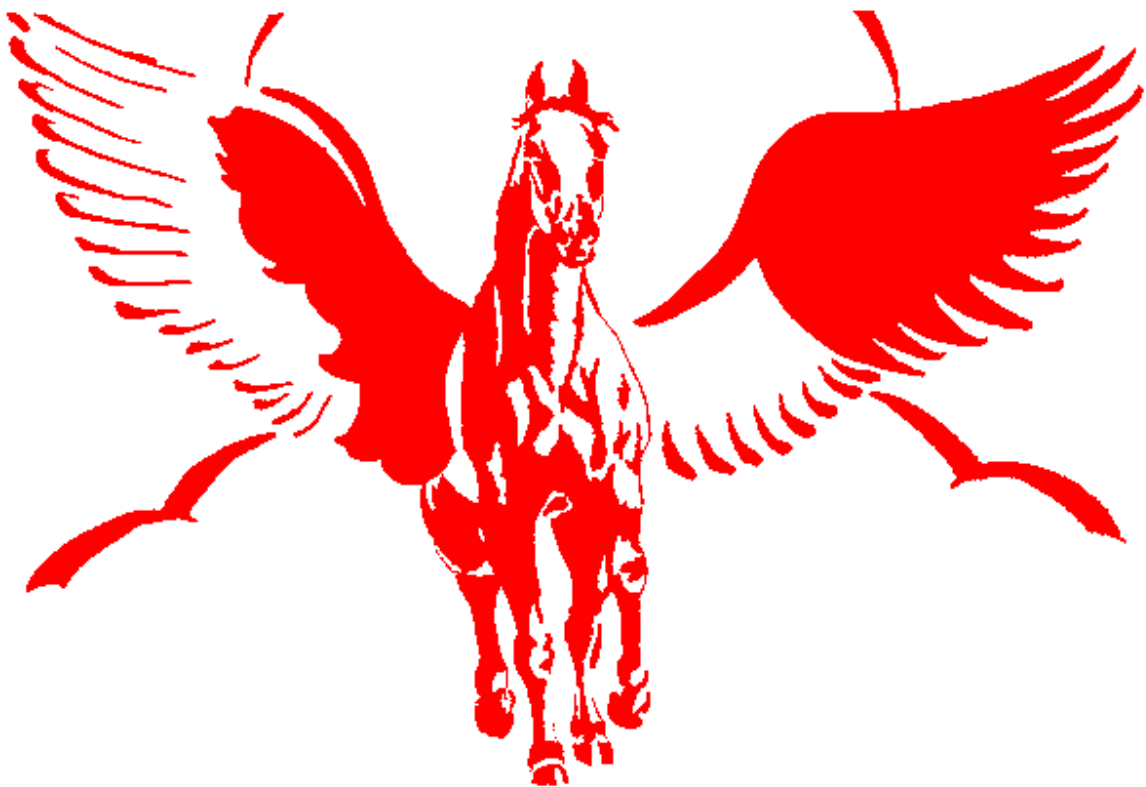


# Chester Area School District



Cooperatively preparing all students to succeed as lifelong learners in an ever changing world.

~Chester Area School Mission Statement

# **2018-2019 HIGH SCHOOL AND MIDDLE SCHOOL HANDBOOK**

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## **Mission Statement**

*Cooperatively Preparing All Students To Succeed As Lifelong Learners in An Ever-Changing World*

## **Students and Learning**

### **We Believe That...**

- Learning is enhanced when students come to school ready in mind and body through the support and involvement of their parents.
- Students can make appropriate choices about the future of their environment, health, career, and learn to become responsible citizens prepared for tomorrow's world.
- Students will experience success through a variety of learning strategies; including hands-on, real-life experiences, multi-disciplinary units, and extended classroom activities incorporating appropriate technology.
- Students should be encouraged and assisted by parents and teachers in developing a positive self-image, respect for themselves, their school and community.
- Each student is unique, important, and has a desire to learn.
- Students should become skilled in evaluating, processing, and communicating information.
- Students should develop life-long learning habits, and be challenged to maximize their potential.
- Students possess unique learning styles and maximum growth is achieved when teaching strategies accommodate individual learning styles.

### **Educational Philosophy**

The Board of the Chester Area School District #39-1 believes that each individual should be accepted into the educational program as he/she is, that he/she shall be provided with a stimulating environment and opportunities for learning experiences designed to promote changes in behavior which will affect continuing satisfactory adjustments to life.

In the practical application of this philosophy shall be provided each individual within the limits of his/her capacity to:

- Develop reading and math skills to the ultimate of one's ability.
- Develop physical, mental, and emotional health.
- Develop moral and ethical values.
- Develop ability to distinguish between right and wrong
- Develop a conscious desire to want to do what is right.
- Develop the habit of conforming to the legal laws and moral standards of society.
- Develop an appreciation for his/her role in the family and in civic groups.
- Develop skills for effective participation in the democratic processes.

- Develop the ability to communicate ideas.
- Develop knowledge and understanding of his/her natural environment.
- Develop economic competence as a consumer.
- Develop salable skills and vocational competence.
- Develop appreciation of the arts.
- Develop wise use of leisure time.
- Develop zeal for continuous learning and self-improvement.

## **STUDENT REGULATIONS POLICY REGARDING ATTENDANCE**

### **Attendance:**

Education is a state function under the control of the state legislature. **It is compulsory that all children from age six to 18 regularly attend school until reaching the age of 18, unless excused because of physical or mental condition.**

Attendance is a part of each student's permanent record. It is one of the major concerns of an employer. A casual attitude toward regular school attendance extends into adulthood.

It is the duty of the school officials to know the whereabouts of students during the school hours. Students may be excused for specific purposes only through the principal's office.

Attendance is taken in each class and study hall and a record is kept of absences from each class. Hours of absence will be accumulated and recorded on report cards each nine weeks and on permanent school records at the end of the each school year.

The following regulations apply to all students and pertain to absences of all types. Administrative discretion will be used when necessary.

**A. Absenteeism:** Absence from school during regularly scheduled school hours. Generally, the only absences excused are:

- Personal illness
- Family emergency
- Funeral
- Dental or medical appointments
- School sponsored activities. It will be the sole responsibility of the student to make arrangements with the teacher for assignments and class activities missed.
- Parental request

1. **If a student is expected to be absent, parents MUST call or email the school.** If no call or email is received the school will try to contact a parent/guardian to verify the absence.

2. A student shall not leave school during the school day without reporting to the principal's office and obtaining permission prior to the absence. Failure to report to the office shall result in an unexcused absence or truancy.
3. If a student becomes ill while in school, he/she shall report to the office. Parent/guardian will be contacted before the student will be allowed to go home.
4. After an absence, students must report to the principal's office to receive an admit slip before returning to class.
5. Students will be given two days to make-up work when absent. Students absent for school sponsored trips must have work completed the next day.

**High School:** All absences, excused or unexcused at Chester High School will be processed as follows:

- **After a student has been absent seven times from any class during a semester a letter/email/phone call will be sent** to the parents stating the importance of attendance in school achievement.
- **After a student has been absent twelve times from any class during the semester a letter/email/phone call will be sent to the parent/guardian that any additional absences will result in dropping the student from the course. A student dropping a class will result in a "F".**

A student may be referred to the Board of Education for long term suspension in the event a student no longer has at least three valid classes. For the purpose of this procedure, absences will be counted in the following manner:

1. **School Sponsored Activities.** No count for any school related activities.
2. Absences due to prolonged illness, hospitalization, counseling, or a series of medical treatments will be counted as one absence whenever the number of absences reaches three days and the treatment is supported by a physician's statement.
3. Absences due to bereavement or serious illness in the student's immediate family will be counted as one absence.
4. Students may be excused and counted from school attendance up to five days per year to attend events of state or nationally recognized youth programs of educational value.
5. All other absences, excused or unexcused, will count one-for-one for days missed.
6. A student may be excused for any other exceptional reason with approval by the Administration.

**Tardiness:** Failure to be at the assigned work station when the final bell rings.

- **Students will be allowed three unexcused tardies to class** each semester.
- **In the event of the fourth unexcused tardy, detention shall be assigned.**
- **Any student who is late for the first period class MUST report to the office. Tardiness between classes will be handled by the individual teachers.**

**Truancy:** Absence from school without permission.

- Students skipping class or classes will serve detention or in-school suspension depending on the situation.

## **POLICY REGARDING SUPERVISION OF STUDENTS AND BASIC CONDUCT OF SCHOOL**

### **General Conduct of Students:**

Attitude toward all school personal property and school facilities should be one of pride and self-confidence in adapting to an environment conducive to a proper learning atmosphere. It is hoped that all teachers, staff and students respect the individual rights and responsibilities of each other in applying the learning process. For those few students in particular who cannot control their own emotions and maintain a state of self-discipline and insist upon infringing upon the learning rights of other students, disciplinary action will be taken. Students are asked to respect the authority of faculty and staff members and when in disagreement, present themselves to the individual in a dignified manner stating their disagreement, and hopefully work out a justifiable solution.

## **RULES OF CONDUCT DEFINITIONS**

**MOOD ALTERING CHEMICALS AND SUBSTANCES:** The use or possession of ALCOHOLIC BEVERAGES, TOBACCO, ELECTRONIC CIGARETTES, SMOKING PARAPHERNALIA/DELIVERY SYSTEMS REGARDLESS OF NICOTINE PRESENCE OR ILLICIT DRUGS on the campus is prohibited. This includes the use of the same while attending school activities. **VIOLENCE, COERCION, THREATENING, FORCE, INTIMIDATION:** The use of violence, force, coercion, threats, intimidation, or similar conduct that constitutes interference with school purposes will not be tolerated.

**DISRESPECTFUL LANGUAGE:** The use of profanity by any student is considered unacceptable conduct and is therefore prohibited.

**DESTRUCTION OR STEALING OF PROPERTY:** The destruction of public or private property cannot be tolerated. The student will be required to make restitution. This includes alteration of student/school computer program/system.

**CREATING FALSE EMERGENCIES:** Any individual whose actions necessitate the school to remove all or part of the students for their safety is disrupting the school program and endangering the health and welfare of all individuals in the building will be suspended.

**INSUBORDINATION:** The refusal to follow reasonable directives of a teacher or administrator will be considered insubordination and will result in immediate suspension. The directives of a teacher or administrator shall be presumed reasonable and therefore, the burden of proving the directive unreasonable will be upon the student. **EXHIBITION/RECKLESS DRIVING:** City and state traffic laws apply to the parking lots and streets immediately surrounding the school. Because violations of these laws pose a threat to the safety of students and staff, violators will be reported to the authorities.

**IN SCHOOL SUSPENSION (ISS):** ISS is the temporary denial to a student of participation in a class or classes. Suspension will be served in school. Credit will be given for classwork completed on time.

**OUT OF SCHOOL SUSPENSION (OSS):** OSS is the temporary denial to a student of participation in a class or classes. Suspension will be served outside of school. Credit will be given for classwork completed on time. Students serving OSS may NOT participate in extracurricular activities.

**DISCIPLINE POLICY:** Discipline will be firm, fair, and consistent for ALL students.

### **SUSPENSION AND EXPULSION...DUE PROCESS**

Suspension and expulsion are disciplinary measures involving exclusion from school. **Short-term suspension** is an exclusion from school for five days or less. **Long-term suspension** is an exclusion of more than five days. **Expulsion** is a separation from school until the end of the term or sometimes until the end of the current school year. Expulsion and long-term suspension is reserved for the school board which can act only after a hearing, and may not extend beyond the end of the school year. A school principal or superintendent may suspend a student for five days or less without a formal hearing before the school board. The administration must provide an informal hearing. Detentions and in-school suspension require no formal due process hearing. The formality and need for documentation of procedures quickly escalates when the exclusion exceeds five days. This is because state law grants students an “entitlement” to education. The student may not be deprived of this entitlement by the government (school) without due process of law. “Due process” in this case requires a fair hearing.

The South Dakota Board of Education has adopted a due process procedure that must be used by public schools when suspending or expelling students. Copies of the South Dakota Board of Education’s rules can be obtained by contacting the Department of Education and Cultural Affairs, 700 Governors Drive, Pierre, SD 57501.

