Section A of the EPS/NSBA policy classification system is a repository for statements related to the district's legal role in providing public education and the underlying principles on which the district operates. The policies in this section provide a setting for all of the school board's other policies.

AA School District Legal Status

ABA Community and Parent Involvement in Decisionmaking (Also KC)

ABAA Parent Involvement in Title I

ABAA-R Parental Involvement Guidelines – Title I

ABAB Parent Involvement Policy

ABAC Relations With Parents

AC Nondiscrimination

ACAA Sexual Harassment Policy

ACB Nondiscrimination on the Basis of Handicap/Disability

AD Educational Philosophy

AE Wellness Policy

AFA Evaluation of School Board Operational Procedures (Also BK)

AFA-E Evaluation of School Board Operational Procedures (Also BK-E)

AFB Evaluation of the Chief Executive Officer (CEO)/Superintendent (Also CGB)

AFB-E Evaluation of the Chief Executive Officer (CEO)/Superintendent (Also CGB-E)

AFC Evaluation of Professional Staff (Also GCN)

AFC-E Evaluation of Professional Staff (Teachers) (Also GCN-E)

AFD Evaluation of Support Staff (Also GDN)

AFE Evaluation of Instructional Programs (Also IM)

File: AA

SCHOOL DISTRICT LEGAL STATUS

The United States Constitution leaves to the individual states responsibility for public education.

In South Dakota, the legislature is charged by the Constitution "to establish and maintain a general and uniform system of public schools" which is open to all children and free from sectarian control.

The State Board of Education is responsible for the adoption of all policies for the government of the Division of Elementary and Secondary Education, and for the adoption and implementation of regulations for supervising the elementary and secondary schools.

School districts exist for the purpose of operating a school or schools to provide the people of each local community adequate opportunity to avail themselves of a free public elementary and secondary education program.

Every school district shall constitute a school corporation under the name of "_____ School District, No. _____ of _____ County, South Dakota."

Established by law

LEGAL REFS.: United States Constitution, Tenth Amendment

Constitution of the State of South Dakota, Art. VIII, sec. l;

Art. XXII; Art. XXVI, sec. 18

SDCL 3-6-2

13-5-1; 13-5-2; 13-5-14 to 13-5-29

13-6-l et seq.

CROSS REF.: BB, School Board Legal Status

Policy	Board Action
Adopted: 3/10/08	2008-3-4
Amended:	
Reviewed: 8/11/14	2014-08-04

File: ABA (AlsoKC)

COMMUNITY AND PARENT INVOLVEMENT IN DECISIONMAKING

The Board recognizes the importance of community and parent involvement with the program and the operations of the public schools. By working together the quality of the educational program for students can only improve.

To foster mutual respect and confidence between the public, parents and the Board, an atmosphere of openness and honesty will prevail. The Board will encourage interested groups and representatives to express ideas, concerns and judgments about the schools to the school administration, to staff appointed advisory bodies and to the Board. It will be the Board's responsibility to provide the public and parents with accurate and complete information on the schools and the Board's activities.

The advice of the public and parents will be given careful consideration. In the evaluation of such contributions, the first concern will be for the educational program as it affects the students.

Citizens' Advisory Committees

The Board recognizes that one of the best methods to maintain good communications with the community, and to establish sound public relations, is through temporary citizens' advisory committees.

These committees will be appointed when needed for a specific time and purpose, and will be under the supervisory control of the chief executive officer(CEO)/superintendent. He will report to the Board on its membership, function, progress and final report.

CROSS REF.: BCF, Advisory Committees to the Board

Policy	Board Action
Adopted: 3/10/08	2008-3-4
Amended:	
Reviewed: 8/11/14	2014-08-04

File: ABAA

PARENT INVOLVEMENT IN TITLE I

The Board recognizes the importance of parental involvement with the Title I program and operations of the public school. By working together, the quality of the educational programs will improve.

To foster mutual respect and confidence between parents and the board, an atmosphere of openness and honesty will prevail. The Board will encourage parents and representatives to express ideas, concerns and judgments about the schools to the school administration, to staff appointed advisory bodies and to the Board. It will be the Board's responsibility to provide the public with accurate and complete information on the schools and Board's activities.

Parents' Advisory Committees

The Board recognizes that one of the best methods to maintain good communications with parents, and to establish sound public relations, is through temporary parent Advisory Committees.

These committees will be appointed when needed for a specific time and purpose, and will be under the supervisory control of the superintendent/chief executive officer (CEO) or designee. He/she will report to the Board on its membership, functions, progress and final report.

LEGAL REF.: Public Law 100-297, April 28, 1988

34 CFR part 75 et al, May 19, 1989

Chapter 1 Program in Local Educational Agencies; Final Regulations

Policy	Board Action
Adopted: 3/10/08	2008-3-4
Amended:	
Reviewed: 8/11/14	2014-08-04

File: ABAA-R

Parental Involvement Guidelines

Title I

The Board believes that activities to increase parental involvement are a vital part of the Title I Program. Parents will have an opportunity to design, implement, evaluate and suggest changes to improve the program.

The guidelines are as follows:

1. Parental Notification. Parents of Title I students will be notified within two weeks of a child's selection for the program, and for what academic skills and instructional objectives the student has been selected.

2. Parental Inservice. Specific materials and suggestions will be provided parents to assist in the education of their children at home. Suggestions for promoting educational activities at home will also be provided.

3. Student Program Report. Parents will be provided with student program reports at the end of each reporting period. If necessary, periodic written reports will be mailed to parents.

4. Parent-Teacher Conferences. Regular scheduled conference will be held each year to keep parents informed on the progress of their child. Other conferences may be held on request of the parent or teacher.

5. Parent Visitation. Parents are permitted to observe classes at any time, after checking at the administrative office.

6. Parent Advisory Committees. Parent Advisory Committees may be established at each school to review the overall program and to suggest changes.

7. Meeting. At least one public meeting will be held annually where administrators, staff members, parents of participants, parent advisory committees and other interested parents may be present. Agenda items at this meeting will include:

Information concerning the views of parents and students about educational needs of Title I students and the priorities of student needs;

Review Title I applications and make recommendations for improving program activities for ensuing projects;

Review annual funding allocations and carry-over funds;

Represent and express ideas and opinions of the parents and students of each school attendance area;

Assist the school district in the dissemination of Title I information to parents and the general public through the local media and a school newsletter; and

Emphasis on supplemental instructional activities appropriate for achieving program goals and objectives.

8. Inservice for Teachers. Materials and information will be provided to teachers and other instructional staff involved in the program to assist them to work more effectively with the parents of participating students.

9. Announcements. All parents and students are invited by newsletter or through the local media to the annual meetings or other scheduled meetings. Information will be disseminated at these meetings advising involvement requirements. Reasonable support for parental activities will be handled in a timely manner.

10. Policy Dissemination. Policies, regulations, and other Title I information will be made available to parents at each of the scheduled meetings and at parents' request at anytime during the school year. Parents will be given an opportunity to be involved in the policy development process.

LEGAL REF.: Public Law 100-297, April 28, 1988

34 CFR Part 75 et al, May 19, 1989

Title I Program in Local Educational Agencies; Final

Regulations

Policy	Board Action
Adopted: 3/10/08	2008-3-4
Amended:	
Reviewed: 8/11/14	2014-08-04

File: ABAB

PARENT INVOLVEMENT POLICY

The Board of Education recognizes that a child's education is a responsibility shared by the school and family during the entire period the child spends in school. To support the goals of the school district to educate all students effectively, the schools and parents must work as knowledgeable partners.

Although parents are diverse in culture, language, and needs, they share the school's commitment to the educational success of their children. School districts and schools, in collaboration with the parents, shall establish and develop programs and practices that enhance parent involvement and reflect the specific needs of students and families.

To this end, the Board will support the development, implementation and regular evaluation of a parent involvement program, which will involve parents at all grade levels in a variety of roles. The parent involvement program will be comprehensive and coordinated in nature and will include, but not be limited to, the following:

1. Support to parents as leaders and decision-makers in advisory roles.

2. Promotion of clear two-way communication between the school and the family as to school programs and children's progress.

3. Assistance to parents and or guardians to develop parenting skills to foster positive relationships at home that support children's efforts and provide techniques designed to assist their children with learning at home.

4. Involvement of parents, with appropriate training, in instructional and support roles at the school.

5. Provision of access to and coordination of community and support services for children and families.

These forms of involvement are not mutually exclusive and require a coordinated school wide effort.

Policy	Board Action
Adopted: 3/10/08	2008-3-4
Amended:	
Reviewed: 8/11/14	2014-08-04

File:ABAC

RELATIONS WITH PARENTS

The Board believes that the education of children is a joint responsibility, one it shares with the parents of the school community. To insure that the best interests of the child are served in this process, a strong program of communication between home and school must be maintained.

The Board feels that it is the parents who have the ultimate responsibility for their children's in-school behavior, including the behavior of pupils who have reached the legal age of majority, but are still for all practical purposes, under parental authority. During school hours, the Board through its designated administrators acts in loco parentis or in place of the parents.

The Board directs that the following activities be implemented to encourage parent-school cooperation:

[] parent-teacher conferences to permit two-way communication between home and school;

[] open houses in district schools to provide parents with the opportunity to see

the school facilities, meet the faculty and sample the program on a first-hand basis;

[] each school in the district shall hold an open house once each semester;

[] meetings of parents and staff members to explain and discuss matters of general interest with regard to child-school, child-home, or child-home-school relationships;

[] meetings of staff members and groups of parents of those students having special abilities, disabilities, needs, or problems;

[] special events of a cultural, ethnic, or topical nature, which are initiated by parent groups, involve the cooperative effort of students and parents, and are of general interest to the schools or community.

For the benefit of children, the Board believes that parents have a responsibility to encourage their child's career in school by:

[] supporting the school in requiring that children observe all school rules and regulations, and by accepting their own responsibility for children's willful in-school behavior;

[] sending children to school with proper attention to their health, personal cleanliness and dress;

[] maintaining an active interest in the student's daily work and making it possible for the student to complete assigned homework through providing a quite place and suitable conditions for study;

[] reading all communications from the school, and signing and returning them promptly when required;

[] cooperating with the school in attending conferences set up for the exchange of information on the child's progress in school;

[] participating in in-school activities and special functions.

Policy	Board Action
Adopted: 3/10/08	2008-3-4
Amended:	

Reviewed: 8/11/14 2014-08-04

File: AC

NONDISCRIMINATION

The Board is committed to a policy of nondiscrimination in relation to race, sex, religion, national background, handicap and other human differences. Respect for the dignity and worth of each individual will be paramount in the establishment of all policies by the Board and in the administration of those policies. The Constitutions of our nation and state, pertinent legislation enacted at those two levels of government, as well as court interpretations regarding citizens' rights, undergird this statement.

In keeping with these statements, the following will be objectives of this school district:

1. To promote the rights and responsibilities of all individuals as set forth in the state and federal constitutions, pertinent legislation and applicable judicial interpretations.

2. To encourage positive experiences in human values for children and adults who have differing personal and family characteristics or who come from various socioeconomic, racial and ethnic groups.

3. To carefully consider, in all decisions made which affect the schools, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.

4. To initiate a process of reviewing all policies and practices of this school district in order to achieve to the greatest extent possible the objectives of this policy.

5. To work toward a more integrated society and to enlist the support of individuals as well as that of groups and agencies, both private and Governmental, in such an effort.

The Board's policy on nondiscrimination will extend to students, staff, the general public and individuals with whom it does business.

Legal References: Title VII, Civil Rights Act of 1964; Title VII, Civil Rights Act of 1962, as

amended by the Equal Employment Opportunity Act of 1972;

Executive Order l1246, as amended by E.O. l1375; Equal Pay Act, as amended

by the Education Amendments of 1972; Title IX, Education Amendments of

1972; Rehabilitation Act of 1973;

Education for All Handicapped Children Act of 1975; Age Discrimination in

Employment Law, P.L. 95-256; Constitution of the State of South Dakota, Art.

VI; SDCL 13-37; 20-12; 20-13

Policy	Board Action
Adopted: 3/10/08	2008-3-4
Amended:	
Reviewed: 8/11/14	2014-08-04

File: ACAA

SEXUAL HARASSMENT POLICY

A.

Sexual harassment if unacceptable and shall not be tolerated. No member of the school district community may sexually harass another. Any employee or student will be subject to disciplinary action for violation of this policy.

Furthermore, the Scotland School District will not discriminate on the basis of sex or sexual orientation in its educational program or activities. If anyone feels that she/he is being discriminated against on the basis of sex, she/he should feel free to contact Bob Graham, the Title IX Coordinator for the Scotland School District 04-3.

II.

Sexual harassment is herein defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical misconduct of a sexual nature including the following:

a. submission to such conduct is made either explicitly or implicitly a term of condition of an individuals employment or education; and/or,
b. submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting such individual; and/or,
d. such conduct has the purpose of effect of unreasonably interfering with an individual's academic or work performance or creating an intimidating, hostile or offensive employment or educational environment.

III.

Sexual harassment is illegal under both South Dakota (Executive Order 81-08) and Federal (Title VII, Title IX) law. In some cases, it may also be liable to prosecution under criminal statutory law. The board of education of the Scotland School District 04-3 has established a non-retaliatory grievance procedure for handling sexual harassment complaints. All reported incidents of sexual harassment will be promptly and thoroughly investigated and all substantiated acts of sexual harassment will result in immediate and appropriate corrective action, including sanctions.

Confidentiality consistent with due process will be maintained.

IV.

The staff, administrators and students of the Scotland School District 04-3 are responsible for maintaining a working and learning environment free from sexual harassment. It is the obligation of each employee and student to become fully informed of the provisions of this policy and to assure individual compliance. To assure dissemination of this policy, copies will be distributed to all administrative units serving both employees and students. Copies will be posted at appropriate locations throughout the district and the policy will be announced in the appropriate district publications.

V.

Any employee who feels that he or she has been subject to sexual harassment in the work place should report the incident immediately to his or her immediate supervisor. If the immediate supervisor is involved in the activity, the violation should b reported to that supervisor's immediate supervisor. Students may report such incidents to their teacher, principal, superintendent or board of education, depending on involvement of the listed individuals. Resolution of complaints will be handled through the district grievance policy.

Policy	Board Action
Adopted: 3/10/08	2008-3-4
Amended:	
Reviewed: 8/11/14	2014-08-04

File: ACB

NONDISCRIMINATION ON THE BASIS OF HANDICAP/DISABILITY

It will be the policy of the District to adhere to the concept of nondiscrimination on the basis of handicapping conditions. The Board will support section 504 of the Rehabilitation Act of 1973. In doing so the Board will:

1. Not discriminate against a qualified handicapped persons in any aspect of school division employment solely on the basis of handicap;

2. Make facilities, programs and activities accessible, usable, and open to qualified handicapped persons;

3. Provide free appropriate education at elementary and secondary levels, including nonacademic and extracurricular services and activities, to qualified handicapped persons;

4. Not exclude any qualified handicapped person solely on the basis of handicap from participation in any preschool education or day care program or activity or any adult education or vocational program or activity;

5. Provide each qualified handicapped person with the same health, welfare, and social services as are provided other persons.

The Board holds the general view that:

1. Discrimination against a qualified handicapped persons solely on the basis of handicap is unfair.

2. To the extent reasonably possible, qualified handicapped persons should be in the mainstream of life in a school community.

Accordingly, employees of the District will comply with the above requirements of the law and any regulations approved by the Board or its administration for ensuring a policy of nondiscrimination on the sole basis of handicap. The Board designates the superintendent or superintendent's designee to act as the District's compliance officer for employees and students.

No person in the District will, on the basis of handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activities.

Legal References: Section 504 of the Rehabilitation Act of 1973; Americans With Disabilities

Act of 1990

Policy	Board Action
Adopted: 3/10/08	2008-3-4
Amended:	
Reviewed: 8/11/14	2014-08-04

File: AE

WELLNESS POLICY

To support its mission, the District will provide an environment that cultivates maximum student potential. Nutrition influences a child's development, health, well being and potential for learning. To afford students the opportunity to fully participate in the educational process, students must attend school with minds and bodies ready to take advantage of their learning environment. The Scotland School District Nutrition Policy encourages all members of the school community to create an environment that supports lifelong healthy eating habits. Decisions made in all school programming need to reflect and encourage positive nutrition messages and healthy food choices.

I. School Health Councils

The school district and/or individual schools within the district will create, strengthen, or work within existing school health councils to develop, implement, monitor, review, and, as necessary revise school nutrition and physical activity policies. The councils also will serve as resources to school sites for implementing those policies. (A school health council consists of a group of individuals representing the school and community, and should include parents, students, representatives of the school food authority, members of the school board, school administrators, teachers, health professionals, and members of the public.)

II. Nutritional Quality of Foods and Beverages Sold and Served on Campus

School Meals

Meals served through the National School Lunch and Breakfast Program should:

- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state, and federal statues and regulations;
- offer a variety of fruits and vegetables;
- serve only low-fat (1%-2%) and fat-free milk[3] and nutritionally-equivalent non-dairy alternatives (to be defined by USDA); and
- when possible ensure that a portion of the served grains are whole grain. [3,4]

The district should engage students and parents, through taste-tests of new entrees and surveys, in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices. In addition, schools should share information about the nutritional content of meals with parents and students. Such information could be made available on menus, a website, on cafeteria menu boards, or other print-of-purchase materials.

Breakfast. To ensure that all children have the opportunity to eat breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- Schools will, to the extent possible, operate the School Breakfast Program.
- Schools will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation.
- Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program.
- Schools will encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

Free and Reduced-priced Meals. Schools will make every effort to eliminate any social stigma attached to, and prevent the over identification of, students who are eligible for free and reduced-price school meals[5]. Toward this end, schools may utilize electronic identification and payment systems; promote the availability of school meals to all students; and/or use nontraditional methods for serving school meals.

School-sponsored Events (such as, but not limited to, athletic events, dances, or performances). Foods and beverages offered or sold at school-sponsored events outside the school day should try to meet the nutrition standards for meals or for foods and beverages sold individually (above).

III. Nutrition and Physical Activity Promotion and Food Marketing

Nutrition Education and Promotion. Scotland School District aims to teach, encourage, and support healthy eating by students. Schools should provide nutrition education and engage in nutrition promotion that:

- is offered as a part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contest, promotions, taste testing, farm visits, and school gardens;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- links with school meal programs, other school foods, and nutrition-related community services;
- teaches media literacy with an emphasis on food marketing; and
- includes training for teachers and other staff.

Integrating Physical Activity in to the Classroom Setting. For students to receive the nationally-recommended amount of daily physical activity (i.e., at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will try to be incorporated into other subject lessons; and

Communications with Parents. The district/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The district/school will send home nutrition information and post nutrition tips on school websites. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages.
The district/school will provide information about physical education and other school-based physical activity opportunities before, during and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school.

Meal Times and Scheduling. Schools:

- should provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;
- should schedule meal periods at appropriate times, e.g., lunch should be scheduled between 10:55am and 12:20pm;
- should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will try to schedule lunch periods to follow recess periods (in elementary schools) if possible;

- will provide students access to hand washing or hand sanitizing before they eat meals or snacks; and
- should take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).

Qualifications of School Food Service Staff. Qualified nutrition professionals will administer the school meal programs. As part of the school district's responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.

Sharing for Foods and Beverages. Schools should discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

Foods and Beverages Sold Individually (i.e., foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte (snack) lines, fundraisers, school stores, etc.)

Elementary Schools. The school will approve food and beverage sales to students in elementary schools. Given your children's limited nutrition skills, food in elementary schools should be sold as balanced meals. If available, foods and beverages sold individually should be limited to low-fat and non-fat milk, fruits, and non-fried vegetables.

Middle/Junior High and High Schools. In middle/junior high and high schools, foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte (snack) lines, vending machines, student stores, or fundraising activities) during the school day, or through programs for students after the school day, should try to meet the following nutrition and portion size standards:

- **Beverages**
  - Allowed: water or seltzer water without caloric sweeteners; fruit and vegetable juices and fruit-based drinks that contain at least 50% fruit juice; unflavored or flavored low-fat or fat-free fluid milk and nutritionally-equivalent nondairy beverages (to be defined by USDA);
  - Minimize the following beverage offerings: soft drinks containing caloric sweeteners; sports drinks; iced teas; fruit-based drinks that contain less than 50% real fruit juice or that contain additional caloric sweeteners; beverages containing caffeine, excluding low-fat or fat-free chocolate milk (which contain trivial amounts of caffeine).
- **Foods**
  - A food item sold individually, should try to meet the following:
    - will have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10% of its calories from saturated and trans fat combined;
    - will have no more than 35% of its weight from added surgars;
    - will contain no more than 230 mg of sodium per serving for chips, cereals, crackers, French fried, baked goods, and other snack items; will contain no more than 480 mg of sodium per serving for pastas, meats, and soups; and will contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.
    - A choice of at least two fruits and/or non-fried vegetables could be offered for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% fruit or vegetable juice; fruit-based drinks that are at least 50% fruit juice and that do not contain additional caloric

sweeteners; cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).

- **Recommended Portion Sizes**
  - Try to limit portion sizes of foods and beverages sold individually to those listed below:
    - One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky;
    - One ounce for cookies;
    - Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels, and other bakery items;
    - Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream;
    - Eight ounces for non-frozen yogurt; and
    - The portion size of a la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetables are exempt from portion-size limits.

Fundraising Activities. To support children's health and school nutrition-education efforts, it is recommended that school fundraising activities use only foods that meet the above nutrition and portion size standards for foods and beverages sold individually. Schools should encourage fundraising activities that promote good health.

Snacks. Snacks served during the school day or in after-school care or enrichment programs will attempt to make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations.

- If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

Rewards. Schools will try not to use foods or beverages, regularly, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior,[10] and will not withh9old food or beverages (including food served through school meals) as a punishment.

Celebrations. Schools should try to limit celebrations that involve food during the school day to no more than one party per class per month. Each party should try to include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above).

Food Marketing in Schools. School-based marketing will be consistent with nutrition education and health promotion. As such, schools will attempt to limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above),[11] School-based marketing of brands promoting predominantly low-nutrition foods and beverages[12] should be discouraged. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.
Marketing activities that promote healthful behaviors (and are therefore allowable) include: vending machine covers promoting water; pricing structures that promote healthy options in a la carte lines or vending machines; and sales of fruit for fundraisers.
Staff Wellness. Scotland School District highly values the health and well-being of every staff member and will try to plan/implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. The district should establish and maintain a staff wellness committee. The committee should develop, promote, and oversee a

multifaceted plan to promote staff health and wellness. The plan should be basedon input solicited from school staff and should outline ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle among school staff. The staff wellness committee should distribute its plan annually.

IV. Physical Activity Opportunities and Physical Education

Daily Physical Education (P.E.) K-12. Physical Education will be taught in all elementary classes. Student involvement in other activities involving physical activity should not be substituted for meeting the physical education requirement. Students should spend at least 50% of physical education class time participating in moderate to vigorous physical activity.
Elementary PE will work on getting students actively working on the Presidential Fitness Program.

Daily Recess. All elementary school students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which school should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.
Students will be encouraged to utilize the Yellow Brick Road Program of walking.
Schools should discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity Opportunities Before and After School. When possible, elementary, middle, and high schools will offer extracurricular physical activity programs, such as physical activity clubs, or open gyms. All high schools, and middle schools are appropriate, will offer interscholastic sports programs. Schools will offer a range of activities that meet the needs, interest, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.
After-school child care and enrichment programs will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.
Students will be encouraged to walk with family and friends during off school hours.

Physical Activity and Punishment. Teachers and other school and community personnel will not withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

Safe Routes to School. When appropriate, the district should work together with local public works, public safety, and/or police departments to make it safer and easier for students to walk and bike to school. The school district should explore the availability of federal "safe routes to school" funds, administered by the state department of transportation, to finance such improvements.

Use of School Facilities Outside of School Hours. School spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

V. Monitoring and Policy Review

Monitoring. The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or designee will

ensure compliance with those policies in his/her school and will report on the school's compliance to the school district superintendent or designee.
School fund service staff, at the school or district level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent (or if done at the school level, to the school principal). In addition, the school district will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes. If the district has not received a SMI review from the state agency within the past five years, the district will request from the state agency that a SMI review be scheduled as soon as possible.

Policy Review.
Review should be repeated yearly to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the school district will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The district, and individual schools within the district, will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

Policy	Board Action
Adopted: 7/8/07	2007-4-4
Amended:	
Reviewed: 8/11/14	2014-08-04

File: AFA (Also BK)

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

The Board will review its performance annually to ensure its proper discharge of responsibilities to the community. The Board recognizes that faultfinding and disparaging remarks serve no constructive purpose, and therefore, evaluation will be based on a positive approach, which will indicate the strengths of the Board and the areas of needed improvement.

The evaluation should meet local needs and provide for objective examination. Certain conditions are recommended to help the Board meet this goal, and thereby provide for the improvement of school board leadership. These conditions include:

1. Board member involvement in the development of standards by which they will evaluate themselves.

2. Holding the evaluation at a scheduled time and place, with no other items on the agenda, at a study or executive session and with all Board members present.

3. Developing a composite of individual members' opinions, and discussion of the results of a Board as a whole.

4. Supporting each judgment with as much rational and objective evidence as possible.

Upon final discussion of the results, the Board will develop both short- and long-range priorities to ensure continued proficiency in its areas of excellence, strengthening of adequate or weak areas and elimination of those areas no longer applicable to its performance.

Policy	Board Action
Adopted: 3/10/08	2008-3-4
Amended:	
Reviewed: 8/11/14	2014-08-04

File: AFA-E (Also BK-E)

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

Areas of Responsibility Degrees of Success

Poor, Inadequate, Adequate, Good, Excellent

A. RELATIONSHIP WITH CHIEF EXECUTIVE OFFICER (CEO)/SUPERINTENDENT

1. Establishes written policies for the guidance of the chief executive officer (CEO)/superintendent in the operation of the schools.

2. Provides the chief executive officer (CEO)/superintendent with a clear statement of the expectation of performance and personal qualities against which he will be measured periodically.

3. Engenders confidence in the chief executive officer (CEO)/superintendent by inviting communication from the chief executive officer (CEO)/superintendent.

4. Reaches decisions only on the basis of study of all available background data and consideration of the recommendation of the chief executive officer (CEO)/superintendent.

5. Requests information through the chief executive officer (CEO)/superintendent and only from staff members with the knowledge of the chief executive officer (CEO)/superintendent.

6. Provides a climate of mutual respect and trust offering commendation whenever earned, and constructive criticism when necessary.

7. Matters tending to alienate either board members or chief executive officer (CEO)/superintendent are discussed immediately rather that being permitted to fester and deteriorate.

Areas of Responsibility

8. Provides opportunity and encouragement for professional growth of (CEO)/Superintendent.

9. Provides time for the chief executive officer (CEO)/superintendent to plan.

10. Takes the initiative in maintaining a professional salary for the chief executive officer (CEO)/superintendent comparable with salaries paid for similar responsibility in and out of the profession.

11. Does not overly involve itself in administrative management of the school district and recognizes the distinction between administration and policy setting.

B. COMMUNITY RELATIONSHIPS

12. Encourages attendance at board meetings.

13. Actively fosters cooperation with various news media for the dissemination of information about the school program.

14. Insures a continuous planned program of public information regarding the schools.

15. Participates actively in community affairs.

16. Channels all concerns, complains and criticism of the school system through the chief executive officer (CEO)/superintendent for study with the expectation that he will report back to the board if actions is required.

Degrees of Success

Poor, Inadequate, Adequate, Good, Excellent

Areas of Responsibility

17. Protects the chief executive officer (CEO)/superintendent from unjust criticism and the efforts of vocal special interest groups.

18. An individual board member does not commit himself to a position in answer to an inquiry or in public statements unless board policy is already established and clear or the question addressed to him requires merely a recitation of facts about the school system.

19. Encourages citizen participation in advisory capacity in the solution of specific problems.

20. Is aware of community attitudes and the special interest groups, which seek to influence the district's program.

C. BOARD MEETINGS

21. Has established written procedures for conducting meetings, which include ample provision for the public to be heard, but prevents a single individual or group from dominating discussions.

22. Conducts its meetings in facilities that allow the division's business affairs to be conducted by the board and its administrative staff effectively.

23. Selects a chairman on the basis of his or her ability to properly conduct a meeting rather than on seniority or rotation.

24. New items or a complex nature are not introduced for action if they are not listed on the agenda but are presented for listings on a subsequent agenda.

25. Definitive action is withheld until asking if there is a staff recommendation and what it is.

Degrees of Success

Poor, Inadequate, Adequate, Good, Excellent

Areas of Responsibility

26. Care is used in criticizing a staff recommendation.

27. The privilege of holding over matters for further study is not abused.

28. Each member makes a sincere effort to be informed on all agenda items listed prior to the meeting.

29. Controversial, complex, or complicated matters are held over or placed on the agenda for discussion only, prior to consideration for adoption.

D. STAFF AND PERSONNEL RELATIONSHIPS

30. Develops sound personnel policies, involving the staff when appropriate.

31. Authorizes the employment or dismissal of staff members only upon the recommendation of the chief executive officer (CEO)/superintendent.

32. Makes provision for the complaints of employees to be heard, and after full study if staff dissatisfaction is found to exist, takes action to correct the situat6ion through appropriate administrative channels.

33. Is receptive to suggestions for improvement of the school system.

34. Encourages professional growth and increased competency through:

a. Attendance at educational meeting.

b. Training on the job.

c. Salary increments which recognize training and experience beyond minimum qualifications for a given position.

35. Makes the staff aware of the esteem in which it is held.

Degrees of Success

Poor, Inadequate, Adequate, Good, Excellent

Areas of Responsibility

36. Provides a written policy protecting the academic freedom of teachers.

E. RELATIONSHIP TO THE INSTRUCTIONAL PROGRAM

37. Understands the instructional program and the general restriction imposed on it by the Assembly, the State Board of Education, and college and university requirements.

38. Realistically faces the ability of the community to support a quality education for its children.

39. Resists the efforts of special interest groups to influence the instructional programs if the effect would be detrimental to the students.

40. Encourages the participation of the professional staff, and in certain instances the public, in the development of the curricula.

41. Weighs all decisions in terms of what is best for the students.

42. Provides a policy outlining the district's educational objectives against which the instructional program can be evaluated.

43. Keeps abreast of new developments in course content and teaching techniques through attendance and participation in school board association conferences and meetings of other educational groups and by reading of selected books and periodicals.

File: AFA-E

F. RELATIONSHIP TO FINANCIAL MANAGEMENT OF THE SCHOOLS

44. Equates the income and expenditure of the district in terms of the quality of education that should be provided and the ability of the community to support such a program.

Degrees of Success

Poor, Inadequate, Adequate, Good, Excellent

Areas of Responsibility

45. Takes the leadership in suggesting and securing community support for additional financing when necessary.

46. Establishes written policies, which will insure efficient administration of purchasing accounting, payroll procedures and the insurance program.

47. Authorizes individual budgetary allotments and special non-budgeted expenditures only after considering the total needs of the district.

48. Makes provision for long-range planning acquisition of sites, additional facilities and plant maintenance.

G. PERSONAL QUALITIES

49. A sincere and unselfish interest in public education and in the contribution it makes to the development of children.

50. A knowledge of the community which the school system is designed to serve.

51. An ability to think independently, to grow in knowledge and to rely on fact rather than prejudice and a willingness to hear and consider all sides of a controversial question.

52. A deep sense of loyalty to other board members and respect for group decisions cooperatively reached.

53. A respect for and interest in people and ability to get along with them.

54. A desire to work through defined channels to authority and responsibility.

Degrees of Success

Poor, Inadequate, Adequate, Good, Excellent

Areas of Responsibility

55. A willingness to devote the necessary time to become and effective board member.

Degrees of Success

Poor, Inadequate, Adequate, Good, Excellent

Policy	Board Action
Adopted: 3/10/08	2008-3-4
Amended:	
Reviewed: 8/11/14	2014-08-04

File: AFB (Also CBG)

EVALUATION OF THE CHIEF EXECUTIVE OFFICER (CEO)/SUPERINTENDENT

The Chief Executive Officer (CEO)/superintendent will be evaluated once each semester during the first three years of employment. Thereafter, the superintendent's performance will be reviewed annually by Board.

Through this process the Board will strive to accomplish the following:

1. Clarify for the chief executive officer (CEO)/superintendent his role in the school district as seen by the Board.

2. Clarify for all Board members the role of the chief executive officer (CEO)/ superintendent in the light of his job description and the immediate priorities among his responsibilities as agreed upon by the Board and the chief executive officer (CEO)/superintendent.

3. Develop harmonious working relationships between the Board and the chief executive officer (CEO)/Superintendent.

4. Provide administrative leadership of excellence for the school district.

Board consensus of the chief executive officer (CEO)/superintendent's abilities and performance will be put in writing, made available to him, and discussed with him in an executive session. The evaluation will be used to improve the quality of administration and to determine future employment.

CROSS REF.: BDC, Executive Sessions

Policy	Board Action
Adopted: 3/10/08	2008-3-4
Amended:	
Reviewed: 8/11/14	2014-08-04

File: AFB-E (Also CBG-E)

EVALUATION OF THE CHIEF EXECUTIVE OFFICER (CEO)/SUPERINTENDENT

EVALUATION INSTRUMENT
(Adoption by School Boards)

EVALUATION OF
_____

DATE _____

The school board, in its policies, will address the following:

(1) The purpose of the evaluations;

(2) The frequency of the evaluations;

(3) The procedure to be used in making the evaluations;

(4) The areas subject to evaluation; and

(5) The use of the results of the evaluations.

Source:

KEY:

ES - Exceeds Standards	Exceeds standards of performance.
S - Standard	Successfully meets standards.
NI - Needs Improvement	Demonstrates an attempt to accomplish the standard, but needs additional experience or help to improve.
U - Unsatisfactory	Unacceptable performance. Not meeting standards.

File: AFB-E

CHIEF EXECUTIVE OFFICER/SUPERINTENDENT EVALUATION INSTRUMENT MANAGEMENT TECHNIQUES

Manages and directs education and business operations with efficiency and competency.

	EXPECTATIONS			
	ES	S	NI	U
Administers board policy	__	__	__	__
Assumes leadership in the implementation-*mentation of the district's goals and philosophy of education.	__	__	__	__
Takes an active role in development of salary for all personnel.	__	__	__	__
Inspires others to highest professional standards.	__	__	__	__
Organizes a planned program of staff evaluation and development.	__	__	__	__

Supervises operations, insisting on competent and efficient performance. __ __ __ __

Determine that funds are spent wisely and that adequate control and accounting procedures are maintained. __ __ __ __

Evaluates financial status and makes recommendations for necessary funding. __ __ __ __

Plans and reports on the present and future needs of the total school program. __ __ __ __

Keeps informed about the instructional program. __ __ __ __

COMMENTS: _____
_____
_____

RECOMMENDATIONS with Timeline for Improvement:
_____
_____

File: AFB-E

STAFF RELATIONS

Develops and maintains strong, effective and positive relationships with total staff

	EXPECTATIONS			
	ES	S	NI	U
Participates with staff, board, and community in studying and developing the curriculum improvement process, implementation, and evaluation.	__	__	__	__
Provides procedures in curriculum work that utilizes the abilities and talents of the professional staff and lay people of the community.	__	__	__	__
Meets and confers with staff to promote understanding of the interest and will of the board.	__	__	__	__
Develops and executes sound personnel procedures and practices.	__	__	__	__
Insists on performance of duties and treats all personnel without favoritism or discrimination.	__	__	__	__
Delegates authority to staff members appropriate to the position each holds.	__	__	__	__
Encourages participation of appropriate staff members and groups in policy				

planning, procedures, interpretation and recommendations. __ __ __ __

Evaluates or provides for procedure to evaluate the performance of staff members, giving commendation for good work as well as constructive suggestions for improvement. __ __ __ __

COMMENTS: _____
_____
_____

RECOMMENDATIONS with Timeline for Improvement:

_____
_____

File: AFB-E

BOARD RELATIONSHIPS

Establishes a positive, effective working relationship with the school board.

EXPECTATIONS

ES S NI U

Keeps the board informed on issues, needs and operation of the school system. __ __ __ __

Offers professional advice to the board on items requiring board action, making recommendations based on thorough analysis. Uses legal counsel when appropriate. __ __ __ __

Bases any position upon principle and philosophy. Makes every effort to convey those beliefs to the board. If the board's position is otherwise, the chief administrator supports the board's position. __ __ __ __

Makes recommendations for employment, promotion, and/or dismissal of personnel, and accepts responsibility for the recommendations. If the recommendation is not accepted by the board, the chief administrator willingly seeks another qualified person to recommend. __ __ __ __

Goes directly to the board when an honest, objective difference of opinion exists between the superintendent and any or all members of the board, in an earnest effort to resolve such difference. __ __ __ __

COMMENTS:

_____

_____

RECOMMENDATIONS with Timeline for Improvement:

_____

_____

File: AFB-E

COMMUNITY/PUBLIC RELATIONS

Builds and demonstrates effective leadership and participation in community/public relations to promote and enhance the school image.

	EXPECTATIONS			
	ES	S	NI	U
Supports board policy and actions.	__	__	__	__
Earns respect and support of the community in the management of school operations.	__	__	__	__
Solicits opinions from divergent groups and individuals and responds respectfully to identified problems.	__	__	__	__
Develops and maintains cooperative relationships with the news media.	__	__	__	__
Participates in community life and activities.	__	__	__	__
Establishes credibility as a community leader in public education.	__	__	__	__

Works cooperatively with public and private agencies. __ __ __ __

COMMENTS: _____
_____
_____

RECOMMENDATIONS with Timeline for Improvement: _____
_____
_____

File: AFB-E

PERSONAL QUALITIES

Presents a positive leadership model.

	EXPECTATIONS			
	ES	S	NI	U
Defends principle and conviction in the face of pressure and influence.	__	__	__	__
Seeks and accepts constructive criticism.	__	__	__	__
Demonstrates the ability to work well with individuals and groups.	__	__	__	__
Serves as a model for wellness in appearance, personal habits and behavior.	__	__	__	__
Speaks and writes effectively.	__	__	__	__
Maintains composure when faced with an unexpected or disturbing turn of events.	__	__	__	__
Enjoys an appropriate sense of humor.	__	__	__	__

COMMENTS: _____
_____

RECOMMENDATIONS with Timeline for
Improvement: _____
_____
_____

File: AFB-E

PROFESSIONAL GROWTH, LEADERSHIP AND CONDUCT

Improves professional skills and knowledge and models ethical conduct.

	EXPECTATIONS			
	ES	S	NI	U
Continues professional development through reading, coursework, conference attendance, work on professional committee work and interaction with educators from other districts.	__	__	__	__
Develops, uses and evaluates effective approaches to improve job performance.	__	__	__	__
Behaves in a manner expected of the community's educational leader.	__	__	__	__
Adheres to the Professional Administrators Practices and Standards Commission Code of Ethics, as stated in the Administrative Rules of South Dakota.	__	__	__	__

COMMENTS:

_____

_____

RECOMMENDATIONS with Timeline for Improvement:

_____

_____

File: AFB-E

EMPLOYMENT RECOMMENDATION

Recommended for continued employment.

Recommended for continued employment with qualifications.

Not recommended for employment.

COMMENTS:
_____
_____

Signature does not indicate agreement with the evaluation, but does verify knowledge of the report.

Signed _____ Date_____

Chairman of the Board

Signed _____ Date_____

District Administrator

Policy	Board Action
Adopted: 3/10/08	2008-3-4
Amended:	
Reviewed: 8/11/14	2014-08-04

File: AFC

EVALUATION OF PROFESSIONAL STAFF

In order to assure a high quality of teacher and administrator performance to advance the instructional programs of the district schools, a continuous program for teacher and administrator evaluation will be established by the superintendent and regular reports will be made to the Board concerning the outcomes of these evaluations.

Teachers and administrators will be evaluated on an annual basis.

Evaluations should provide feedback to teachers and administrators noting strengths, as well as areas needing improvement.

The evaluation process will include:

1. An ongoing review of the techniques and procedures for making evaluations. Techniques and procedures that contribute to a teacher's understanding of his or her strengths and weaknesses should be used.

2. Goals and objectives that are understood and agreed upon by the teaching staff and the administration. The criteria should be built around the established educational philosophy, goals, objectives and educational program developed and accepted by the professional staff of the school district. Job specific criteria will be established for classroom teachers, school librarians and school counselors.

3. Application of the information gained to the planning of staff development and in-service training activities, which are designed to improve instruction and increase teacher competence.

The evaluation process will include self-evaluation, supervisor-initiated observations and teacher-initiated observations.

The formal evaluations will be written and will be discussed by the evaluator and the teacher or administrator. The discussions may either precede or follow the writing of the evaluation document. Copies of the written document will be signed and dated by both parties and incorporated into the personnel files of the teacher or administrator. The signature of the teacher or administrator does not indicate approval or disapproval of the evaluation, but that the evaluation has been read and discussed.

The written evaluation should be specific in terms of a person's strengths and weaknesses. Those areas where improvement is needed should be clearly set forth and recommendations for improvement should be made. When a person's evaluation constitutes "poor performance" for two evaluations the board may terminate employment. Subsequent evaluations should address themselves to any improvement or to any continuing difficulty that is observed.

Legal References: SDCL 13-43-6.1 through 13-43-6.6

File: AFC-E (Also GCN-E)

EVALUATION OF PROFESSIONAL STAFF (TEACHERS)

The guidelines enumerated below are listed as a framework to enable the observer and the teacher to more fully understand criteria considered in the evaluation process. Obviously, this cannot be an all-inclusive list, but does include the most common areas of concern.

l. Personal Appearance and Manner

a. Is clean and well groomed.

b. Shows respect, concern and warmth for others.

c. Speaks clearly--uses good English--has a pleasant voice.

2. Emotional Stability

a. Is calm and mature in reactions, shows good judgment.

b. Has a cheerful disposition.

c. Shows confidence, poise and relaxation.

d. Realizes the importance of having a sense of humor.

3. Reliability

a. Can be depended upon to fulfill school obligations.

b. Completes assigned tasks.

c. Uses supplies and equipment efficiently.

d. Observes school hours--starts and dismisses classes on time.

4. Staff Relations

a. Cooperates with administrators, supervisors and colleague

b. Uses discretion in speaking of his school, students, administrators, Board, colleagues and parents.

c. Accepts group decisions without necessarily agreeing.

d. Accepts constructive criticism or recognition.

e. Carries his share of out-of-class responsibilities.

f. Considers own program a part of total school program.

g. Able to adjust to changes and procedures.

5. Community Relationships

   a. Works and cooperates with parents.

   b. Supports activities, which strengthen school/community ties.

   c. Uses community resources and resource people in various capacities.

6. Teaching Techniques

   a. Helps students set appropriate goals.

   b. Provides for individual differences.

   c. Conducts interesting, varied and stimulating classes.

   d. Plans carefully, but is flexible in utilizing immediate educational opportunities.

   e. Develops constructive, creating thinking.

   f. Stimulates student participation.

   g. Makes assignments clear, challenging and applicable.

7. Classroom Environment

   a. Maintains a neat, attractive and safe classroom.

   b. Has room arranged for maximum student stimulation and accomplishment.

   c. Recognizes each student's needs.

8. Student Growth

   a. Helps students develop good study and work habits.

   b. Helps students achieve class objectives.

   c. Helps students evaluate themselves and encourages them to do their best.

   d. Helps students apply their learning experience in everyday living.

9. Student Control

   a. Has a minimum of behavior problems.

   b. Provides the environmental climate conducive to self-discipline and good citizenship.

c. Handles routine behavior problems himself.

d. Seeks assistance when a serious problem arises.

lO. Professional Qualities

a. Is proud of his profession and attempts to promote respect for it.

b. Complies with administrative requests.

c. Does not abuse privileges.

d. Is growing professionally through study, experimentation and participation in professional activities.

e. Is critical of and constantly trying to improve his own work.

f. Initiates or participates in activities designed to meet the needs of his particular school.

g. Possesses adequate subject matter background.

File: AFD (Also GDN)

EVALUATION OF SUPPORT STAFF

The development of a strong, competent support staff, and the maintenance of high morale among this staff, are major objectives of the Board. Finding the right employees to fill vacancies, determining assignments and equitable work loads, establishing wage and salary policies which encourage employees to put forth their best efforts, evaluating employee achievements, and providing a good atmosphere in which to work are some of the major duties of the Board. To fulfill these duties, the Board delegates to the superintendent or the superintedent's designee the responsibility to develop evaluation procedures for all support personnel.

Support personnel will receive written evaluations annually by their supervisor. Additional evaluations may be made as often as once a month for employees needing assistance and improvement.

Probationary employees will be evaluated at least twice during the probationary period, and at least annually thereafter.

Legal References:

Policy	Board Action
Adopted: 3/10/08	2008-3-4
Amended:	
Reviewed: 8/11/14	2014-08-04

File: AFE (Also IM)

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Board expects its faculty and administration regularly to evaluate the education program. Such evaluation may be expected to lead to recommendations for modifications of practice, changes in content and new courses.

Elements of this evaluation may include:

1. Testing programs such as nationally standardized general achievement tests, national standardized tests in specific subject areas, and tests administered by other agencies.

2. Study of school achievement records.

3. Extent of and trends in admissions to colleges and universities.

4. State education department specialists and services.

5. Evaluation by other organizations and agencies.

An evaluation of the instructional programs will be made periodically, and the results will be presented to the Board by the superintendent.

CROSS REF.: IFC, Pilot Project Evaluation

Policy	Board Action
Adopted: 3/10/08	2008-3-4
Amended:	
Reviewed: 8/11/14	2014-08-04

Section B of the EPS/NSBA policy classification system is a repository for statements about the school board--how it is elected, organized; how it conducts its meetings and operates. This section includes bylaws and policies establishing the board's internal operating procedures.

BA Board Operational Goals

BB School Board Legal Status

BBA School Board Powers and Duties

BBAA Board Member Authority

BBB School Board Elections

BBBA Board Member Qualifications

BBBB Board Member Oath of Office

BBBB-E Board Member Oath of Office

BBC/BBD Board Member Resignation/Removal From Office

BBE Unexpired Term Fulfillment

BBE-E Application For Board of Education Membership

BBE-R Unexpired Term Fulfillment - Procedure

BBF-E School Board Member Ethics

BBFA Board Member Conflict of Interest
BBFA-A Conflict of Interest Waiver Request
BBFA-B Waiver of conflict of Interest Authorization

BBFA-E Staff Conflict of Interest

BCA Board Organizational Meeting

BCB Board Officers

BCC Appointed Board Officials

BCD Board-Chief Executive Officer (CEO)/Superintendent Relationship

BCD-E Board-Chief Executive Officer (CEO)/Superintendent Relationship

BCE Board Committees

BCF Advisory Committees to the Board

BCG School Attorney

BD School Board Meetings

BDA Electronic Communication by Board Members

BDC Executive Sessions

BDDA Notification of Board Meetings

BDDB Agenda Format

BDDB-E Agenda Format

BDDC Agenda Preparation and Dissemination

BDDD Quorum

BDDE	Rules of Order
BDDE-E	Rules of Order
BDDEA	Parliamentarian
BDDF	Voting Method
BDDG	Minutes
BDDH	Public Participation at Board Meetings
BF	Board Policy Development
BFB	Preliminary Development of Policies
BFC	Policy Adoption
BFCA	Board Review of Regulations-Approval for Issuance (Also CHB)
BFD	Policy Dissemination
BFE	Administration in Policy Absence (Also CHD)
BFF	Suspension of Policies
BFG/BFGA	Policy Review and Evaluation/Manual Accuracy Check

BHA	New Board Member Orientation
BHAA	Board Member Education
BHB	Board Member Development Opportunities
BHD	Board Member Compensation and Expenses
BJ	School Board Memberships
BK	Evaluation of School Board Operational Procedures (Also AFA)
BK-E	Evaluation of School Board Operational Procedures (Also AFA-E)

File: BA

BOARD OPERATIONAL GOALS

The Board is responsible to the people for whose benefit the school district has been established, and committed to the education of all students as appropriate to the best of their individual abilities. It is charged with accomplishing this while also being responsible for wise management of resources available to the district. By virtue of its responsibility and commitment the Board must establish those purposes, programs, and procedures that will respond to the district's immediate problems and long-range needs.

The Board must fulfill these responsibilities by functioning primarily as a legislative body to formulate and adopt policy, by selecting an executive officer to implement policy and by evaluating the results. Further, it must carry out its functions openly, while seeking the involvement and contributions of public, students and staff in its decision-making processes.

Additionally, the Board commits itself to the following objectives:

1. To interpret the educational needs and aspirations of the community, and to meet them through the formulation of policies that stimulate the learner and the learning process;

2. To continually evaluate the district's educational goals and their implementation in the district schools;

3. To formulate a sound fiscal policy in the interests of fiscal economy;

4. To provide the superintendent with sufficient and adequate guidelines to effectively carry out the goals and objectives of the school district;

5. To maintain effective communication with the public served by the schools, and with staff and students in order to maintain awareness of attitudes, opinions, desires and ideas.

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

Adopted:

File: BB

SCHOOL BOARD LEGAL STATUS

The School Board derives its authority from the Constitution of the State of South Dakota, from the acts of the State Legislature, the electorate of the district and the regulations of the State Board of Education and State Board of Vocational Education.

As expressed in the law, the Board is the governing board of a school district, and is created ". . . for the purpose of organizing, maintaining, and locating schools and for providing educational opportunities and services for all citizens residing within the school district."

The Board will consist of seven members, elected at large by the registered voters of the district. Except as otherwise provided by law, Board members will hold office for terms of three years.

Established by law.

Legal References: SDCL 13-6-13.1; 13-8-l through 13-8-5; 13-6-2 et seq.

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended: 10/11/10	2010-10-02
Reviewed: 9/8/14	2014-09-04

File: BBA

SCHOOL BOARD POWERS AND DUTIES

Under the laws of South Dakota, the School Board acts as the governing body of the public schools with full powers of direction and control. The Board derives its authority from the state legislature and will function within the framework of state and federal laws and regulations, court decisions and attorney general opinions.

Recognizing the authority of the state, the Board considers the following its general functions:

1. To select and employ a superintendent of schools and support him/her in the discharge of his/her responsibilities.

2. To formulate and enact policy and to delegate the application of policies to the superintendent and his/her staff, who will be held responsible for the effective administration and supervision of the entire school system.

3. To provide for the planning, expansion, improvement, financing, construction and maintenance of the physical plant of the school system.

4. To establish and maintain records, accounts, archives, management methods and procedures incidental to the conduct of school business.

5. To approve the budget, financial reports, audits, major expenditures, payment of obligations and policies that enable the administration to formulate regulations and other guides for the orderly accomplishment of business.

6. To estimate and levy taxes for the operation, support, maintenance, improvement and extension of the school system.

7. To adopt courses of study, and provide instructional materials.

8. To employ support and certificated personnel to carry out school programs, and provide fair and equitable compensation.

9. To evaluate the educational program to determine the effectiveness with which the schools are achieving the educational purpose of the school system.

10. To provide for the dissemination of school district information to the public and maintain open lines of communication with the community.

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended: 9/8/14	2014-09-04
Reviewed: 9/8/14	2014-09-04

File: BBAA

BOARD MEMBER AUTHORITY

The powers delegated to a school board by the state are delegated to the board as a whole. No authority is granted board members acting as individuals.

The Board exercises its powers and duties only in properly called meetings, where a majority of the Board constitutes a quorum to transact business. Except when performing a specific duty as ordered by the Board, the decision and actions of a single member of the Board are not binding on the entire Board.

LEGAL REF.: 13-8-39; 2-14-15

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BBB

SCHOOL BOARD ELECTIONS

The school board shall select the date of the annual school election by resolution no later than the first regular meeting after January first of each year. The annual election shall be set between the second Tuesday in April and the third Tuesday in June between the hours of 7:00 a.m and 7:00 p.m. on Election Day.

The school district and the municipality have the option of holding combined school district-municipal elections. Subject to approval of the governing bodies, the combined election may be held on the date set by the school district or the general municipal election (second Tuesday in April). Expenses and all other governmental responsibilities of a combined election are to be shared in an agreed upon manner by the governing bodies of the school district and the municipality.

Established by law.

Legal References: Constitution of the State of South Dakota, Art. VII sec 1; Art. VII Sec 2; Art.

VII Sec. 3; SDCL 12-14-1; 13-6-13.1; 13-8-7.1; 13-7-4; 13-7-4.1 thru

13-7-19.2;13-8-2; 13-8-4; 13-8-25; 13-10-7

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	

Reviewed: 9/8/14 2014-09-04

File: BBBA

BOARD MEMBER QUALIFICATIONS

A person is legally qualified to become a member of a school board if he/she is a United States citizen, complies with the provisions of law relating to the registration of voters and is a qualified elector, at least 18 years of age and not otherwise disqualified.

In accordance with state law, no elective county, municipal, or state officer or holder of any other office, whose duties are incompatible or inconsistent with the duties of the school board member will be eligible for such membership. This includes the elected offices of legislator, county commissioner and the municipality.

Established by law

LEGAL REFS.: SDCL 3-1A-4 through 3-1A-6

12-3-1

13-7-3

CROSS REFS.: BBFA, Board Member Conflict of Interest

GBCA, Staff Conflict of Interest

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	

Reviewed: 9/8/14 2014-09-04

File: BBBB

BOARD MEMBER OATH OF OFFICE

Before taking office, all Board members will take an oath of office as required by law. Newly elected members will take and subscribe to the oath on the second Monday in July at the annual meeting, at which time they also assume their duties of office. Appointed members will take and subscribe the oath at the meeting following their appointment. All oaths will be filed in the office of the business manager.

Established by law

LEGAL REFS.: Constitution of the State of South Dakota, Article XXI, Sec. 3

SDCL 3-1-5; 3-1-8

13-8-14; 13-8-15

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BBBB-E

BOARD MEMBER OATH OF OFFICE

Do you solemnly swear, or affirm, that you will support the Constitution of the United States and the Constitution of the State of South Dakota; and that you will faithfully and impartially perform your duties as a member of the school board of Scotland school district, BonHomme County, South Dakota, to the best of your ability, and in accordance with the laws now in effect and hereafter to be enacted, during your continuance in said office, and until your successor is elected and qualified? (The answer is: "I do.")

_____

Board Member's Signature

Some school boards may have additional ceremony, which may include a swearing-in ceremony with a pledge similar to the following:

I SWEAR THAT:

1. I will observe and enforce state laws and regulations pertaining to education.

2. I will accept office as a board member as a means of unselfish service.

3. I will transact school business only in regular sessions.

4. I will represent the entire community without fear or favor.

5. I will remember at all times that I am one of a team.

6. I will accept all board decisions once they are made and assist in carrying them out effectively.

7. I will delegate action to the chief school administrator as the board executive and to confine board action to policymaking, planning and appraisal.

8. I will employ only competent, trained personnel and these only on the recommendation of the chief school administrator.

9. I will preserve the right and obligation of teachers to teach controversial issues fairly and without bias.

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BBC/BBD

BOARD MEMBER RESIGNATION/REMOVAL FROM OFFICE

According to the provisions of state law, a vacancy occurs on the School Board when an incumbent:

1. Dies.

2. Is removed from office.

3. Fails to qualify as provided by law.

4. Ceases to be a voting resident of the district where elected.

5. Is convicted of an infamous crime or of any offense involving a violation of the official oath of office.

6. Has a judgment obtained against him/her for breach of official bond.

7. Becomes incapable of attending to the duties of a board member.

8. Assumes the duties of an office incompatible with the duties of the board member.

9. Resigns and a successor is appointed and qualified as prescribed by law

The resigning member will continue to serve in his/her official capacity as a Board member until the successor is appointed and qualified as prescribed by law.

Established by law

LEGAL REFS.: Constitution of the State of South Dakota, Art. XVI, Secs. 4-8

SDCL 3-17-6 through 3-17-11

13-8-22 through 13-8-24

CROSS REF.: BBE, Unexpired Term Fulfillment

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BBE

UNEXPIRED TERM FULFILLMENT

When a vacancy occurs on the Board for a reason allowed by law, the remaining Board members are responsible for the appointment of a new Board member.

The new appointee will qualify as if elected, at or before the next School Board meeting. S/He will serve until the next succeeding election, at which time a successor will be elected to serve the unexpired term.

Established by law

LEGAL REFS.: SDCL 3-14-1 through 3-14-4

13-8-25; 13-8-44

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BBE-E

SAMPLE APPLICATION FOR BOARD OF EDUCATION MEMBERSHIP

Applicants Name
_____

Present Address
_____

Telephone Number_____

When are you available for a personal interview? _____
_____

Community/school activities in which you have been involved and dates:
_____ _____
_____

Reason you want to serve on the board?
_____
_____

List contributions you believe you could make towards improving education as a member of the school board?
_____
_____

_____

Signature

_____

Date

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended: 10/11/10	2010-10-2
Reviewed: 9/8/14	2014-09-04

File: BBE-R

UNEXPIRED TERM FULFILLMENT

Procedure

Appointments to unexpired terms will be made by the board as follows:

1. An announcement of the vacancy will be published in the official newspaper.

2. The announcements will invite individuals to submit applications or nominations to the Board by a date set by the Board. An application form may be obtained at the school business office.

3. The Board will meet in executive session to discuss qualifications, interests, attitudes, and goals of the potential candidate.

4. The board may interview potential appointees in executive session.

5. The appointment of the new member will be made by a majority of the board members at an open meeting.

6. Action on the appointment will be included on the published agenda for the meeting.

Policy	Board Action
Adopted: 4/14/08	2008-04-4

Amended: 10/11/10 2010-10-2
Reviewed: 9/8/14 2014-09-04

File: BBF-E

SCHOOL BOARD MEMBER ETHICS

The School Board recognizes that there are rules of ethical conduct for public officials and employees that extend beyond the responsibilities and duties delegated by law.

The following principles of conduct will serve as a guide for the official conduct of Board members.

1. I will view service on a school board as an opportunity to serve my community, state, and nation because I believe public education is the best means to promote the welfare of our people and to preserve self government.

2. I will work unremittingly to help the people in my community understand the importance of public education and to support willingly the highest level of education we can afford.

3. I will try to make decisions in terms of the best interests of the educational welfare of children. I will seek to provide an educational opportunity equally open to all children regardless of ability, race, creed, sex or location of residence.

4. I will recognize that my responsibility is not to run the schools but to see that they are well run. I will confine my board action to policy making, planning and appraisal.

5. I will refuse to represent special interests or partisan politics or to use the schools for personal gain or for the gain or friends or supporters.

6. I will arrive at conclusions only after I have discussed matters fully with members of the professional staff and board members. Once a decision has been reached by the majority of the board assembled at the meeting, I will support it graciously.

7. I will recognize that authority vests with the whole board assembled in meeting and that I have no legal status to bind the board outside of a meeting.

8. I will support and protect school personnel in performance of their duties. I will vote only for competent and trained technical and professional personnel who have been properly recommended by the appropriate administrative officer.

9. I will refer all complaints, including my personal criticisms to the appropriate administrative officer and only after failure of administrative solution will discuss such matters at a regular board meeting.

10. I will observe and enforce state laws and regulations pertaining to public education.

11. I will respect the limited intent and scope of executive session and respect privileged communications from executive sessions and other administrative sources.

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BBFA

BOARD MEMBER CONFLICT OF INTEREST

Public office is a trust created in the interest of the common good and for the benefit of the people. As public officials holding the respect and trust of the community, board members will not use the office for personal advantage.

SDCL Ch. 3-, (23HB 1214) prohibits school board members, school district fiscal agents (business managers), school officers and school executives (school administrators) from having an interest in a contract, or receiving a direct benefit from a contract, if the school district(cooperative education service unit, etc.) is a party to that contract or has a separate contract which is related to the contract of the school board member, business manager or school administrators, unless the school board grants a waiver. HB 1214 disclosure requirements apply to public contracts for labor or services to be rendered, the purchase of commodities, materials, supplies, or equipment of any kind, and any kind of contract related to facilities. There may be other specific conflict of interest laws or administrative regulations relating to school board members, school administrators and the school business manager. The more restrictive conflict of interest law applies.

Under the new law, any school board members, school administrators or school business manager who knowingly violates the provisions of the new conflict of interest law commits a criminal offense (Class 1 misdemeanor) and the violator will either be removed as a school board member or the person's employment with the school district will be terminated. Unless the school board has granted a waiver, the contract in which the school board member, school administrator or school business manager has an interest or receives a direct benefit is voidable by the school board and any benefit received by the school board member, school administrator or school business manager is subject to forfeiture.

A waiver may be granted by the school board to authorize a school board member, school administrator or school business manager to have an interest in or receive a direct benefit from the school district's contract with a person or entity (public, private, for-profit, non-profit) if the following conditions are met:

1. The school board member, school administrator or school business manager provides a full written disclosure to the school board;
2. The school board reviews the essential terms of the contract or transaction and the school board member's, school administrator's or school business manager's role in the contract or transaction;
3. The school board determines that the transaction and terms of the contract are fair and reasonable and not contrary to the public interest; and
4. The authorization of the school board is in writing and filed with the Auditor-General.

If the potential for a conflict exists, the person having the potential conflict of interest should immediately prepare and submit the Request for School Board Waiver form. The request should be submitted to the school board before entering into a conflicted contract or transaction. If in doubt whether a conflict exists, disclose.

1. The person requesting the waiver should briefly describe the relationship to the contract in question and why the person believes it may be covered by the law, including how person, his/her spouse or anyone with whom he/she lives and commingles assets, might benefit from the contract. Examples of persons other than a spouse might include a girlfriend, boyfriend, roommate, or an adult child.
2. The person requesting the waiver should describe the essential terms of the contract: (a) all parties to the contract, (b) the person's role in the contract or transaction, (c) the purpose(s)/objective(s) of the contract, (d) the consideration or benefit conferred or agreed to be conferred upon each party, (e) the length of time of the contract, and (f) any other relevant information
3. The person requesting the waiver should briefly describe why he/she believes a waiver would not be contrary to the public interest (i.e., the contract was part of a competitive bidding process, there are other school district people involved in the decision-making process to enter into the contract, or the terms of the contract are consistent with other, similar contracts).

School boards should have a regular agenda item at the beginning of the school board meeting agenda when the school board will address any disclosures and request for a waiver. A written request for a waiver should be submitted by the school board member, school administrator or school business manager to the school board prior to a regular or special school board meeting.

The request for a waiver should be reviewed by the other Board Members prior to the next Board meeting. The school board member, school administrator or school business manager submitting the waiver request should be prepared to answer questions from school board members. The law requires the school board member, school administrator or school business manager who submitted the waiver request be "excused from discussion and consideration of such matters" which means the requesting school board member, school administrator or school business manager is not to participate in the school board discussion on whether a waiver request should be granted. It also means a requesting school board member is not allowed to vote on his/her own waiver request. SDCL 3-23-8 does not require the requesting school board member, school administrator or school business manager to leave the meeting while school board members discuss the request and determine whether authorization is to be granted.

To the maximum extent possible under the circumstances, all waiver requests should be decided at the meeting in which the request is brought forth. If the school board believes the request form information is incomplete, the school board must ask the person requesting the waiver for additional information. The Board should avoid using an incomplete request form as the basis for extending the time for review and decision on the waiver request; the school board may receive the needed information from the requesting party at the school board meeting when the waiver request is being addressed.

When considering a waiver request, the school board should be able to determine the requesting party's relationship to the contract, the requesting party's relationship to the outside contracting party, whether the contract terms are reasonable and in the public interest, and any other factors the school board believes will help establish the relevant facts and circumstances surrounding the contract(s) and the request for waiver.

SDCL 1-25-2(1) permits a school board to go into executive session for "discussing the qualifications, competence, performance, character or fitness of any public officer or employee or prospective public officer or employee." School boards should consult with their local school attorney on whether or not the school board may go into executive session to discuss a disclosure and waiver request submitted by a school board member, school administrator or school business manager. Any official action concerning the disclosure and request for a waiver must be done during an open meeting.

The request and the Board's determination must be included in the minutes of the meeting. If the authorization is granted, the request for a waiver and decision must be recorded in the meeting minutes. In addition, following the meeting a written authorization should be prepared, signed by the President/Chair of the School Board or other authorized School Board Member, and filed with the Auditor General.

The school board member, school administrator or school business manager requesting waiver is responsible to follow up the waiver requests as necessary.

The public records laws (SDCL Ch. 1-27) apply to all requests for a waiver.

Legal References: SDCL 6-1-1; SDCL 6-1-2; SDCL 16-1-17; SDCL 13-20-2.1; SDCL 13-7-3;

SDCL 13-43-1

Cross References: GBCA, Staff Conflict of Interest

Policy	Board Action
Adopted:	04-14-2008
Amended:	09-12-2016
Reviewed:	09-12-2016

File: BBFA-A

REQUEST FOR SCHOOL BOARD WAIVER

WAIVER Date: _____

Name of the school board member, school administrator or school business manager requesting the waiver: _____

Brief explanation of the potential conflict of interest:

Brief explanation of the essential terms of the contract(s) or transaction(s) from which a potential conflict of interest may arise, including

(1) all parties to the contract

(2) the person's role in the contract or transaction

(3) the purpose(s)/objective(s) of the contract

(4) the consideration or benefit conferred or agreed to be conferred upon each party

(5) the length of time of the contract

(6) any other relevant information

Signature of Person Requesting Waiver:_____

File: BBFA-B

BOARD MEMBER CONFLICT OF INTEREST

SCOTLAND SCHOOL BOARD

WAIVER AUTHORIZATION PURSUANT TO SDCL 3-23-3

A written request for waiver of conflict, dated _____, was received from _____. The request was acted upon by the members of the Scotland School District School Board during a meeting held on _____.

_____ The request for waiver was denied because the terms of the contract were not considered fair and reasonable, or contrary to the public interest.

_____ The request for waiver was authorized because the terms of the contract are fair, reasonable, and not contrary to the public interest such that a waiver should be granted.

_____ The request for waiver was authorized because the terms of the contract are fair, reasonable, and not contrary to the public interest such that a waiver should be granted, subject to the following conditions:

Signature of School Board President /Chairperson or Authorized Member

_____

Printed Name: _____

Date _____

Date mailed to Auditor General _____

File: BBFA-E

STAFF CONFLICT OF INTEREST

NOTE: This chart should assist you in determining the degree of consanguinity.

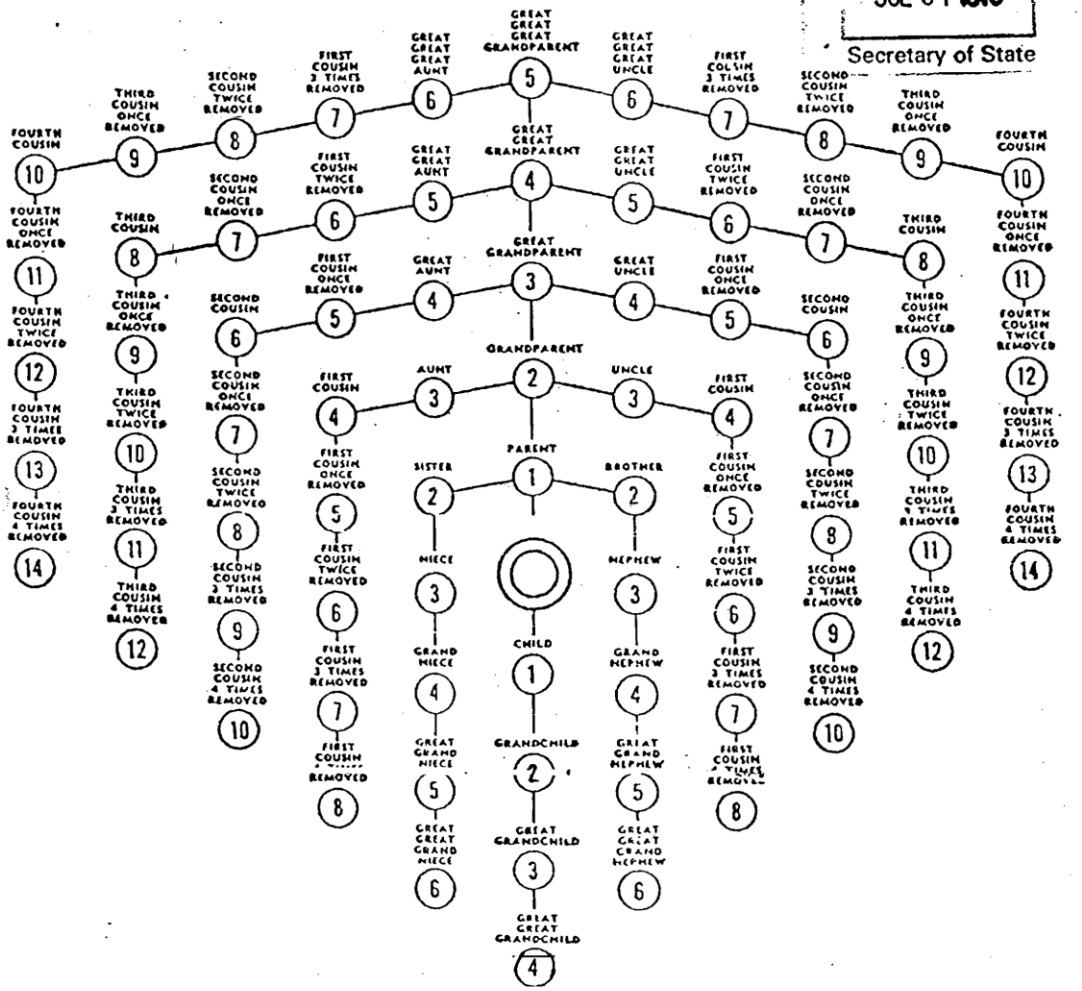
RELATIONSHIPS AND DEGREES OF KINDRED ACCORDING TO THE CIVIL LAW

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended: 9/8/14	2014-09-04

Reviewed: 9/8/14 2014-09-04

Relationships and Degrees of Kindred According to the Civil Law

RECEIVED
JUL 31 1979
Secretary of State



File: BCA

BOARD ORGANIZATIONAL MEETING

The annual organizational meeting of the Board will be held on the second Monday of July, unless otherwise designated by the Board at the previous regular meeting.

The meeting will be called to order and the oath of office given to all new Board members. The Board will elect a president and vice-president from its membership, to serve until the next annual meeting. The superintendent or the business manager will preside over the election of the president.

OTHER BUSINESS ITEMS

Other items of business will come before the annual meeting as appropriate.

These items will include:

1. Designation of official depository.

2. Designation of the custodians of all accounts.

3. Designation of official legal newspaper.

4. Authorization of continuation of existing funds or accounts and the establishment of any new accounts, if necessary.

5. Setting of date, time and place for regular meetings.

6. Reviewing and adopting of board policies.

7. Establishment of advisory committees where applicable.

8. Reviewing of bonds for business manager and other bonded personnel.

9. Appointment of administrator of trust and agency accounts.

10. Appointment of individual authorized to direct federal programs.

11. Authorization of administrator to institute school lunch agreement.

12. Authorization of advertising of bids for materials not already purchased.

13. Redesignation of Robert's Rules of Order or other rules as parliamentary procedure for Board meetings.

14. Investment resolution: Authorization of business manager to invest and reinvest funds in institution, which serves greatest advantage to school district.

