Elk Point – Jefferson School District
Board Policies
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Section A – Foundation & Basic Commitment
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.

This School District constitutes a school corporation under the name of Elk Point-Jefferson School District, No. 61-7 of Union County, South Dakota.

Re-Adopted: February 12, 2018
AB – 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 ensure 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.

SCHOOL DISTRICT RESPONSIBILITY

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

1. Parent-teacher conferences to permit two-way communication between home and school.
2. 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.
3. Each school in the district shall hold an open house once a year.
4. 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;
5. Meetings of staff members and groups of parents of those students having special abilities, disabilities, needs, or problems.
6. 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.

PARENT/GUARDIAN RESPONSIBILITY

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

1. 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;
2. Sending children to school with proper attention to their health, personal cleanliness and dress;
3. Maintaining an active interest in the student’s daily work and making it possible for the student to complete assigned homework through providing a quiet place and suitable conditions for study;

4. Reading all communications from the school, and signing and returning them promptly when required;

5. Cooperating with the school in attending conferences set up for the exchange of information on the child's progress in school;

6. Participating in in-school activities and special functions.
ABA – COMMUNITY AND PARENT INVOLVEMENT IN DECISION MAKING

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 Superintendent. The Superintendent will report to the Board on its membership, function, progress and final report.

Re-Adopted: July 9, 2018
ABAB – PARENT INVOLVEMENT

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, may establish and develop programs and practices that enhance parent involvement and reflect the specific needs of students and families.

If established 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.

Re-Adopted: August 13, 2018
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.

Re-Adopted: February 12, 2018
ACA – 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 person 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 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.

Re-Adopted: February 12, 2018
ACAA – SEXUAL HARASSMENT

It is the district's policy that sexual harassment is illegal, unacceptable and shall not be tolerated; that no employee or student of the school district may sexually harass another. Any employee or student will be subject to disciplinary action including possible termination or expulsion for violation of this policy. Sexual harassment can arise between employees, by an employee to a student and student to student. All forms are subject to this policy.

DEFINITION

Any unwelcome sexual advances, solicitation or sexual activity by promise of rewards, coercion of sexual activity by threat of punishment, verbal sexist remarks, or physical sexual assaults constitute sexual harassment. This conduct can have the effect of unreasonably interfering with an individual's academic or work performance or of creating an intimidating, hostile, or offensive employment or educational environment regardless of intent.

EXAMPLES

Some examples of sexual conduct are:

1. Sexual advances.
2. Touching of a sexual nature.
3. Graffiti of a sexual nature.
4. Displaying or distributing sexually explicit drawings, pictures or written materials.
5. Sexual gestures.
6. Sexual or "dirty" jokes.
7. Pressure for sexual favors.
8. Touching oneself sexually or talking about one's sexual activity in front of others.
9. Spreading rumors about or rating other students as to sexual activity or performance.

Not all physical conduct would be considered sexual in nature.

Some examples of non-sexual conduct are:

1. A high school athletic coach hugging a student who made a goal.
2. A kindergarten teacher's consoling hug for a child with a skinned knee.
3. One student's demonstration of a sports move requiring contact with another student.

RESPONSIBILITY

School district officers, employees and students are responsible for maintaining a working and learning environment free from sexual harassment. Workshops and activities will be provided by the school district to explain the policy and laws. Careful scrutiny will be undertaken of all allegations of sexual harassment. False allegations that are malicious or ill-founded may constitute libel or slander. Copies of the policy will be available at all administrative offices.
COMPLAINTS

1. **Employees.** Any employee who believes that he or she has been a subject of sexual harassment by a district employee, student, or officer should report this incident immediately to his or her immediate supervisor. If the immediate supervisor is involved in the activity, the violation should be reported to the supervisor's immediate supervisor.

2. **Students.** A student who believes he or she has been sexually harassed (or a parent or guardian who believes that his or her child has been harassed) should immediately report it to a responsible school official. This could be a teacher, principal, faculty member, administrator, campus security officer, affirmative action officer, staff in the office of student affairs, or the school's Title IX coordinator.

3. **Investigation.** All reported incidents will be thoroughly investigated by the Superintendent or designee and subject to disciplinary action. While absolute confidentiality cannot be guaranteed, confidentiality consistent with due process will be strictly maintained. Criminal acts must be reported to law enforcement authorities. An employee or student may file a written complaint because of dissatisfaction with the handling of a harassment complaint and may utilize any applicable grievance procedure for the purpose.
ACAB – PROHIBITION AGAINST AIDING OR ABETTING SEXUAL ABUSE

Employees, contractors and agents of the Elk Point-Jefferson School District are prohibited from assisting another school employee, contractor or agent in obtaining a new job if the District or the employee, contractor or agent of the District has knowledge of, or probable cause to believe, that the employee engaged in sexual misconduct with a minor or a student in violation of the law.

- **Assisting** includes but is not limited to giving a positive recommendation to a potential employer, but does not include the routine transmission of administrative and personnel files or information related to name of employee, contractor or agent, dates of employment/contract, and position held or work performed.

- **Probable cause** exists where the facts and circumstances within the [persons] knowledge, and of which they have reasonably trustworthy information, are sufficient in themselves to warrant a belief by a man of reasonable caution that [an offense] has been or is being committed."¹

- **Sexual misconduct** is the umbrella term federal regulators use to categorize behavior that includes sexual assault, unwanted sexual contact, and sexual harassment.²

The requirements of this prohibition do not apply if the information giving rise to probable cause has been properly reported to a law enforcement agency, or any other authorities as required by local, state or federal law or regulations, AND at least one of the following conditions applies:

1. The matter has been officially closed or the prosecutor or police with jurisdiction over the alleged misconduct has investigated the allegations and notified school officials that there is insufficient information to establish probable cause that the school employee, contractor or agent engaged in sexual misconduct regarding a minor or student in violation of the law; or

2. The school employee, contractor or agent has been charged with, and acquitted or otherwise exonerated of the alleged misconduct; or

3. The case or investigation remains open and there have been no charges filed against or indictment of the school employee, contractor or agent within four years of the date on which the information was reported to a law enforcement agency.

¹ State v. Stuck, 434 N.W.2d 43 (SD 1988)
² Rice University Student Judicial Programs, Sexual Misconduct Policy

Adopted August 12, 2019
ACB – NONDISCRIMINATION IN FEDERAL PROGRAMS

The District will not violate any of the provisions of applicable federal programs, statutes or regulations, including but not limited to Title IX, ESEA/Title I, Rehabilitation Act Section 504, Title II (Americans with Disabilities Act), NCLB and McKinney-Vento Act (homeless children). The District will not discriminate in any of its policies and programs on the basis of age, race, color, creed, national origin, ancestry, religion, sex or disability.

The District will provide the following:

1. an adequate, reliable, and impartial investigation of complaints, including the opportunity for the complainant and alleged perpetrator to present witnesses and provide evidence; evaluation of all relevant information and documentation relating to a complaint of discrimination;
2. specific, reasonably prompt time frames at each stage of the grievance process;
3. written notice to all parties within a specified timeframe of the outcome or disposition of the grievance at each stage of the process;
4. an opportunity to appeal the findings or remedy, or both;
5. an assurance that the District will take steps to prevent recurrence of any discrimination and correct discriminatory effects on others; and
6. language in the policies and grievance procedures indicating that any attempts to informally or voluntarily resolve the complaint or grievance should not delay the commencement of the District’s investigation.

In compliance with applicable federal laws and regulations, the Board has appointed the Superintendent as the District’s Compliance Officer to coordinate program compliance with federal programs. The Superintendent can be reached at:

Elk Point-Jefferson School District
402 S Douglas St
Phone #: (605) 356-5950.

A complaint may also be filed with the United States Office for Civil Rights, U.S. Department of Education at: 1010 Walnut Street, Suite 320, Kansas City, Missouri 64106: Telephone: (816) 268-0550; Facsimile: (816)268-0599; Telecommunication Device for the Deaf: (877) 521.2172; E-mail: OCR.KansasCity@ed.gov.

Re-Adopted: February 12, 2018
AD – EDUCATIONAL PHILOSOPHY

In today's society, education is a continuous process of learning, not only for the present but for the future. Therefore, the Board will provide an educational environment that promotes and enhances learning as a life-long endeavor. In addition, the Board believes that education is not just the development and refinement of mental capacity but a process that assists the students in meeting their physical, social, aesthetic, and emotional requirements.

The Board will strive to provide stimulation and assistance so that each child develops in accordance to his or her individual abilities, interests and potential. The responsibility of the school, therefore, is to help guide the individual in the many and varied educational experiences so that a child can develop into a wholesome, happy and productive human being.

