NOTICE: SECTION 504 OF THE REHABILITATION ACT OF 1973- Policy/Regulation KED/KED-R DISABILITY DISCRIMINATION IN PROGRAMS/SERVICES

Section 504 of the Rehabilitation Act of 1973 (Section 504) is designed to eliminate discrimination on the basis of disability and requires that qualified individuals be provided equal access to educational programs and services.

ACCESS - Persons with disabilities may contact the building principal or site administrator before the event to obtain reasonable accommodations needed to participate in District programs or activities. If the principal or site administrator is unable to address the request, concerns should be referred to the District's Section 504 Coordinator - Health Services Coordinator; 201 East 38th St., Sioux Falls, SD 57105-5898, Ph. (605)367-7933.

STUDENTS - Policy/Regulation KED/KED-R, Concerns and Complaints about Educational Programs for Students with Disabilities or Students with Substantially Limiting Health Conditions, outlines the District's procedure relating to the identification, evaluation or educational placement of a student under Section 504. Concerns/Complaints relating to the identification, evaluation or educational placement of a student under Section 504 should be referred to the District's Section 504 Coordinator - Health Services Coordinator, 201 East 38th St., Sioux Falls, SD 57105-5898, Ph. (605)367-7933.

PARENTAL RIGHTS - You have the right to: (1) Have your child take part in and receive benefits from public education programs without discrimination because of his/her disability; (2) Have your child receive a free appropriate public education; (3) Have your child educated in facilities and receive services comparable to those provided nondisabled students; (4) Have your child have an equal opportunity to participate in nonacademic and extracurricular activities provided by the District; (5) Receive notice with respect to the identification, evaluation or placement (including a substantial change in placement) of your child; (6) Have the identification, evaluation and placement decisions based upon a variety of information sources and by persons who know the student, the evaluation data, and placement options; (7) Have your child receive appropriate educational and related services when eligible and necessary under Section 504; (8) Examine all relevant records relating to decisions regarding your child's educational records, including records related to the identification, evaluation, educational program and placement; (9) Request a review of a Section 504 Team decision relating to the evaluation, educational program and placement (including any substantial change in placement) of your child; (10) Request an impartial due process hearing relating to the evaluation, educational and placement decisions (including any substantial change in placement); (11) Appeal the decision of the impartial hearing officer to a court of competent jurisdiction; (12) Have the District advise you of these rights under the federal law.

The Sioux Falls School District must identify and evaluate students who may be eligible for services under Section 504 due to the following conditions:

- (1) A physical or mental impairment that substantially limits one or more major life activities (which includes major bodily functions); or
- (2) A record of having an impairment that substantially limits one or more major life activities, or
- (3) An impairment that substantially limits one or more major life activities.

The District will provide prior written notice to parents/guardians before initiating or changing or refusing to initiate or change the identification, evaluation or educational placement of a student under Section 504. Parent/guardian consent is required for all initial evaluations.

REVIEW AND IMPARTIAL DUE PROCESS HEARING PROCEDURE - The parent/guardian of a child with a disability who disagrees with any decision regarding the identification, evaluation or educational placement of a student by the 504 Team may request a review by the District's Section 504 Coordinator - Health Services Coordinator or file a Due Process Complaint. Request for review: The District's 504 Coordinator will send a written response to the parent/guardian within ten (10) working days of receiving the request for review. That written response will specifically address the issues raised by the parent/guardian. Impartial Due Process Hearing: A parent/guardian may file a Due Process Complaint at the Instructional Planning Center addressed to the District's 504 Coordinator.

Prior to the initiation of a Due Process Hearing, the Section 504 Coordinator will offer to convene a meeting with the parents/guardians and the relevant member or members of the 504 Team and a representative of the District who has decision-making authority on behalf of the District. The purpose of the meeting is for the parents/guardians to discuss their Due Process Complaint and the facts that form the basis of the Complaint so that the District has the opportunity to resolve the dispute. If the issues raised in the Due Process Complaint are not resolved to the satisfaction of the parent/guardian within 30 days of the receipt of the Due Process Complaint, a Due Process Hearing will be scheduled. An impartial Hearing Officer will be retained to conduct a hearing. Any party to a hearing has the right to:

- (1) Be accompanied and advised by counsel - neither party has the right to be represented by a non-attorney at a hearing;
- (2) Present evidence and confront, cross-examine, and compel the attendance of witnesses;
- (3) Introduce evidence that has been disclosed to the other party at least 5 business days before the hearing;
- (4) Obtain a written, or, at the option of the parent/guardian, electronic, verbatim record of the hearing; and
- (5) Obtain written, or, at the option of the parents/guardian, electronic findings of fact and decisions.