When the student does not appear at the time and place set by the board for the hearing, the student can be considered to have waived the right to a hearing unless a request for extension is given to the board in advance. The hearing is private-closed to the public. The school administration presents the case for expulsion. The student may remain silent since it is the administration to show just cause why the student should be deprived of the right to attend school. The board decides whether the expulsion or suspension will occur and how long it will last. If the student is dissatisfied with the results of the hearing, an appeal can be made to state court. Constitutional issues can be reviewed in state or federal court.

Recent federal and US Supreme Court rulings regarding the discipline of special education students make it clear that decisions that may alter the conditions or location of a student’s educational placement can only be made through the IEP process.

### **Grievance Policy/Complaint Policy**

1. Begin with the teacher.
2. Schedule a conference with the principal.
3. Schedule a conference with the superintendent.
4. Request a hearing.



**Student Dress:** Dress should be appropriate for the learning situation rather than distracting or disruptive to others in the educational process. The courts have upheld school policy in regard to dress codes when the intention of the student was to disrupt the school program, to prevent the invasion of the rights of others, to protect school property, or to alleviate a clear and present danger to the health, safety, and welfare of the student body. **If students wear items that convey profane or obscene meaning that relate to sex, race, or religion or that promote drugs, alcoholic beverages, weapons, or violence, they will be asked to remove those items and/or sent to the office. Students are also NOT allowed to wear pajama bottoms, short skirts/shorts, low-cut tops, inappropriate chains, sunglasses, and hats. Students will have to change any inappropriate clothing they have on.**

Students must also remove all headgear once entering the building. It is hoped that the students of the Chester Area School System will dress in a manner that will exhibit pride in the school, community, and themselves.

**Cheating:** A student caught cheating will be failed for the particular piece of work.

A student shall not knowingly use or copy academic work of another and present it as his/her own. The term copying/cheating is used to include but not limited to the following forms of academic dishonesty: unauthorized copying or sharing of homework assignments, plagiarism, cheating on quiz or test, and theft or forgery.

A student is copying or cheating if he/she:

- Copies a homework assignment from another student or gives a homework assignment to a student to be copied, unless specifically permitted or required by the teacher.
- Faxes, duplicates or transmits using any technology assignments that will be turned in as original work.
- Exchanges assignments by printout or other electric means and then submits it as original work.
- Passes quiz or test information to another student before or during a class period, or to students of another class period who will be taking the same quiz or test.
- Uses technology or other helping aids without teacher permission on a test or quiz.
- Writes formulas, codes, symbols or key words on an object to use during a test or quiz.
- Presents as the student's own, the works or the opinions of someone else without proper acknowledgement.
- Submits as the student's own, a project done in whole or part by someone else.
- Steals quizzes or tests answers.
- Steals another student's work.
- Alters grades.
- Forges signatures of parents or staff members.

**Penalties:** Will be notification to parent/guardian and student(s) will receive a zero. There may also be detention, ISS, or OSS depending on the situation.

### **School Dance Rules:**

1. All dances are to be scheduled through the administration.
2. High school dances will remain separate from junior high dances.
3. All of the basic rules of conduct also apply to dances.
4. Once a student leaves the building he/she will not be allowed to re-enter.

**Accidents:** There is a possibility that you may hurt yourself during the school day in gym class, industrial arts class, or in an extracurricular activity. If you do hurt yourself, you must do the following:

1. Report all accidents to the teacher if you were injured in the classroom or athletic program.
2. Report athletic injuries to the coach. If medical attention is needed, your parents will be immediately notified and the correct procedure for your injury will be followed.

**Selling Merchandise:** NO student will be allowed to sell merchandise as a school project unless approved by administration.

**Textbooks:** Each student will be responsible for the textbook issued to him/her at the beginning of the year. The teacher will make a list of the condition of the books when they are issued. Fines may be issued depending on the condition of the book when returned to the school.

**School Announcement, Recognition's, and Special Events:** Announcements will be handed out at the beginning of the second period by the teacher. ALL student announcements must be approved by administration.

**Lockers:** Each student is provided with a locker to keep his/her books and outside clothing. Outside pad locks are NOT allowed on lockers. Students will also be provided with a small locker for gym. Remember, if you lose anything from these lockers, you are responsible and will be expected to pay for any school property. Never leave valuable personal property in your locker. **Lockers are the property of the school and are subject to inspection for cleanliness, and may be entered by the principal or his/her representative any time it might be suspected of containing illegal items at school.**

**Pop, Candy, Gum:** Gum chewing will be permitted in grades 6<sup>th</sup>-12<sup>th</sup> at the teachers' discretion.

**Pop/Gatorade/power drinks/juice and food will NOT be allowed in the classroom or in the hallways! Teachers may allow exceptions to this rule on special occasions.**

**Activity Trip Meals:** In general, students representing Chester Area will be expected to buy their own meals when participating in activities. Whenever possible, students will be brought back to the school to participate in the school lunch program. Exceptions—individuals or groups that have been honored and

expected to represent our school will be allowed expenses. Students or groups who qualify for state will be given meal allowances.

### **POLICY REGARDING SCHOOL FACILITY**

**Bulletin Boards:** The bulletin boards are used for posting important announcements and school related articles. Students wishing to post announcements must obtain permission from administration.

**Lost and Found:** All articles found in the building or on the school grounds are to be turned into the offices as are articles that are lost should be reported.

**Use of the Telephone:** Students MUST ask permission to use the school phone or their cell phone. Parents/guardians needing to contact their child may call the school anytime and a message will be given to that individual.

**What to do in case of a fire or tornado drill:** When the signal is sounded, students should leave their classrooms immediately, following directives posted in their respective area/classroom.

**School Insurance:** All students are offered school insurance (medical and dental) and it is optional with each family whether or not it is to be carried. All athletes, especially, are to be encouraged to carry this insurance as the school does not assume any responsibility for injuries sustained.

#### **Closing School for Emergencies:**

Information concerning the closing of school during times such emergencies as snow storms can be secured by tuning to KJAM in Madison, KELO and KSOO in Sioux Falls as well as being contacted through the phone service school reach.

**Church Night:** Wednesday night is reserved for church functions.

### **PUPIL TRANSPORTATION POLICY**

**School Bus Rules for Pupils:** The driver is in full charge of the pupils and the bus. Riding the school bus is NOT a RIGHT but a PRIVILEGE. Students that do NOT follow proper behavior on the bus may lose the right to ride it. Students with inappropriate bus behavior will be reported to administration.

**Riding Bus to School Functions:** ALL students going to school functions MUST ride the bus. Under special circumstances, a student may be allowed to ride with a parent; however, the student MUST have gotten permission by administration. Students may ride the bus back with a parent/guardian that has signed them out.

**Parking:** Students shall park in the north lot in an appropriate fashion. Vehicles should NOT block the dumpster or deliveries. Students are NOT allowed to go to their vehicle during the school day unless they have gotten permission by administration. At the end of the school day, students may leave once the bell rings, but are reminded to follow all traffic laws and be watchful for younger students.

## REGARDING ACADEMIC POLICY

**Grading Policy:** Scholastic grades should be based upon homework, written exercises, and tests/quizzes. Students will be marked according to the following grade system:

A=Excellent	B=Above Average	C=Average
D=Below Average	F=Failing	I=Incomplete

### Grading Scale:

100—95	A	82—80	C+
94—92	A-	79—77	C
91—89	B+	76—74	C-
88—86	B	73—71	D+
85—83	B-	70—68	D
		67—65	D

**Honor Roll:** An “A” and “B” honor roll will be published at the end of each nine weeks and semester. Students getting on the “A” honor roll must have a GPA of 3.5 and above, students getting on the “B” honor roll need to have 3.0-3.49. GPA NEVER rounds up.

**Incomplete:** If not made up within two weeks, an incomplete will result in a failing grade unless prior arrangements have been made.

**Progress Reports:** Progress reports will be sent home the middle of each nine weeks. All students will be given a progress report the 1<sup>st</sup> and 3<sup>rd</sup> quarters regardless of their grades, but in the 2<sup>nd</sup> and 4<sup>th</sup> quarters only students who have a D or F will be given one.

**Pupil Load (High School Only):** Each student is expected to carry at least six full-time academic subjects.

**Homework:** Homework is important. It is an extension of the learning that takes place in school. It can and does provide practice and drill that reinforces classroom learning or provide opportunities for independent study, research and creative thinking. Homework will vary according to grade level, subject, and individual students. Parents can help best by arranging a quiet, comfortable place for their children to work and by seeing that assignments are completed.

**Tests and Examinations:** Nine-week and unit tests will be given at the discretion of the teacher. Examinations will be given at the end of each semester in all classes. High school students with three or less absences and one or less tardies will be allowed to drop one semester test.

**Students Attitude toward Grading:** Students who are dissatisfied with grades on their report cards should have the courtesy to speak to the teacher during an appropriate time. Go over the misunderstanding with the teacher, not with your friends.

**Graduation Requirements:** Students graduating from Chester Area must obtain 22 credits. If a student has a question in regards to his/her credits he/she should contact the counselor or principal.

One-quarter credit will be given for chorus and band per semester. Two credits may be counted toward graduation.

Chester Area School requires students to meet the state standards as to the number of credits needed and the classes required. Students who have spent at least four years in high school but who do not meet state standards for graduation will not be allowed to take part in graduation exercises without approval of the administration.

Special Education students will participate in graduation exercise and/or receive a diploma when properly indicated by their IEP.

**Chester Honor Society:** Students who meet standards set by the Chester Honor Society will be accepted and recognized for their achievements as a member of the Chester Area High School Chapter. Students must be a junior or senior and have a 3.3 GPA to be a member of the National Honor Society.

### **POLICY REGARDING COUNSELING SERVICES**

**Guidance and Counseling:** At any time when students feel that they should discuss any difficulty, whether it concerns their studies, extra-curricular activities, or out-of-school problems, they should feel welcome to consult with their superintendent, principal, teacher or counselor.

**Class Advisor:** A faculty advisor will be assigned to each class at the beginning of the school term. The administration must be notified prior to any meeting and the advisor is to be present at all meetings.

**Student Council:** The student council is made up of one student representative from each class, and the class presidents. It meets periodically to discuss recommendations concerning school problems and activities.

### **POLICY REGARDING SCHOOL ORGANIZATIONS**

**Athletic Eligibility:** Every student who wishes to try out for athletics must file a physical every year with the office signed by a physician and the student's parent/guardian. NO student may participate until this form is

filed. A student MUST have passed four subjects the prior semester in order to be eligible. Students must be in school ½ day in order to participate in extracurricular activities.

Students must also follow the training rules established by the Chester Area School District.

**Athletics:** The main purpose of an athletic program is to provide some activity that will help develop a sportsmanlike attitude among those that participate. The sport of basketball, volleyball, track, and cross country are provided for girls. The program for the boys will consist of football, basketball, wrestling, track, and cross country. Cheerleading is open to all students.

**Pep Rallies:** The date for pep rallies for regular season games will be set up by the athletic director, coaches and cheerleaders and cleared by the principal.

**Music:** The high school band and chorus are available to all students that wish to try out. Several trips are taken by the band besides the local concerts that are given. The chorus performs for the various school functions and takes part in the contest which is held every spring. The purpose of vocal music is to develop an appreciation of music and provide some extra-curricular activity that may be available to all. Small groups are selected out of the chorus and band to perform at different times during the year.

**Maintenance Free on School Instruments:** A fee charge is set up each year to absorb the expenses involved in repair and upkeep of school owned instruments.

**F.F.A.:** The organization called FFA is organized for the development of leadership and citizenship in rural America. All students that are enrolled in agriculture are eligible to become members. Dues of the chapter are determined each year by the regular members present at the first meeting after the school term starts in the fall. There are four degrees of membership in the FFA. They are: Greenhand, Chapter Degree, State Degree, and American Degree. The requirements for each degree will be discussed during class periods during the first week of school.

## **CHESTER AREA SCHOOL ACTIVITY TRAINING RULES**

**(Adopted 9-10-2002)**

Chester Area School recognizes the use of mood-altering chemicals as a significant health problem for adolescents, resulting in negative effects on behavior, learning and the total development of each individual. The use of these chemicals negatively affects extracurricular participation and development of related skills. Others adversely affected are team members and family.