The Board recognizes the importance of the home as an influence upon the child and believes that a sympathetic, cooperative attitude between the teacher and the parent or guardian is necessary in the development of a student's integrated personality.

The total staff of the school system constitutes an inestimable and lasting force in the development of the student. The teacher is the most significant influence in the school and must, therefore, possess and demonstrate dedication, enthusiasm and sensitivity. It is primarily the teacher's responsibility to provide the learning environment in the school that fosters maximum student growth and reflects individual differences.

It is further realized that mutual rapport among the home, student, staff, administration, School Board and total community is necessary to implement this policy.

Re-Adopted: February 12, 2018
ADA – SCHOOL DISTRICT MISSION STATEMENT

The mission of the Elk Point-Jefferson School is to provide a safe environment where students will be empowered with knowledge and skills to successfully navigate life’s transitions and challenges.

Re-Adopted: February 12, 2018
ADB – SCHOOL DISTRICT VISION STATEMENT

The Vision of the Elk Point-Jefferson School District is to equip our students to become effective communicators and responsible citizens in an increasingly demanding society.

Re-Adopted: February 12, 2018
AFF – COMPLAINT POLICY FOR FEDERAL PROGRAMS

A parent, student, employee, or district stakeholder who has a complaint regarding the use of federal funds and is unable to resolve the issue with the employee or principal may address the complaint in writing to the district’s superintendent.

Disputes addressing the enrollment, transportation (including inter-district disputes), and other barriers to the education of children and youth experiencing homelessness are also addressed under this procedure. Parents, guardians, and unaccompanied youth may initiate the dispute resolution process directly at the school they choose, as well as at the district or district’s homeless liaison’s office. The parent or guardian or unaccompanied youth shall be provided with a written explanation of the school’s decision including the rights of the parent, guardian, or youth to appeal the decision. Students should be provided with all services for which they are eligible while disputes are resolved.

- The Superintendent will investigate, within one week, the circumstances of the complaint and render a decision, within two weeks, after receipt of the complaint.
- The Superintendent will notify the complainant of the decision in writing.
- The complainant will be allowed one week to react to the decision before it becomes final.
- The complainant will either accept or disagree with the decision and will provide such acknowledgment in writing, addressed to the district Superintendent.
- If the issue is not resolved with the Superintendent, the complaint will be forwarded to the district’s Board of Education for further review. The parent or guardian or unaccompanied youth shall be provided with a written explanation of the district’s decision including the rights of the parent, guardian, or youth to appeal the decision.
- Unresolved complaints may be appealed by the stakeholder by filing an appeal to the circuit court pursuant to SDCL Ch. 13-46.

Re-Adopted: February 12, 2018
AH – CONFLICT OF INTEREST DISCLOSURE AND AUTHORIZATION

SDCL 3-23-6

“No board member, business manager, chief financial officer, superintendent, chief executive officer, or other person with the authority to enter into a contract or spend money in an amount greater than five thousand dollars of a local service agency, school district, cooperative education 17 service unit, education service agency, nonprofit education service agency, or jointly governed education service entity that receives money from or through the state may have an interest in a contract nor receive a direct benefit from a contract in amount greater than five thousand dollars or multiple contracts in an amount greater than five thousand dollars with the same party within a twelve-month period to which the local service agency, school district, cooperative education service unit, or education service agency is a party except as provided in § 3-23-8.”

I. DEFINITIONS:

“School Official” refers to a school board member, business manager, chief financial officer, superintendent, chief executive officer, or other person with the authority to enter into a contract or spend money in an amount greater than five thousand dollars.

“Interest in a contract” is when (1) a School Official, the spouse of a School Official or any other person with whom the School Official lives and comingles assets, is employed by a party to any contract with the school district; or (2) the School Official, the spouse of a School Official, or any other person with whom the School Official lives and comingles assets, receives more than nominal compensation or reimbursement for actual expenses for serving on the board of directors of an entity that derives income or commission directly from the contract or acquires property under the contract.

“Direct benefit from a contract” is when a School Official, the spouse of a School Official or any other person with whom the School Official lives and comingles assets (1) is a party to or intended beneficiary of the contract between the school district and a third party, or (2) has more than a five percent ownership interest in an entity that is a party to the school district contract, or (3) acquires property under the contract with the school district, or (4) receives compensation, commission, promotion, or other monetary benefit directly attributable to any contract.

II. PROHIBITION: This policy prohibits School Officials board members, business manager, superintendent, and any other person who has the authority to enter into a contract or spend money on behalf of the school district from having an interest in a contract or receiving a direct benefit from one or more contracts between the school district and a third party, if the total contract amount is more than $5,000 within a 12 month period, unless the School Official discloses to the school board his or her interest in the contract, or in the case of a direct benefit from the contract, discloses the direct benefit and receives school board authorization to receive the benefit.
III. EXCEPTIONS: If any of the following apply, the School Official does not have an interest in the contract and does not derive a direct benefit from a contract, and disclosure (and authorization, if a direct benefit) is not required:

- when the person’s relationship to the contract is based solely on the value associated with the person's publicly-traded investments or holdings, or the investments or holdings of any other person with whom the board member, business manager, chief financial officer, superintendent, or chief executive officer lives or commingles assets;

- when the person’s relationship to the contract is due to participating in a vote or a decision in which the person's only interest arises from an act of general application;

- when the person’s relationship to the contract is due to the person receiving income as an employee or independent contractor of a party with whom the local service agency, school district, cooperative education service unit, or education service agency has a contract, unless the person receives compensation or a promotion directly attributable to the contract, or unless the person is employed by the party as a board member, executive officer, or other person working for the party in an area related to the contract;

- when the contract is for the sale of goods or services, or for maintenance or repair services, in the regular course of business at a price at or below a price offered to all customers;

- when the contract is subject to a public bidding process;

- when the contract is with the official depository as set forth in SDCL 6-1-3;

- when the person only receives income or compensation, a per diem authorized by law or reimbursement for actual expenses incurred; or

- when the contract or multiple contracts with the same party within a twelve-month period with whom the school district contracts in an amount less than five thousand dollars.

IV. DISCLOSURE:

A School Official who has an interest in a contract or who receives a direct benefit from a contract must disclose to the school board the existence of a contract in which the person has an interest or receives a direct benefit.

- the disclosure must include the following: (i) all parties to the contract, (ii) the person's role in the contract, (iii) the purpose or objective of the contract, (iv) the consideration or benefit conferred or agreed to be conferred upon each party, and (v) the duration of the contract;
the disclosure must be in writing;

to the extent circumstances allow, disclosure must be given prior to entering into any contract that requires disclosure, and if circumstances do not permit disclosure prior to entering into the contract then within forty-five days after entering into the contract, and if the contract extends into consecutive fiscal years, disclosure shall also be made at the annual reorganization meeting.

The school board will have a regular agenda item at the beginning of the school board meeting agenda at which time the school board will address conflict of interest disclosures.

Conflict of interest disclosures must be submitted to the President of the School Board, the Superintendent or the Business Manager, at least 5 calendar days before the scheduled meeting in order to be included in the posted meeting agenda for the next school board meeting. Conflict of interest disclosures submitted to the President of the School Board, the Superintendent or the Business Manager after the proposed agenda has been posted may be deferred until the following school board meeting.

V. BOARD ACTION UPON DISCLOSURE:

1. Interest in the contract:
   a. the school board is not required to authorize a School Official’s interest in a contract;
   b. the interest disclosure must be included in the official minutes of the school board (the official minutes are not required to be sent to the auditor-general and attorney general).

2. Direct benefit from a contract:
   a. the school board shall review the disclosure and decide if the terms of the contract are fair and reasonable, and if the contract is contrary to the public interest.
      • If the school board determines the contract terms from which a direct benefit is derived are fair and reasonable, and that the contract is not contrary to the public interest, the school board shall vote to authorize the School Official to derive a direct benefit from the contract.
      • After the school board authorizes a School Official to derive a direct benefit from a contract, no further disclosure or authorization related to the contract is required unless the contract extends into consecutive fiscal years. If the contract extends into consecutive fiscal years, disclosure must be made at the annual reorganization meeting, but no new authorization is required.
b. If the school board determines the contract terms from which a direct benefit is derived are not fair and reasonable, or is contrary to the public interest, the school board shall vote to not authorize the School Official to derive a direct benefit from the contract. If the school board votes to not authorize a direct benefit, the contract is voidable and subject to disgorgement (i.e., the act of giving up on demand or by legal compulsion something that was obtained by illegal or unethical acts) or the person may resign from the school district.

c. The disclosure and school board action is public record.

d. The official minutes of the school board shall include the school board action on each disclosure and request for authorization to derive a direct benefit from a contract. A copy of the official school board minutes shall be sent to the auditor-general and attorney general within thirty (30) days of board approval of the minutes.

e. No school board member may participate in or vote upon a matter in which the school board member derives a direct benefit.