A complete copy of Policy/Regulation KED/KED-R can be accessed at www.sf.k12.sd.us/schoolboard/policies or obtained from any school office.

Concerns and inquiries regarding Section 504 may be directed to the Office of Civil Rights, U.S. Dept. of Education, Kansas City Office, One Petticoat Lane, 1010 Walnut Street, Suite 320, Kansas City, MO 64106. Telephone: (816) 268-0550; Facsimile: (816) 268-0559; Email: OCR.KansasCity@ed.gov.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT: CHILD IDENTIFICATION

The District provides free appropriate public education for all children with disabilities from birth through age 21. Any eligible child within the jurisdiction of the District, including those enrolled in any public or private agency or school located in the District, should be referred to the Office of Special Services, Ph. (605)367-7689.

Documents for Public Inspection: The District is operating a project in compliance with the Individuals with Disabilities Education Act. Any funding applications, evaluation, or reports required by the State for operation of the project are available for public inspection. Documents are maintained in the Special Services Office of the Instructional Planning Center, 201 East 38th St., and are available during business hours.

Title I Parent Notices

The Elementary and Secondary Education Act requires that all parents in a Title I school be notified and given the opportunity to request information about the professional qualifications of their children's classroom teachers and paraprofessionals. The information parents are entitled to includes:

- whether the teacher has met the State requirements for licensure and certification for the grade level and subjects they teach;
- whether the teacher is teaching under emergency or provisional status through which State qualification or licensing criteria have been waived;
- the teacher's college major and any other graduate certification or degree held by the teacher and the field of discipline of the certification or degree; and
- whether the child is provided services by paraprofessionals, and if so, their qualifications.

If you are interested in this information, contact the building principal or visit goo.gl/4IZWG1.

Parent and Family Engagement

ESEA Section 1118 Cleveland School Level Parent and Family Engagement Policy

Title I regulations require that each school served under Title I jointly develop with and distribute to parents of participating children, a written parental engagement policy agreed on by the parents that describes the requirements of © through(f) as listed below and outlined in Title I law:

POLICY INVOLVEMENT:

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;

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;

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

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 suggestions as soon as practically possible.

If the schoolwide 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 education agency.

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.

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

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;

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;

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

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

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

May pay reasonable and necessary expenses associated with local parental involvement activities including transportation and child care costs to enable parents to participate in school related meetings and training sessions.

May train parents to enhance the involvement of other parents

May arrange school meetings at a variety of times or conduct in-home conferences between teachers or other educators, who work directly with participating children with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation

May adopt and implement model approaches to improving parental involvement

May establish a district parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section

May develop appropriate roles for community-based organizations and businesses in parent involvement activities; and

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

ACCESSIBILITY

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

INFORMATION FROM PARENTAL RESOURCE CENTERS

Schools shall assist parents under this part and parental organizations by informing such parents and organizations of the existence and purpose of such centers

- <http://sdsfec.org> phone (605) 484-3401.
- Social Worker to provide community resources
- Cabbage for students who are homeless
- Delta Dental Care Mobile (dentist appts)
- Sertoma-hearing screenings
- USD Dental Clinic

Sioux Falls School District Parent and Family Engagement Plan (2022-23)

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

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

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

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

Part II. Plan for Implementing the District Parent and Family Engagement Policy

The Sioux Falls School District seeks to engage parents/guardians, partners, and the greater community in meaningful activities and dialogue that fosters shared responsibility for student growth. Each school shall involve stakeholders in decision making at the building level. Such involvement is a critical component of a successful school and a cornerstone of student success.

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

1. The Sioux Falls School District will involve parents in the joint development and review of the district wide parent and family engagement plan by:

- Parent representatives will be invited on an annual basis to participate in the District's development of the District's plan. A meeting will be held to inform and engage families and provide families an opportunity to be included.

2. The Sioux Falls School District will establish objectives for meaningful parent and family engagement.

- Barriers to engagement will be identified and solutions to the barriers will be addressed. Information will be gleaned from conversations.
- Communication between home and school will be a priority at each school. Schools will develop communication tools to enhance the communication between home and school.

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

- providing a Federal Programs Director to remain current on Title I rules and regulations to advise and support Title I schools. The Federal Programs Director will hold monthly meetings with the Title I principals.
- allocating a minimum of .95% of the required District 1% set aside for Parent Involvement among the Title I schools to support parent and family activities. Each Title I school will involve parents in deciding how their parent and family engagement funds will be spent.
- providing staff time for parent teacher conferences in the fall and spring.