### **Training Rules**

Beginning at the start of the 7<sup>th</sup> grade school year and continuing through high school graduation, a student shall not: (1) use a beverage containing alcohol, (2) use tobacco, (3) an electronic cigarette, smoking paraphernalia/delivery system regardless of nicotine presence, or (4) possess, use, or distribute controlled substances (drugs) or marijuana. This rule is in place all year, including between seasons and summer.

\*\*Note The Chester Area High School follows the South Dakota High School Activities Association rule for

marijuana/drug involvement. Students in activities are also subject to academic, age, residence and other eligibility requirements established by the SDHSAA.

1. First violation
  - a. Penalty—after confirmation of the first violation, the student shall lose activity eligibility for two weeks of all activities in which the student is a participant.
2. Second violation
  - a. Penalty—after confirmation of the second violation, the student shall lose activity eligibility for four weeks of all activities in which the student is a participant.
3. Third violation
  - a. Penalty—after confirmation of the third violation, the student shall lose activity eligibility for a minimum of four weeks of all activities in which the student is a participant. The student will be eligible to return to participation following a completion of an approved drug education program at the student expense.
4. Fourth violation
  - a. Penalty—after confirmation of the fourth and subsequent violation, the student shall lose activity eligibility for a minimum of eight weeks of all activities in which the student is a participant. The student will be eligible to return to participation following a completion of an approved drug education program at the student expense.

Students transferring to Chester Area School will be subject to this rule. Previous violations while at another school will be included. Students must start on the first practice date and complete the activity to fulfill training rule penalty requirements. A referral to the school counselor is at the discretion of administration.

In the event of an alleged/confirmed violation of this rule it shall be the duty of the High School Principal or his/her designee to investigate/notify of the allegation. The student, parents/guardians, and each activity director will be notified of the alleged/confirmed violation.

### **ELECTRONIC DEVICES**

Cell phones, I-Pods, and all other electronic devices are NOT allowed during school hours. **High School students may use their cell phones during the lunch hour and in-between classes.** Cell phones and other electronic devices will be turned into the office when students are caught using them. Consequences for using the cell phone will depend on the number of offense.

### **STUDENT RELATIONSHIPS**

Students who exhibit excessive affection in hallways and classrooms can expect to be referred to the Office and, if necessary, in-school suspension or expulsion from school will be given to uncooperative students.

**Excessive affection is defined as anything more than holding hands.**

## **COLLEGE VISITATION**

The school excuses two days for college visitations for juniors and two days for seniors (or students may go 4 their senior year) if setup and approved by the counselor and principal.

## **PROMOTION AND RETENTION OF STUDENTS**

When deciding whether to pass or to retain a child in a grade, there are no iron clad rules to follow—only guides. Each Child must be judged individually and carefully, using all of the available records and facts.

### **Kindergarten Through Eighth Grade**

1. We should do what, in our opinion, is best for the child. Promote if passing unless the parent and the administration, because of physical, mental, or social conditions, want the child retained. Retain in grade if child is failing and could have done better work than was shown. If the teachers recognize early in the child's school career that the child's mental or physical development needs to have time to catch up and retaining him/her would allow this to happen, the child should be retained in the first or second grade or preferably kindergarten.
2. A child should be passed or retained on the basis of the overall grade. If any subject should be weighed more than others, it should be READING.
3. Teacher and principal should confer and in turn, confer with parents about such a situation.
4. Parents should understand why the child should be retained. The school reserves the right to retain a child even though the parents do not want it done.
5. Failing students should be promoted only if the school feels that it is in the best interests of the student. The following are examples of what is meant:
  - a. A student has been retained one or two times previous to the year under consideration.
  - b. Physically and socially he/she is much more mature than the other students in the grade.
  - c. Child would gain nothing useful by repeating the grade.
6. One or more of the above factors or situations may be present or should be considered.
7. Parents should always know when a failing student is promoted. Failing students promoted through the eighth grade should not go to high school without previous consultation with the principal.

### **Valedictorian and Salutatorian**

The board of education wishes to recognize those students who have attained and maintained superior levels of academic achievement. As part of that recognition, a valedictorian and salutatorian will be named each year from the graduating members of the senior class. The valedictorian shall be the member of the senior class with the highest cumulative GPA through 7 semesters of high school. The salutatorian will be the student with the second highest GPA. In the case of a tie, the valedictorian will share the honors and there will be no salutatorian. To be considered for these awards, a student must have attended Chester Area High



School for their senior year of high school and have met all Chester Area School graduation requirements. These awards will be presented during graduation ceremonies.

### COLLEGE ENTRANCE GUIDELINES

The following are the requirements that will be necessary for admission to a four year program at a state supported school in South Dakota:

<b><u>Required Courses</u></b>	<b><u>Number of Credits</u></b>
English	4
Math	3
Science	3
Social Science	3 (students have to take US History, Geography, World History, and either sociology OR dual credit social studies)
Computer Science	1
World Language	0**
Fine Arts	1
Economics	0.5
PE	0.5
Health	0.5

\*\*Although South Dakota does not require a world language, many other colleges do. At least two credits of a world language is recommended.

**The American College Test (ACT) and the Scholastic Aptitude Test (SAT)** are most often used for college admission. Both are tests of general achievement and scholastic aptitude. The results are also used to aid in placing the student in various courses or in varying levels of a course. College entrance tests are administered five or six times during the year. Students are generally advised to begin taking these at the end of their junior year or early in the senior year. Registration materials and information about the tests can be obtained from the guidance office.

**The Accuplacer** The Accuplacer can be taken instead of the ACT for entrance into technical institutes in South Dakota. However, the Accuplacer scores are applicable only to the technical institute where students take the test. There is no cost to taking the Accuplacer for this purpose.

The Accuplacer will also help place students in the appropriate English and math courses at technical institutes. If students do not meet entry-level requirements for English and math in the ACT, they are able to take the Accuplacer to challenge those ACT subscores. There is a cost to take the Accuplacer in this instance

## POST-SECONDARY PLANNING

### College Bound Students

1. Admission requirements to colleges vary. In addition, school or departments within a university may have their own entrance requirements. Because of the variation, students and parents/guardians need to begin early to investigate the admission policies of colleges they are interested in attending.
2. Guidance counselors will furnish information and provide assistance for students when interest in a particular college is indicated.
3. Students planning on attending a four-year college or university need to check current college catalogs regarding class rank, ACT test scores, SAT test scores, and science/math requirements for admission.

### ARE YOU COLLEGE READY?

The term “college readiness” means that a student has earned scores in various assessments that show he or she is capable of successfully completing entry-level college coursework of English and math. There are three ways to show college readiness.

<b>Smarter Balanced Assessment</b> (State-mandated annual assessments in English/Language Arts and Math) Taken once in grade 11.	<b>ACT</b> (Entry and placement test for any college/university or technical institute). Can be take up to 12 times.	<b>Accuplacer</b> (Placement test for technical institutes). Can take twice
<ul style="list-style-type: none"> <li>• Level 1-2: Not college ready.</li> <li>• Level 3-4: Shows college readiness at all Board of Regents (BOR) colleges (below).</li> </ul>	Reaching benchmarks shows college readiness: <ul style="list-style-type: none"> <li>• English: 18</li> <li>• Mathematics: 22</li> </ul>	Scores differ according to institute and programs.
BOR schools: BHSU, DSU, NSU, SDSU, SDSM&T, USD. Southeast Technical Institute also accepts college readiness from Smarter Balanced assessments.	Options for not meeting benchmarks: <ol style="list-style-type: none"> <li>1. Retake the ACT.</li> <li>2. Take Accuplacer to challenge ACT score.</li> <li>3. Take college readiness coursework as a senior (below).</li> </ol>	Options for not meeting Accuplacer benchmarks for a program: <ol style="list-style-type: none"> <li>1. Retake the Accuplacer.</li> <li>2. Apply for a different program.</li> </ol>

## **College Readiness Coursework for High School Seniors**

College readiness coursework for high school seniors is intended to assist students in reaching their goal of being fully prepared to enter into the workforce or a postsecondary institution following high school graduation. Secondary or postsecondary credit may not be earned for this type of coursework.

Students who successfully complete the college readiness coursework program while in high school are able to avoid remedial coursework at South Dakota's Technical Institutes and Board of Regents institutions and with direction from their university admissions, register directly into credit-bearing college-level, saving both time and money.

The college readiness coursework program is intended for students with modest skill gaps (1-4 points below an institution's ACT benchmark). Students must register for the college readiness coursework program through their local school district. Payment for the coursework is required at the time of registration either by the student or the school district.

Students begin the courses by taking a proctored exam. The results of the exam generate online, individualized coursework which allows the student to develop his or her skills with the support of a certified teacher. After completing the coursework, the student takes a second proctored exam. The score of the finale exam determines a student's placement at his or her postsecondary institution.

College readiness coursework is available for English, reading, and mathematics in three separate timeframes: 10 weeks, 6 months, or 12 months. Cost for the coursework range from \$125-\$175 depending on the timeframe selected. All coursework must be completed by July in order to count towards the fall semester.

### **Reimbursement for Cost of Coursework**

High school seniors enrolled in public school districts who complete the coursework during their registered time frame are eligible for reimbursement for the full cost of up to three separate courses.

Courses may be repeated at student expense.

### **NCM Initial-Eligibility Clearinghouse**

College athletic programs have additional requirements for students who plan to enroll in college as freshmen and participate in Division I or II athletic programs. These students must be certified by the NCM Initial-Eligibility Clearinghouse. Students who are planning to participate in college athletic programs need to work with the guidance office to complete the certification process. To register, students must go to the website [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net) and complete the required information.

## College-Bound Athletes: South Dakota Colleges/Universities By Division

### NCAA (National Collegiate Athletic Association)

Institution	Conference	Division
South Dakota State University-Brookings	Summit League	I-FCS
University of South Dakota-Vermillion	Summit League	I-FCS
Augustana University, Sioux Falls	Northern Sun Intercollegiate Conference	II
Black Hills State University, Spearfish	Rocky Mountain Athletic Conference	II
Northern State University, Aberdeen	Northern Sun Intercollegiate Conference	II
South Dakota School of Mines, Rapid City	Independent	II
University of Sioux Falls, Sioux Falls	Northern Sun Intercollegiate Conference	II

### NAIA (National Association of Intercollegiate Athletics)

Institution	Conference
Dakota State University, Madison	North Star
Dakota Wesleyan University, Mitchell	GPAC
Mount Marty, Yankton	GPAC
Presentation College, Aberdeen	North Star

### NAIA Student Athlete Eligibility

If you will graduate from a US high school this spring and enroll in college this coming fall, the requirements are simple. An entering freshman must:

- Be a graduate of an accredited high school or be accepted as a regular student in good standing as defined by the enrolling institution and
- Meet **two of the three** following requirements. If as an entering freshman you do not meet at least two of the three standards, you cannot participate in athletics for the first full year of attendance (2 semesters, 3 quarters, or equivalent).

Must meet two of the three following requirements:

1. Test score requirement: Achieve a minimum of 18 on the ACT or 860 on the SAT.
2. High school GPA requirement: Achieve a minimum overall high school grade point average of 2.0 on a 4.0 scale.
3. Class rank requirement: Graduate in the top half of your high school class.

\*\*When taking the ACT, must code 9876 (NAIA) for NAIA to directly receive your scores from ACT. ACT scores from high schools are NOT acceptable.