15. Selecting date of annual school election.

16. Setting admission charges for year.

17. Setting closing of school motion: Authorization of superintendent to close school in emergency situations and in case of inclement weather and setting chain of command in event superintendent is absent.

Legal References: SDCL 13-8-10; 13-8-4

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BCB

BOARD OFFICERS

President

The president will preside at all meetings of the Board and will perform other duties as directed by law, state regulations and by this Board. In carrying out these responsibilities the president will:

1. Countersign all orders drawn by the business manager for claims approved by the Board.

2. Appoint or provide for the election of all committees, of which he/she will be an ex-officio member.

3. Confer with the superintendent as may be necessary and desirable on school or related matters.

4. Call special meetings of the Board.

5. Be entitled to vote and discuss on all matters before the Board.

6. Perform such other duties as may be prescribed by the Board.

Vice-President

The vice-president of the Board will assume the duties and responsibilities of the president in his/her absence. He/She will also perform such other duties as may be assigned by the Board.

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BCC

APPOINTED BOARD OFFICIALS

The Board will employ a business manager who may be authorized to make all purchases for the School Board, in compliance with state law and within the budget approved by the Board.

Other duties of the business manager include:

1. Keeping an accurate record of the Board proceedings. The business manager will be responsible for the safekeeping of the minutes.

2. Assuming responsibility for a detailed account of all Board business and preparation of periodic and annual reports of the receipts and expenditures of the district.

3. Issuing of all warrants for the payment of verified bills, salaries, and contracts approved for payment by the Board.

4. Publishing proceedings of the Board consistent with laws regarding the publication of Board minutes.

5. Preparing and distributing the agenda and other appropriate communications to Board members in advance of the regularly scheduled meetings.

6. Assuming responsibility for the conduct of school elections.

7. Performing such other duties as the Board may require and as required by law.

CROSS REFS.: DH, Bonded Employees and Officers

DIC, Financial Reports and Statements

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BCD

BOARD-CHIEF EXECUTIVE OFFICER (CEO)/SUPERINTENDENT RELATIONSHIP

The Board believes that the legislation of policies is its most important function and that the execution of those policies is the function of the CEO/superintendent. Together, the Board and the CEO/superintendent are a team, each playing a well-defined position.

The CEO/superintendent will be the chief executive officer of the Board and will be responsible for the administrative and advisory functions of the Board. Planning, policy making and evaluation are the functions of the Board.

The Board holds the CEO/superintendent responsible for the administration of its policies, the execution of Board decisions, the operation of internal machinery designed to serve the school program, and for keeping the Board informed about school operations and problems.

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BCD-E

BOARD-CHIEF EXECUTIVE OFFICER (CEO)/SUPERINTENDENT RELATIONSHIP

Board Functions

Decides the nature and extent the instructional program

--requirements for graduation

--extracurricular activities

--special education

Employs personnel policy

Establishes personnel policy

--sets qualifications

--defines sick leave

--defines leave of absence

Adopts the budget, with or without modification

Adopts salary schedules with or without modification

Reviews the monthly receipts and expenditures

Adopts the school calendar

Approves purchases of equipment, supplies and textbooks

Purchases sites and adopts building plans

Adopts public relations policy

Evaluates the school program

CEO/Superintendent Functions

Directs the instructional program

--puts curriculum into effect

--supervises teachers

--classifies pupils

--sets up pupil records

Nominates and assigns all personnel,

Administers personnel policy

--administers sick leave

--arrange for substitutes

--keeps personnel records

Prepares the budget

Prepares and recommends salary schedules

Supervises proper accounting procedures and reports

Prepares the school calendar

Recommends purchases of equipment, supplies and textbooks

Prepares building plans with assistance of an architect

Directs the public relations program

Helps board evaluate by submitting studies, reports or surveys

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BCE

BOARD COMMITTEES

The Board may authorize the establishment of committees from among its membership as it finds it necessary to study operations in specific areas and to make recommendations for Board action.

All committees will be appointed by the Board president. The Board president and the superintendent will serve as ex-officio members of all committees.

The functions of committees will ordinarily be fact-finding, deliberative and advisory, and their reports will be made to the Board for discussion and action. All committee appointments will be for no longer than necessary to discharge the completion of their assignment.

Legal References: SDCL 13-8-26

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BCF

ADVISORY COMMITTEES TO THE BOARD

The Board will, when it deems appropriate, appoint citizens committees to counsel and assist the district in planning programs and projects. The Board will have the power to dissolve any advisory committee and will reserve the right to exercise this power at any time during the life of any committee.

COMMITTEE APPOINTMENT AND FUNCTIONS

The following policies will govern the appointment and functioning of citizens committees:

1. The composition of a citizens committee will be broadly representative and will take into consideration the specific tasks assigned to the committee. Members of the professional staff may be appointed to such committee as members or consultants, as found desirable.

2. All appointments will be made by the Board, which may name a community selection committee to make nominations for the purpose of obtaining broader community presentation. The appointment of any staff members to such committees will be made by the Board upon recommendation of the superintendent.

3. Each committee will be clearly instructed as to:

   a) The length of time each member is being asked to serve;

   b) The service the Board wishes the committee to render, and the extent and limitations of its responsibility;

c) The resources the Board will provide;

d) The approximate dates on which the Board wishes to receive major reports;

e) Board policies governing citizens committees and the relationship of these committees to the Board as a whole, to individual Board members, to the superintendent, and other members of the professional staff;

f) Responsibilities for the release of information to the press.

4. Recommendations of citizens committees will be based on research and fact.

5. A school board possesses certain legal powers and prerogatives, which cannot be delegated or surrendered to others. Therefore, all recommendations of a citizens committee must be submitted to the Board for official action.

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BCG

SCHOOL ATTORNEY

The Board may appoint an attorney at its discretion to advise and represent the district.

It will be the duty of the school attorney to advise the Board and the superintendent on the specific legal problems submitted to him or her. The school attorney will attend meetings upon request and will be sufficiently familiar with Board policies, practices and actions under these policies and requirements of the school code to enable him or her to offer the necessary legal advice.

Legal References: SDCL 13-8-39; 13-10-2

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BD

SCHOOL BOARD MEETINGS

Regular Meetings

All regular School Board meetings will be held on the second Monday of each month, unless otherwise designated at the annual organizational meeting of the Board. The time and place for all regular meetings will be set at the organizational meeting. Public Notice shall be given by posting the proposed agenda in the business office at least twenty-four hours prior to the meeting.

Special Meetings

Special meetings may be called by the president of the Board, or in his/her absence the vice-president, or a majority of the Board members. Notice stating the time and place of any special meeting, and the purpose for its call, will be given each Board member and the chief executive officer (CEO)/superintendent by the business manager, either orally or in writing, in sufficient time to allow each member's presence. No business other than that stated in the notice will be transacted at a special meeting. Local news media that have requested notice will be notified of the special meeting prior to the meeting. The twenty-four hour notice for special meetings shall be complied with when circumstances permit. SDCL 1-25-1.1.

Telephone Conference Call

Meetings, including executive meetings, may be conducted by telephone conference call. Members shall be deemed present if they answer present to the roll call taken over the phone. No conference call can be used to conduct hearings pursuant to 1-26-4 or 1-26-8.

All regular and special meetings of the Board are open to the public.

LEGAL REFS.: SDCL 1-25-1, 1-25-1.2

13-8-10

CROSS REFS.: BDC, Executive Sessions

BDDA, Notification of School Board Meetings

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BDA

ELECTRONIC COMMUNICATION BY BOARD MEMBERS

Use of electronic mail (e-mail) by members of the Board of Education shall conform to the same standards of judgment, propriety and ethics as other forms of school board-related communication. Board members shall comply with the following guidelines when using e-mail in the conduct of Board responsibilities:

The Board shall not use e-mail as a substitute for deliberations at board meetings or for other communications or business properly confined to board meetings.

Board members shall be aware that e-mail and e-mail attachments received or prepared for use in board business or containing information relating to board business may be regarded as public records which may be inspected by any person upon request, unless otherwise made confidential by law.

Board members shall avoid reference to confidential information about employees, students or other matters in e-mail communications because of the risk of improper disclosure. Board members shall comply with the same standards as school employees with regards to confidential information.

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BDC

EXECUTIVE SESSIONS

It is the Board's belief that educational matters should be discussed and decisions made, at public meetings of the Board to fulfill the rationale for the creation of public governing bodies.

However, the Board more properly discusses some matters in private session. As permitted by law, an executive or closed meeting may be held for the sole purposes of: (1) Discussing the qualifications, competence, performance, character or fitness of any public officer or employee or prospective public officer or employee. The term "employee" does not include any independent contractor; (2) Discussing the expulsion, suspension, discipline, assignment of or the educational program of a student; (3) Consulting with legal counsel or reviewing communications from legal counsel about proposed or pending litigation or contractual matters; (4) Preparing for contract negotiations or negotiating with employees or employee representatives; (5) Discussing marketing or pricing strategies by a board or commission of a business owned by the state or any of its political subdivisions, when public discussion may be harmful to the competitive position of the business. All discussions will be considered confidential, but all official actions concerning the matters discussed will be made only at an open official meeting.

By the very nature of the matter discussed in closed/executive session, the matters discussed shall be kept confidential by the Board and individual Board members (and the administration, as agents of the Board) unless and until allowed to be disclosed publicly by the individual(s) to whom the discussion relates or unless and until authorized or required by law. It is therefore the policy of the Board that the Board and Board members shall respect the right of privacy of District employees and students, and neither the Board nor individual Board members shall disclose nor convey confidential information regarding District employees or students, the knowledge of which was acquired during closed/executive sessions and except during closed/executive session, unless authorized or required by law to disclose the same.

An executive session may be held only upon a majority vote of the members of the Board present and voting. Violation of the “Open Meeting Law” can result in personal liability and potential criminal charges.

LEGAL REFS.: SDCL 1-25-1; 1-25-1.1 1-25-1.2 1-25-2; 1-25-3; 1-25-4; 1-25-5

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BDDA

NOTIFICATION OF BOARD MEETINGS

Notice of all regular meetings of the Board will be given to the press, the public and all Board members. Dates of regular meetings of the Board will be provided in annual announcements made available in printed form to the news media and the public, following the setting of the dates, times and place of Board meetings at the annual meeting.

Public notice shall be given by posting the proposed agenda in the business office at least twenty-four hours prior to any meeting. Local news media that have requested notice will be notified in person, by mail or telephone. Meetings conducted via telephone conference call are subject to the public notice law.

Except in rare emergencies, notification for all special, rescheduled meetings will be sent to the media in time for the public to be notified at least 24 hours in advance. When 24 hours printed notice of a special meeting cannot be given to the public, the business manager will make every effort to make the meeting known to the public through other channels.

All Board members will be personally notified by the business manager of special meetings in sufficient time to allow each member's presence.

LEGAL REF.: SDCL 13-8-l0, 1-25-1.1

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BDDB

AGENDA FORMAT

The chief executive officer (CEO)/superintendent, conferring with the president of the Board, will arrange the order of items on meeting agendas so that the Board can accomplish its business as expeditiously as possible. The particular order may vary from meeting to meeting in keeping with the business at hand.

The Board will follow the order of business established by the agenda, except as it votes to rearrange the order for the convenience of visitors, individuals appearing before the Board or to expedite Board business.

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BDDB-E

SAMPLE AGENDA FORMAT

At regular meetings, the following will be the customary order of business:

1. Call to order.
2. Roll call.
3. Establishment of a quorum.
4. Approval of minutes.
5. Consideration of claims.
6. Financial report.
7. Hearing of delegations.
8. Written petitions and communications.
9. Special committee reports.

10. Chief Executive Officer (CEO)/Superintendent's report.

11. Unfinished business.

12. New business.

13. Adjournment.

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended: 10/11/10	2010-10-2
Reviewed: 9/8/14	2014-09-04

File: BDDC

AGENDA PREPARATION AND DISSEMINATION

The agenda for all meetings of the Board will be prepared by the chief executive officer (CEO)/superintendent in consultation with the Board president.

Items of business may be suggested by any Board member, staff member or citizen of the district. The agenda, however, will always allow suitable time for the remarks of the public who wish to speak briefly before the Board.

The Board will follow the order of business set up by the agenda unless the order is altered by a majority vote of the members present. Items of business not on the agenda may be discussed and acted upon if a majority of the Board agrees to consider the item. The Board, however, may not revise Board policies, or adopt new ones, unless such action has been scheduled.

The agenda, together with supporting materials, will be distributed to Board members at least 24 hours prior to the Board meeting to permit them to give items of business careful consideration. The agenda will also be made available to the press, representatives of community and staff groups and to others upon request.

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BDDD

QUORUM

A majority of the school board membership constitutes a quorum for the transaction of school business.

LEGAL REF.: SDCL 2-14-15

CROSS REF.: BDDF, Voting Method

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BDDE

RULES OF ORDER

For the general transaction of business, the ordinary parliamentary rules will be observed. If any disputed question may arise, Robert's Rules of Order, Revised, may be used as reference.

The Board will follow Robert's Rules of Order, Revised, latest edition as modified by this policy and subsequent rules.

While Robert's Rules of Order, Revised, will serve as a guide, it is not intended nor required for strict compliance.

The purpose of modified rules adopted by the Board are:

- to establish guidelines by which the business of the governing board can be conducted in a regular and internally consistent manner;

- to organize the meetings so that all necessary matters can be brought to the Board and that decisions of the Board can be made in an orderly and reasonable manner;

- to insure that members of the Board, concentrating on the substantive issues at hand, have the necessary information to make decisions, and to insure adequate discussion of decisions to be made; and

- to insure that meetings and actions of the Board are conducted so as to be informative to the staff and the public, and to produce a clear record of actions taken and decisions made.

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended: 9/8/14	2014-09-04
Reviewed: 9/8/14	2014-09-04

RULES OF ORDER

QUICK REFERENCE AND GUIDE TO PARLIAMENTARY PROCEDURES

None except to postpone orders	None	Lay on table, close debate, reconsider	None	All	Reconsider	None	Reconsider	None	None	Reconsider	Amend, reconsider, limit or close debate	Amend, reconsider limit or close debate	Amend, reconsider, limit or close debate	Limit or close debate, reconsider ("I" vote only)	
Yes, except special cases	No	No	No, except unanimous consent	After progress	After progress	Does not apply	No	After progress	After Progress	After progress	After progress	After Progress	No	No	N
None- takes 2/3 vote to postpone special order	None unless appealed, then majority	Majority	Usually 2/3 (see Constitution)	2/3	Majority	Majority	2/3 in negative	Majority	Majority	2/3 Majority	Majority	Majority	Majority	Majority	
No	No	No	No	Yes	No	No	No	No	No	No	Yes	Yes	Yes	Yes	
No	No	Yes	Yes	Yes	No	Division, No; Ballet, yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
No	No	No	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Yes, to call for a special order	Yes	Yes	No	No	No		Yes	No	No	No	No	No	No	No	
Any special or general order	Any motion or act	Any decision by the chair	Any motion where needed	Main motion	Any Motion	Any	Main question and questions of privilege	Main question, appeals, questions of privilege or reconsider	Only to motion that was tabled	Any debatable motion	Main motion, questions of privilege or reconsider	Main motion, questions of privilege	Main motion, limit debate, refer, postpone definitely, time-next meeting	Main motion, questions of privilege	N
4.TO CALL FOR ORDERS OF THE DAY	5.RISE TO A POINT OF ORDER	6.APPEAL	7.TO SUSPEND THE RULES	8.TO CREATE SPECIAL ORDERS	9.TO WITHDRAW (or renew) A MOTION	10.VOTING – "division" Motion to Ballot	11. OBJECTION TO CONSIDERATION	12A. TO LAY ON THE TABLE	12B. TO TAKE FROM THE TABLE	13.CLOSE DEBATE	14.TO POSTPONE TO CERTAIN DAY	15.TO REFER	16.TO AMEND OR SUBSTITUTE	17.TO POSTPONE INDEFINITELY	

SOURCE: Associated School Boards of South Dakota

RULES OF ORDER

Parliamentary Procedure

- To obtain the floor to speak your mind, first address the chairman.

- To introduce a motion, say, "I move that..."

- A motion may be withdrawn by the maker with general consent, or by majority vote if objection to withdraw is made.

- To amend a motion, say, "I move to amend the motion by...." Ways of amending are: Striking out parts of the motion, inserting one or more words, striking out and inserting, and substituting a new motion.

- To close discussion on a motion when everyone seems to have made up his/her mind, informally call for the question to be voted. Just say, "Question!" If others joint you in this request, the chairman will call for a vote on the motion under discussion. The chair should avoid closing a discussion when members wish to speak. If a member calls out "Question," he/she must be supported by a majority in the judgment of the chair. The formal procedure is to say, "I move the previous question."

This formal motion, if made subsequent to recognition by the chairman, needs no second, is not debatable, and must be put to a vote immediately.

- A motion to reconsider a decision made by the board must be introduced by one who voted with the prevailing side in that previous vote, but is not in order if any part of the decision has been put into action.

• If the parliamentary procedure of the board is to be questioned, say, "Point of order!" The chairman must allow you to state your point, and then he/she must rule on it -- as taken or not taken. If the chairman denies a point of order, his/her decision may be appealed and either upheld or not upheld by a majority vote.

• If you have a question to ask about a matter under discussion or a procedure to be followed, say, "Point of information!" The chairman must allow you to state your question and see whether or not the information can be supplied.

• All members of the board, including the chairman, should vote on all matters before the board. A tie vote does not gain a majority and means that the motion is defeated.

• A legal quorum or action requires the "assent of a majority of the members of the school board..." (SDCL 2-14-15) A minimum of three out of five of a five man board, four out of seven of a seven man board, or five out of nine of a nine man board, must be present AND AGREE on any action. If one of the minimum number required to be present for a legal quorum disagrees, the motion is automatically lost. A simple majority vote, as needed for executive session, means the vote must be over 50 percent of the total votes case to be successful.

• A school board is a public board and the vote of its official actions should be part of the published minutes. A roll call vote may not be necessary. E.g., if at the beginning of the minutes all those present are listed, later a list of those voting nay and any abstentions would be adequate. But it should be clear from the minutes how members of the board have voted. The business manager should rotate the person voting first on a matter before the board.

• Some boards provide for citizenry comment before committee reports and others just before adjournment. In any case, once citizens have their opportunity to speak, they should be allowed to address the board only upon invitation of the chairman.

• The primary vehicle of action is through a main motion before it is acted upon. The chairman may assist the mover with wording for clarity.

• Each motion may deal with only one issue or idea. A chairman or a member can ask that a motion be rephrased or rewritten or divided into two motions if it deals with two or more different matters.

• Debate should follow, not precede, a main motion. A chairman should require a motion to be stated and seconded before debate is allowed. A chairman may allow general informal discussion, but not debate, before the motion.

• Debate must be limited to the issue at hand. Speakers who wander or attempt to enter new matters should be ruled out of order.

• No new main motions may be made while another is on the floor. See the Reference Guide for Precedence of Motions. (See BDDE-E(1))

• Main motions may be amended. Votes on amendments must be taken before the original motion.

• No more than one amendment to an amendment can be allowed or accepted for discussion.

• Before a vote on a main motion is taken, business can be interrupted by a motion to lay it on the table, to postpone action, to refer it to a committee, to withdraw it from consideration or to adjourn the meeting.

• Debate can be closed formally with a subsidiary motion (to close debate or to move the previous question) and a 2/3 affirmative vote. In cases where the chairman believes discussion to have ended, a vote on the main motion may be taken without a formal motion to close debate unless a member objects.

• Board members need not stand before speaking.

• A motion once voted down cannot be renewed at the same meeting of the board without the consent of a majority of the members of the board.

• When a blank is to be filled, the question shall be first taken on the largest sum, the greatest number, and the remotest day.

• If any member acts in any respect in a disorderly manner, it shall be the privilege of any member, and the duty of the president to call him/her to order.

• If any member considers himself/herself aggrieved by a decision of the chair, it shall be his/her privilege to appeal to the board, and the vote on such appeal shall be taken without debate.

• Members should not decline to vote on any question without weighty reasons, conflict of interest for example.

• When the chairman has commenced taking a vote no further debate or remark shall be admitted, unless there has evidently been some mistake, in which case the mistake shall be rectified, and the chairman shall recommence taking the vote.

Policy	Board Action
Adopted: 4/14/08	2008-4-4
Amended: 10/11/10	2010-10-2
Reviewed: 9/8/14	2014-09-04

File: BDDEA

PARLIAMENTARIAN

Meetings of the school board will use Robert's Rules of Order, Revised, as a guide and the Board president or designee will function as the parliamentarian for resolving any questions related to the rules of order. The Board, however, will not be precluded from pursing deliberations in an atmosphere of free exchange of information and opinion and will not be bound to adhere to the rules of order whenever more informal deliberations may be determined warranted by the Board president or the Board.

Policy	Board Action
Adopted: 4/14/08	2008-4-4
Amended: 10/11/10	2010-10-2
Reviewed: 9/8/14	2014-09-04

File: BDDF

VOTING METHOD

As the elected officials responsible for the governance of the school district, the board sets the direction for the school district through the establishment of policies and by taking other official actions.

It is the intent of the board that motions be carried by a majority of members elect. In the event, however, that board members must abstain from voting due to conflict of interest, as outlined in BBFA and SDCL 6-1-17, board action may be taken if it is approved by the majority of members voting.

Votes on all motions and resolutions will be by "ayes" and "nays." No secret ballots will be used.

At the discretion of the president or on the request of a member, a show of hand vote will be made and the vote of members will be recorded. Any member may request a roll call vote.

LEGAL REF: SDCL 2-14-15; SDCL 13-8-10; SDCL 6-1-17

CROSS REF: BBFA – CONFLICT OF INTEREST

BDDD - QUORUM

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BDDG

MINUTES

The minutes of the meetings of the School Board are the written permanent records of the school district. The business manager will keep minutes of all the official actions of the Board. The minutes will include:

1. A record of all actions taken by the Board, with the vote of each member recorded except in cases of unanimous votes.

2. Resolutions and motions in full. This will include a detailed statement of all expenditures of money, with names of persons to whom payment is made and service rendered or goods furnished; a detailed statement of receipts, and balance on hand; and expenditures and receipts of trust and agency funds.

3. A record of the disposition of all matters on which the Board considered, but did not take action.

4. The salaries of teachers and other employees will be published after the July organizational meeting.

Within 20 days after a Board meeting, minutes of the meeting will be published in the legal newspaper, as in accordance with law. The business manager will sign each legal publication submitted to the newspaper.

The Board will approve the minutes of every meeting within 45 days after that meeting. The presiding officer and the business manager will sign the minutes of all regular and special

meetings after approval by the Board. Any change or correction in the minutes will be reflected in the minutes of the meeting at which the changes are made.

All minutes will be open to inspection by the public during the regular office hours of the business manager.

LEGAL REFS.: SDCL 6-1-10

13-8-34; 13-8-35; 13-8-43

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BDDH

PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board welcomes community participation at school board meetings has a desire to hear the viewpoints of citizens throughout the district.

In order to assure that citizens who wish to appear before the board may be heard, and, at the same time, ensure meetings are conducted properly and efficiently, the board president shall make the public aware of any procedures for addressing the board. The board president is responsible for recognizing all speakers and for maintaining proper order. At his or her discretion, the board president may schedule a public discussion period for any particular topic or agenda item.

At a regular meeting, citizens can address the board on any topic related to the operation of the schools. Comments or complaints involving the reputation of any person connected with the district must first go through appropriate district channels and, depending on the nature of the comment, may not be heard by the board while sitting in public session.

The following are some guidelines that must be followed to enhance public discussion time.
*All persons wishing to speak to the Board need to be signed in to the meeting.
*The Board Chair controls the meeting (time, number of speakers, etc). All questions should be directed to the Chair.
*No employee name (or position) or student names may be used in open meeting with the Board. This is a violation of State Law.
*The Board of Education may ask clarifying questions, but may not participate in general conversation with patrons regarding items brought before the Board. (Input from patrons is one step in a multi-step process of trying to learn the whole issue, therefore the Board will listen, but not act on an issue brought up in public time).

CROSS REF: BBDH-R – Public Participation at Board Meetings

BBDH-E(1) Public Participation at Board Meetings – Request to Speak

BBDH-E(2) Public Participation at Board Meetings – Brochure

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended: 9/8/14	2014-09-04
Reviewed: 9/8/14	2014-09-04

File: BF

BOARD POLICY DEVELOPMENT

The Board considers policy development one of its chief functions. It is the intent of the Board to develop policies and put them in writing so that they may serve as guidelines and goals for the successful and efficient functioning of the public schools.

It is through the development and adoption of written policies that the Board will exercise its leadership in the operation of the school system; it is through study and evaluation of reports concerning the execution of its written policies that the Board will exercise its control over school operations.

It is the Board's intention that its written policies serve as guides for the discretionary action of those to whom it delegates authority and as a source of information and guidance for all persons who are interested in, and affected by, the district schools.

The policies of the Board are developed, and are meant to be interpreted, in terms of state laws, regulations of the State Board of Education, and other applicable county, state and federal regulations. The policies are also framed, and meant to be interpreted, in terms of those educational objectives, procedures and practices that are broadly accepted by leaders and authorities in the public education field.

Changes in needs, conditions, purposes and objectives will require revisions, deletions and additions to the policies of present and future boards. The Board will welcome suggestions for ongoing policy development.

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BFB

PRELIMINARY DEVELOPMENT OF POLICIES

Proposals regarding school district policies and operations may originate at any of several sources: a parent, a student, a community resident, an employee, a member of the Board, the chief executive officer (CEO)/superintendent, a consultant, a civic group.

A careful and orderly process will be used in examining such proposals prior to action upon them by the Board.

Final action on such proposals, whatever their source, will be by the Board in accord with its policy on policy adoption. The Board will take action on most matters on the basis of recommendations presented to the Board by the chief executive officer (CEO)/superintendent. The chief executive officer(CEO)/superintendent will base his/her recommendations on the outcomes of study and upon the judgment of the professional staff and study committees.

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BFC

POLICY ADOPTION

Adoption of new policies or changing existing policies is solely the responsibility of the Board. Policies will be adopted and/or amended only by the affirmative vote of a majority of the members of the Board when such action has been scheduled on the agenda of a regular or special meeting.

To permit time for study of all new policies or amendments to policies and to provide an opportunity for others to react, proposed policies or amendments will be presented as an agenda item to the Board in the following sequence:

1. Information item--distribution with agenda (this may be an announcement that a policy is being developed in a particular area and that interested persons may submit suggestions).

2. Discussion item--first reading of proposed policy or policies; response from superintendent; report from any Board or advisory committee assigned responsibility in the area; Board discussion and directions for any redrafting.

3. Action item--discussion, adoption or rejection.

Amendments to the policy at the action stage will not require repetition of the sequence, unless the Board so directs.

In instances, the Board may dispense with the above sequence to meet emergency conditions.

Policies will be effective upon adoption by the Board. Once adopted, policies of the Board will be distributed to the community, staff and students.

The Board will re-adopt its collection of written policies annually at the organizational meeting.

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BFCA (Also CHB)

BOARD REVIEW OF REGULATIONS

(Approval for Issuance)

The Board reserves the right to review administrative regulations at its discretion, but it will revise or veto such rules only when, in the Board's judgment, they are inconsistent with policies adopted by the Board.

Administrative regulations need not be approved by the Board in advance of issuance except as required by state law or in cases when strong community attitudes, or possible student or staff reaction, make it necessary or advisable for the regulation to have the Board's advance approval.

Before issuance, regulations will be properly titled and coded as appropriate to subject and in conformance with the codification system selected by the Board. Those officially approved by the Board will be so marked; all others appearing in this manual will be considered approved provided they are in accordance with the accompanying Board policy.

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BFD

POLICY DISSEMINATION

The chief executive officer (CEO)/superintendent is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Board and the rules and regulations needed to put them into effect.

Accessibility is to extend at least to all employees of the school system, to members of the Board, and, insofar as conveniently possible, to all persons in the district.

All policy manuals distributed to anyone will remain the property of the Board and will be considered as "on loan" to anyone, or any organization, in whose possession they might be at any time. They are subject to recall at any time for updating.

The Board's policy manual will be considered a public record and will be open for inspection at the Board offices during regular office hours.

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BFE (Also CHD)

ADMINISTRATION IN POLICY ABSENCE

In the absence of Board policy specifically covering any action that the chief executive officer (CEO)/superintendent feels he/she must take for the orderly execution of his/her duties, he/she may take temporary action that he/she feels will be in harmony with the overall policy of the Board. However, the chief executive officer (CEO)/superintendent will not be free to act when the action involves a duty of the Board that by law cannot be delegated.

In each case in which the chief executive officer (CEO)/superintendent must take such action, he/she will present the matter to the Board for its consideration at its next meeting.

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BFF

SUSPENSION OF POLICIES

Board policies may be suspended only upon a majority vote of all the members of the Board at a meeting in the call for which the proposed suspension has been described in writing, or upon a unanimous vote of all members of the Board when no such written notice has been given.

Policies regarding Board operation will be suspended only upon a majority vote of all members of the Board at a meeting in the call for which the proposed suspension has been described in writing, or upon a unanimous vote of all the members of the Board when no such written notice has been given.

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BFG/BFGA

POLICY REVIEW AND EVALUATION/MANUAL ACCURACY CHECK

In an effort to keep its written policies up to date so that they may be used consistently as a basis for Board action and administrative decision, the Board will review its policies on a continuing basis.

The Board will evaluate how the policies have been executed by the school staff and will weigh the results. It will rely on the school staff, students and the community for providing evidence of the effect of the policies, which it has adopted.

1. The Superintendent/CEO is given the continuing commission of calling to the Board's attention all policies that are out of date or for other reason appear to need revision.

2. Each Board policy that is adopted, revised, or reviewed after [Date of Adoption of Policy BFG] shall be presented to the Board by the Superintendent no later than five years after the date of the Board's last official public action as part of the school district's effort to continually review board policy.

3. Annually, the Superintendent, or designated member for the Superintendent's staff, shall present to the Board a list of those policies during the succeeding school year. The Superintendent shall make every effort to present policies to the Board prior to their five-year anniversary date.

4. The Board directs the superintendent/CEO to recall all policy and regulations manuals periodically for purposes of administrative updating and Board review.

Policy	Board Action
Adopted: 4/14/08	2008-4-4
Amended: 10/11/2010	2010-10-2

Reviewed: 10/11/2010 2014-09-04

File: BHA

NEW BOARD MEMBER ORIENTATION

The Board considers it important that a new member be knowledgeable about school governance and operations, and, insofar as possible, prepared to discuss and cast informed votes on matters before the Board--from the time that he/she is sworn into office.

To maintain high standards and continuity in operating the school system, new Board members will be given special attention promptly after election. The Board will compile copies of policies and regulations, which are revised regularly, to be given each new member upon election. A retiring member should furnish the new member with his/her accumulated materials.

The chief executive officer (CEO)/superintendent will be responsible for arranging a conference or conferences with new Board members on the Board's work, objectives and purposes and will discuss the legislative function of the Board with the administrative functions of the chief executive officer (CEO)/superintendent.

The new member has a responsibility to inform himself/herself about the educational program, employed personnel, laws and Board procedure, Board policies, teaching materials and facilities, school services, needs of community, interested public service organizations and techniques of good public relations.

Policy	Board Action
Adopted: 4/14/08	2008-4-4
Amended: 10/11/10	2010-10-2
Reviewed: 9/8/14	2014-09-04

File: BHAA

BOARD MEMBER EDUCATION

It is the policy of the District to encourage and support Board members' efforts to remain knowledgeable about their roles and the issues with which they deal.

Individual Board members will take advantage of opportunities to understand their roles, educational issues in general, school programs, State Department of Education functions and legislative activities. The Board Chair, with the assistance of the Superintendent, will be responsible for assuring that information on leadership development opportunities is available to all members. New members will participate in a district orientation session and other opportunities designed to familiarize themselves with all aspects of Board operation. Members who take part in workshops and seminars offered by the ASBSD and other organizations will be reimbursed for travel and other expenses related to participation in training activities provided prior approval is obtained from the Board and funds for these purposes are available.

Legal Refs. SDCL 13-8-10.1, 10.2, 37, 38

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BHB

BOARD MEMBER DEVELOPMENT OPPORTUNITIES

Board members will be encouraged to participate in meetings and activities of area, state and national school boards associations, and of other educational groups, and to study and examine the materials received from these organizations.

Upon Board approval, travel and convention expenses will be provided individual members within budgetary limitations to advance their development as school board members.

To help members develop understanding of the educational program, the superintendent will request members of the professional staff to appear before the Board from time to time to present and discuss new developments in various areas of curriculum and instruction.

Legal References: SDCL 13-8-10.1; 13-8-10.2

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BHD

BOARD MEMBER COMPENSATION AND EXPENSES

All board members may receive a per diem of seventy-five dollars for attendance of each meeting of the board. A board member may receive the per diem only for each meeting actually attended, and also for each day the member was actually engaged in the service of the Board when authorized by the Board.

In addition to the per diem, Board members will receive a travel allowance as authorized by the State Board of Finance.

Legal References: Constitution of the State of South Dakota, Art. XXI, sec. 2; Governor's Budget Report (odd-numbered years); SDCL 4-7-l0.4; 13-8-l0.2; 13-8-37; 13-8-38; Attorney General Opinion #85-27

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BJ

SCHOOL BOARD MEMBERSHIPS

The Board will maintain membership in the Associated School Boards of South Dakota and in other state, regional and national educational organizations for the benefits that can be derived for the district.

The materials and other benefits of institutional memberships will be distributed and used to the best advantage of the district.

LEGAL REFS.: SDCL 13-8-10.1

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

File: BK (Also AFA)

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

The Board will review its performance annually to ensure its proper discharge of responsibilities to the community. The Board recognizes that faultfinding and disparaging remarks serve no constructive purpose, and therefore, evaluation will be based on a positive approach, which will indicate the strengths of the Board and the areas of needed improvement.

The evaluation should meet local needs and provide for objective examination. Certain conditions are recommended to help the Board meet this goal, and thereby provide for the improvement of school board leadership. These conditions include:

1. Board member involvement in the development of standards by which they will evaluate themselves.

2. Developing a composite of individual members' opinions, and discussion of the results of a Board as a whole.

3. Supporting each judgment by as much rational and objective evidence as possible.

Upon final discussion of the results, the Board will develop both short- and long-range priorities to ensure continued proficiency in its areas of excellence, strengthening of adequate or weak areas and elimination of those areas no longer applicable to its performance.

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended: 10/11/10	2010-10-2

Reviewed: 9/8/14 2014-09-04

File: BK-E (Also AFA-E)

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

Areas of Responsibility Degrees of Success

Poor, Inadequate, Adequate, Good, Excellent

A. RELATIONSHIP WITH CHIEF EXECUTIVE OFFICER (CEO)/SUPERINTENDENT

1. Establishes written policies for the guidance of the chief executive officer (CEO)/superintendent in the operation of the schools.

2. Provides the chief executive officer (CEO)/superintendent with a clear statement of the expectation of performance and personal qualities against which he/she will be measured periodically.

3. Engenders confidence in the chief executive officer (CEO)/superintendent by inviting communication from the chief executive officer (CEO)/superintendent.

4. Reaches decisions only on the basis of study of all available background data and consideration of the recommendation of the chief executive officer (CEO)/superintendent.

5. Requests information through the chief executive officer (CEO)/superintendent and only from staff members with the knowledge of the chief executive officer (CEO)/superintendent.

6. Provides a climate of mutual respect and trust offering commendation whenever earned, and constructive criticism when necessary.

7. Matters tending to alienate either board members or chief executive officer (CEO)/superintendent are discussed immediately rather that being permitted to fester and deteriorate.

Areas of Responsibility

8. Provides opportunity and encouragement for professional growth of (CEO)/Superintendent.

9. Provides time for the chief executive officer (CEO)/superintendent to plan.

10. Takes the initiative in maintaining a professional salary for the chief executive officer (CEO)/superintendent comparable with salaries paid for similar responsibility in and out of the profession.

11. Does not overly involve itself in administrative management of the school district and recognizes the distinction between administration and policy setting.

B. COMMUNITY RELATIONSHIPS

12. Encourages attendance at board meetings.

13. Actively fosters cooperation with various news media for the dissemination of information about the school program.

14. Insures a continuous planned program of public information regarding the schools.

15. Participates actively in community affairs.

16. Channels all concerns, complains and criticism of the school system through the chief executive officer (CEO)/superintendent for study with the expectation that he/she will report back to the board if actions is required.

17. Protects the chief executive officer (CEO)/superintendent from unjust criticism and the efforts of vocal special interest groups.

18. An individual board member does not commit himself/herself to a position in answer to an inquiry or in public statements unless board policy is already established and clear or the question addressed to him/her requires merely a recitation of facts about the school system.

19. Encourages citizen participation in advisory capacity in the solution of specific problems.

20. Is aware of community attitudes and the special interest groups, which seek to influence the district's program.

C. BOARD MEETINGS

21. Has established written procedures for conducting meetings which include ample provision for the public to be heard but prevents a single individual or group from dominating discussions.

22. Conducts its meetings in facilities that allow the division's business affairs to be conducted by the board and its administrative staff effectively.

23. Selects a chairman on the basis of his or her ability to properly conduct a meeting rather than on seniority or rotation.

24. New items or a complex nature are not introduced for action if they are not listed on the agenda but are presented for listings on a subsequent agenda.

25. Definitive action is withheld until asking if there is a staff recommendation and what it is.

26. Care is used in criticizing a staff recommendation.

27. The privilege of holding over matters for further study is not abused.

28. Each member makes a sincere effort to be informed on all agenda items listed prior to the meeting.

29. Controversial, complex, or complicated matters are held over or placed on the agenda for discussion only, prior to consideration for adoption.

D. STAFF AND PERSONNEL RELATIONSHIPS

30. Develops sound personnel policies, involving the staff when appropriate.

31. Authorizes the employment or dismissal of staff members only upon the recommendation of the chief executive officer (CEO)/superintendent.

32. Makes provision for the complaints of employees to be heard, and after full study if staff dissatisfaction is found to exist, takes action to correct the situat6ion through appropriate administrative channels.

33. Is receptive to suggestions for improvement of the school system.

34. Encourages professional growth and increased competency through:

a. Attendance at educational meeting.

b. Training on the job.

c. Salary increments which recognize training and experience beyond minimum qualifications for a given position.

35. Makes the staff aware of the esteem in which it is held.

36. Provides a written policy protecting the academic freedom of teachers.

E. RELATIONSHIP TO THE INSTRUCTIONAL PROGRAM

37. Understands the instructional program and the general restriction imposed on it by the Assembly, the State Board of Education, and college and university requirements.

38. Realistically faces the ability of the community to support a quality education for its children.

39. Resists the efforts of special interest groups to influence the instructional programs if the effect would be detrimental to the students.

40. Encourages the participation of the professional staff, and in certain instances the public, in the development of the curricula.

41. Weighs all decisions in terms of what is best for the students.

42. Provides a policy outlining the district's educational objectives against which the instructional program can be evaluated.

43. Keeps abreast of new developments in course content and teaching techniques through attendance and participation in school board association conferences and meetings of other educational groups and by reading of selected books and periodicals.

F. RELATIONSHIP TO FINANCIAL MANAGEMENT OF THE SCHOOLS

44. Equates the income and expenditure of the district in terms of the quality of education that should be provided and the ability of the community to support such a program.

45. Takes the leadership in suggesting and securing community support for additional financing when necessary.

46. Establishes written policies which will insure efficient administration of purchasing accounting, payroll procedures and the insurance program.

47. Authorizes individual budgetary allotments and special non-budgeted expenditures only after considering the total needs of the district.

48. Makes provision for long-range planning acquisition of sites, additional facilities and plant maintenance.

G. PERSONAL QUALITIES

49. A sincere and unselfish interest in public education and in the contribution it makes to the development of children.

50. A knowledge of the community which the school system is designed to serve.

51. An ability to think independently, to grow in knowledge and to rely on fact rather than prejudice and a willingness to hear and consider all sides of a controversial question.

52. A deep sense of loyalty to other board members and respect for group decisions cooperatively reached.

53. A respect for and interest in people and ability to get along with them.

54. A desire to work through defined channels to authority and responsibility.

55. A willingness to devote the necessary time to become and effective board member.

Policy	Board Action
Adopted: 4/14/08	2008-04-4
Amended:	
Reviewed: 9/8/14	2014-09-04

SECTION C: General School Administration

Section C of the EPS/NSBA policy classification system provides a repository for statements about the school district management, the administrative structure, school building and department administration. It also is the location for personnel policies that pertain to one individual--the superintendent.

CA Administration Goals

CBA Qualifications and Duties of the Chief Executive Officer (CEO)/Superintendent-Job Description

CBB Recruitment and Appointment of Chief Executive Officer (CEO)/Superintendent

CBC/CBD Chief Executive Officer (CEO)/Superintendent's Contract/Compensation and Benefits

CBG Evaluation of the Chief Executive Officer(CEO)/Superintendent (Also AFB)

CBG-E Evaluation of the Chief Executive Officer(CEO)/Superintendent (Also AFB-E)

CC Administrative Organization Plan

CCA Organization Charts

CCB Line and Staff Relations

CD Management Team

CE Administrative Councils, Cabinets, and Committees

CF School Building Administration

CH Policy Implementation

CHA Development of Regulations

CHB Board Review of Regulations-Approval for Issuance(Also BFCA)

CHC Regulations Dissemination

CHCA Approval of Handbooks and Directives

CHD Administration in Policy Absence (Also BFE)

CK Program Consultants

CM School District Annual Report

File: CA

ADMINISTRATION GOALS

The purpose of school administration is to help create and foster an environment in which pupils can learn most effectively. All administrative duties and functions will be appraised in terms of the contributions that they make to better instruction and to higher student motivation and achievement.

The Board will rely on its superintendent of schools to provide the professional administrative leadership that such a goal demands.

The design of the administrative organization will be such that all schools are part of a single system subject to the policies set forth by the Board and implemented through a single superintendent. Within district policies and regulations, principals will be responsible and accountable for the administration of their respective schools.

Major goals of administration in the district will be:

1. To manage the district's various units and programs effectively.

2. To provide professional advice and counsel to the Board and to any advisory groups established by Board action.

3. To implement the management function through a team management approach so as to assure the best and most effective learning programs through achieving such sub-goals as:

    a) providing leadership in keeping abreast of current educational developments;

b) arranging for the staff development necessary to the establishment and operation of learning programs that better meet more learner needs;

c) coordinating cooperative efforts at improvement of learning programs, facilities, equipment, and materials;

d) providing access to the decision making process for the ideas of staff, students, parents and others.

Policy	Board Action
Adopted: 5/12/08	2008-05-06
Amended:	
Reviewed: 10/13/2014	2014-10-02

File: CBA

QUALIFICATIONS AND DUTIES OF THE CHIEF EXECUTIVE OFFICER (CEO)/SUPERINTENDENT

(Job Description)

TITLE: Chief Executive Officer (CEO)/Superintendent of Schools

QUALIFICATIONS: Required state certification with at least a master's degree. Successful experience as an educational leader and administrator with not less than five years public school experience. Other qualifications as determined by the Board.

REPORTS TO: School Board

SUPERVISES: Central office administrators and school principals; through them, all personnel of district.

JOB GOAL: To provide for effective administration of all schools and departments, and educational leadership throughout the school system and community.

SELECTED CRITERIA FOR CHIEF EXECUTIVE OFFICER (CEO)/SUPERINTENDENT EVALUATION

MANAGEMENT TECHNIQUES

Administers board policy.

1. Recognizes the need for policy oriented decisions for consistency.

2. Involves board and staff in the process of policy development.

3. Demonstrates a thorough knowledge of board policy.

4. Applies school policy reasonably and uniformly.

5. Views policy as a means rather than an end; accommodates exceptions necessary to accomplish school purposes efficiently.

6. Demonstrates a personal commitment to school policy.

7. Communicates policy expectations to staff to ensure knowledge of policies.

Assumes leadership in the implementation of the district's goals and philosophy of education.

1. Demonstrates an ability to convey district goals and philosophy.

2. Effectively gives and receives input to and from staff and community on philosophy and goals of the district.

3. Generates confidence through leadership and quality decisions based on the philosophy and goals of the district.

Takes an active role in the development of salary for all personnel.

1. Participates in the preparation, monitoring, and implementation of salary/compensation for all personnel based on prior board approval.

2. Secures adequate financial resources and support to fund salary commitments of the district.

3. Seeks input from and communicates with staff when making salary recommendations and decisions.

Inspires others to highest professional standards.

1. Possesses the professional credentials appropriate for the position.

2. Demonstrates the job-related skills for the position.

3. Actively pursues staff development activities for job improvement.

4. Has ability to inspire and challenge others to reach professional goals.

Organizes a planned program of staff evaluation and development.

1. Demonstrates commitment to the importance of evaluation.

2. Is fair and corrective in staff evaluation.

3. Is available to counsel and assist staff.

4. Provides staff development opportunities to support the evaluation process.

Supervises operations, insisting on competent and efficient performance.

1. Provides help and assistance for those supervised.

2. Demonstrates desired behavior to those supervised.

3. Has ability to diagnose the concerns and problems of those supervised.

4. Has ability to prescribe resolutions for the problems of those supervised.

5. Has ability to communicate expectations to those supervised.

Determines that funds are spent wisely and that adequate control and accounting procedures are maintained.

1. Provides effective direction and monitoring of fiscal accounting procedures as prescribed by the school board and the state.

2. Effectively administers the school budget.

3. Actively participates in the development of policy and procedures for sound fiscal management.

Evaluates financial status and makes recommendations for necessary funding.

1. Monitors financial well being of district on a regular basis.

2. Communicates district financial status to school board, staff, and community as necessary.

3. Determines and recommends reasonable funding needs to the board.

4. Actively works to improve school district funding on the local, state, and national level.

Plans and reports on the present and future needs of the total school program.

1. Demonstrates the ability to anticipate the issues, problems and needs of the school, present and future.

2. Develops short-term and long-range goals to meet district needs.

3. Communicates status of school program to the board and community.

Keeps informed about the instructional program.

1. Evaluates and monitors instructional program throughout the year.

2. Provides curriculum direction and leadership.

3. Insures coordination of the instructional program district-wide.

STAFF RELATIONS

Participates with staff, board, and community in studying and developing the curriculum improvement process, implementation and evaluation.

1. Have committees been established for the purposes states?

2. Are there agendas or minutes of meetings?

3. Are there reports to the board about the committee meetings?

Provides procedures in curriculum work that utilize the abilities and talents of the professional staff and lay people of the community.

1. How were the committees selected?

2. What information is given to the committees?

3. Is adequate time allotted for committees to complete their task?

Meets and confers with staff to promote understanding of the interest and will of the board.

1. How often are meetings scheduled with the staff?

2. Is there understanding of the interest and will of the board?

3. Are there informational memo to the staff.

Develops and executes sound personnel procedures and practices.

1. What personnel procedures are being considered for change?

2. Are appropriate situational leadership techniques utilized when dealing with personnel.

3. Is there understanding among staff of the direction in which the chief administrator is leading?

Insists on performance of duties and treats all personnel without favoritism or discrimination.

1. Are decisions made on each individual case?

2. Is school policy followed?

3. Is positive reinforcement given to personnel?

Delegates authority to staff members appropriate to the position each holds.

1. Has authority been given to staff members?

2. Are decisions suggested?

3. Is there a reporting system for decisions rendered?

Encourages participation of appropriate staff members and groups in policy planning, procedures, interpretation and recommendations.

1. Are groups included in policy development?

2. What procedures are used to gain involvement?

3. Are listening skills evident?

Evaluates or provides for procedure to evaluate the performance of staff members, giving commendation for good work as well as constructive suggestions for improvement.

1. Is there an evaluation policy?

2. Do the evaluation provide for increased productivity?

3. Are there evidences of commendation?

File: CBA

BOARD RELATIONS

Keeps the board informed on issues, needs and operation of the school system.

1. Is there information on agenda items?

2. Is there back-up information on difficult issues?

3. Does the chief administrator's explanation present unbiased information on both (or all) sides of issues?

4. Does the chief administrator encourage members' attendance at workshops, conventions, etc. to improve their information?

5. Does the chief administrator suggest resources in a constant effort to help board members be informed and knowledgeable, not only about their own district, but about education in general?

Offers professional advice to the board on items requiring board action, making recommendations based on thorough analysis. Uses legal counsel when appropriate.

1. Does the chief administrator make available appropriate staff to speak/discuss a particular interest/concern, or is he unwilling to take that risk, preferring that all positions/stands on issues come to the board through him?

2. Is it apparent that the chief administrator remains abreast of current literature, research, etc., in the field of education? (i.e. read)

3. Does the chief administrator take advantage of opportunities to take part in workshops, conventions, etc.? (i.e., travel, personal encounters)

4. Does the chief administrator make effort to communicate in plain English, rather than education-ese, not only with board members, but in the community, to make sure his "professional advice" is readily understandable to all involved?

5. Does the chief administrator preserve the attorney's intent when providing his counsel?

Bases any position upon principle and philosophy. Makes every effort to convey those beliefs to the board. If the board's position is otherwise, the chief administrator supports the board's position.

1. Are the chief administrator's position based on recent research and data?

2. Does the chief administrator make educationally sound recommendations to the board?

3. Is the chief administrator sensitive to the board's need to be accountable to the taxpayers?

4. Does the chief administrator recognize that public education is a partnership?

File: CBA

Makes recommendations for employment, promotion, and/or dismissal of personnel, and accepts responsibility for the recommendations. If the recommendation is not accepted by the board, the chief administrator willingly seeks another qualified person to recommend.

1. Does the chief administrator fully appreciate that data and facts are more important for dismissal than for hiring?

2. Does the chief administrator have available supporting data with regard to hiring?

3. Does the chief administrator make every effort to bring into the system the best possible candidates?

Goes directly to the board when an honest, objective difference of opinion exists between the chief executive officer (CEO)/superintendent and any or all members of the board, in an earnest effort to resolve such difference.

1. Does the chief administrator directly communicate problems with the board?

2. Does the chief administrator try to deal effectively and fairly with uncompromising differences between board members and/or between majority/minority of the board?

3. Is the chief administrator able to rise above personality differences or even conflicts between himself and some board members?

4. Is the chief administrator able to handle appropriately an "overstepping" of the bounds of the working relationship? (i.e. administering vs. governing)

5. Would the chief administrator be able/willing to risk calling in an outside resource person to help with conflict resolution, rather than just letting it go on?

COMMUNITY/PUBLIC RELATIONS

Supports board policy and actions.

1. Advocates board decisions, even when his/her advice was contrary to adopted policy and actions.

2. Refrains from sharing his opposing views outside the board meeting.

3. Strives to be constructive in supporting board leadership.

Earns respect and support of the community in the management of school operations.

1. Publicizes school policies and procedures in a positive manner.

2. Demonstrates fairness and equity in dealing with students, teachers, and members of the public.

3. Refrains from giving special privileges to any person or group.

4. Endeavors to provide the best educational system with available resources.

5. Provides leadership in articulating the needs of the school system to the public.

Solicits opinions from divergent groups and individuals and responds respectfully to identified problems.

1. Maintains an open-door policy, free from recrimination.

2. Refrains from categorizing people and their opinions.

3. Makes an honest effort to document and address areas of concern.

4. Develops plans of assistance to alleviate identified problems.

Develops and maintains cooperative relationships with the news media.

1. Provides new media with regular and complete updates on school events.

2. Encourages student/media cooperation.

3. Is prompt and regular with media contacts.

Participation in community life and activities.

1. Is known as a contributing member in the community.

2. Makes an effort to know family members of students through community activities.

Establishes credibility as a community leader in public education.

1. Provides leadership in public education.

2. Is available as a resource person for local groups.

3. Facilities educational opportunities for all age levels.

Works cooperatively with public and private agencies.

1. Makes an effort to integrate school activities with the community calendar.

2. Encourages joint decisions with public and private agencies when making school decisions that affect them.

PERSONAL QUALITIES

Defends principle and conviction in the face of pressure and partisan influence.

1. Displays strong character in beliefs and defends what is right.

2. Demonstrates the ability to cope with pressure and influence in dealing with difficult situations.

3. Deals with people in a straightforward, professional manner.

Seeks and accepts constructive criticism.

1. Utilizes available resources to improve performance.

2. Accepts constructive criticism and suggestions for improvement without becoming defensive.

3. Seeks continuously to improve professional performance.

Demonstrates the ability to work well with individuals and groups.

1. Meets regularly with public groups and individuals to share information and receive input.

2. Responds to the concerns of the public.

3. Demonstrates genuine concern and caring for individuals.

4. Establishes effective interaction with community agencies, including the school board, faculty, support staff, business and service groups.

Serves as a model for wellness in appearance, personal habits, and behavior.

1. Dresses and behaves in a manner appropriate for the position.

2. Demonstrates a manner that conveys personal responsibility and high expectations of self, colleagues, and students.

3. Is an effective model for those with whom he/she works.

4. Has achieved a balance between self-confidence and humility.

Speaks and writes effectively.

1. Has the ability to listen, understand and appreciate.

2. Is effective in both oral and written expression.

3. Is sensitive to the need for good communication.

4. Has an appreciation for both formal and informal communication channels.

5. Demonstrates the ability to receive and send messages appropriate for the issue and the situation.

Maintains composure when faced with unexpected or disturbing turn of events.

1. Displays the ability to cope with difficult situations.

2. Meets crisis situations in a straightforward and professional manner and resists the temptation to ignore significant school problems.

3. Is receptive to the suggestions of others, regardless of their place in the organization, when faced with difficult reactions.

4. Is fair-minded and consistent in his/her positions and reactions.

Enjoys and appropriate sense of humor.

1. Is open, friendly, and empathetic.

2. Has a mature sense of humor.

3. Is consistently positive and pleasant.

PROFESSIONAL GROWTH, LEADERSHIP, AND CONDUCT

Continues professional development through reading, course work, conference attendance, professional committee work, and interaction with educators from other districts.

1. Is involved in reading, course work and conference attendance.

2. Is available for professional committees.

3. Attends area administrators' meetings.

Develops, uses and evaluates effective approaches to improve job performance.

1. Has a professional development plan.

2. Communicates areas for improvement.

3. Recognizes researched, effective improvement plans.

Behaves in a manner expected of the community's educational leader.

1. Is involved in community activities.

2. Is recognized as an educational leader.

3. Is sensitive to community issues.

Adheres to the Professional Administrator Practices and Practices Commission code of ethics, as stated in the Administrative Rules of South Dakota.

1. Knows the code of ethics.

2. Recognizes the limits of the code of ethics.

3. Speaks positively of the code of ethics.

Policy	Board Action
Adopted: 5/12/08	2008-05-06
Amended:	
Reviewed: 10/13/2014	2014-10-02

File: CBB

RECRUITMENT AND APPOINTMENT OF CHIEF EXECUTIVE OFFICER (CEO)/SUPERINTENDENT

The appointment of a chief executive officer (CEO)/superintendent is a function of the Board. The Board will conduct an active search to find the person it believes can most effectively translate into action the policies of the Board and the aspirations of the community and the professional staff.

The Board may seek the advice and counsel of interested individuals or of an advisory committee, or it may employ a consultant to assist in the selection. However, final selection will rest with the Board after a thorough consideration of qualified applicants.

The Board will provide prospective applicants with a written list of the qualifications candidates should have before making application for the position.

Following the screening of applicant credentials, the Board will invite the most desirable applicants for a personal interview.

A vote of the majority of the Board at a meeting for which due notice has been given of the intended action will be required for the appointment of the chief executive officer (CEO)/superintendent.

Policy	Board Action
Adopted: 5/12/08	2008-05-06
Amended:	
Reviewed: 10/13/2014	2014-10-02

File: CBC

SUPERINTENDENT'S CONTRACT - COMPENSATION AND BENEFITS

The appointment of the superintendent will be secured through an explicit contractual agreement which shall state the term of the contract, compensation and other benefits, including vacation period, and other conditions of employment. The contract will meet all state requirements and will protect the rights of both the Board and the superintendent.

The salary of the superintendent, additional benefits, including group life and health insurance, participation in tax-sheltered annuity programs, retirement programs, as well as vacation entitlement, and other leave will be determined at the time of his or her appointment (or reappointment) and will be part of the superintendent written contract.

Legal References: SDCL 3-10-2 et seq.; 3-11-1 et seq.; 3-12A et seq.; 13-10-3; 13-10-4; 13-10-9

Policy	Board Action
Adopted: 5/12/08	2008-05-06
Amended:	
Reviewed: 10/13/2014	2014-10-02

File: CBG (Also AFB)

EVALUATION OF THE CHIEF EXECUTIVE OFFICER (CEO)/SUPERINTENDENT

The Chief Executive Officer (CEO)/superintendent will be evaluated once each semester during the first three years of employment. Thereafter, the superintendent's performance will be reviewed annually by the Board.

Through this process the Board will strive to accomplish the following:

1. Clarify for the chief executive officer (CEO)/superintendent his role in the school district as seen by the Board.

2. Clarify for all Board members the role of the chief executive officer (CEO)/superintendent in the light of his job description and the immediate priorities among his responsibilities as agreed upon by the Board and the chief executive officer (CEO)/superintendent.

3. Develop harmonious working relationships between the Board and the chief executive officer (CEO)/superintendent.

4. Provide administrative leadership of excellence for the school district.

Board consensus of the chief executive officer (CEO)/superintendent's abilities and performance will be put in writing, made available to him, and discussed with him in an executive session at the December Meeting. At the June meeting the Board may use the formal evaluation or an informal observation evaluation to communicate performance to the CEO/Superintendent, which will also be given in writing. The evaluation will be used to improve the quality of administration and to determine future employment.

CROSS REF.: BDC, Executive Sessions

Policy	Board Action
Adopted: 5/12/08	2008-05-06
Amended: 12/13/2010	2010-12-03
Reviewed: 10/13/2014	2014-10-02

File: CBG-E (Also AFB-E)

EVALUATION OF THE CHIEF EXECUTIVE OFFICER (CEO)/SUPERINTENDENT

EVALUATION INSTRUMENT
(Adoption by School Boards)

EVALUATION OF_____

DATE _____

The school board, in its policies, will address the following:

(1) The purpose of the evaluations;

(2) The frequency of the evaluations;

(3) The procedure to be used in making the evaluations;

(4) The areas subject to evaluation; and

(5) The use of the results of the evaluations.

Source:

KEY:

ES - Exceeds Standards	Exceeds standards of performance.
S - Standard	Successfully meets standards.
NI - Needs Improvement	Demonstrates an attempt to accomplish the standard, but needs additional experience or help to improve.
U - Unsatisfactory	Unacceptable performance. Not meeting standards.

Policy	Board Action
Adopted: 5/12/08	2008-05-06
Amended:	
Reviewed: 10/13/2014	2014-10-02

File: CBG-E

CHIEF EXECUTIVE OFFICER/SUPERINTENDENT EVALUATION INSTRUMENT MANAGEMENT TECHNIQUES

Manages and directs education and business operations with efficiency and competency.

	EXPECTATIONS			
	ES	S	NI	U
Administers board policy	__	__	__	__
Assumes leadership in the implementation-*mentation of the district's goals and philosophy of education.	__	__	__	__
Takes an active role in development of salary for all personnel.	__	__	__	__
Inspires others to highest professional standards.	__	__	__	__
Organizes a planned program of staff evaluation and development.	__	__	__	__
Supervises operations, insisting on competent and efficient performance.	__	__	__	__

Determine that funds are spent wisely and that adequate control and accounting procedures are maintained.	__	__	__	__
Evaluates financial status and makes recommendations for necessary funding.	__	__	__	__
Plans and reports on the present and future needs of the total school program.	__	__	__	__
Keeps informed about the instructional program.	__	__	__	__

COMMENTS: _____
_____
_____

RECOMMENDATIONS with Timeline for Improvement:
_____
_____

File: CBG-E

STAFF RELATIONS

Develops and maintains strong, effective and positive relationships with total staff

	EXPECTATIONS			
	ES	S	NI	U

Participates with staff, board, and community in studying and developing the curriculum improvement process, implementation, and evaluation. __ __ __ __

Provides procedures in curriculum work that utilizes the abilities and talents of the professional staff and lay people of the community. __ __ __ __

Meets and confers with staff to promote understanding of the interest and will of the board. __ __ __ __

Develops and executes sound personnel procedures and practices. __ __ __ __

Insists on performance of duties and treats all personnel without favoritism or discrimination. __ __ __ __

Delegates authority to staff members appropriate to the position each holds. __ __ __ __

Encourages participation of appropriate staff members and groups in policy planning, procedures, interpretation and recommendations. __ __ __ __

Evaluates or provides for procedure to evaluate the performance of staff members, giving commendation for good work as well

as constructive suggestions for improvement. __ __ __ __

COMMENTS: _____
_____
_____

RECOMMENDATIONS with Timeline for Improvement:

_____
_____

File: CBG-E

BOARD RELATIONSHIPS

Establishes a positive, effective working relationship with the school board.

EXPECTATIONS

ES S NI U

Keeps the board informed on issues, needs and operation of the school system. __ __ __ __

Offers professional advice to the board on items requiring board action, making recommendations based on thorough analysis. Uses legal counsel when appropriate. __ __ __ __

Bases any position upon principle and philosophy. Makes every effort to convey those beliefs to the board. If the board's position is otherwise, the chief administrator supports the board's position. __ __ __ __

Makes recommendations for employment, promotion, and/or dismissal of personnel, and accepts responsibility for the recommendations. If the recommendation is not accepted by the board, the chief administrator willingly seeks another qualified person to recommend. __ __ __ __

Goes directly to the board when an honest, objective difference of opinion exists between the superintendent and any or all members of the board, in an earnest effort to resolve such difference. __ __ __ __

COMMENTS:

_____

_____

RECOMMENDATIONS with Timeline for Improvement:

_____

_____

File: CBG-E

COMMUNITY/PUBLIC RELATIONS

Builds and demonstrates effective leadership and participation in community/public relations to promote and enhance the school image.

	EXPECTATIONS			
	ES	S	NI	U
Supports board policy and actions.	__	__	__	__
Earns respect and support of the community in the management of school operations.	__	__	__	__
Solicits opinions from divergent groups and individuals and responds respectfully to identified problems.	__	__	__	__
Develops and maintains cooperative relationships with the news media.	__	__	__	__
Participates in community life and activities.	__	__	__	__
Establishes credibility as a community leader in public education.	__	__	__	__

Works cooperatively with public and private agencies. __ __ __ __

COMMENTS: _____
_____
_____

RECOMMENDATIONS with Timeline for Improvement: _____
_____
_____

File: CBG-E

PERSONAL QUALITIES

Presents a positive leadership model.

	EXPECTATIONS			
	ES	S	NI	U
Defends principle and conviction in the face of pressure and influence.	__	__	__	__
Seeks and accepts constructive criticism.	__	__	__	__
Demonstrates the ability to work well with individuals and groups.	__	__	__	__
Serves as a model for wellness in appearance, personal habits and behavior.	__	__	__	__
Speaks and writes effectively.	__	__	__	__
Maintains composure when faced with an unexpected or disturbing turn of events.	__	__	__	__
Enjoys an appropriate sense of humor.	__	__	__	__

COMMENTS: _____
_____
_____

RECOMMENDATIONS with Timeline for
Improvement: _____
_____
_____

File: CBG-E

PROFESSIONAL GROWTH, LEADERSHIP AND CONDUCT

Improves professional skills and knowledge and models ethical conduct.

	EXPECTATIONS			
	ES	S	NI	U
Continues professional development through reading, coursework, conference attendance, work on professional committee work and interaction with educators from other districts.	__	__	__	__
Develops, uses and evaluates effective approaches to improve job performance.	__	__	__	__
Behaves in a manner expected of the community's educational leader.	__	__	__	__
Adheres to the Professional Administrators Practices and Standards Commission Code of Ethics, as stated in the Administrative Rules of South Dakota.	__	__	__	__

COMMENTS:

_____

_____

RECOMMENDATIONS with Timeline for Improvement:

_____

_____

File: CBG-E

EMPLOYMENT RECOMMENDATION

Recommended for continued employment.

Recommended for continued employment with qualifications.

Not recommended for employment.

COMMENTS:
_____
_____

Signature does not indicate agreement with the evaluation, but does verify knowledge of the report.

Signed _____ Date_____

Chairman of the Board

Signed _____ Date_____

District Administrator

Policy Board Action
Adopted: 5/12/08 2008-05-06
Amended:

Reviewed: 10/13/2014 2014-10-02

File: CC

ADMINISTRATIVE ORGANIZATION PLAN

The central administration will be organized in a manner that assures that the schools will be able to effectively and efficiently carry out programs and respond to any new programs demanded by our needs or opportunities, or suggested by research or successful practice. The organization must allow the schools opportunities to address their particular needs and improve existing programs.

The legal authority of the Board will be transmitted through the chief executive officer (CEO)/superintendent along specific paths from person to person through the approved organizational structure.

The organizational structure approved by the Board will represent direction of authority and responsibility; it will not restrict cooperation among staff members at all levels or the flow of ideas necessary in the decision making processes.

The chief executive officer (CEO)/superintendent will be responsible for keeping the administrative structure of the school district up to date with the changes in goals, curriculum, instructional arrangements, and school services, and will recommend revisions in the structure as necessary to the Board.

Policy	Board Action
Adopted: 5/12/08	2008-05-06
Amended:	
Reviewed: 10/13/2014	2014-10-02

File: CCA

ORGANIZATION CHARTS

AUTHORITY: (Line Of)

It is necessary that the Administration be kept informed of activities of the faculty and vice-versa by utilizing the **"Chain of Command."** Much confusion and misunderstanding can be eliminated. Keep in mind that utilization of the **"Chain of Command"** is actually a courtesy extended to and among fellow workers.

Board of Education
Superintendent

Elementary Principal	Secondary Principal
Elementary Staff	Middle School & Sr. High Staff

The Scotland School District #4-3 Board does not want to be approached as individuals by teachers on school matters. The Principal should be consulted first, then if not satisfied, the Superintendent should be consulted. If this meets with no answer/solution, then a meeting with the entire board is possible.

Policy	Board Action
Adopted: 5/12/08	2008-05-06
Amended:	
Reviewed: 10/13/2014	2014-10-02

File: CCB

LINE AND STAFF RELATIONS

All personnel employed by the Board will be responsible to the Board through the superintendent. The Board expects that the superintendent will establish clear understandings on the part of all personnel of the working relationships in the school district.

Personnel will be expected to refer matters requiring administrative action to the administrator to whom they are responsible. The administrator will refer such matters to the next higher administrative authority when necessary. Additionally, all personnel are expected to keep the person to whom they are immediately responsible informed of their activities by whatever means the person in charge deems appropriate.

It is expected that the established lines of authority will serve most purposes. But all personnel will have the right to appeal any decisions made by an administrative officer in accordance with the approved grievance procedures.

Additionally, lines of responsibility and authority do not restrict in any way the cooperative, sensible working together of all people on all professional levels in order to develop the best possible school program. The established lines of authority represent direction of authority and responsibility in the implementation of policy; when the staff is working together to improve the district's programs and operations, the lines represent avenues for a two-way flow of ideas.

Policy	Board Action
Adopted: 5/12/08	2008-05-06
Amended:	
Reviewed: 10/13/2014	2014-10-02

File: CD

MANAGEMENT TEAM

The Board recognizes the importance of maintaining an effective Management Team to strengthen the administration and educational programs of the district, and to establish and improve communications, decision-making, conflict resolution, and other relationships among the members of the Team.

While the Management Team concept places emphasis upon shared responsibility and authority, nothing in this policy is intended to limit the responsibility and authority of the Board ultimately to make decisions as prescribed by law.

For the purposes of this policy, the terms herein shall have the following definitions:

1. Management Team Concept - is a means whereby educational policies and administrative procedures that define the district's programs and operations are arrived at through shared responsibility and authority.

2. Management Team - is composed of the Superintendent/Chief Executive Officer(CEO) and administrative, supervisory, and administrative support personnel who have significant responsibilities for formulating district policies or administering district programs; and in addition:

- recommend employment, transfer, suspension, discharge, layoff, recall, promotion, assignment, compensation, or discipline of employees;

- direct and supervise other employees;

- evaluate employees;

- adjust complaints.

3. Management Employees - refers to those members of the Management Team.

The objectives of the district's Management Team are: to provide input into all policies, which directly affect management employees in the administration of the school district by:

- assisting in the development of the educational goals and objectives of the district;

- applying all available knowledge to the improvement of district services;

- providing input into the development of district and department financial plans and budgets;

- providing input into the labor relations policies and practices of the district;

- evaluating proposals made by other employees and making recommendations on the district's response;

- providing open and frequent communication among members of the Team.to provide a means of addressing the economic and welfare concerns of management employees including:

File: CD

- position description

- evaluation
- salaries and fringe benefits
- promotion
- assignment and transfer.

The Superintendent/Chief Executive Officer (CEO) shall prepare administrative guidelines for the operation of the Management Team. Such guidelines shall provide: that Management Team meetings will include:

- all management employees

representatives reflective of all management employee positions

- and, on occasion, all management employees

that the Management Team shall address itself to

- appropriate concerns identified by the Superintendent/Chief Executive Officer (CEO)
- appropriate concerns identified by any member of the Team

• appropriate concerns mutually identified by a consensus of the members of the Team that the concerns of the Management Team will include but not be limited to:

• the district budget

• the district curriculum

• personnel management

• welfare of management employees that the Management Team will meet:

• weekly

• twice a month

• monthly and

• on call with the Board or representatives thereof. that actions of all members of the Management Team be consistent with professional and ethical standards as adopted by professional management associations.

Policy	Board Action
Adopted: 5/12/08	2008-05-06
Amended:	
Reviewed: 10/13/2014	2014-10-02

File: CE

ADMINISTRATIVE COUNCILS, CABINETS, AND COMMITTEES

The superintendent may develop and lead such permanent and temporary councils, cabinets and committees as he or she deems necessary for proper administration of the school district program.

The groups established or authorized by the superintendent may be ad hoc (for the purpose of studying a particular issue) or may be commissioned to assist in a broad range of studies. Groups will be advisory in nature and will be subject to the same general guidelines on research, and release of information as established for groups advisory to the Board.

Policy	Board Action
Adopted: 5/12/08	2008-05-06
Amended:	
Reviewed: 10/13/2014	2014-10-02

File: CF

SCHOOL BUILDING ADMINISTRATION

Acting with the approval of the chief executive officer (CEO)/superintendent and upon the advice of central office administrators, each principal will be the chief administrator of his school. All personnel assigned to his building will be directly responsible to him. Staff members who work in more than one school will be responsible to the principal of the school during the time they are working in his building.

The principal is charged with the supervision and direction of the staff and the students assigned to his building, and with care of the school facility and its equipment. He will see that the policies and regulations of the district, the directives of its officers, and the guidelines for the instructional program are observed. Within the framework of Board policies and regulations set by the chief executive officer (CEO)/superintendent, the principal may establish and enforce such regulations as he deems advisable for the efficient operation of his school.

Policy	Board Action
Adopted: 5/12/08	2008-05-06
Amended:	
Reviewed: 10/13/2014	2014-10-02

File: CH

POLICY IMPLEMENTATION

The superintendent has responsibility for carrying out, through administrative regulations, the policies established by the Board.