4. The Sioux Falls School District will build the schools' and parents' capacity for strong parental involvement and develop strategies to support successful school and family interactions.

- Ongoing communication will be supported by:
 - Providing language interpreters for parent teacher conferences and other formal meetings
 - sharing school specific information through periodic classroom and school newsletters using the Smore program, which allows for translation into multiple languages.
 - using Language Line for emergency interpretation or for other situations when in-person interpretation is not possible.
 - televising School Board Meetings on the District's Educational Access Cable (KLRN) Channel 20.
 - providing comprehensive information through the District's website, www.sf.k12.sd.us. This information includes all District policies, agendas and minutes of School Board meetings, data profiles and performance reports for all schools, and breaking news stories.
 - providing students, parents, and the community to ask questions of the District through the Let's Talk communication tool. Questions are sorted to the correct department and prompt response is given by a district employee.
 - providing timely updates and messages to parents, in their primary language whenever possible, through Apptegy, Remind, Facebook, and Twitter.
 - providing, upon request, printed copies of the District Data Profile, the District Budget, specific District policies, and the District and individual school accountability report cards with summaries.
 - providing the K-12 Insight system to facilitate gathering information from parents through online surveys.
 - maintaining a Sioux Falls School District app.
 - encouraging attendance at events sponsored by the South Dakota Statewide Family Engagement Center. (www.sdsfec.org)

4. The Sioux Falls School District will coordinate and integrate parent and family engagement strategies in Title I with parental involvement strategies under Head Start, Blended Preschool, Migrant Education, McKinney-Vento, Indian Education and Title III by:

- Requiring District and building administrators involved in the Head Start, Blended Preschool, Migrant Education, McKinney-Vento, Indian Education and Title III programs to meet each year to review reports and plans for parent and family engagement to identify gaps, overlaps and opportunities for strengthening involvement.

5. The Sioux Falls School District will conduct, with the involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement plan. The evaluation will include identifying barriers to greater participation by parents and family members in parent and family engagement activities, especially barriers to parents and family members who are economically disadvantaged, disabled, have limited English proficiency or limited literacy, or are of any racial or ethnic minority background. The evaluation will also examine how the District's 1% set aside for Parent and Family Engagement is spent. This evaluation will be conducted at focus group meetings with parents.

6. The Sioux Falls School District will involve parents in the activities served under the Title I Program by:

- supporting school staff in the ongoing process of involving and encouraging parents as partners in their child's education.
- creating a safe and welcoming environment where families feel welcome at school.

Part III. Discretionary Parent and Family Engagement Components

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

- Hold family events at various times of day and days of the week focused on activities that parents can do with their children to improve math skills and reading comprehension.
- Create a refrigerator magnet with the child's picture and 3-4 things parents and children can do together to build math and reading achievement.
- Invite parents to eat lunch with their children and give the parents the opportunity to share success, concerns and suggestions.
- Build relationships between teachers and parents through home visits.
- Use Apptegy and/or Remind to communicate time sensitive information through the parent's preferred medium (telephone, text message, or email) and in the parent's primary language whenever possible.
- Take time at music concerts or other family activities to share ideas about how parents can support their student's academic achievement at home.
- Hold a multicultural family event to share cultures.
- Provide monthly updates to parents about school activities.
- Encouraging classroom teachers to send a newsletter home to parents summarizing what students have been learning and sharing links to websites that families can explore with their children.
- Share Facebook teacher-created videos to demonstrate strategies for parents to help their children at home

Part IV. Adoption

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

Cleveland Elementary School's Title I School-Parent Compact

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

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

- Providing a safe and positive learning environment
- Using research-based strategies of effective instruction
- Communication with parents through phone (367-6150), e-mail, and classroom newsletters or notes.
- Communicating student progress at conferences and other times as needed
 - **Conference Dates: Oct. 13th and 15th & Feb.. 25th and March 1st**

- Offering opportunities for volunteering in the classroom, school, and PTA by contacting the school office or classroom teacher (**367-6150**)

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

- Participating in classroom discussions and activities
- Completing my schoolwork and extra reading practice
- Respecting myself, my classmates, my teachers, and my school

As a parent I will support my child by:

- Helping my child be to school each day and on time
- Communicating with the teacher on a regular basis
- Attending Conferences and Family Nights

Parents searching for additional information about workshops offered in the state (parenting classes, Early Childhood, etc.) may access the South Dakota Statewide Family Engagement Center at <http://sdsfec.org> or 605-484-3401.