# NCAA Division I Initial-Eligibility Requirements

## Core Courses: (16)

- **Initial full-time collegiate enrollment *before* August 1, 2016:**
  - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
  - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
    - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
      - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
  - *Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).*

## Test Scores: (ACT/SAT)

- Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
  - **SAT:** critical reading and math sections.
    - Best subscore from each section is used to determine the SAT *combined* score for initial eligibility.
  - **ACT:** English, math, reading and science sections.
    - Best subscore from each section is used to determine the ACT *sum* score for initial eligibility.
- All ACT and SAT attempts *before* initial full-time collegiate enrollment may be used for initial eligibility.
- **Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.**

## Core Grade-Point Average:

- Only *core courses* that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) will be used to calculate your core-course GPA. Use this list as a guide.
- **Initial full-time collegiate enrollment *before* August 1, 2016:**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
  - Core-course GPA is calculated using the **best 16 core courses** that meet subject-area requirements.
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
  - Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

DIVISION I Core-Course Requirement (16)	
4	years of English
3	years of math (Algebra I or higher)
2	years of natural/physical science (1 year of lab if offered)
1	year of additional English, math or natural/physical science
2	years of social science
4	years of additional courses (any area above, foreign language or comparative religion/philosophy)

DIVISION I – 2016 Qualifier Requirements	
<i>*Athletics aid, practice, and competition</i>	
•	16 core courses <ul style="list-style-type: none"> <li>○ Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science. <ul style="list-style-type: none"> <li>▪ "Locked in" for core-course GPA calculation.</li> </ul> </li> </ul>
•	Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
•	Graduate from high school.

DIVISION I – 2016 Academic Redshirt Requirements	
<i>*Athletics aid and practice (no competition)</i>	
•	16 core courses <ul style="list-style-type: none"> <li>○ No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility).</li> </ul>
•	Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2).
•	Graduate from high school.

<b>Sliding Scale A</b>		
<i>Use for Division I prior to August 1, 2016</i>		
<b>NCAA DIVISION I SLIDING SCALE</b>		
<b>Core GPA</b>	<b>SAT</b>	<b>ACT Sum</b>
	<i>Verbal and Math ONLY</i>	
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

<b>Sliding Scale B</b>		
<i>Use for Division I beginning August 1, 2016</i>		
<b>NCAA DIVISION I SLIDING SCALE</b>		
<b>Core GPA</b>	<b>SAT</b>	<b>ACT Sum</b>
	<i>Verbal and Math ONLY</i>	
3.550	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	60
2.700	740	61
2.675	750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840	70
2.425	850	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.299	910	76
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	81
2.125	970	82
2.100	980	82
2.075	990	84
2.050	1000	85
2.025	1010	86
2.000	1020	86

For more information, visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org) or [www.2point3.org](http://www.2point3.org).



## Division II Initial-Eligibility Requirements

### Core Courses

- **Division II currently requires 16 core courses.** See the chart below.
- **Beginning August 1, 2018**, to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

### Test Scores

- **Division II** currently requires a minimum SAT score of 820 or an ACT sum score of 68. **Beginning August 1, 2018**, Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

### Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Only courses that appear on your school's approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current **Division II** core GPA requirement is a minimum of 2.000. **Division II** core GPA required to be eligible for competition on or after August 1, 2018, is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- The minimum **Division II** core GPA required to receive athletics aid and practice as a partial qualifier on or after August 1, 2018, is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

#### **DIVISION II 16 Core Courses**

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

<b>DIVISION II COMPETITION SLIDING SCALE</b>		
<i>Use for Division II beginning August 1, 2018</i>		
<b>Core GPA</b>	<b>SAT</b> Verbal and Math ONLY	<b>ACT Sum</b>
3.300 & above	400	37
3.275	410	38
3.250	420	39
3.225	430	40
3.200	440	41
3.175	450	41
3.150	460	42
3.125	470	42
3.100	480	43
3.075	490	44
3.050	500	44
3.025	510	45
3.000	520	46
2.975	530	46
2.950	540	47
2.925	550	47
2.900	560	48
2.875	570	49
2.850	580	49
2.825	590	50
2.800	600	50
2.775	610	51
2.750	620	52
2.725	630	52
2.700	640	53
2.675	650	53
2.650	660	54
2.625	670	55
2.600	680	56
2.575	690	56
2.550	700	57
2.525	710	58
2.500	720	59
2.475	730	60
2.450	740	61
2.425	750	61
2.400	760	62
2.375	770	63
2.350	780	64
2.325	790	65
2.300	800	66
2.275	810	67
2.250	820	68
2.225	830	69
2.200	840 & above	70 & above

<b>DIVISION II PARTIAL QUALIFIER SLIDING SCALE</b>		
<i>Use for Division II beginning August 1, 2018</i>		
<b>Core GPA</b>	<b>SAT</b> Verbal and Math ONLY	<b>ACT Sum</b>
3.050 & above	400	37
3.025	410	38
3.000	420	39
2.975	430	40
2.950	440	41
2.925	450	41
2.900	460	42
2.875	470	42
2.850	480	43
2.825	490	44
2.800	500	44
2.775	510	45
2.750	520	46
2.725	530	46
2.700	540	47
2.675	550	47
2.650	560	48
2.625	570	49
2.600	580	49
2.575	590	50
2.550	600	50
2.525	610	51
2.500	620	52
2.475	630	52
2.450	640	53
2.425	650	53
2.400	660	54
2.375	670	55
2.350	680	56
2.325	690	56
2.300	700	57
2.275	710	58
2.250	720	59
2.225	730	60
2.200	740	61
2.175	750	61
2.150	760	62
2.125	770	63
2.100	780	64
2.075	790	65
2.050	800	66
2.025	810	67
2.000	820 & above	68 & above

For more information, visit the NCAA Eligibility Center website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).



## SOUTH DAKOTA OPPORTUNITY SCHOLARSHIP REQUIREMENTS

The South Dakota Legislature established five requirements that all South Dakota high school graduates must meet in order to establish their initial eligibility in the Opportunity Scholarship program. These requirements specify that a recipient must:

1. Be a resident of South Dakota at time of high school graduation.
2. Have an ACT composite score of 24 or higher before beginning postsecondary education. If using a SAT score, the sum of the verbal and mathematics scores on the SAT must be at least 1090.
3. Complete [high school course requirements](#) with no final grade below a C (2.0 on a 4.0 scale) and a cumulative high school GPA of 3.0 on a 4.0 scale (grade of B) prior to graduation (Note: One unit of high school credit equals 1 year of instruction).
4. Attend a university, college, or technical school accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and that provides instruction from a campus located in South Dakota.
5. Enter into program within 5 years of high school graduation, or within 1 year of the student's release from active duty military service (if that release is within 5 years of the date of the student's high school graduation). Students seeking to transfer from a regionally accredited university, college, or technical school located outside of South Dakota may do so within two years following high school graduation and be eligible to receive a partial award.

### For more information, contact:

**South Dakota Board of Regents  
306 E. Capitol Ave., Suite 200  
Pierre, SD 57501-2545  
(605) 773-3455**

## SOUTH DAKOTA REGENT SCHOLARSHIP

In 1988, the South Dakota Board of Regents identified the Regents' Scholar Curriculum which is designed to provide students with a solid foundation in their high school coursework providing the necessary skills for college and career readiness. This curriculum includes coursework in six content areas including:

- **4 units of English:** Courses with major emphasis upon grammar, composition, or literary analysis; one year of debate instruction may be included to meet this requirement.
- **4 units of algebra or higher mathematics:** Algebra, geometry, trigonometry or other advanced mathematics including accelerated or honors mathematics (algebra) provided at the 8th grade level; not included are arithmetic, business, consumer or general mathematics or other similar courses.
- **4 units of science including 3 units of approved laboratory science:** Courses in biology, chemistry, or physics in which at least one (1) regular laboratory period is scheduled each week. Qualifying physical science or earth science courses (with lab) shall be decided on a case by case basis.

- **3 units of social studies:** History, economics, sociology, geography, government--including U.S. and South Dakota, American Problems, and similar courses.
- **2 units of a modern or classical language (includes American Sign Language):** The two units must be in the same language.
- **1 unit of fine arts:** Coursework in art, theatre or music. Such credit may be in appreciation, analysis, or performance.

Effective in 2001, the Regents' Scholar Diploma program was established as an academic letter that school districts use to recognize graduating high school seniors who have demonstrated academic excellence through the completion of coursework in the six content areas. Additionally, high school graduates designated as Regents' Scholars automatically are admitted to all six public universities. For students to be nominated as recipients of the Regents' Scholar Diploma, they must have 1) graduated from a South Dakota high school; 2) completed the coursework identified in the six areas outlined above; 3) receive a "C" (2.0 on a 4.0 scale) or higher on all required coursework; and 4) maintained an unweighted cumulative grade point average of a "B" (3.0 on a 4.0 scale) throughout high school.

Traditionally, school districts present Regents' Scholar Diplomas to eligible seniors during graduation or academic award ceremonies each year. To receive the Regents' Scholar Diploma, high school administrators must submit the names of all eligible students to the South Dakota Board of Regents. Data files should include the name of each eligible graduating senior, the student's SIMS ID number, and the anticipated high school graduation date. Upon receipt of the school district list, the Board of Regents will print Regents' Scholar Diploma certificates that can then be presented to students.

**Questions related to the Regents' Scholar Diploma can be directed to:**

Katie [Maley~Katie.Maley@sdbor.edu](mailto:Katie.Maley@sdbor.edu)  
Senior Academic Affairs Coordinator  
South Dakota Board of Regents  
306 East Capitol Avenue, Suite 200  
Pierre, SD 57501  
Office: 605-773-3455



## **Program Details**

- Both in-state students and out-of-state students are eligible for the scholarships.
- The scholarships will support tuition, fees, books and other required program expenses in the eligible technical institute programs.
- Recipients of the scholarships will commit to living and working in the state, in their field of study, for three years following graduation.

In the first five years, a projected 300 scholarships will be awarded annually. Beyond the first five years, the endowment will support approximately 50 full-ride scholarships.

## **Eligibility Requirements**

- Interest in the high-need workforce areas
- US citizen or US national
- Applicants need not be SD residents
- Financial need
- Demonstrated aptitude through one or more of the following:
  - The National Career Readiness Certificate (NCRC) or other industry-recognized certifications in the career area.
  - Technical, dual or concurrent credit courses taken in the career interest area.
  - Career & Technical Education coursework completed in the career interest area.
  - Work-based learning experiences, internships or work experience in the career interest area.
  - Enrolling as a first-time student.

## **Student Commitment**

In accepting scholarship awards, recipients will agree to:

- Enroll full-time in a technical institute program determined as a high-need workforce area in South Dakota.
- Following graduation, work full-time in the field of study in South Dakota for a minimum of three years.

## 2018-2019 Build Dakota Eligible Programs, by Industry Area

Approved by the Build Dakota Board on December 14, 2017

Institute	Pro	Program Length			Credential Earned	
		1 Year	1.5 Years	2 Years	Diploma	AAS Degree
<b>AGRICULTURE</b>						
LATI	Agriculture Dairy Option			X		X
LATI	Precision Ag Technology			X		X
MTI	Precision Ag Technology			X		X
<b>AUTOMOTIVE</b>						
LATI	Automotive Technology			X		X
LATI	Custom Paint and Fabrication	X		X	X	X
LATI	Diesel Technology			X		X
MTI	Diesel Power Technology			X		X
STI	Agriculture/Construction Diesel Technology			X		X
STI	Automotive Technician			X		X
STI	Collision Repair & Refinish Technology			X		X
STI	Diesel Technology			X		X
WDT	Transportation Technology: Heavy Duty			X		X
WDT	Transportation Technology: Light Duty			X		X
<b>BUILDING TRADES/CONSTRUCTION</b>						
LATI	Building Trades Technology			X		X
LATI	Heavy Equipment Operator	X		X	X	X
MTI	Architectural Design & Building Construction			X		X
MTI	Electrical Construction & Maintenance			X		X
MTI	Heating and Cooling Technology	X		X	X	X
STI	Electrician			X		X
STI	HVAC			X		X
STI	Mechanical Systems/Plumbing	X			X	
STI	Residential Heating & Cooling Technology	X			X	
WDT	Electrical Trades			X		X
WDT	HVAC/Refrigeration Technology			X		X
WDT	Plumbing Technology			X		X
<b>ENERGY TECHNICIANS</b>						
LATI	Energy Operations			X		X
LATI	Energy Technology			X		X
MTI	Electrical Utilities & Substation Technology			X	X	X
MTI	Natural Gas Technology	X			X	
MTI	Wind Turbine Technology			X		X