The policies developed by the Board and the administrative regulations developed to implement policy are designed to promote an effective and efficient school system. Consequently, it is assumed that all Board employees and students will willingly carry them out.

There are activities that are common to all departments and school levels but procedures for conducting them may vary from unit to unit. Principals and department heads will establish procedures for conducting activities within their individual units within the larger framework of administrative regulations and Board policies.

Policy	Board Action
Adopted: 5/12/08	2008-05-06
Amended:	
Reviewed: 10/13/2014	2014-10-02

File: CHA

DEVELOPMENT OF REGULATIONS

The Board delegates to the chief executive officer (CEO)/superintendent the function of specifying required actions and designing the detailed arrangements under which the schools will be operated.

These required actions and detailed arrangements will constitute the administrative regulations governing the schools. They must be in every respect consistent with the policies adopted by the Board.

In the absence of policy, the chief executive officer (CEO)/superintendent is authorized by the Board to establish regulations as needed. Should the Board consider it necessary, policy will be developed thereafter.

The Board itself will formulate and adopt regulations only when required by law, and when the chief executive officer (CEO)/superintendent recommends Board adoption in light of strong community attitudes or probable staff reaction.

Policy	Board Action
Adopted: 5/12/08	2008-05-06
Amended:	
Reviewed: 10/13/2014	2014-10-02

File: CHB

BOARD REVIEW OF REGULATIONS

(And Approval for Issuance)

The Board reserves the right to review administrative regulations at its discretion, but it will revise or veto such rules only when, in the Board's judgment, they are inconsistent with policies adopted by the Board.

Administrative regulations need not be approved by the Board in advance of issuance except as required by state law or in cases when strong community attitudes, or possible student or staff reaction, make it necessary or advisable for the regulation to have the Board's advance approval.

Before issuance, regulations will be properly titled and coded as appropriate to subject and in conformance with the codification system selected by the Board. Those officially approved by the Board will be so marked; all others appearing in this manual will be considered approved provided they are in accordance with the accompanying Board policy.

Policy	Board Action
Adopted: 5/12/08	2008-05-06
Amended:	
Reviewed: 10/13/2014	2014-10-02

File: CHC

REGULATIONS DISSEMINATION

The chief executive officer (CEO)/superintendent will establish and maintain an orderly plan for making regulations known to all staff members, students and the public. A regulation concerning a particular group or groups in the schools will be distributed to the group(s) prior to the effective date of the regulation.

The chief executive officer (CEO)/superintendent will also provide easy access to an up-to-date collection of Board policies and regulations for all employees of the school district, members of the Boards and the community at large.

Policy	Board Action
Adopted: 5/12/08	2008-05-06
Amended:	
Reviewed: 10/13/2014	2014-10-02

File: CHCA

APPROVAL OF HANDBOOKS AND DIRECTIVES

To make pertinent Board policies, district regulations and departmental and/or school rules and procedures known to all staff members and students, district administrators and principals are granted authority to issue staff and student handbooks as found necessary and desirable.

It is essential that the contents of all handbooks conform with districtwide policies and regulations; it is also important that all handbooks bearing the name of the district or one of its schools be of a quality that reflects credit on the district. Therefore, the Board expects all handbooks to be approved prior to publication by the chief executive officer (CEO)/superintendent or other district administrator(s) as he directs.

The chief executive officer (CEO)/superintendent will use his judgment as to whether a specific handbook needs approval by the Board. However, all handbooks published will be made available to the Board for informational purposes.

As in the case of regulations affecting staff members, handbooks published specifically for a particular group of employees will be distributed to all of the employees affected.

Policy	Board Action
Adopted: 5/12/08	2008-05-06
Amended:	
Reviewed: 10/13/2014	2014-10-02

File: CHD (Also BFE)

ADMINISTRATION IN POLICY ABSENCE

In the absence of Board policy specifically covering any action that the superintendent feels he or she must take for the orderly execution of his or her duties, the superintendent may take temporary action that he or she feels will be in harmony with the overall policy of the Board. However, the superintendent will not be free to act when the action involves a duty of the Board that by law cannot be delegated.

In each case in which the superintendent must take such action, he or she will present the matter to the Board for its consideration at its next meeting.

Policy	Board Action
Adopted: 5/12/08	2008-05-06
Amended:	
Reviewed: 10/13/2014	2014-10-02

File: CK

PROGRAM CONSULTANTS

In situations where knowledge and/or technical skills are needed that cannot be supplied by regular staff positions, technical and consultant assistance may be considered as one alternative for providing the desired service. The service may be provided consistent with budgetary appropriations.

All consultants will be approved by the chief executive officer (CEO)/superintendent prior to the invitation and arrangement for visitation by such person or persons to the school district. Any proposed contracts with consultants will be submitted to the Board for approval.

Consultants, whether temporary, part-time or full-time will exercise no administrative authority over the work of employees in the district, but will act only as advisers in those fields in which they are qualified to offer expert assistance.

All supervision of employees will be in the hands of those to whom such responsibility has been specifically delegated by the chief executive officer (CEO)/superintendent.

LEGAL REFS.: SDCL 13-8-39

13-10-2

Policy	Board Action
Adopted: 5/12/08	2008-05-06
Amended:	

Reviewed: 10/13/2014 2014-10-02

File: CM

SCHOOL DISTRICT ANNUAL REPORT

In accordance with state law, an annual report covering the educational and financial activities of the school district will be prepared by the business manager, with the assistance of the chief executive officer (CEO)/superintendent. The report will be presented to the Board for its approval.

Upon approval by the Board, the report will be filed for audit on or before August l with the State Division of Elementary and Secondary Education.

LEGAL REFS.: SDCL 13-8-47

13-13-37

Policy	Board Action
Adopted: 5/12/08	2008-05-06
Amended:	
Reviewed: 10/13/2014	2014-10-02

SECTION D: Fiscal Management

Section D of the EPS/NSBA policy classification system provides a repository for statements concerning district fiscal affairs and the management of district funds. Statements relating to the financing of school construction, however, are filed in the F (Facilities Development) section.

DA Fiscal Management Goals

DB Annual Budget

DBB Fiscal Year

DBC Budget Deadlines and Schedules

DBD Budget Planning

DBH Budget Adoption Procedures

DBJ Budget Implementation

DBK Budget Transfer Authority

DC Taxing and Borrowing Authority/Limitations

DD Funding Proposals and Applications

DE Revenues from Tax Sources

DFA Revenues from Investments

DFB Revenues from School-Owned Real Estate

DG Depository of Funds

DGA Authorized Signatures

DGD Credit Card Use Policy

DH Bonded Employees and Officers

DI Fiscal Accounting and Reporting

DIB Types of Funds

DIC Financial Reports and Statements

DID Inventories

DIE Audits

DJ Purchasing

DJB Petty Cash Accounts

DJBA Incidental Accounts

DJC Bidding Requirements

DJC-E Bidding Requirements

DJD Local Purchasing

DJF Purchasing Procedures

DJG Vendor Relations

DK Payment Procedures

DLA Payday Schedules

DLB Salary Deductions

DLC Expense Reimbursements

DLC-R Expense Reimbursements

DM Cash in School Buildings

DN School Properties Disposal Procedure
DO Trust & Agency Accounts

File: DA

FISCAL MANAGEMENT GOALS

The Board recognizes that money and money management compose the foundational support of the whole school program. To make that support as effective as possible, the Board intends:

1. To encourage advance planning through the best possible budget procedures.

2. To explore all practical sources of dollar income.

3. To guide the expenditure of funds so as to extract the greatest educational returns.

4. To expect top-quality accounting and reporting procedures.

5. To maintain a level of expenditure needed to provide high quality education without imposing an excessive tax burden on the community.

Policy	Board Action
Adopted: 08/13/08	2008-10-03
Amended:	
Reviewed: 11/10/2014	2014-11-03

File: DB

ANNUAL BUDGET

Under law, the district is required to adopt an annual budget setting forth revenues and expenditures. This annual school budget is the financial outline of the district's educational plan; it is also the legal basis for the establishment of tax levies to support public education within the district.

Public school budgeting is also regulated and controlled by legislation, state regulations and local Board requirements. The annual operating budget for the schools will be prepared and presented in line with state policy and will be developed and refined in accordance with these same requirements.

The school district budget will be prepared by the superintendent, with the assistance of the business manager, and presented to the Board for review. The superintendent will establish a time line for the preparation of the budget.

Legal References: SDCL 10-12-29; 10-12-42; 10-12-43; 12-12-44; 13-11-2; 13-16-3

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 11/10/2014	2014-11-03

File: DBB

FISCAL YEAR

The fiscal year for all school funds will be July 1 through June 30. Financial reports for all funds will be presented for Board approval at the July meeting.

LEGAL REF.: SDCL 13-26-1

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 11/10/2014	2014-11-03

File: DBC

BUDGET DEADLINES AND SCHEDULES

Preparation of the annual budget will be scheduled in stages throughout the school year with attention to certain deadlines established by law and Board policy.

The following will serve as a guideline in the scheduling of the budget:

January	Budget preparation begins.
March	Annual audit is requested Review of proposed budget.
May	The proposed amended budget for the next fiscal year will be considered at the regular Board meeting.

July 15 hearing	Deadline for publishing proposed budget and notice of in the official newspaper.
July 31	Deadline for budget hearing.

September 30 Deadline for Board approval of budget for the anticipated obligations of each fund (except Trust and Agency) for the fiscal year. By resolution the School Board will adopt a levy in dollars or dollars per thousand of taxable valuation sufficient to meet the school budget for each fund.

September 30 Deadline for reporting to the county auditor the levy in dollars or dollars per thousand of taxable valuation adopted by the Board, on the forms prescribed by the county auditor. In accordance with law, any changes in the proposed budget incorporated into the final budget, will be published in the minutes within thirty days after the final adoption of the budget.

Established by law and Board policy

LEGAL REFS.: SDCL 13-11-2; 13-11-2.1 13-11-3

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 11/10/2014	2014-11-03

File: DBD

BUDGET PLANNING

Budget planning for the district will be an integral part of program planning so that the annual operating budget may effectively express and implement all programs and activities of the school system. Budget planning will be a year-round process involving broad participation by administrators, supervisors, teachers, other personnel throughout the school system, citizens and citizen groups.

The chief executive officer (CEO)/superintendent, in cooperation with the business manager, will have overall responsibility for budget preparation, including the construction of, and adherence to, a budget calendar. Principals will develop and submit budget requests for their particular schools after seeking the advice and suggestions of staff members.

The budget request will reflect the principal's judgment as to the most effective way to use resources in achieving progress toward educational objectives of the school.

The Board will give careful consideration to budget requests, review allocations for fairness and for their consistency with educational priorities of the school system.

LEGAL REFS.: SDCL 13-11-2; 13-11-2.1 13-11-3; 13-39-13

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 11/10/2014	2014-11-03

File: DBH

BUDGET ADOPTION PROCEDURES

Adoption of the budget is solely the responsibility of the Board. The Board will adopt the budget following the public hearing for the proposed budget. The proposed budget will be published in the official newspaper at the time notice of the budget hearing is given.

If, as a result of the public hearing, it should be determined that certain changes in the budget are necessary, these changes will be made before the budget is adopted.

Following the adoption of the budget by the Board, the tax levy in dollars or dollars per thousand of taxable valuation will be reported to the county auditor on the appropriate forms.

LEGAL REFS.: SDCL 13-11-2 through 13-11-3.2

CROSS REF.: DBC, Budget Deadlines and Schedules

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 11/10/2014	2014-11-03

File: DBJ

BUDGET IMPLEMENTATION

The district budget serves as the control to direct and limit expenditures. Overall responsibility for this control rests with the chief executive officer (CEO)/superintendent, who will establish the procedures for budget control and reporting throughout the district.

The chief executive officer (CEO)/superintendent is authorized to spend money called for in the budget classification without further approval of the Board. School Board approval must be secured to expend money in excess of major budget classifications.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 11/10/2014	2014-11-03

File: DBK

BUDGET TRANSFER AUTHORITY

Transfer of surplus funds among the major classifications of the budget or within a major classification of the budget will be subject to Board approval.

In accordance with law, funds may not be transferred from the capital outlay fund or the special education fund. The school district is restricted from transferring any funds exclusive of federal funds from the general fund to the capital outlay fund.

Contingency funds may be transferred to any budget category, except capital outlay, with Board approval.

The unused portion of money that has been transferred into the special education fund may be transferred from the special education fund within the current fiscal year to the fund from which it originated.

All or any part of any school district fund may be loaned to any other district fund for a period not to exceed twenty-four months.

LEGAL REFS.: SDCL 13-11-2.l; 13-16-14; 13-16-26

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 11/10/2014	2014-11-03

File: DC

TAXING AND BORROWING AUTHORITY/LIMITATIONS

TAXING

State law establishes the district's taxing authority. The district establishes levies in accordance with South Dakota Property Tax Law, which may change annually. The governing body of the school district may impose an excess tax levy with an affirmative two thirds vote of the governing body on or before July fifteenth of the year prior to the year taxes are payable. The decision may be referred upon a resolution of the governing body of the school district or by a petition signed by at least five percent of the registered voters in the school district.

For capital outlay funds, the tax levy cannot exceed 3 dollars per thousand dollars on the taxable valuation of the district, and for special education funds, the tax levy cannot exceed 1.40 dollars per thousand dollars on taxable valuation.

BORROWING

By law, the Board is permitted to borrow money in anticipation of the collection of taxes for the purpose of securing funds for school operations. The amount of money borrowed cannot exceed the sum of 95 percent of the amount of uncollected taxes levied for the current school fiscal year, plus other uncollected receivables (including state or federal money, not yet received, but) owed to the district.

Established by law.

Legal References: Constitution of the State of South Dakota, Art. XIII, sec. 15;

SDCL 10-12-29; 10-12-42; 10-12-43; 10-13-36; 13-10-6; 13-15-12; 13-15-13;

13-15-14.1 13-15-14.2; 13-16-10; 13-16-11; 13-16-12; 13-16-13; 13-16-14

13-19-1; 13-19-1.1; 13-19-1.2; 13-19-2; 13-19-2.1 13-19-3; 13-19-4;13-19-5;

13-19-6; 13-19-7; 13-19-8; 13-19-8.1 13-19-9; 13-37-16

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 11/10/2014	2014-11-03

File: DD

FUNDING PROPOSALS AND APPLICATIONS

The chief executive officer (CEO)/superintendent will apprise the Board of district eligibility for federal, state and foundation grants. The Board will seek and use all funding that is consistent with the advancement of the educational program of the district and the policies of the Board.

The preparation of these proposals will be supervised by the chief executive officer (CEO)/superintendent and will be coordinated with the budgetary practices and capital improvement program of the district.

LEGAL REF.: SDCL 13-39-13

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 11/10/2014	2014-11-03

File: DE

REVENUES FROM TAX SOURCES

In an attempt to provide the best education possible within the financial resources available, the Board will:

1. Request adequate local funds for the operation of the school district. The amount of the financial support requested will yield sufficient revenue for the total expenses of the school district.

2. Accept all available state funds to which the district is entitled by law or through state regulations.

3. Accept all federal funds that are available providing there is a specific need for them and matching funds that are required are available.

LEGAL REFS.: SDCL 13-11-7

13-13-1 through 13-13-14;

13-13-17 through 13-13-19; 13-13-24.1

13-13-36; 13-13-37; 13-13-38; 13-13-39; 13-13-41

13-14-1 through 13-14-5

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 11/10/2014	2014-11-03

File: DFA

REVENUES FROM INVESTMENTS

School district funds not in use will be invested in savings accounts, time deposits or in bonds or securities issued and guaranteed by the United States government. Interest earned on such investment will be credited to the respective fund or to the general fund.

In accordance with law, money in any bond redemption fund, may be invested in any of the above-mentioned securities, provided the bonds become due and payable before the payment date of the bonds.

The Board will approve the investment of all funds, and this approval will be filed and recorded by the business manager.

LEGAL REFS.: SDCL 4-5-5; 4-5-8; 4-5-9; 4-5-11; 13-16-18

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 11/10/2014	2014-11-03

File: DFB

REVENUES FROM SCHOOL-OWNED REAL ESTATE

In accordance with state law, the Board may approve the leasing of any of its real estate for the exploration of oil and gas and its development. Property leased will not interfere with the purposes of the school district. Revenues received from the leasing of such property will be directed into the school district general fund.

Established by law

LEGAL REFS.: SDCL 5-2-12; 5-2-13; 13-24-5 through 13-24-8; 13-24-l0

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 11/10/2014	2014-11-03

File: DG

DEPOSITORY OF FUNDS

As provided by law, the Board will designate a bank depository or depositories for the funds of the school district. It will be the responsibility of the business manager to deposit the money belonging to the school district in the designated bank depository or depositories.

The county auditor and county treasurer will be notified by the business manager as to the designated depositories. The county treasurer will be responsible for transferring all money received during the prior month on behalf of the school district to the depository by the twentieth of the month.

Legal References: SDCL 4-6A-1 et seq.; 13-8-l0; 13-11-7; 13-16-15; 13-16-15.1; 13-16-18

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	

Reviewed: 11/10/2014 2014-11-03

File: DGA

AUTHORIZED SIGNATURES

The business manager will draw and sign all checks or warrants for the payment of verified vouchers approved for payment by the Board. Every check or warrant will be countersigned by the president or vice-president of the Board. The check or warrant will specify the person, firm or corporation to whom paid.

No check or warrant will be drawn by the business manager except for the indebtedness incurred prior to its issue and upon the presentation of an itemized invoice, duly verified. The invoice and verification will be retained by the business manager and placed on file in his office.

LEGAL REFS.: SDCL 13-8-26

13-18-2; 13-18-8

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 11/10/2014	2014-11-03

File: DGD

CREDIT CARD USE POLICY

The business manager, with approval of the Superintendent/CEO, is authorized to issue credit cards on an as-needed basis to teachers, administrators, and school board members. Each credit card so issued shall be for a specific reason and a limited period of time. A written record of all cards issued, to whom, for what purpose, and a return date shall be recorded. The available credit line for any card issued under this policy, shall not exceed $15,000.00. School credit cards may be used for the following purposes:

1. On travel status for:

    a. Fuel for school vehicles;

Option 1: In an amount not to exceed rates established by the District

2. Other usage:

a. For purchase of materials, supplies, or equipment when authorized by the Business Manager;

b. Emergency purchases for school-related items where there is insufficient time to follow regular procedures for purchaser ORDERS and vouchers.

The person reconciling the credit card statement will not be the same individual whose statement is being reconciled.

Option 1. Any credits earned such as frequent flyer miles or other things of value received as a result of the use of the District's credit card will be solely for the benefit of the school district.

ACCEPTANCE OF CREDIT CARDS

The School Board has determined neither credit card nor debit cards may be used as payments owed to the District.

LEGAL REFS.: 4-3-27

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended: 04/08/2013	2013-04-06
Reviewed: 11/10/2014	2014-11-03

File: DH

BONDED EMPLOYEES AND OFFICERS

School district business managers must be bonded for an amount determined by the School Board. The bond of the business manager will not be less than the amount that may come into his possession at any one time during the school fiscal year.

School personnel authorized to be in charge of trust and agency funds must also be bonded. When several school district personnel need to be bonded, the Board will approve a blanket bond.

LEGAL REFS.: SDCL 3-1-5; 3-1-8, 3-19-1, 3-19-2, 3-19-3

13-8-18, 13-8-19, 13-8-20, 13-8-21

13-16-19; 13-16-20

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 11/10/2014	2014-11-03

File: DI

FISCAL ACCOUNTING AND REPORTING

The business manager will be designated by the Board to be responsible for receiving and properly accounting for all funds of the district.

The Uniform Financial Accounting System for South Dakota School Districts will be used to record receipts and disbursements of the district.

The business manager will report all financial information to the state as required. The Board will receive monthly financial reports from the business manager that will include a statement of operating receipts and expenditures, and balance on hand in the several funds, a budget position report, and any other financial information that should be brought to the Board's attention.

Legal References: SDCL 4-11-6; 13-16-19

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 11/10/2014	2014-11-03

File: DIB

TYPES OF FUNDS

School district funds are all moneys received by the school district or schools within the district or as a result of an activity carried on by the district.

All school district funds will be dispensed among the following funds: the general fund; capital outlay fund; special education fund; public service enterprise fund; trust and agency fund; or bond redemption fund.

Sources for school district funds include: income from school property; school district borrowing through bonds or promissory notes; taxes; funds received from federal, state or other political subdivisions; funds received from individuals or organizations through paid admission, payments for materials, services, gifts or trusts; funds received from fines and penalties; and any other funds received by the school district or schools from any other source.

Legal References: SDCL 13-16-1, 13-16-2, 13-16-3, 13-16-4

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 11/10/2014	2014-11-03

File: DIC

FINANCIAL REPORTS AND STATEMENTS

It will be the responsibility of the business manager to prepare monthly financial reports for the Board's review. Reports will include budget, trust or agency funds, and special accounts.

At the close of the fiscal year, the business manager will report to the county auditor the total indebtedness of the district, the purpose for which issued, the liabilities, assets, resources and expenditures, and the total receipts and disbursements.

LEGAL REFS.: SDCL 6-9-1

13-16-21

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 11/10/2014	2014-11-03

File: DID

INVENTORIES

The school district shall annually cause an inventory of personal property to be made and placed on file with the business manager by July 10. Personal property with an original value greater than $5,000 shall be recognized as a capital asset and included in the inventory. Property purchased for the Food Service Program with an original value greater than $1,000 shall also be recognized as a capital asset and included in inventory.

General fixed assets are divided into five main classes: land, buildings, improvements other than buildings, equipment, and construction work in progress. Fixed assets may be marked by a permanent method of identification. Periodic inventories should be taken by personnel designated by the superintendent. Generally accepted accounting principles require that each school adopt a dollar value indicating which fixed assets should be capitalized.

In the acquisition of or additions to real property, plant, or equipment, any expenditure of one thousand dollars ($1,000) or more shall be paid from the capital outlay fund. The $1,000 limitation shall apply to the total of each asset type on an invoice. Equipment purchases per invoice of less than $1,000 may be acquired from either the general or capital outlay fund.

Legal References: SDCL 5-24-l, 5-24-3, 13-16-6; ARSD 10:02:01:01

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended: 1/13/14	2014-01-05
Reviewed: 11/10/2014	2014-11-03

File: DIE

AUDITS

For any necessary reason an audit of the books of any school district may be called at any time by the Board or the electors of the district by petition signed by 20 percent of the resident taxpayers of the district as shown by the assessment roles of the preceding year, or the Auditor General.

The school district shall have financial and compliance audits performed at least every two years. The audit may be done by the Department of Legislative Audit or by a private firm authorized by law to audit financial records of school districts.

Trust and agency funds of the school district must be internally audited annually by a person selected by the Board.

LEGAL REFS.: SDCL 4-11-5; 4-11-7.1 4-11-7.2 4-11-9; 4-11-12 through 4-11-19

13-16-28

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 11/10/2014	2014-11-03

File: DJ

PURCHASING

The function of purchasing is to serve the educational program by providing the necessary supplies, equipment and services.

The Board declares its intention to purchase competitively without prejudice and to seek maximum educational value for every dollar expended. The Board will abide by the letter and the spirit of all laws and regulations relating to purchases by the school district and the control of its finances and property. All contracts must be approved by the Board in order to be binding on the school district.

Within the framework of applicable laws and regulations, purchases and use of materials and manpower will be made in accordance with good business practices with the primary purpose of serving the instructional program.

The superintendent and business manager will serve as the purchasing agents. These individuals will develop and administer the purchasing program for the schools with the assistance of the business manager, within the legal requirements and the adopted school budget.

School purchases will be made only on official purchase orders approved for issuance by the appropriate unit head and signed by the superintendent, with such exceptions as may be made by the latter for emergency purchases and those made with petty cash funds.

Legal References: SDCL 13-16-24; 13-20-1; 13-20-3

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended: 11/10/2014	2014-11-03
Reviewed: 11/10/2014	2014-11-03

File: DJB

PETTY CASH ACCOUNTS

In accordance with law, the Board may establish petty cash accounts for the schools in the district, not to exceed the amount of $150.50 in each account. This account may be used to facilitate refunds and minor purchases of the school district.

The Board will authorize an employee in each school to be accountable for the petty cash account. Disbursements from the account will not require Board approval or the signature of the Board president or the business manager.

Legal References: SDCL 13-18-16

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 11/10/2014	2014-11-03

File: DJBA

INCIDENTAL ACCOUNTS

In accordance with law, the Board may establish an incidental account in an amount determined by the board by setting aside on an imprest basis money from the general fund. This fund may be used for advanced payment or for claims requiring immediate payment, not to exceed $5,000.

Expenditures against this account must be itemized, documented with receipts, and will be charged to the applicable fund. After the budget item is exhausted, no expenditures against the item may be made from the incidental account. The board will authorize an employee in each school to be accountable for the incidental account.

All expenditures from this account shall be listed with other bills in the regular school board proceedings.

LEGAL REF.: SDCL 13-18-17

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended: 2/10/2014	2014-02-02
Reviewed: 11/10/2014	2014-11-03

File: DJC

BIDDING REQUIREMENTS

In accordance with state bidding laws, the Board will follow the guidelines from the most recent *South Dakota Local Government Guide for Acquisitions, Disposals and Exchanges (Bid Booklet)*.

LEGAL REFS.: SDCL 5-18-l, 5-18-1.1, 5-18-9.4, 5-18-3, 5-18-18, 5-18-18.1,

5-19-2, 13-20-3, 13-20-4, 13-20-5, 13-20-6, 13-20-7, 13-20-7.1, 13-20-8, 13-16-6.l

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 11/10/2014	2014-11-03

File: DJC-E

BIDDING REQUIREMENTS

Bid Procedure Checklist

Bids are required on all purchases of $50,000 or more for the construction of a public improvement (includes repair and alterations) and $25,000 or more for all other purchases (SDCL 5-18-3). Below is a general guideline as to the process.

1. Recommended item of _____

2. Item specifications (SDCL 5-19-2)_____

3. Desired installation date _____

4. Fund from which to be paid (SDCL 13-16-6) _____

5. Approximate cost_____

6. Recommended public hearing date (SDCL 13-16-9.3)_____

Motion #_____for publication of public hearing. Motion made by_____, seconded by _____Board meeting date _____

7. First bid request publication of bid request(s). Motion made by _____, seconded by _____ board meeting date

8. Bid bond (SDCL 5-18-6, 5-18-6.1 and 5-18-7)_____

9. Performance bond (SDCL 5-21-1, 5-21-1.1 and 13-20-7)_____

10. Date bid due to business manager _____

11. Bid opening date_____

12. Bid acceptance _____
Motion #_____to accept bid of_____ Motion made by_____seconded by _____ Board meeting date_____

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 11/10/2014	2014-11-03

File: DJD

LOCAL PURCHASING

In accordance with state law, the Board will give preference to products found, produced or manufactured within the State of South Dakota when purchasing materials, products and supplies for the school district.

Contracts may be awarded to out-of-state bidders if the service or product required cannot be provided by an in-state bidder. A resident bidder shall be given preference on a contract against the bid of any bidder from any other state that has a bidder preference law. The preference given shall be equal to the preference of the other state.

LEGAL REFS.: 5-19-l et seq.

5-19-3 et seq.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 11/10/2014	2014-11-03

File: DJF

PURCHASING PROCEDURES

All materials to be ordered by the school district staff, whether for local or out-of-town orders, must be requisitioned through the chief executive officer (CEO)/superintendent's office for processing by the business office. The business office will maintain a central record system for the purpose of combining orders, avoiding duplication of purchases, taking full advantage of lowered prices for bulk purchasing, to follow up on delayed orders of delivery and to reconcile deliveries to orders before payment is made. This delivery control will be applied to all purchases, regardless of point of delivery.

Principals and department heads will examine carefully all requisitions submitted by teachers, custodians and other employees for supplies, equipment and services. They will be responsible for verifying that items requested are needed before signing the requisition and sending it to the chief executive officer (CEO)/superintendent.

All orders must include the name and address of the supplier as well as the purchase price. If the exact price is unavailable, an estimate of the cost should be given.

If any person orders materials other than through the chief executive officer (CEO)/superintendent's office he will be responsible for their payment.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 11/10/2014	2014-11-03

File: DJG

VENDOR RELATIONS

Representatives of entities doing business with the school district or desiring to do business with the district will have a hearing relative to their products the first time they call. Subsequent visits will be acknowledged and interviews granted or not, depending on the circumstances. Personnel charged with the purchasing function will not be required to put their time at the indiscriminate use of sales personnel. Representatives of sales entities will limit their visits to purchasing personnel, administrative personnel at or above the level of assistant superintendent, or if requested to do so, to other groups as determined by the above.

Solicitations

The schools will not solicit nor accept funds or material from vendors, however worthy the purpose.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 11/10/2014	2014-11-03

File: DK

PAYMENT PROCEDURES

All claims for payment from district funds will be processed by the business manager. Payment will be authorized against invoices properly supported by approved purchase orders, against properly submitted vouchers, or in accordance with salaries and salary schedules set by the Board.

List of accounts payable, including payroll lists, will be certified by the superintendent and approved by the Board. Each registered warrant will be signed by the Board president and the business manager will sign the endorsement statement. Actual invoices, statements and vouchers will be available for Board inspection.

The business manager will assume responsibility for assuring that budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget for all items.

The school principals will be responsible for observing budget allocations in their respective schools. Each will also serve as custodian of the activity accounts in his or her respective school and will be responsible for their proper handling and expenditures.

Legal References: SDCL 13-18-9 through 13-18-13

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 11/10/2014	2014-11-03

File: DLA

PAYDAY SCHEDULES

The School Board has established that all employees will be paid for their services on the twenty-fifth day of each month or the first work day prior if the twenty-fifth falls on a weekend or holiday.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 11/10/2014	2014-11-03

File: DLB

SALARY DEDUCTIONS

Deductions will be made from the paychecks of all employees for federal income tax, for retirement in keeping with state requirements and for OASI (Social Security).

ADDITIONAL DEDUCTIONS

In addition, the Board authorizes the following types of deductions from employee salaries, provided the employee has filed the proper permission or payroll withholding:

1. Employee contributions to the health and life insurance programs and any other similar programs that are or may be approved by the Board.

2. Deductions for tax-sheltered annuity programs.

Legal References: SDCL 3-10-1 et seq.; 3-11-1 et seq.; 3-12

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 11/10/2014	2014-11-03

File: DLC

EXPENSE REIMBURSEMENTS

Personnel and officials who incur expenses in carrying out their authorized duties will be reimbursed by the district upon submission of a properly filled out and approved voucher and such supporting receipts as required by the business manager. Reimbursement will be in accordance with Board approved travel allowance, which will comply with the limits established by the State Board of Finance.

Such expenses may be approved and incurred in line with budgetary allocations for the specific type of expense.

When official travel by personally owned vehicle has been authorized, mileage payment will be made at the rate currently approved by the Board, and in accordance with the State Board of Finance.

Legal References: SDCL 3-9-l; 3-9-2; 3-9-5; 3-9-5.l; 3-9-5.2; 3-9-8 through 3-9-17; 4-7-10.4;

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 11/10/2014	2014-11-03

File: DLC-R

EXPENSE REIMBURSEMENTS

School district employees and members of the Board will be reimbursed for certain out-of-pocket costs incurred while traveling out of the district for school-related activities.

Only expenses essential to the purpose of the trip will be reimbursed. Expenditures for telephone calls home, entertainment and similar expenses are personal in nature and are not reimbursable.

Receipts will be required for all expenses, other than meals. This includes receipts for airline tickets, motel bills, taxi or other airport transportation, and all other expenditures except meals.

The maximum in-state travel allowance for meals and lodging are provided as described by the Board approved Price List.

Individuals With Special Needs: If an accessible room isn't available at the customary state rate, the individual may be reimbursed for an accessible room 5:01:02:14.01

Mileage allowance when traveling by private automobile will be reimbursed according to the Board approved Price List.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 11/10/2014	2014-11-03

File: DM

CASH IN SCHOOL BUILDINGS

Money collected by school district employees and by student treasurers' will be handled with good and prudent business procedures both to demonstrate the ability of school system employees to operate in that fashion, and to teach such procedures to the students.

All moneys collected will be receipted and accounted for and deposited properly.

The amount of money retained overnight in schools will be limited to that needed for day to day operation. All depositories used by the school district will provide for making bank deposits after regular banking hours in order to avoid leaving large sums of money in the building overnight.

Cafeteria receipts, other than moneys needed for daily operations, will be deposited frequently.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 11/10/2014	2014-11-03

File: DN

SCHOOL PROPERTIES DISPOSAL PROCEDURE

The Board may sell property of the school district that it considers no longer necessary, useful or suitable for school purposes. No board action is required to sell, trade, destroy, or dispose of consumable school supplies, printed text, or subscriptions. All property sold must be appraised by three real property owners of the school district unless that property is to be traded for other property, destroyed, transferred to another political subdivision, was created as result of an educational program, or is to be sold at public auction. The governing board may employ a person or persons licensed by the state to do fee appraisals in lieu of property owners.

The Board will sell, trade, destroy, or dispose of property as provided by the most current *South Dakota Local Government Guide for Acquisitions, Disposals and Exchanges (Bid Booklet*).

The Board will sell the property to the highest bidder. However, the board may reject any or all bids.

Any school district library may discard over-duplicated, outdated inappropriate or worn library materials in accordance with state laws. Such discarded materials may be given to other libraries or to nonprofit agencies, destroyed, offered for public sale or traded to a vendor for future library material purchasing credits.

By law the district may also exchange or transfer property to another political subdivision. The governing boards of the respective jurisdictions will determine the terms and conditions of this exchange or transfer.

Legal References: SDCL 6-13-1, 6-13-2, 6-13-3, 6-13-4, 6-13-5, 6-13-5.1, 6-13-5.2,; 6-13-6;

6-13-7, 6-13-8, 6-13-9, 6-13-10, 6-13-11, 6-13-12,6-13-13, 13-15-7, 13-24-4;

13-24-9

Policy Board Action

Adopted: 8/13/08 2008-10-3
Amended:
Reviewed: 11/10/2014 2014-11-03

File: DO

TRUST & AGENCY ACCOUNTS

Groups within the Scotland School District may hold funds in Trust & Agency accounts. Groups with funds in Trust & Agency accounts include: Elementary Student Council, MS/HS Student Council, S Club, FFA, Football & Basketball Cheerleaders, Volleyball, Improv, Boys Basketball, Girls Basketball, FCCLA, Cross Country, Golf, Football, Wellness Program, and PEO/Children in Need. Each individual class (Grades 6 – 12) will also have an account for its use throughout the school year. Groups that maintain a Trust & Agency account will be required to have an advisor or elected official meet with the business manager on a regular basis to discuss and approve upcoming expenditures. Advisor and elected officials will also discuss and be approved for fundraising efforts through the superintendent and business manager. Advisors and elected officials must also meet with the business manager periodically to verify account balances.

Accounts are also maintained for funds to be held and distributed at a later time, including: Concessions, T & A Bank Interest, Clearing Account, Tournament Hosting Account, and a yearly Flexible Spending Account.

Scholarship funds are also held and paid out to award winning members of the senior class following graduation. Scholarships established and held with the Scotland School District must include written guidelines that specify the objective of the scholarship, the criteria for eligibility,

and the process for awarding a scholarship award winner. The guidelines must be approved and signed by the donor and the superintendent.

Policy	Board Action
Adopted: 8/11/14	2014-08-05
Amended:	
Reviewed: 11/10/2014	2014-11-03

SECTION E: Support Services

Section E of the EPS/NSBA policy classification system provides a repository for statements on noninstructional services and programs, including most of those that fall in the area of business management such as safety, buildings and management (not construction), transportation, food services.

EA Support Services Goals

EB Safety Program

EBA Buildings and Grounds Inspections

EBB Accident Prevention and Safety Procedures

EBBA First Aid

EBBB Accident Reports

EBC Emergency Plans

EBCA Bomb Threats

EBCB Fire Drills

EBCC Emergency Lockdowns

EBCD Emergency Closings

ECA Buildings and Grounds Security

ECA-R Buildings and Grounds Security

ECAA Equal Access Policy

ECAB Vandalism

ECB Buildings and Grounds Maintenance

ECB-R Buildings and Grounds Maintenance

ECF Energy Conservation

EDBA Maintenance and Control of Instructional Materials

EEA Student Transportation Services

EEAA Walkers and Riders

EF Food Services Management

EFB Free and Reduced Price Food Services

EGAA Printing and Duplicating Services-Reproduction of Copyright Materials

EGAA-R Printing and Duplicating Service/Copyright Material

EI Insurance Management

EIBA Indemnification of Employees

File: EA

SUPPORT SERVICES GOALS

Support services are essential to the successful function of a school system. Management of auxiliary operations is therefore an important responsibility of the district administration. It should be remembered, however, that education is the district's central function; all support services will be provided, guided and evaluated by this requirement.

In order to provide support services that are truly supportive of the educational program, the Board establishes these broad goals:

1. To provide a physical environment for teaching and learning that is safe for students, staff, and public;

2. To provide safe transportation for students to and from school and nutritious meals for students;

3. To provide support services, resources, and assistance to fulfill the needs and promote the goals of the educational program.

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 12/8/14	2014-12-02

File: EB

SAFETY PROGRAM

Accidents are undesirable, unplanned occurrences that may result in tragic consequences: bodily harm, loss of school time, property damage, legal action, and even fatality. It will be the policy of the Board to guard against such occurrences by taking every reasonable precaution to protect the safety of all students, employees, visitors, and others present on district property or at school-sponsored events.

The Board will comply with safety requirements established by governmental authorities and will insist that its staff adhere to recommended safety practices as these pertain, for example, to the school plant, special areas of instruction, student transportation, school sports, and occupational safety.

The chief executive officer (CEO)/superintendent will have overall responsibility for the safety program of the district. General areas of emphasis will include, but not be limited to: in-service training; accident record keeping; plant inspection; driver and vehicle safety programs; fire prevention; and emergency procedures and traffic safety programs relevant to students, employees, and the community.

Each principal will be responsible for the supervision of a safety program for his or her school.

The practice of safety will also be considered a facet of the instructional program of the district schools, and instruction in accident prevention as well as fire prevention, emergency procedures, traffic, bicycle and pedestrian safety, and driver education will be provided in the appropriate grades and classes.

Efforts directed toward the prevention of accidents will succeed only to the degree that all staff members and students recognize that preventing accidents is a daily operational responsibility.

Legal References: ARSD 61:15

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 12/8/14	2014-12-02

File: EBA

BUILDINGS AND GROUNDS INSPECTIONS

The superintendent will be responsible for the general safe operations of the buildings and grounds and will periodically assist in their inspection for safety hazards.

At least annually, the superintendent will assist an inspector of the department of public safety in the inspection of school buildings and grounds for fire safety hazards.

Violations to fire protection laws and other safety hazards will be reported to the superintendent and corrected to ensure the well-being of all students, staff and the general public on school property.

Legal References: SDCL 13-25-5 through 13-25-9; 13-25-11; 13-25-12; 13-25-14 through 13-25-17

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 12/8/14	2014-12-02

File: EBB

ACCIDENT PREVENTION AND SAFETY PROCEDURES

Student safety will be considered a part of the general education program. Students in science and industrial arts classes will be given an orientation each semester to familiarize them with the equipment and materials they will be using and the dangers involved if safety precautions are not taken. Signs will be posted in rooms as a constant reminder of these safety precautions.

Every student, teacher and visitor is required to wear an industrial quality eye protective device when participating or observing any of the following courses:

1. Vocational or industrial arts shops or laboratories involving experience with the following: hot molten metals; milling, sawing, turning, shaping, cutting, grinding or stamping of any solid materials; heat treatment, tempering or kiln firing of any metal or other materials; gas or electric arc welding; repair or servicing of any vehicle; caustic or explosive materials.

2. Chemical or combined chemical-physical laboratories involving caustic or explosive chemicals or hot liquids or solids.

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 12/8/14	2014-12-02

File: EBBA

FIRST AID

The school is responsible for giving first aid or emergency treatment only in case of sudden illness or injury to a pupil or a member of the staff. Further medical attention in the case of a pupil is the responsibility of the parent or guardian, or the person designated for emergencies; and in the case of a member of the staff, or the particular individual.

First aid is defined as the immediate and temporary care given in case of an accident or sudden illness, which enables the child to be taken safely home or to a physician. It does not include diagnosis or treatment. Any care beyond first aid will not be given.

Each principal will be charged with directing the immediate care of ill or injured persons who come within his area of responsibility.

At each school, procedures for the proper handling of such emergencies will be developed and made known to the staff. These will incorporate the following requirements:

1. No treatment except first aid is permitted in schools. The school's responsibility is to place the ill or injured student in the care of the home or family physician as soon as possible.

2. Teachers or other trained persons, or bus drivers if the injury occurs on a school bus, will be responsible for administering first aid to students with minor injuries such as scratches, abrasions, bruises, etc. A master first aid kit will be kept and properly maintained in each school and each school bus.

3. A master first aid kit will be kept and properly maintained in each school and each school bus.

4. No drugs will be administered by school personnel unless authorized by a physician.

5. Parents will be asked to sign and submit an emergency medical authorization, which will indicate the procedure they wish the school to follow in event of a medical emergency involving their child.

6. In all cases where the nature of an illness or an injury appears serious, the parent or guardian will be contacted if possible, and the instructions on the child's emergency card followed. Thus, in extreme emergencies arrangements usually may be made for a child's immediate hospitalization whether or not the parent or guardian can be reached.

7. No young child who is ill or injured will be sent home alone, nor will an older child unless the illness is minor and the parent or guardian has been informed in advance.

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 12/8/14	2014-12-02

File: EBBB

ACCIDENT REPORTS

Accurate and prompt accident reporting is essential if similar accidents are to be prevented from happening again. If there are injuries or damage, prompt reports also are vital in assuring the district, staff, students, and others of proper insurance coverage.

Therefore, the Board requires that an accident report be filed for every accident that takes place on school property, or that involves a school vehicle, students or staff on school-sponsored trips, or staff members on authorized school business trips. Such accident reports are required whether or not there is an injury or damage immediately evident.

For accidents involving students, the teacher responsible for the child when the accident occurred will file an accident report with the principal on the same day. Teachers also will report promptly to the principal any members, or accidents occurring off school grounds or involving school transportation vehicles, will be filed in accordance with procedures developed by the superintendent.

Accident report forms will be designed and made available for each school; they will give information that:

1. Might be helpful in preventing similar accidents in the future;

2. Is needed for filing insurance claims;

3. Might be important in case of litigation.

Adopted: 6/09/08 2008-6-3
Amended:
Reviewed: 12/8/14 2014-12-02

File: EBC

EMERGENCY PLANS

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

The chief executive officer (CEO)/superintendent will develop and maintain an Emergency Planning Guide containing emergency plans that meet the requirements for preparedness in case of fire, civil emergencies, and natural disasters, along with a record showing the dates and times of drills conducted.

The Emergency Planning Guide for the district schools will be the official guide for the district in case of fire, civil emergencies, and natural disasters. All personnel and students will follow policies and procedures set forth in the guide.

Building principals will meet all requirements for conducting fire and emergency drills to give students practice in moving with orderly dispatch to designated areas under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation, and will file with the superintendent/ceo a record showing the dates and times of drills conducted.

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 12/8/14	2014-12-02

File: EBCA

BOMB THREATS

The Board recognizes that bomb threats are a significant concern to the schools. 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 students and staff and to the integrity of school property. Bomb threats disrupt the instructional program and learning environment and also place significant demands on 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.

CONDUCT PROHIBITED

No person shall make, or communicate by any means, whether verbal or non-verbal, a threat that a bomb has been, or will be, placed on school premises. Because of the potential for evacuation of the schools and other disruption of school operations, placement of a bomb or of a "look-alike" bomb on school premises will be considered a threat for the purpose of this policy.

It is also a violation of Board policy to communicate by any means that any toxic or hazardous substance or material has been placed, or will be placed, on school premises with the intent to endanger the safety and welfare of students or staff and/or to disrupt the operations of the schools. For the purpose of this policy, "toxic or hazardous substance or material" means any material or substance, including biomedical materials or organisms, that, when placed as threatened, could be harmful to humans.

DEFINITIONS

1. A "bomb" means an explosive, incendiary or poison gas bomb, grenade, rocket, missile, mine, "Molotov cocktail" or other destructive device.

2. A "look-alike bomb" means any apparatus or object that conveys the appearance of a bomb or other destructive device.

3. A "bomb threat" is the communication, by any means, whether verbal or nonverbal, that a bomb has been, or will be, placed on school premises, including possession or placement of a bomb or look-alike bomb on school premises.

4. "School premises" means any school property, school buses and any location where any school activities may take place.

DEVELOPMENT OF BOMB THREAT PROCEDURES

The Superintendent or designee shall be responsible for developing and implementing procedures specific to bomb threats as part of the District's Crisis Response Plan. These procedures are intended to inform administrators and staff of appropriate protocols to follow in the event that a bomb threat is received and should include provisions to address:

1. Threat assessment (for the purpose of identifying a response that is in proportion to the threat, in light of what is necessary to ensure safety);

2. Building evacuation and re-entry (including selection of potential alternative sites for those who are evacuated);

3. Incident "command and control" (who is in charge, and when);

4. Communications contacts and mandatory bomb threat reporting;

5. Parent notification process;

6. Training for staff members;

7. Support services for students and staff.

The initial bomb threat procedure will be subject to approval by the Board. The Superintendent or his or her designee will be responsible for overseeing a review or evaluation of bomb threat procedures.

REPORTING OF BOMB THREATS

1. A student who learns of a bomb threat or the existence of a bomb on school premises must immediately report such information to the building principal, teacher, the School Resource Officer or other employee in a position of authority.

2. An employee of the school unit who learns of a bomb threat shall immediately inform the building administrator. The building administrator shall immediately take appropriate steps to protect the safety of students and staff in accordance with the District's bomb threat procedure, as developed under Section C, and inform the Superintendent of the threat.

3. All bomb threats shall be reported immediately to the local law enforcement authority, as provided in the bomb threat procedures.

4. The Superintendent shall be responsible for reporting any bomb threat to the Board of Education. Reports will include the name of the school, the date and time of the threat, the medium used to communicate the threat, and whether or not the perpetrators have been apprehended.

STUDENT DISCIPLINE CONSEQUENCE

Making a bomb threat is a crime. Any student suspected of making a bomb threat shall be reported to law enforcement authorities for investigation and possible prosecution. Apart from any penalty imposed by law, and without regard to the existence or status of criminal charges, a student who makes a bomb threat shall be subject to disciplinary action.

The administration shall suspend and may recommend for expulsion any student who makes a bomb threat.

AIDING OTHER STUDENTS IN MAKING BOMB THREATS

A student who knowingly encourages, causes, aids or assists another student in making or communicating a bomb threat shall be subject to the disciplinary consequences described in Section E of this policy.

FAILURE TO REPORT A BOMB THREAT

A student who fails to report information or knowledge of a bomb threat or the existence of a bomb or other destructive device in a school building or on school property may be subject to disciplinary consequences, which may include suspension and/or expulsion.

STAFF DISCIPLINE CONSEQUENCES

A school system employee who makes or communicates a bomb threat will be reported to appropriate law enforcement authorities and will be subject to disciplinary action up to and including termination of employment. Disciplinary action taken shall be consistent with collective bargaining agreements, other employment agreements and Board policies.

A school system employee who fails to report information or knowledge of a bomb threat or the existence of a bomb on school premises will be subject to discipline up to and including termination of employment.

CIVIL LIABILITY

The District reserves the right to bring suit against any individual responsible for a violation of this policy and to seek restitution and other damages as permitted by law.

LOST INSTRUCTIONAL TIME

Instructional time lost as a result of a bomb threat will be rescheduled at the earliest appropriate opportunity as determined by the Superintendent within parameters set by the Board.

Time lost may be rescheduled on a vacation day, or after what would normally be the last day of the school year, except on days when schools must be closed as required by law.

NOTIFICATION THROUGH STUDENT HANDBOOK

All student handbooks shall address the District's bomb threat policy and procedures and explain the educational consequences of bomb threats. In addition, student handbooks shall notify students and parents that bomb threats violate Board policy and civil and criminal law.

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 12/8/14	2014-12-02

File: EBCB

FIRE DRILLS

A fire drill will be held in each school building twice each semester, or a minimum of four fire drills each school year. The majority of these drills may be held during the months of September, October, April, and May, in order to take advantage of the weather.

Definite instructions will be furnished by the principal to teachers and students as to route and manner of exit during fire drills. Special instruction in fire drill procedure will be given to students the first week of school, and the first fire drill of the school year must be held during the first two weeks of school.

Fire drills will be held without warning and will be varied in procedure to give the students the experience of varying fire possibilities. Order rather than speed will be stressed in fire drills.

Every teacher will be familiar with the location of fire extinguishers in the building and will be informed regarding the location and operation of fire alarms. Principals will keep a record of all fire drills held in their schools, stating the date the drill was held and the time required for evacuation of the building. These reports will be furnished to the superintendent as may from time to time be required.

Legal References: ARSD Chapter 61:15; SDCL 13-25-10

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 12/8/14	2014-12-02

File: EBCC

EMERGENCY LOCKDOWNS

In some emergency situations, an evacuation of a building and/or classroom is not advisable. These include a hostile intruder, hazardous release outside, terrorist attack or criminal activity near the school.

General emergency lockdown procedures are as follows:

COMMUNICATION

An emergency lockdown will be announced by intercom or other voice communication.

If a situation that may require an emergency lockdown is discovered, the individual making the discovery shall immediately contact police/security and provide as much information as possible.

Fire evacuation alarms are not to be sounded.

PROCEDURES

1. Lock classroom and other doors.

2. Close windows and window treatments.

3. Turn off the lights.

4. Everyone is to remain quite and not enter hallways.

5. Should the fire alarm sound, do not evacuate the building unless:

   a) You have first hand knowledge that there is a fire in the building, or

   b) You have been advised by police/security to evacuate the building.

6. Move students out of sight from doors and windows.

7. Students in hallways are to seek shelter in the nearest classroom.

8. Students in outdoor areas should immediately take cover. Return to the gym if is safe to do so. If the threat is outdoors on campus grounds, all outdoor activities should be cancelled.

DRILLS

Lockdowns drills will take place periodically.

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 12/8/14	2014-12-02

File: EBCD

EMERGENCY CLOSINGS

The superintendent/chief executive officer (CEO) may close the district schools or dismiss them early when hazardous weather or other emergencies threaten the health or safety of students and personnel. The superintendent/chief executive officer (CEO) may delegate this authority to another staff member in the event of his/her absence.

Schools will not be closed merely to avoid inconvenience. However, the superintendent/chief executive officer (CEO) may excuse all students from attending school, delay the opening hour, or dismiss students early. The superintendent/chief executive officer (CEO) also has the responsibility to see that administrative, supervisory, and operational activity is continued to the extent possible. Therefore, if conditions affect only a single school, only that school will be closed.

In making the decision to close schools, the superintendent/chief executive officer (CEO) will consider many factors, including the following principal ones that relate to the safety and health of children:

1. Weather conditions, both existing and predicted.

2. Driving, traffic and parking conditions affecting public and private transportation facilities.

3. Actual occurrence or imminent possibility of any emergency condition that would make the operation of schools difficult or dangerous.

4. Inability of teaching personnel to report for duty, which might result in inadequate supervision of students.

The superintendent/chief executive officer (CEO) will weigh these factors and take action to close the schools only after consultation with traffic and weather authorities, and local principals.

Students, parents and staff will be informed early in each school year of the procedures that will be used to notify them in case of emergency closing. When schools are closed for emergency reasons, staff members will comply with Board policy in reporting for work.

If school is in operation and the buses do not operate in the rural area, teachers and administrators should realize that rural students are absent, not because of their choosing, and school work and related activities should be governed by this knowledge. If there are any concerns about this teachers should consult with their building principals.

Postponements

Should inclement weather prohibit the operation of the Public Schools for any portion of a school day, all co-curricular activities will be cancelled with the exception of district or state contests (activities). In such situations, the officials responsible for such contests (activities) will decide if the contest (activity) is to take place and participation by students will be based on their decision. In such cases, the school principal will announce whether or not the contest (activity) will take place.

When the school has been closed due to the expectation of inclement weather, and the situation does not result in potentially dangerous travel conditions, the Superintendent/Chief Executive Officer (CEO) or his/her designee, after consultation with school principals, will have the authority to waive the cancellation of co-curricular activities as described in the above paragraph.

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended: 12/8/14	2014-12-02
Reviewed: 12/8/14	2014-12-02

File: ECA

BUILDINGS AND GROUNDS SECURITY

Buildings constitute one of the greatest investments of the school district. It is in the best interest of students and taxpayers to protect that investment adequately.

Security should mean not only maintenance of a secure (locked) building, but also:

1. Minimizing fire hazards.

2. Reducing the probability of faulty equipment.

3. Guarding against the chance of electrical shock.

4. Keeping records and funds in a safe place.

5. Protection against vandalism and burglary.

The superintendent is directed to establish regulations as may be needed to provide for security in the sense outlined above.

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	

Reviewed: 12/8/14 2014-12-02

File: ECA-R

BUILDING AND GROUNDS SECURITY

Regulations for building and grounds security.

1. Unlimited access is available to:

   the superintendent

   the board secretary

   the superintendent of building or the head custodian

   the Athletic Director

2. Limited access is available to:

   building principals to their assigned building

head building custodians to their assigned building

extracurricular sponsors or supervisors for their area or activity

Possession of keys shall be in accordance with the following regulations:

a. A log of key assignments shall be maintained by the office of the Superintendent/CEO or other designated designee.

b. Duplicate keys unassigned shall be maintained in a safe or a secured box.

c. Individuals assigned keys may not duplicate or loan them.

d. All keys must be surrendered when there is no longer a need or upon request of the Superintendent/CEO.

e. The loss of a key must be reported to the Superintendent/CEO or his/her designee.

f. Use of keys for unauthorized purposes will be cause for surrender of keys and replacement of affected locks.

g. A set of master keys and/or duplicates of keys shall be kept in the custody of the Superintendent/CEO or his/her designee.

After hours entry to school buildings shall be controlled in accordance with these rules:

a. The building custodian on duty shall restrict entry to one controlled point.

b. Entry to a school building shall be prohibited when a person authorized as representative for the building is not present.

c. These rules shall be prominently posted on each school building.

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 12/8/14	2014-12-02

File: ECAA

EQUAL ACCESS POLICY

This policy creates a limited forum during which all non-curriculum related student groups shall have equal access and a fair opportunity to conduct meetings.

ACCESS TO LIMITED OPEN FORUM

1. The time between the hours of [*insert hour*] and [*insert hour*] on days during which classes are in session shall be set aside for a limited forum.

2. Non-curriculum related student groups that desire to conduct meetings during the limited open forum shall make and request, in writing, to the building principal or administrator in charge, to conduct a meeting during the open forum. The request shall include an estimate of the number of students expected to be in attendance at the meeting, dates, and any special equipment needed.

3. Upon receipt of such a request, the principal or administrator in charge shall try to find a suitable room for the group and arrange for proper supervision of the meeting by an agent or employee of the school district.

4. In the event that there is an insufficient number of rooms available or insufficient number of supervisors available on a particular day, non-curricular related student groups shall be given access on a first-come, first-serve basis.

5. No group shall be discriminated against or denied access on the basis of the religious, political, philosophical or other content of the students' speech at such meetings.

6. The administration shall adopt additional rules as deemed necessary.

USES OF FACILITIES BY STUDENTS

1. This policy applies only to students in grades 7-12.

2. The number of students will be limited to the safe capacity of the room used.

3. Students meeting during the limited forum shall not engage in any activity that is illegal, dangerous or disruptive to other activities. Failure to abide by this could lead to discipline measures and the denial of access to the group to the limited open forum.

4. No group shall be allowed to meet during the limited open forum without supervision by an agent or employee of the school district.

5. Meetings of non-curriculum related student groups during the limited forum shall be voluntary and student initiated.

REGULATION OF LIMITED OPEN FORUM

1. No public funds shall be spent for the benefit of non-curricular related student groups meeting during the limited open forum beyond the cost of providing space for meetings.

2. Neither the school district, its agents nor employees shall promote, lead or participate in any meeting except in a supervisory capacity.

3. Non-school persons are not allowed to meet with non-curriculum related student groups during the limited open forum unless permission is obtained in advance from the administrator in charge.

4. No school agent or employee shall be compelled to supervise a meeting of a non-curriculum related student group if the content of the speech at the meeting is contrary to beliefs of the agent or employee.

5. Non-school persons are not allowed to meet with non-curriculum related student groups during the limited open forum more frequently than [*insert number*] times during any school year.

6. Non-school persons can be denied access to school district property if their behavior is, or reasonably threatens to be, illegal, dangerous or disruptive to other activities.

7. Non-school persons are not allowed to direct, conduct or control activities of non-curriculum related student groups during the limited open forum.

8. This policy applicable to the limited open forum shall have no application to activities that occur outside of the limited open forum.

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 12/8/14	2014-12-02

File: ECAB

VANDALISM

Buildings and material contents constitute one of the greatest investments of the school district. It is in the best interest of pupils and the taxpayers to protect that investment adequately.

Every citizen, every student, every staff member, and members of the police department are urged by the Board to cooperate in reporting any incidents of vandalism to school property and the name(s) of the person or persons believed to be responsible. Each employee will report to the building administrator every incident of vandalism known to him and, if known, the names of those responsible.

The superintendent is authorized to sign a criminal complaint and to press charges and may delegate authority to sign such complaints and to press charges.

Any student found guilty of any form of vandalism or defacement of school property will be disciplined in conformance with school district policy.

Parents and students will be made aware of the legal implications involved. Reimbursements will be sought for all or part of any damages.

Legal References: SDCL 25-5-15

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 12/8/14	2014-12-02

File: ECB

BUILDINGS AND GROUNDS MAINTENANCE

The Board will provide schools that are safe from hazards, sanitary, properly equipped, lighted and ventilated and esthetically suited to promoting the goals of the schools.

The chief executive officer (CEO)/superintendent will have direct supervision of the care of the school plant. The CEO/superintendent will be responsible to the Board for its adequate maintenance.

Each school principal will have responsibility for the school facility and grounds under his or her charge. Principals will carry on a continuous inspection of all buildings, equipment, playgrounds and playground apparatus to discover conditions that may be dangerous to the health, safety or comfort of the students or staff. The principal will supervise the custodial staff of the school in maintaining an adequate program of school care and maintenance.

All employees, however, are encouraged to report promptly to the principal of the school any defects to the building or equipment that could prove injurious to the comfort, health or safety of students and staff.

Legal References: SDCL 13-24-11

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 12/8/14	2014-12-02

File: ECB-R

BUILDINGS AND GROUNDS MAINTENANCE

Principals will carry on a continuous inspection of all buildings, equipment, playgrounds and playground apparatus to discover conditions that might be dangerous to health, safety and comfort of the students or personnel.

Teachers will be responsible for the proper use of buildings, grounds and equipment in the classes that they teach or in the activities for which they are responsible.

Employees will report promptly to the principal of the school or department head any defects in building, furniture, playground apparatus, or other equipment that might prove injurious to the comfort, health, safety of teachers, pupils, or other persons.

CROSS REF.: EC, Buildings and Grounds Management

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 12/8/14	2014-12-02

File: ECF

ENERGY CONSERVATION

Declining levels of natural energy resources mandate that the school district develop and implement plans to conserve all forms of energy used in the schools. The need to participate in conserving the nation's energy resources and the economic reality of increased costs of utility services require that an energy conservation program be supported by all school district personnel.

The Board directs the superintendent to develop and implement both immediate and long-range plans designed to conserve energy resources by the school district.

Progress reports on the implementation of energy conservation measures will be made to the Board at least annually.

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 12/8/14	2014-12-02

File: EDBA

MAINTENANCE AND CONTROL OF INSTRUCTIONAL MATERIALS

All instructional materials and equipment of the district will be classified and catalogued according to an acceptable system. Textbooks will be made available to all children in sufficient quantity and at appropriate levels so that they are optimally useful to each child, and so that every teacher can meet both the planned curriculum sequence of the district and the special instructional needs of the children.

All textbooks purchased and in the possession of the district will be district property. Principals will be responsible for textbooks assigned to teachers, and for conducting an inventory of all books at the end of the school year.

Each teacher will keep an accurate record of books issued to their pupils. When a textbook is damaged or lost, the pupil responsible will be required to pay for the damage or another copy.

Every book issued will bear the stamp of the district.

All media materials and equipment will be adequately maintained. Obsolete materials and worn-out equipment will be replaced on a regular basis.

Loan of Textbooks to Nonpublic Schools

In accordance with state law, the Board may approve the loan of nonsectarian textbooks to students enrolled in nonpublic schools in the district.

LEGAL REFS.: 13-34-16.2 13-34-16.3

13-34-23; 13-34-24;

13-34-25

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 12/8/14	2014-12-02

File: EEA

STUDENT TRANSPORTATION SERVICES

The major purpose of school transportation is to get students who live an unreasonable walking distance from school to school and back in an efficient, safe, and economical manner. Other purposes include the provision of transportation for academic field trips in direct support of the curriculum, and transportation for support of the cocurricular program (athletics, music, drama, and the like).

Contracted buses will be provided by the Board for the transport of students to and from school. However, as it is impractical to transport certain special education students by regular bus, they may be transported by other conveyance. The contracted bus service, working in conjunction with school principals and under the supervision of the chief executive officer (CEO)/superintendent, will be responsible for the day to day operation of the school transportation system and the scheduling and routing of all buses, bus stops and all regulations of the program.

Vehicles owned by the Board will be operated by authorized school employees or officials who are properly licensed. These employees and officials must meet all state requirements for licensing.

Management of the school transportation program will meet the following criteria:

1. Adequacy: Does the program provide both necessary and sufficient transportation to and from school and for all other school programs?

2. Safety: Does the scheduling and operating of the program take into consideration hazards, potential dangers to pupils, and all appropriate safeguards?

3. Economy: Is the program operated in the most efficient manner possible after considering the constraints imposed by criteria of adequacy and safety?

Evaluation: The school transportation program will be monitored by the principals and the contracted bus service or their designees daily and subjected to periodic evaluations by them as necessary.

LEGAL REFS.: SDCL 13-29-19, 13-29-20

13-30-1 through 13-30-4

ARSD 24:05:27:03

CROSS REF.: EEAA, Walkers and Riders

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 12/8/14	2014-12-02

File: EEAA

WALKERS AND RIDERS

Transportation may be provided to and from school for elementary school children, (grades K-8) who live within the five-mile radius of the school. Bus service will be provided for students within these boundaries if the Board determines it is economically efficient, and is justifiable in terms of student safety. Upon request for transportation by the parents, a school board may charge a fee for students whose residence is less than five miles from school.

Students who reside more than five miles from the school of assignment and who do not have access to the bus service furnished by the district, will be entitled to transportation or board and room allowance in accordance with state law.

The transportation of students with special needs will be in accordance with the specifications of their educational plans and will be arranged by the transportation supervisor.

Exceptions to the established areas may be made by the Board for the following reasons:

1. Where, in the judgment of the Board, walking conditions to the student's school are extremely hazardous.

2. Where because of overcrowding and the necessity to assign students to another building, the Board deems transportation necessary.

LEGAL REFS.: SDCL 13-29-19, 13-29-20

13-30-1 through 13-30-4

ARSD 24:05:27:03

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 12/8/14	2014-12-02

File: EF

FOOD SERVICES MANAGEMENT

The Board considers the practice of serving food at school primarily a convenience for parents, children, and school management; secondarily as a means of encouraging good health habits.

The school system will operate a school lunch program in each school, which will be under the supervision of the cafeteria supervisor.

The cafeteria staff in each school will be directly responsible to the district cafeteria supervisor, but will cooperate with the principal of the school in matters essential to the proper functioning of the food services program. The responsibility for control of students using the cafeteria will rest with the building principal, who may assign appropriate staff to provide supervisory control.

Food services will include hot lunches, and a milk program for the elementary.

The Board will approve the prices set for school lunches and the price of milk.

PARTICIPATION REGULATIONS

As required for participation in the National School Lunch Program, the Board agrees to the following regulations:

1. That a "Type A" lunch be made available for students.

2. That free and reduced price lunches be provided students who cannot afford to pay the price of the "Type A" lunch.

Students will also be permitted to bring their lunches from home and to purchase beverages and incidental items.

Legal References: Federal National School Lunch Act of 1966, as amended; Child Nutrition Act of 1966, as amended; Commodity Distribution Program; SSDCL 13-35-1 through 13-35-5

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 12/8/14	2014-12-02

File: EFB

FREE AND REDUCED PRICE FOOD SERVICES

The district will take part as feasible in the National School Lunch Program and other food programs that may become available to a all children in the district receive proper nourishment.

As required by law and regulations of the State, the Board will offer free and reduced price lunches and free milk to those qualifying children. In accordance with the guidelines for participation in these programs and the wishes of the Board, no child who a teacher believes is improperly nourished will be denied a free lunch, breakfast, milk, or other food simply because proper application has not been received from his parents or guardian.

The chief executive officer (CEO)/superintendent will establish regulations that conform with requirements for participation in programs for free and reduced price meals and supplementary food. Such regulations will be reported to the Board as needed for its approval.

All financial records of these programs will be kept in a separate account by the treasurer.

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 12/8/14	2014-12-02

File: EGAA

PRINTING AND DUPLICATION SERVICES
REPRODUCTION OF COPYRIGHT MATERIALS

WORKS PROTECTED BY COPYRIGHT

Copyright protection extends to literacy works, musical works, dramatic works, pantomimes and choreographic works, pictorial, graphic, and sculptural works, motion pictures and other audiovisual works including television, and sound recording.

Unpublished works by U.S. and foreign authors are protected by the new copyright statute, as are published work by U.S. authors. The published works of foreign authors are subject to copyright under certain conditions, including coverage under national treaties such as the Universal Copyright Convention.

U.S. government works are excluded. Works produced for the U.S. government by its officers and employees are not subject to copyright.

DISTRICT PROCEDURE

Copyright materials, be they print or non-print and including computer software, will not be duplicated unless such reproduction meets "fair use" standards or unless written permission from the copyright holder has been received.

The Board does not sanction illegal duplication in any form. Employees who willfully disregard the Districts' copyright position are in violation of Board policy and the law and assume all liability and responsibility related thereto.

Guidelines shall be developed and made available to all employees of the district to insure the fair use of copyright work.

The principal of each school site is responsible for establishing practices, which will enforce this policy.

Legal References: PL 94-553 Copyright Law

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 12/8/14	2014-12-02

File: EGAA-R

PRINTING AND DUPLICATING SERVICE/COPYRIGHT MATERIAL

1. **Purpose**

The board recognizes that the United States Code makes it illegal for anyone to duplicate copyrighted materials without permission. The Board further realizes that severe penalties are provided for unauthorized copying of audio, visual, or printed materials unless the copying falls within the bounds of the "fair use" doctrine. P.L. 94-553 Sec. 107

2. **Definition**

Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research. If duplicating or changing a product is to fall within the bounds of fair use, these four standards must be met for any of the foregoing purposes:

a. THE PURPOSE AND CHARACTER OF THE USE. The use must be for such purposes as teaching or scholarship and must be nonprofit.

b. THE NATURE OF THE COPYRIGHTED WORK. Staff may make single copies of: book chapters for use in research, instruction or preparation for teaching; articles from periodicals or newspapers; short stories, essays or poems; and charts, graphs, diagrams, drawings, cartoons or pictures from books, periodicals or newspapers in accordance with these guidelines.

c. THE AMOUNT AND SUBSTANTIALITY OF THE PORTION USED. Copying the whole of a work cannot be considered fair use; copying a small portion may be if these guidelines are followed.

d. THE EFFECT OF THE USE UPON THE POTENTIAL MARKET FOR OR VALUE OF THE COPYRIGHTED WORK. If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties.

3. **Authority**

Staff may make copies of copyrighted school district materials that fall within the following guidelines. Where there is reason to believe the material to be copied does not fall within these guidelines, prior permission shall be obtained from the principal. Staff members who fail to follow this policy may be held personally liable for copyright infringement.

Permitted copies

1. Multiple copies, not exceeding more than one per pupil, may be made for classroom use or discussion if the copying meets the tests of "brevity, spontaneity and cumulative effect" set by the following guidelines. Each copy must include a notice of copyright.

a. Brevity

A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words;

• Complete articles, stories or essays of less than 2500 words or excerpts from prose works not more than 1000 words or 10% of the work, whichever is less may be copied; in any event, the minimum is 500 words;

• Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph;

• One chart, graph, diagram, drawing, cartoon or picture per book, book or periodical issue may be copied. "Special" works cannot be reproduced in full; this includes children's books combining poetry, prose or poetic prose.

b. Spontaneity

• Should be at the "instance and inspiration" of the individual teacher.

c. Cumulative Effect

Teachers are limited to using copied material for only one course in the school in which copies are made. No more than one short poem, article, story or two excerpts from the same author may be copied, and no more than three works can be copied from a collective work or periodical column during one class term. Teachers are limited to nine instances of multiple copying for one course during one class term. Limitations do not apply to current news periodicals, newspapers and current news sections of other periodicals.

2. A library or archive may reproduce one copy or recording of a copyrighted work and distribute it if: the reproduction or distribution is made without any purpose of direct or indirect commercial advantage; the collection of the library or archives is open to the public, or available not only to researchers affiliated with the library or archives or with the institution of which it is a part, but also to other persons doing research in a specialized field; and if the reproduction or distribution of a work includes a notice of copyright. Libraries and their employees are not liable for unsupervised use.

3. Copies of materials for "face-to-face" teaching activities involving performances or displays made by students or instructors, religious services, live performances without commercial advantage, and the use of instructional broadcasts are permitted.

Prohibited Copies

1. The act prohibits using copies to replace or substitute for anthologies, consumable works or compilations or collective works. "Consumable" works include: workbooks, exercises, standardized tests, test booklets and answer sheets. Teachers cannot substitute copies for the purchase of books, publishers' reprints or periodicals, nor can they repeatedly copy the same item from term-to-term. Copying cannot be directed by a "higher authority" and students cannot be charged more than actual cost of photocopying.

2. Schools must be licensed to play copyrighted music where the performer is paid or admission is charged, even if the admission is used to cover refreshment costs.

3. Jukeboxes must be licensed and a certificate of license must be displayed on each machine.

4. Taping copyrighted audiovisual works (such as broadcasts) and using them in the classroom is not fully resolved in the new law. When such use is contemplated, a request for an approved method of such use shall be made to the Superintendent's office.

LEGAL REF: Federal Regulations P.L. 94-553

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 12/8/14	2014-12-02

File: EI

INSURANCE MANAGEMENT

The Board has the responsibility to maintain an adequate and comprehensive insurance program to protect the property and equipment under its control and individuals discharging responsibilities for the school district. It will seek adequate appropriations for such coverage. The Board may also authorize and participate in an insurance program for staff members and students.

The responsibility for overseeing the district's total insurance program will be delegated to the superintendent. The superintendent will prepare for review and approval by the Board, specifications for insurance coverage of various types so that the insurance may be placed by competitive quotations. Any modification of these specifications, which may be considered necessary because of changes in the law or substantial changes in the school district's exposure values, will be brought before the Board for its consideration and action.