VI. MISCELLANEOUS:

1. Consequences for knowingly violating the conflict of interest laws set forth in SDCL Ch. 3-23:
   - It is a criminal violation for a School Official to knowingly violate the conflict of interest law.
   - A School Official who knowingly violated the conflict of interest law will be removed from office or employment and is disqualified from holding any public office, elective or appointive.
   - Any benefit which a School Official derived from the person's knowing violation of the conflict of interest law is subject to forfeiture.
   - Any contract made in violation of this policy may be voided by the school board.

2. The School District Attorney represents the school district and the school board and may answer questions about the law that address conflict of interest. As the school district attorney does not represent School Officials in their individual capacity, School Officials should consult with their own private attorney related to questions they may have regarding how this policy applies to their individual interests and contracts.

LEGAL REFS.: SDCL 3-28-6

Adoption Date: April 16, 2018
AH-E (1) – Conflict of Interest Disclosure

Name of the School Official submitting the conflict of interest disclosure:

_________________________________  ______________________
(Name)  (Date)

The disclosure is for the purpose of notifying the School Board of
_____ an interest in a contract
_____ a direct benefit from a contract:

**Identify the following:**

1) All parties to the contract

(2) The person’s role in the contract

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

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

(5) The length of time of the contract

(6) Any other relevant information

(7) If the disclosure relates to the School Official deriving a direct benefit from a contract, explain how the terms of the contract are fair, reasonable, and not contrary to the public interest such that authorization should be granted by the school board.

_______________________________________
Signature of School Official
CONFLICT OF INTEREST DISCLOSURE

SCHOOL BOARD ACTION

A conflict of interest disclosure of a direct benefit, dated____________,
was received from _________________________________________.
The disclosure was considered by the Elk Point-Jefferson School District School Board during
a meeting held on _______________________.

BOARD ACTION

_____The request for authorization was denied because the terms of the contract were
determined to not be fair and reasonable, and/or were contrary to the public interest.

_____The direct benefit from the contract was authorized because the terms of the contract
are fair and reasonable, and not contrary to the public interest.

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

Printed Name of School Board President:________________________

_________________________________  ____________________________ Signature of
School Board President                     Date
AJ – CONTESTED HEARINGS

The Board may be required to assume a judicial role to ensure adherence to district policy. All contested matters will be heard in a fair and impartial manner, and the Board will resolve all disputes. All contested hearings shall adhere to the procedures outlined in this policy.

HEARING
- Hearings involving personnel and students are closed to the public.
- Requests for hearings to be conducted in open session will be considered by the Board.
- A verbatim record of the hearing will be made.
- Closed hearing records will be sealed pending a determination of the board.

CONDUCT OF THE HEARING
- The Board shall appoint a school board member or a person who is not an employee of the school district as the hearing officer.
- Each party may be represented by an attorney.
- Each party may make an opening statement.
- The complainant or petitioner shall present its case first.

WITNESSES
- All witnesses must take an oath or affirmation of truth.
- Witnesses may be present only when testifying.
- Each party may present, examine and cross-examine witnesses.
- The hearing officer may ask questions of witnesses and may allow other school board members to question witnesses.

EVIDENCE
- Each party may introduce evidence.
- All relevant evidence must be admitted.
- Unproductive or repetitious evidence may be limited by the hearing officer.
- Each party may raise objections. The basis for the objection must be stated.
- Each party may make a closing statement.

DELIBERATION
- After the hearing, the school board shall continue to meet in executive session for deliberation.
- No one other than the hearing officer may meet with the school board during deliberation.
- The school board may seek advice during deliberation from its legal counsel.
- Consultation with any other person during deliberation may occur only if representatives of the parties are present.

DECISION
- The decision of the Board must be based solely on the evidence presented at the hearing and must be affected by a motion made in open session.
- For closed hearings the motion must omit the names of the parties.
- The Board shall notify the parties in writing of its decision.

Re-Adopted: February 12, 2018
Section B – Board Governance & Operations
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.

Re-Adopted: March 12, 2018
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 five (5) 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.

Re-Adopted: March 12, 2018
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 them in the discharge of his or her responsibilities.

2. To formulate and enact policy and to delegate the application of policies to the Superintendent and his or 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.

Re-Adopted: March 12, 2018
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.

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.

The Secretary of State must be notified in writing, by telephone, or electronic mail within 15 days of scheduling the date for conducting an election.

Re-Adopted: March 12, 2018
BBAA – BOARD MEMBER QUALIFICATIONS

A person is legally qualified to become a member of a school board if he or 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.

Re-Adopted: March 12, 2018
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.

Re-Adopted: March 12, 2018
BBBB-E – BOARD MEMBER OATH OF OFFICE FORM

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 Elk Point-Jefferson School District, Union 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

The following additional ceremony may be used:

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.

Re-Adopted: March 12, 2018
BBC – 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 resident of the district, or representation area, 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 or 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.

Re-Adopted: March 12, 2018
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. He or she will serve until the next succeeding election, at which time a successor will be elected to serve the unexpired term.

Re-Adopted: March 12, 2018
BBEA – UNEXPIRED TERM FULFILLMENT PROCEDURE

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

1. The Board will meet in executive session to discuss qualifications, interests, attitudes, and goals of the potential candidates the board members have recommended.

2. The Board will rank order the recommended candidates.

3. The board president or Superintendent will notify the #1 candidate and ask if they wish to fulfill the open position. If the #1 candidate agrees, the appointment will be made at the next board meeting. If the #1 candidate declines, the board president or Superintendent will contact the next candidate on the list. This process will continue until a successor has agreed to serve.

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

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

Re-Adopted: March 12, 2018
BBEB – EXPIRED TERM FULIFILLMENT

SDCL 13-8-22. Incumbent continued in office when successor not elected or qualified.

If for any reason a school district fails to elect any person to succeed a school board member whose term shall have expired, or an elected board member fails to qualify, the term shall be deemed vacant, and the incumbent shall continue to act in an official capacity until the vacancy is filled.

The incumbent will serve until the next school board election. Once appointed, if the incumbent cannot complete the entire year term, Policy BBE and BBEA will take effect.

Adopted: May 14, 2018
BBF – BOARD MEMBER CODE OF ETHICS

Members of the District’s Board of Education recognize that they are state officials of local government, elected to provide public education to the children in their communities. Members understand that alone, they have no authority – but convened as a board at a legal meeting, they provide governance to the district and strive to improve student achievement.

In working to do so, the following standards of conduct will serve as a guide for the official conduct of Board members:

1. I will consider myself a trustee of public education and will do my best to provide children in my community with high quality educational opportunities.

2. I will recognize that the responsibility of the school board is to govern the District and forward its visions and goals by establishing effective policies, planning and appraisal.

3. I will practice good stewardship of the District’s resources.

4. I will encourage community stakeholders to be engaged in public education and supportive of their students and schools.

5. I will leave the daily administration of schools to the Superintendent.

6. I will respect the privileged communications from executive sessions and other administrative sources and will not discuss confidential business of the Board at home, on the street or at work.

7. I will keep myself informed about education issues, through individual study and professional development, in an effort to become a more effective board member.

8. I will express my honest and thoughtful opinions at board meetings and will listen to the opinions of other board members.

9. I will make no disparaging remarks, in or out of the board meeting, against board members or their opinions.

10. I will refuse to use my position as a board member for personal gain or the gain of special interests or partisan politics.
11. I will render decisions only after I have discussed matters with board members, reviewed applicable data, and considered recommendations from the Superintendent and community members – once a majority vote has been reached, I will support Board decisions.

12. I will vote for the most competent and best-trained personnel recommended by the Superintendent and will support them in the performance of their duties.

13. I will refer complaints, including personal criticism, to the Superintendent only after the failure of administrative solution will I discuss the matter at a board meeting.

14. I will observe and enforce school district, state and federal laws and regulations.

15. I will remember that my first and greatest concern is the educational welfare of all students attending the District’s schools.

Re-Adopted: March 12, 2018
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.

A board member will not have any direct pecuniary interest in a contract with the school district; nor furnish directly any labor, equipment or supplies to the district; unless the amount involved is less than five thousand dollars ($5000).

Each member shall decide if any potential conflict of interest requires disqualification from participation in board discussion or action. No board member may participate in discussion or vote on any issue in which the member has a conflict of interest if the following circumstances apply:

1. The member has a direct pecuniary interest in the matter before the Board; or

2. At least two-thirds of the Board votes that a member has an identifiable conflict of interest that should prohibit the member from voting on a specific matter.