ENGINEERING TECHNICIANS						
LATI	Environmental Technology	X		X	X	X
MTI	Automation Engineering Technician/Advanced Manufacturing			X		X
MTI	GPS/GIS Mapping	X			X	
MTI	Telecommunications			X		X
STI	Civil Engineering Technology			X		X
STI	Construction Management Technology			X		X
STI	Land Surveying Science			X		X
STI	Mechanical Engineering Technology			X		X
WDT	Computer-Aided Drafting Technician			X		X
WDT	Environmental Engineering Technician			X		X
HEALTHCARE						
LATI	Licensed Practical Nursing	X			X	
LATI	Med/Fire Rescue			X		X
<b>*Must be employed as an EMT or Paramedic to complete 3 year employment requirement.</b>						
LATI	Medical Lab Technician			X		X
LATI	Paramedic	X			X	
LATI	Registered Nurse	X				X
<b>*To enroll in RN program, must hold active and current LPN license without restrictions. Contact school for details.</b>						
MTI	Licensed Practical Nursing	X			X	
MTI	Medical Laboratory Technician			X		X
STI	Licensed Practical Nursing	X			X	
STI	Registered Nurse	X				X
<b>*To enroll in RN program, must hold active and current LPN license without restrictions. Contact school for details.</b>						
STI	Surgical Technology			X		X
WDT	Licensed Practical Nursing		X		X	
WDT	Medical Laboratory Technology			X		X
WDT	Paramedic			X		X
WDT	Surgical Technology			X		X
INFORMATION TECHNOLOGY/COMPUTER INFORMATION SYSTEMS						
LATI	Computer Information Systems			X		X
MTI	Information Systems Technology			X		X
STI	Computer Network Security Technician			X		X
STI	Computer Programming			X		X
STI	Network Administrator			X		X
STI	System Administrator			X		X
WDT	Computer Science: Information Technology Specialist			X		X
PRECISION MANUFACTURING						
LATI	Electronic Systems Technology			X		X
LATI	Precision Machining			X		X
LATI	Robotics			X		X
MTI	Automation Controls/SCADA			X		X
STI	Electronics Technology			X		X
STI	Mechatronics			X		X
WDT	Drafting & Machining Technology			X		X
WDT	Precision Machining	X			X	

WELDING						
LATI	Welding Technology	X		X	X	X
MTI	Welding and Manufacturing Technology	X		X	X	X
STI	Welding	X			X	
WDT	Welding & Fabrication			X		X

## Dual Credit

### What is dual credit?

Dual credit is an opportunity for high school students to enroll in postsecondary institutions in South Dakota while earning credits for both their high school diploma and postsecondary degree or certificate at the same time.

### What are the benefits of dual credit?

Dual credit courses provide students with a number of benefits, including:

- A jump start to students' postsecondary careers
- Significant cost savings for students and parents through reduced tuition costs.
- Increased confidence for college success.

### What courses are available?

Students are able to take a number of on-campus and online courses offered by public postsecondary institutions in South Dakota, including general education and career and technical education courses.

### How much do dual credit courses cost?

Select dual credit courses are available to high school students in grades 11-12 at the rate of \$43.88 per credit. Students are responsible for the cost of course credits and any required textbooks or related course materials.

### How do I register?

Students should contact their school counselor or high school principal to register for dual credit courses.

### Will these courses transfer?

Students are encouraged to check with their institution of choice regarding the transferability of credits earned.

Courses available through the South Dakota Board of Regents (SDBOR) institutions and centers will transfer between each of the six SDBOR institutions, including:

- Black Hills State University
- Dakota State University
- Northern State University
- South Dakota School of Mines & Technology
- South Dakota State University
- University of South Dakota

Courses available through South Dakota Technical Institutes may or may not transfer to other postsecondary institutions in South Dakota. Technical Institutes include:

- Lake Area Technical Institute
- Mitchell Technical Institute
- Southeast Technical Institute
- Western Dakota Technical Institute

For more information on dual credit offerings, please visit SDMyLife at [www.sdmylife.com/students](http://www.sdmylife.com/students).

## **PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL**

Whenever a complaint is made directly to the Board as a whole or to a Board member as an individual, it shall be referred to the school administration for study and possible solutions. The following guidelines are the proper procedure to be followed by persons with questions or complaints:

1. Matters concerning a student should first be addressed to the teacher.
2. Unsettled matters from (1) above or problems and questions concerning individual schools should be directed to the principal of the school.
3. Unsettled matters from (2) above or problems and questions concerning the system should be directed to the superintendent.
4. The board will consider hearing citizen complaints when they cannot be resolved by the administration. Matters referred to the Board must be in writing and should be in terms of the complaints that have not been explored at the appropriate administration level.
5. If it appears necessary, the administration, the person who made the complaint, or the employee involved may request an executive session of the Board. Generally all parties involved, including the school administration, shall be asked to attend further explanations, and clarifying the issues. Here-say and rumor shall be discounted as well as emotional feelings except those directly related to the facts of the situation.

**Discrimination:** The Chester Area School District does not discriminate in its employment policies and practices, or in its educational programs on the basis of race, color, creed, religion, age, sex, handicap, national origin or ancestry.

Inquiries concerning the application of Title VI, Title IX, or Section 504 may be referred to the School Superintendent at PO Box 159, Chester, SD 57016 or to the Regional Director, Department of Education, Office for Civil Rights, 1961 Stout Street, Denver, Colorado, 80294.

## **SEXUAL HARASSMENT**

**Policy:** It is the district's policy that sexual harassment is illegal, unacceptable and shall not be tolerated; that no employee or student of the district may sexually harass another. Any employee or student will be subject to disciplinary action including possible termination for violation of this policy.

**Definition:** Unwelcome sexual advances, requests for sexual favors, solicitation or sexual activity by promise of reward, physical conduct of a sexual nature, coercion of sexual activity by threat of punishment, verbal sexist remarks or physical assaults constitute sexual

harassment when (1) submission of such conduct is made, either explicitly or inexplicitly, a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

**Responsibility:** School district officers, employees and students are responsible for maintaining a working and learning environment free from sexual harassment. Information will be provided by the school district to explain the policy and laws. Careful scrutiny will be undertaken of all allegations of sexual harassment. False allegations that are malicious or ill-founded by constitute libel or slander.

**Complaints:** Any employee who believes that he/she has been the victim of sexual harassment by another employee or another person on the premises should promptly report this incident to his/her immediate supervisor. If the immediate supervisor is involved in the activity, the violation should be reported to the supervisor's immediate supervisor. Students should report such incidents to the guidance counselor and/or principal. All reported incidents will be thoroughly investigated and, if well founded, subject to disciplinary action. Confidentiality consistent with due process will be maintained.

If an employee or student files a written complaint because of dissatisfaction with the handling of the complaint, he/she may utilize any applicable grievance procedure.

LEGAL REF: South Dakota Executive Order 81-08

Federal—Title IX (1972 Amendments)

### **Student Communicable Diseases:**

The quality and quantity of learning for each student is in direct proportion to the student's physical, mental, emotional, and social levels of health. The Board recognizes its responsibility to provide a healthy environment for all school students and employees; and in addition, further recognizes its responsibility that, to the extent possible, all students should be permitted to continuously attend school in a normal classroom setting.

The decision as to whether an infected student should be excluded from the normal classroom setting, or from other school activities shall be made on a case by case basis by the building principal or his/her designee.

In situations where the decision requires additional skill and knowledge, the principal will refer the case to an advisory committee for assistance in determining the proper course of action. The principal or designee will be responsible for establishing the advisory committee with a membership which may include the following:



1. The building principal or designee
2. The county nurse
3. The superintendent or designee
4. The board of education representative

The advisory committee, at the option of the above named people, may also include the following:

1. Representation from the State Department of Health
2. The student's personal physician
3. The student's parents or guardians
4. Teachers or other appropriate school personnel
5. Other medical personnel as deemed necessary

The advisory committee shall consider the following in their deliberations:

1. The behavior, developmental level, and medical condition of the student
2. The expected type(s) of interaction with others in the school environment
3. The impact of exclusion on both the infected student and others in school programs

The advisory committee may officially request assistance and recommendations from the State Department of Health.

If the infected student is restricted from attending classes, the school will provide the student with an appropriate educational program. If such program requires personal contact between the student and school employees, only those employees who volunteer and are trained in their assigned responsibilities will be utilized.

Public information about an infected student will not be released regardless of whether such student is excluded or allowed to remain in attendance. If the student is permitted to remain in the school setting, the following procedure will be followed by the building principal:

1. Information as to the student's medical condition and other factors needed for consideration in carrying out assigned job responsibilities will be provided, as appropriate, to school employees, who have contact with the student.
2. Health guidelines for school attendance are not inclusive but are intended to be used as a guide and resource. The guidelines are written for and will be interpreted within the context of each situation. Specific needs will be addressed individually. School personnel will refer to school health professionals for specified help in interpreting guidelines.
3. Staff members assigned to work with students suspected of being infected with a communicable disease, or those having a confirmed infection, will be given instruction in the appropriate handling and working with suspected or infected students, recommend personal hygiene measures will be observed and practiced in order to create and maintain a healthy environment.

Staff members who have a specific concern about a student's health may request the information of an advisory committee for determination of school attendance or activity participation. All such requests shall be submitted to the principal of the building where the child in question attends.

## **6<sup>th</sup> Grade Vaccination Requirements**

**South Dakota Department of Health administrative rules require both the Tdap (Tetanus, Diphtheria, Pertussis) and MCV4 (Meningococcal ACYW) vaccines for 6th grade students.** The requirement is a result of legislation passed in 2016 adding meningococcal infection to the list of diseases specified in [South Dakota Codified Law 13-28-7.1](#) for which DOH can require vaccination for school entry in South Dakota.

School entry requirements for South Dakota 6th grade students include:

- One dose of Tdap vaccine (tetanus, diphtheria, pertussis)
- One dose of MCV4 vaccine (meningococcal ACYW)
- The requirements apply only for 6th grade entry and transfer students 6th–12th grade
- If a child is 10 years old when entering the 6th grade they have 45 days after their 11th birthday to be vaccinated

The DOH utilizes the recommendations of the Advisory Committee on Immunization Practices (ACIP) and the Centers for Disease Control and Prevention (CDC) to determine which vaccines are necessary. See <http://www.cdc.gov/vaccines/who/teens/downloads/parent-version-schedule-7-18yrs.pdf>.

While only Tdap and MCV4 are required for middle school entry, parents are encouraged to talk with their provider about immunizing their child with other recommended vaccines. Additionally the ACIP also recommends that adolescents receive a second dose of MCV4 at age 16. Check the [Centers for Disease Control and Prevention](#) for a complete listing of recommended immunizations.

Contact the South Dakota Department of Health, Immunization Program, at 1-800-592-1861 (in SD only), with your questions.

## **The Family Education Rights and Privacy Act**

The Family Educational Rights and Privacy Act allows parents and students over 18 years of age certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. Parents/guardians or eligible students should submit to the school principal their wish to inspect. The principal will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of a student's education records that the parent/guardian or eligible student believes are inaccurate or misleading.
3. The right to consent to disclosure without consent is disclosure to school officials with legitimate educational interests. (Administrator, supervisor, instructor, or support staff members, health or medical staff, and law enforcement personnel) A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.

## **BULLYING/CYBER BULLYING POLICY**

The Chester Area School District strives to provide a safe, positive learning climate for students in the school. Therefore, it shall be the official policy of the school district to maintain an educational environment in which bullying and cyber bullying in any form are not tolerated.

All forms of bullying and cyber bullying by school district students are hereby prohibited. Anyone who engages in bullying or cyber bullying in violation of this policy shall be subject to appropriate discipline.

Students who have been bullied or cyber bullied shall promptly report such incidents to any staff member or building principal. Staff members informed of student bullying or cyber bullying shall promptly report the incident to the building principal for investigation.