Legal References: SDCL 3-9-3; 13-l0-3; 13-l0-9

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 12/8/14	2014-12-02

File: EIBA

INDEMNIFICATION OF EMPLOYEES

If a claim or action is instituted against an employee arising out of an act or omission occurring within the scope of his employment, the board will indemnify the employee pursuant to SDCL 3-19 for claims not covered by insurance.

LEGAL REF.: SDCL 3-19-1, SDCL 60-2-3

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 12/8/14	2014-12-02

SECTION F: Facilities Development

Section F of the EPS/NSBA policy classification system provides a repository for statements on school construction, remodeling and modernizing, temporary facilities, and facilities retirement plans.

FA Facilities Development Goals

FB Facilities Planning

FC Facilities Capitalization Program

FC-E Facilities Capitalization Program-Capital Outlay Certificate

FD Bond Campaigns

FEA Educational Specifications

FEB Selection of Architect

FEC Facilities Development Plans and Specifications

FECA Site Plans and Specifications

FED Construction Cost Estimates and Determinations

FEE Site Acquisition Procedure

FEFA Contractor's Fair Employment Clause

FEFB Contractor's Affidavits and Guarantees

FEFB-E Contractor’s Affidavits and Guarantees-Performance Bond

FEG Supervision of Construction

FL Retirement of Facilities

File: FA

FACILITIES DEVELOPMENT GOALS

The Board accepts the premise that a school building should reflect the philosophical convictions of the school district about education. The Board recognizes, however, that educational programs are neither unchanging nor simple to incorporate into a facility plan. Anticipation of program change makes the need for flexible use of buildings necessary.

School buildings will be functionally compatible with desired school experiences. The program, not the physical setting, will dictate the manner in which the building is used.

The Board recognizes that funds are limited, and that when planning facilities priorities must be established to make the best use of the school building dollar. The Board's first objective will be to develop a plan that provides adequate space for each student's educational development. Whenever possible, the cultural as well as educational needs of the community will be considered in planning facility expansion.

Architects retained by the Board will be expected to plan for simplicity of design; sound economics, including low long-range maintenance costs, efficiency in energy needs, low insurance rates; high educational use; and flexibility.

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 1/12/15	2015-01-03

File: FB

FACILITIES PLANNING

The Board is responsible for the regular operation and orderly development of its physical plant. For this reason, the Board will concern itself with both short and long-range planning as it relates to the properties of the school district.

To this end, the Board will follow the policy of having before it at all times a long-term building program to serve as a guide for capital improvements. In developing a long-range program, the Board, will monitor:

1. The evaluation of existing facilities in terms of capacity and function;

2. The projection of life expectancy of facilities and maintenance costs;

3. Enrollment projections and community development patterns;

4. Site availability and acquisition;

5. Changing instructional requirements and services.

This program will be subject to systematic study, revision, and extension from time to time, and the respective construction projects will be acted upon individually when proposed for implementation.

The Board's building program will be designed to provide adequate facilities to conduct full-time elementary and secondary education programs for all students residing in the district. The

building program will be based upon specific Board policies that have been and will continue to be modified to conform to changes in the curriculum, availability of construction funds, and changes in enrollments.

Legal References: SDCL 13-24-9

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 1/12/15	2015-01-03

File: FC

FACILITIES CAPITALIZATION PROGRAM

To finance the facilities program, the Board, as established by law, may at its discretion authorize an annual tax levy not to exceed 3 dollars per thousand dollars on the taxable valuation of the district for the capital outlay fund. The Board may also issue and sell capital outlay certificates. Money received from the sale of these certificates will also be placed in the capital outlay fund.

The capital outlay fund is a fund provided by law to meet expenditures on one thousand dollars or more for the purchase of land; improvement of grounds; construction of, additions to and remodeling of facilities; or for the purchase of equipment. It may also be used for installment or lease-purchase payments for the purchase of real property, plant or equipment, where the installment or lease purchase contract does not exceed 20 years, and for the payment of the principal and interest of capital outlay certificates. When used for the purchase of capital outlay certificates and the payment of installment or lease-purchase contracts, the total accumulated unpaid principal balances cannot exceed three percent of the taxable valuation. A school district, which contracts its student transportation may expend from the capital outlay fund an amount not to exceed fifteen percent of the contract amount. The capital outlay fund may be used to purchase textbooks and instructional software. The capital outlay fund may be used to purchase warranties on capital assets only if the warranties do not include supplies.

Construction of new facilities, or of additions to facilities which will require advertising for bids, must have a public hearing at least 10 days prior to the advertisement of any contract specifications. Following this public hearing and approval of the Board, the district may use the capital outlay fund for payment of the new construction or addition, however, the district may not change the originally advertised use of the fund without holding another public hearing.

In accordance with law, the Board will develop and maintain a five-year plan on the annual projected revenues and expenditures for the capital outlay fund. The projected expenditures will itemize the projected costs for new or additional facilities.

Established by law

LEGAL REFS.: SDCL 13-16-6, 13-16-6.1, 13-16-6.2, 13-16-6.3, 13-16-6.4, 13-16-7, 13-16-8, 13-16-9.3

CROSS REF.: FD, Bond Campaigns

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 1/12/15	2015-01-03

File: FC-E

FACILITIES CAPITALIZATION PROGRAM
CAPITAL OUTLAY CERTIFICATE

NUMBER DOLLARS

_____ _____

UNITED STATES OF AMERICA

STATE OF SOUTH DAKOTA

COUNTY OF _____

School District No.

ISSUE DATE _____

CAPITAL OUTLAY CERTIFICATE

SERIES _____

KNOW ALL MEN BY THESE PRESENTS that the _____School District No._____

Of _____ County, South Dakota, a duly organized and existing school district, hereby acknowledges itself to be indebted and for value received promises to pay the bearer the sum of

_____DOLLARS

on the maturity date as herein set forth on the schedule of payments, or on a date prior thereto on which this Capital Outlay Certificate shall have been duly called for redemption and to pay interest on said principal sum from the date hereof until said principal is paid or until it has been duly called for redemption at the rate of _____percent_per annum payable _____. Both the principal and the interest are payable at the _____.

_____Bank _____,South Dakota. For the prompt and full payment of such principal and interest as the same becomes due, the full faith, credit and taxing powers of said School District have been and are irrevocably pledged, subject only to the statutory levy limitation on the taxable valuation of the district for the Capital Outlay fund. Also pledged is any or all of that portion of those monies received in the Capital Outlay fund as property tax replacement necessary to make prompt and full payment of principal and interest as they become due.

This Capital Outlay Certificate is one of an issue of certificates in the total principal amount of _____ all of like date and tenor except as to certificate number, dollar amount and maturity date, issued by said School District for school building purposes and is issued in full conformity with the Constitution and laws of the State of South Dakota and resolutions duly adopted by the School Board of said School District.

After _____ years Capital Outlay Certificates of this issue are subject to redemption and prepayment at the option of the District. A notice of call for redemption shall be mailed thirty days in advance of the date specified for redemption to the bank and to the holder, if known, of each certificate to be prepaid. Holders of Capital Outlay Certificates who wish to receive such notices must register their names, addresses and certificate numbers with the School District Business Manager at _____ South Dakota.

IT IS HEREBY AGREED that all acts, conditions and things required by the Constitution and Laws of the State of South Dakota, to be done and to be performed precedent to and in the issuance of this Capital Outlay Certificate in order to make it a valid and binding general

obligation of the district in accordance with its terms have been done and have been performed in regular and due form, time and manner as so required and that the tax has been or will be levied on the taxable property in said School District in an amount to pay the interest when it falls due and also to pay and discharge the principal of this Certificate at maturity, and that this Certificate, together with all other indebtedness of the School District outstanding on this date and on the date of actual issuance and delivery, does not exceed any constitutional or statutory limitation of indebtedness.

IN WITNESS WHEREOF,_____ School District No. _____, South

Dakota, by its School Board has caused this certificate to be executed in its behalf by the signatures of the President of the School Board and the Business Manager and has caused this certificate to be dated _____.

SERIES_____

SCHEDULE OF PAYMENTS

CERTIFICATE NO.	PRINCIPAL AMOUNT	MATURITY DATE	INTEREST PAYMENT DATES
1	$ 5,OOO	July 1, 198O	January 1 -July 1
2	5,OOO	January 1, 1981	" "
3	1O,OOO	July 1, 1981	" "
4	1O,OOO	January 1, 1982	" "

5	15,OOO	July 1, 1982	"	"
6	15,OOO	January 1, 1983	"	"
7	2O,OOO	July 1, 1983	"	"
8	2O,OOO	January 1, 1984	"	"
9	2O,OOO	July 1, 1984	"	"
1O	25,OOO	January 1, 1985	"	"

TOTAL: $15O,OOO

ATTEST:

_____ _____

Business Manager President of School Board

Current 1981

NOTE: The above model has been drafted to give school district personnel a guideline if they plan to issue capital outlay certificates. It has been reviewed by Gordon O. Hayes, former assistant attorney general, and Elwin Schmidt of DESE Consultative Services.

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 1/12/15	2015-01-03

File: FD

BOND CAMPAIGNS

In accordance with law, the Board by resolution may determine that the district should issue negotiable bonds. These bonds may only be used for the purposes of:

1. Refunding any bonded indebtedness which is or is about to become due and payable or whenever such indebtedness can be refunded at a lower rate of interest to fund any judgment or outstanding warrants;

2. Raising money for any purpose for which the Board is authorized to spend school district funds.

The proposition to issue bonds, except bonds to fund registered warrants or to refund bonded indebtedness, will first be submitted to the electors of the district at a general or special election.

The amount of money borrowed will not exceed the sum of 10 percent of the previous year's assessed valuation.

Established by law.

Legal References: Constitution of the State of South Dakota, Art. XIII, sec. 4; SDCL 6-8B-2

Revised: [ASBSD Policy Reference Manual, September 2007]

Notes: It is recommended that when a Board decides to issue bonds that it should immediately employ an attorney or secure the services of a bonding broker to handle the bonding in a legal manner.

The coding indicates that the identical policy also is filed in the K (School-Community Relations) section of this manual.

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 1/12/15	2015-01-03

File: FEA

EDUCATIONAL SPECIFICATIONS

To ensure that facilities being planned are designed best to implement the educational program, the superintendent will provide for the establishment of educational specifications to apply when planning, building or renovating school facilities.

The educational specifications will include:

1. A description of the needs of persons to use the facility;

2. The kinds of educational activities to be provided in the facility;

3. The appropriate kinds and amounts of furniture and equipment needed;

4. The consideration of location of facilities with regard to the educational and administrative needs (e.g., band room and library; playing fields and locker rooms; front office and general school control; and student traffic patterns);

5. Special site considerations for esthetics, vehicle traffic patterns, cooperative community use, and the like;

6. Required standards of construction to assure that the facility is readily accessible to and usable by handicapped persons;

7. Any other kinds of unique information that will give guidance to an architect in developing facility plans.

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 1/12/15	2015-01-03

File: FEB

SELECTION OF ARCHITECT

The Board will employ a licensed architect to design the plans of each proposed building, building addition, or extensive renovation. For remodeling or the building of new facilities, that are 5,000 square feet or less, the Board does not need to hire a qualified licensed architect.

In selecting architects, the following criteria will be considered:

1. Experience in school construction;

2. Evidence of relevant experience in special situations, such as facilities for the handicapped;

3. Creative design ability;

4. Technical knowledge to control the design so that the best results are obtained for the least amount of money;

5. Executive and business ability to oversee the proper performance of contracts;

6. Proven ability in all of the major phases of planning and construction: pre-design planning, schematic design, design development, bidding, construction;

7. Ability and temperament to work cooperatively with others;

8. Willingness to consult with staff on educational specifications;

9. Extent and experience of architectural staff in relation to the scope of the planned project.

The architect will be selected by the Board on the basis of the above criteria and will be employed under a contract, which meets the current standards of the American Institute of Architects.

The Board will approve procedures that it will use in the selection of architects and a statement of the architect's responsibilities.

Legal References: SDCL 36-18A

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 1/12/15	2015-01-03

File: FEC

FACILITIES DEVELOPMENT PLANS AND SPECIFICATIONS

Most schools are planned and designed to be used for many years. To provide long-term usefulness to the district and to justify the expensive investment in a school plant, the following general principles will be applied to the design of new buildings and the renovation of older facilities:

1. Flexibility: Versatile construction materials will be used so as to provide a building adjustable to future changes in curriculum and teaching methods.

2. Durability: Buildings will be constructed of durable materials. These may not necessarily be expensive; on the other hand, materials of an initial higher cost may be chosen to offset operational or maintenance expense.

3. Safety: Construction materials, and architectural and equipment specifications will meet the state safety requirements to ensure the safety of the students and staff, as well as other persons who may use the school facilities.

4. Expandability: The building design should provide for the possibility of future addition, while leaving the original concept of the structure intact.

5. Accessibility: Buildings should be designed to allow easy flow of traffic for all who use the building. This principle applies not only to vehicular traffic (accessibility to public thoroughfares and ample provision for parking), but also to the establishment of good traffic patterns inside the school.

6. Environmental: Aesthetic values and energy conservation measures will be considered in planning the total school environment. In order to provide the best possible learning environment, the surroundings should be comfortable, pleasing, and safe.

Before advertising for bids on the plans and sites for the building or remodeling of school facilities, the Board will submit all plans to the State Fire Marshall for examination and approval.

Legal References: SDCL 13-25-2; ARSD 61:15:02

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 1/12/15	2015-01-03

File: FECA

SITE PLANS AND SPECIFICATIONS

In accordance with local policies, school-building sites will conform to minimum criteria established by the school board (assistance with planning may be obtained from the South Dakota Department of Education and Cultural Affairs and the office of State Fire Marshall).

Legal References: SDCL 13-25-2; ARSD 61:15:02

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 1/12/15	2015-01-03

File: FED

CONSTRUCTION COST ESTIMATES AND DETERMINATIONS

Preliminary and Final Estimates

After the architectural firm has been selected, a cost-ceiling estimate indicating the maximum cost of the new construction or remodeling project will be submitted by the architect. Then after final plans have been made concerning building design and building size or remodeling needs a final cost estimate will be drawn up by the architect.

Periodic and Final Computations During Construction

At regular intervals during the construction period, the chief executive officer (CEO)/superintendent, the architect, the contractor, and, if necessary, the school attorney will review earlier projected costs and actual construction expenditures to determine the financial position of the project at that particular point. Upon completion of the project, a final computation of building expenditures will be made to determine the cost of each aspect of the total building project or remodeling program.

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 1/12/15	2015-01-03

File: FEE

SITE ACQUISITION PROCEDURE

Priorities based upon student population, location, and education needs will be established well in advance in order that proper locations for school sites might be acquired. Sites will be acquired in advance of time for construction to allow adequate time for the completion of topography studies and other preliminary work (i.e. traffic safety patterns). Eminent domain action for the acquisition of property for school site purposes will be executed only after negotiations fail and all other avenues to the solution have been exhausted.

To acquire a school site, the Board may exchange property with the state and any municipality or organized township or county within or partly within the boundaries of the school district under terms and conditions determined by the respective governing bodies.

LEGAL REFS.: 13-24-1 through 13-24-4

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 1/12/15	2015-01-03

File: FEFA

CONTRACTOR'S FAIR EMPLOYMENT CLAUSE

It is the policy of the district to require that all contractors and subcontractors demonstrate awareness of the need to comply with federal, state and local mandates designed to provide equal opportunity in the execution of public contracts.

Legal Refs: U. S. Executive Order 11246, as amended;

Section 503 of the Rehabilitation Act;
38 U.S.C. 2012 of the Vietnam Era Veterans Readjustment Assistance Act

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 1/12/15	2015-01-03

File: FEFB

CONTRACTOR'S AFFIDAVITS AND GUARANTEES

The Board will require a contractor, before commencing building, remodeling or improvement of a school site, to furnish a performance bond for the faithful performance of the contract. The bond will contain the provisions required by law and be in a form prescribed by the district.

The Board may waive the deposit when the improvement does not exceed the amount of $25,000.

LEGAL REFS.: SDCL 5-18-3; 5-18-6 et seq.

5-21-1 et seq.

CROSS REF.: DJC, Bidding Requirements

NOTE: For a sample performance bond that would be signed by a contractor, refer to the exhibit, FEFB-E, following this policy statement.

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 1/12/15	2015-01-03

File: FEFB-E

CONTRACTOR'S AFFIDAVITS AND GUARANTEES
PERFORMANCE BOND

Bond No. _____ Premium_____

KNOW ALL MEN BY THESE PRESENTS, that we
_____.

of _____, state of
_____

as principal, and
_____

_____, state of
_____

as surety, are held and firmly bound unto the State of South Dakota in the sum of _____Dollars ($), lawful money of the United States, to be paid to the State of South Dakota, for the payment of which we bind ourselves, our heirs, our successors and assigns, our executors and administrators, jointly and severally, by these presents. WHEREAS, The principal has entered into a contract with the State of South Dakota, through its Office of Purchasing and Printing, of Pierre, South Dakota on the _____day of _____, 19_____, to perform, furnish and deliver the supplies, equipment and commodities specified in the schedule annexed hereto and incorporated by reference
herein _____
_____

NOW THEREFORE, The conditions of the above obligations are such that the Principal shall well and truly comply with the terms of said contract and perform all of the conditions thereof, and in each and every case in which the said Principal shall fail to fulfill any or all parts of the contract then this bond and the surety thereon shall be responsible to the State of South Dakota for the full payment of the full value of the supplies, equipment and commodities specified in the schedule annexed hereto needed to complete the contract.

Sealed with our seals and dated at_____, state of _____

This_____day of _____, 19_____.

PRINCIPAL

_____

(company name)

_____ By:_____

Countersigned (resident South Dakota (signature) (title)

(Agent, exempt if premium is $40.00 or less)

SURETY

_____ _____

bonding agent (company name)

_____ By:_____

address (signature) (title)

Certification Of Authority To Bind Corporation

(If Principal signature is other than Corporation Officer)

STATE OF _____)

)s.s

COUNTY OF_____)

This is to certify that_____, _____, for

(name) (title)

_____ has authority to execute bonds on behalf of our corporation.

(corporation)

Signed:_____

corporate officer/title

Subscribed and sworn to before me this_____day of_____,A.D. 19_____.

My commission expires

_____ _____

Notary Public

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 1/12/15	2015-01-03

File: FEG

SUPERVISION OF CONSTRUCTION

The Board will appoint a construction superintendent for any remodeling, addition or new construction project. The construction superintendent will be a competent person who may or may not be otherwise employed by the district. His primary responsibilities will be to continually inspect the construction to be certain that the interests of the public are protected and that the contractor complies strictly with the approved plans and specifications. The building superintendent will report regularly to the Board, to keep it informed of construction progress.

The contractor will retain supervision of the actual construction and the workers whom he has employed to complete the actual building of the structure.

LEGAL REF.: SDCL 13-20-9

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 1/12/15	2015-01-03

File: FL

RETIREMENT OF FACILITIES

The Board will annually review space needs for the educational program. Consideration will be given to closing schools when declining enrollment results in detrimental effects on the district's educational program and/or results in adverse effects on the financial management of the district. The Board will keep the public informed of any consideration to close a school.

If the Board wishes to close a school, it may do so by resolution at a Board meeting on or before December 1.

The Board, also by resolution, may submit the question to a vote of the people. If persons other than the Board wish to have the question of closing a school submitted to a vote of the people they must file with the business manager, by January 15, a petition calling for an election. Such petition must be signed by at least 15 percent of the registered voters of the district at the last preceding general election.

The following criteria may be used to aid in making recommendations for the closing of schools:

1. Enrollment projections and classroom usage;

2. Future financial forecast;

3. Effect upon the educational program of the school and the district;

4. Effect upon the community;

5. Evaluation of present facilities, including:

   a) educational adequacy

   b) operational costs

   c) modernization potential

   d) building capacity

   e) alternate use of building.

Legal References: SDCL 13-23-1; 13-23-3

Policy	Board Action
Adopted: 6/09/08	2008-6-3
Amended:	
Reviewed: 1/12/15	2015-01-03

SECTION G: Personnel

Section G of the EPS/NSBA policy classification system provides a repository for personnel policies. This section has three main subdivisions: subsection GB presents policy topics that pertain to all employees; subsection GC is for policies that pertain to professional personnel who must hold certification by the state to serve in their positions; subsection GD is for policies pertaining to support, or non-certificated, personnel.

GA	Personnel Policies Goals
GB	General Reference Policy
GBA	Equal Opportunity Employment
GBC	Staff Ethics
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GDPA	Reduction in Support Staff Work Force
GDPB	Resignation of Support Staff Members
GDPC	Retirement of Support Staff Members
GDPD	Suspension and Dismissal of Support Staff Members

File: GA

PERSONNEL GOALS

The Board recognizes that a dynamic and efficient staff dedicated to education is necessary to maintain a constantly improving educational program. The Board is interested in its personnel as individuals, and it recognizes its responsibility for promoting the general welfare of the staff.

The Board's specific personnel goals are:

1. To recruit, select, and employ the best qualified personnel to staff the school system;

2. To provide staff compensation and benefit programs sufficient to attract and retain qualified employees;

3. To provide programs for all employees to improve their performance and the overall rate of retention and promotion of staff;

4. To conduct an employee appraisal program that will contribute to the continuous improvement of staff performance;

5. To deploy personnel so as to ensure their skills are used as effectively as possible;

6. To develop the quality of human relationships necessary to obtain maximum staff performance and satisfaction;

7. To help all employees realize that the efficient and courteous performance of their assignment has a positive impact on the public support of education in the district.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GB

GENERAL REFERENCE POLICY

It is the policy of this school district to respond only to written requests for reference information. The information which may be released includes the employee name, job title, salary and dates of employment.

This policy applies to current or former employees and should not reflect either negatively or positively on a specific employee. If an employee would like additional work-related information released, they would sign the release of information form. Employees are in no way required to sign the following release.

RELEASE OF REFERENCE INFORMATION

_____ School District, _____ South Dakota

I hereby authorize the _____ School District to release additional reference information regarding my employment with the _____ School District, _____, South Dakota.

Furthermore, I hereby release and agree to hold harmless the _____ School District, _____, South Dakota, claim or injury I may suffer as a result of the release of such employment-related reference information.

If you sign this release form, return to:

_____ School District, _____, South Dakota.

This will be placed in your personnel file.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GBA

EQUAL OPPORTUNITY EMPLOYMENT

The Board subscribes to the fullest extent to the principle of the dignity of all people and of their labors and will take action to ensure that applicants are employed, assigned, and promoted without regard to their age, race, creed, color, sex, marital status, political affiliation, or national origin. Every available opportunity will be taken in order to assure that each applicant for a position is selected on the basis of qualifications, merit and ability.

Legal References: Civil Rights Act of 1964, as amended in 1972; Title VI; Title VII Executive Order 11246, 1965, as amended by Executive Order 11375; Equal Employment Opportunity Act of 1972; Title VII Education Amendments of 1972;

Title IX (P.L. 92-318) 45 CFR, Parts 81, 86 (Federal Register June 4, 1975, August 11, 1975); Rehabilitation Act of 1973;

Americans With Disabilities Act, July 26, 1990;

SDCL 13-43-17 through 13-43-25

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GBC

STAFF ETHICS

An effective educational program requires the services of men and women of integrity, high ideals, and human understanding. To maintain and promote these essentials, all employees of the district are expected to maintain high standards in their school relationships. These standards include the following:

- The maintenance of just and courteous professional relationships with students, parents, staff members, and others.

- The maintenance of their own efficiency and knowledge of the developments in their fields of work.

- The transaction of all official business with the properly designated authorities of the school system.

- The establishment of friendly and intelligent cooperation between the community and the school district.

- Favorable representation of the school district at local events that are in recognition of the schools' contributions to the community.

- The placement of the welfare of children as the first concern of the school district, thus appointments to positions and promotion must be based solely on merit. The use of pressure on school officials for appointment or promotion is unethical.

• Restraint from using school contacts and privileges to promote partisan politics, sectarian religious views, or selfish propaganda of any kind.

• Directing any criticism of other staff members or of any department of the school district toward the improvement of the school district. Such constructive criticism is to be made directly to the particular school administrator who has the administrative responsibility for improving the situation and then to the chief executive officer (CEO)/superintendent if necessary.

LEGAL REF.: SDCL 13-43-25

CROSS REFS.: GBC subcodes (all relates to staff ethics)

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GBCA

STAFF CONFLICT OF INTEREST

Employees of the Board will not engage in nor have a financial interest, directly or indirectly, in any activity that conflicts (or raises a reasonable question of conflict) with their duties and responsibilities in the school system.

Employees will not engage in work of any type where information concerning customer, client, or employer originates from any information available to them through school sources.

Employees will not sell textbooks, instructional supplies, equipment, reference books, or any other school products to the schools in the district. They will not furnish the names of students or parents to anyone selling these materials.

In order that there is no conflict of interest in the supervision and evaluation of employees, at no time may any administrator be responsible for the supervision and/or evaluation of an employee who is related to him or her who is within the third degree of consanguinity or is his or her spouse.

Neither the spouse of a Board member, nor any person who is related to a Board member within the third degree of consanguinity, will be employed in the district, except by a unanimous vote by the Board.

Legal References: Constitution of the State of South Dakota, Art. VIII, sec. 17; SDCL 13-20-2.1

13-43-1; 6-1-1; 6-1-17

Cross References: BBFA, Board Member Conflict of Interest

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GBCA-E (Also BBFA-E)

STAFF CONFLICT OF INTEREST

NOTE: This chart should assist you in determining the degree of consanguinity.

RELATIONSHIPS AND DEGREES OF KINDRED ACCORDING TO THE CIVIL LAW

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GBCB

STAFF CONDUCT

All staff members have a responsibility to familiarize themselves with and abide by the laws of the State as these affect their work, the policies of the Board, and the regulations designed to implement them.

In the area of personal conduct, the Board expects that teachers and others will conduct themselves in a manner that not only reflects credit to the school district, but also sets forth a model worthy of emulation by students.

All staff members will be expected to carry out their assigned responsibilities with conscientious concern.

Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities, which will be required of all personnel:

1. Faithfulness and promptness in attendance at work;

2. Support and enforcement of policies of the Board and regulations of the school administration in regard to students;

3. Diligence in submitting required reports promptly at the times specified;

4. Care and protection of school property.

5. Concern for and attention to their own and the school district's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times.

Legal References: SDCL 113-8-44; 13-43-28

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GBCBA

FREEDOM OF EXPRESSION

When public employees make statements pursuant to their official duties: in the classroom, at board meetings, and at other meetings related to educational issues affecting the district, the employees are not speaking as citizens for First Amendment purposes, and the Constitution does not insulate their communications from employer discipline (Garcetti v. Ceballos).

Legal References: *Garcetti v. Ceballos,* No. 04-473 (U.S. May 30, 2006)

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GBE

STAFF HEALTH AND SAFETY

The Board may require an employee returning from an extended leave of absence for health reasons to submit a certification of health. The expense of this examination will be borne by the district.

WORKERS COMPENSATION

In case of injury while pursuing duties in keeping with the employee's contract, the employee will receive compensation and expenses as prescribed by the worker's compensation law of South Dakota.

Any employee who receives an injury while at work should immediately report this injury to the chief executive officer (CEO)/superintendent's office and request the necessary forms to make application for payment under this law.

Legal References: SDCL 13-10-9; 13-43-3 through 13-43-3.3; 62-1-2; 62-3-3

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GBEB

EMPLOYEE COMMUNICABLE DISEASES

The board recognizes its responsibility to provide a clean and healthy environment for students and school employees.

The determination of whether an infected employee be excluded from work activities shall be made on a case-by-case basis, under the direction of the principal/building administrator or designee.

In situations where the decision requires additional knowledge and expertise, the principal will refer the case to an advisory committee for assistance in determining the proper course of action.

The advisory committee may be composed of:

1) a representative from the State Health Department;

2) the employee's physician;

3) the employee and/or designee;

4) the school health service's supervisor;

5) the superintendent or designee; and

6) other appropriate school personnel.

In making the determination, the advisory committee shall consider:

1) the physical condition of the school employees;

2) the expected type(s) of interaction with others in the school setting;

3) the impact on both the infected school employee and others in that setting;

4) the South Dakota Department of Health guidelines and policies;

5) the status of certification of the employee as is promulgated in SDCL 13-43-3 and SDCL 13-43-3.3

6) the recommendation of the County Health Officer, which may be controlling;

7) information regarding the infected employee, which is, deemed part of his/her personnel records, therefore is classified as "Confidential" as required by SDCL 1-27-3.

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

If employment of an infected employee is to be interrupted or discontinued, the employee will be entitled to use available medical leave and receive available benefits.

Public information will not be revealed about the employee who may be infected. If the employee is permitted to remain in the school setting the following procedure will be followed by the principal:

Information will be provided, as appropriate to school employees who have regular contact with the employee, as to the employee's medical condition and other factors needed for consideration in carrying out job responsibilities.

Health guidelines for work attendance are established and interpreted with the context of the case. The guidelines are not inclusive but are available to be used as a resource. School personnel will refer to school health professionals for specific judgements in interpreting the guidelines.

Instructions in appropriate handling of blood and body fluids will be provided. Hand washing after contamination, food preparation and health/hygiene care performed in different sink and work areas, maintenance cleaning and other personal hygiene measures are part of creating a healthy environment.

Specific health concerns may require the advisory committee to make a determination on school attendance or participation in school activities.

LEGAL REF: SDCL 13-43-3 through 13-43-3.3, SDCL 1-27-3

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GBEB-R

EMPLOYEE COMMUNICABLE DISEASE GUIDELINES

Health guidelines for work attendance are established and interpreted with the context of the situation. The guidelines are not inclusive but are available to be used as a resource. Specific needs will be addressed individually. School personnel will refer to school health professionals for specific judgments in interpreting the guidelines.

Disease and Incubation Period*	Rules for Work Attendance
Acquired Immune process Deficiency Syndrome (AIDS) Communicable 6 months-five years	Determination should be made by the team as outlined in the Disease Policy. The State Department of Health guidelines on AIDS shall be used as reference.
Chicken Pox 14-21 days are	The employee may attend work after all pox dry and scabbed.
Cytomegalovirus (CMV)	The employee may attend work.
Salivary Gland Viruses with transplants pregnancy. eliminate risk of	Precautions should be taken by contacts immunosuppression as anti-cancer or organ as well as anyone with suspected or known Good hand washing in all cases should transfer of infection.

Giardiasis and Infectious work. Food handlers Enteric Diseases 5-25 days/longer negative stool should eliminate	The employee may attend must remain at home until they have three specimens. Good hand washing in all cases risk of transfer of infection.
Herpes Simplex 2-12 days active case. Good risk of transfer of	The employee may attend work during an hand washing in all cases should eliminate infection.
Impetigo variable 4-10 days treatment and dry.	The employee may attend school if under
Infectious Hepatitis 15-40 by the days Average 25 days precautions should	The employee may attend work as directed physician. Appropriate personal hygiene eliminate risk of transfer of infection.
Measles (Red, Hard, minimum Rubeola, 7-day) 8-14 days) contact with has had the	The employee may attend work after a of seven days. Employees who have had measles may attend work if the employee measles or if immunization is up to date.
Infectious Mononucleosis (Glandular Fever) 2-6 weeks	The employee may attend work as directed by the physician.

Mumps 12-21 days	The employee may attend work after swelling has disappeared.
Pediculosis (Lice, Crabs)	The employee may attend work after treatment.
Pink Eye (Conjunctivitis) 5-12 days	The employee may attend work after the eye is clear, under treatment or with physician's written permission.
Plantar's Warts	The employee may attend work.
Ring Worm (Scalp, Body, Athlete's Foot)	The employee may attend work if area is under treatment.
Rubella (3-day, German Measles) 14-21 days	The employee may attend work after a minimum of four days. Prevent exposure of pregnant women.
Scabies (7-year itch, Mites)	The employee may attend work after treatment.
Streptococcal Infections (Scarlet Fever, Scarletina, Strep Throat)	The employee may attend work 24 hours after initiating oral antibiotic therapy, and clinically well. 1-3 days

*Time interval between initial contact with an infectious agent and the first sign of symptom of the disease.

LEGAL REFS: SDCL 13-43-3 through 13-43-3.3, SDCL 1-27-3

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GBEC

USE OF ALCOHOL AND OTHER DRUGS BY EMPLOYEES (DRUG FREE WORKPLACE)

Student and employee safety is a paramount concern to the school board. Employees under the influence of alcohol and/or other drugs are a serious risk to themselves, to students, and to other employees. Therefore, the school board will not tolerate the unlawful manufacture, use, possession, sale, distribution, or being under the influence of alcohol and/or other drugs. Any employee who violates this policy will be subject to disciplinary action, which may include dismissal, and referral for prosecution. Each employee of the district is hereby notified that, as a condition of employment, the employee must abide by the terms of this policy and will report to the superintendent any criminal alcohol and/or other drug statute convictions for any alcohol and/or drug violation. Such notification must be made by the employee to the superintendent no later than five (5) days after conviction. Should the affected employee be the superintendent s/he will report to the Board no later than the next regular meeting of the Board.

Within thirty (30) days after receipt of information concerning an alleged or proven violation(s) of this policy, the district will take appropriate disciplinary action, which may include termination of employment, requiring the employee to participate in alcohol and/or other drug abuse assistance or rehabilitation programs, and possible referral for prosecution.

All employees will attend a district alcohol and/or drug-free awareness program at which employees will be informed about the dangers of alcohol and/or other drug use/abuse, this policy of maintaining an alcohol and/or other drug-free environment, available alcohol and/or other drug counseling; rehabilitation, and employee assistance programs; and the disciplinary sanctions that may be imposed upon employees for alcohol and/or other drug use or abuse violations. The information will be disseminated to each employee via written and oral communication.

The school board recognizes that employees who have an alcohol and/or other drug use/abuse problem should be encouraged to seek professional assistance. An employee who requests assistance shall be provided a listing of the regional treatment facilities or agencies to assist him/her in their choice of a service provider.

When a staff member has consumed alcoholic and/or illegal drugs off school property and/or before a school activity, the staff member will not be allowed on school property or to participate in school activities. Staff members who violate this regulation will be subject to the same disciplinary sanctions, as for possession or consumption on school property.

The school board hereby commits itself to a continuing good faith effort to maintain a drug-free environment.

A copy of this policy shall be given to all present and future employees.

A Biennial Review of the School Districts Program will be made:

1. To determine the programs' effectiveness and implement changes to the programs if they are needed;

2. To insure that disciplinary sanctions are consistently enforced.

Legal References: Public Law 100-690

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GBG

STAFF PARTICIPATION IN POLITICAL ACTIVITIES

The Board recognizes that employees of the district have the same fundamental civic responsibilities and privileges as other citizens. Among these are campaigning for elective public office and holding an elective or appointive public office.

Any employee who intends to campaign for an elective public office will notify the superintendent, in writing at the earliest possible moment, of the office which he or she intends to seek, together with the decision as to whether he wishes to continue employment and under what terms and conditions.

The superintendent will meet with and discuss these matters with the employee involved and will present a proposed solution to the Board for consideration. The essential element to be determined by the Board is whether the activities proposed by the employee are compatible with the time requirements for fulfilling the employee's responsibilities to the district.

In connection with his or her campaigning, no employee will use school system facilities, equipment, or supplies; nor will the employee discuss his or her campaign with students or with school personnel during the working day; nor will the employee use any time during the working day for campaigning purposes.

A teacher seeking an extended leave of absence for campaigning, office-holding, or other time-consuming activities connected with government service will apply for such leave in writing. The Board will provide the teacher with a written answer to a request for political leave including salary arrangements.

If not elected, the employee may return to the position previously held.

Legal References: SDCL 13-43-15.1

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GBI

SOLICITATIONS

Solicitations

The chief executive officer (CEO)/superintendent will annually approve all solicitations that are to be permitted in the schools. No organization may solicit funds of staff members in the schools, nor may anyone distribute flyers or other materials related to fund drives through schools, without the approval of the chief executive officer (CEO)/superintendent.

Employees may not be engaged in the sale of products to the schools, even if the proceeds of such sales are intended for charitable or civic purposes; nor will staff members collect any money or distribute any fund-raising literature without the express approval of the chief executive officer (CEO)/superintendent.

CROSS REFS.: JL, Student Gifts and Solicitations

KI, Public Solicitations in the Schools

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GBK also KGC

SMOKING ON SCHOOL PREMISES

The School Board recognizes that smoking represents a health and safety hazard, which can have serious consequences for the smoker and nonsmoker and the safety of the District. In order to protect the students, staff, employees, visitors and guests of the District from an environment that may be harmful to them, and because of possible harm to personal well-being, the Board hereby prohibits smoking by staff members, employees, visitors, or guests in all District buildings, on grounds, and in all school vehicles at all times.

For the purpose of this policy, "smoking" will mean all uses of tobacco, including cigars, chewing tobacco, cigarettes, electronic cigarettes, and pipes.

It is understood that this policy will be in addition to other Board policies concerning the prohibition of smoking by students on school property and buses.

This smoking prohibition will be in effect 24 hours a day, seven days a week, and will apply to anyone present in District buildings or on District grounds.

The Board hereby directs the superintendent to formulate the necessary rules and procedures to ensure the enforcement and implementation of this nonsmoking policy.

Legal References: SDCL 22-36-2; 34-46-2 (Prohibits Minors from purchasing tobacco products, or using, possessing or selling tobacco products)

Resource: NSBA (1987). No Smoking: a Board Member's Guide to Nonsmoking Policies for the Schools. 1680 Duke Street, Alexandria, VA 22314

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended: 2/9/15	2015-02-04
Reviewed: 2/9/15	2015-02-04

File: GBL

PERSONNEL RECORDS

THIS POLICY REQUIRED BY THE NO CHILD LEFT BEHIND ACT

A file of personnel records shall be maintained in the superintendent's office for each employee of the School District. A file shall be kept for all resigned or retired employees, including such essential information as shall seem appropriate to the administration as specified by state and federal laws.

CONFIDENTIALITY

Personnel information concerning district employees is generally confidential and may be reviewed only on a "need to know" basis under conditions which guarantee management's right of access to information necessary to make judgments and the protection of the employees of the district against unnecessary invasion of privacy. Some personnel information is "public record" and must be released to any person upon request.

The superintendent shall notify an employee and a collective bargaining representative, if any, in writing when a request is made for disclosure of the employee's personnel, medical, or similar files, if the superintendent reasonably believes disclosure would invade the employee's privacy. The records will be disclosed unless written objection is received from the employee or the employee's collective bargaining representative, within seven business days from the receipt by the employee or the collective bargaining representative.

Records of an employee’s evaluation shall not be released without the written consent of the employee.

Files containing medical information regarding an employee will be kept separate from other personnel files.

TYPES OF INFORMATION

It shall be the responsibility of each certificated employee to see that there is filed with the district any record of prior teaching experience. In addition, if the teacher has rendered military service, the proof of discharge from the service must be furnished. It is the obligation of the employee to see that information, which will maintain the employee's personnel file on a complete and up-to-date basis, is sent to the superintendent's office. The records shall contain the following information:

1. The correct name and the current address and telephone number of the employee;

2. An accurate record of the work experience of the employee;

3. Current data on education completed, including the transcripts of all academic work;

4. Proof of requirements fulfilled in order to be eligible for salary;

5. Current data on credentials;

6. Any current data requested concerning the health of the employee, or medical examinations which the employee may have undergone;

7. Records of assignment;

8. Evaluations of performance;

9. Letters of commendation, reprimand, or omission of duty;

10. Other materials mutually agreed upon between the principal and the teacher or supervisor and employee.

USE OF PERSONNEL RECORDS

All the contents of the personnel records file, with the exception of evaluations, comments, or recommendations provided to the district on a confidential basis by universities, colleges, or persons not connected with the district, shall be available for inspection by the employee concerned. The district reserves the right to have a member of the superintendents office staff present at the time the employee inspects his or her personnel file for the purpose of explaining and interpreting the information therein. Similarly, at the time the record is reviewed, the employee shall have the right to have present a representative of his or her own choosing, if desired.

The employee shall have the right to respond to all materials contained in the personnel file and to any materials to be placed in the file in the future. Responses shall become part of the file.

Any complaints directed towards an employee, which are placed in the personnel file, are to be promptly called to the employee's attention in writing.

PARENTAL NOTICE

If the school district receives Title I funds, the No Child Left Behind Act requires the district to provide parents with notice that they may request information about the

professional qualifications of classroom teachers. The notice to parents must include the following:

1. Whether the teacher has met state qualifications for the grade levels and subject areas taught;

2. Whether the teacher is teaching under emergency or other provisional status;

3. The baccalaureate degree of the teacher and any other graduate certification or degree held by the teacher, and the subject area(s) of the certification or degree;

4. Whether the child is provided services by paraprofessionals, and, if so, their qualifications.

If a parent requests the above-listed information, the district is required to provide the information in a timely manner. If the district has hired a teacher who is not highly qualified and the teacher has taught a child for four or more weeks, the district is required to provide the parents notice that their child has been taught by a teacher who is not highly qualified.

Legal References: SDCL 60-4-12; P.L. 107-110, No Child Left Behind Act of 2001; The Americans with Disabilities Act

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GBL-E

PERMISSION FOR THE TRANSFER AND/OR RELEASE OF CONFIDENTIAL EMPLOYEE INFORMATION

I, _____ employee of Scotland Public Schools,

(Name)

request that the following part of the above employee's records

_____

_____

_____

be made available to _____ for the purpose of

(Name)

_____

_____

Date: _____ _____

Signature

Please send me a copy of the records released at the following address:

Name _____

Address _____

City, State, Zip _____

Enclosed is $_____ for reproduction and mailing.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GBL-F

NOTICE OF RELEASE OF PERSONNEL RECORD

This is to advise you _____ (the employee) that a subpoena or other order has been received requesting your records –copy attached- and that they will be released in two business days or earlier if so ordered, unless you get a court order prohibiting the release.

_____

CEO/Superintendent

_____

School District

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GBM

STAFF COMPLAINTS AND GRIEVANCES

The Board will encourage the administration to develop effective means for resolving differences that may arise among employees and between employees and administrators; reduce potential areas of grievances; and establish and maintain recognized channels of communication between the staff, administration, and the Board.

Grievance procedures should provide for prompt and equitable adjustment of differences at the lowest possible administrative level, and each employee should be assured opportunity for an orderly presentation and review of complaints and concerns. Channels established will provide for the following:

1. That teachers and other employees may appeal a ruling of a principal or other administrator to the superintendent;

2. That all school employees may appeal a ruling of the superintendent to the Board.

The machinery established for the resolution of grievances in agreements negotiated with recognized employee bargaining units will apply only to "grievances" as defined in the particular agreement.

Legal References: SDCL 3-18-1; 3-18-1.1 3-18-15 through 3-18-15.3

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GBM-E

STAFF COMPLAINTS AND GRIEVANCES

(SAMPLE FORM)

Request for Settlement of Grievance

LEVEL ONE

(To be completed by aggrieved person)

Date of presentation to Principal:

Name of Aggrieved Person:

Home address:

School:

Principal:

NATURE OF GRIEVANCE:

SETTLEMENT REQUESTED

Signed_____

Aggrieved Person

(SAMPLE FORM)

Reply to LEVEL ONE Grievance

Date Reply sent to Aggrieved Person:

Name of Aggrieved Person:

Home Address:

School:

Date of presentation of grievance to Principal:

Decision of Principal:

Signed_____

Principal

(SAMPLE FORM)

Request for Settlement of Grievance

LEVEL TWO

Copies of Request for Settlement of Grievance LEVEL ONE and Reply must be attached.

Date of presentation to Chief Executive Officer (CEO)/Superintendent:

Name of Aggrieved Person:

Home Address:

School:

Date of reply to LEVEL ONE Grievance:

State reasons for submission of grievance to LEVEL TWO:

Settlement requested:

Signed_____

Aggrieved Person

(SAMPLE FORM)

Reply to LEVEL TWO Grievance

Copies of Request for Settlement of Grievance LEVEL ONE and Reply must be attached.

Date Reply sent to Aggrieved Person:

Name of Aggrieved Person:

Home address:

School:

Date of submission of Grievance to Chief Executive Officer (CEO)/Superintendent:

Decision of Chief Executive Officer (CEO)/Superintendent:

Signed_____

Chief Executive Officer

(CEO)/Superintendent

(SAMPLE FORM)

Request for Settlement of Grievance

LEVEL THREE

Copies of all previous Requests for Settlement and Replies must be attached.

Date of submission to Business Manager:

Name of Aggrieved Person:

Home address:

School:

Date of Reply of Chief Executive Officer (CEO)/Superintendent to LEVEL TWO Grievance:

State Reason for submission of Grievance to LEVEL THREE:

Settlement Requested:

Signed_____

Aggrieved Person

(SAMPLE FORM)

Reply to LEVEL THREE Grievance

LEVEL THREE

Date Reply sent to Aggrieved Person:

Name of Aggrieved Person:

Home address:

School:

Date of Submission of Grievance to Business Manager - LEVEL THREE:

Date of hearing with School Board:

Decision of the School Board:

Signed_____

President of the Board

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GBM-R

STAFF COMPLAINTS AND GRIEVANCES

(Grievance Procedure)

Article I

Definitions:

A. A "grievance" is a complaint by a person or group of persons employed by the Scotland School District #04-3, made either individually or by a duly authorized and recognized employee association through its representative, that there has been a violation, misinterpretation or inequitable application of any existing agreement, contract, policy, rule, or regulation of the School Board. Negotiations for, or a disagreement over, a nonexisting agreement, contract, policy, rule, or regulation is not a "grievance."

B. An "aggrieved person" is the person or group of persons filing the grievance.

C. "Board" means the School Board of the district.

D. "Days" shall mean calendar days unless otherwise specified.

Article II

Purpose:

A. The purpose of this procedure is to secure, at the lowest possible level, equitable solutions to the problems which may from time to time arise between employees and the district and to facilitate this purpose these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.

B. Nothing herein contained shall be construed as limiting the rights of any employee having a grievance to discuss the matter informally with any appropriate member of the administration, and having the grievance adjusted without the intervention of the employee association, provided the adjustment is not inconsistent with the terms of any settlement with the employee association then in effect. The employee or the administrator involved in the grievance may be represented by a representative at such an informal discussion only by the mutual consent of the employee and the appropriate member of the administration.

Article III

Procedure:

A. It is important the grievances be processed as rapidly as possible. The number of days indicated at each level shall be the maximum and every effort should be made to expedite the process.

B. If appropriate action is not taken by the employee within the time limit specified, the grievance will be deemed settled on the basis of the disposition at the preceding level. The time limits specified herein may be extended by mutual agreement, provided the time extension is requested within the time limits provided in the Article.

C. If an employee does not file a grievance in writing with the principal or other supervisor within 1O calendar days after the employee knew, or should have known, of the act or condition on which the grievance is based, the grievance shall be considered as having been waived.

D. A supply of the grievance forms shall be on file with the building principal, and/or the immediate supervisor.

Article IV

Informal Procedures:

If an employee feels he has a grievance, he shall first discuss the matter with his supervisor, principal or other administrator, to whom he is directly responsible in an effort to resolve the problem.

Article V

Formal Procedures:

LEVEL ONE - School Principal, Immediate Supervisor or Other Administrator

A. If an aggrieved person is not satisfied with the disposition of his problem through informal procedures, he shall submit his grievance in writing.

B. Signed copies of the written grievance shall be delivered by the employee to each of the following: supervisor, principal or other administrator, the chief executive officer (CEO)/superintendent of schools, and the president of the School Board.

C. An employee who is not directly responsible to a building principal may submit his formal written grievance to the administrator or supervisor to whom he is directly responsible.

D. The administrator, within five days of the filing of the grievance shall render his decision in writing to the aggrieved person.

LEVEL TWO - Chief Executive Officer (CEO)/Superintendent of Schools

A. If an aggrieved person or the Board is not satisfied with the decision concerning his grievance at Level One, or if no written decision has been rendered within five days, he shall, within three days after the decision is rendered, or within eight days after filing at level one, resubmit his grievance in writing to the chief executive officer (CEO)/superintendent of schools.

B. The chief executive officer (CEO)/superintendent of schools shall within five days from the filing of the written grievance meet with the aggrieved person for the purpose of resolving the grievance. The chief executive officer (CEO)/superintendent shall, within five days after this meeting render his decision in writing to the aggrieved person.

LEVEL THREE - Board of Education

A. If the aggrieved person or the Board is not satisfied with the disposition of the grievance at Level Two, or if no written decision has been rendered within five days, he shall within five days thereafter resubmit the grievance to the business manager and the president of the Board.

B. At its next meeting, or at a time mutually agreed upon by the parties, the Board or its designated agent shall hold a hearing on the grievances. The decision of the Board shall be rendered in writing within five days after the hearing.

LEVEL FOUR

If the aggrieved person is not satisfied with the disposition of the grievance at Level Three or if no written decision has been rendered within the time period set forth in the preceding paragraph, he may, within 1O days after receipt of the written decision is due, whichever is earlier, appeal to the Department of Labor, pursuant to statute. The inclusion of this paragraph in this grievance procedure shall not constitute a waiver by either party of its rights to dispute the authority of the Department of Labor to hear the appeal and/or render any particular decision.

Miscellaneous:

A. If, in the course of investigation of any grievance by representatives of the complainant, such investigation requires their presence in a school building; they shall report immediately to the principal of such building being visited and state the purpose of the visit.

B. Interruption of regularly assigned classes or activities shall be avoided and students shall not be included in any phase of the grievance procedure except with the mutual consent of both parties.

C. Any party or parties in interest shall appear and may be represented at formal Levels One and Two of the grievance procedure by one representative. When the representative is not a member of the employee organization, the employee organization shall have the right to have one spokesperson present and to have that spokesperson state its views at the formal Levels One and Two of the grievance procedure except when the aggrieved person specifically requests the exclusion of all but the parties in interest and their respective representatives. At Level Three a maximum of three representatives, one of whom will be the spokesperson, may represent the aggrieved person or persons involved in a grievance.

D. If, in the judgment of the employee organization a grievance affects a group or class of employees, the organization may submit such grievance in writing to the chief executive officer (CEO)/superintendent directly and the processing of such a grievance shall be commenced at Level Two. The employee organization shall designate not more than two spokespersons for the organization in processing such a grievance through the remaining levels of the grievance procedure. Provided, however, that the employee organization shall not be permitted to file or process a grievance with respect to an incident or occurrence on which an employee or group has already initiated a grievance.

E. Meetings and hearings under this procedure shall not be conducted in public and shall include such parties and only such parties in interest and their designated or selected representatives heretofore referred to in this grievance procedure. The vote on the Board's decision on Level Three grievances shall be made in open session but the name of the aggrieved party shall not be disclosed.

F. When it is necessary for a party or parties in interest to attend a board meeting or a hearing called during the working day, the chief executive officer (CEO)/superintendent's office shall so notify the

party or parties in interest, principals or immediate supervisor, and the party or parties in interest shall be released without loss of pay for such time as their attendance is required at such meeting or hearing.

G. At all hearings conducted under this procedure, the aggrieved person and the administrative representative may call witnesses and present evidence that is relevant to the matter being considered. The Board may request that other witnesses be called for questioning by the parties.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GC

PROFESSIONAL STAFF

In the EPS policy classification system, the term "professional staff" is used for all certificated personnel, but terminology varies from school district to school district. "Teaching Staff" or "Certificated Staff" is sometimes substituted throughout the GC, Professional Staff, section.

The categories in this section are designed to cover both teaching staff and certificated administrative and supervisory staff. Statements pertaining only to the school chief executive officer (CEO)/superintendent, however, are filed elsewhere (under code CB, Chief Executive Officer (CEO)/School Superintendent, and its subcategories).

When policies or regulations differ for teachers and administrators this can be made clear in the statement or numerals can be added to the code letters; for example:

PROFESSIONAL STAFF CONTRACTS AND COMPENSATION PLANS GCB-1

TEACHERS

PROFESSIONAL STAFF CONTRACTS AND COMPENSATION PLANS GCB-2

ADMINISTRATORS

Adopted: 8/13/08 2008-10-3
Amended:
Reviewed: 2/9/15 2015-02-04

File: GCA

PROFESSIONAL STAFF POSITIONS

All professional staff positions in the school district will be created initially by the Board. It is the Board's intent to activate a sufficient number of positions to accomplish the school district's goals and objectives and to provide for the equitable staffing of each school building. Although such positions may remain temporarily unfilled, only the Board may abolish a position it has created.

Each time a new position is established by the Board, the superintendent will present for the Board's approval a job description for the position, which specifies the job holder's qualifications and the job's performance responsibilities. The superintendent will maintain a comprehensive set of job descriptions for all positions.

Legal References: SDCL 13-43-16

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GCAA*-R

JOB DESCRIPTION: TEACHER

TITLE: Teacher

QUALIFICATIONS: 1. Teacher's certificate.

2. [Degree(s) required and area of major study]

3. [Kind and amount of prior job experience required.]

4. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: [Person designated by the Board or the chief executive officer (CEO)/superintendent.]

SUPERVISES: [Staff members designated by the Board or the chief executive officer (CEO)/superintendent.]

JOB GOAL: To help students learn subject matter and skills that will contribute to their development as mature, able, and responsible men and women.

PERFORMANCE RESPONSIBILITIES:

1. Meets and instructs assigned classes in the locations and at the times designated.

2. Plans a program of study that, as much as possible, meets the individual needs, interests, and abilities of each of the students.

3. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.

4. Prepares for classes assigned, and shows written evidence of preparation upon request of immediate superior.

5. Encourages students to set and maintain standards of classroom behavior.

6. Guides the learning process toward the achievement of curriculum goals and--in harmony with the goals--establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students.

7. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.

8. Strives to implement by instruction and action the district's philosophy of education and instructional goals and objectives.

9. Assesses the accomplishment of students on a regular basis and provides progress reports as required.

10. Diagnoses the learning disabilities of students on a regular basis, seeking the assistance of district specialists as required.

11. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

12. Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulation.

13. Assists the administration in implementing all policies and/or rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom in a fair and just manner.

14. Makes provision for being available to students and parents for education related purposes outside the instructional day when required or requested to do so under reasonable terms.

15. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and, cooperatively with department heads, evaluates their job performance.

16. Strives to maintain and improve professional competence.

17. Attends staff meetings and serves on staff committees as required.

18. Supervises extracurricular activities as assigned.

TERMS OF EMPLOYMENT: Ten-, eleven-, or twelve-month year. Salary and work year to be established by the Board.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on
Evaluation of Professional Personnel.

Approved by: Date:

Reviewed and agreed to by: Date:

(Incumbent)

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GCAB*-R

JOB DESCRIPTIONS: PRINCIPAL

TITLE: Principal

QUALIFICATIONS: 1. [Certificate required.]

2. [Degree(s) required.]

3. [Kind and amount of prior job experience required.]

REPORTS TO: [Person designated by the Board or the chief executive officer (CEO)/superintendent.]

SUPERVISES: [Staff members designated by the Board or the chief executive officer (CEO)/superintendent]

JOB GOAL: To use leadership, supervisory, and administrative skills so as to promote the educational development of each student.

PERFORMANCE RESPONSIBILITIES:

1. Interprets and enforces district policies and administrative regulations.

2. Participates in the selection and supervision of all school personnel.

3. Leads in the development, determination of appropriateness, and monitoring of the instructional program.

4. Organizes and administers the public relations program for his school.

5. Supervises the daily use of the school facilities for both academic and nonacademic purposes.

6. Provides for adequate inventories of property under his jurisdiction and for the security and accountability for that property.

7. Approves the master teaching schedule and any special assignments.

8. Prepares and administers the school budget and supervises school finances.

9. Supervises the maintenance of all required records and reports.

10. Maintains active relationships with students and parents.

11. Supervises all activities and programs that are outgrowths of the school's curriculum.

12. Assumes responsibility for all official school correspondence and news releases.

13. Serves as a member of such committees and attends such meetings as the chief executive officer (CEO)/superintendent shall direct.

14. Serves as an ex officio member of all committees and councils within his school.

15. Responds to written and oral requests for information.

16. Keeps his supervisor informed of events and activities of an unusual nature as well as routine matters related to the supervisor's accountability.

17. Assumes responsibility for his own professional growth and development through membership and participation in the affairs of professional organizations, through attendance at regional, state, and national meetings, through enrollment in advanced courses, and the like.

18. Evaluates all staff members under his supervision according to statute and Board policy.

TERMS OF EMPLOYMENT: Ten-, eleven-, or twelve-month year. Salary and work year to be established by the Board.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

Approved By: Date:

Reviewed and agreed to by: Date:

(Incumbent)

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GCB

QUALIFICATIONS OF TEACHERS

The Scotland School Board shall employ teachers on a professional basis without regard to age, race, color, sex, or national origin.

Every teacher employed in this school system must possess a valid license or certificate and shall execute a written contract with the board of education. Teacher contracts shall be considered for renewal on or before April 15 each year.

The principal and the superintendent shall consider applications. Selected applicants shall be interviewed by the administration and a recommendation shall be made to the board of education who shall make the final employment determination.

Starting with the 2002-2003 school year, school districts receiving Title I funds must ensure that teachers hired after the first day of school in a program supported by such funds are "highly qualified." By the end of the 2005-2006 school year, all teachers within this school district are required to be "highly qualified." The No Child Left Behind Act defines "highly qualified" as an elementary or secondary school teacher who has obtained full state certification and has not had certification requirements waived on an emergency, temporary, or provisional basis.

Elementary teachers who are new to the profession must hold at least a bachelor's degree and have demonstrated, by passing a rigorous state test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary curriculum. Middle and secondary school teachers, new to the profession, will be deemed to be highly qualified if the individual teacher holds at least a bachelor's degree and has demonstrated a high level of competency in each of the academic subjects in which the individual teaches by passing a rigorous state academic subject test in each such academic subject; or has successfully completed a grade degree with coursework that is equivalent to an undergraduate major, or advanced certification or credentialing for each academic subject that the individual teaches.

Veteran teachers currently employed by the district will be identified as highly qualified if they:

1. Hold at least a bachelor's degree; and

2. Have met the applicable standard for a teacher who is new to the profession, which includes an option for a test; or

3. Demonstrate competence in all the academic subjects in which the teachers teach, based upon a high objective uniform state standard of evaluation.

Additional qualifications and terms of employment for teachers may be found in the standard teacher contract. Specific duties may be found in the teacher job description found elsewhere in this manual. Nothing in this policy manual shall be construed as limiting or expanding the terms of the employment contract.

REFERENCE: P.L. 107-110, No Child Left Behind Act of 2001

CROSS-REFERENCE: GCB, Sub-codes (All relate to compensation)

GCPD, Suspension and dismissal of Professional Staff

THIS POLICY REQUIRED BY THE NO CHILD LEFT BEHIND ACT

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GCB-E

PROFESSIONAL STAFF CONTRACTS AND COMPENSATION PLANS
TEACHER'S CONTRACT

SCOTLAND SCHOOL DISTRICT #4-3
STATE OF SOUTH DAKOTA
COUNTY OF BON HOMME
SSN XXX-XX-XXXX

THIS AGREEMENT, executed in duplicate this ___ day of _____, by and between **TEACHER**, party of the first part, and Scotland School District #4-3 in Bon Homme County, South Dakota, party of the second part.

WITNESSETH:
That party of the first part hereby certifies that they are the holder of the South Dakota Teachers Certificate number **XXXXXX-XX**, which covers the period of time specified by this contract; that such certificate was presented to the school board at the time this contract was drawn as required by law; and that such certificate duly qualifies party of the first part to teach the subjects and grades and to fill the position covered by this contract.

That for and in consideration of the payment of **$XXXXXXX** to be **paid in either 10 or 12 monthly payments (please circle & initial by selection)**, minus such withholdings as is provided by law, to be directly deposited into an account supplied by the party of the first part on the 25th day of each month in consideration for the performance of this contract; party of the first part agrees to teach in the public schools of party of the second part for the full period of legal days that school is to be in session during the school term, during the **XXXX-XXXX school fiscal year** or years with such vacation intervals as shall be determined upon and directly by the party of the second part.

It is agreed that failure of party of the first part to complete the services as herein provided would constitute a financial damage to the party of the second part and that from the nature of the case it would be impractical or extremely difficult to fix the actual damage. Therefore, if party of the first part shall fail from any cause, including dismissal or resignation, to complete said contract, party of the first part shall be paid only the pro rata amount of the entire salary provided for under this contract that the time taught bears to the time contracted to teach.

Party of the first part agrees to perform the duties assigned by party of the second part in accordance with the rules governing teachers adopted by the party of the second part, and in accordance with the provisions of the school laws of the state of South Dakota.

This contract shall be subject to the Official School Calendar adopted by the School Board.

It is agreed that party of the first part will attend such preschool, post-school, institutes and teacher's professional meetings as called for by the Board of Education, Superintendent and/or the Principals. It is further agreed that the party of the first part has read the conditions of employment for the current school year.

Teaching Assignment(s)	**$XXXXX.XX**
INSERVICE (TO BE PAID AFTER SEPT. BOARD MTG)	**$XXX.XX**

Sick leave and insurance as provided for in the Master Agreement.

This agreement shall continue in full force and effect for the term specified herein, unless annulled by mutual consent of the contracting parties, or by operation of the law, or by the expiration or revocation of said Teacher's Certificate.

IN WITNESS THEREOF, party of the first part has signed and party of the second part has caused this contract to be executed by its officers as provided by law on the day and year indicated above.

TEACHER_____
BOARD PRESIDENT_____
BUSINESS MANAGER_____

To be accepted this contract must be returned to the district by **_____, _____.**

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GCBA

PROFESSIONAL STAFF SALARY SCHEDULES

The Board will adopt salary schedules for its professional staff, and each staff member will be placed on the schedule at a salary level that is commensurate with, but not limited to, the staff member's educational training, prior experience, and experience in the district. The schedule adopted by the Board will remain in effect until changed or modified by the Board.

Salary increments will be conditional upon evidence of the continued professional growth of the teacher. Employees who do not comply with the requirements of the Board and/or the state may not be granted salary increases or may not be retained on the staff.

Placement on the salary schedule will be in accordance with requirements developed by the administration and approved by the Board.

Salaries will be reviewed annually, prior to the organizational meeting of the Board in July. The superintendent will be responsible for surveying other school systems to determine salaries being paid for comparable positions in each district.

Legal References: SDCL 6-1-10

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GCBB

PROFESSIONAL STAFF SUPPLEMENTARY PAY PLANS

Certain assignments require extra responsibility or extra time over and above that required of other staff members who are in the same position on the basic salary schedule. When such supplemental assignments require extra time and responsibility beyond that regularly expected of teachers, extra compensation will be rewarded.

Assignments that are to be accorded extra compensation will be designated by the Board. Recommendations for appointments to such positions will be made to the Board by the chief executive officer (CEO)/superintendent. The amount of compensation for the position will be established by the Board at the time of appointment.

A teacher who is offered and undertakes a supplementary pay assignment will enter into a one-year limited contract with the Board. The terms and salary for this assignment will be specified in the written teacher's contract, which is signed by the teacher, Board president and school district business manager.

If a teacher will not be extended the assignment for the following school year, but will remain on the teaching staff, he will be notified in writing, prior to the expiration of the contract.

If the assignment is terminated by the Board or by the teacher, prior to the end of the contract, the special allowance will cease.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GCBC

PROFESSIONAL STAFF FRINGE BENEFITS

Benefits in addition to basic salary are recognized by the Board as an integral part of the total compensation plan for staff members. The benefits extended the staff will be designed to promote their present and future economic security and provide incentive for professional growth and development that will be of benefit to the district.

Full-time employees not covered by a negotiated agreement will be extended fringe benefits, which are at least equal to those of employee's included in bargaining units.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GCBD

PROFESSIONAL STAFF LEAVES AND ABSENCES

The Board believes that the provision of leaves helps to attract and retain faculty who will continue to grow professionally, maintain their physical health, and have a feeling of security. This is done by:

1. Providing the employee with an opportunity for continued professional growth.

2. Encouraging the employee to take the necessary time to recuperate from illnesses.

3. Providing the employee with income in the event of illness or accident.

4. Providing a way for the employee to arrange for absence in the event of an emergency.

5. Cooperating with the employee in arranging time for the performance of certain obligations or for other personal purposes that can be accomplished only during school time.

Leave requests will be made to the chief executive officer (CEO)/superintendent or designee. All requests for long-term leaves of absence will be submitted by the chief executive officer (CEO)/superintendent, along with his recommendation, for Board approval.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GCBDA

PROFESSIONAL STAFF SICK LEAVE

Beginning with the first day of school, each full-time certificated instructional employee will have available 10 days leave with pay for illness or other disability.

A certificated staff member may not accumulate more than 10 days sick leave for any one school year. No more than 130 days sick leave may be accumulated during the term of employment.

Payments received by an employee from worker's compensation will be subtracted from sick leave payments. Each employee will be responsible to report all payments received from worker's compensation to the superintendent.

Part-time certificated instructional employees will earn cumulative sick leave pro-rated to their hours of employment.

The chief executive officer (CEO)/superintendent or his designee may require a physician's statement certifying disability or illness if an employee has an extended illness or is frequently ill. The Board may require an examination by a doctor designated by the Board, and it may grant or deny sick leave on the basis of a recommendation resulting from the examination. The fees charged by the Board-designated doctor will be paid by the school district.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended: 6/13/11	2011-06-04
Reviewed: 2/9/15	2015-02-04

File: GCBDB

PROFESSIONAL STAFF PERSONAL LEAVE

In addition to sick leave, other leave may be granted by the chief executive officer (CEO)/superintendent for personal or family emergencies or for personal business that cannot be conducted outside the school day.

Request for personal leave must be made to the chief executive officer (CEO)/superintendent in advance of taking such leave. This leave will not exceed three days per year. After three days of personal leave have been used, an amount equal to a substitute teacher's pay will be deducted from the employee's salary for any additional days approved by the chief executive officer (CEO)/superintendent.

Additional unpaid personal leave may be granted by the Board in excess of the five days allowed. Denial of this leave is not subject to the grievance procedure.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GCBDC

JURY DUTY – PROFESSIONAL STAFF

Any certified staff member called for jury duty during school hours, or who is subpoenaed to testify in a hearing during school hours on a matter in which he or she is not a named party, will be granted leave with pay for the days or parts of days as such absence is required. The staff member may retain any payment as made by the court. The staff member will notify his or her supervisor as soon as practical to make the necessary arrangements for a substitute teacher when such leave must be taken.

Any classified staff member called for jury duty during school hours, or who is subpoenaed to testify in a hearing during school hours on a matter in which he or she is not a named party, will be granted leave with pay for the days or parts of days as such absence is required. Any per diem (excluding mileage, meals, or lodging) received for jury duty or the designated subpoena absence shall be paid to the general fund of the school district. The staff member will notify his or her supervisor as soon as practical to make the necessary arrangements for a substitute when such leave must be taken.

Legal References: SDCL 16-13-41

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended: 2/9/15	2015-02-04
Reviewed: 2/9/15	2015-02-04

File: GCBDD

MILITARY LEAVE OF ABSENCE

Employees are entitled to military leave under the Uniformed Services Employment and Reemployment Act of 1994. The Act applies to military service that began on or after December 12,1994 or military service that began before December 12,1994 if the employee was a reservist or National Guard member who provided notice to the employer before leaving work.

Reemployment rights extend to persons who have been absent from work because of "service in the uniformed services." The uniformed services consist of the following military branches: Army, Navy, Marine Corps, Air Force or Coast Guard. Army Reserve, Navy Reserve, Marine Corps Reserve, Air Force Reserve or Coast Guard Reserve. Army National Guard or Air National Guard. Commissioned corps of the Public Health Service. Any other category of persons designated by the President in time of war or emergency.

"Service" in the uniformed services means duty on a voluntary or involuntary basis in a uniformed service, including:

1 Active duty.

2 Active duty for training.

3 Initial active duty for training.

4 Inactive duty training.

5 Full-time National Guard duty.

6 Absence from work for an examination to determine a person's fitness for any of the above types of duty.

The employee may be absent for up to five (5) years for military duty and retain reemployment rights. There are, however, exceptions which can exceed the five (5) year limit. Reemployment protection does not depend on the timing, frequency, duration or nature of an individual's service. The GARID law enhances protections for disabled veterans including a requirement to provide reasonable accommodations and up to two (2) years to return to work if convalescing from injuries received during service or training.

Employment Protection

The returning employee is entitled to be reemployed in the job that they would have attained had they not been absent for military service, with the same seniority, status and pay, as well as other rights and benefits determined by seniority. If necessary, the employer must provide training or retraining that enables the employee to refresh or upgrade their skills so they can qualify for reemployment. While the individual is performing military service, he or she is deemed to be on a furlough or leave of absence and is entitled to the non-seniority rights accorded other individuals on non-military leaves of absence.

Health Benefits

Individuals performing military duty of more than 30 days may elect to continue employer sponsored health care for up to 18 months at the full premium cost plus normal increases in premium. For military service of less than 31 days, health care coverage is provided as if the individual had never left. After notification by the employee to the school district of Military activation of more than 30 days, the school district shall inform the employee of the health benefits available under "COBRA" and furnish the employee with the enrollment forms for "COBRA".

Upon entering active military duty for more than 30 days, the individual and dependents are covered by what the military calls "Tri-Care". There are several different plans that are offered which offer different levels of managed care. The most managed of the plans are at no cost to the service member. Not all medical costs are covered by "Tri-Care". It is not possible to make a recommendation in this document that will be best for every individual.

If an employee leaves and enters active duty for more than 30 days and discontinues health coverage for themselves and the employee's dependents, and the employee returns to the school district in the time frame stated in this document, they will be placed back on the health plan as if they had never left employment.

Retirement Benefits

A participating SDRS member called to active duty will continue to earn credited service in SDRS while serving in the armed forces if he or she meets the following requirements:

1 Secures authorization in advance from his/her employer for a leave of absence for military service

2 Returns to the employment of an SDRS participating unit within one year of discharge from his/her initial period of military service

3 Remains in the employment of that same employer for at least one year upon his/her return

4 This credited service does not require a contribution from either the employer or employee.

Survivor and Disability Benefits

The continuation of SDRS survivor and disability benefits, however, depends upon the continued classification of an employee as contributing SDRS member during his or her leave of absence. To meet this requirement, both the employee and employer contributions must be made to the system for each of the employee's pay periods. This may be accomplished in at least four ways.

1. An employer may make both employee and employer contributions to SDRS, which is allowed under SDCL 3-12-85.

2. The employer may compensate the employee for vacation, sick and other accumulated personal leave at something less than 40 hours per week. This method will extend the period of compensation allowing contributions to continue which will have the effect of continuing SDRS survivor and disability benefits until all personal leave is exhausted.

3. An employee may make the full employee and employer contributions to the system during his/her leave of absence.

4. Employers and employees may develop a method that combines Options 1, 2 and 3.

Defining the Status of Temporary Replacements

To be a member of SDRS, an employee must be a "permanent full-time employee." SDCL 3-12-47 (54) specifies three criteria that must be met before an employee is considered permanent and full-time. He or she must:

1 Be placed in a permanent classification

2 Work 20 or more hours per week

3 Work six months or more per year

In general, temporary replacements will not meet these criteria and, therefore, are not eligible for membership in SDRS. No one knows, however, how long any call-up will last. Consequently, it is possible that if the call-up is for an extended period of time, temporary replacements may become permanent employees as set forth in SDCL 3-12-47 (54). For temporaries working 20 or more hours per week, this point may come after six months of employment. As your temporary employees approach this length of service, please contact SDRS to discuss this situation.