Also Refer to Policies:

- AH Conflict of Interest Disclosure and Authorization
- AHE-1 Conflict of Interest – Disclosure Statement
- AHE-2 Conflict of Interest – Board Action Policy Re-Adopted:

Re-Adopted: May 14, 2018
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.
13. Re-designation 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.
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.

Re-Adopted: March 12, 2018
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 or 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; and

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 or her absence. He or she will also perform such other duties as may be assigned by the Board.

Re-Adopted: March 12, 2018
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.

Re-Adopted: March 12, 2018
BCD – SCHOOL BOARD & SUPERINTENDENT RELATIONSHIP

The board believes the success of its mission to create a high-quality learning environment where all children can learn depends upon the cooperation between the board and the superintendent.

To achieve this common goal of student achievement, the board-superintendent governance leadership team will make every possible effort to develop a mutual understanding of their respective roles, create clear expectations and transparency, build professional trust and respect, and communicate openly and honestly with each other.

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 superintendent.

The Superintendent will be responsible for the administrative and advisory functions of the board. Strategic planning, policy making, and superintendent evaluation are the functions of the board. The board retains final authority within the district, as charged by the South Dakota Legislature.

Together, the Board and the Superintendent are a team, each playing a well-defined position.

Re-Adopted: March 12, 2018
## BCD-E – SCHOOL BOARD & SUPERINTENDENT RELATIONSHIP

### BOARD FUNCTIONS

- Decides the nature and extent of the instructional program
  1. Requirements for graduation
  2. Extracurricular activities
  3. Special education
- Employs personnel policy
- Establishes personnel policy
  1. Sets qualifications
  2. Defines sick leave
  3. 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

### SUPERINTENDENT FUNCTIONS

- Directs the instructional program
  1. Puts curriculum into effect
  2. Supervises teachers
  3. Classifies pupils
  4. Sets up pupil records
- Nominates and assigns all personnel
- Administers personnel policy
  1. Administers and assigns all personnel
  2. Administers sick leave
  3. Arrange for substitutes
  4. 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

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Re-Adopted: March 12, 2018
BCE – 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:
   - The length of time each member is being asked to serve:
   - The service the Board wishes the committee to render, and the extent and limitations of its responsibility;
   - The resources the Board will provide;
   - The approximate dates on which the Board wishes to receive major reports;
   - 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;
   - 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.

Re-Adopted: March 12, 2018
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.

SPECIAL MEETINGS

Special meetings may be called by the President of the Board, or in his or 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 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 by mail, e-mail, delivered in person or telephone prior to the meeting.

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. The attending public has the right to listen to telephonic meetings.

Re-Adopted: March 12, 2018
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:

1. 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.

2. 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.

3. 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.

Re-Adopted: March 12, 2018
**BDB – SCHOOL BOARD STUDY SESSIONS AND WORK RETREATS**

The Board is tasked with a constant flow of governance issues that require action and is determined to expedite the business of the District. The Board is also mindful of the importance of planning, brainstorming and thoughtful discussion.

At its discretion, the board may schedule study sessions or working retreats in order to provide the governance team an opportunity to deliberate without taking action. All study sessions or work retreats shall be open to the public and comply with state open meetings and public records laws.

Generally, study sessions and work retreats are not open to public input. However, the Board may solicit input as the discretion of the Board Chair.

Re-Adopted: March 12, 2018
BCD – 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.

Re-Adopted: March 12, 2018
BDDA – NOTIFICATION OF SCHOOL 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 on the schools website and in a place that is visible, readable and accessible at least 24 hours prior to any meeting. Local news media that have requested notice will be notified in person, by mail, email 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.

Re-Adopted: March 12, 2018
The school board is committed to conducting the public’s business in public and providing community members an opportunity to observe and participate in school board meetings. In keeping with those commitments, and to provide for the orderly conduct of the district’s business, the superintendent, in cooperation with the board president, will prepare board meeting agendas that outline matters to be brought to the school board’s attention at meetings.

The district will attempt to accommodate anyone who may request to have an item placed on a board meeting agenda, provided the request is reasonable, timely and made in a manner consistent with board policy and board meeting procedures. Each agenda will reflect that the board reserves suitable time at each meeting to allow citizens to address the board.

The board will follow the order of business established by the agenda unless the order is altered, or items amended by a vote of the board.

**CONSENT AGENDA**

To encourage efficiency during school board meetings, the school board may elect to use a consent agenda for items which usually do not require discussion or explanation. A consent agenda allows the board to consider and vote on certain items as a group with a single motion.

Any school board member may request to remove any item from the consent agenda. The request does not require a second or a vote by the school board. An item removed from the consent agenda will be discussed and acted upon immediately following the consideration of the consent agenda.

**AGENDA FORMAT**

At regular meetings, the following will be the customary order of business however the particular order may vary from meeting to meeting in keeping with the business at hand:

1. Call to order.
2. Roll call.
3. Establishment of a quorum.
4. Approval of minutes.
5. Consideration of claims (a possible consent agenda item).
8. Written petitions and communications.
9. Special committee reports.
10. Superintendent's report.

Re-Adopted: March 12, 2018
BDDC – AGENDA PREPARATION AND DISSEMINATION

The agenda for all meetings of the Board will be prepared by the 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 time to give items of business careful consideration. The agenda will also be made available for public inspection in the business office 24 hours in advance of the meeting upon request.

Re-Adopted: March 12, 2018
The school board is committed to making informed decisions on behalf of the citizens and to conducting school district business in a transparent and responsible manner.

To ensure the board has the information necessary to make informed decisions, the superintendent may prepare and disseminate information to supplement items on the boards meeting agenda. All members of the school board will receive the agenda and any related supplemental information in advance of the board meeting and with ample time to review the material.

To ensure the public has access to information that the board may use to make decisions, agenda-related supplemental information provided to all board members in advance of the meeting will be available for public inspection in the business office 24 hours in advance of the meeting and during the school board meeting. However, any information protected from disclosure by state or federal law shall not be disclosed to the public.

Re-Adopted: March 12, 2018
BDDD – QUORUM

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

Re-Adopted: March 12, 2018
1. To obtain the floor to speak your mind, first address the chairperson.

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

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

4. To amend a motion, say, "I move to amend the motion by...." Ways of amending are:

   a. Striking out parts of the motion;
   b. Inserting one or more words;
   c. Striking out and inserting; and
   d. Substituting a new motion.

5. To close discussion on a motion when everyone seems to have made up his or her mind, informally call for the question to be voted. Just say, "Question!" If others join you in this request, the chair 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 or she must be supported by a majority in the judgment of the chair. The formal procedure is to say, "I move the previous question."

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

7. 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.

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

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

10. All members of the board, including the chair, should vote on all matters before the board. A tie vote does not gain a majority and means that the motion is defeated.
11. A legal quorum or action requires the assent of a majority of those members voting.

12. 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.

13. 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 chair.

14. The primary vehicle of action is through a motion. The chair may assist the mover with wording for clarity.

15. Each motion may deal with only one issue or idea. A chair 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.

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

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

18. No new main motions may be made while another is on the floor.

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

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

21. Before a vote on a main motion is taken, business can be interrupted by a motion to:

   a. Lay it on the table;
   b. Postpone action;
   c. Refer it to a committee;
   d. Withdraw it from consideration; or
   e. Adjourn the meeting.
22. 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 chair 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.

23. Board members need not stand before speaking.

24. 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.

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

26. 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 or her to order.

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

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

29. When the chair 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 chair shall recommence taking the vote.

Re-Adopted: March 12, 2018
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.

Any 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.

Re-Adopted: March 12, 2018
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. This will include a detailed statement of all expenditures of money, with names of persons to whom payment is made for 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 all employees will be published after the July organizational meeting, and total payroll by department monthly.

The unapproved minutes will be available for inspection by any person within 10 business days after the meeting.

Within 20 days after a Board meeting, minutes of the meeting will be published in the local 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.

Re-Adopted: March 12, 2018
BDDH – PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board welcomes the public 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:

1. 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 or in written form.

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.

Re-Adopted: March 12, 2018
BFB – 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.

Re-Adopted: March 12, 2018
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 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 Superintendent. The Superintendent will base his or her recommendations on the outcomes of study and upon the judgment of the professional staff and study committees.

Re-Adopted: March 12, 2018
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 shall be distributed to the community, staff and students.

Re-Adopted: March 12, 2018
BFE – ADMINISTRATION IN POLICY ABSENCE

In the absence of Board policy specifically covering any action that the Superintendent determines must be taken for orderly administration, the Superintendent may take temporary action that is believed to 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, it will be presented to the Board for its consideration at its next meeting.

Re-Adopted: March 12, 2018
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.

Re-Adopted: March 12, 2018
BHD – BOARD MEMBER COMPENSATION AND EXPENSES

Each year the school board will set the per diem rate for all regular board meetings and committee meetings during the Annual Meeting.