### Definitions:

- 1) Bullying is defined as unwelcome verbal, written or physical conduct directed at a student by another person that has the effect of:
  - a. Physically, emotionally or mentally harming a student;
  - b. Damaging, extorting or taking a student's personal property;
  - c. Placing a student in reasonable fear of physical, emotional or mental harm;
  - d. Placing a student in reasonable fear of damage to or loss of personal property; or
  - e. Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.
- 2) Cyber bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs) which have the effect of:
  - a. Physically, emotionally or mentally harming a student;
  - b. Placing a student in reasonable fear of physical, emotional or mental harm;

- c. Placing a student in reasonable fear of damage to or loss of personal property; or
  - d. Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.
- 3) All forms of bullying are unacceptable and, to the extent that such actions are disruptive of the educational process of the school district, offenders shall be subject to appropriate staff intervention, which may result in administrative discipline.

The terms "bullying" and "cyber bullying" shall not be interpreted to infringe upon a student's right to engage in legally protected speech or conduct.

A violation of this policy shall subject the offending student to appropriate disciplinary action. In addition, any incident of bullying or cyber bullying which may constitute a violation of the criminal and/or juvenile delinquency laws of the State may be reported to the appropriate law enforcement agency.

#### HB1313—Electronic Harassment

A change in law makes it a misdemeanor for a person to knowingly permit electronic communication devices to be used for harassment, which includes intimidation, threats of physical harm or extortion.

### **DANGEROUS WEAPONS IN THE SCHOOL**

Schools should be an example of what is taught regarding the observance and respect for law. Schools also must be highly conscious of the health and welfare of students, staff, and the public.

State and federal laws forbids the bringing of dangerous or illegal weapons to school or school sponsored activities. Any weapon taken from pupils shall be reported to the pupil's parents/guardians. Confiscation of weapons may be reported to the police. The building principal shall pursue appropriate disciplinary and/or legal action.

A dangerous weapon is defined as any firearm, or air gun, knife or device, instrument, material or substance, whether animate or inanimate, which is calculated or designed to inflict death or serious bodily harm.

No dangerous weapons are permitted on any school premises, school vehicle or any vehicle used for school purposes, in any school building or other building or premises used for school functions. An exception would be weapons under the control of law enforcement personnel, starting guns while in use at athletic events, firearms or air guns at fire ranges, gun shows, and authorized supervised school training sessions for the use of firearms.

Any student bringing a firearm to school calculated or designed to inflict death or serious bodily harm, shall be expelled for a period of not less than twelve months and will be referred to law enforcement authorities. The superintendent shall have the authority to recommend to the school board that this expulsion requirement be modified on a case-by-case basis. This policy shall be implemented in a manner consistent with IDEA and Section 504. For the purpose of this portion of this policy, the term “firearm” includes any weapon which is designed to expel a projectile by action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for a weapon, or any explosive, including any poison gas.

Firearms in vehicles on school premises do not apply to this policy as long as they are not calculated or designed to inflict death or bodily harm.

School administration is required to report any violation of SDCL 13-32-7 (which makes possession of firearms and dangerous weapons on school premises a misdemeanor) to local law enforcement authorities.

### **BOMB THREAT POLICY**

The Board recognizes that bomb threats are a significant concern to the school. Whether real and carried out or intended as a prank or for some other purpose, a bomb threat represents a potential danger to the safety and welfare of student and staff and to the integrity of school property. Bomb threats disrupt the instructional program and learning environment and also place significant demands of school financial resources and public safety services. These effects occur even when such threats prove to be false.

Any bomb threat will be regarded as an extremely serious matter and treated accordingly. The Board directs the Superintendent to react promptly and appropriately to information concerning bomb threats and to initiate or recommend suitable disciplinary action.

### **AFTER-SCHOOL DETENTION**

It is sometimes necessary for the principal and/or teacher to keep a student after school. Alternate transportation for the student after school will be the responsibility of the parent/guardian.

### **VISITING SCHOOL**

All visitors to Chester Area School are welcome! We ask you to please report to the administration office upon your arrival.

Parents and other adults are welcome to visit our school at any time. We would encourage you to visit your child’s classroom to become acquainted with our staff, facility, and educational programs.

All visitors are to conduct themselves in an appropriate and positive manner while on school grounds. Any visitor who creates a disturbance or attempts to disrupt the educational process will be asked by school administration to leave the school grounds. If the visitor refuses to leave as requested, administration is directed to request assistance from the county sheriff's office.

From time to time we have requests from people to bring other children or relatives to visit school. Please call the principal's office for prior approval.

### **ADDRESSING STAFF MEMBERS**

All students are to address the members of the Chester Area School District staff in the appropriate manner requested by the staff member.

## Chester Area School Graduation Requirements~22 Credits

<b>English/Language Arts (4 credits)</b>	<b>Credits</b>		<b>Social Studies (3 credits)</b>	<b>Credits</b>
01101-English/Composition I	1.0		04001-World Geography	0.5
01052-English II	0.5		04051-World History	0.5
01151-Speech	0.5		04101-American History	1.0
01102-English III	1.0		04151-US Government	0.5
01054-American Literature	0.5		04201-Economics	0.5
01103-English IV	0.5			
			<b>Science (3 credits)</b>	<b>Credits</b>
<b>Mathematics (3 credits)</b>	<b>Credits</b>		03159-Physical Science	1.0
02051-Pre-Algebra	1.0		03051-Biology	1.0
02052-Algebra I	1.0		03101-Chemistry	1.0
02072-Geometry	1.0		03054-Anatomy	1.0
02056-Algebra II	1.0		03151-Physics	1.0
02110-Pre-Calculus/02103-Trigonometry	1.0		03003-Environmental Science	1.0
02121-Calculus	1.0		03160-Zoology	1.0
02057-Advanced Math Concepts	1.0			
			<b>Fine Arts (1 credits)</b>	<b>Credits</b>
			05101-Band	0.5
<b>Computer Studies (1 credits)</b>	<b>Credits</b>		05110-Chorus	0.5
10004-Computer Applications	1.0		05151-Art Appreciation	1.0
10005-Advanced Computer Applications	1.0		05055-Theater	1.0
10101-Network Tech/10254-Comp	1.0		<b>Wellness (0.5 credits)</b>	<b>Credits</b>

Hardware				
10203-Multi-Media Design	1.0		08051-Freshman Health	0.5
			08001-Physical Education	0.5
<b>CTE/Electives (7 credits)</b>	<b>Credits</b>			
18001-Intro to Ag, Food & Nat. Resources	1.0		<b>Electives (7 credits)</b>	Credits
18053-Horticulture	0.5		06101-Español I/Spanish I	1.0
18101-Fundamental Animal Science	0.5		06102-Español II/Spanish II	1.0
18202-Agribusiness Entrepreneurship	1.0		06103-Español III/Spanish III	1.0
18203-Leadership & Personal Development	0.5		06104-Español IV/Spanish IV	1.0
18310-Agriscience	0.5		04254-Psychology	0.5
18401-Fundamental Ag Mechanics	0.5		04258-Sociology	0.5
18402-Ag Power Technology	0.5		22003-Study Skills	0.5
18403-Fundamental Ag Structures Technology	0.5			
18404-Ag Metal Fabrication Technology	0.5			
18501-Wildlife and Natural Resources	0.5			
22152-Employability/Careers	0.5			
18504-Natural Resources	0.5			
25005-STEM	1.0			



## English/Language Arts

Course Number	Course Name	Credits	Grade(s)	Description
01101	English I <i>Required.</i>	1.0	9	This course covers the following major areas: composition, grammar, usage, and literature. Literature units include poetry, drama, nonfiction, fiction/short story, and the novel. The comprehension of text and recognizing and analyzing literary techniques, devices, and vocabulary will be the focus of literature. Composition skills will focus on descriptive, persuasive, narrative, and expository writing such as process writing and research writing based on the MLA method. Using composition skills, students will demonstrate the qualities of good writing. <b>Prerequisites:</b> None.
01052	English II <i>Required.</i>	0.5	10	This curriculum focuses on both oral and written communication. These abilities will be enhanced through the study of literature from various genres including speeches, poetry, and Greek fiction. <b>Prerequisite:</b> English/Composition I..
01151	Speech. <i>Required.</i>	0.5	10	Included in 02052 Sophomore Literature & Grammar. <b>Prerequisites:</b> English I.
01102	English III <i>Required.</i>	1.0	11	This curriculum is devoted to the study of American literature and development of writing skills including grammar review. <b>Prerequisites:</b> English I, English II, and Speech.
01056	British Literature. <i>Required.</i>	0.5	12	This course combines the study of composition and literature. Students will focus on the analysis and study of literary works from throughout the world. <b>Prerequisites:</b> English I, English II Speech, and English III
01103	English IV. <i>Required.</i>	0.5	12	Writing assignments will include a research paper and resume writing in addition to literary analysis and literary criticism. <b>Prerequisites:</b> English I, English II, Speech, and Composition & Grammar III.

## Wellness

Course Number	Course Name	Credits	Grade(s)	Description
08051	Freshman Health. <i>Required.</i>	0.5	9	Topics typically include personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. <b>Prerequisites:</b> None.
08001	Physical Education. <i>Required.</i>	0.5	10	This course combines health and physical education. Students will divide time between classroom and gym. The curriculum integrates concepts that apply to decisions related to nutrition and a plan for maintaining personal fitness and health. <b>Prerequisites:</b> None.

## Mathematics

Course Number	Course Name	Credits	Grade(s)	Description
02051	Pre-Algebra I.	1.0	9	This course increase students' foundational math skills and prepare them for algebra I by covering a variety of topics, such as properties of rational numbers (i.e. number theory), ratio, proportion, estimation, exponents and radicals, the rectangular coordinate system, sets and logic, formulas, and solving first degree equations and inequalities. <b>Prerequisites:</b> None.
02052	Algebra I. <i>Required.</i>	1.0	9	This course extends the student's knowledge of problem-solving skills in 8 <sup>th</sup> grade math. The first semester emphasizes solving linear equation and inequalities and their applications, as well as an introduction to functions. Second semester topics include: linear functions, systems of equations and inequalities, exponents and exponential functions, polynomials and factoring and radical expressions. Application of concepts is emphasized throughout the course. This is a rigorous course in which homework is given daily. A scientific calculator is required. <b>Prerequisites:</b> None.

02072	Geometry.	1.0	10	<p>This course applies the skills that were learned in algebra I to the study of plane and solid figures. Inductive and deductive reasoning, the development of formal proofs, and logical program solving are emphasized. Topics of study include reasoning and proof, parallel and perpendicular lines, congruent triangles, polygons, similarity, right triangle trigonometry, transformations, area and volume. The Geometer's Sketchpad software is used to investigate geometric relationships. Real life situations are used to provide practical application of geometric concepts. Homework is assigned daily. A scientific calculator is required.</p> <p><b>Prerequisite:</b> Algebra I.</p>
02056	Algebra II. <i>Required.</i>	1.0	11	<p>This course consists of students studying a variety of topics including solving linear and quadratic equations, functions and graphs, linear systems, polynomial functions, radical functions, exponential and logarithmic functions, and rational functions. Additionally, selected topics in probability and statistics will be addressed. The use of TI-84 plus calculators are used extensively and required for class work. This college-prep course is rigorous in nature and requires daily practice. <b>Prerequisites:</b> Algebra I.</p>
02110/ 02103	Pre-calculus/Trigonometry. <i>Elective.</i>	1.0	11	<p>This course is designed to better prepare for calculus. This course will cover absolute value, polynomials, quadratics, rational equations, exponential and logarithmic functions, matrices, probability, statistics, as well as trigonometry. Also covered will be how to graph and various functions discussed in the course.</p> <p><b>Prerequisites:</b> Algebra II.</p>
02121	Calculus. <i>Elective.</i>	1.0	12	<p>Calculus is the study of limits, continuity, derivatives, applications of the derivative, integrals, applications of integrals, and logarithmic and exponential functions. Students may elect to take the AP Calculus AB exam at the end of the course.</p> <p><b>Prerequisites:</b> Pre-calculus with a B average or above.</p>
02057	Advanced Math Concepts. <i>Elective.</i>	1.0	11, 12	<p>This course focuses on extending mathematical topics and problem-solving techniques learned in Algebra I and II, and Geometry. Real-life application gives students opportunities to apply mathematical skills. Advanced topics studied include a wide range of functions, including linear, quadratic, polynomial, rational, exponential and logarithmic, as well as modeling and analyzing statistical data, applying probability models, transforming graphs of data, and trigonometry. Completion of</p>

				daily homework and participation is expected. The use of a TI-84 graphing calculator is encouraged as it will be used on a daily basis for class work and homework. <b>Prerequisites:</b> Algebra I, Algebra II, and Geometry.
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<b>Social Studies</b>				
<b>Course Number</b>	<b>Course Name</b>	<b>Credits</b>	<b>Grade(s)</b>	<b>Description</b>
04001	World Geography. <i>Required.</i>	0.5	9	Geography is an overview and study of physical geography, human geography, and cultural geography of the different regions of the world. Physical geography focuses on physical features such as climates, biomes, mountains, rivers, and natural resources. Cultural geography is the study of cultural products and norms and their variations across and relations to space and places. Language, religion, economy, and government are some of the cultural features that will be emphasized. Human geography studies the world, its people, communities and cultures with emphasis on relations of and across space and place. These are the main subjects that will be studied within each region across the globe in this course. <b>Prerequisites:</b> None.
04051	World History. <i>Required.</i>	0.5	10	This course will explore major historical events and people from all over the world who have shaped the history of the world. From the ancient Greeks and Romans to the rise of current superpowers students will follow the narrative of human development and study the cause and effect relationships that have determined the past. <b>Prerequisites:</b> World Geography.