Individuals must provide advance written or verbal notice to their employers for all military duty. Notice may be provided by the employee or by the branch of the military in which the individual will be serving. Notice is not required if military necessity prevents the giving of notice; or, the giving of notice is otherwise impossible or unreasonable.

Accrued vacation or annual leave may be used (but is not required) while performing military duty. The individual's timeframe for returning to work is based upon the time spent on military duty.

RETURN TO WORK OR APPLICATION FOR REEMPLOYMENT

Less than 31 days: Must return at the beginning of the next regularly scheduled work period on the first full day after release from service, taking into account safe travel home plus an eight (8) hour rest period.

More than 30 but less than 181 days: Must submit an application for reemployment within 14 days of release from service.

More than 180 days: Must submit an application for reemployment within 90 days of release from service.

The individual's separation from service must be under honorable conditions in order for the person to be entitled to reemployment rights. Documentation showing eligibility for reemployment can be required. The employer has the right to request that an individual who is absent for a period of service of 31 days or more provide documentation showing:

1 the application for reemployment is timely;

2 the five-year service limitation has not been exceeded; and,

3 separation from service was under honorable conditions.

If documentation is not readily available or it does not exist, the individual must be reemployed. However, if after reemploying the individual, documentation becomes available that shows one or more reemployment requirements were not met, the employer may terminate the individual, effective immediately. The termination does not operate retroactively.

Once the employee has made application for re-employment the employee is entitled to employment and benefits as if the employee had never left. For example a teacher makes application for re-employment on June 1 (after school is out). If you normally pay the single premium health for the other employees during the summer, you will need to reinstate the returning employee and pay the single premium. If the employee has family coverage, they are responsible for that payment.

Questions should be directed first to Employer Support of the Guard and Reserve for an informal resolution at 605-737-6785 and then to Veterans Employment and Training Service, U.S. Department of Labor 605-626-2325.

LEGAL REF.: SDCL 3-12-47 (54),

Uniformed Services Employment and Reemployment Act of 1994

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GCBDE

FAMILY AND MEDICAL LEAVE – PROFESSIONAL STAFF

The District shall comply with the mandatory provisions of the Family and Medical Leave Act of 1993. The Superintendent shall administer leave policies adopted by the Board, setting forth the rights and procedures granted by the Act, and shall ensure compliance with those policies either personally, by delegation, or by some combination of personal oversight and delegation. An eligible employee must have been employed by the District for at least one thousand two hundred fifty (1,250) hours during the previous twelve (12) months.

Legal References: P.L. 103-3, Family and Medical Leave Act of 1993

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GCBDE-R

Family and Medical Leave (FMLA Leave)

(Professional Staff)

An eligible employee is entitled to up to a combined total (paid and unpaid) of twelve (12) weeks of FMLA Leave per year for:

1. The birth and first year case of a child;

2. The adoption or foster placement of a child;

3. The illness of an employee's spouse, parent, or child; or

4. The employee's own illness.

The employee must first use and count all available accrued paid leave, including vacation, sick leave, and personal leave, before using the unpaid leave. During the period of FMLA Leave, the employee is entitled to the continuation of all fringe benefits. Employees will still earn sick days and vacation days while on FMLA Leave. The District will continue to pay its portion of the health insurance, and it will be the employee's responsibility to continue to pay for his or her portion. Upon return to work, the employee will be entitled to his or her same position or an equivalent position with equivalent pay, except that return to work during the last two (2) or three (3) weeks of a semester is subject to certain restrictions. See Special Rules below.

In the case of birth, adoption or foster placement, the FMLA Leave entitlement for child-care ends after: (1) the child reaches the age of one, or (2) 12 months after adoption or placement. FMLA Leave to care for a child would include leave for a stepparent or a person in loco parentis.

In cases where both spouses are employed by the District, the combined amounts (both employees) of FMLA Leave for birth, adoption or foster placement, or family illness is limited to twelve (12) weeks. Personal illness is not limited to this combined total.

The District, at the request of the employee, may agree that the employee may take leave intermittently or on a reduced hours basis in connection with the birth, adoption or foster placement of a child. This is subject to the recommendations of the administrator or supervisor and is at the request of the employee.

When FMLA Leave is in connection with birth, adoption or foster placement, and is foreseeable, the employee must provide at least thirty (30) days notice of the date when FMLA Leave is to begin. When FMLA Leave is in respect to family or employee illness, which is foreseeable, the employee must make a reasonable effort to schedule treatment, including intermittent and reduced hour leave, so as to not unduly disrupt the operations of the District.

In case of employee illness, in addition to current sick leave policy requirements, the District may require the employee to provide certification by his or her health care provider that the employee is able to return to work and is able to meet the essential functions of the job.

If an employee fails to return to work after the leave period has expired, unless the absence is due to continued family or personal illness or other circumstances beyond the employee's control, the District will require the

employee to reimburse the District's share of the health insurance premiums paid while the employee was on FMLA Leave.

Special Rules:

1. Rules Applicable to Instructors in Periods Near the Conclusion of an Academic Term (School Semester). The following rules apply to any employee who takes FMLA Leave under this policy and who is employed principally in an instructional capacity:

a. If FMLA Leave begins more that five (5) weeks before the end of an academic term, the principal may require the employee to continue taking leave until the end of that academic term if:

1) The leave is of at least three (3) weeks duration; and

2) The return to work would occur during the three-week period before the end of the academic term.

b. If FMLA Leave begins within the five (5) weeks before the end of an academic term, the principal may require the employee to continue taking leave until the end of that term, if:

1) The leave is of more than two (2) weeks duration; and

2) The return to work would occur during the two (2) week period before the end of the academic term.

c. If FMLA Leave begins within three (3) weeks before the end of the academic term, the principal may require the employee to continue taking leave until the end of that term, if the leave is for more than five (5) working days.

d. If the school system requires a teacher to extend leave under these rules, the extended leave is counted against the teacher's FMLA Leave allotment. If the teacher's FMLA Leave allotment expires during the extension, the additional time is nevertheless deemed FMLA Leave.

2. Questions on these special rules should be addressed to the chief executive officer (CEO)/superintendent or designee.

The chief executive officer (CEO)/superintendent or designee will work individually with an employee who wants to apply for FMLA Leave. FMLA request forms are available from the Central Office.

LEGAL REF.: P.L. 103-3, "Family and Medical Leave Act of 1993."

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GCBE

VACATIONS AND HOLIDAYS – PROFESSIONAL STAFF

The school calendar, as adopted by the Board, will establish the school recess periods and holidays for all professional staff members employed on a school-year basis.

VACATIONS

All professional staff members employed on a 12-month basis will receive a 20 days vacation during the school year.

All requests for vacation will be submitted to the chief executive officer (CEO)/superintendent for approval. Vacations will be allowed provided they do not hinder the operation of the schools.

Legal References: SDCL 1-5-1

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GCC

PROFESSIONAL STAFF RECRUITING

The Board desires the chief executive officer (CEO)/superintendent to develop and maintain a continuous recruitment program designed to attract and hold the best possible professional personnel in the district's schools.

It is the responsibility of the chief executive officer (CEO)/superintendent, with the assistance of other district administrators, to determine the personnel needs of the district and the individual schools, and to locate suitable candidates to recommend for employment.

The search for good teachers and other professional employees will extend to a wide variety of educational institutions and geographical areas. It will take into consideration the diversified characteristics of the district and the need for a bi-racial staff and for teachers of various cultural backgrounds.

Recruitment procedures will not overlook the talents and potential of individuals already employed by the district. As vacancies occur, the chief executive officer (CEO)/superintendent will provide that notices be posted in faculty rooms of all school buildings. Any present employee of the Board may apply for any position for which he has certification and meets other stated requirements.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GCD

PROFESSIONAL STAFF HIRING

All professional staff members of the district will be appointed by the Board upon the recommendation of the superintendent/chief executive officer (CEO). Should a person nominated by the superintendent/chief executive officer (CEO) be rejected by the Board, it will be the superintendent's/chief executive officer (CEO) duty to make another nomination.

The superintendent/chief executive officer (CEO) will assure that all persons nominated for employment meet state certification requirements and the qualifications established for the particular position.

Interviewing and selection procedures will assure that the principal or other administrator to be directly responsible for the work of the staff member has an opportunity to aid in his selection; however, the final recommendation to the Board will be made by the superintendent/chief executive officer (CEO).

No candidates will be hired without a personal interview, and wherever possible the candidate will be observed in his own school prior to selection.

All candidates will be considered on the basis of their merits, qualifications, and the needs of the district. In each instance, the superintendent/chief executive officer (CEO) and others playing a role in the selection will seek to hire the best-qualified person for the job.

Upon approval by the Board, a teacher will receive a written contract to be signed by the teacher, Board president, and school district business manager.

LEGAL REFS.: SDCL 3-3-1; 13-10-2; 13-13-17; 13-42-1 through 13-42-25; 13-43-4 through 13-43-6.6; 13-43-7.1

ARSD Chapter 24:02

CROSS REFS.: GBA, Equal Opportunity Employment

GCB, Professional Staff Contracts and Compensation Plans

GCG, Professional Staff Probation and Tenure

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	

File: GCDB/GDDB

EMPLOYEE CRIMINAL BACKGROUND CHECK

It is the policy of the board to only employ individuals who do not have a "disqualifying record." Each offer of employment is subject to the provisions of SDCL 13-10-12, et seq., relating to criminal background investigations. This policy shall apply to all individuals employed for the 2000/2001 school year and thereafter, who were not employed by the district during the preceding school year. An employee is any person the district lists on its payroll and makes payroll deductions pursuant to state or federal law.

NOTE: It is recommended that the district require in its contracts that all service providers having contact with children conduct criminal background checks meeting the requirements of this policy and to certify compliance in writing to the district.)

Each person considered a final applicant for employment shall be provided with a memo to and certification form for completion by the law enforcement agency as provided in Exhibit File GCDB-E/GDDB-E, together with fingerprint identification cards approved by the South Dakota Division of Criminal Investigation, and an envelope, postage prepaid, addressed to the South Dakota Division of Criminal Investigation, 500 East Capitol Avenue, Pierre, South Dakota 57501. The final applicant shall take the fingerprint cards, the memo, and the

addressed, stamped envelope to a law enforcement agency and submit to the fingerprinting process. The final applicant must also provide to the law enforcement agency a check or money order made out to the South Dakota Division of Criminal Investigation for the amount of the services. The final applicant's completed application will be attached to the certification of the law enforcement agency when received.

Any person granted employment subject to this policy is employed on a temporary basis conditioned upon no disqualifying report being received from the criminal background investigation. Any disqualifying record will result in immediate termination of employment without further notice or hearing. A "disqualifying record" means any conviction of a crime of violence as defined in SDCL 22-1-2 (19), a sex offense as defined in SDCL 22-22-30, or trafficking in narcotics. *Options A, B & C may be included individually or all three may be included:*

Option A – Conviction of any crime of moral turpitude as defined by SDCL 22-1-2 (25) may constitute a disqualifying record as determined by the board on a case-by-case basis.

Option B – Any criminal conviction not disclosed by an applicant may be treated as a disqualifying record.

Option C – Any criminal conviction may be considered in making a hiring decision.

An applicant for employment subject to this policy shall provide to the law enforcement agency performing the fingerprint process cash, check, or money order in an amount necessary to cover the costs of the criminal record check. *Either Option D or E may be selected, not both.*

Option D – The applicant shall be reimbursed the cost for such background check in each case where no disqualifying record is identified, regardless of whether the applicant is employed by the district.

Option E – The successful applicant shall be reimbursed the cost for such background check I the event that no disqualifying record is identified.

This policy shall not apply to persons performing services for the district under the authority of the South Dakota High School Activities Association.

This policy applies to all other employment agreements, whether written or oral.

LEGAL REFS: 13-10-12; 13-10-13; 13-10-14; 13-10-15; 13-10-16

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended: 6/13/11	2011-06-04
Reviewed: 2/9/15	2015-02-04

File: GCDB-E/GDDB-E

CERTIFICATION OF SUBMISSION OF FINGERPRINTS

I, _____, a duly certified law enforcement officer or employee within and for _____ hereby certify that I personally fingerprinted the individual whose photo identification is copied onto this sheet and that I further certify that the completed fingerprint cards, together with the subject's check for the amount of the services, was sent by first class mail with appropriate postage to the South Dakota Division of Criminal Investigation, 500 East Capitol Avenue, Pierre, South Dakota 57501, requesting that state and federal criminal background information checks be conducted of said individual and that the results thereof sent to the _____ School District.

_____ _____

Date Officer

_____ _____

Date Applicant

PLACE PHOTO ID HERE

File: GCDB-E/GDDB-E

MEMORANDUM

May 31, 2008

TO: Law Enforcement Agency

Fingerprint Division

FROM: *DISTRICT*

RE: Required criminal background check

Attached hereto please find two fingerprint cards provided to the Scotland School District by the South Dakota Division of Criminal Investigation, together with an envelope addressed and stamped for submission of the completed fingerprint cards to the Division of Criminal Investigation. In addition, you will find enclosed a certification wherein you can indicate to us that the fingerprint cards have been completed and sent to the Division of Criminal Investigation. I also enclose an addressed, stamped envelope for you to return the certification to the School District. Please complete the fingerprint process and mail the cards, together with the applicant's check for the amount of the services, to the South Dakota Division of Criminal Investigation.

We certainly thank you for assisting in this endeavor designed to protect the children of the district. If there is any charge for your agency's part of this service, please collect the same from the applicant.

If you have any questions, please do not hesitate to call the Superintendent's Office at the School District, telephone: 605-583-2237.

Attachment

LEGAL REFS: 13-10-12; 13-10-13; 13-10-14; 13-10-15; 13-10-16

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended: 6/13/11	2011-06-04
Reviewed: 2/9/15	2015-02-04

File: GCE

PART-TIME AND SUBSTITUTE EMPLOYMENT – PROFESSIONAL STAFF

PART-TIME TEACHERS

Upon the recommendation of the chief executive officer (CEO)/superintendent, the Board will approve or reject the employment of part-time teachers consistent with the needs of the school district.

A part-time certificated teacher, if employed for the full school term, will attain continuing contract status the same as a full-time teacher.

Part-time teachers will meet all necessary certification requirements, and any non-unit part-time teachers will be compensated for their work on a pro-rated basis commensurate with their placement on their salary schedule.

SUBSTITUTE TEACHERS

The employment of substitute teachers will be centralized for the district in the office of the chief executive officer (CEO)/superintendent. To the extent possible substitute teachers must meet the requirements for teacher appointments and will be assigned substitute teaching positions on the basis of their areas of competence. The Board will set the daily rate of pay for substitute teachers, including extended-term substitutes. The latter will be granted such additional benefits as approved by the Board.

Principals will assume responsibility for the scheduling of substitutes from the approved list as needed.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	

File: GCFA

MENTOR TEACHERS/MENTOR TEACHER PROGRAM

The school district may establish a Mentor Teacher Program.

LEGAL REFS.: 13-43-55.1, ARSD 24:03:05

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GCFA-R

MENTOR TEACHER/MENTOR TEACHER PROGRAM
DUTIES

The mentor teacher will assist the new teacher to get a good start in his/her position by being ready to answer questions, explain the course of study, instructional materials, building procedures, school system policies, and help in any way in which the new teacher may need. The mentor teacher will not be in the line of authority and will not exercise formal supervision over the new teacher with whom he/she is working.

LEGAL REFS.: 13-43-55.1, ARSD 24:03:05

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GCG

PROFESSIONAL STAFF EMPLOYMENT STATUS

Nonrenewal of a Probationary Teacher

Written notice of school board action of nonrenewal must be given prior to April 15. See SDCL 13-43-6.3. No further process nor reasons for nonrenewal of probationary teachers need be given. Once the board has acted and the notice has been given, no further board action is required. When contracts are issued, none are issued to probationary teachers who have been given notice.

Nonrenewal of a Continuing Contract Teacher

Written notice of the school board action of nonrenewal must be given by the superintendent or the school board by April 15. The notice must identify one of the reasons set out in SDCL 13-43-6.1 as the basis for the action. You should give a reasonable time for the teacher to respond to this notice prior to the board meeting.

NOTICE - FAILURE OF THE BOARD TO MEET APRIL 15 DATE MAY RESULT IN RE-EMPLOYMENT.

Note: Due Process - The second paragraph of SDCL 13-43-6.3 may be construed to imply that after a teacher has received his or her fourth consecutive contract, there is a reasonable expectation of continued employment unless termination for one of the reasons set forth in SDCL 13-43-6.1 has occurred.

Reduction in Force - A Reduction in Force Policy is not statutorily required. Staff reduction procedure for probationary and non-probationary teachers is the same. Written notice of nonrenewal due to RIF must be provided by the school board by April 15. No other action is required.

LEGAL REFS.: SDCL 13-43-6.1 through 13-43-6.6 and 13-46-1

CROSS REF.: GCD, Professional Staff Hiring

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GCG-E

PROFESSIONAL STAFF EMPLOYMENT STATUS
SUGGESTED FORM OF NOTICE

Nonrenewal Noncontinuing Contract

You are hereby notified, pursuant to SDCL 13-43-6.3, of the School Board's decision to not offer you a contract for the ensuing school year. We wish you the best in your future endeavors.

Sincerely,

Board Chairman or Superintendent

NOTICE - YOU MUST FOLLOW ANY CURRENT PROCEDURE SET FORTH IN YOUR NEGOTIATED AGREEMENT FOR NONRENEWAL OF PROBATIONARY TEACHERS.

Nonrenewal of Continuing Contract Teacher

You are hereby notified, pursuant to SDCL 13-43-6.1, of the School Board's action to not renew your contract for the ensuing school year. The reason for this action include [insert statutory reasons for nonrenewal, use additional pages if necessary]. You are further notified that you may have access to your employment records at any time during business hours. You are also entitled to a hearing before the school board to present reasons, in person or in writing, why this termination should be rescinded. At any such hearing, you may be represented by an attorney of your own choosing at your own expense. The next meeting of the school board is [insert date]. If no request for hearing has been made, the school board's action of nonrenewal will remain in effect.

Sincerely,

Superintendent

NOTICE - YOU MUST HAVE DOCUMENTED PROOF THAT THE NOTICE WAS PROVIDED BY APRIL 15.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GCG-R

PROFESSIONAL STAFF EMPLOYMENT STATUS

Hearing Procedures

If a continuing contract teacher requests a hearing, pursuant to SDCL 13-43-6.1, after receiving notice by the Board of its determination not to renew his/her contract, the hearing will be held at a time designated by the school board. A written notice of hearing must be provided on the form of notice found in GCPD-E.

Before the hearing the teacher may request their personal evaluation file and the reasons for his nonrenewal in writing.

At the hearing, either party may have counsel present. The hearing should be in executive session. It is recommended but not required that the administration and Board each has separate counsel and that a court reporter record the proceedings.

The Board's designated spokesman will begin the hearing by introducing the Board, counsel, party, etc., and by stating the purpose of the hearing.

The statements of reasons for nonrenewal should be given orally by the administration. These will be the same as the written reasons previously given, but they may be more specific.

The superintendent/chief executive officer (CEO) will present the case for nonrenewal. Documentation is important. Witnesses need to be sworn in. The teacher has the right to cross-examine.

The teacher will then present his/her case. Relevant evidence may include a prepared statement, which is read, witnesses, letters, etc. The superintendent/chief executive officer (CEO) may cross-examine.

Upon the presentation of both cases, the Board continue in executive session without the superintendent/chief executive officer (CEO), teacher or administration counsel present. The Board's separate counsel may remain with the Board.

After weighing the evidence, the Board will reconvene in a public meeting. The Board's action must be by motion in the open session and should incorporate findings of fact to be proposed by the Board's separate counsel.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GCI

PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS

Professional personnel will be assigned on the basis of their qualifications and the needs of the school district.

The assignment and transfer of teachers to positions in other schools of the district or within the teacher's assigned school will be made by the chief executive officer (CEO)/superintendent giving consideration, but not limited to the following criteria:

1. The contribution that the teacher would make to students in the new assignment.

2. The qualifications of the teacher as compared to those of other candidates for the position to be filled.

3. The opportunity for professional growth.

4. The desire of the teacher regarding the new assignment.

5. The length of service in the school district.

6. The availability of a qualified replacement for the position vacated by the transferring teacher.

Any teacher who desires a transfer in assignment should request such a transfer in writing to the principal with a copy to the chief executive officer (CEO)/superintendent. Every effort will be made to honor this request.

If a change of assignment is deemed necessary by the Board, then the new assignment will be as nearly similar to the desired assignment as possible. The teacher's contract will stipulate the area of certification for which the teacher is employed.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GCJ

PROFESSIONAL STAFF TIME SCHEDULES

Administrators

The nature of the duties and responsibilities of administrators and supervisors will require their hours of work to vary and extend as necessary to fulfill the requirements of their positions.

Administrators will be expected to work during the hours and on the days that the superintendent's office is open unless special arrangements have been made with the chief executive officer (CEO)/superintendent.

The work year for administrators will be established individually through their contracts.

Teachers

Generally, the working day for teachers will be determined by the hours established for students. Teachers will arrive at 8am and be available till 4pm after school for conferences with students, parents, and administrators, as well as to take care of other professional responsibilities. Exceptions to the after-school time requirements will be permitted on days preceding weekends, holidays, and recess periods.

Every effort will be made by the administration to provide a uniform workday for teachers at the various levels. The working day will include at least a one-half hour duty free lunch period.

The work year for teachers will be established in connection with the Board's adoption of the school calendar.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GCK

PROFESSIONAL STAFF WORK LOAD

Teachers will be expected to assume reasonable duties over and above their regular classroom teaching responsibilities; however, the administration will attempt to make equitable distribution of work among the staff. Activities and services which make minor demands on the teacher's time (such as student registration, attendance-keeping and record-keeping, reporting to parents, supervision of students, and the request for, care of, and accounting for instructional materials) will be part of each teacher's assignment.

Extra responsibilities that make major demands on a teacher's time will be rewarded with extra compensation. Such jobs, and the compensation therefore, will be in accordance with a schedule approved by the Board.

Attendance at Meetings

Teachers are expected to attend faculty meetings, which are held in each building, unless they are excused, for valid reason, by the principal. General faculty meetings and other professional and inservice activities are considered part of the regular assignment of instructional personnel.

CROSS REF.: GCBB, Professional Staff Supplementary Pay Plans

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GCL

PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES

Continuing professional growth and increasing effectiveness on the part of the entire staff is essential for the success of educational programs and school operations. The continual professional growth of all staff members on an individual basis and through planned in-service programs will be encouraged. Such opportunities may include, within budgetary limitations, special in-service courses and workshops, summer study grants, school visitations, and attendance at professional conferences and meetings.

IN-SERVICE EDUCATION

The superintendent will work with other school districts, local colleges and universities, and the Division of Elementary and Secondary Education to provide in-service education for teachers. The Board will encourage the development of in-service education by:

1. Conducting district wide assessment of in-service education needs;

2. Ranking in-service education needs in relation to district goals;

3. Developing criteria for effective in-service education activities;

4. Developing travel and professional leave policies in cooperation with teachers;

5. Developing a calendar that includes days for in-service education;

6. Developing cooperative relationships with agencies that provide in-service education;

7. Establishing an in-service education committee composed of teachers and administrators;

8. Identifying resources for in-service education;

9. Assessing the effectiveness of in-service education activities in relation to district goals.

In recognition of, and as an incentive to, professional development, the salary schedules for non-unit professional personnel will reflect advanced training. In-service courses, as well as university work in the non-unit professional staff member's area of specialization, will be recognized for purposes of salary advancement.

The superintendent will have authority to approve released time for conferences and visitations, and reimbursements for expenses, provided such activities are within budget allocations. The Board may authorize without loss of pay, teacher attendance at an annual professional association meeting if the teacher is not away from his regular duties for more than three consecutive days.

Legal References: SDCL 13-26-4; 13-26-4.1 13-43-7.1

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GCN

EVALUATION OF PROFESSIONAL STAFF

In order to assure a high quality of teacher and administrator performance to advance the instructional programs of the district schools, a continuous program for teacher and administrator evaluation shall be established by the superintendent and regular reports shall be made to the Board concerning the outcomes of these evaluations.

Teachers and administrators will be evaluated at least on an annual basis.

Evaluations should provide feedback to teachers and administrators noting strengths, as well as areas needing improvement.

The evaluation process will include:

1. An ongoing review of the techniques and procedures for making evaluations. Techniques and procedures that contribute to a teacher's understanding of his strengths and weaknesses should be used.

2. Goals and objectives that are understood and agreed upon by the teaching staff and the administration. The criteria should be built around the established educational philosophy, goals, objectives and educational program developed and accepted by the professional staff of the school district. Job specific criteria will be established for classroom teachers, school librarians and school counselors.

3. Application of the information gained to the planning of staff development and in-service training activities, which are designed to improve instruction and increase teacher competence.

The evaluation process will include self-evaluation, supervisor-initiated observations and teacher-initiated observations.

The formal evaluations will be written and will be discussed by the evaluator and the teacher or administrator. The discussions may either precede or follow the writing of the evaluation document. Copies of the written document will be signed and dated by both parties and incorporated into the personnel files of the teacher or

administrator. The signature of the teacher or administrator does not indicate approval or disapproval of the evaluation, but that the evaluation has been read and discussed.

The written evaluation should be specific in terms of a person's strengths and weaknesses. Those areas where improvement is needed should be clearly set forth and recommendations for improvement should be made. When a person's evaluation constitutes "poor performance" for two evaluations the board may terminate employment. Subsequent evaluations should address themselves to any improvement or to any continuing difficulty that is observed.

Legal References: SDCL 13-43-6.1 through 13-43-6.6

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GCPA

REDUCTION IN PROFESSIONAL STAFF WORK FORCE

STAFF REDUCTION

Staff reduction occurs when the Board eliminates all or part of an existing position held by anyone to whom continuing contract rights apply. In the event the Board determines that a staff reduction is necessary, the following guidelines will be considered:

1. An effort will be made to effect the reduction through normal attrition. The Education Association will be notified and group recommendations considered if received within 14 days of issuance of the notice.

2. Positions held by persons with less than full certification for their current teaching assignment will be open to a properly certified and experienced continuing contract teacher who has been notified that his or her position has been eliminated and has requested to be considered.

3. If a position of a continuing contract teacher is eliminated due to staff reduction, the Board will determine which continuing contract teacher or teachers are to be released, considering the following criteria, as applicable. The criteria are not in rank order of importance:

a) Student and curriculum needs;

b) Prior evaluations;

c) Competency;

d) Qualifications;

e) Certification;

f) Experience in the area to be taught;

g) Educational background;

h) State and federal mandates;

i) Administrative recommendation.

The continuing contract teacher who has been notified that his or her position has been eliminated shall notify the Board of any positions for which the teacher wishes to be considered and can establish required qualifications.

The Board will follow the provisions of state law in making staff reductions involving professional staff members on continuing contract status.

RECALL

For the purpose of this policy, the effective date of a lay-off by reduction in force shall be June 30. The teacher subject to reduction in force termination shall provide a list of positions for which the teacher wishes to be considered and is qualified to fill. If, during the first fiscal year subsequent to the lay-off, a vacancy occurs in the grade, subject area, and activity for which a laid-off teacher, wishes to be considered, an offer of re-employment shall be extended to the teacher, subject to interview and updated background check. When more than one staff member has the same recall date for the open position, the Board may consider, among other things, the matters identified in paragraph three of this policy.

Recall privileges cease when a staff member resigns. Recall privileges will also cease if, upon being recalled, the staff member fails to report within twenty (20) calendar days after the mailing of a written notice of recall. Such notice shall be sent to the last address furnished to the superintendent by the staff member, and the twenty (20) day period shall commence to run on the day the notice is mailed. Recall privileges will not apply to teachers under contract with another school district unless that recall is for anticipated positions in the ensuing year.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GCPB

RESIGNATION OF PROFESSIONAL STAFF MEMBERS

If a professional staff member intends to resign from his position, notice must be given to the Board at the time of contract renewal. Should a professional staff member resign at a time other than that of contract renewal, Board approval will be required to dissolve the contract. The professional staff member may be required to pay liquidation damages to be released.

LEGAL REFS.: SDCL 13-43-6 through 13-43-6.6

CROSS REFS.: GCD, Professional Staff Hiring

GCG, Professional Staff Probation and Tenure

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GCPC

RETIREMENT OF PROFESSIONAL STAFF MEMBERS

Retirement System

All regularly employed professional staff members are participants in the State Retirement System.

Retirement Age

The Board may not impose a mandatory retirement age on employees.

The Board reserves the right to retire an employee if the employee is unable to satisfactorily perform the duties of his position due to poor health or disability.

At the time of retirement, a severance amount calculated upon the employee's unused sick leave (not to exceed 50 days) and one-half the daily rate of pay for a substitute teacher will be granted to certificated employees.

LEGAL REFS.: SDCL 3-12 et seq.

3-12A

13-10-4; 13-10-6, 7, & 13-10-8

Age Discrimination in Employment Law,

P.L. 95-592, as amended in Oct., 1986.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended: 9/12/16	
Reviewed: 9/12/16	2016-09-12

File: GCPD

SUSPENSION AND DISMISSAL OF PROFESSIONAL STAFF MEMBERS

Employment and dismissal of professional staff members is the responsibility of the Board and dismissal will conform with the conditions and procedures specified in state law.

A contract of a teacher may be terminated at any time for just cause including:

1. plain violation of contract

2. gross immorality

3. incompetency or neglect of duty

4. poor performance

5. unprofessional conduct

6. insubordination

7. violation of any policy or regulation of the school district.

8. neglect

The Superintendent will give notice to the teacher of the intent to recommend termination. The notice must specify the grounds for the recommendation, and inform the teacher of the right to request a hearing. The Board, the teacher, and the administration may have counsel present. It is recommended that a court reporter be used.
After the hearing, or if a hearing is not requested, the Board will make its determination by majority vote in open session. Any order of termination of contract will state the grounds for termination.

Suspension

The Board or the superintendent may suspend a teacher with pay pending final action to terminate the contract if, in its judgment, the character of the charges warrants such action.

LEGAL REF.: SDCL 13-43-6.1 through 13-43-6.9

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GCPD-E

SUSPENSION AND DISMISSAL OF PROFESSIONAL STAFF MEMBERS

* SUGGESTED FORM OF NOTICE FOR TEACHER DISMISSAL

You are hereby notified, pursuant to SDCL 13-43-6.1, of my intention to recommend to the Board that your current contract be terminated. The reason(s) for my recommendation is/are as follows: [set out reasons for termination within the language of the statute]. You are entitled to access your employment records at any time during business hours. If the Board accepts my recommendation you will be entitled to a hearing before the school board where you may present reasons, in person or in writing, why the termination should not occur. You are entitled to be represented by an attorney of your own choosing at your own cost at this hearing. I enclose a formal notice of hearing.

Sincerely,

Superintendent

IN RE TEACHING CONTRACT) **NOTICE OF**

OF [NAME OF TEACHER]) **HEARING**

You are hereby notified, pursuant to SDCL 13-43-6.2, of a hearing before the _____ School Board regarding termination of your employment. This hearing will be held on [insert date], beginning at [insert time].

Reason for Termination: [set out superintendent's reasons for termination].

Date/Time/Place for Hearing:

[date]

[time]

[location]

Hearing Procedure: The Superintendent will set out the reasons for his recommendation. He may present testimony or written evidence. You or your attorney may cross-examine any witness and object to evidence. Following the administration's presentation, you will be given the opportunity to present reasons why you should not be terminated and any testimony or documents you wish to submit.

You and your witnesses will be subject to cross-examination by the administration or its attorney. All testimony will be under oath. Both parties will have an opportunity to make opening and closing statements. A verbatim record will be kept of the proceeding.

Teacher's Rights: You have the right to examine your employment records and have a copy made of any document within these records. You have the right to be accompanied by an attorney at your own expense. You have the right to present evidence. You have the right to waive this hearing if you so choose. Failure to exercise these rights at the time of hearing will result in their waiver.

PROCEDURE

Following submission of the case by both sides, the Board will continue to meet in executive session and may have its legal advisor present. [This assumes the Board's advisor was not involved in presentation of evidence.] The Board's action shall be taken by motion in open session, and must be approved by a majority of the members. If there is not a quorum of the Board present at the hearing, the remaining Board members may act on the motion, following their review of the verbatim record.

The Board's action may be appealed to court, as provided by law.

Date_____.

_____

Board President

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GCQAB

TUTORING FOR PAY

To assure all students reasonable instructional assistance without charge from their own teachers, and to avoid placing a teacher in a position where he may have a conflict of interest, teachers will not be permitted to receive money for tutoring any student they have in class or upon whose evaluation or assignment they will be called upon to pass.

Teachers may not tutor any student for pay during their regular working hours or on school premises.

CROSS REF.: GBCA, Staff Conflict of Interest

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GCQB

Professional Research and Publishing

The Board recognizes the value of educational research conducted by staff members. However, all research studies carried out within the school system, using district or school data or resources of any kind, or staff or students as subjects must be approved in advance by the chief executive officer (CEO)/superintendent or a designee. Only those studies which have a value to the school district will be approved.

The chief executive officer (CEO)/superintendent or a designee will keep a file on topics needing study that will be shared with staff members or graduate students at their request.

When human subjects are involved in research, there will be adequate protection of their confidentiality rights and welfare. Parents of children who are the subjects of research, or adults if they are in the subjects, will be provided: an explanation of procedure and their purposes; a description of any possible risks and any benefits to be reasonably expected; an offer to respond to inquiries on procedures; instruction on the right to refuse to participate or to discontinue participation at any time without prejudice.

Textbooks or other learning materials resulting from work assignment or developed during the paid work time of a school employee, or while using school equipment, facilities, or materials, are property of the school district.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GD

SUPPORT STAFF

NOTE: The code GD, Support Staff, establishes a category; it does not necessarily call for a policy. However, it is useful as a file for definitions of such terms as full-time, part-time, and temporary personnel.

In the EPS classification system, the term "support staff" is used for all personnel who do not need certificates issued by the state in order to hold their positions (including administrators, supervisors, and professionals in fields other than education). Support staff may include clerical staff members, including bookkeepers; custodial staff; lunchroom personnel; bus drivers and mechanics; teacher aides; and, the school nurse. In local school district manuals, another term is often substituted, such as "Nonteaching Staff" or "Classified Staff."
Observe that the policy categories for support staff parallel those for professional staff.

File: GDA

SUPPORT STAFF POSITIONS

Education is a cooperative enterprise in which all employees of the school district must participate intelligently and effectively for the benefit of the children. This school district will employ support staff members in positions that function to support the education program.

All support staff positions will be established initially by the Board. In each case, the superintendent will submit for the Board's consideration and action a job description or job specifications for the position.

Although positions may remain temporarily unfilled, or the number of persons holding the same type of position reduced in event of de-staffing requirements, only the Board may abolish a position it has created.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GDB

SUPPORT STAFF CONTRACTS AND COMPENSATION PLANS

The Board will establish salary schedules for classifications of the support staff, including secretarial staff, aides, custodians, maintenance, bus drivers and cafeteria workers.

In establishing salaries and salary schedules for support staff personnel, the Board will take into account the responsibilities of the position, the qualifications needed, past experience of the individual, and years of service in the district. Compensation and benefits will be designed to be competitive with those for comparable positions elsewhere in the area.

Annual increments will be dependent upon the employee's satisfactory performance in the position. Advancement from one step to another on the guide will require the chief executive officer (CEO)/superintendent's recommendation and Board approval.

The hourly rate of pay for part-time and substitute personnel will be set by the Board.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GDBB

SUPPORT STAFF SUPPLEMENTARY PAY PLANS

Support staff employees will be paid over-time wages for work performed in excess of 4O hours in a workweek.

In counting hours for the purpose of allowing overtime work and pay, supervisors will consider sick leave, vacation time, and holidays as time worked.

The necessity for overtime will be determined in advance by the employee's supervisor and approved by the chief executive officer (CEO)/superintendent. Overtime also may be authorized to cover an emergency situation.

Special Compensation

When an employee's assignment requires extra responsibility, the Board, upon recommendation of the chief executive officer (CEO)/superintendent, may award extra compensation to a support staff employee.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GDBC

SUPPORT STAFF FRINGE BENEFITS

Benefits in addition to basic salary are recognized as an integral part of total compensation for support staff members.

Benefits for support staff members will include coverage, as required by law, under worker's compensation and participation in the Social Security system.

All support staff members who are regularly employed for at least half time will be entitled to membership in the district's group insurance program. Program benefits and the arrangements for the payment of premiums will be the same as those extended to teachers.

LEGAL REFS.: SDCL 3-11-1 et seq.

3-12A et seq.

13-10-3; 13-10-4; 13-10-6, 7, 8, & 13-10-9

62-1-2

62-3-3

CROSS REFS.: GBE, Staff Health and Safety

GDBD, Support Staff Leaves and Absences

GDPC, Retirement of Support Staff Members

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GDBD

SUPPORT STAFF LEAVES AND ABSENCES

Leaves and absences granted to the support staff will be for the purposes of helping them maintain their physical health, take care of family and other personal emergencies, and discharge important and necessary obligations.

All requests for long-term leaves of absences will be submitted by the chief executive officer (CEO)/superintendent, along with his recommendations, to the Board for its action.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GDBDA*

SUPPORT STAFF SICK LEAVE

Full-time classified personnel will be allowed one day's sick leave for each month of employment. Part-time classified employees will earn cumulative sick leave pro-rated to their hours of employment.

Sick leave may not be taken for less than one-half day at a time. No more than 100 days sick leave may be accumulated during the term of employment.

Payments received by an employee from worker's compensation will be subtracted from sick leave payments. Each employee will be responsible to report all payments received from worker's compensation to his supervisor.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GDBDE

FAMILY AND MEDICAL LEAVE – SUPPORT STAFF

The District shall comply with the mandatory provisions of the Family and Medical Leave Act of 1993. The superintendent shall administer leave policies adopted by the Board, setting forth the rights and procedures granted by the Act, and shall ensure compliance with those policies either personally, by delegation, or by some combination of personal oversight and delegation. An eligible employee must have been employed by the District for at least one thousand two hundred fifty (1,250) hours during the previous twelve (12) months.

Legal References: P.L. 103-3, Family and Medical Leave Act of 1993.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GDBDE-R

Family and Medical Leave ACT (FMLA Leave)

(Support staff)

An eligible employee is entitled to up to a combined total (paid and unpaid) of twelve (12) weeks of FMLA Leave per year for:

1. The birth and first year case of a child;

2. The adoption or foster placement of a child;

3. The illness of an employee's spouse, parent, or child; or

4. The employee's own illness.

The employee must first use and count all available accrued paid leave, including vacation, sick leave, and personal leave, before using the unpaid leave. During the period of FMLA Leave, the employee is entitled to the continuation of all fringe benefits. Employees will still earn sick days and vacation days while on FMLA Leave. The District will continue to pay its portion of the health insurance, and it will be the employee's responsibility to continue to pay for his or her portion. Upon return to work, the employee will be entitled to his or her same position or an equivalent position with equivalent pay.

In the case of birth, adoption or foster placement, the FMLA Leave entitlement for child-care ends after: (1) the child reaches the age of one, or (2) 12 months after adoption or placement. FMLA Leave to care for a child would include leave for a stepparent or a person in loco parentis.

In cases where both spouses are employed by the District, the combined amounts (both employees) of FMLA Leave for birth, adoption or foster placement, or family illness is limited to twelve (12) weeks. Personal illness in not limited to this combined total.

The District, at the request of the employee, may agree that the employee may take leave intermittently or on a reduced hours basis in connection with the birth, adoption or foster placement of a child. This is subject to the recommendations of the administrator or supervisor and is at the request of the employee.

When FMLA Leave is in connection with birth, adoption or foster placement, and is foreseeable, the employee must provide at least thirty (30) days notice of the date when FMLA Leave is to begin. When FMLA Leave is in respect to family or employee illness, which is foreseeable, the employee must make a reasonable effort to schedule treatment, including intermittent and reduced hour leave, so as to not unduly disrupt the operations of the District.

In case of employee illness, in addition to current sick leave policy requirements, the District will require the employee to provide certification by his or her health care provider that the employee is able to return to work and is able to meet the essential functions of the job.

If an employee fails to return to work after the leave period has expired, unless the absence is due to continued family or personal illness or other circumstances beyond the employee's control, the District will require the employee to reimburse the District's share of the health insurance premiums paid while the employee was on FMLA Leave.

The chief executive officer (CEO)/superintendent or designee will work individually with an employee who wants to apply for FMLA Leave. FMLA Leave request forms are available from the Central Office.

LEGAL REF.: P.L. 103-3, "Family and Medical Leave Act of 1993."

Policy	Board Action
Adopted: 8/13/08	2008-10-3

Amended:
Reviewed: 2/9/15 2015-02-04

File: GDBE

SUPPORT STAFF VACATIONS AND HOLIDAYS

Vacations

Vacation time will be computed as of July 1 of each year. Ten working days of vacation time will be granted for 12 months of continuous full-time service. Vacation time will not be cumulative.

In the event of separation before July 1, vacation time will be computed at the rate of one day per month, not to exceed 1O days.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GDC/GDCA/GDD

SUPPORT STAFF RECRUITING/POSTING OF VACANCIES/HIRING

The Board will establish and budget for support staff positions in the school district on the basis of need.

The recruitment and selection of candidates for these positions will be the responsibility of the chief executive officer (CEO)/superintendent who will confer with the principals and other supervisors before making a selection. All candidates will be considered on the basis of their merits and qualifications, and on the needs of the school district. A present employee may apply for any vacancy for which he is qualified. The chief executive officer (CEO)/superintendent will seek to recommend the best-qualified person for the job.

Conditions of employment for support staff members as well as wages, hours, and other items of this nature will be fixed by the Board upon the recommendation of the chief executive officer (CEO)/superintendent.

LEGAL REFS.: SDCL 3-3-1 through 3-3-6

13-10-2

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GDG

SUPPORT STAFF PROBATION AND TENURE

All new employees will serve a 9O-day probationary period. This will apply to former employees who are reemployed and to employees promoted to new positions.

Throughout the probationary period, and at the end of it, the employee's performance will be evaluated and reviewed by his supervisor(s). If the probationer's performance is found to be satisfactory, he will be placed on regular employment. A new or reemployed employee who performs unsatisfactorily may be terminated. An employee promoted to a new position, and whose performance is found to be unsatisfactory, may be returned to his former position and rate, where he will regain his permanent status, or be transferred to another suitable position.

CROSS REF.: AFD, Evaluation of Support Staff

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GDI

SUPPORT STAFF ASSIGNMENTS AND TRANSFERS

The chief executive officer (CEO)/superintendent will make assignments and transfers of support staff members for the efficient operation of the schools. As necessary, he will consult with the building principals and department supervisors on these matters.

Transfers may be initiated by the chief executive officer (CEO)/superintendent or other administrative officer if it is for the welfare of the employee or the schools. An administrative transfer or reassignment will be made only after a conference between the employee and the chief executive officer (CEO)/superintendent or respective supervisor, at which time the employee will be notified of the reason for the transfer.

Any employee desiring a transfer in assignment may make a request to his supervisor or the chief executive officer (CEO)/superintendent. The following criteria in order of priority will form the basis for granting the transfer:

1. The qualifications of the employee.

2. The length of continuous service which the employee has with the district.

3. The contribution the employee would make in the new assignment.

4. The opportunity for growth in the position.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	

File: GDJ

SUPPORT STAFF TIME SCHEDULES

The Board will set the total number of hours per week, and weeks per year, of work for classified personnel. The normal work week for classified personnel will be Monday through Friday, with the exception of legal holidays; other exceptions and schedules may be designated by the building principal and approved by the chief executive officer (CEO)/superintendent.

Specific time schedules for support staff members will be set by the appropriate administrators in line with pertinent school opening and closing times, student schedules, and so on. Administrators will inform the chief executive officer (CEO)/superintendent of the assigned schedules so that there may be continuity as needed throughout the school district.

CROSS REF.: GDBE, Support Staff Vacations and Holidays

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GDL

SUPPORT STAFF DEVELOPMENT OPPORTUNITIES

Further training in job skills is encouraged and, at the discretion of the Board, permission may be granted for employees to attend workshops or conventions. When approval is granted, expenses incurred by the employee will be reimbursed in accordance with Board policy.

CROSS REF.: DLC, Expense Reimbursements

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GDN (Also AFD)

EVALUATION OF SUPPORT STAFF

The development of a strong, competent support staff, and the maintenance of high morale among this staff, are major objectives of the Board. Finding the right employees to fill vacancies, determining assignments and equitable work loads, establishing wage and salary policies which encourage employees to put forth their best efforts, evaluating employee achievements, and providing a good atmosphere in which to work are some of the major duties of the Board. To fulfill these duties, the Board delegates to the superintendent or the superintendent's designee the responsibility to develop evaluation procedures for all support personnel.

Support personnel will receive written evaluations annually by their supervisor. Additional evaluations may be made as often as once a month for employees needing assistance and improvement.

Probationary employees will be evaluated at least twice during the probationary period, and at least annually thereafter.

Policy	Board Action
Adopted: 8/13/08	2008-10-3

Amended:
Reviewed: 2/9/15 2015-02-04

File: GDO

SUPPORT STAFF PROMOTIONS

When support staff vacancies are to be filled, preference will be given to qualified applicants from within the school district, provided their qualifications (proven and potential ability, training, experience, and personal characteristics) are equal to those of other applicants. However, the best qualified person from among all who apply within and without the school district will be selected.

The performance of an employee promoted to a higher position will be reviewed during the probationary period in the new job. The employee will discuss the reviews with his supervisor or principal and will receive a copy of each. At the completion of the appraisal period, the employee will be notified of continued employment in his new position or reinstatement in his former one.

Employees who have unsuccessfully applied for a promotion will be encouraged to contact their supervisor to discuss position criteria and suggested developmental activities, which would assist in future consideration.

CROSS REF.: GDC/GDCA/GDD, Support Staff Recruiting/Posting of Vacancies/Hiring

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GDPA

REDUCTION IN SUPPORT STAFF WORK FORCE

The number of employees may be reduced due to a change in program, a change in the size or nature of the student population, or budgetary considerations. The Board will attempt to accomplish such a reduction through normal staff attrition, unless the best interests of the school district dictate otherwise.

In the event reduction of staff is necessary, seniority will be considered along with performance in determining employees who will be affected by either layoff or changes in position. Employees being terminated will be given a two-week notice.

Before a new employee is hired, a staff member whose employment has been suspended due to reduction in force will be given opportunity to return to work should the position be reinstated or other suitable vacancies open.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GDPB

RESIGNATION OF SUPPORT STAFF MEMBERS

Any noncertificated employee desiring to resign will be required to make such a request in writing to the chief executive officer (CEO)/superintendent, stating the time the employee wishes the resignation to become effective.

The chief executive officer (CEO)/superintendent will present the resignation to the Board at its first meeting after the receipt of the resignation, and the Board will act upon the request of the employee.

At least two-week notice should be given to the Board by the employee in order to allow ample time for filling the vacancy by a well-qualified individual.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GDPC

RETIREMENT OF SUPPORT STAFF MEMBERS

Retirement System

All regular employed support members are participants in the State Retirement System.

Retirement Age

The Board may not impose a mandatory retirement age on employees.

The Board reserves the right to retire an employee if the employee is unable to satisfactorily perform the duties of his position due to poor health or disability.

Option to Continue Whole Health Coverage for Retirees

If you are an eligible retired employee, you may continue in the group health coverage or a retiree health benefits program offered by the school district and available to age 65.

Covered dependents can continue for as long as they remain qualified dependents. For more information, call the personnel office of the district.

Qualified dependents includes your spouse, if not divorced or legally separated from you, your unmarried, dependent children up to age 26 who are not employed on a full-time basis or dependent children who are full-time students up to age 23.

Continuation of coverage may be terminated or denied for any of the following reasons:

1. Coverage under another health plan is acquired;

2. The contribution for continuation coverage is not paid on time;

3. Entitlement or enrollment in Medicare;

4. The district no longer provides group health coverage;

5. Your continuation period ends.

LEGAL REFS.: SDCL 3-12 et seq.

13-10-4; 13-10-6, 7, & 13-10-8

Age Discrimination in Employment Law,

P.L. 95-256, as amended Oct. 17, 1986.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended: 2/9/15	2015-02-04
Reviewed: 2/9/15	2015-02-04

File: GDPD

SUSPENSION AND DISMISSAL OF SUPPORT STAFF MEMBERS

The Board will strive to assist personnel to adjust to their positions and to perform their duties satisfactorily. Reasonable effort will be made to avoid dismissing personnel at any level.

When an employee is charged with misconduct, insubordination or unsatisfactory performance, he may be temporarily suspended by the chief executive officer (CEO)/superintendent until the charges are investigated. If the charges are unfounded, he will be reinstated, if not, he will be discharged.

If the employee is dissatisfied with the chief executive officer (CEO)/superintendent's decision, he may appeal to the School Board for a review of his case.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

File: GDQ

TEACHER ASSISTANTS

It is the policy of the Scotland Board of Education that teacher assistants will be employed for the school term only. Employment will be offered if funds are available, the educational need exists in a particular program and the applicant possesses the required level of requisite skills as prescribed in the appropriate State Department of Education regulation except that a teacher's assistant or a volunteer will be used for each class of kindergarten through second grade which has more than 20 students and in which twenty percent of the students are eligible to participate in the National Child Nutrition Act.

Teacher assistants are paraprofessionals within the school district. All paraprofessionals must have earned a high school diploma or its equivalent. Paraprofessionals hired after January 7, 2002, to work with identified Title I students must have completed at least two years of study at an institution of higher education; obtained at least an associate's degree; or met a rigorous standard of quality and can demonstrate through a formal state or local academic assessment,

the knowledge of and ability to assist in the instruction of reading, writing, or mathematics or the instruction of readiness of these subjects. Paraprofessionals working with identified Title I students who were hired before January 8, 2002, have until January 1, 2006, to meet these standards. The district will not hire Title I paraprofessionals who do not meet these standards. If the district (is/becomes] a school-wide Title I school district, all paraprofessionals in the district must meet these standards.

Exception to these requirements may be made with regard to paraprofessionals who act as translators or who coordinate parent involvement activities.

The superintendent and/or staff development committee shall develop an appropriate in-service training program for teacher assistants.

Teacher assistants are employed so that the professional teachers may direct their energies to the students' education. The basic objectives for the use of teacher assistants are:

1. To make it possible for teachers to use more variety in structuring classroom activities which will result in more meaningful education for children and youth.

2. To enable the teacher to do more creative teaching, and to use a greater variety of instructional media.

3. To enable the teacher to develop effective programs focusing upon the individual needs of each student.

4. To provide increased time for individualizing instruction, evaluating learning situations, student counseling and guidance for other instructional activities that will improve educational opportunities for boys and girls.

5. To relieve teachers of the numerous semi- and non-professional tasks which have become cumulative and which have come to consume a disproportionate amount of the teacher's time and energies.

The principal and supervising teacher are jointly responsible for making final decisions related to the duties and responsibilities to be assigned to an assistant. Assistants are not to discipline children. Classroom discipline shall be left to the certified teacher or building principal.

Teacher assistants will only be used to perform or assist a classroom teacher to perform, the following duties:

* Hall room duty

* Bus duty

* Playground duty

* Lunchroom duty

* Extracurricular activities involving school functions

* Other non-instructional duties as the superintendent may prescribe

The duties of teacher assistants may be further restricted or regulated by program requirements of the funding plan under which they are employed:

1. Title I funds provide assistants for the Remedial Reading Program

2. Title IV-A funds provide assistants for Indian students.

3. Early Childhood Intervention (ECT) funds provide assistants for mainstreamed students with certain specific handicaps that require frequent or constant attention.

Teacher assistants who are employed six hours per day for 177 days will receive ten days of non-accumulative sick leave per 177 days.

REFERENCE: P.L. 107-110, No Child Left Behind Act of 2001

THIS POLICY REQUIRED BY THE NO CHILD LEFT BEHIND ACT.

Policy	Board Action
Adopted: 8/13/08	2008-10-3
Amended:	
Reviewed: 2/9/15	2015-02-04

SECTION H: Negotiations

Section H of the EPS/NSBA policy classification system provides a repository for statements pertaining to the process of negotiating with staff units recognized by the school board.

H Negotiations

HA Negotiations Goals

HB Negotiations Legal Status

HC Scope of Negotiations

HD School Board Negotiating Powers and Duties

HE Board Negotiating Agents

HE-R Board Negotiating Agents

HG Staff Negotiating Organizations

HH Privileges of Staff Negotiating Organizations

HJ Negotiations Procedures

HL Preliminary Negotiated Agreement Disposition

HN Impasse Procedures

HO Staff Job Actions

File: H

NEGOTIATIONS

NOTE: This section is for filing policies relating to the process of negotiations, not for filing personnel "policies" that have been negotiated. (Most of the latter would go in the Personnel section if you determined to include items from negotiated agreements in your policy manual.)

In compiling a policy manual, you need to make a decision at the start as to how you will handle the various statements in agreements with staff units that relate to the bargaining process and to employee compensation, benefits, and other conditions of employment determined through the process.

It is recommended that:

1. You use references to pertinent portions of agreements as appropriate to the various categories in the classification system. Otherwise, use agreement excerpts verbatim, clearly labeled as agreement excerpts at the appropriate codes.

2. Whichever method you choose, be consistent in the treatment of negotiated "policies" throughout your manual and give the same treatment to agreements with all staff units with which you negotiate.

File: HA

NEGOTIATIONS GOALS

The Board recognizes that education is a public trust; it therefore is dedicated to providing the best possible educational opportunities for the young people of this community. In negotiations, this objective may be best attained if there is a climate of mutual trust and understanding between the negotiating parties.

The Board believes that the best interests of public education will be served by establishing procedures that provide an orderly method for the Board and representatives of the staff to discuss matters of common concern.

It is further recognized that nothing in negotiations should compromise the Board's legal responsibilities, nor should any employee's statutory rights and privileges be impaired.

Policy	Board Action
Adopted: 9/8/08	2008-9-3
Amended:	
Reviewed: 4/13/15	2015-04-02

File: HB

NEGOTIATIONS LEGAL STATUS

The Board negotiates salary and other conditions of employment with employee groups under requirements and subject to limitations set forth in the state law.

Under the South Dakota Codified Laws, public employees—including members of the teaching profession—may join or refuse to join without prejudice any organization for professional or economic improvement. Representatives of the teachers and the Board will meet at reasonable times to negotiate with respect to rates of pay, wages, hours of employment, and other conditions of employment; to confer in good faith; and to attempt to negotiate an agreement.

Support personnel are given the right to organize and to join any employee organization and to bargain collectively through representatives of their own choosing. The Board has the duty to confer in good faith with respect to wages, hours, and other conditions of employment, and to attempt to negotiate an agreement.

These laws state further that anything therein "does not compel either party to agree to a proposal or require the making of a concession."

Established by law.

Legal References: SDCL 3-18-2; 3-18-3; 3-18-8

Policy	Board Action
Adopted: 9/8/08	2008-9-3
Amended:	
Reviewed: 4/13/15	2015-04-02

File: HC

SCOPE OF NEGOTIATIONS

In accordance with state law, the Board will negotiate with officially recognized employee bargaining groups on the following items: wages, salary, and other conditions of employment. Other mutually agreed-upon terms and conditions of professional service may also be negotiated as determined by the Board.

Legal References: SDCL 3-18-3; *West Central Education Association v. West Central School*

Policy	Board Action
Adopted: 9/8/08	2008-9-3
Amended:	
Reviewed: 4/13/15	2015-04-02

File: HD

SCHOOL BOARD NEGOTIATING POWERS AND DUTIES

The Board has a duty to bargain in good faith with recognized staff units on wages and other conditions of employment. It also has the privilege to refuse to negotiate in certain areas.

The Board will not:

1. Interfere with, restrain, or coerce employees in the exercise of their right to organize.

2. Dominate, interfere or assist with the formation, existence, or administration of any employees' bargaining agent, or contribute to its financial support.

3. Discriminate in employment or tenure or in any condition of employment to encourage or discourage membership in any employee organization.

4. Discharge or otherwise discriminate with regard to any employee because he signed or filed any affidavit, petition, or complaint pursuant to the negotiations law.

5. Refuse to negotiate in good faith.

6. Fail or refuse to comply with any provision of state law relating to negotiations.

LEGAL REF.: SDCL 3-18-3.1

Policy	Board Action
Adopted: 9/8/08	2008-9-3
Amended:	
Reviewed: 4/13/15	2015-04-02

File: HE

BOARD NEGOTIATING AGENTS

The Board is ultimately responsible for negotiating with employee units. Prior to commencement of any negotiations, the Board--with the assistance of the chief executive officer (CEO)/superintendent--will decide whether to appoint a labor lawyer, a professional negotiator, or a representative from within the school district to serve as the Board's chief negotiator. The balance of the Board's negotiating team will be selected by the Board with assistance from the chief executive officer (CEO)/superintendent.

The fee or salary for a professional negotiator will be established by the Board at the time of appointment.

Negotiations will be conducted only as directed by the Board. No agreement will be effective until the Board has accepted it and officially designated its representatives to sign it.

Policy	Board Action
Adopted: 9/8/08	2008-9-3
Amended:	
Reviewed: 4/13/15	2015-04-02

File: HE-R

BOARD NEGOTIATING AGENTS

Appointment of a Professional Negotiator

The negotiator's fees or salary will be established at the time of appointment.

The duties of the negotiator will be mutually agreed upon, and may include the following:

1. Serve as chief spokesman in negotiations with recognized or certified bargaining units to arrive at a mutually satisfactory agreement on wages, hours, and working conditions of employees represented by the units, and at any fact finding proceedings related thereto.

2. Direct accumulation of necessary data needed for negotiations, such as comparative information.

3. Follow guidelines set forth by the Board as to acceptable agreements and will report on the progress of negotiations.

4. Make recommendations to the Board as to acceptable agreements.

5. Interpret the signed negotiated agreements to administrators.

6. Serve as the official designee of the chief executive officer (CEO)/superintendent when the grievance procedure reaches the level of the chief executive officer (CEO)/superintendent.

7. Plan, organize, direct, and represent the district in arbitrations involving agreements.

Policy	Board Action
Adopted: 9/8/08	2008-9-3
Amended:	
Reviewed: 4/13/15	2015-04-02

File: HG

STAFF NEGOTIATING ORGANIZATIONS

The following organizations have been recognized as the official representatives of the various classifications of employees in the district for negotiating with the Board:

Scotland Education Association: Representing those employee defined as teachers.

Scotland Support Personnel (Aides, Custodians, Secretaries, Tutors): Representing those employees defined as support employees.

The personnel director also will maintain an up-to-date list of those positions not included in any recognized bargaining unit.

Policy	Board Action
Adopted: 9/8/08	2008-9-3
Amended:	
Reviewed: 4/13/15	2015-04-02

File: HH

PRIVILEGES OF STAFF NEGOTIATING ORGANIZATIONS

In accordance with state law, recognized employee organizations or their agents will not:

1. Restrain or coerce an employee in the exercise of the rights guaranteed to the employee by state law.

2. Restrain or coerce an employer in the selection of his representative for the purpose of negotiating or the adjustment of a grievance.

3. Cause or attempt to cause an employer to discriminate against an employee due to membership or nonmembership in an employee organization, or to whom membership in such organization has been denied or terminated for some reason.

4. Refuse to negotiate collectively in good faith with an employer.

Established by law

LEGAL REF.: SDCL 3-18-3.2 3-18-3.3

Policy	Board Action
Adopted: 9/8/08	2008-9-3
Amended:	
Reviewed: 4/13/15	2015-04-02

File: HJ

NEGOTIATIONS PROCEDURES

Following the granting of recognition to an organization to represent an employee unit, the Board, through its designated representatives, will meet with the representatives of the organization to negotiate and attempt to reach agreement on matters pertaining to salaries, terms, and conditions of employment, and processing of alleged grievances.

Initiation of Negotiations. The Board will make an effort to begin negotiations well in advance of contract issuance. A written request to begin negotiations will be sent to the employee unit representatives, and reasonable time will be given to the representatives to respond to the Board's request.

Time and Place of Negotiations. Negotiations meetings will be scheduled at times which will interfere least with school schedules and the educational program. They will be conducted at times and places mutually agreeable to the negotiators named by each party. At the first meeting, the date and location of the subsequent meeting will be scheduled, and so on. Meeting schedules will be realistic.

Conduct of Negotiations. Individual Board members cannot negotiate privately with representatives of any employee unit. Each negotiating team will be limited to a specific number of individuals determined jointly by the Board and the negotiating organization.

During negotiations, the representatives of the Board and the organizations will present relevant data, exchange points-of-view, and make proposals and counterproposals. Upon the request of either party, the other will make available for inspection its records and data pertinent to the subject of negotiations.

Formal negotiations meetings between the parties will be conducted in closed session, unless an open session is agreed upon by both parties.

It is the responsibility of each negotiations team to keep its own records of the proceedings. No electronic recording devices will be allowed by the Board.

If one party calls for a caucus, that party will move to another location for its caucus. Each party will determine which representatives may be present at its caucus.

Communications. Press releases regarding negotiations progress are the responsibility of each team. The Board will have the responsibility of communicating on a continuous basis to the community.

Reaching Agreement. All tentative agreements will be written and initialed by spokespersons of the respective negotiating teams. Agreements will be tentative until approved by the employee organization and adopted by the Board.

Policy	Board Action
Adopted: 9/8/08	2008-9-3
Amended:	
Reviewed: 4/13/15	2015-04-02

File: HL

PRELIMINARY NEGOTIATED AGREEMENT DISPOSITION

If a tentative settlement is reached between an employee organization and the Board, the designated representatives of both parties will recommend ratification by their respective groups. If either the Board or the employee organization membership fail to ratify the tentative agreement, negotiations will be continued for a specified period of time in an effort to work out differences locally, prior to declaring impasse and commencing conciliation or fact-finding procedures.

LEGAL REF.: SDCL 3-18-7

Policy	Board Action
Adopted: 9/8/08	2008-9-3
Amended:	
Reviewed: 4/13/15	2015-04-02

File: HN

IMPASSE PROCEDURES

In the event the Board and the employee negotiation teams are unable to reach agreement, and an impasse exists, the conciliation and fact-finding procedures outlined in state law may be requested by either party. The notice of an impasse must be in writing.

If neither party requests intervention by the Division of Labor and Management within 10 calendar days after impasse is reached, the Board will assume negotiations are completed and will institute the provisions of the Board's last offer.

Within five days of receipt of a fact-finders report, both parties will meet to discuss the report.

In case of failure to reach agreement after full use of conciliation and mediation, the Board will be responsible to make such decisions necessary for the operation of the school system.

LEGAL REFS.: SDCL 3-18-8.1

60-10-1; 60-10-2

Policy	Board Action
Adopted: 9/8/08	2008-9-3
Amended:	
Reviewed: 4/13/15	2015-04-02

File: HO

STAFF JOB ACTIONS

By state law, it is illegal for any employee of the district to engage in a strike, withhold services, be absent without leave or authorization, or decline to perform all of his duties and responsibilities.

So that the educational programs of the district will function without interruption, the Board will ensure that contracts that are in force with the district are fulfilled. If necessary, legal recourse will be taken by the Board to fulfill its obligations and responsibilities to the citizens of the district.

Any employee who conducts himself in a manner that is disruptive to the educational programs of the district and/or violates the provisions of his contract with the district subjects himself willfully to the legal recourses available to the Board.

It is the responsibility of every administrator to ensure that the obligations and responsibilities of the Board are fulfilled as the Board directs.

LEGAL REFS.: SDCL 3-18-9 through 3-18-11

3-18-14 through 3-18-17

Policy	Board Action
Adopted: 9/8/08	2008-9-3
Amended:	

SECTION I: Instruction

Section I of the EPS/NSBA policy classification system provides a repository for statements on the instructional program: basic programs, special programs, activities programs, instructional resources, academic achievement.

IA Instructional Goals

IB Academic Freedom

IC School Year/School Calendar

ID School Day

IE Organization of Instruction

IF Curriculum Development

IFB Pilot Projects

IFD Curriculum Adoption

IGA Basic Instructional Program

IGAA Citizenship Education

IGAB Human Relations Education - Moral/Character Instruction

IGAC Teaching about Religion

IGAD General and Specific Occupational Education

IGAF Physical Education

IGAG Teaching about Drugs, Alcohol, and Tobacco

IGAH Family Life and Sex Education

IGAJ Wellness Policy

IGBA Programs for Handicapped Children

IGBC Limited English Proficiency Instruction

IGBC-E Limited English Proficiency Parent Notification Forms

IGBG Homebound Instruction

IGBH Alternative School Programs

IGC Extended Instructional Programs

IGCB Distance Learning

IGCD Advanced College Placement (Also LEB)

IGCF Preschool Programs (Nursery Schools)

IGD Cocurricular and Extracurricular Activities

IGDA Student Organizations

IGDB Student Publications

IGDD Student Performances

IGDF Student Fund-Raising Activities

IGDG Student Activities Funds Management

IGDI Interscholastic Athletics

IGDK Participation of Alternative Instruction Students

IGDK-L Eligibility Checklist for Alternative Instruction Students

IGEB Honorary High School Diplomas for WWII & Korean Veterans

IGEB-E WWII & Korean Veterans Application for a High School Diploma

IHA Grouping for Instruction

IHB Class Size

IHC Scheduling for Instruction

IIA Instructional Materials

IIAA Textbook Selection and Adoption

IIAC Library Materials Selection and Adoption

IIBA Teacher Aides

IIBD School Libraries

IIBE Instructional Television

IIBG Use of Computers and Networks

IIC Community Instructional Resources (Also KF)

IICC School Volunteers

IIGBA District Owned Computers

IJ Guidance Program

IK Academic Achievement

IKA Grading Scale

IKAB Student Progress Reports to Parents

IKB Homework

IKE Promotion and Retention of Students

IKF Graduation Requirements/Early Graduation

IL Testing Programs

IL-R1 Testing Program Student Surveys (Regulation)

ILB State Required Assessments

IM Evaluation of Instructional Programs (Also AFE)

INB Teaching about Controversial Issues

IND School Ceremonies and Observances

INDA/INDB Patriotic Exercises/Flag Displays

ING Animals in the School

File: IA

INSTRUCTIONAL GOALS

The educational program of the district will be designed to perpetuate and develop the principles and values for life in our democratic society. To this end, the Board will provide opportunities and training so students may become educated Americans who are physically strong, morally and spiritually responsible, and economically capable. Through guidance and by example, our students should develop self-confidence, self-understanding, and respect for others. They should acquire skill in solving problems they will encounter and demonstrate a desire to gain new knowledge. In substance, the aim of our schools will be to assist in the development of the complete person, recognizing that this is a shared responsibility with the home, the church, and other agencies.

To achieve these ideals, the Board recognizes the necessity of meeting the needs of the individual and the society. Thus, the curriculum must be flexible and adapted to individual abilities and differences. It must also be adjustable to changing conditions in order that our students may be academically, physically, socially, and morally prepared to progress.

The Board recognizes its responsibility to develop an educational program that will provide:

1. An environment in which the individual student is prepared to fulfill his moral, social, political, economic, and cultural responsibilities to the community, nation and world;

2. Attention to the development and practice in the fundamental skills of reading, writing, speaking, listening, observing and reasoning;

3. School experiences in democratic living to enable a student to hold, to share, cooperate, and assume responsibility in family living and in society;

4. Opportunities for acquiring an understanding of the principles of physical health and safety, which will carry over to the student's daily life;

5. An appreciation and knowledge of the cultural, scientific, and ethical aspects of our society;

6. An educational atmosphere that will enhance the student's mental, emotional, and social development.

The Board recognizes its obligation to provide the necessary equipment, instructional materials, and staff to facilitate the implementation of this philosophy.

Policy	Board Action
Adopted: 9/14/2009	2009-9-3
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IB

ACADEMIC FREEDOM

Academic freedom may be defined as the right of qualified scholars in their own field of expertise to pursue the search for truth in its many forms, and to make public their methods and findings. It is the right of qualified teachers to encourage freedom of discussion of controversial questions in the classroom, and to develop in students a love of knowledge and a desire to search for truth. The teachers should keep in mind that academic freedom is not a guaranteed political right, but rather a necessary condition for the successful practice of the academic profession in a free society.

The board believes however, that academic freedom also carries with it academic responsibility, which is determined by the basic ideals, goals, and institutions of the local community as they are expressed in the goals and objectives of the school district.

As a consequence of its responsibility to guarantee academic freedom to both students and teachers, the board expects that:

1. All classroom studies will be curriculum-related, and will be presented factually, objectively, and impartially.

2. Teachers will create and maintain an atmosphere of open-mindedness and tolerance.

3. Teachers will not attempt directly or indirectly to limit or control the students' judgment concerning any issue, but will make certain that full and fair consideration is given to the subject and that facts are carefully examined as to their accuracy and interpretation.

While the Board intends to protect teachers from any undue restraint that interferes with their classroom duties, the ultimate responsibility for determining curriculum, textbooks, and teaching methods must rest with the Board. It also expects that when controversial issues are presented, the maturity and intellectual grasp of students will be taken into an account.

CROSS REF.: INB, Teaching About Controversial Issues

Policy	Board Action
Adopted: 9/14/2009	2009-9-3
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IC

SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the ensuing year will be prepared by the superintendent and submitted to the Board for approval prior to July 1 of each year. The school calendar will meet or exceed the minimum number of instructional days required by law.

The calendar sets forth the days schools will be in session, holidays and vacation periods, in-service training days, teacher orientation days, and days of reports to parents, and other such designations as the superintendent or Board deems appropriate.

Legal References: SDCL 13-26-1 through 13-26-2.1; 13-26-4 through 13-26-4.1 13-26-9 - 13-26-17

Policy	Board Action
Adopted: 9/14/2009	2009-9-3
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: ID

SCHOOL DAY

It is the responsibility of the Board to establish the beginning and dismissal times at the various school levels. These hours will satisfy the time requirements established by state law.

The administration is authorized to make minor changes in opening and closing times to facilitate the scheduling of transportation; however, any major changes in schedules are subject to Board approval.

Legal References: SDCL 13-26-1

Policy	Board Action
Adopted: 9/14/2009	2009-9-3
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IE

ORGANIZATION OF INSTRUCTION

The Board is responsible for public education, kindergarten through grade 12, throughout the district.

The grouping and housing of instructional levels in school facilities throughout the district, and the administration of the instructional program, will be according to plans developed by the administrative staff and approved by the Board.