The school board shall set the amount of per diem that each member of that local school board may receive. However, the amount of per diem set by the local school board may not exceed the per diem authorized for the members of the South Dakota Board of Education Standards, pursuant to § 4-7-10.4. The per diem may be paid for each meeting actually attended (in person, or via electronic means) by such member and also for each day a 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 Board of Finance.

Adopted: May 14, 2018
The Board will annually review its own performance in terms of generally accepted principles of successful board operations and in relation to its goals and objectives. The Board self-evaluation shall address performance in the key functions of vision, structure, accountability, conduct, ethics and advocacy. The results of the self-evaluation shall be used in setting goals for the subsequent year. Evaluation will indicate the strengths of the Board and the areas of needed improvement.

To help the Board meet this goal, the following elements will be included in the self-evaluation process.

1. Board members will be involved in the development of an evaluation instrument and procedures by which they will evaluate themselves.

2. The Board evaluation instrument will be completed by individual board members on a confidential basis and submitted to the Board Chair, or the designee, for compilation.

3. The Board will meet, with no other items on the agenda, at a study or executive session and with all members present, to review and discuss the composite results.

4. Each conclusion will be supported by objective evidence.

Upon final discussion of the results, the Board will develop both short and long-range goals and objectives to ensure continued proficiency in its areas of excellence, to strengthen weak areas, and to improve the efficiency of the Board.

Re-Adopted: March 12, 2018
BK-E – EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES FORM

ANNUAL SELF-APPRaisal OF THE SCHOOL BOARD

WHY IS BOARD EVALUATION FOR YOU?

Take a few moments to analyze your board, your relationships, your operation, your meetings, your school system, the publics you serve, and your commitment to educational excellence.

Why evaluate? Because you want accountability. You want improvement in your operations. Because you want to do the best you can for your school system and community. This commitment to quality, to excellence, and to local control of the educational system is the real why.

BOARD EVALUATION

The following list of items pertains to the operation of the school board. Each board member rates his or her individual performance and the board as a whole. When evaluating your individual performance, reframe the questions in terms of "I". The evaluation scale to be used is:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Outstanding</td>
</tr>
<tr>
<td>4</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>Satisfactory but Could Improve</td>
</tr>
<tr>
<td>2</td>
<td>Weak and Should Improve</td>
</tr>
<tr>
<td>1</td>
<td>Ineffective</td>
</tr>
</tbody>
</table>

A. Board qualities

1. Board members demonstrate through actions that they believe all children can learn.

2. Board members make decisions in terms of what is best for students.

3. Board members are independent, open-minded and respect the decisions of fellow board members and the administration.

4. The board strives to improve board skills and keep abreast of educational issues by attending workshops/conferences at the local, regional, and state levels.

5. The board understands their role as a policy making body.

6. The board annually reviews and revises the districts long-range plan.
B. Board relationship with the superintendent

1. The board keeps the superintendent informed on issues, needs, and complaints in a manner allowing the superintendent the opportunity to solve related problems in a professional manner.

2. The board establishes written policies which clearly interprets its position on policy matters pertaining to the school district thereby enabling the Superintendent to properly carry out the wishes of the board.

3. The board publicly supports the superintendent’s administrative regulations and decisions and relays any disagreement in a private or executive session.

4. The board disregards personalities and considers the recommendations of the superintendent in an unbiased and objective manner.

C. Board relationships with the community

1. Board members recognize that they represent the "entire" community and that it has entrusted them with the educational development of the children and youth of the community.

2. The board takes the initiative in helping all community members to have all the facts all the time about their schools so it will readily provide the finest possible school program, school staff, and school facilities.

3. The board recognizes that the community expects its primary concern to be what is in the best interest of each and every student without distinction as to whom they are or what their background may be.

4. Board meetings are conducted in accordance with the open meeting law.

D. Board relationship to financial management of the schools

1. The board establishes the policies and provides the necessary resources to properly manage the finances of the school district.

2. The board requires proper accountability for the expenditure of school district funds.
3. The board utilizes approved funding to maintain a high-quality educational program in the district.

4. The board keeps the community informed about the financial needs of the school district.

5. The board ensures that the budget reflects the district’s long-range planning.

E. General Statements

Identify three strengths of your school board:

1. __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

3. __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

Identify three areas where your school board could improve.

1. __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

3. __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

Identify any areas for clarification of the role of the superintendent and the school board.

1. __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

3. __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
Section C – General School Administration
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:
   - Providing leadership in keeping abreast of current educational developments;
   - Arranging for the staff development necessary to the establishment and operation of learning programs that better meet more learner needs;
   - Coordinating cooperative efforts at improvement of learning programs, facilities, equipment, and materials;
   - Providing access to the decision-making process for the ideas of staff, students, parents and others.

Re-Adopted: April 16, 2018
CBA – SUPERINTENDENT JOB DESCRIPTION

TITLE: Superintendent

JOB GOAL: To provide district-wide leadership in improving teaching and learning that increases achievement and promotes success of all students.

QUALIFICATIONS: 1. Three years’ experience in teaching and three years’ experience in school administration, totaling at least six years.
2. An earned Master’s Degree with a major in educational administration; preferably, completion of one year of graduate work beyond the Master’s Degree.
3. A valid teaching certificate issued by the State Board of Education with a Superintendent endorsement.
4. Such alternatives to the above qualifications as the board may find appropriate and acceptable.

REPORTS TO: Board of Education

SUPERVISES: Directly or indirectly, every district employee.

CLASSIFICATION: Exempt

PROFESSIONAL RESPONSIBILITIES AND EXAMPLES OF DUTIES

1. Shared Vision

The superintendent is an educational leader who promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. Functions include:

A. Develop and implement a shared vision and mission;
B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning;
C. Create and implement plans to achieve goals;
D. Promote continuous and sustainable improvement;
E. Monitor and evaluate progress and revise plans.

2. Culture of Learning

The superintendent is an educational leader who promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Functions include:

A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations;
B. Promote and ensure a comprehensive, rigorous, and district-wide coherent curricular program;
C. Create a personalized and motivating learning environment for students
D. Use data to determine needs and oversee provision of quality professional development to meet district needs;
E. Use data to monitor the assessment and accountability systems to assure student progress;
F. Develop the instructional and leadership capacity of staff;
G. Promote the use of the most effective and appropriate technologies to support teaching and learning;
H. Monitor and evaluate the impact of the instructional program.

3. Leadership/Management

The superintendent is an education leader who promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. Functions include:

A. Manage district budget, facilities and staff;
B. Monitor and evaluate the management and operational systems;
C. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources;
D. Promote and protect the welfare and safety of students and staff;
E. Develop the capacity for distributed leadership;
F. Ensure teacher and organizational time is focused to support quality instruction and student learning.

4. Family and Community

The superintendent is an educational leader who promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. Functions include:

A. Collect and analyze data and information pertinent to the educational environment;
B. Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources;
C. Build and sustain positive relationships with families and caregivers;
D. Build and sustain productive relationships with community partners.

5. Ethics

The superintendent is an educational leader who promotes the success of every student by acting with integrity, fairness, and in an ethical manner. Functions include:

A. Conduct oneself in an ethical, fair, trustworthy and professional manner;
B. Establish practices to promote personal, physical and emotional health;
C. Demonstrate respect for diversity in students, staff and programs;
D. Safeguard the values of democracy and equity;
E. Consider and evaluate the potential moral and legal consequences of decision-making;
F. Promote social justice and ensure that individual student needs guide all aspects of schooling.
6. **Societal Context**

The superintendent is an educational leader who promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context. Functions include:

A. Advocate for children, families, and caregivers;
B. Serve as an articulate advocate to community and legislature for issues beneficial to improved teaching and learning;
C. Provide leadership for defining superintendent and board roles, mutual expectations, procedures for working together, and formulating appropriate district policies;
D. Knows and supports the district school improvement plan and accurately reports progress on goals.

7. **Essential Functions**

In addition to the physical and mental capabilities implied by the responsibilities detailed above, the essential functions of the superintendent include the following:

A. Reading, writing, hearing, listening, and speaking effectively with the ability to analysis data;
B. The position regularly requires the ability to handle stressful situations and resolve conflict.

8. **Other Duties**

The superintendent performs these and other duties as may be assigned by the board, both consistent with local board policies and South Dakota Codified Law.

**TERMS OF EMPLOYMENT:**

Twelve months a year. Salary and benefits to be set by the board.

**EVALUATION:**

Performance of this job will be evaluated in accordance with board policy, based on performance indicators and/or progress on annual superintendent goals as set by the superintendent and board.