04101	US History. <i>Required.</i>	1.0	11	American history is the study of how our nation was created through war, transformation, reform, expansion, prosperity, and crisis. This course will examine major eras in American history beginning with European expansion and going all the way up to present day. Topics such as industrialization and immigration, the progressive era, imperialism, World War I, the Roaring 20s, the Great Depression, the New Deal, the Rise of Dictators, World War II, the Cold War era, the Vietnam War years, and America in a changing world. This class will study these different eras and interpret major events through human narration and cause and effect relationships that have determined our country's history. <b>Prerequisites:</b> World Geography and World History-Overview.
04201	Economics. <i>Required.</i>	0.5	12	This course develops life-long skills for making wise financial decisions. Content includes the use of credit, financial planning, investments, banking services and budgeting. This course satisfies the finance requirement. <b>Prerequisites:</b> None.
04151	Government. <i>Required.</i>	0.5	12	The purpose of this course is to give students a strong foundation of the principles our Founding Fathers intended. This course will emphasize the responsibilities and rights of citizenship and learn how government can impact everyday life. Important documents such as the Constitution and amendments and the intentions behind them will also be emphasized in this course. In addition, students will study the structure, functions, and powers of government at the national, state, and local levels. Students will learn how those different levels operate today and use that knowledge to think critically and make informed decisions. <b>Prerequisites:</b> None.

Science				
Course Number	Course Name	Credits	Grade(s)	Description
03159	Physical Science. <i>Required.</i>	1.0	9	Physical science is a study of matter and energy. It emphasizes everyday application of physical laws. <b>Prerequisite:</b> None.
03051	Biology I. <i>Required.</i>	1.0	10	Biology I is a lab science course. Topics covered include ecology, environmental science, populations and communities, biomes of the world, biochemistry, five kingdoms of life, cell biology, genetics, inheritance, and the systems of the human body. <b>Prerequisite:</b> Physical Science.

03101	Chemistry <i>Elective.</i>	1.0	11	Chemistry is the study of the properties and structure of matter. It combines chemical theories and concepts with quantitative problems. <b>Prerequisites:</b> Physical Science and Biology.
03054	Anatomy. <i>Elective.</i>	1.0	11, 12	A lab science course that covers the study of human anatomy and physiology. Topics include the structure, functions and disorders associated with the systems of the human body. Students will complete labs based around the human body and its systems. Elective course, but could be taken as third science credit, with parent approval. <b>Prerequisites:</b> Physical Science and Biology.
303151	Physics. <i>Elective.</i>	1.0	12	Physics is the study of the physical laws. Explanation of these laws are keyed to experiments and actual experiences and lead students to an awareness of how physical laws operate in everyday phenomena. <b>Prerequisites:</b> Algebra.
03003	Environmental Science. <i>Elective.</i>	1.0	11, 12	This course examines the mutual relationships between organisms and their environment. In studying the interrelationships among plants, animals, and humans, these courses usually cover the following subject: photosynthesis, recycling and regeneration, ecosystems, population and growth studies, pollution, and conservation of natural resources. <b>Prerequisites:</b> Physical Science and Biology
03160	Zoology. Elective	1.0	11, 12	Zoology is the study of animals. It is one of the broadest fields in all of science due to the variety of animals as well as the complexities. Students will study the Kingdom Animalia, looking into each different phylum and the different species that fit into each. Lessons will be taught with labs, lecture, daily work as well as different projects/activities. <b>Prerequisites:</b> Physical Science and Biology
25005	STEM	1.0	11,12	

Fine Arts				
Course Number	Course Name	Credits	Grade(s)	Description

05101	Band. <i>Elective.</i>	0.5 per year	9-12	Open to all students seeking instruction in instrumental music. This band is a performing organization in which students learn fundamental individual and ensemble playing skills through the performance of standard band literature. An appreciation and understanding of all musical styles is also stressed. <b>Prerequisites:</b> None.
05110	Chorus. <i>Elective.</i>	0.5 per year	9-12	Students must demonstrate strong music reading skills, mature tone quality, commitment, teamwork, and a desire to work for personal growth. This choir performs advanced choir literature written for male and female voices. <b>Prerequisites:</b> None.
04141	Art Appreciation. <i>Elective.</i>	1.0	9-12	<b>Elective.</b> Emphasis will be placed on developing basic drawing and painting skills and the imaginative use of each. Enthusiasm and effort are just as important as previous experience or talent. Some areas that will be covered include pencil, pen and ink, scratch board, and watercolors. Exploration will be based on imaginative uses of a wide range of drawing and painting media. <b>Prerequisites:</b> None.
05055	Theater Production I	0.5	9-12	<b>Elective.</b> This course offers an introduction to the theatrical performing arts. Students will study the basic elements of stage performance and production and gain confidence on stage and develop a theatrical appreciation. Students will learn theatre arts and performance through the topics of stage fright, vocal production, improvisation, monologues, basic stage movement, theatre games, acting scenes, pantomime, and directional duties.
05056	Theater Production II	0.5	9-12	<b>Elective.</b> This course will further develop a students' acting skills and knowledge of theatre with advancement in movement, memorization skills, scene work, audition techniques, script study, theatre history, and the development of the play production.

## Computer Studies

Course Number	Course Name	Credits	Grade(s)	Description
10004	Computer Applications	1.0	9	Students will be taught basic file management and navigation on the computer. Students will learn basic hardware and networking that is used throughout the school. Students will learn the Office Suite of programs for future productivity in their other classes. <b>Prerequisites:</b> None.
10005	Advanced Computer Applications	1.0	10	Students will be taught advanced Office Suite applications. Students will be introduced to other programs that will be used in classes (i.e., Photostory, MoveiMaker, Audacity). <b>Prerequisites:</b> Computer Applications.
10101/ 10254	Network Technology/Computer Hardware <i>Elective.</i>	1.0	11, 12	<p>This course is designed to enable students to:</p> <ul style="list-style-type: none"> <li>• Assess how computer software and hardware work together.</li> <li>• Describe the computer system board and memory.</li> <li>• Install floppy and hard drives, including the use of DOS and develop troubleshooting strategies.</li> <li>• Support and install Windows 9x.</li> <li>• Configure computers to communicate over the phone lines.</li> <li>• Employ networking fundamentals and communication over the Internet.</li> <li>• Implement a plan for viruses, disaster recovery, and maintenance.</li> </ul> <p>Learners will develop strategies for the use and maintenance of computer hardware and computer networks within the education setting. Students will learn use hardware and software unique to our school. Entrepreneurship is addressed. Evaluation includes written testing, research projects, and hands-on lab activities. <b>Prerequisites:</b> Computer Applications and Advanced Computer Applications.</p>



10203	Multi-Media Design	1.0	11, 12	<p>Students will create original production pieces, meeting goals, timeline, and elements of style and design; write original copy; effectively incorporate image, audio, animation and text media into multimedia presentation; prepare product for publishing/distribution; implement basic interactivity in a multimedia program; organize the files that are part of a multimedia program logically and efficiently; use software to develop quality images and edit presentations.</p> <p>Students will be taught basic to advanced photography techniques, along with the tools of Adobe Premium. That information will be used to create actual materials using hardware in the computer lab. <b>Prerequisites:</b> Computer Applications and Advanced Computer Applications.</p>
10006	Programming	1.0	11, 12	

Career and Technical Education (CTE) - All electives				
Course Number	Course Name	Credits	Grade	Description
18001	Intro to Ag, Food & Natural Resources.	1.0	9	This course allows students to study a variety of agricultural topics throughout the seven Agriculture, Food and Natural Resources pathways. It serves as an introduction to much of the coursework included within the Agriculture, Food and Natural Resources Cluster. <b>Prerequisites:</b> None.
18053	Horticulture.	0.5	11, 12	Horticulture gives students a background in horticultural science and the many career opportunities in the nursery, garden, turf and landscape industries. It addresses the biology and genetics involved in the production, processing and marketing of

				horticulture plants and productions. <b>Prerequisites:</b> None
18101	Fundamental Animal Science.	0.5	11	This class will address the basic knowledge and skills necessary to care for and meet the needs of animals. Classroom and laboratory content should be enhanced by utilizing appropriate equipment and technology. <b>Prerequisites:</b> None.
18202	Agribusiness Entrepreneurship.	1.0	11, 12	This course is designed to give students a background in the decision making process, day-to-day management skills and financial management required to operate an agribusiness. <b>Prerequisites:</b> None.
18203	Leadership & Personal Development.	0.5	10	The Leadership and Personal Development course provides students fundamental skills for success in careers and team environments. <b>Prerequisites:</b> None.
18310	Agriscience.	0.5	11, 12	Agriscience is designed to provide students with an introduction to careers and agricultural science in Agriculture, Food and Natural Resources Cluster. Classroom and laboratory content will be enhanced by utilizing appropriate equipment and technology. <b>Prerequisites:</b> None.
18401	Fundamental Ag Mechanics.	0.5	10	This course is offered to helps students build basic knowledge and skills in the area of Agricultural Mechanics. <b>Prerequisites:</b> None.
18402	Ag Power Technology.	0.5	11	Demand for jobs in the area of ag power technology such as diesel mechanic, electrician and tractor mechanic are expected to remain steady to slightly increasing. The course addresses the technical and industrial issues related to Power, Structural & Technical Systems within South Dakota. <b>Prerequisites:</b> None.
18403	Fundamental Ag Structures Technology.	0.5	11, 12	This course is offered to meet the basic needs of agricultural structures industry. South Dakota demand is increasing with a shortage of certified electricians, plumbers, contractors and mechanics. <b>Prerequisites:</b> None.
18404	Ag Metal Fabrication Technology. <i>Elective.</i>	0.5	11, 12	The Ag Metal Fabrication Technology course prepares students for careers in the metal fabrication industry in the Power, Structural & Technical Systems Career Pathway. <b>Prerequisites:</b> None.

18501	Wildlife and Natural Resources.	0.5		Management of South Dakota's wildlife and fisheries is critical to our future economic stability. Skills gained in this area will be beneficial to students seeking careers in the many facets of wildlife and fisheries. The Wildlife and Fisheries course addresses the biological and environmental issues related to wildlife and fisheries management within our state. Classroom and laboratory content may be enhanced by utilizing appropriate equipment and technology. Students will also work on the Agriculture Education three-circle model of: Classroom Instruction, FFA, and Supervised Agriculture Experience. SAE and FFA will be an important part of this class. <b>Prerequisites:</b> None.
22152	Employability/Careers	1.0	9-12	Transitioning to life after high school can be tough. Employability/Life Skills will help prepare students for life after Chester High School. This class will walk through and create young adults who are ready to take on the world. Taxes, sewing, insurance, care maintenance, and much more will be covered. Employability skills are fundamental to creating an employable individual. Students must have skills and knowledge necessary to understand the factors that contribute to life-long work success. Upon completion, students will have a successful transition from school to career. <b>Prerequisites: Seniors only.</b>
18504	Natural	0.5	11, 12	This course gives students a background in natural resource systems and the many career opportunities available in the field. It addresses the biological and environmental issues within our state. <b>Prerequisites:</b> None.