LEGAL REFS.: SDCL 13-33-3

Policy	Board Action
Adopted: 9/14/2009	2009-9-3
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IF

CURRICULUM DEVELOPMENT

Rapid social change, technological development, and expansion of knowledge are facts of contemporary life. Public education must respond appropriately. Therefore, it is imperative that individual schools, the school system as a whole, and the Board continuously review and evaluate existing programs and practices, and adjust, modify, or change them as found advantageous in effectively meeting the needs of students and the expectations of the community. Therefore, the Board expects:

1. The administration and faculty to be perpetually sensitive to changing conditions that may require changes in curriculum;

2. All programs to be under continuous evaluation to see that they meet the needs of children;

3. The school system to undertake intensive curriculum evaluation and revision in certain areas from time to time as the need for this is demonstrated.

Policy	Board Action
Adopted: 9/14/2009	2009-9-3
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IFB

PILOT PROJECTS

The professional staff of the school district will be encouraged to seek improvement of the educational program of the schools through all appropriate means, including carefully designed experimental or pilot programs.

A pilot program is defined as a new major program, planned on a limited scale and implemented to determine the degree to which the program would be applicable for future large-scale district adoption. Pilot programs may be approved by the Board for one, two or three years. Board approval will be required to move any pilot program to regular status or to extend the approval time for pilot programs. Modifications of present programs are not considered to be pilot programs.

The chief executive officer (CEO)/superintendent will submit to the Board status reports and evaluations on all such programs at least once a year. The responsibility for conducting the evaluations will be assigned to persons other than those who have designed or carried out the program.

Policy	Board Action
Adopted: 9/14/2009	2009-9-3
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IFD

CURRICULUM ADOPTION

The Board will rely on its professional administrators to design and implement instructional programs and courses of study that will forward the educational goals of the school district.

The superintendent will have authority to approve new programs and courses of study after such changes have been thoroughly studied and found to support educational goals. The Board itself will consider, and officially adopt, new programs and courses only when they constitute an extensive alteration in instructional content or approach. (An example might be the adoption of an innovative sequential program in a basic subject-matter area for all elementary grades.)

However, the Board wishes to be informed of all new courses and substantive revisions in curriculum. It desires to receive reports on changes under consideration, and an annual report on programs and courses offered in the schools. Its acceptance of these annual reports, including a listing of the high school program studies, will constitute its official adoption of the curriculum.

Policy	Board Action
Adopted: 9/14/2009	2009-9-3
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IGA

BASIC INSTRUCTIONAL PROGRAM

The determination of curriculum is fundamentally the responsibility of each school district in the state. However, the curriculum must meet certain educational requirements set by statute and by the Division of Elementary Secondary Education.

Because education is a life-long process, the educational program in this school district will provide both formal studies to meet the general academic needs of students, and opportunities for students to develop individual talents and interests that will help them progress in vocational, business, and other specialized fields.

In our schools, an atmosphere will prevail in which healthy growth is fostered, ability is recognized, and excellence encouraged, and in which a productive life is held before pupils as a model to emulate.

The various instructional programs will be developed so that each child, in his or her progression through the various grades of our schools, receives a balanced, varied, and sequentially organized education that will serve his or her educational needs and prepare him or her for a productive, useful life in society. Different abilities and interest levels will be served to meet this goal.

COMMITTED TO THE BASICS

As one of its educational priority objectives, the Board has endorsed the concept that a good basic education is the heart of preparation for any career or life goal.

The Board believes that a prime important objective of our schools should be to adequately provide each student with the basic skills of reading, writing, oral communications, and basic mathematics. No citizen can function adequately without these skills.

In addition to its commitment to the teaching of basic skills, the Board in its educational philosophy and its statement of goals and objectives, has committed itself to developing in students the means for self-realization and self-expression; the ability to form positive human relationships; a positive attitude towards—and fundamental skills to function within—the world or work; a sense of civic responsibility; self-discipline; and an attitude towards learning that will recognize that education is a life-long process that does not end with formal education. To develop these skills and abilities the Board will encourage exposure to the fine arts, physical education, sciences, and social sciences.

Legal References: SDCL 13-3-48; 13-33-1; 13-33-11

Policy	Board Action
Adopted: 9/14/2009	2009-9-3
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IGAA

CITIZENSHIP EDUCATION

It is a prime responsibility of the district to help students understand, appreciate, and feel a responsibility to perpetuate our American heritage, customs, traditions, and ideals. Therefore, the Board directs that students will be instructed in the history and the Constitution of the United States, the history and constitution of the state of South Dakota, and the general principles of free government so they can comprehend the rights, duties, and dignity of American citizenship. Also, students will be instructed on the proper manner to honor, respect, and display the flag of the United States.

The following citizenship education activities will be made available at the appropriate grade level on a regular basis:

1. Learning and reciting the Pledge of Allegiance;

2. Learning and singing a variety of patriotic songs, including the National Anthem;

3. Listening to or reading stories about famous and/or historical facts or events;

4. Participating in student government activities;

5. Participating in a wide variety of local, state, and national government classroom simulations that include, but are not limited to, mock elections, mock trials, and/or mock legislatures;

6. Participating in patriotic exercises and observances in the classroom and/or in conjunction with school programs and events deemed appropriate for the occasion;

7. Participating in any other activity that will lead to making students aware of their responsibility for the preservation of a free and democratic society as citizens of the United States.

Individual staff members who wish to provide a citizenship program different from the activities outlined above should submit such programs in writing to the building administrator in charge of instruction.

Legal References: SDCL 13-33-4, 13-24-17, 13-24-17.2

Policy	Board Action
Adopted: 9/14/2009	2009-9-3
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IGAB

HUMAN RELATIONS EDUCATION – MORAL AND CHARACTER INSTRUCTION

Although the home and the church, as well as other community institutions, play an important role in contributing to the moral attitude of students, the Board recognizes that the schools may also influence a student's attitude and thinking.

In developing curriculum for various courses, the superintendent and the professional staff will keep in mind lessons, which can contribute to the character instruction of the students. In addition, through the performance of their own activities staff members should keep in mind that they serve as role models for the students, and instruct students in these areas.

The Board will encourage parents and other community members to join them in providing guidance to students to enable them to develop their own code of ethics.

Legal References: SDCL 13-33-6.1

Policy	Board Action
Adopted: 9/14/2009	2009-9-3
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IGAC

TEACHING ABOUT RELIGION

The Board recognizes that religious education is the responsibility of the home and church. Within the school district, neither the Board nor any of its employees will promote any particular religious belief or non-belief. All students and staff members will be encouraged to appreciate and be tolerant of an individual's religious views. In the spirit of tolerance, students and staff members may be excused from participating in school activities—such as holiday assembly programs—which may be contrary to their religious beliefs.

The Board, however, realizes the importance of religion in history, culture, and the arts cannot be ignored and should have a place in education. A distinction will be made, however, between the studies as part of the curriculum and the celebration of religious holidays in a manner that is devotional, or doctrinal, or both. The distinction rests on whether the purpose or effect of such practices is the advancement of religion.

The superintendent will develop administrative regulations that will include guidelines which are in consonance with the philosophy that religion in the schools must be educational in nature, and that the schools must be sensitive to all beliefs.

Legal References: SDCL 13-33-9

Policy	Board Action
Adopted: 9/14/2009	2009-9-3
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IGAD

GENERAL AND SPECIFIC OCCUPATIONAL EDUCATION

Consistent with its commitment to meet the instructional needs of students, the Board recognizes that the goal of general and specific occupational education is to develop productive citizens. In meeting this goal, it is essential to provide the district's students with necessary decision-making and job-entry level skills.

General and specific occupational education will be an integral part of the general curriculum in the high school, and also will be provided for post-secondary and adult students. The rules and regulations for carrying out an efficient general and specific occupational program will be in accordance with those established by the State Board of Education. The program will be geared to technological and economic conditions and changes and, as a core component of comprehensive education, will share with other aspects of the high school curriculum the purpose of development of character and attitudes as well as skills.

In an effort to meet the general and specific occupational training needs of regular high school students, adults, post-secondary students, and others identified by their needs, the district may provide programs in the following educational areas:

1. Agricultural;

2. Business and Office;

3. Marketing Education;

4. Health Occupations;

5. Family and Consumer Science;

6. Trade and Industrial;

7. Technology Education.

Guidance and counseling services will be provided each general and specific occupational student throughout the program and at the time for placement in the chosen career.

Legal References: SDCL 13-39

Policy	Board Action
Adopted: 9/14/2009	2009-9-3
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IGAF

PHYSICAL EDUCATION

The Board will attempt to provide every student with an opportunity for wholesome and enriched educational experiences. It is the Board's belief that the following basic aims and objectives of the physical education program will contribute to this goal by:

1. Aiding the development of the entire student so that a well-trained mind may function properly in a healthy body.

2. Encouraging student participation in vigorous physical activity while in school and to teach the skills of those activities so that they will have a carry-over value for later activities in everyday life.

3. Increasing appreciation of physical fitness and its importance in regard to good health.

4. Impressing upon students the importance of integrating one's mind, body, and attitude in preparing to face the obligations of a complex society.

Only in rare cases will students be exempt from physical education classes. School personnel have the responsibility for determining the activities appropriate for each student.

Policy	Board Action
Adopted: 9/14/2009	2009-9-3
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IGAG

TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO

The Board views with grave concern the serious implications of drug, alcohol, and tobacco use by people, specifically young people, all over the United States and especially in the school district. In keeping with its primary responsibility--the education of youth--the Board charges the professional staff of the district to continue to investigate the causes of student and school staff involvement with drugs and alcohol, and to develop suitable preventive measures however and whenever feasible.

The Board and the professional staff will continue to seek ways to educate students and school staff of the district about the dangers of the illegal use of drugs and the abuse of alcohol; they will support the majority of our students and staff who are resisting such use. Instructional units will include sessions about the causes and effects of drugs and alcohol abuse, especially in young people.

The following objectives must be realized if the goal of minimizing drug and alcohol abuse is to be achieved:

1. Students must be encouraged to identify the problem and its causes, and to organize to solve it.

2. They should understand the nature of legal and illegal drugs.

3. They must be encouraged to develop a set of values and behavioral insights, which will give them a deeper understanding of themselves and society.

4. They must be encouraged to identify the variety of alternative forms of behavior, other than drug or alcohol abuse, which are available to satisfy their needs.

5. They must be encouraged to make constructive decisions concerning the use of drugs and alcohol.

While the Board in no way condones the abuse of illegal or harmful substances, it is in the interest of students and staff health that an "ombudsman" climate be created in the schools so that people with problems may seek and receive help without fear of reprisal.

CROSS REFS.: JFCH, Alcohol Use by Students

JFCI, Drug Abuse by Students

Policy	Board Action
Adopted: 9/14/2009	2009-9-3
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IGAH

FAMILY LIFE AND SEX EDUCATION

The Board believes that the purpose of family life and sex education is to help students acquire factual knowledge, attitudes, and values that will result in behavior that contributes to the well-being of the individual, the family, and society.

Helping students attain a mature and responsible attitude toward human sexuality is a continuous task of every generation. Parents have the prime responsibility to assist their children in developing moral values. The schools should support and supplement parents' efforts in these areas by offering students factual information and opportunities to discuss concerns, issues, and attitudes inherent in family life and sexual behavior, including traditional moral values.

In addition to the requirements listed below, the customary policies and regulations concerning the approval of new curriculum content, units, and materials will apply to any course(s) dealing with family life and sex education offered by the district:

1. Instructional materials to be used in family life and sex education will be available for review by the parent or guardian during school hours.

2. If, after review of materials used and a conference with the instructor and principal, a parent requests that his child not participate in a given aspect of the course, an alternate educational assignment will be arranged for the student with the approval of the principal.

3. Teachers who provide instruction in family life and sex education will have professional preparation in the subject area, either through pre-service or in-service education.

Legal References: SDCL 13-33-6.1

Policy	Board Action
Adopted: 9/14/2009	2009-9-3
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IGAJ (Also AE)

WELLNESS POLICY

To support its mission, the District will provide an environment that cultivates maximum student potential. Nutrition influences a child's development, health, well being and potential for learning. To afford students the opportunity to fully participate in the educational process, students must attend school with minds and bodies ready to take advantage of their learning environment. This district-wide nutrition policy encourages all members of the school community to create an environment that supports lifelong healthy eating habits. Decisions made in all school programming need to reflect and encourage positive nutrition messages and healthy food choices.

Policy	Board Action
Adopted: 9/14/2009	2009-9-3
Amended:	
Reviewed: 5/11/2015	2015-05-09

I. School Health Councils

The school district and/or individual schools within the district will create, strengthen, or work within existing school health councils to develop, implement, monitor, review, and, as necessary revise school nutrition and physical activity policies. The councils also will serve as resources to school sites for implementing those policies. (A school health council consists of a group of individuals representing the school and community, and should include parents, students, representatives of the school food authority, members of the school board, school administrators, teachers, health professionals, and members of the public.)

II. Nutritional Quality of Foods and Beverages Sold and Served on Campus

School Meals

Meals served through the National School Lunch and Breakfast Program should:

- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state, and federal statues and regulations;
- offer a variety of fruits and vegetables;
- serve only low-fat (1%-2%) and fat-free milk[3] and nutritionally-equivalent non-dairy alternatives (to be defined by USDA); and
- when possible ensure that a portion of the served grains are whole grain. [3,4]

The district should engage students and parents, through taste-tests of new entrees and surveys, in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices. In addition, schools should share information about the nutritional content of meals with parents and students. Such information could be made available on menus, a website, on cafeteria menu boards, or other print-of-purchase materials.

Breakfast. To ensure that all children have the opportunity to eat breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- Schools will, to the extent possible, operate the School Breakfast Program.
- Schools will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation.
- Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program.
- Schools will encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

Free and Reduced-priced Meals. Schools will make every effort to eliminate any social stigma attached to, and prevent the over identification of, students who are eligible for free and reduced-price school meals[5]. Toward this end, schools may utilize electronic identification and payment systems; promote the availability of school meals to all students; and/or use nontraditional methods for serving school meals.

School-sponsored Events (such as, but not limited to, athletic events, dances, or performances). Foods and beverages offered or sold at school-sponsored events outside the school day should try to meet the nutrition standards for meals or for foods and beverages sold individually (above).

III. Nutrition and Physical Activity Promotion and Food Marketing

Nutrition Education and Promotion. Scotland School District aims to teach, encourage, and support healthy eating by students. Schools should provide nutrition education and engage in nutrition promotion that:

- is offered as a part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contest, promotions, taste testing, farm visits, and school gardens;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- links with school meal programs, other school foods, and nutrition-related community services;
- teaches media literacy with an emphasis on food marketing; and
- includes training for teachers and other staff.

Integrating Physical Activity in to the Classroom Setting. For students to receive the nationally-recommended amount of daily physical activity (i.e., at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will try to be incorporated into other subject lessons; and

Communications with Parents. The district/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The district/school will send home nutrition information and post nutrition tips on school websites. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages.
The district/school will provide information about physical education and other school-based physical activity opportunities before, during and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school.

Meal Times and Scheduling. Schools:

- should provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;
- should schedule meal periods at appropriate times, e.g., lunch should be scheduled between 10:55am and 12:20pm;
- should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will try to schedule lunch periods to follow recess periods (in elementary schools) if possible;

- will provide students access to hand washing or hand sanitizing before they eat meals or snacks; and
- should take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).

Qualifications of School Food Service Staff. Qualified nutrition professionals will administer the school meal programs. As part of the school district's responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.

Sharing for Foods and Beverages. Schools should discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

Foods and Beverages Sold Individually (i.e., foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte (snack) lines, fundraisers, school stores, etc.)

Elementary Schools. The school will approve food and beverage sales to students in elementary schools. Given your children's limited nutrition skills, food in elementary schools should be sold as balanced meals. If available, foods and beverages sold individually should be limited to low-fat and non-fat milk, fruits, and non-fried vegetables.

Middle/Junior High and High Schools. In middle/junior high and high schools, foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte (snack) lines, vending machines, student stores, or fundraising activities) during the school day, or through programs for students after the school day, should try to meet the following nutrition and portion size standards:

- **Beverages**
  - Allowed: water or seltzer water without caloric sweeteners; fruit and vegetable juices and fruit-based drinks that contain at least 50% fruit juice; unflavored or flavored low-fat or fat-free fluid milk and nutritionally-equivalent nondairy beverages (to be defined by USDA);
  - Minimize the following beverage offerings: soft drinks containing caloric sweeteners; sports drinks; iced teas; fruit-based drinks that contain less than 50% real fruit juice or that contain additional caloric sweeteners; beverages containing caffeine, excluding low-fat or fat-free chocolate milk (which contain trivial amounts of caffeine).
- **Foods**
  - A food item sold individually, should try to meet the following:
    - will have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10% of its calories from saturated and trans fat combined;
    - will have no more than 35% of its weight from added surgars;
    - will contain no more than 230 mg of sodium per serving for chips, cereals, crackers, French fried, baked goods, and other snack items; will contain no more than 480 mg of sodium per serving for pastas, meats, and soups; and will contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.
    - A choice of at least two fruits and/or non-fried vegetables could be offered for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% fruit or vegetable juice; fruit-based drinks that are at least 50% fruit juice and that do not contain additional caloric

sweeteners; cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).[9]

- **Recommended Portion Sizes**
  - Try to limit portion sizes of foods and beverages sold individually to those listed below:
    - One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky;
    - One ounce for cookies;
    - Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels, and other bakery items;
    - Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream;
    - Eight ounces for non-frozen yogurt; and
    - The portion size of a la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetables are exempt from portion-size limits.

Fundraising Activities. To support children's health and school nutrition-education efforts, it is recommended that school fundraising activities use only foods that meet the above nutrition and portion size standards for foods and beverages sold individually. Schools should encourage fundraising activities that promote good health.

Snacks. Snacks served during the school day or in after-school care or enrichment programs will attempt to make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations.

- If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

Rewards. Schools will try not to use foods or beverages, regularly, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior,[10] and will not withh9old food or beverages (including food served through school meals) as a punishment.

Celebrations. Schools should try to limit celebrations that involve food during the school day to no more than one party per class per month. Each party should try to include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above).

Food Marketing in Schools. School-based marketing will be consistent with nutrition education and health promotion. As such, schools will attempt to limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above),[11] School-based marketing of brands promoting predominantly low-nutrition foods and beverages[12] should be discouraged. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Marketing activities that promote healthful behaviors (and are therefore allowable) include: vending machine covers promoting water; pricing structures that promote healthy options in a la carte lines or vending machines; and sales of fruit for fundraisers.

Staff Wellness. Scotland School District highly values the health and well-being of every staff member and will try to plan/implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. The district should establish and maintain a staff wellness committee. The committee should develop, promote, and oversee a

multifaceted plan to promote staff health and wellness. The plan should be basedon input solicited from school staff and should outline ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle among school staff. The staff wellness committee should distribute its plan annually.

IV. Physical Activity Opportunities and Physical Education

Daily Physical Education (P.E.) K-12. Physical Education will be taught in all elementary classes. Student involvement in other activities involving physical activity should not be substituted for meeting the physical education requirement. Students should spend at least 50% of physical education class time participating in moderate to vigorous physical activity.
Elementary PE will work on getting students actively working on the Presidential Fitness Program.

Daily Recess. All elementary school students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which school should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment. Students will be encouraged to utilize the Yellow Brick Road Program of walking.
Schools should discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity Opportunities Before and After School. When possible, elementary, middle, and high schools will offer extracurricular physical activity programs, such as physical activity clubs, or open gyms. All high schools, and middle schools are appropriate, will offer interscholastic sports programs. Schools will offer a range of activities that meet the needs, interest, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.
After-school child care and enrichment programs will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.
Students will be encouraged to walk with family and friends during off school hours.

Physical Activity and Punishment. Teachers and other school and community personnel will not withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

Safe Routes to School. When appropriate, the district should work together with local public works, public safety, and/or police departments to make it safer and easier for students to walk and bike to school. The school district should explore the availability of federal "safe routes to school" funds, administered by the state department of transportation, to finance such improvements.

Use of School Facilities Outside of School Hours. School spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

V. Monitoring and Policy Review

Monitoring. The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or designee will

ensure compliance with those policies in his/her school and will report on the school's compliance to the school district superintendent or designee.

School fund service staff, at the school or district level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent (or if done at the school level, to the school principal). In addition, the school district will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes. If the district has not received a SMI review from the state agency within the past five years, the district will request from the state agency that a SMI review be scheduled as soon as possible.

Policy Review.

Review should be repeated yearly to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the school district will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The district, and individual schools within the district, will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

Policy	Board Action
Adopted: 9/14/2009	2009-9-3
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IGBA

PROGRAMS FOR HANDICAPPED CHILDREN

In keeping with the philosophy that a public school system is responsible for the education of all children within the community and, further, that every child is entitled to equal education opportunity, the Board will provide programs and services designed to meet the individual needs of handicapped children, birth through 21.

The ultimate goal of these programs will be to have children with handicapping conditions become as self-sufficient as their handicaps permit and to increase their life options and opportunities for personal liberty, happiness, and participation in our society.

Seeking out young children with handicapping conditions so that they may receive special instruction in early childhood is part of this responsibility. The purpose of identifying these and older children and their handicaps is not to categorize them as handicapped, but to determine and provide the most appropriate education and related service possible for each one.

The Board believes that most children with handicaps can be educated in the regular school program if they are given special instruction, accommodations, and the support they need. These children should also be given opportunity to participate in the school's nonacademic and extracurricular activities.

However, the Board recognizes that the needs of certain children are so great that special programs, special classes, or special schools may be necessary. When appropriate programs, services, or facilities are not possible within the district's schools, the district will provide these children with access to schools where such instruction and accommodations are available.

It is the desire of the Board that the schools work closely with parents in designing and providing programs and services to children with handicaps. Parents must be informed, and conferred with, whenever a child is referred for a comprehensive evaluation of a diagnosis of learning disability or other handicap. In event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parents must be accorded the right of due process. The schools must also obtain parental consent before releasing the child's records to anyone other than a school official.

The Board will secure properly trained personnel to work with the handicapped children. The financial commitment necessary to meet the needs of all handicapped children is extensive, and the Board, in accordance with state law, will include an amount in the district tax levy, not to exceed one and four tenths mills, which will be earmarked as the special education fund, to meet the needs of children who require special or prolonged assistance. In addition, the Board will seek other available funding for these programs.

Development of an Individual Education Program (IEP)

A local placement committee will be comprised of parents, the child when appropriate, the superintendent or designee, a regular classroom teacher receiving or referring a child, an educator from the field of special education, and, if necessary, an evaluator to interpret the multidisciplinary data. This committee will be responsible for the identification of handicapped children, the diagnosis of handicaps, the design of an individual education program (IEP), and for placement and evaluation procedures. All procedures will be in accordance with federal and state requirements.

The individual plan determined by the local placement committee will be developed in accordance with each child's individual needs. The IEP will be approved by the local placement committee. The plan will provide for frequent reevaluation of the child's needs, progress, and of the effectiveness of the program being offered.

The local placement committee will base its decision as to whether to place a child in a regular classroom, or in a special program, class, or school on the best interests of the child. However, the needs of other children in the school will also be considered.

Legal References: The American Disabilities Act, July 26, 1990; 13-27-10; 13-37;

ARSD 24:05:13 through 24:05:35

Policy	Board Action
Adopted: 9/14/2009	2009-9-3
Amended:	

File: IGBC

LIMITED ENGLISH PROFICIENCY INSTRUCTION

The Scotland School board will provide a program of language instruction to students who have limited English proficiency. Student participation in any language instruction program or instruction in English as a second language is voluntary and requires written parental permission.

Students who meet any one or more of the following criteria shall be identified as being limited in English proficiency:

A student who:

1. was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant; or

2. is a Native American or Alaskan Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on the student's level of English language proficiency;

3. is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and

4. who has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to team successfully in classrooms where the language of instruction is English or to participate fully in our society.

<u>Tutorial Programs</u>

Students who are certified to receive educational services through the State Migrant Education Department in cooperation with the State Department of Education are offered 30-minute tutorial help during the school day in the areas of reading, math, and language arts. Criteria for eligibility include students who have moved into a district within the last six years from another district or state and whose parents seek either seasonal or temporary employment in agriculture.

No Child Left Behind Act of 2001

If this district receives federal funding for Limited English Proficient (LEP) Programs, the following will be provided:

1. Parents will be notified of their student's placement in a language program and their options associated with that placement. Notification will include the reasons for identifying the child as LEP and the reasons for placing the child in the specified program. Notification must be made within 30 days of the beginning of the school year or within two weeks of child's placement into the program.

2. Students will participate in regular assessments in a manner that will yield an accurate assessment. Test waivers may be granted on a case-by-case basis for LEP students who demonstrate unusual and unique circumstances; however, students who have been educated in the United States for three years are required to participate in reading/language arts assessment in English.

3. Certification that teachers in the program are fluent in English as well as other languages used in instruction (if the district receives sub-grants).

4. Evaluation of the program and the academic success and language achievement of the students in the program.

Parents will be notified of:

A. Their child's level of English proficiency and how such a level was assessed,

B. The status of their child's academic achievement.

C. The method of instruction used in the program in which the child is placed, and the methods of instruction used in other available programs.

D. Information as to how die program will meet their child's educational strengths, assist him/her to learn English, and meet age-appropriate academic achievement standards.

E. Exit requirements for the program.

F. If the child has a disability, a statement as to how the LEP will meet the objectives of the child's IEP.

Consequences of inadequate yearly progress include notification of parents, development of improvement plans, and restructuring of programs or the district will lose federal funds.

For non-English speaking parents, the district will arrange to provide translations of this information in their native language.

REFERENCE: P.L.107-110, No Child Left Behind Act of 2O01

CROSS-REFERENCE: Policy IL, Testing Program

THIS POLICY REQUIRED BY THE NO CHILD LEFT- BEHIND ACT.

Policy	Board Action
Adopted: 9/14/2009	2009-9-3
Amended:	

File: IGBC-E

LIMITED ENGLISH PROFICIENT PROGRAMS
PARENT NOTIFICATION FORMS

Dear Parent/Guardian:

Your child, _____ has been identified as needing help to learn English. We have placed him/her in a _____ (name of program) to help improve his/her English skills. He/she has been identified as a "Limited English Proficient/English Language Learner" (LEP/ELL) student, and in need of help to learn English, because:
_____
_____

Specifically, your child has the following levels of English Language skills: _____

_____

We determined those levels in the following ways: _____

_____

The status of your child's academic achievement is: _____

_____

Please see the attached pages for more specific information on the program we have chosen to improve your child's English skills.

(If applicable: The district offers another program of English instruction. The attached pages explain how the other program is different from your child's program. If this other program is available, you have the right to request that

your child be removed from his/her current program immediately and be placed in the other one. If you want to do this, we will assist you in selecting a program for your child.)

We encourage you to become involved in your child's education. You can help him/her to learn English, achieve in his/her other academic classes, and meet the same standards that all students are expected to meet.

The district will hold regular meetings at least twice a year for parents/guardians of English learners, which we encourage you to attend. At those meetings, we will help you understand the goals of your child's program, and assist you in ways to help your children. We are always ready to listen and respond to any questions and recommendations.

Please read the attached pages carefully. If you have any questions about your child's program of if you would like to change your child's program, we would like you to speak with _____.

All of us in the district are excited about improving your child's English and overall academic skills.

Sincerely,

_____

Building Principal

(Attach other pages as appropriate.)

The following is a sample notification to parents of Limited English Proficient (LEP) students in a question-and-answer format. It is intended to be used in conjunction with a letter similar to the one on the previous page. Questions 5, 6, and 7 should be included only if the district offers more than one LEP program Question 8 should be included only if the student has an Individualized Education Program (IEP).

Ql. What is my child's _____ (insert name of program) designed to do?

Al. This program is designed to help him/her learn English by _____
_____(describe). It will meet your child's educational strengths and needs by _____

_____*(describe). It*

will help your child to be promoted and reach graduation by _____

_____(describe).

Q2. What results can I expect from my child in this program?

A2. By the time your child finishes this program, we expect that he/she will be able to do the following:
_____

_____ *[describe*

exit requirements, including "Go from this program into a regular classroom at the following rate: (describe rate). " and for secondary school students, "Graduate from high school at the following rate: (describe rate).”].

Q3. What methods will this program use to help my child improve his/her English language skills?

A3. Your child's program will use the following methods of instruction: _____

_____(describe).

Q4. Does the district offer other programs for English learners different from my child's?

A4. Either "No, we do not. " or "Yes, we also offer a (name of other program offered).

Q5. How is this other program different from my child's program?

A5. The (name of other program) is different from your child's program in:

Content:_____
_(describe)

Instructional Goals:_____(describe)

Use of English: _____(describe)

*Native Lan*guage Instruction:_____*(describe)*

Q6. Why was my child placed in this program and not a different program?

A6. We have placed your child in this specific program because _____

_____(explain).

Q7. Can I have my child placed in the other program? How?

A7. (Note: These are applicable only if available in your school.)

Choose one: (Instead of the Bilingual Education Program, you can request your child be placed in the Free-Standing English as a Second Language Program) or (Instead of the Free-Standing English as a Second Language Program, you can request your child be placed in the Bilingual Education Program if it is available in your child's school, or offered in a different school in the district.) If you make this request, your child will be removed immediately from the current program. You must then come to your child's school and meet with the principal to discuss the options.

Q8. My child has a disability and has an Individualized Education Program (IEP). How will this English Language program meet his/her special objectives?

*A8. To meet your child's IEP objectives, this English Language instruction program will:*_____

_____*(describe).*

Adopted: 9/14/2009 2009-9-3
Amended:
Reviewed: 5/11/2015 2015-05-09

File: IGBG

HOMEBOUND INSTRUCTION

The Board will provide, as appropriate, homebound instruction for students who are expected to be out of school for an extended period of time due to illness or injury, upon the request of the parents and with the approval of the family physician.

In each case, the physician must certify that the student will be unable to attend school for the length of time specified and that he is capable of receiving home instruction.

Upon the recommendation of the building principal to the superintendent, either a homebound instructor will be employed, or a classroom teacher will provide instruction after regular school hours with compensation set by the Board.

The superintendent will approve each application before home instruction can commence.

Home instruction will be terminated when the student is capable of returning to school, based on recommendations of the student's parents, the family physician, and the homebound instructor.

Policy	Board Action
Adopted: 10/12/2009	2009-10-3
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IGBH

ALTERNATIVE SCHOOL PROGRAMS

Some children have great difficulty coping with the conventional school program and, as a result, will drop out of school. Some children require more support and direct supervision than is reasonably available in conventional school settings. And, some children, along with a highly structured academic experience, require a special focus on life skills and an appropriate vocational involvement.

The Board may provide alternative education programs where these needs have been identified, where establishment of such programs is feasible, and where the proposed programs fall within the function normally associated with the public school system.

These alternative educational programs will seek to provide an appropriate academic, social, and vocational experience to aid these young people either to reenter the regular school system, move into another educational setting, or prepare them for successful employment.

LEGAL REFS.: SDCL 13-8-1; 13-8-39

Policy	Board Action
Adopted: 10/12/2009	2009-10-3
Amended: 5/11/2015	2015-05-09
Reviewed: 5/11/2015	2015-05-09

File: IGC

EXTENDED INSTRUCTIONAL PROGRAMS

The Board recognizes that learning can and does exist beyond the confines of the school walls, and that students may participate in diverse learning programs throughout the school year. Upon recommendation of the chief executive officer (CEO)/superintendent, the Board may award credit for promotion and/or graduation through the results of proficiency testing, correspondence courses, life experiences, work experiences, and other informal educational endeavors. In awarding credit for such programs and experiences, the Board will use the following guidelines:

1. That the course be accepted as responsive to the learner's needs.

2. That it be administered by pre-approved and responsible persons or organizations, which meet the standards for accreditation described in state law.

3. That the individual request has the approval of a teacher in the academic area of study, the building principal, and the chief executive officer (CEO)/superintendent.

Policy	Board Action
Adopted: 10/12/2009	2009-10-3
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IGCB

DISTANCE LEARNING

Distance learning includes virtual or online courses. A student enrolled in a distance-learning course, including a virtual or online course, may receive high school credit for work completed, provided:

1. The course is offered by an institution approved by the Superintendent or designee;

2. The course is not offered at the student's high school;

3. The provider and the course are approved by the South Dakota Department of Education; and

4. The building principal approves the course in advance.

Students may be limited as to the number of distance learning courses that apply toward high school credit. Grades earned in approved distance learning courses count toward a student's grade point average, class rank, and eligibility for athletic and extra-curricular activities. The District may pay the fee for expelled students who are permitted to take virtual or online courses in alternative settings.

Legal Refs: SDCL 13-33-21 and 22

Policy	Board Action
Adopted: 10/12/2009	2009-10-3
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IGCD/LEB

ADVANCED COLLEGE PLACEMENT

The Board recognizes that there may be some high school students who exhibit exceptional academic progress and who are capable of performing college-level work while enrolled in high school. In order to encourage these students to their fullest capabilities, assistance will be given to these students to enroll in advanced courses.

Advanced placement courses may be offered by the district provided a sufficient number of students request a particular course and qualify for it, and that a staff member qualified to teach it is available.

If a particular course is not offered by the district, a qualified high school student may enroll in a college-level course offered by an approved nearby college or university, and may be released from high school attendance for such hours as are required for the college course(s). If the student wishes to receive high school credit for the course, he may request permission from his principal, who will recommend to the chief executive officer (CEO)/superintendent that the course apply to high school graduation requirements. The cost of any course will be the student's responsibility.

Policy	Board Action
Adopted: 10/12/2009	2009-10-3
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IGCF

PRESCHOOL PROGRAMS

(Nursery Schools)

The Board recognizes the critical importance of the early years in determining the educational development of children. In so far as resources permit, programs designed to help meet the physical, emotional, social, intellectual, and self-care needs of young children will be encouraged. In using resources, including available space, first priority will be assigned to the regular school program for grades K through 12.

Nursery school programs will meet all state requirements and follow a comprehensive, sequential curriculum, which is geared to the individual child and emphasizes educational purposes. It will provide a variety of opportunities for growth in areas of language arts, mathematics, science, art, and music.

Eligibility will be limited to children who will be at least three years old, and who live in the attendance areas of the specific schools included in the nursery school program. At the time of registration, parents or guardian of the child must submit a birth certificate and immunization record.

Policy	Board Action
Adopted: 10/12/2009	2009-10-3
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IGD

COCURRICULAR AND EXTRACURRICULAR ACTIVITIES

The Board, in the interest of affording the children attending its schools the highest level of educational experience obtainable, believes that student activities are an essential part of deliberate education in the United States. Such activities form a logical adjunct to the required or general curriculum and the elective or special curriculum.

Recognizing that student activities are a legitimate part of the school program, the Board has established the following criteria, which all student activity programs must meet:

1. Student activities must have educational value for students.

2. Student activities must be in balance with other curricular offerings in the schools.

3. Student activities must be managed in a professional manner.

GUIDELINES FOR ACTIVITIES PROGRAM

The following guidelines will govern the student activities programs:

1. Student activities are those school activities that are voluntarily engaged in by students, have the approval of the school administration and are sponsored by the faculty, and do not carry credit toward promotion or graduation.

2. Each school, under the direction of the principal and professional staff, will have a well-balanced and effectively administered student activity program designed to stimulate student growth and development by supplementing and enriching the curricular activities.

3. Each activity should be designed to contribute directly to the educational, civic, social, ethical, and leadership development of students involved.

4. The student activity program should receive the same attention in terms of philosophy, objectives, social setting, organization, and evaluation that is given the regular school curriculum.

5. The expenses involved in participating in any student activity and in the total program for a school year should be set so that a majority of the students may participate without financial strain.

6. Activities must be open to all students, regardless of race, religion, sex, national origin, or handicaps.

7. Activities must not place undue burdens upon students, teachers, or schools.

8. Activities should be held on non-school time or at an appropriate designated school time.

9. Activities at any level should be unique, not duplications of others already in operation.

In addition to the above guidelines district high schools will abide by the rules and bylaws of the South Dakota High School Activities Association (SDHSAA). Membership in the SDHSAA will be renewed annually by approval of the Board.

Legal References: SDCL 13-36-4

Adopted: 10/12/2009 2009-10-3
Amended:
Reviewed: 5/11/2015 2015-05-09

File: IGDA

STUDENT ORGANIZATIONS

Student organizations have an important place in the educational program of our schools. When properly organized and operated they will:

1. Extend and reinforce the instructional program.

2. Give students practice in democratic self-government.

3. Build student moral and spirit of positive support for the school.

4. Honor outstanding student achievement.

5. Provide wholesome social and recreational activities.

GUIDELINES FOR STUDENT ORGANIZATIONS

In recognition of the potential educational value of student organizations, the Board authorizes the establishment of such according to the following guidelines:

1. The organization or club must have a regularly employed school staff member as an advisor.

2. The organization must have a direct relationship to or be an extension of some school class, area, or department.

3. The objectives of the organization must respond to an educational need of students in the public schools.

4. There must be enough student interest to warrant the formation or continuance of the organization.

5. The future status of an existing or proposed organization must be recommended by the school principal to the superintendent and then by the superintendent to the Board.

The Board will approve the formation or dissolution of all student organizations according to the above guidelines.

Policy	Board Action
Adopted: 10/12/2009	2009-10-3
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IGDB

STUDENT PUBLICATIONS

Students will enjoy the constitutional rights of freedom of expression. They will have the right to express their views in speech, writing, or through any other medium or form of expression within limitations comparable to those imposed on all citizens but specifically designed for children and youth in a school setting.

The Board will encourage student publications not only because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism, but also because they provide an opportunity for students to express their views.

All student publications will be expected to comply with the rules for responsible journalism. This means that libelous statements, unfounded charges and accusations, obscenity, defamation of persons, false statements, material advocating racial or religious prejudice, hatred, violence, the breaking of laws and school regulations, or materials designed to disrupt the educational process will not be permitted.

The chief executive officer (CEO)/superintendent will establish guidelines that are in keeping with the above and provide for the review of the content of all student publications prior to their distribution.

Review of content prior to publication is not censorship, but part of the educational process as this concerns student publications. It can be pointed out to students, as it frequently is to journalists, that a publisher (in this case, the school system) enjoys freedom to determine what it will and will not publish.

Distribution of Literature

Students have a right to the distribution of literature on school grounds and in school buildings, except that the principal may prohibit the distribution in school buildings of a specific issue or publication if it does not comply with rules for responsible journalism. The principal may require that no literature be distributed unless a copy is submitted in advance.

The time, place, and manner of distribution of literature will be reasonably regulated by the principal.

Policy	Board Action
Adopted: 10/12/2009	2009-10-3
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IGDD

STUDENT PERFORMANCES

The Board recognizes that worthy and appropriate educational values accrue from student participation in civic and community affairs. Teachers will be encouraged to provide students for public performance when:

1. Such performances fit both the aims of the schools and the needs of the students.

2. Such performances are free from the kinds of appeals, and pressures that limit the best development of participants.

3. No student is excluded because of race, color, creed, religion, sex, handicap, national origin, or ancestry.

Students may perform where admission fees are charged only if the proceeds are used for charitable, educational, or civic purposes. Payment for performances may be accepted by the school but not by the individual students. Costs directly related to performances, the supervision of the students, and liability protection for the participants will be responsibilities of the school district.

Approval for all public performances will be given by the chief executive officer (CEO)/superintendent when the above criteria have been met.

Policy	Board Action
Adopted: 10/12/2009	2009-10-3
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IGDF

STUDENT FUND-RAISING ACTIVITIES

Money drives will not be encouraged unless there is justification for purpose and the need is adequate.

Justified fund-raising will be permitted for school classes or groups of students, under the sponsorship of a faculty member, provided they are approved by the chief executive officer (CEO)/superintendent and that benefits derived therefrom will be made available to all members of the class or group.

No project will be allowed that will involve the servitude of an individual.

No lottery will be permitted, including bingo.

There will be no solicitation of donations of any kind from students without permission from principal/superintendent.

A categorical, itemized accounting of money raised at school or in connection with the school other than money deposited in the extracurricular account which is the responsibility of the building principals, will be submitted by the principal to the business manager, to be filed with the district financial records.

Policy	Board Action
Adopted: 10/12/2009	2009-10-3
Amended: 5/11/2015	2015-05-09
Reviewed: 5/11/2015	2015-05-09

File: IGDG

STUDENT ACTIVITIES FUNDS MANAGEMENT

The Board authorizes the establishment and maintenance of a student activity fund for each school, which will be the only authorized depository fund for student clubs or organizations. The principal of the school will be responsible for the proper administration of the financial activities of each student activity account in accordance with the provisions of state law and appropriate accounting practices and procedures. All payments made from the student activity fund will have the prior approval of the faculty advisor and of the principal.

The annual school district audit will include an audit of student organization funds. Payment for the audit will be made from district funds.

Reserves will be limited to amounts estimated as necessary for the beginning of the following year's operation.

Moneys raised by student organizations must be expended for the benefit of students.

All fund-raising projects must be approved in advance by the organization advisor and the principal. This approval will be based upon the intended usage of the funds raised; the nature of the fund-raising activity and the degree to which the proposed activity fulfills the purposes of the organization.

When appropriate, the principal may require the faculty advisor to submit for approval a yearly budget listing proposed activities and projected expenditures and income.

Legal References: SDCL 13-16-19 through 13-16-21

Adopted: 10/12/2009 2009-10-3
Amended:
Reviewed: 5/11/2015 2015-05-09

File: IGDI

INTERSCHOLASTIC ATHLETICS

The Board believes that students benefit from the experiences made possible through participation in interscholastic sports. Learning how to deal with success and failure, developing self-discipline, experiencing the successes of teamwork, and developing physical skills are some of the benefits which can come from these programs.

All interscholastic programs will require Board approval and will operate under the general supervision of the superintendent. Qualified personnel will be assigned to supervise and coach the various sports as needed.

Membership of the district or an individual school in an interscholastic athletic association or league will be subject to annual approval by the Board. The Board will review the constitution and bylaws of any such organization, and its rules and regulations for member teams, before granting approval.

It is the practice of the Board to maintain membership for the district schools in the South Dakota High School Activities Association (SDHSAA). In the conduct of interscholastic athletic programs, the rules, regulations, and limitations outlined by that association will be followed.

Eligibility requirements for participating in athletic programs will be set by the school administration with the approval of the Board and will conform with regulations of the SDHSAA. They will include the requirements that a student have the written permission of his parent or guardian to participate and will have been determined as physically fit for the sport by the school physician or his personal physician.

Additionally, all students participating in interscholastic athletics may purchase insurance available through the school, or the parent or guardian must sign a waiver to the effect that such coverage is not necessary.

Legal References: SDCL 13-36-4

Policy	Board Action
Adopted: 10/12/2009	2009-10-3
Amended: 8/11/11	2011-08-02
Reviewed: 5/11/2015	2015-05-09

File: IGDK

PARTICIPATION OF ALTERNATIVE INSTRUCTION STUDENTS

The Scotland School District (will) (will not) grant permission for alternative instruction students to participate in interscholastic contests.

As a condition of participation, the alternative instruction student must annually fulfill the following conditions:

(1) Demonstrate compliance with CHAPTER I, PART IV – Student Eligibility and CHAPTER II, PART I – Further Eligibility Requirements for Athletic Contests of the SDHSAA BYLAWS (as applicable) by submitting the SDHSAA Eligibility Checklist for Alternative Instruction Students.

(2) Provide documentation of the SDCL 13-27-3 APPLICATION FOR PUBLIC SCHOOL EXEMPTION CERTIFICATE REQUEST and nationally standardized achievement tests in grades tested under the state testing program.

(3) Comply with all the District's eligibility requirements with the exception of attendance requirements. Scholastic/academic eligibility shall be verified per the District's administrative policy following the same procedure used to accept credits towards graduation when an alternative instruction student requests a transfer to the district.

(4) Any student, who was unable to maintain academic eligibility in an accredited school, shall be ineligible to participate as an alternative instruction student for a period of one year. After one year, the student may regain eligibility per the District's administrative policy.

(5) Satisfy the responsibilities and standards of behavior and performance, including related class or practice requirements, as expected of other student participants as a condition for both the initial acceptance and continued membership in the activity including but not limited to:

(a) All the District training rules and codes of conduct will be applicable.

(b)In order to be eligible to audition for and participate in Region Music Contests, All-State Chorus, All-State Orchestra or All-State Band, the student must be currently enrolled and attending the District's parallel musical organization (if one exists) i.e. vocal music, instrumental music, orchestra. (This is the same rule that applies to all students attending a SDHSAA member school.)

(c) A student who is a member of a high school team may not participate in games, practice, tryouts, etc. in that particular sport during the same season on an independent or non-high school team or as a member of any "all- star" team, or completely unattached on an individual basis. (This is the same rule that applies to all students attending a SDHSAA member school.)

(d) All references to calendar shall refer to the District's calendar.

(6) A student who leaves an accredited school for any reason to enter an alternative instruction program, shall be ineligible for interscholastic competition for a period of one year, beginning on the date the student enters the alternative instruction program.

LEGAL REFS.: SDCL 13-36-4; 13-36-7

Policy	Board Action
Adopted: 10/12/2009	2009-10-3
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IGDK-L

SOUTH DAKOTA HIGH SCHOOL ACTIVITIES ASSOCIATION

ELIGIBILITY CHECKLIST FOR ALTERNATIVE INSTRUCTION STUDENTS

(Completed on an Annual Basis)

Member School _____Date Completed_____

Student Name _____Grade _____

The alternative instruction student must comply with all the items on this checklist in order to participate in SDHSAA sanctioned events. Please check (X) each requirement that has been fulfilled. The aforementioned student:

____ meets age/grade requirements (grade 7 or higher, but has not reached his/her 20$^{TH\ birthday}$

____ has not attended more than 4 first semesters and 4 second semesters of school in grades 9-12. These semesters must be consecutive.

____ has completed 20 hours of high school work per week for the preceding semester, unless entering high school for the first time. Twenty hours is equivalent to four full time academic subjects.

____ will attend a minimum of 20 hours of high school work per week, at the alternate instruction site, during each semester of the current school year.

____ seventh and eighth grade students may compete on high school teams provided they meet scholastic standards fully equivalent to those required for students in grades 9-12

____ has not graduated from a regular four-year high school or institution of equivalent rank.

____ was attending classes by the 16th school day of the current semester

____ has not been absent from classes for more than 10 consecutive school days (illness of the student or a death in the immediate family excepted)

____ resides with either a parent or a legal guardian (or court placement documents)

Additional Athletic Eligibility Rules

____ has current forms for parent permit and SDHSAA athletic physical examination

____ has never participated in an athletic contest under an assumed name

____ has never participated in athletics in any institution of higher rank than a standard secondary school

____ has never violated his/her amateur standing

____ is not participating as an individual or as a member of another team during the same sport season while a member of a high school team (i.e. playing on a Y basketball team during the high school basketball season)

Additional Fine Arts Eligibility Rules

____ is currently enrolled and attending the local school's parallel musical organization prior to auditioning and/or participating in Region Music Contests, All-State Chorus, All-State Orchestra or All-State Band. If a student tries out for and makes an All-State event, after which the student quits the high school music organization, the student is not eligible to perform in the All-State event for he/she is no longer actively involved in the local school's music group.

ALTERNATIVE INSTRUCTION COMPLIANCE

Student:

____ has provided school officials with acceptable documentation of compliance with all rules governing alternative instruction programs.

____ has met all member school eligibility requirements

____ has not been declared academically ineligible in any accredited school during the past year. (if student has been declared academically ineligible, he/she is ineligible to participate in SDHSAA events as an alternative instruction student for a period of one year.)

____ has not been enrolled in an accredited school during the past calendar year.

____ has not transferred eligibility from another member school. If so, list member school previously competing with and date of transfer. (Previous school:_____ Date of

transfer:_____). This is allowed one time during the four years of eligibility. If this occurs at the beginning of the school year, the student would become eligible immediately. If the transfer occurs after the first day of school, the student would become eligible following 45 school days. This is applicable to the initial transfer only. Any subsequent transfer results in ineligibility for one year from the date of transfer. We verify that we are in compliance with Chapter 1, Part IV, Section 2 of the SDHSAA Constitution and By-Laws and SDCL 13-27-3 rules and regulations. Furthermore, we acknowledge and accept that fulfillment of the same responsibilities and standards of behavior and performance, including related class or practice requirements, as other students, participating in the interscholastic activity is a condition of participation.

_____ _____

(Signature of parent/guardian) (Signature of student)

I verify that to the best of my knowledge _____ has complied in all respects with the conditions of SDCL 13-27-3 and Chapter 1, Part IV, Section 2 of the SDHSAA Constitution and By-Laws, and that he/she has received permission from our school to participate in interscholastic activities at this high school and will be added to the SDHSAA annual eligibility report.

_____ _____

(High School Principal) (Athletic /Activities Director)

Policy	Board Action
Adopted: 10/12/2009	2009-10-3
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IGEB

HONORARY HIGH SCHOOL DIPLOMAS FOR WWII & KOREAN VETERANS

The Board recognizes the contributions and sacrifices made on behalf of our state and nation by a VETERAN'S service during the period December 7, 1941, to September 2, 1945, inclusive, or during the period June 25, 1950, to July 31, 1953, inclusive. Accordingly the Board will award an Honorary High School Diploma to those qualifying veterans who apply and have a completed EXHIBIT IGEB-E.

The Honorary High School Diploma program will be administered by the chief executive officer (CEO/Superintendent).

LEGAL REFS.: SDCL 33-17-39

Policy	Board Action
Adopted: 10/12/2009	2009-10-3
Amended:	
Reviewed: 5/11/2015	2015-05-09

FILE: IGEB-E

WWII & Korean Veterans Application For A High School Diploma

Veteran's Last Name in Service: Veteran's First Name: Veteran's Middle Name:

_____ _____ _____

(If the veteran served in the military under a different name, enter that information below.)

Veteran's Last Name: Veteran's First Name: Veteran's Middle Name:

_____ _____ _____

Year Veteran ***Entered Military Service*** ***Year Veteran Was Discharged***

_____ _____

Veteran's address ***at the time of entry*** into military service: ***Veteran's Current Address:***

_____ _____

_____ _____

_____ _____

Name and address of South Dakota High School District the veteran selected to award the Honorary High School Diploma:

_____
_____
_____

Signature of Applicant:_____ Date: _____

This section to be completed only by a Veterans Service Officer. "I have reviewed the discharge record which accompanied this application and hereby verify that the veteran is/was an honorably discharged World War II or Korean Conflict Veteran.

Signature of CVSO: _____ Date: _____

Mail completed application, ***after detaching the copy of veteran's honorable discharge record to the high school from which the applicant wishes to receive a diploma.***

Policy	Board Action
Adopted: 10/12/2009	2009-10-3
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IHA

GROUPING FOR INSTRUCTION

The school district will group students in order to increase the effectiveness of each teacher and to make it possible for the teacher to individualize instruction by narrowing the range of student needs within a particular class. Assignment of students to classes should be done on the basis of what is best for the individual student. Students will be assigned to class groups and sections in a manner that will best promote their general growth and development, as well as their intellectual achievement.

Good administration takes into account the importance of parental under-standing and acceptance of the grouping procedure used in the school. The school principal should cooperate with parents and teachers and other staff members in the most effective placement of students in classes. The assignment of classes to teachers is the responsibility of the principal working in cooperation with the chief executive officer (CEO)/superintendent and the teachers concerned.

Grouping within the classroom is desirable and teachers should be encouraged to carry out this procedure. Grouping should be flexible. Some children may be grouped together for one activity and, almost immediately following they may be regrouped for another activity. Children should not, however, remain in the same groups throughout the school year.

Policy	Board Action
Adopted: 11/9/2009	2009-11-4
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IHB

CLASS SIZE

Classes should be of such size and organization as to ensure maximum learning efficiency. The Board recognizes that class size should depend upon age and maturity of student as well as the type of learning activity involved.

New approaches to school organization, such as team teaching and flexible modular scheduling may change many conventional class-size concepts as well as concepts of a "class" as such. However, precluding unusual circumstances, conventional classes should not exceed 3O pupils at the elementary level with a single certified teacher. After 26 pupils the class will be split or a para-educator added. Minimum class sizes may also be established at the discretion of the administration.

Policy	Board Action
Adopted: 11/9/2009	2009-11-4
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IHC

SCHEDULING FOR INSTRUCTION

A primary function of a classroom program is to promote the most effective use of time available. It will be the principal's responsibility to see that a satisfactory instructional program is scheduled for each student in his school building. This schedule should meet the time requirements for certain courses as set by state regulation. It should also provide for the best use of a student's time in relationship to his goals, and within the framework of practicable school operation.

Policy	Board Action
Adopted: 11/9/2009	2009-11-4
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IIA

INSTRUCTIONAL MATERIALS

The Board believes that materials appropriate to the needs of the school program must be available to each student and teacher. These will be furnished by the Board subject to budgetary constraints.

The task of selecting instructional materials and programs will be delegated to the professional staff of the school system.

INSTRUCTIONAL MATERIAL CRITERIA

Because instructional programs and materials are of great importance, only those that meet the following criteria will be approved by the Board:

1. They must present balanced views of international, national, and local issues and problems of the past, present and future.

2. They must provide materials that stimulate growth in factual knowledge, literary appreciation, aesthetic, and ethical values.

3. They must help students develop abilities in critical reading and thinking.

4. They must help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.

5. They must provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, or physical disabilities.

6. They must allow sufficient flexibility for meeting the special needs of individual students and groups of students.

Policy	Board Action
Adopted: 11/9/2009	2009-11-4
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IIAA

TEXTBOOK SELECTION AND ADOPTION

Responsibility for the review and selection of textbooks to be recommended will rest with textbook and/or curriculum committees as appointed by the superintendent or the superintendent's designee. Membership on such committees shall include representation by teachers who will use the texts, administrators, and other staff members as found desirable. Students and parents may be asked to serve.

Principles that apply generally to the selection of instructional materials and library materials will apply to the selection of textbooks and books. The State Board of Education will have the power to review any books or other instructional material selected for use in the district schools. Additionally, basic textbooks and textbook programs will be chosen:

1. To advance the educational objectives of the school system and particular objectives of the course or program;

2. To contribute toward continuity, integration, and articulation of the curriculum;

3. To establish a general framework for the particular course or program.

Because the instructional purposes of textbooks, as stated above, are of such importance, particular care will be taken in their selection as to content.

TEXTBOOK CONSIDERATIONS

Although many points must be examined, the Board directs the staff to be particularly mindful of the following considerations:

1. The needs of all learners, including slow learners and the exceptionally able, must be provided for.

2. Insofar as possible, multiethnic materials which depict a pluralistic society should be selected.

3. Attention should be given to sex roles depicted in the materials.

4. The textbook or textbook program should lead the student and teacher beyond the textbook into a wide variety of other materials and educational experiences.

5. If the textbook deals with problems and issues of our times, it should present and encourage examination of all points of view.

6. Because textbooks are selected for several years' use, special attention shall also be given their physical characteristics, durability, format, and price.

Policy	Board Action
Adopted: 11/9/2009	2009-11-4
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IIAC

LIBRARY MATERIALS SELECTION AND ADOPTION

The Board endorses the School Library Bill of Rights, as adopted by the American Library Association, which asserts that the responsibility of the school library is to:

1. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.

2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.

3. Provide a background of information that will enable students to make intelligent judgments in their daily lives.

4. Provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.

5. Provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.

6. Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

Initial purchase suggestions for library materials may come from all personnel--teachers, coordinators, administrators. Students will also be encouraged to make suggestions. The librarian will be responsible for evaluation and recommendation of all library materials recommended to be included in the school library. Final approval and authority for distribution of funds will rest with the building principal, subject to the approval of the superintendent and in keeping with the Board-approved budget.

Gifts of library books will be accepted in keeping with the above policy on selection. Complaints about library books will be handled in line with Board policy on complaints about instructional materials.

CROSS REF.: KLB, Public Complaints About the Curriculum or Instructional Materials

Policy	Board Action
Adopted: 11/9/2009	2009-11-4
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IIBA

TEACHER AIDES

In approving the employment of instructional or teacher aides in the schools, the Board believes that their services will permit:

1. Teachers more time to devote to actual instruction.

2. More effective grouping for instructional purposes.

3. Wider use of technology in the classrooms.

4. Greater individualized attention for meeting pupil needs.

5. More effective group instruction.

The use of instructional aides will be individually determined and will require a recommendation from the appropriate school building administrator and approval by the chief executive officer (CEO)/superintendent. Official appointment to such a paid position will be made by the Board acting upon the recommendation of the chief executive officer (CEO)/superintendent.

Under no circumstances will instructional aides be given responsibility and duties which are properly and/or legally those of a regularly employed and certificated professional staff member.

CROSS REF.: GDA, Support Staff Positions

Policy	Board Action
Adopted: 11/9/2009	2009-11-4
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IIBD

SCHOOL LIBRARIES

The Board recognizes that an effective school library media center is an important and integral part of the instructional resources of each elementary and secondary school. Consequently, the school district will provide and maintain adequate school library media centers.

Materials in school libraries will include a full range of print and audio-visual media. Library services will include instruction and help in the use of library resources. A school librarian will be employed in accordance with state regulations. The school librarian and assistants will act as teachers in the use of these resources.

The school librarian, together with the school principal and chief executive officer (CEO)/superintendent, will develop such teaching programs and rules for library use as necessary to ensure maximum use of the library services and materials, and control of material.

The chief executive officer (CEO)/superintendent, upon the recommendation of the school librarian, will annually request sufficient funds from the Board to maintain library services at a high level.

LEGAL REFS.: SDCL 13-1-31

Policy	Board Action
Adopted: 11/9/2009	2009-11-4
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IIBE

INSTRUCTIONAL TELEVISION

The Board recognizes that instructional television can provide educational experiences and cultural involvement for students and adults alike. Therefore, the Board endorses the use of instructional television as an integral part of the school curriculum when practical.

When using instructional television in addition to general curriculum materials, a teacher should keep in mind that the program should be suitable to the maturity level of the students, and that the subject matter should be of specific interest to the class curriculum.

Cultural and enrichment television presentations of general interest to the community may also be used for instructional purposes to supplement the curriculum materials. Before recommending the viewing of such a program, the teacher should ascertain that the format and content of the program is suitable for students.

Policy	Board Action
Adopted: 11/9/2009	2009-11-4
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IIBG

USE OF COMPUTERS AND NETWORKS

Access to the internet is available to students and teachers of the school district. Online resources will allow classroom projects such as pen-pal discussions, scientific data collection, and international cultural exchanges. The internet enables worldwide connection to electronic mail, discussion groups, databases, computer software and informational sources such as libraries and museums. The goal of the district through online resources is to promote educational excellence by facilitating resource sharing, innovation and communication within our own community, our nation and worldwide.

With the access of online resources comes the availability of material that may not be considered to be of educational value in the context of the school setting. On a global network, it is impossible to control all materials and an industrious user may discover controversial information. However, it is the district's belief that the valuable information and interaction on these networks far outweigh the possibility that a user may locate material that is not consistent with the educational goals of the district.

The administration will formulate the necessary regulations to carry out the policy of acceptable Internet use and the consequences if violations occur.

Policy	Board Action
Adopted: 11/9/2009	2009-11-4
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IIC (Also KF)

COMMUNITY INSTRUCTIONAL RESOURCES

Helping each child develop to his full potential and become a contributive citizen to this community are important objectives of this district's educational program.

Toward these ends, the Board will encourage administrative and instructional personnel to rely on the community as one available educational tool. The administration will direct the development of a community instructional resources program designed to involve the citizens, the institutions, and the environment of our community in the education of its children.

The chief executive officer (CEO)/superintendent will have supervisory control over the community resources program, which will include the school volunteer service. Members of the staff and of the community will be encouraged to offer their ideas and services through the channels developed by the administration. Community resource files will be developed, noting contacts for voluntary assistance, program contribution, and an evaluation of the effectiveness of each contribution.

From time to time, each school principal may be asked to provide the chief executive officer (CEO)/superintendent with a summary of the extent and effect of using such volunteers. At least annually the chief executive officer (CEO)/superintendent will report to the Board on the involvement and effectiveness of the community in the resource program.

Policy	Board Action
Adopted: 11/9/2009	2009-11-4
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IICC

SCHOOL VOLUNTEERS

The School Board recognizes the need to develop a volunteer program to support district instructional programs and extracurricular activities. The purpose of the volunteer program will be to:

1. Assist employees in providing more individualization and enrichment of instruction;

2. Build an understanding of school programs among interested citizens, thus stimulating widespread involvement in a total educational process;

3. Strengthen school/community relations through positive participation.

A volunteer is a person who works on an occasional or regular basis at school sites or other educational facilities to support the efforts of professional personnel. Such an adult volunteer worker will serve in that capacity without compensation or employee benefits of any type, except for Workers' Compensation. (To be covered for workers compensation, the appointment of a volunteer should be entered into official minutes.)

Volunteers will work with students under the immediate supervision and direction of a certificated person.

Volunteers are expected to comply with all rules and regulations set forth by the district and sign a volunteer commitment statement.

Volunteers are immune from civil liability when acting in good faith and within scope of individual's function and duties for the school district.

Legal References: SDCL 47-23-29; 62-1-5.1

Policy	Board Action
Adopted: 11/9/2009	2009-11-4
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IIGBA

DISTRICT OWNED COMPUTERS

The school district will check out district owned equipment, such as laptop computers, to students. Equipment will be used to fulfill requirements of school programs.

Administrative Implementation Procedures:

1. As available, laptop computers will be checked out for determined terms to students.

2. Students must have on file a checkout agreement signed by their parents acknowledging responsibility for and agreeing to provide appropriate care for laptop computers checked out to them. Abuse, damage, negligence, or loss of this equipment will result in an assessment of cost to parents of students checking out the equipment.

3. The Technology Director is responsible for maintaining a system for inventory of laptop computers used and for keeping records.

Policy	Board Action
Adopted: 11/9/2009	2009-11-4
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IJ

GUIDANCE PROGRAM

A guidance program may be incorporated into the curriculum to aid students in making informed and responsible decisions and in using effective decision making process.

The major objective of the guidance program is to help each child make the best of his or her educational opportunities toward a normal, useful, and happy life.

The program will be directed toward the growth and improvement of all pupils in the school, recognizing, however, that some pupils are in greater need of individual guidance than others.

The program will attempt to provide for each pupil a sense of belonging, self-respect, emotional security, achievement and recognition. It will help students develop an appreciation and understanding of the world in which they live by providing a classroom and school environment in which effective learning and good behavior takes place.

A positive program of correction and prevention of antisocial behavior of students will be provided and will provide a sense of responsibility and self-respect in students.

Policy	Board Action
Adopted: 11/9/2009	2009-11-4
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IK

ACADEMIC ACHIEVEMENT

The philosophy of the Board concerning academic achievement is based on the premise that children have diverse capabilities and interests and individual patterns of growth and learning.

Therefore, the Board feels it important that teachers have as much and as accurate knowledge of each student as is possible through tests and observations of students' intelligence, achievement, work habits, skills, health, and home environment.

The Board recognizes that many factors which cannot be clinically tested—attitude toward others and work habits, for example—may influence a student's success in school as much as his knowledge of subject areas.

The Board recognizes that collaboration between parents, teachers, and students creates an optimal environment for academic achievement.

In fairness to each student, achievement will be judged by assessing each student's work in relation to his or her own progress, and also in terms of his or her degree of mastery of the course work in relation to his or her peer group.

Policy	Board Action
Adopted: 11/9/2009	2009-11-4
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IKA

GRADING SCALE

The grading scale is to be used as a basis for measuring student achievement on classroom work and/or assignments, and to assign an overall class grade at the end of term, is established as follows:

GRADES 3-12

A = 100-94% = 4.0
A- = 93% = 3.7
B+ = 92% = 3.3
B = 91-85% = 3.0
B- = 84% = 2.7
C+ = 83% = 2.3
C = 82-76% = 2.0
C- = 75% = 1.7
D+ = 74% = 1.3
D = 73-67% = 1.0
D- = 66% = .7
F = 65-0% = 0.0

GRADES K-2

S+=100-93%
S = 92-75%
N = 74-66%
U = 65-0%

Policy	Board Action
Adopted: 12/14/2009	2009-12-3
Amended: 5/11/2015	2015-05-09
Reviewed: 5/11/2015	2015-05-09

File: IKAB

STUDENT PROGRESS REPORTS TO PARENTS

The Board feels that it is essential for parents to be kept fully informed of their children's progress in school.

The type of progress reports sent to parents will be devised by the professional staff in cooperation with parents. Report cards will be uniform throughout the district at comparable grade levels except as special forms may be developed for special programs or new forms tried out on a temporary basis.

Report cards will be distributed on a nine-week basis. The nine-week grade will be based on many factors, such as: basal text assignment, both oral and written; class participation; special assignments; research; activities of various types and kinds; special contributions.

Supplementary reports will be required for students in danger of failure. Conferences with parents also will be used as an integral part of the reporting system. A web portal will also be available for parents and students to monitor progress.

Policy	Board Action
Adopted: 11/9/2009	2009-11-4
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IKB

HOMEWORK

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

The chief executive officer (CEO)/superintendent will develop regulations for the assignment of homework according to these guidelines:

1. Homework should be a properly planned part of the curriculum, extending and reinforcing the learning experience of the school.

2. Homework should help children learn by providing practice in the mastery of skills, experience in data gathering and integration of knowledge, and an opportunity to remediate learning problems.

3. Homework should help develop the student's responsibility by providing an opportunity for the exercise of independent work and judgment.

4. In assigning homework, a teacher should consider a student's age and mastery of skills; his need for play time; and/or, his out-of-school responsibilities and activities, which often aid a student in developing his interests or tastes. However, the homework grade is dependent on performance by the student.

5. As a valid educational tool, homework should be clearly assigned and its product carefully evaluated.

6. The schools should recognize the role of parents by suggesting ways in which parents may assist the school in helping a child carry out his responsibilities.

Policy	Board Action
Adopted: 11/9/2009	2009-11-4
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IKE

PROMOTION AND RETENTION OF STUDENTS

The administration and teaching staff must strive to create plans of instruction and instructional organization that will permit students to progress through school according to their needs and abilities.

Students will normally progress annually from grade to grade. However, exceptions to this general policy may be made when it becomes evident that a student should proceed more slowly.

Retention will not be used until other possibilities have been exhausted, including special help, and remedial work.

In all cases of retention, parents must be informed of such possibility well in advance (usually by the third reporting period) and a conference with them sought. In all instances, the advice and help of the guidance and other special school personnel will be used by teachers.

Although teachers may recommend retention, all retentions (as well as promotions) will be assigned by the school principals. Teachers, in recommending retentions and principals in assigning them, will give the reasons why they feel the student should repeat. The school system shall have final authority in the promotion or retention of a student in grades K-12.

The principal will take particular care in assigning more than one retention during a child's elementary school life. The chief executive officer (CEO)/superintendent must approve a second retention assigned any student.

Legal References: SDCL 13-27-1

Policy	Board Action
Adopted: 11/9/2009	2009-11-4
Amended: 5/11/2015	2015-05-09
Reviewed: 5/11/2015	2015-05-09

File: IKF

GRADUATION REQUIREMENTS/EARLY GRADUATION

The Board desires that its standards for graduation meet the minimum standards of the South Dakota Department of Education as well as those of the North Central Association of Colleges and Secondary Schools.

The minimum requirements for graduation from a four-year high school will be 22 credits.

REQUIRED COURSES

The following courses will be required for graduation:

1. English/Language arts 4 units

2. Social Studies 3 units

3. Mathematics/Laboratory science 5 units

(minimum of two units each of

mathematics and laboratory science)

4. Laboratory computer studies 0.5 units

5. Fine arts 1 unit

Students who are unable to meet the graduation requirements will not be permitted to participate in graduation exercises.

Certain vocational education courses or demonstrated mastery of the basic course of studies for computers may be used to partially satisfy required course credit.

EARLY GRADUATION

Graduation in less than four full academic years will be discouraged. However, students who will meet the graduation requirements by the end of their first semester senior year or final semester of the junior year must submit a letter of application to the principal not later than the end of the first semester of the junior year. This letter must be signed by the student's parents and have the approval of the guidance counselor, at least one classroom teacher and the principal. The student may be graduated early at the discretion of the Board.

Legal References: ARSD 24:43:11:01 and 02

Policy	Board Action
Adopted: 11/9/2009	2009-11-4
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IL

TESTING PROGRAMS

The Board believes that a program of group testing can provide a meaningful source of information about the curriculum and overall student achievement. The Board, therefore, authorizes a program of group testing to help accomplish the following objectives:

1. To evaluate strengths and weaknesses of the current curriculum and instruction to identify areas needing change.

2. To compare achievement of district students with themselves and with other students as one means to evaluate student growth.

3. To provide a degree of diagnostic instructional information to teachers about the group(s) of students they work with.

4. To provide general information about a student's probable attitude for school-related tasks.

5. To provide one basis for longitudinal study of student achievement.

Information gained through the use of group tests will be used to design educational opportunities for students to better meet their individual and collective needs. The Board views such information gathering as a primary function of the public schools. Therefore, individual permission of parents will not be required for the administration of these group tests.

The Board recognizes that all tests provide only a limited source of information about an individual student. Information drawn from group tests will therefore be used only in conjunction with all other

information known about a student in advising the student or assisting the student in improving his work.

Records of the results of group tests shall be maintained in accordance with the Board's policy on student records.

Policy	Board Action
Adopted: 11/9/2009	2009-11-4
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IL-R1

STUDENT SURVEYS

The school board recognizes surveys can be a valuable resource for schools and communities in determining student needs for educational services. Such collection of input from students and parents may be used to assist school staff in decision-making related to curriculum and instruction and in program development and operations. To this end, the board supports the use of appropriate surveys in accordance with the guidelines contained in these policies.

Administrators, teachers, and other staff members may use surveys for many purposes, which may include, but are not limited to, the need for student services, the determination of prevailing views pertaining to proposed policies or practices, or the determination of student knowledge or attitudes related to a specific subject or unit. These are examples of surveys and not intended to be an all-inclusive listing. Administrative approval is required for surveys. Responses will not be used in any personally identifying manner.

Surveys conducted for other agencies, organizations, or individuals must have the recommendation of the superintendent and the approval of the school board as to content and purpose. The results of such approved surveys must be shared with the school board.

Policy	Board Action
Adopted: 11/9/2009	2009-11-4
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: ILB

STATE REQUIRED ASSESSMENTS

The superintendent is charged with the administration of all state assessments and is responsible for designing procedures that result in accurate data relating to student progress under district and state accountability systems. As a valuable measurement of student progress, results of state assessments will be shared with the board so the board can use accurate and up-to-date data in district decision making.

If the superintendent has sufficient evidence that cheating on a state-required academic test occurred; the superintendent shall investigate the situation and circumstances. The superintendent shall, per South Dakota Codified Law, report the findings of the investigation to the South Dakota Department of Education. The superintendent will also make a formal report the board, excluding any personally identifiable information of individuals involved.

Cheating is defined as any form of academic dishonesty or cheating, including the unauthorized knowledge of the achievement test by a student or providing unauthorized access to secure test questions or tampering or altering of student answer sheets by school district personnel.

Student and staff handbooks will contain information what constitutes cheating and communicate the possible personal and district sanctions.

Legal References: SDCL 13-3-55

Cross References: GBCB – STAFF CONDUCT

JFC – STUDENT CONDUCT

CHCA – APPROVAL OF HANDBOOKS AND DIRECTIVES

Policy	Board Action
Adopted: 11/9/2009	2009-11-4
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IM (Also AFE)

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Board expects its faculty and administration regularly to evaluate the education program. Such evaluation may be expected to lead to recommendations for modifications of practice, changes in content and new courses.