Approved by: ________________________________ Date: ______________

Re-Adopted Date: June 11, 2018
OPERATING PRINCIPLES

A comprehensive superintendent evaluation process must:

1. Link to academic, social and emotional growth for all students in the system. Rationale: Accountability must include multiple measurers of whole student learning.

2. Recognize the importance of a superintendent’s work in the moral dimensions of leadership to facilitate a better quality of life for all groups, both inside the school community and in the greater community. Rationale: The larger work of the superintendent is about shaping the future of the community and having a positive effect on people’s lives.

3. Provide research-based criteria reflective of professional standards for superintendents which are supported by measurable data from multiple sources and are legal, feasible, accurate and useful. Rationale: Standards of any kind are only effective if they meet suitability, utility, feasibility and accuracy measures. (Examples of multiple data sources are a superintendent self-assessment; a portfolio compiled by the superintendent; 360° feedback to the superintendent; the school improvement plan; documents that address previous goals, school board meeting agendas, etc.)

4. Provide opportunities for personal and professional growth. Rationale: Evaluation processes must address the whole person and be oriented toward continuous improvement.

5. Be ongoing and connected to district/school improvement goals. Rationale: An evaluation is a process, not a once a year conversation, and must be embedded in district’s goals and school improvement plans.

6. Connect the district’s goals with its publics’ vision for their schools. Rationale: Goals cannot be developed in isolation; district goals must reflect the community’s highest hopes for its public schools and students.

7. Be intended to improve performance not prove incompetence. Rationale: An effective evaluation process is established on a spirit of providing feedback for growth, not on finding evidence of shortcomings. If a board is considering evaluation for the purposes of termination, other processes should be employed.
## TIMELINE FOR SUPERINTENDENT EVALUATION

<table>
<thead>
<tr>
<th>TIMELINE</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer/Early Fall</td>
<td>1. Board and superintendent review superintendent job description and evaluation process, forms, indicators, timelines and possible supporting documents, information and data to be used to measure performance.</td>
</tr>
<tr>
<td></td>
<td>2. Superintendent creates goals based on district goals, which are measurable and doable in 12-months. The goals are mutually agreed to by the board/superintendent and shared with staff.</td>
</tr>
<tr>
<td></td>
<td>3. Board President and superintendent review evaluation process and forms with new board members following the election.</td>
</tr>
<tr>
<td>Quarterly/Early Winter</td>
<td>4. Superintendent makes interim progress reports to the board on district goals and superintendent goals.</td>
</tr>
<tr>
<td>Mid-Winter</td>
<td>5. Superintendent may complete a self-assessment with supporting documents to be provided to the board.</td>
</tr>
<tr>
<td></td>
<td>6. Individual board members complete evaluation forms and bring the forms to the board’s evaluation session.</td>
</tr>
<tr>
<td></td>
<td>7. Board members meet to discuss their evaluations and develop the board’s official written document(s) that will be shared with the superintendent following the meeting.</td>
</tr>
<tr>
<td></td>
<td>8. The board’s official evaluation document(s) is shared, clarified and discussed with the superintendent at a special board meeting. Changes to the evaluation may be made as a result of the discussions.</td>
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<tr>
<td></td>
<td>9. A copy of the final written evaluation form is placed in the superintendent’s personnel folder.</td>
</tr>
<tr>
<td>Spring/Summer</td>
<td>10. Superintendent reports progress on district and superintendent goals.</td>
</tr>
<tr>
<td>Summer/Early Fall</td>
<td>Return to the beginning of the cycle</td>
</tr>
</tbody>
</table>

Re-Adopted: April 16, 2018
CBG-E (1) – GOALS- BASED SUPERINTENDENT EVALUATION FORM

STEP 1: ESTABLISHMENT OF GOALS

The superintendent establishes at least two, but no more than three, significant individual goals. The goals should be directly linked to district goals and clearly aimed at improving student learning and the climate for student learning (see page four). Each goal should include measurable progress indicators to be accomplished by the superintendent during the next 12 months. Each goal should be linked to specific outcomes that indicate measurable progress toward the district's long-term goals.

Goals should be approved by the board with the consultation of the superintendent. Measurable progress indicators, the evidence the board expects to determine whether goals have been accomplished, should be suggested by the superintendent in consultation with the board and approved by the board. Each measurable progress indicator should be clear, understood by both the board and superintendent, and recorded under the goal.

The document detailing goals and progress indicators will be part of the superintendent's ongoing evaluation and included as part of the year-end evaluation. At the end of the year, the board should have sufficient knowledge and documentation to complete the end-of-year review (step two).

SUPERINTENDENT GOAL ONE:_____________________________________________

Measurable Progress Indicator:_____________________________________________
Measurable Progress Indicator:_____________________________________________
Measurable Progress Indicator:_____________________________________________

SUPERINTENDENT GOAL TWO:_____________________________________________

Measurable Progress Indicator:_____________________________________________
Measurable Progress Indicator:_____________________________________________
Measurable Progress Indicator:_____________________________________________

SUPERINTENDENT GOAL THREE:___________________________________________

Measurable Progress Indicator:_____________________________________________
Measurable Progress Indicator:_____________________________________________
Measurable Progress Indicator:_____________________________________________

STEP 2: END-OF-YEAR REVIEW OF GOAL ATTAINMENT

At the end of the year, board members assign ratings, along with supporting evidence, for the superintendent based on the accomplishment of board-approved goals. Presentations made by the superintendent to the board throughout the year, along with an ongoing discussion of progress toward goals, will provide board members with necessary data and evidence.
SUPERINTENDENT GOAL ONE: EVIDENCE OF ATTAINMENT

BOARD MEMBER RATING (circle the appropriate response)

1. UNSATISFACTORY  
2. SATISFACTORY  
3. EXEMPLARY  

COMMENTS:

SUPERINTENDENT GOAL TWO: EVIDENCE OF ATTAINMENT

BOARD MEMBER RATING (circle the appropriate response)

1. UNSATISFACTORY  
2. SATISFACTORY  
3. EXEMPLARY  

COMMENTS:

SUPERINTENDENT GOAL THREE: EVIDENCE OF ATTAINMENT

BOARD MEMBER RATING (circle the appropriate response)

1. UNSATISFACTORY  
2. SATISFACTORY  
3. EXEMPLARLY  

COMMENTS:

Re-Adopted:  April 16, 2018
STANDARD ONE: SHARED VISION

A superintendent is an educational leader who promotes the success of every student by facilitating a shared vision of learning that is supported by the school community.

PERFORMANCE INDICATORS
1.1 Develops and implements district-wide vision, mission and goals.
1.2 Creates and implements plans to achieve goals.
1.3 Promotes continuous and sustainable improvement.
1.4 Monitors and evaluates progress and revises plans.

SUPPORTING EVIDENCE AND COMMENTS
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
____________________________ ________________________________________________

RATING (circle the appropriate response)
1  2  3  4
NEEDS IMPROVEMENT EXEMPLARY

STANDARD TWO: CULTURE OF LEARNING

A superintendent is an educational leader who promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

PERFORMANCE INDICATORS
2.1 Nurtures and sustains a culture of collaboration, trust, learning, and high expectations.
2.2 Monitors and evaluates a rigorous and coherent district-wide curricular program.
2.3 Uses data to monitor the assessment and accountability systems to assure student progress.
2.4 Develops the instructional and leadership capacity of staff through quality professional development.
2.5 Promotes the use of the most effective and appropriate technologies to support teaching and learning.

SUPPORTING EVIDENCE AND COMMENTS
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
____________________________

RATING (circle the appropriate response)
1  2  3  4
NEEDS IMPROVEMENT EXEMPLARY
STANDARD THREE: LEADERSHIP AND MANAGEMENT

A superintendent is an educational leader who promotes the success of every student by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.

PERFORMANCE INDICATORS
3.1 Effectively manages district budget, facilities and operations.
3.2 Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources.
3.3 Promotes and protects the welfare and safety of students and staff.
3.4 Develops leadership capacity throughout the district’s staff.
3.5 Ensures teacher and organizational time is focused to support quality instruction and student learning.

SUPPORTING EVIDENCE AND COMMENTS
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
RATING (circle the appropriate response)
1  2  3  4
NEEDS IMPROVEMENT  EXEMPLARY

STANDARD FOUR: FAMILY AND COMMUNITY

A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.

PERFORMANCE INDICATORS
4.1 Collects and analyzes data and information pertinent to the educational environment.
4.2 Promotes understanding, appreciation, and uses of the community’s various resources.
4.3 Builds and sustains positive relationships with families and caregivers.
4.4 Builds and sustains productive relationships with community partners.