Electives				
Course Number	Course Name	Credits	Grade(s)	Description

06101	Español I/Spanish I. <i>Elective.</i>	1.0	9-12	This course will prepare students with the use of a world language based on the “five C’s”. Students will develop useful Spanish language skills that will help them understand another culture. Students will be able to relate and make <b>comparisons</b> and <b>connections</b> between our culture and community versus Spanish <b>cultures</b> and <b>communities</b> . Students will become more globally aware of each culture and its uniqueness. Students will develop Spanish listening and <b>communication</b> skills to be used in a variety of situations. Students will learn how to express themselves in Spanish and understand grammar and vocabulary relating to information and topics about daily situations and activities, describing things and people, likes and dislikes, wants, hopes, necessities and plans, relationships, responsibilities, food, opinions, and giving and receiving advice. <b>Prerequisites:</b> No prior Spanish classes are needed.
06102	Español II/ Spanish II. <i>Elective.</i>	1.0	9-12	This course will prepare students with the use of a world language based on the “five C’s”. Students will develop useful Spanish language skills that will help them understand another culture. Students will be able to relate and make <b>comparisons</b> and <b>connections</b> between our culture and community versus Spanish <b>cultures</b> and <b>communities</b> . Students will become more globally aware of each culture and its uniqueness. Students will develop Spanish listening and <b>communication</b> skills to be used in a variety of situations. Students will learn how to express themselves in Spanish and understand grammar and vocabulary relating to information and topics about daily situations and activities, plans and places, describing things and people, likes and dislikes, directions, events, injuries, interests, past events, emotional reactions, food, clothing, preferences, locations and climate, relationships, responsibilities, and recommendations. <b>Prerequisites:</b> Successful completion of Spanish I.
22003	Study Skills	0.5	10,11,12	This course is designed to enhance students’ study and test taking skills.

06103	Español III/ Spanish III. <i>Elective.</i>	1.0	11, 12	This course will prepare students with the use of a world language based on the “five C’s”. Students will develop advanced useful Spanish language skills that will help them understand another culture. Students will be able to relate and make <b>comparisons</b> and <b>connections</b> between our culture and community versus Spanish <b>cultures</b> and <b>communities</b> . Students will become more globally aware of each culture and understand past and current events in Spanish speaking countries. Students will develop advanced Spanish listening and <b>communication</b> skills to be used in a variety of situations. Students will express themselves in Spanish and understand more complex structures of grammar and vocabulary about information and topics in the past, future, conditional, subjunctive, and perfect tenses about daily situations and activities, plans and places, describing things and people, hopes and wishes, advice, happiness and unhappiness, commands, feelings, interests, opinions and suggestions, news, and explaining situations. <b>Prerequisites:</b> Successful completion of Spanish II.
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Electives				
Course Number	Course Name	Credits	Grade(s)	Description
06104	Español IV/ Spanish IV . <i>Elective.</i>	1.0	12	This course will prepare students with the use of a world language based on the “five C’s”. Students will develop advanced useful Spanish language skills that will help them understand another culture. Students will be able to relate and make <b>comparisons</b> and <b>connections</b> between our culture and community versus Spanish <b>cultures</b> and <b>communities</b> . Students will become more globally aware of each culture and understand past and current events in Spanish speaking countries. Students will develop advanced Spanish listening and <b>communication</b> skills to be used in a variety of situations. Students will express themselves in Spanish and understand more complex structures of grammar and vocabulary about information and topics in the past, future, conditional, subjunctive, and perfect tenses about daily situations and activities, plans and places, describing things and people, suggestions and recommendations, superlatives and comparisons, expressing cause and effects, por and para, making predictions, and

				expressing and supporting points of view. <b>Prerequisite:</b> Successful completion of Spanish III.
04254	Psychology. <i>Elective.</i>	0.5	11, 12	This course gives students a basic understanding of the brain and its thought processing. We will do experiments and group activities in relation to how people react to different stimuli. This class focuses on process of thinking and its basic elements. We will also study and test some of the theories on the functions of the brain. <b>Prerequisites:</b> Must be grade 11 or 12.
04258	Sociology <i>Elective.</i>	0.5	11, 12	This course gives students a basic understanding of relationships. We look at human interaction, deviancy, cultural diversity, adaptation, our social structure, others' points of view, and other civilizations. This class helps students strengthen positive relationships with others and deal with conflict. <b>Prerequisites:</b> Must be grade 11 or 12.

Athletics		
Fall	Winter	Spring
Cross country	Basketball (boys)	Golf (boys)
Football	Basketball (boys & girls) cheerleading	Golf (girls)
Football cheerleading	Basketball (boys & girls)	Track and field
Volleyball	Basketball (boys & girls) cheerleading	
	Wrestling	

<b>Fine Arts</b>
Drama—1-act play (every year)
Drama—2- or 3-act play (every year)
Drama—Musical (every 3 years to replace 2- or 3-act play)
<b>Music</b>
Band
Chorus

<b>Clubs/Organizations</b>
Drama Club
Future Farmers of America
Chester Honor Society
Oral Interpretation
Quiz Bowl
Spanish Club
Yearbook

## NOTIFICATIONS/AUTHORIZATIONS

**--By signing below, I am giving my consent to all of the notifications/authorizations listed below. Notify administration if you do NOT wish to authorize any of the notifications/authorizations.**

**Media:** It is the policy of Chester Area School District to permit media to photograph or film group shots of students in hallways and/or classrooms. Consent is hereby granted to the school district for use of photographs, slides, and television participation involving my child individually. These may appear in various publications, presentations, and/or showing on television of such programs as are participated in by my child(ren).

**Field Trips:** I understand that trips and excursions will be taken to places in town and out of town from time to time during the school year for educational purposes, and that my child may go or remain in school, depending upon my wish. Unless I so advise the teacher in writing in the case of a particular proposed trip, it is my desire that my child shall take such excursions and trips. The teacher shall exercise due care and caution in providing for the safety of his/her pupils while on such excursions. It is understood that I hereby release the teachers and principal of the school from liability for any injury my child may sustain on such trips or excursions and agree to hold said teacher and principal blameless, beyond exercise of due care and caution, in the event of any such injury.

**Internet Access:** Consent is hereby granted to the District to issue an internet access account for my child to independently use the internet. This does not apply to direct classroom instruction where the teacher uses the internet as a classroom demonstration or in a situation where the students are directly supervised by District staff. The purpose of the Chester Area School District's network and the internet are to provide additional educational resources and communication for students and teachers. The District shall make every effort to restrict access to inappropriate materials. Therefore, the District shall not be liable for the content or viewing of materials not prepared by the District.

**Counseling Services:** Individual student counseling services are offered free of charge to any student in grades K-12 through the Chester Area School District. Counseling can be received in the following areas: social, academic, behavioral, career, emotional, and/or personal. When counseling minors, the parent will be notified and encouraged to participate as necessary in order to benefit the child's need and to succeed academically. As the below signed parent/legal guardian, I understand and agree to my child's right to receive free in-school counseling services as deemed necessary.



**Directory Information:** This is a notification stating that we may disclose directory data (parent’s names, student’s names, addresses, family members, phone numbers, e-mail addresses, date and place of birth, attendance dates, grade level, enrollment status) without the consent of a parent/guardian. You have the right to refuse the release of this data. Please notify us as soon as possible if you plan to do so. This data is usually required by military services, colleges, and school function committees (Booster Club, After Prom Party, ect). Data is NOT released to “for profit” organizations/businesses.

**Medical Consent:** I hereby consent to any medical services that may be required while my child is under supervision of an employee of the Chester Area School District while on a school sponsored activity and hereby appoint said employee to act on behalf, in securing necessary medical services from any duly licensed physician or osteopath.

**Printed Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Parent/Guardian:** \_\_\_\_\_

**CHESTER MIDDLE AND HIGH SCHOOL**

We, the undersigned, understand the rules and regulations as outlined in the Chester Middle and High School Handbook. We also understand our students will be governed by these rules and regulations.

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_

Parent/Guardian Print Name\_\_\_\_\_

Signature of Parent/Guardian\_\_\_\_\_

Signature of Student\_\_\_\_\_ Grade\_\_\_\_\_

**CHESTER MIDDLE AND HIGH SCHOOL**

If at all possible, parents/guardians will be contacted when a student needs medical attention. If you want school personnel to act on your behalf to secure necessary medical services in the event you or your designated emergency contact person cannot be reached, please sign and return the consent form below.

We hereby consent to any medical services that may be required while said child is under the supervision of an employee of the Chester School District and hereby appoint said employee to act on our behalf in securing necessary medical services from any duly licensed physician.

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_

Signature of Parent/Guardian\_\_\_\_\_

**MEDICAL CONDITIONS**

Please list any medical conditions your child may have that the school needs to be aware of:

\_\_\_\_\_  
\_\_\_\_\_

## MEDICATION IN SCHOOL

Students may be given medication in school ONLY after a medication authorization form is completed and signed by the parent/guardian. **We are NOT ALLOWED to accept hand written notes or phone calls.**

The Medication authorization form must be filled out, Option I or II must be circled and medicine must accompany this form to the school office.

**Option I:** A Physician's signature is required if you want the school to be responsible for Giving medication to your child. This applies to prescription drugs and over the counter.

**Option II:** A Physician's signature is not required. Your child will be responsible for opening the bottle, sealed foil package ect. And taking out his/her own medication. This applies to prescription drugs and over-the-counter medication.

**All Medication must be stored in the office.** The only EXCEPTIONS are cough drops or emergency medications which the teacher or student may keep if it is to be with the child at all times. (Ex. Inhalers)

All medication brought to the school must be in the ORIGINAL bottle. Even if the pills are packaged and sealed individually, they must be sent to the school in the original box, bottle, ect. We are NOT ALLOWED to accept pills in zip-lock bags. Your pharmacist should be able to label two bottle for you if prescription medication needs to be left at school. If over-the-counter medication is needed at school, your child's name must be written on the bottle in the original box.

The school is NOT allowed to keep its own supply of medication or any other over-the-counter drug in the building. Over-the-counter medication may be brought to school, but MUST be kept in the office, in original bottle and name written on the bottle. Siblings may share a bottle, (both names should be written on the bottle). If you choose Option I for over-the-counter drugs a physician's signature is required.

### HEALTH INFORMATION

Student's Name \_\_\_\_\_ Birth Date \_\_\_\_\_  
Address \_\_\_\_\_ Phone # \_\_\_\_\_  
Parents/Guardians' Name(s) \_\_\_\_\_

List below any health problems the school should know of the student:

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### REQUEST AND AUTHORIZATION FOR MEDICATION/TREATMENT

WE ENCOURAGE MEDICATION HOURS BE ARRANGED OUTSIDE OF SCHOOL HOURS IF POSSIBLE.

- Diagnosis \_\_\_\_\_
- Name of medication/treatment \_\_\_\_\_
- Total daily dosage \_\_\_\_\_
- Amount/Time(s) to be administered at school \_\_\_\_\_
- Method of administration \_\_\_\_\_
- Duration (week, month, daily) \_\_\_\_\_
- Precautions and reactions to observe and report \_\_\_\_\_

### PARENT'S STATEMENT (CHECK ONE OPTION)

**Option I** \_\_\_\_\_ I request and authorize personnel at Chester Area School to supervise the medication/treatment prescribed on this form to my child. I understand the medication must be provided in a bottle, identifying the name/telephone number of the pharmacy, the student's name, physician's name and dosage of the drug to be taken. I understand that the school district and individuals involved will not be held liable for any adverse effects of the medication. In addition, I understand that I am responsible to pick up unused medication on or before the last day of school or one week after the last dose is given. If the medication is not picked up, it will be destroyed. **(Physician's Signature Required)**

**Option II** \_\_\_\_\_ I authorize my child to take his/her own medication while at school and relieve the school district and personnel of all responsibility. **(NO physician's signature required)**

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Physician's Signature (REQUIRED FOR OPTION I)  
(Requires renewal at the beginning of each school year)

\_\_\_\_\_  
Phone #