Elements of this evaluation may include:

1. Testing programs such as nationally standardized general achievement tests, national standardized tests in specific subject areas, and tests administered by other agencies.

2. Study of school achievement records.

3. Extent of and trends in admissions to colleges and universities.

4. State education department specialists and services.

5. Evaluation by other organizations and agencies.

An evaluation of the instructional programs will be made periodically, and the results will be presented to the Board by the chief executive officer (CEO)/superintendent.

CROSS REF.: IFC, Pilot Project Evaluation

Policy	Board Action
Adopted: 11/9/2009	2009-11-4
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: INB

TEACHING ABOUT CONTROVERSIAL ISSUES

Training for effective citizenship is accepted as one of the major goals of the district's schools. The instructional program developed to achieve this purpose properly places great emphasis upon teaching about our American heritage, respect for our established institutions, the rights and privileges we enjoy as citizens, and the citizenship responsibilities that must be assumed in maintaining our American way of life.

To enable students to learn how to become effective citizens, the public schools have an obligation to prepare them for intelligent and conscientious participation in a democratic social order. Such participation requires that students have the opportunity to become cognizant of public issues; to learn the skills of analyzing current problems and arguments; to distinguish between fact and opinion; to gather and organize pertinent facts; and to respect the opinions of others. The schools have the additional responsibility of providing students the opportunity to identify, form, and express their own opinions on controversial issues.

Teachers will use the following guidelines for selection and study of controversial issues in the classroom:

1. The topic and method used in its study should contribute toward helping students develop techniques for examining other controversial issues.

2. The issue should be appropriate to the maturity level background of the students in the class.

3. The issue should be related to the course content and help achieve course objectives.

4. A balanced and fair presentation of the issue should be presented.

Teachers desiring to bring resource people into the class to discuss a particular viewpoint on a controversial issue must first obtain the endorsement of the principal. Care must be taken by the teacher not to expose any one viewpoint as more acceptable than another.

CROSS REF.: IB, Academic Freedom

Policy	Board Action
Adopted: 11/9/2009	2009-11-4
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: IND

SCHOOL CEREMONIES AND OBSERVANCES

During the course of a school year, many opportunities are available to the instructional staff in the district schools to recognize the plural characteristics of American culture. What these days means to minorities must be understood by the total society and viewed by educators as a unifying principle of our democracy.

In view of recent Supreme Court opinions, the school district will not sanction prayers, invocations, or benedictions at school sponsored ceremonies and observances as the Court says this would be a violation of the U.S. Constitution.

LEGAL REFS.: Lee vs. Weisman, (U.S. Supreme Court #90-1014, June 24, 1992)

Policy	Board Action
Adopted: 11/9/2009	2009-11-4
Amended:	
Reviewed: 5/11/2015	2015-05-09

File: INDA/INDB

PATRIOTIC EXERCISES/FLAG DISPLAYS

The American flag will be flown from the mast at each school every day that school is in session. The principal is responsible for flying the flag on school days. A small flag and standard is furnished for each classroom and must be unfurled and in evidence each school day. The Pledge of Allegiance or other patriotic activity will be performed each day in classrooms.

Observation and commemoration of special days and events will be considered a valuable part of the instructional program of the school.

LEGAL REFS.: SDCL 13-24-17, 13-24-17.2

Policy	Board Action
Adopted: 11/9/2009	2009-11-4
Amended:	

File: ING

ANIMALS IN SCHOOLS

Classroom/Building

The governing board recognizes that some students have a moral objection to dissecting or otherwise harming or destroying animals.

Students will not be discriminated against for a decision to exercise this right.

The accommodation of students' requests for alternative educational projects will be left to the discretion of site administrators and teachers.

Agriculture education classes would be exempt from this policy.

Animals on Grounds

When an uncontrolled dog or other animal is discovered on school property, the principal or designee(s) should call the animal control officer or local law enforcement.

In the event of an animal bite, suffered while the animal is being removed from or controlled on school premises, appropriate first aid measures shall be taken and/or seek medical attention. After medical attention has been given the Student Accident Report or Employee Accident Report should be completed and turned into the Administration Office.

Amended:
Reviewed: 5/11/2015 2015-05-09

SECTION J: Students

Section J of the EPS/NSBA policy classification system provides a repository for statements concerning students--admissions, attendance, rights and responsibilities, conduct, discipline, health and welfare services. However, all policies pertaining to the instruction of students, and extracurricular programs and the curriculum are filed in the I (Instruction) section.

JA Student Goals

JB Equal Educational Opportunities

JEA Compulsory Attendance Ages

JEAA Students Alternative Instruction

JEB Entrance Age

JEC School Admissions

JECA Admission of Resident Students

JECAA Admission of New Residents and Students from Unaccredited Schools

JECAA-E Grade Placement Committee Report

JECB-R Admission of Nonresident Students/Open Enrollment Procedure

JECBA Admission of Exchange and Foreign Students

JECE Student Withdrawal from School

JED Student Absences and Excuses

JEDA Truancy

JEDB Student Dismissal Precautions

JEE Student Attendance Accounting

JEF Released Time for Students

JEG Exclusions and Exemptions from School Attendance

JF Student Rights and Responsibilities

JFA Student Due Process Rights

JFAA Search and Seizure

JFC Student Conduct

JFCA Student Dress Code

JFCC Student Conduct on School Buses (Also EEACC)

JFCD Cyber Bullying

JFCF Hazing

JFCG Smoking by Students

JFCH Alcohol and Other Drug Use By Students

JFCI Student Drug Abuse

JFCJ Dangerous Weapons in the School

JFE Released Time for Students

JFG Interrogations and Searches

JFH Student Complaints and Grievances

JG Student Discipline

JGA Prohibition of Corporal Punishment

JGD/JGE Student Suspension/Expulsion

JGD/JGE-E (1) Student Suspension/Expulsion

JGD/JGE-E (2) Student Suspension/Expulsion

JGD/JGE-E (3) Parent, Guardian or other Responsible Person

JGD/JGE-E (4) Notice to Parent of Special Education Student

JGD/JGE-R Procedures for Student Suspensions and Expulsions

JHC Student Health Services and Requirements

JHCA Physical Examinations of Students/Inoculations of Students

JHCC Communicable Diseases

JHCD Administering Medicines to Students

JHCD-E (D) Parent/Guardian Authorization for Assistance with Self-Admin of Medications

JHCD-R Administering Medicines to Students (Definitions)

JHD Student Psychological Services

JHFA Supervision of Students

JHG Reporting Child Abuse

JL Student Gifts and Solicitations

JN Student Fees, Fines, and Charges

JNA Loaning of Textbooks

JO Student Records

JO-N Family Educational Rights and Privacy Act (FERPA) Model Notice For Directory Info

JO-R Compliance With Family Education Rights and Privacy Act of 1974 (Regulation)

JOA Student Recruitment Access to Students and Directory Information

JOA-E Notification to Parents Release of Certain Information

"No Child Left Behind Act"

File: JA

STUDENT GOALS

The student is the focal point of all operations of a school district, consequently, the board will spend much of its time in study, deliberation, and policy formulation on matters directly related to students.

The Board and staff will work together to establish an environment conducive to the best learning achievements for each student through meeting the following goals regarding students.

1. To tailor the learning program in order to provide appropriately for each student according to his or her specific background, capabilities, learning styles, interests, and aspirations;

2. To protect and observe the legal rights of students;

3. To enhance the self-image of each student by helping him or her feel respected and worthy through a learning environment that provides positive encouragement through frequent success;

4. To provide an environment of reality in which students can learn personal and civic responsibility for their actions through meaningful experiences as school citizens;

5. To deal with students in matters of discipline in a just and constructive manner;

6. To provide for the safety, health, and welfare of students;

7. To promote faithful attendance and good work.

Policy	Board Action
Adopted: 12/14/2009	2009-12-3
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JB

EQUAL EDUCATIONAL OPPORTUNITIES

All students of the district will have equal educational opportunities. The Board will not discriminate on the basis of race, color, creed, religion, sex, handicap, economic status, national origin, or ancestry in its policies or programs.

To accomplish this policy on nondiscrimination, the Board will make every effort to provide all students equal access with respect to admission or membership in school-sponsored organizations, clubs, or activities; access to facilities; distribution of funds; academic evaluations; or any other aspect of school-sponsored programs or activities.

The Board recognizes, however, that in implementing this policy children vary widely in capabilities, interests, and social and economic background, and that no two children can be treated exactly alike if the fullest development of each is to be achieved.

LEGAL REFS.: Civil Rights Act of 1964, as amended in 1972, Title VI,

Title VII Executive Order 11246, 1965, amended by Executive

Order 11375 Education Amendments of 1972, Title IX (P.L. 92-

318) 45 CFR, Parts 81, 86 (Federal Register, June 4, 1975,

August 11, 1975)

The American Disabilities Act, July 26, 1990

Education for All Handicapped Children Act (P.L. 94-142)

Section 5O4 of the Vocational Rehabilitation Act of 1973

SDCL 13-28-5; 13-28-6; 13-28-14

CROSS REFS.: AC, Nondiscrimination

IGBA, Programs for Handicapped Students

JFA, Student Due Process Rights

Policy	Board Action
Adopted: 12/14/2009	2009-12-3
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JEA

COMPULSORY ATTENDANCE AGES

Under South Dakota law, children between the ages of six and eighteen are of compulsory school age. It is the responsibility of every person having under their control a child between those ages to see to the child's attendance at school until the child has reached the age of eighteen, unless excused.

Any person who does not see to the school attendance of a child in their care will be guilty of a misdemeanor and if convicted, will be subject to a fine as established by law.

No student will be denied the right of attending school without due process of law.

Legal References: SDCL 13-27-1; 13-27-2; 13-27-11; 13-27-12; 13-27-16; 13-32-4.1

Policy	Board Action
Adopted: 12/14/2009	2009-12-3
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JEAA

STUDENTS ALTERNATIVE INSTRUCTION

A. Excuse From School.

State law requires that children of compulsory school age (at least six (6) years old by the first day of September and not yet eighteen (18) years old) must regularly attend some public or non-public school, unless excused from school attendance by the School Board. All requests for excused absence from school must be in writing. A child will be excused from school attendance if a child is provided with alternative instruction for an equivalent period of time as in the public schools in the basic skills of language arts and mathematics. Any parent or guardian of a child of compulsory school age may request that the child be excused from school attendance. The form for requests for a child to be provided with alternative instruction is provided by the State Department and may be obtained from the chief executive officer (CEO)/superintendent. The request for alternative instruction must be filed annually.

The Scotland School Board shall approve any request for alternative instruction if approval is recommended by the chief executive officer (CEO)/superintendent. Any person seeking an excuse from school attendance for alternative instruction which is not recommended for approval by the chief executive officer (CEO)/superintendent may present the request at the next regularly scheduled or special School Board meeting.

A child so excused from school shall take any test(s) required by State law. Any student who has reached eighteen (18) years of age need not be excused from school in order to receive alternative instruction. A permanent record of all certificates of excuse shall be kept in a safe place as designated by the school board.

B. Re-enrollment in School.

1. Elementary Students. Any child of compulsory school age, who has been receiving alternative instruction in an unaccredited setting, seeking enrollment in the Scotland School District, shall be placed at the child's demonstrated level of proficiency established by the District's standardized

tests. The child's placement may not be at a grade level higher than warranted by the child's chronological age, assuming entry to the first grade at age six (6) years and annual grade advancement thereafter. The standardized test shall be administered by school personnel and scored as required by the test protocols.

2. Secondary Students. Any student who has been receiving alternative instruction in an unaccredited setting and seeks enrollment in the Scotland Public School in grades 9 or above, shall be placed in the grade level established by standardized English and mathematics tests, to be administered by the District. The student shall be assigned the minimum passing credit for the grade levels associated with the standardized tests.

The student may request credit for any other subject equivalent to a subject provided by the Scotland Schools. The high school principal shall review the student's alternative instruction transcript and may award credits based upon the student's performance on teacher-made tests provided to students in similar courses in the Schools. Any such credits so awarded shall count towards the student's required credits for graduation.

C. Appeals of Decisions. Any parent, guardian, or eighteen (18) year old student aggrieved by a grade or credit determination may, pursuant to this policy, appeal the determination to the School Board. Decisions made by the school board under this policy may be appealed to the Secretary of the Department of Education and Cultural Affairs, pursuant to SDCL 13-27-8.

LEGAL REFERENCE: SDCL 13-27-3, 7, 8, 9, and 29.

Cross-Reference: JECAA

Policy	Board Action
Adopted: 12/14/2009	2009-12-3
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JEB

ENTRANCE AGE

KINDERGARTEN

All children entering kindergarten for the first time must be five years of age on or before September 1.

When a child has been enrolled in kindergarten prior to moving to the district and does not meet South Dakota entrance age requirements, a conference involving the building principal, the teacher, and the parent will be held. The parent will be informed that the child will be placed in kindergarten on a trial basis until such time as the principal and teacher can determine whether the welfare of the child can best be served by retaining him or her in school or by withholding admission until the following school year. In most cases, the trial period will not exceed two or three weeks.

FIRST GRADE

All children entering first grade must be six years of age before September 1. First grade transfer students who do not meet state age requirements will be handled in the same manner as the kindergarten students. A student not yet prepared for first grade may be placed in kindergarten.

Proof of birth date will be required, by submitting a certified copy of the child's birth certificate or affidavit. The school will make a copy of the original and place it in the school files.

Legal References: SDCL 13-27-1, 13-27-3.1, 13-28-2

Policy	Board Action
Adopted: 12/14/2009	2009-12-3
Amended:	

File: JEC

SCHOOL ADMISSIONS

In accordance with state law, all persons over five and under 21 years of age and all veterans (except dishonorably discharged veterans) who are residents of the district will be eligible to attend the public schools free of charge, if they have not already received a high school diploma.

Upon registration, all new students will be required to present:

1. Proof of date of birth through a birth certificate or affidavit in lieu of birth certificate.

2. Record of immunizations and a health certificate from a licensed physician.

3. Proof of residency, if requested.

LEGAL REFS.: SDCL 13-27-3.1 13-27-29; 13-28-5; 13-28-7.1 13-28-14

CROSS REF.: JHCA/JHCB, Physical Examinations of Students/Inoculations of Students

Policy	Board Action
Adopted: 12/14/2009	2009-12-3

Amended:
Reviewed: 6/8/2015 2015-06-03

File: JECA

ADMISSION OF RESIDENT STUDENTS

The legal residence of a student, for the purpose of claiming free school privileges will mean the legal residence or domicile of the student's parents or legal guardian.

The parents or legal guardian may not establish residency in a district for the sole purpose of obtaining free schooling in that district.

A child's school residence may not change during the school fiscal year unless the child ceases to be enrolled in the school of the district.

When a child is residing in a foster home on a permanent or temporary basis, the child has school residence in the district where the foster home is located.

Established by law

LEGAL REFS.: SDCL 13-28-9; 13-28-10

CROSS REF.: JEC, School Admissions

Policy	Board Action
Adopted: 12/14/2009	2009-12-3
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JECAA

ADMISSION OF NEW RESIDENTS AND STUDENTS FROM UNACCREDITED SCHOOLS

Grade placement shall be the responsibility of the principal. In general, pupils transferring into the system from accredited schools will be placed in the same grade level as in the school from which they transferred.

A student of compulsory school age, that has been attending an unaccredited school or receiving alternate instruction and enrolls in the school district, shall be placed at the students demonstrated level of proficiency as established by one or more standardized tests. The student's initial placement may not be in a grade level higher than warranted by the student's chronological age assuming entry into the first grade at age six and annual advancement thereafter. After initial placement the student may be advanced according to his or her demonstrated performance.

High school credit will be accepted from high schools approved by the state department of education and/or regional accrediting agencies similar to the North Central Association of Colleges and Schools. A student, who has attended an unaccredited school or has been receiving alternate instruction and enrolls in the school district, shall be placed in English and Mathematics at the level of achievement demonstrated by one or two standardized tests. In all other subjects the principal shall take into consideration transcripts; general achievement; and mental, physical, emotional and social maturity of the student before grade placement. The student's initial placement may not be in a grade level higher than warranted by the student's chronological age assuming entry into the first grade at age six and annual advancement thereafter. After initial placement the student may be advanced according to his demonstrated performance. A student to graduate from high school must meet graduation requirements of the state and school district.

Legal References: SDCL 13-27-1, 13-27-3, 13-27-29, 13-28-21

Policy	Board Action
Adopted: 12/14/2009	2009-12-3
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JECAA-E

GRADE PLACEMENT COMMITTEE REPORT

STUDENT_____DATE OF BIRTH_____

ADDRESS_____

PARENT/GUARDIAN_____

HOME PHONE #_____ BUSINESS PHONE #_____

I._____ _____ _____

Achievement Test Date of Test Test Administrator

_____ _____ _____

Achievement Test Date of Test Test Administrator

Test Areas	Individual Scores (State)	Individual Scores (Scores)	Class Mean	*Proficiency Standards	Acceptable Unacceptable

Composite Reading _____ _____ _____ _____

Composite Math _____ _____ _____ _____

Science _____ _____ _____ _____

Social Studies _____ _____ _____ _____

Composite _____ _____ _____ _____

*Proficiency Standards: Are the student's individual State scores that are not more than one standard deviation below the Class Means scores.

II. Minimum competency subject test:

Subjects Tested	Student's Score	*Proficiency Standards	Acceptable/ Unacceptable
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

*Proficiency Standards: The school district's acceptable proficiency standards for passing a subject.

III. Results of achievement test data and/or minimum competency testing verify that the student has met the district's proficiency standards for the following grade placement and approval of units of credit (high school students):

_____

_____

_____

Signatures of Grade Placement Committee:

_____ _____ _____ _____

Principal Date Counselor Date

_____ _____ _____ _____

Classroom Teacher Date School Psychologist Date

GRADE PLACEMENT COMMITTEE OVERRIDE RECOMMENDATION

STUDENT_____DATE OF BIRTH_____

ADDRESS_____

PARENT/GUARDIAN_____

HOME PHONE #_____BUSINESS PHONE #_____

I. Override recommendations:_____

_____

_____

_____

II. To be completed by committee members:

1. Explain why the standards and procedures that are used with the majority of students resulted in invalid findings for this student._____

_____

_____

_____

2. What data were used to conclude that the student should be placed in a specific grade level or should receive a unit of credit?_____

_____

_____

_____

3. Explain why the data selected for recommending the override had greater relative importance than the achievement test data and minimum competency test data used by the district._____

_____

_____

_____

III. Signatures of grade placement committee members agreeing with the override recommendation.

_____ _____ _____ _____

Title Date Title Date

_____ _____ _____ _____

Title Date Title Date

IV. List the names and positions of those committee members who are not in agreement with the override recommendations.

*_____ _____

Name Position

*_____ _____

Name Position

*Must attach a written statement of why they disagree with the override.

Policy	Board Action
Adopted: 12/14/2009	2009-12-3
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JECB-R

ADMISSION OF NONRESIDENT STUDENTS
OPEN ENROLLMENT PROCEDURE

Process for accepting/denying applicants:

1. Written request from the student must be received.

2. The application of the student must be approved or disapproved by the school board or its designee in which the student desires to enroll.

3. The applicant must be notified within five days of the decision.

4. The school board by November 1, 1997, must adopt standards for acceptance or rejection of an applicant.

5. A committee comprised of the superintendent or designee, principal, and guidance counselor will review each student applicants request using the criteria established by the school district and make recommendations to the school board.

6. In case of special education and/or related services, the request must be channeled through the IEP process involving affected school districts. Resident school district is responsible to see that the student receives an appropriate education.

7. The parent or guardian is responsible for the transportation of the student unless otherwise noted in an individual education plan.

8. All credits shall be accepted for courses completed in another accredited school district.

Criteria/Standards for acceptance of student from another school district are:

1. Capacity of a program;

2. Capacity of a particular class;

3. Capacity of the school building;

4. Capacity of the site;

5. Staffing will be considered.

Criteria/Standards for denying student applicants from another school district are:

1. Request was not filed on time;

2. Insufficient classroom/supportive space;

3. Student on suspension or has been expelled;

4. Students convicted of possession, use or distribution of controlled substance or marijuana;

5. Student convicted of a weapon charge.

Policy	Board Action
Adopted: 12/14/2009	2009-12-3
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JECBA

ADMISSION OF EXCHANGE AND FOREIGN STUDENTS

Foreign students must meet all district entrance requirements (i.e., age, place of residence, immunization). Students who are citizens of a foreign country will be considered residents if they meet one of the following requirements:

* The student resides with his/her parent(s) or legal guardian;

* The student is a participant in a foreign exchange program approved by the school board;

* The student is accepted as a resident under SDCL 13-28-10; and

* The student is in the United States with appropriate documentation (Form I-20) from the United States Department of Justice - Immigration and Naturalization Services.

Proper I-20 forms and the other required papers must be processed by the district, the student, and the sponsoring organization before an international student can be formally admitted to school. The school board reserves the right to limit the number of foreign exchange students, require a proficiency level of English, and limit participation to grades 11 and 12 in order to insure the continued quality of educational programming in the school district.

LEGAL REFS.: SDCL 13-27-3.1, 13-28-5, 13-28-7.1, 13-28-9, 13-28-10

Immigration Reform and Control Act of 1986

Policy	Board Action
Adopted: 12/14/2009	2009-12-3
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JECE

STUDENT WITHDRAWAL FROM SCHOOL

Student withdrawal from school may be classified into two categories: Those who transfer to another school system, either public or private, and those who withdraw from permanent attendance at any school (dropouts).

If a student wishes to withdraw from school to transfer to another school district he or she should see the principal who will instruct him as to procedure. When transferring to another school, a student should make arrangements with the office to forward credits to the proper school. All outstanding obligations to the school the student is currently enrolled in must be satisfied before credits can be transferred.

The Board is very concerned about those students who may permanently withdraw from school. The Board believes a high school diploma signifies the minimum preparation for life. Consequently, students who withdraw from school may have less than a minimum preparation. Therefore, the Board strongly urges every teacher, guidance counselor, principal, parent, guardian and citizen to exert all influence to keep all students in school through high school graduation.

The instructional staff should be alert to potential dropouts and do everything possible to give the necessary guidance to such students. The regular school program should be organized and modified to suit the student's needs and aspirations. Conferences with parents may be necessary. All students should be asked to notify the principal before withdrawing. The school should keep in contact with students who have withdrawn.

Students who are 18 years of age, and who have parent or guardian written approval to withdraw, may withdraw from school. Each student will be informed of his or her right to be readmitted to school upon request.

Students seeking re-admittance to the district schools will be permitted to re-enroll at the beginning of established semesters, and will be required to provide notification of their intent to re-enroll one week prior to the start of a semester.

Policy	Board Action
Adopted: 12/14/2009	2009-12-3
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JED

STUDENT ABSENCES AND EXCUSES

A student's contribution to and achievement in class are directly related to attendance. Both students and parents must understand that students miss a vital portion of their education when they are absent from school.

While it is true that written work can be completed for make-up, class instruction or presentations, discussions, some audio-visual presentations, or student-teacher interaction can never be made up.

Certain absences of students will be excused by the principal on receipt of a written, signed explanation from the parent or guardian. These absences will include:

1. Illness or quarantine;

2. Bereavement or serious illness in family;

3. Weather so inclement as to endanger the health of the child;

4. For observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the school administrator. Also with such approval, students may be excused from school attendance for up to five days each term for attendance at a state or nationally recognized youth program of educational value.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justifiable. Any absence other than excused absence is considered truancy.

Legal References: SDCL 13-27-6; 13-27-6.1 13-27-7; 13-27-8; 13-27-9

Policy	Board Action
Adopted: 12/14/2009	2009-12-3
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JEDA

TRUANCY

Through cooperation with parents, strict adherence to regulations in regard to tardiness and unexcused absence, and diligence in investigating the causes of absence, the Board will endeavor to reduce tardiness and truancy.

The district truancy officer will be responsible for enforcing the compulsory attendance laws which require regular attendance, provide for penalties if parents and guardians do not carry out their responsibilities, and establish procedures for referral of a truant student to juvenile authorities.

The district truancy officer shall make and file truancy complaints, and any teacher, school officer or any citizen may make and file a truancy complaint before the circuit court judge.

Legal References: SDCL 13-27-14; 13-27-16; 13-27-18 through 13-27-21; 13-27-28

Policy	Board Action
Adopted: 12/14/2009	2009-12-3
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JEDB

STUDENT DISMISSAL PRECAUTIONS

Students in any school, grade, or class may not be dismissed before the regular hour of dismissal except with the approval of the superintendent or the superintendent's designee.

A teacher may not permit any individual student to leave school prior to the regular hour of dismissal except by permission of the principal.

No student will be permitted to leave school prior to the dismissal hour in the company of anyone other than a school employee, or parent of the child, unless the permission of the parent has been first secured. If a policeman or court official requests the dismissal of a pupil during school hours, he or she must have a warrant or written request by parents before the student is dismissed.

Policy	Board Action
Adopted: 12/14/2009	2009-12-3
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JEE

STUDENT ATTENDANCE ACCOUNTING

The Board recognizes the importance of student accounting. Accurate information regarding the whereabouts of school-age children, both public and private, is essential to the operation of the school district.

As required by state law, the superintendent will be responsible for an accurate record of the attendance or nonattendance of all students who should be enrolled in school. The school district truancy officer will also keep a record of all those children who are required by law to be enrolled in school and who do not attend, or whose attendance is irregular.

Legal References: SDCL 13-27-9; 13-27-15; 13-27-17

Policy	Board Action
Adopted: 12/14/2009	2009-12-3
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JEF

RELEASED TIME FOR STUDENTS

The Board will permit students, with the written consent of their parents, to receive moral or religious instruction at a suitable place away from the school, as designated by the religious group.

Students will be excused from school for such purposes no more than one hour per week.

The superintendent is instructed to establish regulations, governing the attendance of students and their reporting for such instruction.

Students enrolled in the district normally will not be released from school for private instruction in music, gymnastics, or other activity. The discretion of the building principal, however, may be exercised in unique or unusual circumstances.

Legal References: SDCL 13-33-10

Policy	Board Action
Adopted: 12/14/2009	2009-12-3
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JEG

EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

The law provides for the exemption of students of compulsory school age from attendance when the child is provided with competent alternative instruction for a like period of time as would be provided by the public schools.

The Board may issue a certificate of exemption for a student after an application for excuse has been made in writing. The certificate will state the reason for the excuse and the period for which it is issued. The Board may immediately revoke a certificate of excuse, if, upon inspection by the Secretary of Education and Cultural Affairs, it is shown that the student is not being taught in compliance with the standards of state law.

Upon revocation or denial of a certificate of alternative instruction, the parent or legal guardian may appeal the decision to the State Board of Education, which will conduct a hearing. The State Board's decision will be final.

Established by law

LEGAL REFS.: SDCL 13-27-3; 13-27-7; 13-27-8; 13-27-9

Policy	Board Action
Adopted: 12/14/2009	2009-12-3
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JF

STUDENT RIGHTS AND RESPONSIBILITIES

The Board recognizes that it has the responsibility to assure students the legal rights that are theirs by virtue of guarantees offered all persons under the federal and state constitutions and statutes. In connection with rights are responsibilities that must be assumed by students.

Students are responsible for the way they exercises their rights, and must accept the consequences of their actions and recognize the boundaries of their rights. Each exercise of an individual's rights must demonstrate respect for the rights of others.

STUDENT RIGHTS IN PUBLIC SCHOOLS

These statements set forth the rights of students in the public schools of the district and the responsibilities that are inseparable from these rights:

1. Civil rights—including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.

2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.

3. The right to due process of law with respect to suspension and expulsion.

4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.

5. The right to privacy, which includes privacy in respect to the student's school records.

As part of the educational process, students should be made aware of their legal rights and of the legal authority of the Board to make, and delegate authority to its staff to make, rules regarding orderly operation of the schools.

Policy	Board Action
Adopted: 12/14/2009	2009-12-3
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JFA

STUDENT DUE PROCESS RIGHTS

All students are entitled to due process when they are subjected to disciplinary actions such as suspension or expulsion. The Board and school officials have the legal authority to deal with disruptive students and student misconduct. Due process, in the context of the administrative proceedings carried out by school authorities, refers to the hearing procedures established by the State Board of Education.

Due process procedures will conform to the following basic practices:

1. They must be fair.

2. They must apply equally to all.

3. They must be enforced in a fair manner, which involves:

    --adequate and timely notice and an opportunity to prepare a defense.

    --an opportunity to be heard at a reasonable time and in a meaningful manner.

    --the right to a speedy and impartial hearing on the merits of the case.

LEGAL REFS.: SDCL 13-32-4

ARSD 24:07:01 et seq

CROSS REF.: JGD/JGE, Student Suspension/Expulsion

Policy	Board Action
Adopted: 12/14/2009	2009-12-3
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JFAA

SEARCH AND SEIZURE

All district property, including, but not limited to, real estate, buildings, offices, desks, storage areas, lockers, computer systems and equipment, voice-mail, and vehicles, is owned by the district, and is intended for educational purposes, and district business, at all times.

Staff members shall have no expectation of privacy when using school property. The district reserves the right to monitor, inspect, copy, review and store (at any time and without notice) all usage of district property including computer and computer systems, including all internet and electronic communications access and transmission/receipt of materials and information. All material and information accessed and/or received through district computers and computer systems shall remain the property of the school district.

System users have no right of privacy and should have no expectation of privacy in materials sent, received, or stored in district-owned computers or on the district system or within the physical area of the district. School officials reserved the right to review district system/property use at any time to determine if such use meets the criteria set forth in school board policies and district regulations. Routine maintenance and monitoring of the system and physical plant may lead to the discovery that the user has or is violating district policy or law. Once a problem is discovered, an individual search may be conducted. The search/investigation will be reasonable and will be in keeping with the nature of the alleged misconduct.

Employees violating acceptable use of district property, or policy, are subject to disciplinary action by the Superintendent or designee. Disciplinary action may include recommendation for dismissal, depending on the nature of the violation.

Legal References: SDCL 13-5-1; 13-8-39

Policy	Board Action
Adopted: 2/08/2010	2010-02-03

Amended:
Reviewed: 6/8/2015 2015-06-03

File: JFC

STUDENT CONDUCT

Students in the district schools are expected to act in such fashion that their behavior will reflect favorably on the individual student and on the school; will show consideration for fellow students; and will create a harmonious school atmosphere. To accomplish this, all students must recognize their individual responsibilities and obligations and discharge them in accordance with the school regulations.

Any of the following actions or similar behavior will subject a student to suspension, expulsion, or other school disciplinary measure:

1. Intentionally causing or attempting to cause substantial damage to school property; or stealing or attempting to steal school property;

2. Intentionally causing or attempting to cause substantial damage to private property; stealing or attempting to steal private property;

3. Intentionally causing or attempting to cause physical injury to another person except in self-defense;

4. Knowingly possessing or transmitting any firearm, knife, explosive, or other dangerous object, except as allowed by law;

5. Knowingly possessing, using, transmitting, or being under the influence of, any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind except pursuant to a valid prescription which has been provided to the school;

6. Knowingly using or copying the academic work of another and presenting it as his or her own without proper attribution;

7. Repeatedly and intentionally defying the valid authority of supervisors, teachers, or administrators, and/or causing interruption of the school program;

8. Using a substance or device to communicate a terroristic threat;

9. Using a hoax substance or device to cause fear of a terroristic act;

10. Falsely reporting a threat.

In addition to school disciplinary measures some of the above actions are subject to punishment through civil and criminal authorities.

The above prohibited actions will be printed in a handbook or other publication and made available to students and parents.

Legal References: SDCL 13-32-5; 13-32-6; 13-32-7; 22-14A-24; 22-14A-25 25-5-15

Policy	Board Action
Adopted: 2/08/2010	2010-02-03
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JFCA

STUDENT DRESS CODE

The Board recognizes that it is the prerogative of parents to determine what is appropriate dress and grooming for their children in accordance with the age and grade of these students. It is hoped that decisions made by parents and students in these matters will reflect favorably upon the individual, the school, and the community.

There are certain restrictions necessary on a student's dress and grooming when such dress and grooming may create a health or safety hazard; invade the rights of others; or, be disruptive to the educational environment by detracting from the decency and decorum in school. It will be the responsibility of the building principal to determine violations of the intent to this policy and to take necessary corrective action.

Policy	Board Action
Adopted: 2/08/2010	2010-02-03
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JFCC (Also EEACC)

STUDENT CONDUCT ON SCHOOL BUSES

When a child is riding, boarding, or leaving the bus, the bus driver has supervisory control over the student and may exercise reasonable and necessary physical restraint to maintain that control.

In view of the fact that a bus is an extension of the classroom, the Board will require children to conduct themselves in the bus in a manner consistent with established standards for classroom behavior.

In cases when a child does not conduct himself properly on a bus, such instances will be brought to the attention of the building principal and transportation supervisor by the bus driver. The building principal or transportation supervisor will inform the parents of the misconduct and request their cooperation in checking the child's behavior.

Children who become a serious disciplinary problem on the school bus may have their riding privileges suspended by the principal or transportation supervisor. In such cases, the parents of the children involved become responsible for seeing that their children get to and from school safely.

LEGAL REF.: SDCL 13-32-2, 13-32-4

Policy	Board Action
Adopted: 2/08/2010	2010-02-03
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JFCD

CYBER BULLYING

Cyber bullying is all forms of harassment over the Internet or other forms of electronic communications, including cell phones. Students and staff will refrain from using communication devices or District property to harass or stalk another. The District's computer network and the Internet, whether accessed at school or away from school, during or after school hours, may not be used for the purpose of cyber bullying. All forms of cyber bullying are unacceptable and viewed as a violation of this policy and the District's acceptable computer use policy and procedures.

Users are responsible for the appropriateness of the material they transmit. Hate mail, harassment, discriminatory remarks, or other anti social behaviors are expressly prohibited. Cyber bullying includes, but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or web site postings, including blogs. It is also recognized that the author (poster or sender) of the inappropriate material is often disguised (logged on) as someone else.

Students and community members who believe they have been the victims of such misuses of technology, as described in this policy, should not erase the offending material from the system. A copy of the material should be brought to the attention of a principal or teacher.

The administration shall fully investigate all reports of cyber bullying.

In situations in which cyber bullying originated from a non-school computer, but brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly interrupts or severely impedes the day-to-day operations of a school. In addition, such conduct must also violate a school policy. Such conduct includes, but is not limited to, threats, or making a threat off school grounds, to harm a member of the school staff or a student.

Malicious use of the District's computer system to develop programs or to institute practices that harass other users to gain unauthorized access to any entity on the system and/or damage the components of an entity on the network is prohibited.

Disciplinary action may include, but is not limited to, the loss of computer privileges, detention, suspension, or expulsion for verified perpetrators of cyber bullying. In addition, when any kind of threat is communicated or when a hate crime is committed, it shall be reported to local law officials.

Policy	Board Action
Adopted: 2/08/2010	2010-02-03
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JFCF

HAZING

It is the policy of the Board of Education and school district that hazing activities, of any type, are inconsistent with the educational process and will be prohibited at all times.

Hazing is defined as doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person.

Permission, consent, or assumption of risk by an individual subjected to hazing does not lessen the prohibition contained in this policy.

No administrator, faculty member, or other employee of the school district will encourage, permit, condone, or tolerate hazing activities. No student, including leaders of student organizations, will plan, encourage, or engage in any hazing.

Administrators, faculty members, and all other employees of the school district will be particularly alert to possible situations, circumstances of events, which might include hazing. If hazing or planned hazing is discovered, involved students will be informed by the discovering school employee of the prohibition contained in this policy and will be required to end all hazing activities immediately. All hazing incidents will be reported immediately to the superintendent.

Administrators, faculty members, students, and all other employees who fail to abide by this policy may be subject to disciplinary action, and may be liable for civil and criminal penalties in accordance with state law.

The contents of this policy will be distributed in writing to all students and school district employees following its official adoption by the Board of Education. In addition, this policy will be incorporated into building, employee staff meetings or in-service programs.

Legal References: SDCL 13-8-39, 13-32-1, 13-32-2, 13-32-4, 13-32-5 South Dakota Executive Order 81-08 Federal Title IX (1972 Education Amendments)

Policy	Board Action
Adopted: 2/08/2010	2010-02-03
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JFCG

SMOKING BY STUDENTS

The Board, recognizing health and safety hazards associated with smoking, will prohibit smoking in the schools or on the school grounds during the school day and at any school function. This policy includes electronic cigarettes.

The superintendent will implement this policy with appropriate regulations, spelling out disciplinary action for students violating established policy.

It is hoped that all concerned will refrain from smoking by their own volition and for their own benefit.

It is unlawful for a minor to purchase, possess, receive or consume tobacco products.

Legal References: SDCL 34-46-2

Resource: NSBA (1987) No Smoking: A Board Member's Guide to Nonsmoking

Policies for Schools; 1680 Duke Street, Alexandria, VA 22314

Policy	Board Action
Adopted: 2/08/2010	2010-02-03
Amended: 6/8/2015	2015-06-03
Reviewed: 6/8/2015	2015-06-03

File: JFCH

ALCOHOL AND OTHER DRUG USE BY STUDENTS

The Board recognizes its share of the responsibility for the health, welfare, and good of the students who attend the district's schools. Alcohol and other drug use is wrong and harmful and can interfere with a student's ability to learn and function responsibly in the school setting and community. Anything that can interfere with the development of an adolescent, therefore, must be evaluated as to its impact to both the young person and the community. Psychoactive and mood altering drugs can destroy the health and well being of an individual. The school community defines drug use as a serious health problem and is committed to discouraging this behavior and to encouraging young people to seek help should a problem arise.

As educators, we recognize that chemical abuse (alcohol and drugs) has become a serious problem in our country. We accept our obligation to establish a positive environment in which these problems can be presented through a comprehensive school drug free program and be addressed locally in a helpful and supportive, rather than a punitive way. One of our goals is to prevent all use by students. Accomplishing this goal, we realize will entail training teachers, counselors and other staff members to educate themselves and the community about the impact of drug abuse. Other goals are to teach staff to identify indicators of alcohol and/or other drug use problems and to know what resources are available to address these problems if they are observed. The administration recognizes that the problems of alcohol and/or other drug use are a school and community issue. Therefore, we are committed to cooperate with agencies and community groups that address these issues.

The following document outlines policy on student use of alcohol and other drugs in the school district. This policy is in effect on premises owned, leased or maintained by the school district, at all school-related activities on and off campus, on vehicles used to transport students to and from school or at other activities and in vehicles parked on school property. Student and parent members of the school community are expected to know and understand the policy provisions and its mandatory nature. A copy of the policy will be provided to all students and parents.

USE OF PASSIVE ALCOHOL SENSOR (PAS)

A device known as a Passive Alcohol Sensor (PAS) may be used to check for alcohol breath and can be used with or without a subject's direct participation.

When used without direct participation, it is known as passive breath sampling, as opposed to active testing when the subject blows directly into a mouthpiece or the intake port. There may be times when the PAS can be used passively, i.e., as it can detect alcohol in open containers or in enclosed spaces such as normal course of action when faced with the question of possible consumption. All due process precaution will continue to be in place. Given reasonable suspicion of use or possession, the following steps will occur:

1. Reasonable suspicion, such as a staff referral or information gathered during an investigation, will initiate administrative contact with said student.

2. The student will be directed to an office area where he or she will be kept in observation and questioned regarding the concern of alcohol consumption.

3. The student may, at that point, confirm or deny the report.

4. After a period of observation and questioning, we will inform the student of our new, less invasive means of detecting breath alcohol and allow the subject to speak/breath across the intake port of the PAS III.

5. Next, the subject will be informed of the PAS III result. (The sensor either detected the presence of alcohol or it did not.)

6. If it is determined that the subject has consumed alcohol, we will inform the subject and his or her parents of our suspicions and proceed as provided in this policy.

7. The subject may continue to deny consumption and wish to pursue the issue further. At this point, he or she will be informed of an alternative to clear the allegation of consumption. This would involve the opportunity to take a breathalyzer through the local police department or blood

test at the hospital. The subject will also be informed that he or she may face legal consequences as a result of failing the breathalyzer or blood test.

Legal References: SDCL13-32-4.3 26-11-5.1 22-42-19; Public Law 101-226

Policy	Board Action
Adopted: 2/08/2010	2010-02-03
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JFCI

STUDENT DRUG ABUSE

The Board recognizes its share of the responsibility for the health, welfare, and safety of the students who attend the district's schools. The Board is concerned about the community problem of drug abuse and further recognizes that the use of narcotic drugs, depressants, and other controlled substances illegally and/or inappropriately constitutes a hazard to the positive development of students. Therefore, the district's policy on drugs requires:

1. The education of students to bring about awareness and understanding of the dangers inherent in the use of controlled drugs.

2. The provision in each school of counseling services that will make it possible for drug-troubled students to seek and get counseling any time without fear of reprisal and with assurance of the confidentiality of the counseling.

3. Emergency health and safety care which may be in order for students under the active influence of drugs at school or in connection with any school activity.

4. Close cooperation by school officials with parents or guardians of students seriously suspected or reliably reported to be illegally involved with controlled drugs. This requires that parents be notified and conferences be arranged when suspicion of drug abuse in any form (use, possession, or distribution) is sufficiently founded. This is intended as a time when school officials may work with parents or guardians without involving law enforcement agencies and without taking disciplinary action.

5. The prohibition of the use, possession, or distribution of illegal drugs on school property or in connection with any school activity. Violation of this provision must be reported to the proper law enforcement agency and is cause for suspension from school.

6. Any person caught, the subject of a youth diversion program, or the subject of a suspended imposition for the possession, use, or distribution of controlled drugs or substances or marijuana will be restricted from participation in extracurricular activities as sanctioned by the South Dakota High School Activities Association for one year. If, however, the student participates in an assessment with a certified chemical dependency counselor or completes an accredited intensive prevention or treatment program, the suspension will be reduced to sixty school days. If the assessment indicates a need for a higher level of care, the person will be required to complete the prescribed care before becoming eligible to participate in extracurricular activities. Upon a second offense, the ban becomes permanent.

The superintendent will be responsible for developing legally sound procedures for implementation of this policy.

Legal References: SDCL 13-32-4.3; 13-32-9; 13-55-29; 22-42-15; 22-42-19; 26-11-5.1

Policy	Board Action
Adopted: 2/08/2010	2010-02-03
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JFCJ

DANGEROUS WEAPONS IN THE SCHOOL

Schools should be an example of what is required regarding the observance and respect for law in society at large. Schools also must be highly conscious of the health, safety, and welfare of students, staff, and the public.

State and federal laws as well as board policy forbids the bringing of dangerous or illegal weapons to school or school sponsored activities. Any weapon taken from a pupil shall be reported to the pupil's parents. Confiscation of weapons will be reported to law enforcement. Appropriate disciplinary or legal action or both shall be pursued by the building principal.

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 firearms 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, authorized supervised school training sessions for the use of firearms and to the ceremonial presence of unloaded weapons at color guard ceremonies. Any violations shall be reported to local law enforcement authorities.

Any student bringing a firearm to school, except as provided by law, shall be expelled for not less than twelve months and will be referred to law enforcement authorities. The chief executive officer (CEO)/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.

LEGAL REF.: SDCL 13-32-4.2 13-32-7; 22-1-2

Improving America's Schools Act of 1994, P.L. 103-382, page 59

Policy	Board Action
Adopted: 2/08/2010	2010-02-03
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JFE

PREGNANT/MARRIED STUDENTS

Marital, maternal, or paternal status shall not affect the rights and privileges of students to receive a public education nor to take part in any extracurricular activity offered by the School District. Pregnant students will continue in school in all instances when continued attendance has the sanction of the expectant mother's physician. The physician's approval of this continued attendance must be on file at the school. The school administration is authorized to make special arrangements for the instruction of pregnant students and to provide an educational program designed to meet their special needs.

Policy	Board Action
Adopted: 6/8/2015	2015-06-03
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JFG

INTERROGATIONS AND SEARCHES

SEARCHES BY STAFF

The right of inspection of students' school lockers is inherent in the authority granted school boards and administrators. This authority may be exercised as needed in the interest of safeguarding children, and their own and school property.

Nevertheless, exercise of that authority by school officials places unusual demands on their judgment so as to protect each child's constitutional rights to personal privacy and protection from coercion and to act in the best interest of all students and the schools.

The following rules apply to the search of school property assigned to a specific student (locker, desk, etc.), and the seizure of items in his possession:

1. There should be reasonable cause for school authorities to believe that articles are kept in the locker, desk, or other storage space whose possession constitutes a crime or rule violation.

2. Search of an area assigned to a student should be for a specifically identified item.

3. General housekeeping inspection of school property may be conducted with reasonable notice.

4. Illegal items (drugs, weapons, etc.) or other possessions reasonably determined to be a threat to the safety or security of others may be seized by school authorities at any time.

SEARCHES OF STUDENT PROPERTY BY POLICE

A proper search warrant is required for any search of a student's personal property kept on school premises; however, if the police have reason to believe any item that might pose an immediate threat to the safety or security of others is kept in a student locker, desk, or other storage space, searches may be conducted without a previously issued warrant.

INTERROGATIONS BY POLICE

The school district has legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials. Therefore:

1. When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the school principal or the principal's designee will cooperate. An effort will be made to contact the student's parent or guardian so that the responsible individual may be notified of the situation.

2. Parents or guardians will not be contacted in child abuse cases if the law enforcement official requests confidentiality.

3. If custody and/or arrest is involved, the principal will request that all procedural safeguards, as prescribed by law, be observed by the law enforcement officials.

Policy	Board Action
Adopted: 2/08/2010	2010-02-03
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JFH

STUDENT COMPLAINTS AND GRIEVANCES

The Board recognizes that there may be conditions in the school district that are in need of improvement and that students should have some means by which their concerns may be effectively expressed, considered, and dealt with fairly. Such means, if well conceived and understood in advance, can do much to maintain harmonious relationships between the schools and the students and community.

The Board desires student complaints and grievances to be resolved through orderly processes and at the lowest possible level, but that channels be provided for eventual hearing by the Board in instances when this becomes necessary. Therefore:

1. Any student or his or her parent or guardian will be provided the opportunity to discuss with the student's teacher a decision or situation which the student, parent, or guardian considers unjust or unfair.

2. If the incident remains unresolved, the student or his or her parent or guardian or the teacher, may bring the matter to the principal's attention for consideration and action.

3. The student may also bring a matter of general student concern to the attention of class officers or the student council (in grades and schools where such are elected) for possible presentation to the principal.

4. If the matter is still unresolved after the procedure outlined above, it may be brought to the superintendent for consideration.

5. Complaints that remain unresolved following any action of the superintendent may be referred in writing to the Board for review.

The Board's decision will be final unless an appeal hearing is requested.

Policy	Board Action
Adopted: 2/08/2010	2010-02-03
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JG

STUDENT DISCIPLINE

Staff and students share responsibility for maintaining a climate in which education can be pursued. What is best for the individual must be balanced with what is most desirable for the entire school population.

The following principles will be observed by the school staff in maintaining student control and discipline in the schools:

1. It is believed that most individuals modify behavior faster under praise than under blame. Therefore, the general approach to discipline will be a positive one. This will include attempting to identify the social, emotional, and academic problems that underlie a student's poor attitude or misconduct, and striving to meet his or her social, emotional, and academic needs.

2. Every individual needs to feel worthy and accepted as a person. In criticizing a student for his or her conduct or attitude and in taking disciplinary action, teachers and other staff members will endeavor to show the student that it is his or her behavior that is objectionable, not the student.

3. The best discipline is self-discipline. Modes of student control over classroom management will offer students the freedom to acquire self-control and self-discipline. This freedom will be extended in keeping with the student's maturity.

Within the above guidelines and specific policies regulating conduct and disciplinary action, the superintendent will set up procedures for dealing with disciplinary problems.

The Board extends to all of its school employees, professional and nonprofessional, the authority to enforce policy and regulations governing student behavior. Students will comply with the directions given them by staff members.

Policy	Board Action
Adopted: 2/08/2010	2010-02-03
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JGA

PROHIBITION OF CORPORAL PUNISHMENT

The use of corporal punishment, defined as any act of physical force on a pupil for the purpose of punishing that child, is not acceptable in this district and will not be tolerated as a disciplinary measure. The term will not apply, however, to the use of reasonable physical force in the following situations.

1. For self-defense;

2. To protect other persons from physical injury;

3. To protect property of the school or others;

4. To remove a student who has refused to comply with requests to refrain from disruptive behavior; and

5. To restrain or control a student that is out of control.

By law, physical force may be used by the chief executive officer (CEO)/superintendent, principal, supervisor, and teachers and their aids and assistants. This authority extends to any person delegated to supervise children who are authorized to attend a school function away from school premises and to school bus drivers.

Any employee using physical force to control a student will document the incident in writing, with copies given to the principal and chief executive officer (CEO)/superintendent by the close of the following school day. The superintendent will keep the Board appraised of unusual or extreme incidents

of the use of physical force. In-service training for teachers and staff in the use of alternative, positive measures of discipline may be provided.

Policy	Board Action
Adopted: 2/08/2010	2010-02-03
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JGD/JGE

STUDENT SUSPENSION/EXPULSION

(optional form)

Serious breaches of standards of behavior may result in suspensions or expulsions from school. By law, the Board has the authority to suspend or expel beyond ten days students for violation of school rules or policies, or for insubordination or misconduct. The principals are authorized to suspend pupils for not more than ten school days and by the chief executive officer (CEO)/superintendent of schools for not more than 90 days. The period of expulsion may extend beyond the semester in which the violation, insubordination, or misconduct occurred. Any expulsion for consumption or possession of beer or alcoholic beverages may not extend beyond ninety school days.

Any student bringing a firearm to school, except as authorized by law, shall be expelled for not less than twelve months and will be referred to law enforcement authorities. The (CEO)/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.

Generally, a suspension may be imposed when a student's behavior creates a threat to his own or other's safety or imposes a threat to property or premises or creates a serious disruption of the school environment. Behavior such as fighting or committing an assault on another; stealing; vandalism; possessing weapons, explosives or other prohibited materials; making a false alarm or terroristic threat; lewd or threatening behavior or language; possession of drugs; or possession of beer or alcoholic beverages on the school premises or at school activities may result in suspensions.

Students who are guilty of continued serious misconduct which results in repeated suspension and who therefore interfere with the opportunity of other students to carry on their learning activities may be recommended to the Board for expulsion from school.

Hearing procedures as established by state regulations will be followed for all students who receive long-term suspensions or expulsion.

* In case of a suspension by the superintendent for more than ten school days, the pupil or his parents or others having his/her custodial care may appeal the decision of the superintendent to the board of education.

**Additional procedures mandated by state and federal law apply to special education students attending schools under the terms of an I.E.P. (Individual Educational Program).

LEGAL REFS.: SDCL 13-32-4; 13-32-4.2 13-32-5; 13-32-7; 22-42-19; 22-14A-22; 22-14A-24; 22-14A-25;

ARSD 24:07:01; 24:07:02; 24:07:03; 24:07:06; 24:07:08; 24:05:26

Improving America's Schools Act of 1994, P.L. 103-382, Page 59

CROSS REFS.: JFA, Student Due Process Rights; JFC, Student Conduct

Policy	Board Action
Adopted: 2/08/2010	2010-02-03
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JGD/JGE-E(1)

STUDENT SUSPENSION/EXPULSION

(optional form)

Notice of Hearing for Long-Term Suspension or Expulsion

You are hereby notified that _____ is charged with violating the following rule, regulation or policy of the _____ School District:_____. We have in our possession _____ which was seized from _____ at the time of the alleged violation (if material evidence was seized and is had by the superintendent). Persons witnessing the alleged violation include: _____. (List anyone the administration will call as a witness to prove the violation). We have set a hearing before the Board to hear this matter on the _____ day _____of _____, 20____ at _____o'clock ___.m. at (location). The hearing shall permit opportunity for_____ or his representative to present his side of the story and confront his accusers and witnesses. The purpose of the hearing is to allow the administration to suspend _____ from_____ for a period of more than ten days. Evidence and all of the student's records are available for inspection by the student, his parent, guardian or other responsible person and his representative.

You are further notified of the right to waive a hearing. Such waiver must be made through written notification to the superintendent at least 24 hours prior to the time set for hearing. This right may be exercised by use of the attached waiver form.

Dated this _____ day of _____, 20_____.

(Superintendent of Schools/Chief Executive Officer (CEO))

Policy	Board Action
Adopted: 2/08/2010	2010-02-03
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JGD/JGE-E(2)

STUDENT SUSPENSION/EXPULSION
(optional form)

Waiver

I hereby waive my right to a hearing in the matter of potential suspension or expulsion from school for the alleged misconduct of _____. Said hearing was set for the _____ day of _____, 20___. Dated this day of _____, 20___.

(Student)

(Parent, guardian or other responsible person)

Policy	Board Action
Adopted: 2/08/2010	2010-02-03
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JGD/JGE-E(3)

PARENT, GUARDIAN OR OTHER RESPONSIBLE PERSON

(optional form)

Findings of Fact

In the matter of the Proposed

Expulsion (Suspension) or _____ DECISION

THE ABOVE ENTITLED MATTER coming on for hearing on the day of _____, 20____, at _____ o'clock __ .m., before the School Board ofScotland School District, all members present. President of the Board presiding, and the Board being represented by _____, their attorney; and _____ appearing in person with his parents, _____, and by their attorney, _____; and the Board having heard the testimony and having examined and discussed the evidence offered by the witnesses and the matter having been submitted to the Board for decision, the Board does hereby make its decision, (one member dissenting,) to expel (suspend) _____ from any further attendance at _____ for _____ days based upon the following Findings of Fact:

FINDINGS OF FACT

1. The Scotland School Board finds that _____ was (in possession of a lit cigarette on _____, 20_____, at approximately 9:4O a.m. within the confines of the men's toilet in the _____ School.)

2. The Scotland School Board finds that said conduct by _____was in violation of the Scotland

School District's policy (prohibiting smoking by students in school buildings.)

3. The Scotland School Board finds that said action constituted a (second) violation of said Board policy.

4. The Scotland School Board finds that _____ and his parents, _____ had been given notice of the punishment to be recommended upon a (second) violation.

Dated at _____, South Dakota, this _____ day of _____, 20_____.

(President, School Board)

Policy	Board Action
Adopted: 2/08/2010	2010-02-03
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JGD/JGE-E(4)

Notice To Parent Of Special Education Student

(optional form)

You are hereby notified that the Scotland School Board has determined that _____[student's name] should be suspended for more than ten days.

You are further notified that this action is being referred to the Scotland School District's Placement Committee, which shall immediately make a determination of whether the conduct causing the suspension arises from the student's disability or handicapping condition. If it is found to arise from the student's condition, a new individualized education program (IEP) will be established and the suspension shall thereafter cease. If the action for which the discipline is imposed did not arise from the student's handicapping condition or disability, the student will continue to receive special education and related services, but will be suspended from all other aspects of the school. The District may apply to circuit court to exclude the student from school if there is a substantial likelihood that maintaining the current placement is likely to result in injury to the pupil or others.

Finally, you are notified that you have available to you the due process rights of the state and federal special education laws.

Policy	Board Action
Adopted: 2/08/2010	2010-02-03
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JGD/JGE-R

PROCEDURES FOR STUDENT SUSPENSIONS AND EXPULSIONS

(optional form)

PROCEDURAL CHECKLIST FOR SHORT TERM SUSPENSION (ARSD 24:07:02:01)

1. Give oral or written notice to student and to parents, guardian, or other responsible person, if available, as soon as possible after discovery of misconduct.

2. The notice is to contain the rule, regulation, or policy violated. The student must be given an opportunity to answer the charges.

3. This process does not involve board participation.

4. The hearing is no more than an informal setting granting the student the opportunity to answer the charges and present his/her side of the story.

5. Superintendent/CEO or principal should issue a decision as soon as possible. This may be done right on the spot.

6. If the student is suspended, written notice of due process rights must be provided to the student and the parent, guardian, or other responsible person. An unemancipated minor may not be removed from the school during school without notice to the parent, guardian, or responsible person. Dangerous students may be turned over to law enforcement.

*Many of the due process guidelines set forth in this chapter may be helpful in dismissal of non-certified employees under contract.

PROCEDURAL CHECKLIST FOR LONG TERM SUSPENSION (ARSD 24:07:03)

1. The superintendent/CEO must prepare and seal a written report to the school board not later than the end of the fifth school day following the first day of a long-term suspension. The superintendent/CEO may request that a hearing be held before the school board. (It is recommended that the school board conduct a hearing for any suspension extending more than ten days.)

2. The superintendent's/CEO's report includes the facts of the situation, the action taken, the reasons for the action, and the superintendent's/CEO's decision or recommendation. The report remains in the possession of the school board secretary or business manager, sealed and unavailable to individual school board members until and unless a hearing is held. A copy of the report must be sent to the 18-year-old pupil and, as to unemancipated minors, to the parent, guardian, or responsible person at the time it is filed with the secretary or business manager. ARSD 24:07:03:01.

3. The superintendent/CEO may exclude the pupil from class or classes by using a short-term suspension procedure. Note: An activity should be considered a class, especially if credit is given for the activity. The superintendent/CEO must give notice to the 18-year-old pupil or the unemancipated minor's parent, guardian, or responsible person of a proposed long-term suspension, and may schedule a hearing. The notice must contain:

a. Policy allegedly violated;

b. The reason for the discipline;

c. Notice of the right to a hearing or the right to waive this hearing;

d. A description of the hearing procedure;

e. A statement that the records are available for examination; and

f. Notice that the pupil may present witnesses.

4. If a hearing is requested, the superintendent/CEO shall set the date, time, and place for the hearing and send notice to the school board members, as well as a notice by certified mail to the 18-year-old pupil or the parents of an unemancipated minor.

5. If no hearing is requested or if the hearing is waived, the proposed action or decision of the superintendent/CEO is final. ARSD 24:07:03.

6. A hearing may be waived by an 18-year-old pupil or the parents of an unemancipated minor, in writing. If the hearing is not waived, the hearing shall be held as set forth in the notice. ARSD 24:07:03:03.

CONDUCTING THE HEARING

1. The school board is the hearing board.

2. The school board shall appoint either one of its own members or someone not an employee of the district as hearing officer. At the commencement of the hearing, the hearing officer should state that the hearing is open at the time and place contained in the notice, should state the reason for the hearing, identify the date of the notice of hearing, identify to whom the notice was provided, and have each person present identify themselves by name.

3. The school board shall arrange the place of hearing with three tables, one for the board, one for the administration, and one for the student.

4. The hearing is closed to the public and a verbatim record will be made and sealed pending court order. (It is recommended that the verbatim record be either a court reporter or a videotape. Audio recordings are less than satisfactory.)

5. Each party may make an opening statement, introduce evidence, present witnesses, and examine and cross-examine witnesses.

6. The school administration shall present its case.

7. Each party may be represented by an attorney.

8. If the school attorney is going to present the administration's case, the attorney should not also advise the board. The board should engage separate counsel in that case.

9. Witnesses, other than the student and his/her representative, are present only while testifying and each witness must take an oath and affirmation administered by the school board president or business manager.

10. Each party may raise objections to relevancy and scope of the questions. All relevant evidence must be admitted; however, unproductive or repetitious evidence may be limited by the hearing officer.

11. The hearing officer may ask questions of witnesses, as may school board members.

12. Each party may make a closing statement.

13. After the hearing is closed, the board shall deliberate in executive session. No one other than the hearing officer may meet with the school board during deliberation. The school board may seek advice during deliberation from any attorney not representing a party at the hearing. Any other consultation with any person other than board members during deliberation may occur only if a representative of the pupil is present.

14. The decision must be based upon the evidence presented at the hearing and be contained in a motion made in open meeting. The motion must omit the name of the pupil and must state the reason(s) for the board's action.

15. The 18-year-old pupil or a parent or guardian of an unemancipated minor pupil must be given notice in writing of the board's decision, which must state the length of the suspension or expulsion.

16. The board's decision may be appealed to the circuit court. ARSD 24:07:03:06; SDCL ch. 13-46.

SPECIAL EDUCATION STUDENTS

1. If a student attending school on an individualized educational program (IEP) is the subject of a long-term suspension procedure, special considerations apply. ARSD 24:07:03:08.

2. A long-term suspension of a special education student requires a referral to a placement committee. If the action, behavior, or activity which caused the long-term suspension is the result of the pupil's disability, the placement committee shall prepare a revised IEP and the long-term suspension terminates upon implementation of the plan. ARSD 24:05:26:09.

3. Any suspension of more than ten school days constitutes a change in placement and requires prior notice and the right to due process, as specified for a change of placement. ARSD 24:05:26:10.

4. A special education student's parent may grant written parental approval for the change in placement. ARSD 24:05:26:12.

5. If it is necessary to suspend a special education student for more than ten days and no parental agreement can be achieved for an interim placement or continued suspension, the district must apply to the circuit court for permission to suspend the student. ARSD 24:05:26:12.

6. In any such court action, there is a presumption in favor of the current educational placement, which may be rebutted only by showing that the current placement is "substantially likely to result in injury to the pupil or to others." ARSD 24:05:26:13.

7. Failure to carefully follow due process procedures with respect to special education students can result in serious ramifications to the district.

Policy	Board Action
Adopted: 2/08/2010	2010-02-03
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JHC

STUDENT HEALTH SERVICES AND REQUIREMENTS

The Board realizes its responsibility to help protect and improve the health of students. The Board, therefore, will employ a school nurse for the district schools. The nurse, with cooperation from school administrators, will be responsible for organizing dental, medical, and immunization clinics for students within the school district.

Student health services as provided by the clinics will include the following:

1. Regular appraisal of the health status of students.

2. Counseling for students, parents, and others concerning the findings of health examinations.

3. Encouragement in the correction of defects.

4. Help in preventing and controlling disease.

5. Emergency service for injury and sudden illness.

6. Consultation with appropriate staff and parents on the health and physical problems of students as these relate to placement in special problems.

7. Maintenance of health records for all students.

The services shall include assessment and implementation of services for students with special needs, administration of medications and performance of specialized health care procedures.

Of necessity, the health services provided will be limited largely to the detection and prevention of health problems, referral of problems through parents to the family physician, and emergency care.

Liability insurance will be provided employees to cover actions authorized by law.

LEGAL REF.: SDCL 13-33A-1; 13-33A-2; 13-33A-3

ARSD 20:48

Policy	Board Action
Adopted: 2/08/2010	2010-02-03
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JHCA

PHYSICAL EXAMINATIONS OF STUDENTS/INOCULATIONS OF STUDENTS

The Board encourages parents and students to preserve and protect each student's general health. The Board will, therefore, recommend that each child should have a complete physical examination by a licensed physician upon entrance to the kindergarten or first grade, and upon entering fourth, eighth and twelfth grades. All new entrants to the school system will also receive a recommendation for a physical examination.

By state law, children who attend the district's nursery school will also be examined by a physician prior to admission.

Also by law, all entrants must, prior to admission, be tested and free from contagious form of tuberculosis, and have received or are receiving immunization against polio, diphtheria, pertussis, rubeola, rubella, mumps and tetanus.

Exceptions to immunization include certification by a physician that such immunizations would endanger the life or health of the child, or a written statement by the parents that such immunizations are against the religious beliefs of the child's family.

Physical examinations may also be required for all students who participate in interscholastic athletics and other school activities. The examination would be administered by a licensed physician and the cost would be borne by the student and/or family.

Annually, students will also be subject to routine health screenings for hearing and visual acuity, and dental, scoliosis, and communicable diseases.

Legal References: SDCL 13-28-7.1

Policy	Board Action
Adopted: 3/08/2010	2010-03-04
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JHCC

STUDENT COMMUNICABLE DISEASES

Students who are afflicted with a communicable, contagious, and/or infectious disease and who are infected with communicable parasites, or who are liable to transmit such a disease or parasite may be excluded from school attendance.

The board recognizes the need and right of all children to receive free and appropriate education. The board further recognizes its responsibility to provide a healthy environment for all students and school employees.

A determination of whether an infected student be excluded from the classroom or school activities shall be made on a case-by-case basis, under the direction of the principal/building administrator or designee.

If it is determined that the student will not be permitted to attend classes and/or participate in school activities, arrangements will be made to provide an alternate educational program. If that requires personal contact between student and school employees, only trained employees shall be utilized.

PUBLIC INFORMATION OF COMMUNICABLE DISEASE

Public information will not be revealed about the student who may be infected. If the student is permitted to remain in the school setting, the following procedure will be followed by the superintendent and/or principal:

Information will be provided, as appropriate, to school employees who have regular contact with the student, as to the student's medical condition and other factors needed for consideration in carrying out job responsibilities.

HEALTH GUIDELINES

Health guidelines for school attendance are established and interpreted within the context of the case. The guidelines are not inclusive but are available to be used as a resource. School personnel will refer to school health professionals for specific judgments in interpreting the guidelines.

Instruction in appropriate handling of blood and body fluids will be provided. Hand washing after contamination, food preparation and health/hygiene care performed in different sink and work areas, maintenance cleaning and other personal hygiene measures are part of creating a health environment.

Legal References: SDCL 13-28-7.3

Policy	Board Action
Adopted: 3/08/2010	2010-03-04
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JHCD

ADMINISTERING MEDICINES TO STUDENTS

Students will not be permitted to take medication while at school unless such medicine is given to them by a school district employee acting under specific written request of the parent or guardian and under the written instructions of the student's physician.

When such a request is made by a parent or guardian, a full release from the responsibilities pertaining to the administration and consequences of such medications must also be presented to the principal by the student's parent or guardian.

The above policy covers all prescription and other drugs, except that aspirin may be given at the discretion of the school employee upon written or verbal authorization of the parent or guardian.

Legal References: SDCL 36-9-28; 13-33A-1; 13-33A-2; 13-33A-3 ARSD 20:48

Policy	Board Action
Adopted: 3/08/2010	2010-03-04
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JHCD-E (D)

Attachment D

PARENT/GUARDIAN AUTHORIZATION FOR ASSISTANCE WITH SELF-ADMINISTRATION OF MEDICATIONS

Name of Student_____ Date of Birth _____ Parent/guardian name _____

School _____ Grade _____ Home telephone _____

Name of licensed prescriber_____ Business telephone_____

Business telephone _____ Emergency telephone _____

Other person(s) to be notified in case of medication emergency:

Name _____ Telephone number _____

Food/drug Allergies _____ Diagnoses: _____

Name of Medication: _____ Date Ordered _____ Duration of Order _____

Dosage _____ Frequency _____ Route of Administration _____ Expiration Date of Medication Received _____

Specific Direction, e/g/. times to be given:

Possible Side Effects, Adverse Reactions:

Quantity of Medication Received by School and Date:

Required Storage Conditions:

Other medications being taken by the student (if not in violation of confidentiality):

I give permission for my son/daughter to self administer medication with assistance from authorized school personnel. I give permission to school personnel to share information relevant to the prescribed medication assistance as he/she determines appropriate for my son's/daughter's health and safety.

I understand I may retrieve the medication form the school at any time however, the medication will be destroyed if it is not picks up within one week following termination of the order or one week beyond the

Parent/Guardian Signature _____ Date _____

Student's Signature, if appropriate _____ Date _____

School Personnel Signature _____ Date_____

Policy	Board Action
Adopted: 3/08/2010	2010-03-04
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JHCD-R

ADMINISTERING MEDICINES TO STUDENTS

Definitions

A. Definition of assistance with self-administration of medications: The term "assistance with self-administration of medications" means helping a client with one or more steps in the process of taking medications, but not actual administration of medications. Assistance with self-administration of medications may include opening the medication container, reminding the client of the proper time to take the medication, helping to remove the medication from the container, and returning the medication container to proper storage.

B. Administration of medications: The administration of medications is a nursing function. The steps in medication administration entail removing an individual dose from a previously dispensed, labeled container, including a unit dose container; verifying it with the physician's order; giving the individual dose to the client for which it is prescribed; and promptly recording the time and dose given.

The licensed nurse may delegate the following tasks:

1. Administration of scheduled medications by oral, rectal, or topical route;

2. Measuring of a prescribed amount of liquid medication or crushing a tablet for administration if the licensed nurse has calculated the dose; and

3. Administration of schedule II controlled substances listed in SDCL 34-20B-16 and 34-20B-17 which have been prescribed and labeled in a container for a specific client.

4. Medication administration may be delegated only to those individuals who have successfully completed a training program approved by the board pursuant to 20:48:04.01:14. Approval of the training program must be renewed every two years.

Policy	Board Action
Adopted: 3/08/2010	2010-03-04
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JHD

STUDENT PSYCHOLOGICAL SERVICES

A teacher or administrator may not refer a student for psychiatric treatment either within or outside the school without the prior written consent of the student's parent or legal guardian.

Established by law

LEGAL REF.: SDCL 13-32-3

Policy	Board Action
Adopted: 3/08/2010	2010-03-04
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JHFA

SUPERVISION OF STUDENTS

When students are in school, engaging in school-sponsored activities, or traveling to and from school on school buses, they are responsible to the school, and the school is responsible for them. School personnel assigned to their supervision serve in loco parentis.

The Board expects all students to be under assigned adult supervision at all times when they are in school, on school grounds, traveling under school auspices, or engaging in school-sponsored activities. School personnel assigned this supervision are expected to act as reasonably prudent adults in providing for the safety of the students in their charge.

In keeping with this expected prudence, no teacher or other staff member will leave his or her assigned group unsupervised except as an arrangement has been made to take care of an emergency.

During school hours, or while engaging in school-sponsored activities, students will be released only into the custody of parents or other authorized persons.

The school administration will assure that anyone who wishes to contact a student during the school day is doing so for proper reasons.

Superintendents and principals may discipline students for aggressive or violent behavior that disrupts school or that affects a health or safety factor of the school or its programs.

Legal References: SDCL 13-32-1; 22-42-19

Policy	Board Action
Adopted: 3/08/2010	2010-03-04
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JHG

REPORTING CHILD ABUSE

Any teacher or other school employee who suspects that a child under 18 years of age has been neglected or physically abused (including sexual or emotional abuse) by a parent or other person, will report orally or in writing this information to the building principal or superintendent. The principal or superintendent should immediately report this information to the state's attorney; or the department of social services; or the county sheriff; or the city police. The person reporting said abuse shall be available at the time the abuse is reported to authorities. If the principal or superintendent does not confirm to the teacher or other employee within 24 hours that action has been initiated, the employee will report this information directly to the proper authorities.

The report will contain the following information: name, address, and age of child; name and address of parent or caretaker; nature and extent of injuries or description of neglect; and any other information that might help establish the cause of injuries or condition.

School employees, including administrators, will not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect. It is not the responsibility of the school employees to prove that the child has been abused or neglected, or to determine whether the child is in need of protection, but only to report suspicions of abuse or neglect.

Anyone who participates in making a report in accordance with the law and in good faith is immune from any civil or criminal liability that may otherwise arise from the reporting, or from any resulting judicial proceeding, even if the suspicion is proved to be unfounded.

Any personal interview or physical inspection of the child should be conducted in a considerate, professional manner. Information or records concerning reports of suspected abuse or neglect are confidential. The release to persons other than those provided by law is punishable by a $2,000 fine, one year in jail, or both. Failure to make a report where abuse or neglect is suspected is subject to the same punishment.