SUPPORTING EVIDENCE AND COMMENTS
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
RATING (circle the appropriate response)
1  2  3  4
NEEDS IMPROVEMENT  EXEMPLARY
STANDARD FIVE: ETHICS

A superintendent is an educational leader who promotes the success of every student by acting with integrity, fairness and in an ethical manner.

PERFORMANCE INDICATORS
5.1 Conducts oneself in an ethical, fair, trustworthy and professional manner.
5.2 Establishes practices to promote personal, physical and emotional health.
5.3 Demonstrates respect for diversity in students, staff and programs.
5.4 Considers and evaluates the potential moral and legal consequences of decision-making.

SUPPORTING EVIDENCE AND COMMENTS
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

RATING (circle the appropriate response)

1 2 3 4
NEEDS IMPROVEMENT EXEMPLARY

STANDARD SIX: SOCIETAL CONTEXT

A superintendent is an educational leader who promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal and cultural context.

PERFORMANCE INDICATORS
6.1 Advocates for children, families, and caregivers.
6.2 Serves as an advocate to community and legislature for issues beneficial to improved teaching and learning.
6.3 Provides leadership for defining superintendent and board roles, mutual expectations and formulating appropriate district policies.
6.4 Knows and supports the district school improvement plan and accurately reports progress on goals.

SUPPORTING EVIDENCE AND COMMENTS
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

RATING (circle the appropriate response)
EVALUATION SUMMARY

Place one check [✓] in each row for each standard and one check [✓] for overall rating.

<table>
<thead>
<tr>
<th>PERFORMANCE STANDARD</th>
<th>Needs Improvement 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard One</td>
<td></td>
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<td>Standard Two</td>
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<td>Standard Three</td>
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<td>Standard Four</td>
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<td>Standard Five</td>
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<td>Standard Six</td>
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<tr>
<td>Overall Rating</td>
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</tbody>
</table>

A. Of the standards listed, which is the superintendent’s greatest strength? How does this strength directly contribute to district goals?

B. Of the standards listed, which is presenting the greatest challenge to the achievement of district goals?

C. Which supports might the board offer to enhance the superintendent’s strengths and promote success over existing challenges?

D. Superintendent Comments:

Evaluation Period: ______________________, 20____ to ______________________, 20_____

Superintendent’s Signature: ________________________________ Date: ___________

Board President’s Signature: ________________________________ Date: ___________

Re-Adopted: April 16, 2018
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 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 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.

Re-Adopted: April 16, 2018
CCB – LINES OF AUTHORITY 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.

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/her building.

The Principal is charged with the supervision and direction of the staff and the students assigned to his or her building, and with care of the school facility and its equipment. The Principal 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 Superintendent, the Principal may establish and enforce such regulations as he or she deems advisable for the efficient operation of his or her school.

Re-Adopted: April 16, 2018
CHA – DEVELOPMENT OF REGULATIONS

The Board delegates to the 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 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 Superintendent recommends Board adoption in light of strong community attitudes or probable staff reaction.

Re-Adopted: April 16, 2018
CHB – BOARD REVIEW OF REGULATIONS

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.

Re-Adopted: April 16, 2018
CHC – 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 to district-wide 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 Superintendent or other district administrator(s) as he or she directs.

The Superintendent will use his or her 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.

Re-Adopted: April 16, 2018
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 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 1 with the State Division of Elementary and Secondary Education.

Re-Adopted: April 16, 2018
Section D – Fiscal Management
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; and
5. To maintain a level of expenditure needed to provide high quality education without imposing an excessive tax burden on the community.

Re-Adoption: April 16, 2018
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.

Re-Adoption: April 16, 2018
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.

May             The proposed budget for the next fiscal year will be considered at the regular Board meeting.

Prior to July 15 Publish the proposed budget together with a notice of hearing.

Prior to Aug. 1 Hold public hearing on proposed budget.

Prior to Oct. 1 Adopt final budget and report levy in dollars or dollars per thousand of taxable valuation to 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 30 days after the final adoption of the budget.
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.
The district budget serves as the control to direct and limit expenditures. Overall responsibility for this control rests with the Superintendent, who will establish the procedures for budget control and reporting throughout the district.

The 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.
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 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.

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.

SDCL 13-16-6: A school district may transfer from its Capital Outlay Fund to its General Fund an amount not to exceed forty-five percent (45%) of the total tax revenues deposited in that fund during the current school fiscal year.

A school district which contracts its student transportation may expend from the Capital Outlay Fund an amount not to exceed fifteen percent (15%) of the contract amount.

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.
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.

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.
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.
Re-Adopted Date: April 16, 2018

**DFFA – INVESTMENT POLICY**

1. **POLICY**

Pursuant to SDCL 4-5-8 it is the policy of the Elk Point-Jefferson School District to invest idle public funds in a manner to meet the daily cash flow demands of the Elk Point-Jefferson School District, Elk Point, Union County with the primary objectives, in priority order, being:

a) Safety b) Liquidity and c) Return.

2. **DELEGATION OF AUTHORITY**

Authority to manage the investment program is granted to the Business Manager, who shall refrain from personal business activity that could impair his ability to make impartial decisions. The Business Manager acting in accordance with written procedures and this investment policy and exercising due diligence shall be relieved of personal responsibility for an individual security’s credit risk or market price changes, provided deviations from expectations are reported in a timely fashion and the liquidity and the sale of securities are carried out in accordance with the terms of this policy. In case of extended leave of absence, the Governing Board shall appoint a replacement Officer.

3. **AUTHORIZED AND SUITABLE INVESTMENTS**

The Elk Point-Jefferson School District is empowered by statute to invest in the following types of securities:

- Interest bearing checking accounts
- United States Treasury bills, bonds and notes (SDCL 4-5-6)
- United States Government Agencies (SDCL 4-5-6)
- Certificates of Deposit (CDs) – not to exceed 18-month maturities (SDCL 4-5-6)*
- Certificates of Deposit (CDs) purchased through CDARS
- (Certificate of Deposit Account Registry Service) – not to exceed 18-month maturities (SDCL 4-5-6.1)*
- Money Market Mutual Funds – open-end, no-load (SDCL 4-5-6)
- Repurchase Agreements fully collateralized by allowable securities (SDCL 4-5-6)
- Local Government Investment Pool

*When investing in Certificates of Deposit (CDs) public funds will be invested at the highest rate of interest possible.

_________________________________
Board President
ATTEST:

_________________________________
Business Manager
Re-Adopted: April 16, 2018

**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.
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 designee 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.
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.
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.
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.

An annual report will be filed with the Department of Education.

Re-Adopted: April 16, 2018
DIF – FRAUD POLICY

The Elk Point-Jefferson School Board expects all Board members, district employees, volunteers, consultants, vendors, contractors and other parties that maintain a relationship with the school district to act with integrity, due diligence, and in accordance with the law in their duties involving the district’s resources. The board is entrusted with public funds, and no one connected with the district shall do anything to erode that trust.

Fraud, financial improprieties, or irregularities include but are not limited to:

- Forgery or unauthorized alteration of any document or account belonging to the district.
- Forgery or unauthorized alteration of a check, bank draft, or any other financial document.
- Misappropriation of funds, securities, supplies or other assets.
- Impropriety in handling money or reporting financial transactions.
- Profiteering because of insider information of district information or activities.
- Disclosure of confidential and/or proprietary information to outside parties.
- Acceptance or seeking of anything of material value, other than items used in the normal course of advertising, from contractors, vendors, or persons providing services to the district.
- Destruction, removal, or inappropriate use of district records, furniture, fixtures or equipment.
- Failure to provide financial records to authorized state or local entities.
- Failure to cooperate fully with any financial auditors, investigators or law enforcement.
- Other dishonest or fraudulent acts involving district monies or resources

The Superintendent or designee shall be responsible to develop and implement internal controls designed to prevent and detect fraud, financial impropriety, or fiscal irregularities within the district, subject to review and approval by the Board.

The Superintendent shall be responsible for maintaining a sound system of internal controls that is designed to identify potential risks, evaluate the nature and extent of those risks and manage them effectively.

District administrators are responsible to be alert to any indication of fraud, financial impropriety, or irregularity within their area of responsibility.

The Superintendent shall recommend to the Board for its approval completion of a forensic audit when it is deemed necessary and beneficial to the district.

The Superintendent shall ensure the appropriate authorities are notified, pursuant to state law, when cases of fraud, embezzlement or theft have been identified.
REPORTING

An employee who suspects fraud, impropriety, or irregularity shall immediately report his/her suspicions to the Superintendent.

If the report involves the Superintendent, the employee shall report his/her suspicions to the Board President.

Employees who bring forth a legitimate concern or suspicion about a potential impropriety shall not be retaliated against. Those who do retaliate against such an employee shall be subject to disciplinary action.

INVESTIGATION

The superintendent shall have primary responsibility for conducting necessary investigations of reported fraudulent activity.