Copies of this policy will be distributed by the superintendent to all school employees at the beginning of each school term, and to new employees when they begin employment if at a different time than the beginning of the school term.

Legal References: SDCL 26-8A-3; 26-8A-6 through 26-8A-15

Policy	Board Action
Adopted: 3/08/2010	2010-03-04
Amended: 6/8/2015	2015-06-03
Reviewed: 6/8/2015	2015-06-03

File: JL

STUDENT GIFTS AND SOLICITATIONS

Solicitations

The solicitation of donations and contributions from students will be restricted to fund-raising drives approved by the Superintendent, Building Principal or Board.

Any outside organization desiring to distribute flyers or other materials to students in connection with fund-raising drives may do so only with the approval of the chief executive officer (CEO)/superintendent.

Gifts

Students will be discouraged from the routine presentation of gifts to district employees. When a student feels a spontaneous desire to present a gift to a staff member, the gift may not be elaborate or unduly expensive. The Board will consider as always welcome, and in most cases more appropriate than gifts, the writing of letters to staff members expressing gratitude or appreciation.

CROSS REFS.: GBI, Staff Gifts and Solicitations

IGDF, Student Fund-Raising Activities

KI, Public Solicitations

KJ, Advertising in the Schools

Policy	Board Action
Adopted: 3/08/2010	2010-03-04
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JN

STUDENT FEES, FINES, AND CHARGES

It is a responsibility of the Board to assure that the children of the district are provided with free public education. Therefore, no fee or charges may be required as a condition of school year attendance, credit in a required course, or for materials or activities that are part of a course requirement. Students will be responsible for the cost of replacing any school district materials or property that is lost or damaged through the student's negligence.

Certain fees and charges, however, may be established under the following conditions:

1. When established to pay for optional activities that are not part of the regular school program, nor essential to success in a course.

2. When established to pay for materials that are optional for use in a course, and when grades or credit are not dependent on their use.

3. When established to pay for materials that will result in shop products, clothing, or other items that the student will take home for personal use.

Certain other items or equipment required of students for personal use may be purchased by the school system and rented to the student. When these are no longer needed by the student, they may be returned to the school, which may result in additional charges, dependent upon their condition.

The Board will annually review a list of fees and charges proposed at the various school levels. In making recommendations, school administrators will consider the cost of the time and bookkeeping involved in collecting fees and rental charges for minor items.

LEGAL REF.: SDCL 13-34-16.2 13-34-16.3 13-34-23

Policy	Board Action
Adopted: 3/08/2010	2010-03-04
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JNA

LOANING OF TEXTBOOKS

Textbooks will be loaned to children ages 5 through 19 who are not enrolled in the Scotland School District or a school supported by any other governmental entity upon written request by the child or the child's parent or guardian made prior to (May 1st) preceding the school term of use.

Textbooks loaned shall be the same textbooks normally used by the students enrolled in the Scotland Schools.

If new textbooks must be purchased to meet the request of children not enrolled in the Scotland Schools, the school board may limit the number of textbooks per student to be purchased for loan to the same amount of new textbooks that is furnished to the students enrolled in the Scotland Schools.

LEGAL REF.: SDCL 13-34-23; 13-34-24

Policy	Board Action
Adopted: 3/08/2010	2010-03-04
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JO

STUDENT RECORDS

It is the policy of the school board that the principal of each school will be the legal custodian of all student records for that school.

Eligible students and parents will have access to their school records. The school will notify parents and adult students annually of the following:

1. The type of records kept;

2. The procedure for inspecting and copying these records;

3. The right for interpretation;

4. The right to challenge data thought to be erroneous, the procedures for correcting or expunging erroneous data or inserting a rebuttal statement;

5. The right to lodge a complaint with the U.S. Department of Education if mandates are not adequately implemented.

Additionally, the district will notify parents annually of the district's policy on the collection or use of personal information collected from students for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose, including arrangements to protect student privacy that are provided by the agency in the event of such collection, disclosure or use.

The educational records or school records include all materials directly related to a student that a school maintains. Records and notes maintained by a teacher, administrator, school physician, or school psychologist for his or her own use, and which are not available to others are exempted from this definition as are records maintained by a law enforcement officer assigned to the school and maintained by the officer solely for law enforcement purposes.

The school will require a prior written consent before information other than directory information may be divulged to third parties. Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. The superintendent will provide a list of directory information. An exception to this rule exists for school district employees who have legitimate interests in viewing the records, as well as officials in other schools in which the student seeks to enroll. A school district in which a student is enrolled or is in the process-of enrolling in, may request the students education records from any district in which the student was formerly enrolled to ascertain safety issues with incoming students and ensure full disclosure. The records, including the student's disciplinary records, will be forwarded to the requesting district within three (3) business days. Disciplinary records shall include but not be limited to all information that relates to a student assaulting, carrying weapons, possessing illegal drugs, including alcohol, and any incident that poses a potential dangerous threat to students or school personnel. When schools transfer records to new educational institutions, the schools must notify parents of the transfer and of their right to review and contest the material. An exemption exists for material under court order. Parents must be notified of such order prior to release.

The district may disclose, without the consent or knowledge of the eligible student or parent, personally identifiable information in the educational records of a student to the Attorney General of the United States or his or her designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes. The district is not required to record such disclosure of information and is protected from liability for disclosing such information in good faith.

The superintendent is directed to establish procedures to ensure compliance with the Family Educational and Privacy Act and other applicable acts and regulations.

Legal References: Family Educational Rights and Privacy Act; 18 USC §§2331 and

2332(g)(5)(B); 20 USC 1232; P.L. 107-110, No Child Left Behind

Act of 2001; ARSD 24:43:09:02

Policy	Board Action
Adopted: 3/08/2010	2010-03-04
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JO-N

Family Educational Rights and Privacy Act (FERPA)

Model Notice for Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the school district, with certain exceptions, obtain written consent from a student's parent or guardian prior to the disclosure of personally identifiable information from a student's education records. However, the district may disclose appropriately designated "directory information" without written consent, unless a student's parent or guardian have advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the district to include this type of information from student's education records in certain school publications. Examples include:

1. A playbill, showing student's role in a drama production;

2. The annual yearbook;

3. Honor roll or other recognition lists;

4. Graduation programs;

5. Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents or guardians have advised the LEA that they do not want their student's information disclosed without their prior written consent.[1]

If a student's parent or guardian does not want the school district to disclose directory information from his or her child's education records without prior written consent, he or she must notify the District in writing by September 30 of each year.

The district has designated the following information as directory information:

1. student's name;
2. address;
3. telephone listing;
4. e-mail address;
5. photograph;
6. date and place of birth;
7. the most recent educational agency or institution;

8. major field of study;

9. grade level;

10. dates of attendance;

11. degrees, honors, and awards received;

12. participation in officially recognized activities and sports;

13. weight and height of members of athletic teams.

Policy	Board Action
Adopted: 3/08/2010	2010-03-04
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JO-R

COMPLIANCE WITH FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974

(REGULATION)

In accordance with the policy of the school board. The following regulation shall govern the release of student records to students or legal guardian.

DEFINITIONS

For the purpose of this regulation, the school district has used the following definitions of terms:

Student

Any person who attends or has attended a program of instruction sponsored by the school board of this school district.

Eligible Student

A student or former student who has reached age 18 or is attending a post-secondary school, and who is no longer a dependent of the parent for federal tax purposes.

Parent

Either natural parent of a student unless his or her rights under the Family Education Rights and Privacy Act (FERPA) have been removed by a court order; an adopted parent; a guardian; or an individual acting as a parent or guardian in the absence of the student's parent or guardian.

Education Records

Any item of personally identifiable information or record (in handwriting, print, computer media, video –other than a video made in a public place without expectation of privacy, or audio tapes, film, microfilm, microfiche, or other medium) maintained by the school district, an employee of the district, or an agent of the district which is directly related to an identifiable student except:

1. A personal record, including informal notes, kept by a school staff member, which meets the following tests:

A. It was made as a personal memory aid;

B. It is in the sole possession of the individual who made it; or

C. Information contained in it has never been revealed or made available to any other person except the maker's temporary substitute;

2. An employment record which is used only in relation to a student's employment by the school district (employment for this purpose does not include activities for which a student receives a grade or credit in a course); or

3. Alumni records that relate to the student after the student no longer attends classes provided by the school district and the records do not relate to the person as a student.

4. Law enforcement records maintained by a law enforcement officer maintained solely for law enforcement purposes. **THIS FROM FERPA: "(B) The term "education records" does not include records maintained by a law enforcement unit of the educational agency or institution that were created by that law enforcement unit for the purpose of law enforcement;}**

Personal Identifier

Any data or information that makes the subject of a record known. This includes the students name, the student's parents or other family member's name, the students address, the students social security number, a student number, a list of personal characteristics, or any other information that would make the student's identity known.

ANNUAL NOTIFICATION

Within the first three weeks of each school year, the school district will publish a notice to parents and eligible students of their rights under the FERPA and this policy. The district will also send home with each student a bulletin listing these rights and the bulletin will be included with a packet of material provided parents or an eligible student when the student enrolls during the school year.

The notice will include the following:

1. The right of a student's parent or eligible student to inspect and review the student's education records;

2. The intent of the school district is to limit the disclosure of information contained in a student's education records except: (1) by the prior written consent of the student's parent or the eligible student, (2) as directory information, or, (3) under certain limited circumstances, as permitted by the FERPA;

3. The, right of a student's parent or an eligible student to seek to correct parts of the student's education records which he or she believes to be inaccurate, misleading, or in violation of student rights (this right

includes the right to a hearing to present evidence that the record should be changed if the district decides not to alter it according to the parents or eligible student's request and the right to insert in the student's permanent records an explanatory statement giving reasons for disagreeing with the decision);

4. The right of any person to file a complaint with the Department of Education if the school district violates the FERPA; and

5. The procedure that a student's parent or an eligible student should follow to obtain copies of this policy and the locations where copies may be obtained.

The district will arrange to provide translations of this notice to non-English speaking parents in their native language.

STATEMENT OF RIGHTS

Parents and eligible students have the following rights under the Family Education Rights and Privacy Act and this policy:

1. The right to inspect and review the students education record;

2. The right to exercise a limited control over other people's access to the students education record;

3. The right to seek to correct the students education record, in a hearing, if necessary;

4. The right to report violations of the FERPA to the Department of Education; and

5. The right to be informed about FERPA rights.

All rights and protections given parents under the FERPA and this policy transfer to the student when the student reaches 18 or enrolls in a post-secondary school.

LOCATIONS OF EDUCATION RECORDS

TYPES

Cumulative School Records

Cumulative School Records (Former Students)

Health Records

School Transportation

Records

Speech Therapy Records

Psychological Records

PROCEDURE TO INSPECT EDUCATION RECORDS

The parent of a student or an eligible student may inspect the student's education records upon request. In some circumstances, it may be mutually more convenient for the record custodian to provide copies of records. See the schedule of fees for copies below.

Since student's records may be maintained in several locations, the school principals will offer to collect copies of records or the records themselves from locations other than a student's school, so they may be inspected at one site. However, if a parent or eligible student wishes to inspect records where they are maintained, school principals will make every effort to accommodate the wishes.

The parent or eligible student should submit to the students school principal a written request that identifies, as precisely as possible, the record or records he or she wishes to inspect.

The principal (or other record custodian) will contact the parent of the student or the eligible student to discuss how access will be best arranged (copies, at the exact location, or records brought to a single site).

The principal (or other record custodian) will make the needed arrangements as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected. This procedure must be completed in 45 days or less from the receipt of the request for access.

If for any valid reason, such as working hours, distance between record location sites, or health, a parent or eligible student cannot personally inspect and review a student's education record, the school district will arrange for the parent or eligible student to obtain copies of the record. See below for information regarding fees for copies of records.

When a record contains information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the records of the other students.

FEES FOR COPIES OF RECORDS

The school district will not deny parents or eligible students any rights to copies of records because of the following published fees. Where the fee represents an unusual hardship, the record custodian may

waive it in part, or in whole. However, the district reserves the right to charge for copies, such as transcripts, it forwards to potential employers or to colleges and universities for employment or admission purposes. The school district may deny copies of records (except for those required by the FERPA) in the following situations:

1. The student has an unpaid financial obligation to the school.

2. There is an unresolved disciplinary action against the student that warrants the denial of copies.

The FERPA requires the school district to provide copies of records:

1. When the refusal to provide copies effectively denies access to the records by a parent or eligible student;

2. At the request of the parent or eligible students when the school district has provided the records to third parties by the prior consent of the parent or eligible student; or

3. At the request of the parent or eligible student when the school district has forwarded the records to another school where the student seeks or intends to enroll.

The fee for copies provided under the FERPA may not include the costs for search and retrieval. The fee will be from no cost to ten cents per page. (Actual copying cost, less hardship factor.)

The fee for all other copies, such as copies of records forwarded to third parties with prior consent or those provided to parents as a convenience, will be from ten cents to thirty-five cents per page (actual search, retrieval, and copying cost) plus postage, if incurred.

DIRECTORY INFORMATION

The school district designates the following personally identifiable information contained in a student's education record as "directory information:

1. The student's name, address, and telephone number;

2. The names of the students parents;

3. The student's date and place of birth;

4. The student's major field of study and class designation (i.e., first grade, tenth grade, etc.);

5. The students extracurricular participation;

6. The students achievement awards or honors;

7. The students weight and height if a member of an athletic team;

8. The student's photograph;

9. The students electronic mail address;

10. The students dates of attendance; and

11. The most recent educational institution the student attended prior to the student enrolling in this school district.

Within the first three weeks of each school year, the school district will publish the above list, or a revised list, of items of directory information it proposes to designate as directory information. For students enrolling after the notice is published, the list will be given to the student's parent or the eligible student at the time and place of enrollment.

After the parent or eligible student has been notified, he or she will have two weeks to advise the school district in writing (a letter to the school superintendent's office) of any or all of the items they refuse to permit the district to disclose as directory information about the student.

At the end of the two-week period, each student's record will be appropriately marked by the record custodian to indicate the items the district will designate as directory information about the student. This designation will remain in effect until it is modified by the written direction of the student's parent or the eligible student.

USE OF STUDENT EDUCATION RECORDS

To carry out their responsibilities, school officials will have access to student education records for legitimate educational purposes. The school district will use the following criteria to determine who are school officials. An official is:

1. A person duly elected to the school board;

2. A person certified by the state and appointed by the school board to an administrative or supervisory position;

3. A person certified by the state and under contract to the school board as an instructor;

4. A person employed by the school board as a temporary substitute for administrative, supervisory, or instructional personnel for the period of his or her performance as a substitute; or

5. A person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, the school board attorney or auditor, for the period of his or her performance as an employee or contractor.

School officials who meet the criteria listed above will have access to a student's records if they have a legitimate educational interest in doing so. A "legitimate educational interest" is the person's need to know in order to:

1. Perform an administrative task required in the school employee's position description approved by the school board;

2. Perform a supervisory or instructional task directly related to the student's education; or

3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid.

The school district will only release information from or permit access to, a student's education record with a parent's or eligible student's prior written consent except that the school superintendent, or a person designated in writing by the superintendent, may permit disclosure:

1. When a student seeks or intends to enroll in another school district or a post-secondary school (the district will not further notify the parent or eligible student prior to such a transfer of records; the parent or eligible student has a right to obtain copies of records transferred under this provision);

2. When certain federal and state officials need information in order to audit or enforce legal conditions related to federally supported education programs in the district;

3. The parties who provide or may provide financial aid to a student to:

A. Establish the students eligibility for the aid,

B. Determine the amount of financial aid,

C. Establish the conditions for the receipt of the financial aid, or

D. Enforce the agreement between the provider and receiver of financial aid;

4. When the school district has entered into a written agreement or contract for an organization to conduct studies on the school district's behalf to Develop tests, administer student aid, or improve instruction;

5. To accrediting organizations to carry out their accrediting functions;

6. To comply with a judicial order or lawfully issued subpoena (the district will make a reasonable effort to notify the students parent or the eligible student before making a disclosure under this provision);

7. If the disclosure is an item of directory information, and the student's parent or eligible student has not refused to allow the district to designate that item as directory information for the student; or

8. In response to an ex parte order of the Attorney General of the United States or his/her designee in connection with the investigation or prosecution of terrorism crimes.

The school district will permit any of its officials to make the needed disclosure from student education records in a health or safety emergency if:

1. He or she deems it is warranted by the seriousness of the threat to the health or safety of the student or other persons;

2. The information is necessary and needed to meet the emergency;

3. The persons to whom the information is to be disclosed are qualified and in a position to deal with the emergency; or

4. Time is an important and limiting factor in dealing with the emergency.

The school district officials may release information from a student’s education record if the student's parent or the eligible student gives prior written consent for disclosure. The written consent must include at least:

1. A specification of the records to be released;

2. The reasons for the disclosure;

3. The person, organization, or the class or organizations to whom the disclosure is to be made;

4. The parent's or eligible students signature; and

5. The date of the consent and, if appropriate, a date when the consent is to be terminated.

The student's parent or the eligible student may obtain a copy of any records disclosed under this provision.

The school district will not release information contained in a student's education records, except directory information, to any third parties except its own officials, unless those parties agree that the information will not be re-disclosed without the parents or eligible students prior written consent.

RECORDS OF REQUESTS FOR ACCESS AND DISCLOSURES MADE FROM EDUCATION RECORDS

The school district will maintain an accurate record of all requests for it to disclose information from or to permit access to, a student's education records and of information it discloses and access it permits with some exceptions listed below. This record will be kept with, but will not be a part of, the student's cumulative school records. It will be available only to the record custodian, the eligible student, the parent of the student, or to federal, state, and local officials for the purpose of auditing or enforcing federally supported educational programs.

The record will include at least:

1. The name of the person or agency that made the request;

2. The interest the person or agency had in the information;

3. The date the person or agency made the request; and

4. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made,

The district will maintain this record as long as it maintains the student's education record.

The record will not include:

1. Requests for access or access granted to the parent of the student or to an eligible student;

2. Request for access granted to officials of the school district who have a legitimate educational interest in the student;

3. Requests for, or disclosures of, information contained in the students education record if the request is accompanied by the prior written consent of a parent of the student or the eligible student or if the disclosure is authorized by such prior consent;

4. Requests for, or disclosure of, directory information designated for that student or for

5. Requests for, or disclosure of, information contained in the student's education record if the request is in response to an ex part order of the Attorney General of the United States or his/her designee in connection with the investigation or prosecution of terrorism crimes.

PROCEDURES TO SEEK TO CORRECT EDUCATION RECORDS

For the purpose of outlining the procedure to seek to correct education records, the term "incorrect" will be used to describe a record that is inaccurate, misleading, or in violation of student rights. The term "correct" will be used to describe a record that is accurate, not misleading, and not in violation of student rights. Also, in this section, the term “requester" will be used to describe the parent of a student or the eligible student who is asking the school district to correct a record.

To establish an orderly process to review and correct an education record for a requester, the district may make a decision to comply with the request for change at several levels in the procedure.

First Level Decision

When a parent of a student or an eligible student finds an item in the students education record that he or she believes is inaccurate, misleading, or in violation of student rights, he or she should immediately ask the record custodian to correct it. If the record is incorrect because of an obvious error and it is a simple matter to make the record change at this level, the record custodian will make the correction. However, if the record is changed at this level, the method and result must satisfy the requester.

If the record custodian cannot or will not change the record to the requester's satisfaction, or if the record does not appear to be obviously incorrect, the record custodian will:

1. Provide the requester a copy of the questioned record at no cost;

2. Ask the requester to initiate a written request for the change; and

3. Follow the procedure for a second level decision.

Second Level Decision

The written request to correct a student's education record through the procedure at this level should specify the correction the requester wishes the district to make. It should at least identify the item the requester believes is incorrect and state whether he or she believes the item:

1. Is inaccurate and why;

2. Is misleading and why; and/or

3. Violates student rights and why.

The request will be dated and signed by the requester.

Within two weeks after the record custodian receives a written request, he or she will: study the request, discuss it with other school officials (the person who made the record or those who may have a professional concern about the district's response to the request), make a decision to comply or decline to comply with the request, and complete the appropriate steps to notify the requester or move the request to the next level for a decision.

If, as a result of this review and discussion, the record custodian decides the record should be corrected, he or she will affect the change and notify the requester in writing that the change has been made. Each such notice will include an invitation for the requester to inspect and review the student's education record to make certain the record is in order and the correction is satisfactory.

If the record custodian decides the record is correct, he or she will make a written summary of any discussions with other officials and of the findings in the matter. The record custodian will transmit this summary and a copy of the written request to the school superintendent.

Third Level Decision

The school superintendent will review the material provided by the record custodian and, if necessary, discuss the matter with other officials such as the school attorney, or the school board (in executive session). The superintendent will then make a decision concerning the request and complete the steps at this decision level. Ordinarily, this level of the procedure should be completed within two weeks. If it takes longer, the superintendent will notify the requester, in writing, of the reasons for the delay and a date when the decision will be made.

If the superintendent decides the record is incorrect and should be changed, he or she will advise the record custodian to make the changes. The record custodian will advise the requester of the change as at the second level.

If the superintendent decides the record is correct, he or she will prepare a letter to the requester, which will include:

1. The school district's decision that the record is correct and the basis for the decision;

2. A notice to the requester that he or she has a right to ask for a hearing to present evidence that the record is incorrect and that the district will grant such a hearing;

3. Instructions for the requester to contact the superintendent, or an official he or she designates, to discuss acceptable hearing officers, convenient times, and a satisfactory site for the hearing (the district will not be bound by the requester's positions on these items, but will, so far as possible, arrange the hearing as the requester wishes); and

4. Advise that the request may be represented or assisted in the hearing by other parties, including an attorney at the requester's expense.

Fourth Level Decision

After the requester has submitted (orally, or in writing) his or her wishes concerning the hearing officer and the time and place for the hearing, the superintendent will, within a week, notify the requester when and where the district will hold the hearing and who it has designated as the hearing officer.

At the hearing, the hearing officer will provide the requester a full and reasonable opportunity to present material evidence and testimony to demonstrate that the questioned part of the student's education record is incorrect as shown in the requester's written request for a change in the record (second level).

Within a week after the hearing, the hearing officer will submit to the school superintendent a written summary of the evidence submitted at the hearing.

Along with the summary, the hearing officer will submit his or her recommendation, based solely on the evidence presented at the hearing, that the record should be changed or remain unchanged.

The school superintendent will prepare the district’s decision within two weeks of the hearing. The decision will be based on the summary of the evidence presented at the hearing and the hearing officer's recommendation. However, the district's decision will be based solely on the evidence presented at the hearing. Therefore, the superintendent may overrule the hearing officer if the superintendent believes the hearing officer's recommendation is not consistent with the evidence presented. As a result of the district's decision, the superintendent will take one of the following actions:

1. If the decision is that the district will change the record, the superintendent will instruct the record custodian to correct the record. The record custodian will correct the record and notify the requester as at the second level decision.

2. If the decision is that the district will not change the record, the superintendent will prepare a written notice to the requester that will include:

A. The school districts decision that the record is correct and will not be changed;

B. A copy of a summary of the evidence presented at the hearing and a written statement of the reasons for the district's decision; and

C. Advice to the requester that he or she may place in the student's education record an explanatory statement which gives the reasons he or she disagrees with the school district's decision or the reasons he or she believes the record is incorrect.

Legal References: Family Educational Rights and Privacy Act

Policy	Board Action
Adopted: 3/08/2010	2010-03-04
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JOA

STUDENT RECRUITMENT
ACCESS TO STUDENTS AND DIRECTORY INFORMATION

The Scotland School District restricts recruiting access to students and directory information. Directory information or class lists of student names, addresses, and/or telephone numbers shall not be distributed without the consent of the parent or legal guardian of the student or by the student age 18 or over. Military services representatives shall have access to student directory information unless such access is specifically denied in writing by the parent, legal guardian, or student age 18 or over as provided in FERPA policy JO.

Military services representatives shall have the same access to secondary school students as is generally provided to postsecondary institutions or prospective employers. Such access may be specifically denied in writing by the parent, legal guardian, or student age 18 or over as provided in FERPA policy JO.

This district will notify parents of the types of student directory information released. The notice will include:

1. An explanation of the parent's or eligible student's right to request that information not be disclosed without prior written consent;

2. Notice that the school routinely discloses names, addresses, and telephone numbers to military recruiters upon request, subject to a parent's or eligible student's request not to disclose such information without written consent; and

3. Notification on how the parent or eligible student may opt out of the public, nonconsensual disclosure of directory information and the method and timeline within which to do so.

The notice will be provided on an annual basis.

REFERENCE: 10 U.S.C. §503 as amended by The National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107)

20 U.S.C. §7908 (§9528 of the ESEA) as amended by the No Child Left Behind Act of 2001 (P.L. 107-110)

CROSS-REFERENCE: Policy JO-N, Student Directory Information

THIS POLICY REQUIRED BY THE NO CHILD LEFT BEHIND ACT.

Policy	Board Action
Adopted: 3/08/2010	2010-03-04
Amended:	
Reviewed: 6/8/2015	2015-06-03

File: JOA-E

NOTIFICATION TO PARENTS
RELEASE OF CERTAIN INFORMATION
"NO CHILD LEFT BEHIND ACT"

Date:

Dear Parent/Guardian:

Pursuant to the federal "No Child Left Behind Act," P. L. 107-1 10 (Title Ix, Sec. 9528), the Scotland School District must disclose to military recruiters and institutions of higher learning, upon request, the names, addresses, and telephone numbers of high school students.

The district must also notify parents/guardians of their right and the right of an 18-year old child to request that the district not release such information without prior written consent.

Parents/guardians or eligible 18-year old students wishing to exercise their option to withhold their consent to the release of the above information to military recruiters and institutions of higher learning must sign the form below and return it to the building principal by September 30 of each year.

Denial of Consent for the Release of Certain Student Information Under the "No Child Left Behind Act"

Please do not release the name, address, and telephone number of,

_____ to military recruiters and institutions of higher learning.
(Name of Student)

_____ _____ _____

Print Name of Student School Grade

_____ _____

Parent's/Guardian's or 18-year old student's Signature Date

Policy	Board Action
Adopted: 3/08/2010	2010-03-04
Amended:	
Reviewed: 6/8/2015	2015-06-03

SECTION K: School-Community Relations

Section K of the EPS/NSBA policy classification system provides a repository for statements on relations with the general public and with other community and public agencies except other educational agencies and groups.

KA School-Community Relations Goals

KB Public Information Program (Public Relations)

KBA Public's Right to Know

KBA-E Application for Access to Public Records

KBAA Public Records

KBAA-R Public Records - Regulation

KBC News Media Relations

KBCA News Releases

KBE Bond Campaigns (Also FD)

KC Community Involvement in Decision Making (Also ABA)

KD Public Participation at Board Meetings (Also BDDH)

KDG Consumption of Alcoholic Beverages on School Property

KDG-E Lease Agreement for School Facilities

KF Community Instructional Resources (Also IIC)

KG Community Use of School Facilities

KG-R Community Use of School Facilities

KGB Public Conduct on School Property

KGC Smoking on School Premises (Also GBK)

KH Public Gifts to the Schools

KI/KJ	Public Solicitations/Advertising in the Schools
KIA	Distribution and Posting of Promotional Materials
KK	Visitors to the Schools
KL	Complaints From the Public
KLB	Public Complaints about the Curriculum or Instructional Materials
KLB-E	Request for Reconsideration of Instructional Materials
KLD	Public Complaints about School Personnel
KMA	Relations with Parents Organizations
KMB	Title I Parent Involvement
KMB-R	Title I Parent Involvement (Regulation)
KMI	Relations with Political Organizations (Public Funds)
KN	Relations with Governmental Authorities

File: KA

SCHOOL-COMMUNITY RELATIONS GOALS

The Board believes that responsible management of the school district requires current laws, standards, attitudes, and philosophies of education be presented to the community on a continuing basis. The Board also recognizes that as elected representatives of the people it must consider the needs and desires of the community in establishing educational policy. In order to meet both of these aims, it is essential that effective two-way communication be maintained with the community.

The basis for an effective community relations program is to be found in the following statements of Board attitudes:

1. The community will be encouraged to participate and actively assist in the future planning of the school district.

2. All avenues of communication available will be used.

3. Special attention will be given to effective internal communication among the Board, administration, the staff, and students, to assure the understanding of existing programs and to elicit reports and recommendations on those in effect, as well as those which should be considered.

The Board is devoted to the development and maintenance of a year-round community relations program to assure an appreciation of the educational program and the problems of the district, and to provide for the broadest participation of all—Board, staff and community—in seeking the solution to problems and in promoting the continuing improvement of the education available to the residents of the community.

Policy	Board Action
Adopted: 04/12/2010	2010-04-3
Amended:	

File: KB

PUBLIC INFORMATION PROGRAM

The purpose of the school-community relations program is to establish and maintain a program that informs the public of and involves them in the goals and services of the district's public schools.

Toward this end, the Board shall provide parents or guardians and other district residents opportunities for information and orientation regarding local school procedures, and will utilize, insofar as practical, all appropriate means and media to achieve the following objectives:

1. To explain the programs, achievements and needs of the schools to:

    a) parents;

    b) township officials and other community leaders;

    c) local business and industry;

    d) community organizations;

    e) special interest groups;

    f) the community as a whole;

g) State and Federal agencies.

2. To determine:

a) what residents expect from their schools;

b) what residents think about the accomplishments of their schools;

c) what residents would like to know about their schools that they don't now know;

d) which particular areas of the school program, policies, or operations need further clarification or explanation.

3. To keep staff members informed of:

a) district policies and procedures;

b) system-wide activities;

c) their own responsibilities;

d) their rights within district policy and under school law;

e) practices and procedures to follow at parent meetings or conferences to establish cordial relationships and trust on the part of their pupils' and parents.

4. To operate, insofar as required, in public session, as speedily and efficiently as circumstances permit, and with public participation.

5. To recognize pupils:

a) as a "public" entitled to both be heard and to be provided with reasons for policies and practices which relate to them;

b) as "ambassadors" from the school system to the community, whose attitudes will affect community opinion of the schools.

6. To inform teaching staff personnel that community opinion depends upon the daily life of the school, and that they should seek the following objectives as opportunity permits in their respective fields of services:

a) acquaint citizens with the work of the schools;

b) give courteous and thoughtful consideration to all inquiries and suggestions and carefully investigate all complaints;

c) make parents feel welcome in the school office and in the classroom;

d) cooperate with the parent and other community groups;

e) maintain pupil relations so as to enlist the cooperation of the home;

f) observe interstaff relations conducive to high morale that merits the respect of pupils and citizens.

Policy	Board Action
Adopted: 04/12/2010	2010-04-3
Amended:	
Reviewed: 7/13/15	2015-07-18

File: KBA

PUBLIC'S RIGHT TO KNOW

The Board is a public servant, and its meetings and records will be a matter of public information except as such meetings and records pertain to individual personnel and other classified matters.

The Board supports the right of the people to know about the programs and services of their schools and will make every effort to disseminate information. All requests for information will be acted on fairly, completely, and expeditiously.

The official minutes of the Board, its written policies and regulations, and its financial records will be open for inspection at the office of the chief executive officer (CEO)/superintendent by any citizen desiring to examine them during hours when the office is open. No records pertaining to individual students or staff members will be released by the chief executive officer (CEO)/superintendent or other persons responsible for the custody of confidential files for inspection by the public or unauthorized persons. The exception to this will be information about an individual employee (or student) that has been authorized in writing for release by the employee (or student, or student's parent).

Each building administrator is authorized to use all means available to keep parents and others in the particular school's community informed about the school's program and activities.

LEGAL REFS.: SDCL 13-8-43

CROSS REFS.: BDDG, Minutes

GBL, Personnel Records

JO, Student Records

Policy	Board Action
Adopted: 04/12/2010	2010-04-3
Amended:	
Reviewed: 7/13/15	2015-07-18

APPLICATION FOR ACCESS TO PUBLIC RECORDS

TO: (RECORDS ACCESS OFFICER) (FISCAL OFFICER)

[Cross one out]

_____

Name of agency

_____

Address

I hereby apply to (inspect) (copy) the following record:

[cross one out]

_____

_____

NOTE: The charge for copying records not exceeding 9 x 14 inches shall be 25

cents per page, and for other sizes it shall be the actual cost of reproduction, unless otherwise specified by law.

_____ _____

Signature Date

_____

Representing

_____

Mailing Address

APPLICATION FOR ACCESS TO PUBLIC RECORDS (cont'd)

Approved_____

Denied_____

Record of which the district is Legal Custodian cannot be found. _____

Record is not maintained by this district. _____

_____ _____ _____

Signature Title Date

NOTICE: You have a right to appeal a denial of this application to the chief executive officer (CEO)/superintendent.

Mr. (s)_____ _____

Name Business address and telephone no.

Who must fully explain his reasons for such denial in writing seven days of receipt on an appeal by signing below and filing this form with the chief executive officer (CEO)/superintendent within thirty days after the date thereof.

I hereby appeal:

_____ _____

Signature Date

Policy	Board Action
Adopted: 04/12/2010	2010-04-3
Amended:	
Reviewed: 7/13/15	2015-07-18

PUBLIC RECORDS

The School District believes in operating in an open, transparent manner and will make district records available for public inspection, provided the release of the record(s) does not conflict with state or federal law.

The Board hereby designates the Superintendent as the District's public records officer. The public records officer will be responsible for allowing inspection of records upon public request, and for maintaining confidentiality of those records not open to the public.The public records officer will also establish fees that may be charged for the retrieval and copying public records.

Legal References: SDCL 1-27;

10 U.S.C. §503 as amended by the National Defense Authorization Act for Fiscal year 2002

(P.L.107-107);

20 U.S.C. §7908 (§9528 of the ESEA) as amended by the No Child Left Behind Act of 2001

(P.L. 107-110).

Policy	Board Action
Adopted: 04/12/2010	2010-04-3
Amended:	
Reviewed: 7/13/15	2015-07-18

File: KBAA-R

PUBLIC RECORDS - REGULATION

The Superintendent will act as the public records officer for handling routine record requests. Public records are available for viewing during the school's normal business hours. The cost of copying public records will be $0.25 per page. A log will be maintained of all requests, and the disposition.

[Whether the request may be made by phone, e-mail, or letter is the choice of the superintendent making the regulation]

If a request is refused, it may be submitted in writing, and if refusal is maintained, a written confirmation will be submitted.

Certain records are exempt from public access. Included are student information, and personnel information other than directory or salary.

Denial may also be based on the cost of retrieval, and form requested. If staff time is required, the district may charge an hourly fee to compensate for this time.

It is the desire of the administration to fully comply with the letter and spirit of the district's policy and South Dakota Law. While there may be disagreements over the availability of records, the district will make every attempt to settle disputes amicably and factually through the processes established by state and federal law.

Policy	Board Action
Adopted: 04/12/2010	2010-04-3

Amended:
Reviewed: 7/13/15 2015-07-18

File: KBC

NEWS MEDIA RELATIONS

The chief executive officer (CEO)/superintendent or designee will coordinate all activities relating to the publication of information concerning the schools or the appearance of news releases relating to school personnel or activities.

In addition to the use of the official newspaper as required by state law for specific announcements, the public schools will use all media available, both public and private, and the school media to keep the public informed as fully as possible on school matters.

The Board welcomes the active participation of newspapers, magazines, radio, television, and other mass communication media in promoting the cause of good education in our district and state.

Suggestions and advice from representatives of such media as to how best to facilitate the flow of information to them by the Board and personnel of the school district will be welcomed.

Newscasts, spot announcements, sports and media coverage of other school activities and programs must be presented in the public interest. Identification of the schools with the promotion of any commercial or political enterprise will not be permitted.

Policy	Board Action
Adopted: 04/12/2010	2010-04-3
Amended:	
Reviewed: 7/13/15	2015-07-18

File: KBCA

NEWS RELEASES

The chief executive officer (CEO)/superintendent or his designee will be the press liaison for coordinating the release of information concerning the school district and the actions of the Board. The Board president will be the official spokesman for the Board, except as this duty is delegated to the superintendent or his designee.

The chief executive officer (CEO)/superintendent or his designee will work in cooperation with the administrative staff, and the school principals. He will assure that each school in the district has equitable news media coverage.

While it is impossible to know how news releases will be treated by the press, every possible effort should be made to obtain coverage of school activities and personnel, which will create and maintain a dignified and professionally responsible image for the school system.

Policy	Board Action
Adopted: 04/12/2010	2010-04-3
Amended:	
Reviewed: 7/13/15	2015-07-18

File: KBE (Also FD)

BOND CAMPAIGNS

In accordance with law, the Board by resolution may determine that the district should issue negotiable bonds. These bonds may only be used for the purposes of:

1. Refunding any bonded indebtedness, which is or is about to become due and payable or whenever such indebtedness can be refunded at a lower rate of interest to fund any judgment or outstanding warrants;

2. Raising money for any purpose for which the Board is authorized to spend school district funds.

The proposition to issue bonds, except bonds to fund registered warrants or to refund bonded indebtedness, will first be submitted to the electors of the district at a general or special election.

The amount of money borrowed will not exceed the sum of 10 percent of the previous year's assessed valuation.

Established by law

LEGAL REFS.: Constitution of the State of South Dakota, Art. XIII, sec. 4

Policy	Board Action
Adopted: 04/12/2010	2010-04-3
Amended:	
Reviewed: 7/13/15	2015-07-18

File: KC (Also ABA)

COMMUNITY AND PARENT INVOLVEMENT IN DECISIONMAKING

The Board recognizes the importance of community and parent involvement with the program and the operations of the public schools. By working together the quality of the educational program for students can only improve.

To foster mutual respect and confidence between the public, parents and the Board, an atmosphere of openness and honesty will prevail. The Board will encourage interested groups and representatives to express ideas, concerns and judgments about the schools to the school administration, to staff appointed advisory bodies and to the Board. It will be the Board's responsibility to provide the public and parents with accurate and complete information on the schools and the Board's activities.

The advice of the public and parents will be given careful consideration. In the evaluation of such contributions, the first concern will be for the educational program as it affects the students.

Citizens' Advisory Committees

The Board recognizes that one of the best methods to maintain good communications with the community, and to establish sound public relations, is through temporary citizens' advisory committees.

These committees will be appointed when needed for a specific time and purpose, and will be under the supervisory control of the chief executive officer (CEO)/superintendent. He/She will report to the Board on its membership, function, progress and final report.

CROSS REF.: BCF, Advisory Committees to the Board

Policy	Board Action
Adopted: 04/12/2010	2010-04-3
Amended: 7/13/15	2015-07-18
Reviewed: 7/13/15	2015-07-18

File: KD (BDDH)

PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board welcomes citizens of the district to attend its sessions so they may become better acquainted with the operation and programs of the schools.

In order to assure that citizens who wish to appear before the Board may be heard, and, at the same time, conduct its meetings properly and efficiently, the following procedures have been adopted:

l. Any individual who desires to speak about an item on the agenda, is asked to present the "request to speak" to the superintendent, the business manager or the Board president. The request may be communicated orally prior to the meeting, in written form, or by a raised hand during the meeting.

2. Persons who wish to speak about an item that is not on the agenda, are asked to present such request to the superintendent or the Board president, prior to the beginning of the meeting. Persons who present such a request will be allowed to speak about the topic before the meeting is adjourned.

3. Citizens who desire Board action on an item not on the agenda, will submit the item to the superintendent's office, at least 10 days prior to the meeting of the Board, at which they wish for the item to be considered.

4. Presentations should be as brief as possible. Unless an extension of time is granted, a speaker will be limited to five minutes.

The Board vests in its president or other presiding officer, authority to terminate the remarks of any individual when they do not adhere to the rules established above.

The following are some guidelines that must be followed to enhance public discussion time:

*All persons wishing to speak to the Board need to be signed in to the meeting.
*The Board Chair controls the meeting (time, number of speakers, etc). All questions should be directed to the Chair.
*No employee name (or position) or student names may be used in open meeting with the Board. This is a violation of State Law.
*The Board of Education may ask clarifying questions, but may not participate in general conversation with patrons regarding items brought before the Board. Input from patrons is one step in a multi-step process of trying to learn the whole issue, therefore the Board will listen, but not act on an issue brought up in public time.

Policy	Board Action
Adopted: 04/12/2010	2010-04-3
Amended: 7/13/15	2015-07-18
Reviewed: 7/13/15	2015-07-18

File: KDG

CONSUMPTION OF ALCOHOLIC BEVERAGES ON SCHOOL PROPERTY

The Board will allow the consumption of alcoholic beverages on school property, when school facilities are used for (1) receptions or dances for weddings and anniversaries; (2) a community wide benefit function; or (3) use by a non-profit organization. Such use must be in compliance with district policies on the community use of school facilities and on public conduct on school property, and only on the conditions stated below.

In its application to use school facilities, the organization shall clearly indicate its intent to have alcoholic beverages at its proposed activity. The Board shall approve or disapprove each use of alcoholic beverages on a case-by-case basis at a regularly scheduled board meeting. The board's decision on the use of alcoholic beverages will not otherwise jeopardize the applicants' use of school facilities.

The applicant shall state on its application the reason for requesting the use of alcoholic beverages and the anticipated benefit from having alcoholic beverages at its activity.

If approved, the consumption of alcoholic beverages on school property shall be governed by the following conditions:

1. The permit period shall not exceed twenty-four hours, and hours of authorized consumption shall not exceed those permitted for on-sale licensed facilities.

2. The activity at which the consumption of alcoholic beverages is to occur cannot be held at the same time as any school or school-related activity or in conjunction with any such activity.

3. The sponsoring organization shall show evidence of liability protection for the consumption of alcoholic beverages by all individuals at the proposed activity.

4. The sponsoring organization must have the necessary municipal, county and state permits.

LEGAL REF.: SDCL 35-1-5.3

Policy	Board Action
Adopted: 04/12/2010	2010-04-3
Amended: 7/13/15	2015-07-18
Reviewed: 7/13/15	2015-07-18

LEASE AGREEMENT FOR SCHOOL FACILITIES

DATE_____

It is hereby agreed that the Scotland School District, party of the first part, agrees to rent to _____, party of the second part, the following listed school facilities for (purpose):

_____

at the time and dates listed below:

FACILITIES	DATE	HOUR(S)

Will alcohol be served at this function? YES NO

It is further agreed that the cost for the above facility will be $_____ and custodial fee of $_____ per hour (see back), payable to the custodian and shall be tendered to the School District Business Manager. A deposit of $200.00 is required. (Deposit to be returned if no damage has occurred, and custodial fee has been paid).

It is further agreed, that the party of the second part shall assume all responsibility and liability for any injury or damage to person or property on the school facilities during the rental period, and that the party of the second part shall absolve and hold the first party free from all injury and damage during the time the party of the second part uses the school's facilities under the agreement,

The party of the second part further agrees to abide by all rules and regulations for the use of the school facilities as attached hereto.

Agreed to and signed this _____ day of _____, _____.

Organization/Individual	School District
By_____	By_____
Title_____	Title_____

Policy	Board Action
Adopted: 04/12/2010	2010-04-3

Amended:
Reviewed: 7/13/15 2015-07-18

COMMUNITY INSTRUCTIONAL RESOURCES

Helping each child develop to his full potential and become a contributive citizen to this community are important objectives of this district's educational program.

Toward these ends, the Board will encourage administrative and instructional personnel to rely on the community as one available educational tool. The administration will direct the development of a community instructional resources program designed to involve the citizens, the institutions, and the environment of our community in the education of its children.

The chief executive officer (CEO)/superintendent will have supervisory control over the community resources program, which will include the school volunteer service. Members of the staff and of the community will be encouraged to offer their ideas and services through the channels developed by the administration. Community resource files will be developed, noting contacts for voluntary assistance, program contribution, and an evaluation of the effectiveness of each contribution.

From time to time, each school principal may be asked to provide the chief executive officer (CEO)/superintendent with a summary of the extent and effect of using such volunteers.

Policy	Board Action
Adopted: 04/12/2010	2010-04-3
Amended:	
Reviewed: 7/13/15	2015-07-18

File: KG

COMMUNITY USE OF SCHOOL FACILITIES

Since the district schools belong to the people of the school district, and since the district plant facilities are established, maintained, and operated by funds largely provided by local taxes, the Board accepts the responsibility for making its plant facilities available to responsible organizations, associations, and individuals of the community for appropriate civic, cultural, welfare, or recreational activities. These activities may not infringe upon nor interfere with the conduct and best interests of the school district or its programs.

More specifically, it is the Board's intention to grant the use of school facilities for activities of a cultural, educational, civic, social, recreational, governmental, and general political nature which are to be sponsored by responsible, recognized local persons, organizations, agencies, or institutions. The superintendent will develop regulations to be approved by the Board for the use of these facilities. The schedule of rental fees will be determined by the Board. All rentals will be limited to civic and nonprofit organizations. Use of school equipment outside of school facilities for other than school district purposes or functions will not be permitted, unless authorized by superintendent or designee.

PROHIBITED ACTIVITES

The following activities will be prohibited on school grounds or in school facilities:

1. Partisan political meetings;

2. Promulgating any theory or doctrine subversive to the laws of the United States or any political subdivision thereof advocating governmental change by violence;

3. Any activity that may violate the canons of good morals, manners or taste, or be injurious to the buildings, grounds or equipment;

4. Any purpose in conflict with school activities;

5. Commercial advertising;

6. Fund-raising campaigns except as permitted by Board policy or special action of the Board;

7. Activities which are discriminatory in the legal sense.

Permission may be granted by the Board to allow local colleges and universities, which may charge tuition, or school personnel to use district facilities for staff improvement or in-service training. Other private teaching, either by staff members employed by the school district or by any other outside agencies or persons, for which tuition is charged will require Board approval before facilities may be used.

GRANTING OF APPROVAL

The superintendent is authorized to approve and arrange for scheduling the use of school facilities by qualified applicants who satisfy the above purposes and limitations.

Right is reserved by the Board to revoke any such permit, without liability, should such action be deemed necessary or desirable.

Applicants will be required to submit a statement declaring that to the best of their knowledge their projected use is legal. Applicants requesting permission to use a school building will be held responsible for the preservation of order and for any damage to school facilities. The person signing the application will agree to replace or pay for all damages or lost equipment or material when directed to do so by the school administration.

Legal References: SDCL 13-24-20

Policy	Board Action
Adopted: 04/12/2010	2010-04-3
Amended:	
Reviewed: 7/13/15	2015-07-18

File: KG-R

COMMUNITY USE OF SCHOOL FACILITIES

All requests for use of school facilities by any outside organization wishing to use buildings after school hours are to be made in duplicate on forms provided by the school business office. School facilities are available to school district, nonprofit organizations and groups, which are not objectionable in nature, provided the organization abides by the regulations below unless waived by school authorities for the particular meeting.

It is to be understood that school activities will take precedent over any other activities and the use of buildings will be so scheduled. The Boy Scouts, Girl Scouts, and similar youth groups are responsible only for custodial services.

Charges

All organizations that qualify to use school facilities will be charged the established rental fees. All rental fees will be paid at the time the contract is signed.

If it is necessary for the school district to employ custodial help on an overtime basis, the school district may charge the hourly rate for overtime commensurate with the current custodial contract in addition to any rental fee charged.

School facilities may not be used free of charge for private gain.

Equipment Use

Putting up decorations, or moving pianos or other school furniture is prohibited unless special permission is granted by the building principal. The use of tacks, nails, or anything which may mar the walls is prohibited.

Special scenery, properties, or other nonschool materials brought to the school by the organization will not be stored in the building, and must be removed within 24 hours unless special permission has been granted by the principal.

Policy	Board Action
Adopted: 04/12/2010	2010-04-3
Amended:	
Reviewed: 7/13/15	2015-07-18

File: KGB

PUBLIC CONDUCT ON SCHOOL PROPERTY

Although the Board welcomes the use of its facilities for public events, and public visitations to the schools, the Board expects all visitors to abide by acceptable rules of conduct. To maintain public order on school property, the Board prohibits the following conduct or acts on school property by students, teachers, staff members, licensees or invitees:

1. The willful physical injury of any person or the threat to use force which would result in such injury.

2. The harassment or coercion of any person;

3. The willful damage to, or destruction of, property;

4. The willful disruption of the orderly conduct of classes or of any other school program or activity;

5. The entry of any school building or upon any portion of the school premises unless such entry is made in connection with official business with the district or to attend an activity or function authorized thereby;

6. The willful interference with the lawful and authorized activities of others;

7. The possession, consumption, or exchange of alcoholic beverages, unauthorized drugs, or narcotics on school property;

8. The possession or use of a knife, razor, ice pick, explosives, loaded cane, sword cane, machete, pistol, rifle, shot gun, pellet gun, air gun, or any other object that reasonably can be considered a weapon, on property of the school district;

9. The violation of any federal or state statute, local ordinance, or Board policy;

10. The refusal or failure of any person to comply with a lawful order or direction of an official of the school district in the performance of his or her duties;

11. The distribution or posting of any written material, pamphlets, or posters without the prior written approval of the superintendent.

ENFORCEMENT AND PENALTIES

Any violation of the above shall be reported immediately to the building principal. The principal will investigate the case thoroughly and make a written report to the superintendent.

Penalties that may be imposed by the principal and/or the superintendent include:

1. A reprimand;

2. An order by violators to leave school property immediately;

3. A call to police and a specified charge made under the penal code.

OTHER PENALTIES

The penalties mentioned above are not considered to be inclusive or to preclude in any way the prosecution and conviction of any person for the violation of any federal or state law or local ordinance and the imposition of a fine or penalty provided for therein.

Policy	Board Action
Adopted: 04/12/2010	2010-04-3
Amended:	
Reviewed: 7/13/15	2015-07-18

File: KGC (Also GBK)

SMOKING ON SCHOOL PREMISES

The School Board recognizes that smoking represents a health and safety hazard, which can have serious consequences for the smoker and nonsmoker and the safety of the District. In order to protect the students, staff, employees, visitors and guests of the District from an environment that may be harmful to them, and because of possible harm to personal well-being, the Board hereby prohibits smoking by staff members, employees, visitors, or guests in all District buildings, on grounds, and in all school vehicles at all times.

For the purpose of this policy, "smoking" will mean all uses of tobacco, including cigars, chewing tobacco, cigarettes, electronic cigarettes, and pipes.

It is understood that this policy will be in addition to other Board policies concerning the prohibition of smoking by students on school property and buses.

This smoking prohibition will be in effect 24 hours a day, seven days a week, and will apply to anyone present in District buildings or on District grounds.

The Board hereby directs the superintendent to formulate the necessary rules and procedures to ensure the enforcement and implementation of this nonsmoking policy.

Legal References: SDCL 22-36-2; 34-46-2 (Prohibits Minors from purchasing tobacco products, or using, possessing or selling tobacco products)

Resource: NSBA (1987). No Smoking: a Board Member's Guide to Nonsmoking

Policies for the Schools. 1680 Duke Street, Alexandria, VA 22314

Policy	Board Action
Adopted: 04/12/2010	2010-04-3
Amended: 7/13/15	2015-07-18
Reviewed: 7/13/15	2015-07-18

File: KH

PUBLIC GIFTS TO SCHOOLS

Gifts, grants, bequests, or other devises to the schools or any school department may be accepted by action of the Board and will become district property. All gifts will be accepted in the name of the school district, but may be designated for use in a particular school or department. All items must be of legitimate use in the school program.

Gifts will not be accepted if there is excessive cost of maintenance or installation. Where installation is required, the gift will be installed under the supervision of district personnel.

The Board is under no obligation to replace the gift if it is destroyed or becomes worn out.

The Board welcomes gifts of books and other materials to school libraries provided they meet the same standards of selection as those applied to the purchase of library materials. School libraries may dispose of gifts at their discretion (for example, if the book is out-of-date or in poor physical condition).

The Board directs the chief executive officer (CEO)/superintendent to assure that an appropriate expression of thanks is given all donors.

LEGAL REF.: SDCL 13-14-5

CROSS REF.: IIAC, Library Materials Selection and Adoption

Adopted: 04/12/2010 2010-04-3
Amended:
Reviewed: 7/13/15 2015-07-18

File: KI/KJ

PUBLIC SOLICITATIONS AND ADVERTISING IN THE SCHOOLS

SOLICITING

No person will sell or offer for sale within school buildings or on school property any articles or services, or solicit contributions, except those approved by the superintendent or the Board. This policy does not prohibit any school fund-raising activity authorized by the Board and the school administration.

Salespeople are prohibited from talking to teachers at any time during the school day. Salespeople representing educational companies may be granted this opportunity by making arrangements through the principal's office, at a time that will not interfere with the classroom work of the teacher.

The school directory or lists of pupils and staff will not be made available to any outside person or agency.

ADVERTISING

No notices or advertisements by or in behalf of persons not officially connected with the schools will be distributed in any school building except by permission of the superintendent or Board. All notices, even by school personnel, will be cleared by the building principal and, in case of doubt, by the superintendent.

CHARITY FUND-RAISING

The administration may select a special fund or charity project which is considered important. Approval for such a project must be secured from the superintendent.

This policy should not be construed as preventing a teacher from using instructional or informational materials even though the materials might include reference to a brand, a product, or a service.

Policy	Board Action
Adopted: 04/12/2010	2010-04-3
Amended:	
Reviewed: 7/13/15	2015-07-18

DISTRIBUTION AND POSTING OF PROMOTIONAL MATERIALS

The board recognizes that students, employees, parents or citizens may want to distribute materials within the school district that are noncurricular. Noncurricular materials to be distributed must be approved by the building principal and meet certain standards prior to their distribution.

It is the responsibility of the superintendent, in conjunction with the building principals, to draft administrative regulations regarding this policy.

LEGAL REF: U.S. Const. Amend. I

Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988)

Bethel School District v. Fraser, 478 U.S. 675 (1986)

New Jersey v. T.L.O., 469 U.S. 325 (1985)

Tinker v. Des Moines Ind. Comm. Sch. Dist., 393 U.S. 503 (1969)

Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987)

CROSS REF: KI

Adopted: 04/12/2010 2010-04-3
Amended:
Reviewed: 7/13/15 2015-07-18

File: KK

VISITORS TO THE SCHOOLS

The Board and staff of the school district welcome members of the community and other interested persons to visit the district schools. School improvements often come from suggestions originating in such visits.

The chief executive officer (CEO)/superintendent will encourage visitors to observe our schools; provide for appropriate hospitality for visitors; channel expressions of approval as well as constructive criticism to the Board; ensure that such visits will enhance the effect of the educational program.

All visitors must report to the school office and receive the principal's permission to be on the school grounds. Any person on school property who has not registered with the school office will be requested to report to the principal's office for permission to remain. Any request to be on school property for any purpose deemed by the school principal or his assistant to be disruptive of the educational process will be denied permission to remain.

If a visitor refuses to leave the school grounds, creates any disturbance, or attempts to disrupt the educational process, the principal is directed to request aid from the local law enforcement agency.

Policy	Board Action
Adopted: 04/12/2010	2010-04-3
Amended:	
Reviewed: 7/13/15	2015-07-18

COMPLAINTS FROM THE PUBLIC

The School District welcomes constructive comments that help to improve the quality of our educational program or to equip the district to do their tasks more effectively.

The Board believes that official complaints relating to the school district, its policies, personnel, programs or instructional materials are best handled and resolved as close to the origin as possible. District staff will receive complaints courteously and respond properly to individuals who formally bring complaints to the district.

To ensure efficient and thorough management of complaints, the superintendent shall develop regulations consistent with this policy. The regulations may include, but are not limited to:

1. Procedures to channel complaints personnel best positioned to resolve the issue;

2. Procedures to formally accept, acknowledge and respond to complaints;

3. Procedures to elevate unresolved complaints to higher levels of authority within the district;

Complaints about district staff will be given respectful attention. If the complaint warrants an investigation, due process rights will be maintained.

If a complaint, excluding those concerning Board actions or Board operations, is made directly to the school board or to an individual school board member, the individual making the complaint will be advised to issue the complaint to the district using the district's complaint procedures. Board Members will advise complainant to resolve concerns at the lowest level.

After receiving the full attention and diligence of the staff, unresolved complaints may be appealed to the School Board, provided the appeal occurs within seven calendar days of the superintendent's final ruling. The superintendent shall present the appeal in accordance with relevant district policies. The Board will consider the appeal at the next regular board meeting and act on the matter according to its best judgment.

Legal References: SDCL 13-46-1

Policy	Board Action
Adopted: 04/12/2010	2010-04-3
Amended:	
Reviewed: 7/13/15	2015-07-18

File: KLB

PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS

The Board reserves to itself the final responsibility for all instructional materials used and curricula taught in the district schools. The Board recognizes that without a free and vigorous exchange of ideas, learning and teaching cannot take place effectively.

The Board also recognizes that district residents have a right to express concern about the educational programs of their schools. When citizens have concerns about particular courses or instructional materials, these concerns should be stated in writing, carefully considered, and accorded the courtesy of a prompt reply by school personnel. All such replies will be based on the instructional goals of the district, upon course objectives, and upon the criteria for selection of instructional materials.

Staff members will attempt to accommodate serious religious or moral objections to particular instructional materials by providing alternate materials whenever possible. However, attempts by parents or students to control what others read and study will be subject to careful scrutiny and question by school employees and the Board.

Complaints against instructional materials will be considered a most serious matter and will be processed in a very deliberate manner. Therefore, the following procedures are to be followed, step-by-step. Complaints that reach Step 3 will be reported to the Board.

1. The material in question should first be discussed with the teacher or librarian who will report the results of this meeting to the principal.

If satisfaction is not reached, the complainant may continue with Step 2.

2. The principal will meet to discuss the material with the complainant and the teacher or librarian. The results of the meeting will be reported to the superintendent. If satisfaction is not gained, the complainant will be requested to complete the form, "Request for Reconsideration of Instructional Materials," before proceeding to Step 3.

3. The chief executive officer (CEO)/superintendent will appoint a review committee composed of the following members:

- The building principal.

- The building librarian.

- Two building teachers.

- Three adult citizens.

The committee members will be requested to read or view the material and

respond to the complainants' answers to the questions on the form, "Request for Reconsideration of Instructional Materials." The recommendation of the committee will be sent to the complainant by the superintendent. If the complainant is not satisfied, he may continue with Step 4.

4. The chief executive officer (CEO)/superintendent will meet with the complainant to resolve the problem. If an impasse has developed, the matter is to be directed to the Board in Step 5.

5. The complainant will appear before the Board as the final step in the request for reconsideration of instructional materials.

CROSS REFS.: IIA, Instructional Materials

IIAA, Selection and Adoption of Textbooks

IIAC, Selection and Adoption of Library Materials

Policy	Board Action
Adopted: 04/12/2010	2010-04-3
Amended:	
Reviewed: 7/13/15	2015-07-18

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

_____ _____ _____

Name of Complainant Address Phone Number

Please complete the following information and respond to the questions. Attach additional pages, if necessary.

Author _____

Title _____

Where was this material used?

_____

School Teacher Class Grade Level

1. To what in the material do you object? Please be specific.

2. Did you read, view, or listen to the entire material?_____ If not, what parts didn't you?

3. What value is there in this material?

4. What do you feel might be the result of using this material?

5. Are you aware of any judgment of this material by professional critics?

6. What do you believe is the theme or purpose of this work?

7. Are you aware of the teacher's purpose in using this material?

8. What would you prefer the school do about this material?

9. What work of equal value would you recommend in place of this material?

10. Additional comments.

_____
_____

_____ _____

Signature of Complainant Date

Policy	Board Action
Adopted: 04/12/2010	2010-04-3
Amended:	
Reviewed: 7/13/15	2015-07-18

File: KLD

PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL

Constructive criticism of the schools is welcomed by the School District when it is motivated by a sincere desire to improve the quality of the education program and to help the school personnel in performing their tasks more effectively.

The Board places trust in its employees and desires to support their actions in such a manner that employees are freed from unnecessary, spiteful, or negative criticism and complaints.

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 individual employee involved shall be advised of the nature of the complaint and will be given every opportunity for explanation, comment, and presentation of the facts as he or she sees them.

In cases of discipline or other school matters relating to their children, parents will first discuss the matter with the teacher. If, for some reason, they are not satisfied, they may further discuss that matter with the following persons in the following order: the principal of the building, then the superintendent or the superintendent's designee. If the superintendent is unable to satisfy the parents, he or she will report the case to the Board for consideration and action. The Board will not consider or act on complaints that have not been explored at the appropriate administrative level. 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 specific in terms of the complaint and the action desired.

If it appears necessary, the administration, the person who made the complaint, or the employee involved may request an executive session of the Board for the purposes of further study and a decision by this body. Generally, all parties involved, including the school administration, shall be asked to attend such a meeting for the purposes of presenting additional facts, making further explanations, and clarifying the issues. Hearsay and rumor shall be discounted, as well as emotional feelings except those directly related to the facts of the situation.

The Board will render its decision which the superintendent will implement. The decision of the Board may be appealed.

Legal References: SDCL 13-32-6; 13-46

Policy	Board Action
Adopted: 04/12/2010	2010-04-3
Amended:	
Reviewed: 7/13/15	2015-07-18

RELATIONS WITH PARENTS ORGANIZATIONS

The Board is aware of the constructive role, which the parent-teacher groups can play in the school system. The effective leadership provided by these organizations is valuable to the improvement of educational programs and community support of the schools. The Board will offer these groups its full cooperation, and urges parents, teachers, and administrators to become enthusiastic participants.

The parent-teacher association (PTA) may be of service to the schools in each area of the district by fostering community undertakings, encouraging social activities, working for needed legislation, discovering and reporting facts which lead to community or school improvements, studying school problems, supporting school projects, and cooperating with other community agencies.

Each school may set up its own form of parent-teacher association. Before official recognition, their organizational plan and rules of operation must be approved by the Board. The association membership may then form its own committees, plan its own programs, study projects, and other activities in line with Board policies. Resolutions of a school's parent-teacher association will be accepted by the Board for processing and consideration when such resolutions have been adopted by a majority of the members present at an official meeting.

CROSS REF.: ABA, Community Involvement in Decisionmaking (Also KC)

Policy	Board Action
Adopted: 04/12/2010	2010-04-3
Amended:	
Reviewed: 7/13/15	2015-07-18

TITLE I PARENT INVOLVEMENT

Schools receiving federal ESEA funds are required to have a parent involvement policy. This sample policy can be used as the basis for the joint development of a policy, as required by the federal legislation. This policy cannot be the district's policy without some parental involvement in its development at the local level.

The Board of Education endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school, and community. In this policy, the word "parent' also includes guardians and other family members involved in supervising the child's education.

Pursuant to federal law, the district will develop jointly with, and distribute to parents of children participating in the Title I program a written parent involvement policy.

A meeting of the parents of participating Title I students will be held annually to explain the goals and purposes of the Title Program.

Title I program Parents will be given the opportunity to participate in the design, development, operation, and evaluation of the program for the next school year and to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs. Parents will be encouraged to attend the meeting and to become involved.

In addition to the required annual meeting, additional parent meetings shall be held, at various times of the day and/or evenings, for parents of children participating in the Title I program. Notices will be sent to the parents and articles will appear in the local newspaper advising parents and interested persons of the meetings. These meetings shall be used to provide parents with:

1. Information about programs provided under Title 1;

2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;

3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and

4. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program to the district level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

The parents of children identified to participate in Title I Targeted Assistance programs shall receive from the school principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Parents will be advised of their children's progress on a regular basis. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their children's progress. Parents will also receive information and training that will assist them in helping their children at home and at school.

Each school in the district receiving Title I funds shall jointly develop with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting state standards. The compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the state's academic achievement standards;

2. Indicate the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, monitoring television watching,

volunteering in the classroom, and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time; and

3. Address the importance of parent-teacher communication on an on-going basis, with at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

REFERENCE: P.L. 103-382, Improving America's Schools Act

P.L. 107-1 1 0, No Child Left Behind Act of 2001

CROSS-REFERENCE: Policy IKAB, Student Progress Reports to Parents

Policy KMA, Relations with Parent Organizations

THIS POLICY REQUIRED BY THE NO CHILD LEFT BEHIND ACT.

Policy	Board Action
Adopted: 04/12/2010	2010-04-3
Amended:	
Reviewed: 7/13/15	2015-07-18

TITLE I PARENT INVOLVEMENT (REGULATION)

In order to achieve the level of Title I parent involvement desired by the board of education policy on this topic, these regulations guide the development of each school's annual plan designed to foster a cooperative effort among the parents, school, and community.

Guidelines

Parent involvement activities developed at each school will include opportunities for:

A. volunteering;

B. parent education;

C. home support for child's education;

D. parent participation in school decision-making.

The school system will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices.

Roles and Responsibilities

1. Parents

It is the responsibility of the parent to:

A. actively communicate with school staff;

B. be aware of rules and regulations of the school;

C. take an active role in the child's education by reinforcing, at home, the skills and knowledge the student has learned in school;

D. utilize opportunities for participation in school activities.

2. Staff

It is the responsibility of the staff to:

A. develop and implement a school plan for parent involvement;

B. promote and encourage parent involvement activities;

C. effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement;

D. send information to parents of Title I children in a format, and to the extent practicable, in a language the parents can understand.

3. Community

Community members who volunteer in the schools have the responsibility to:

A. be aware of rules and regulations of the school;

B. utilize opportunities for participation in school activities.

4. Administration

It is the responsibility of the administration to:

A. facilitate and implement the Title I Parent Involvement policy and plan;

B. provide training and space for parent involvement activities;

C. provide resources to support successful parent involvement practices;

D. provide in-service education to staff regarding the value and use of contributions of parents and how to communicate with and work with parents as equal partners;

E. send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

Adopted: 04/12/2010 2010-04-3
Amended:
Reviewed: 7/13/15 2015-07-18

File: KMI

RELATIONS WITH POLITICAL ORGANIZATION (PUBLIC FUNDS)

School district funds, whether derived from local, state, or federal sources, cannot be used for partisan political purposes.

LEGAL REF.: Hatch Act (5 U.S.C. 1501-1508 and Intergovernmental Personnel Act of 1970, as amended by Title VI of Civil Service Reform Act Public Law 95-454 Section 4728); Davis-Bacon Act; SDCL 12-25-2

Policy	Board Action
Adopted: 04/12/2010	2010-04-3
Amended:	
Reviewed: 7/13/15	2015-07-18

RELATIONS WITH GOVERNMENTAL AUTHORITIES

The schools serve the children, the parents, and all the residents of the school district, and it is to their interest to relate the functions of the Board to other agencies concerned with the security, safety, health, and well being of the citizenry.

Therefore, the Board directs its administrative staff to inform the elected and appointed officials of the local and county governmental units of the desire to plan cooperatively for the improvement of services to residents.

The Board and its administrative officers welcome all who seek to serve the residents of the area and to participate with them in the planning and execution of such projects as will be mutually beneficial.

Legal References: SDCL 5-4-1 through 5-4-9

Policy	Board Action
Adopted: 04/12/2010	2010-04-3
Amended:	
Reviewed: 7/13/15	2015-07-18

SECTION L: Education Agency Relations

Section L of the EPS/NSBA policy classification system provides a repository for statements which concern the district's relationship with other education agencies--other school districts, regional or service districts, private schools, colleges and universities, educational research organizations, and state and national education agencies.

LA Education Agency Relations Goals

LB Relations with Other Schools and School Districts

LBB Cooperative Educational Programs

LEB Advanced College Placement (Also IGCD)

LI Relations with Educational Accreditation Agencies

EDUCATION AGENCY RELATIONS GOALS

The Board will cooperate to the fullest possible extent with other school districts, and with other local, state, and regional agencies and organizations in the solution of educational problems of common concern. This cooperation will extend to such areas as research, exchange of information and data, coordination of curriculum, coordination of school calendars and activities, and construction of facilities that may be efficiently used on a cooperative basis, and any other activity where it may be advantageous to serve a broader area than one district.

In carrying out this policy, the superintendent will include in his or her recommendations to the Board an evaluation of the desirability and feasibility of cooperation with other agencies in endeavors which could benefit the district.

Policy	Board Action
Adopted: 05/10/2010	2010-05-3
Amended:	
Reviewed: 8/10/15	2015-08-04

File: LB

RELATION WITH OTHER SCHOOLS AND SCHOOL DISTRICTS

The Board will cooperate and may develop contracts with the state, its agencies and institutions, and any political subdivision for educational purposes and services. These contracts may be developed:

1. To share the services of employees with other school districts;

2. To provide for educational services with the Bureau of Indian Affairs, or any other federal department or agency;

3. To provide for elementary and secondary education for students who reside within the school district of a bordering state;

4. To provide joint educational services for students who reside within the district with students who reside within a bordering state's school district;

5. To provide educational services for grades 6-12 within this district and an adjacent school district. Both districts will operate grades 1-5 in the home district.

Tuition for students taught under contractual educational arrangements will be charged as provided by law. As also provided by law, approval for entrance into these contractual arrangements will be received from the Secretary of Education and Cultural Affairs.

Legal References: SDCL 13-15-1 through 13-15-24

Cross References: IGAD, Occupational Education;

JECB, Admission of Nonresident Students

Policy	Board Action
Adopted: 05/10/2010	2010-05-3
Amended:	
Reviewed: 8/10/15	2015-08-04

File: LBB

COOPERATIVE EDUCATIONAL PROGRAMS

In accordance with law, the Board may establish a cooperative educational service unit with one or more school districts. This unit will be considered a legal entity, which may carry out the services of the cooperative agreement, but which will have no authority to levy taxes or issue bonds.

Established by law

LEGAL REFS.: SDCL 13-5-31; 13-5-32; 13-5-32.1 13-5-33

CROSS REFS.: IGAD, Occupational Education

IGBA, Programs for Handicapped Students

Policy	Board Action
Adopted: 05/10/2010	2010-05-3
Amended:	
Reviewed: 8/10/15	2015-08-04

File: LEB (Also IGCD)

ADVANCED COLLEGE PLACEMENT

The Board recognizes that there may be some high school students who exhibit exceptional academic progress and who are capable of performing college-level work while enrolled in high school. In order to encourage these students to their fullest capabilities, assistance will be given to these students to enroll in advanced courses.

Advanced placement courses may be offered by the district provided a sufficient number of students request a particular course and qualify for it, and that a staff member qualified to teach it is available.

If a particular course is not offered by the district, a qualified high school student may enroll in a college-level course offered by an approved nearby college or university, and may be released from high school attendance for such hours as are required for the college course(s). If the student wishes to receive high school credit for the course, he may request permission from his principal, who will recommend to the chief executive officer (CEO)/superintendent that the course apply to high school graduation requirements.

Policy	Board Action
Adopted: 05/10/2010	2010-05-3
Amended:	
Reviewed: 8/10/15	2015-08-04

File: LI

RELATIONS WITH EDUCATION ACCREDITATION AGENCIES

The district's schools will meet the requirements and standards for both basic approval and accreditation by the State Board of Education. Accreditation is required in order for the district to be eligible to receive general support foundation program funds. The District's schools will seek an accreditation evaluation tool such as the NCA model or another such evaluation tool when applying for Accreditation.

LEGAL REFS.: SDCL 13-1-12.1

13-3-47

13-13-18

Policy	Board Action
Adopted: 05/10/2010	2010-05-3
Amended:	
Reviewed: 8/10/15	2015-08-04