Based on his/her judgment, the Superintendent shall coordinate investigative efforts with the school district lawyer, district auditor, insurance agent, internal departments, external agencies, law enforcement officials.

If the Superintendent is involved in the complaint, the Board President is authorized to initiate investigation of the complaint and coordinate the investigative efforts with individuals and agencies he/she deems appropriate.

Records shall be maintained for use in an investigation.

Individuals found to have altered or destroyed records shall be subject to disciplinary action.

If an investigation substantiates the occurrence of a fraudulent activity, the Superintendent shall present a report to the Board and appropriate personnel.

The Board shall determine the final disposition of the matter, if a criminal complaint will be filed and if the matter will be referred to the appropriate law enforcement and/or regulatory agency for independent investigation.

CONFIDENTIALITY

The Superintendent shall investigate reports of fraudulent activity in a manner that protects the confidentiality of the individuals and facts.

All employees involved in the investigation are required to maintain confidentiality regarding all information about the matter during the investigation.

Result of an investigation shall not be disclosed to or discussed with anyone other than those individuals with a legitimate right to know, until the results are made public.
PREVENTION

In order to prevent fraud, the Board directs that a system of internal controls be followed that includes but is not limited to the following:

- Segregation of Duties – Where possible, more than one (1) person will be involved in pieces of financial transactions.
- Payments – Payments shall be made only by checks. No cash transactions shall be permitted. Check signers shall be approved annually by the Board and will consist of persons not involved in the transaction. All checks shall have at least two (2) signatures, with the exception of Trust and Agency checks which shall have one (1) signature.
- Bank Reconciliation’s – Bank statements and cancelled checks shall be reconciled monthly by the business manager and maintained on file. Any discrepancies will be addressed immediately.
- Access to Checks – Physical and electronic access to school district checks and accounts shall be limited to those employees with designated business functions.
- Capital Assets – The business office shall maintain updated lists of district capital assets.
- Training – Administrators shall be responsible for ensuring that employees under their supervision receive training regarding fraud prevention.

Re-Adopted: June 11, 2018
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 included in the 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.

Re-Adopted: June 11, 2018
DIE – AUDITS

For any necessary reason an audit of the books 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.

Re-Adopted: June 11, 2018
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 will serve as the purchasing agent. The Superintendent 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.

Re-Adopted: June 11, 2018
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 the amount established by the board.

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.

Re-Adopted: June 11, 2018
DJC – BIDDING REQUIREMENTS

In accordance with state bidding laws, bidding is required when a purchase or contract equal to or exceeding $25,000 is anticipated, or if the contract is for the construction of a public improvement in excess of $50,000 except in the following cases:

1. For the purchase of utility services such as electric power, lights, water or gas.
2. Purchases of materials, supplies or equipment from the United States or its agencies including Federal surplus property.
3. Equipment repair contracts.
4. Purchasing textbooks and text-related workbooks.
5. When purchasing facilities, equipment and supplies from another public corporation or at public auctions if in compliance with South Dakota law.
6. Purchases from the lowest bidder of an item contained on the state price list or from any vendor for the exact same item if less than the state price list.
7. Purchases from the lowest responsible bidder of an item competitively bid by any local government within the previous twelve months unless trade in allowances are involved.
8. Purchases of raw materials used in construction or manufacture of products for resale, and contracts for asbestos removal in emergency response actions, real estate services and auction services.
9. For services provided by individuals or firms for consultants, audits, legal services, architectural and engineering services, insurance and transportation of students.
10. Purchases of computer programs and software, communication technologies, computers, peripheral equipment and related connectivity.
11. Change orders to an existing contract for construction, reconstruction or remodeling that are in compliance with South Dakota Law.
12. Purchases of real property having a particular use or benefit.
14. Purchases of perishable or unprepared foodstuffs.
15. Upon the purchase of copyrighted materials that are copyrighted by only one company.
16. If there is only one source for the required service or item of tangible personal property other than construction services or equipment.
17. An emergency due to a casualty loss, natural disaster or sudden deterioration resulting in destruction to a vital piece of equipment which would require closing of school, or which will endanger the usefulness of remaining school property.

Bids for materials, supplies or equipment will be advertised and printed in the official newspaper of the district at least twice, the first publication at least ten days prior to the opening of bids. The advertisement will state the time and place the bids will be opened and passed upon by the Board. In the notice the Board will reserve the right to reject any and all bids.

When the contract is for the construction of a public improvement the advertisement must state where the plans and specifications may be examined. In specifying or purchasing goods, merchandise, supplies or equipment, the Board will not specify any trade-mark or copyrighted brand on any product or any patented product, apparatus, device or equipment where proper competition will be prevented unless bidders also are asked for bids or offers upon other articles of like nature, utility and merit, and naming the make or brand to indicate the type or quality specified.
The sealed bids will be publicly opened and read at the time and place stated in the advertisement. Any bid may be withdrawn or modified before the time of opening as specified in the advertisement. Unless all bids presented are rejected, the lowest responsible bid, in all cases must be accepted.

If after advertising for bids no bids are received the Board may negotiate a contract for the purchase of the materials, supplies or equipment at the most advantageous price. However, such materials, supplies or equipment will meet the specifications of the original advertisement for bids.

The Board will contact and attempt to obtain competitive quotations from at least three suppliers. A record of the names of the suppliers, the quotations received and the procurement procedures used in purchasing will be documented, noted in the minutes, and retained on file by the Board. The Board may reject all bids and negotiate a contract if after advertising no firm competitive bids are received.

When supplies or equipment, or construction or remodeling services are to be purchased the Board may require a reasonable deposit or bid bond by the bidders. The deposit or bonds must be returned to unsuccessful bidders immediately. No more than 30 days will elapse between opening of bids and acceptance of the lowest responsible bidder or rejection of all bids.

When supplies and equipment are received they will be opened and inspected by the purchasing agent, and compared with the written order to see that they were received as ordered and in acceptable condition for payment. If someone other than the purchasing agent, receives such supplies or equipment for the school district, this person will be required to sign the voucher for payment to the effect that they were received as ordered. The purchasing agent of the school district will sign all vouchers before the Board authorizes their payment.

Re-Adopted: June 11, 2018
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. In bids for milk or milk products the resident bidder shall receive the local bid contract if his bid is equal to, or within, five percent or less of any other bidder.

Re-Adopted: June 11, 2018
DJE – CREDIT CARD AND PURCHASE CARD USE

The District is committed to using its financial resources wisely. The board recognizes that credit cards and purchase cards may provide school employees with a convenient payment option, particularly in emergency situations, and may also improve business office efficiency.

The board authorizes the use of credit card or purchasing cards for official district purchases and acquisitions. It shall be the responsibility of the business manager to authorize and control the use of credit and purchasing cards, subject to the Board’s final approval of payments.

To ensure the proper use of district-issued credit and purchase cards, the business manager shall develop appropriate administrative regulations to accompany this policy. The regulations shall include, but are not limited to:

1. Procedures for the issuance, return and revocation of district-issued credit or purchase cards, including consequences for individuals who make unauthorized purchases;
2. Guidelines that establish acceptable purchases, including procedures to ensure purchases made at unapproved merchants are disallowed or blocked;
3. Appropriate single-purchase and monthly spending limits;
4. Procedures for making phone, fax or internet purchases;
5. Procedures that ensure all cardholders understand the district’s credit and purchase card use policies, including the cardholder agreement that must be signed by each person in possession of a district-issued credit or purchase card;
6. Procedures designed to comply with district financial audits, including any required documentation of original receipts;
7. Controls to provide for the periodic review and reconciliation of credit and purchase card statements, including procedures that ensure purchases by employees are reviewed by someone other than the cardholder.

Any cardholder benefits or revenue generated from the use of district-issued credit or purchase cards shall be for the exclusive use of the district.

Re-Adopted: June 11, 2018
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.

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.

Re-Adopted: June 11, 2018
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.

Re-Adopted: June 11, 2018
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.

Re-Adopted: June 11, 2018
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 daily.

Re-Adopted: June 11, 2018
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.

Property appraised for less than $500 may be sold without advertising for bids. Property, including property created as a result of an education program, appraised for more than $500 will be advertised for sale in the official newspaper for two consecutive weeks, the first publication may not be less than 10 days before the sale. The notice of sale will describe the property to be sold and the time when the Board or its representative will open bids. Sealed bids will be filed with the business manager and opened at the Board meeting as specified in the notice.

The Board will sell the property to the highest bidder. However, the board may reject any or all bids.

In lieu of the acceptance of bids, school property may be sold at public auction. The auction will be advertised by posting notices and newspaper advertising as described above. Property sold at public auction need not be appraised but the board should establish a minimum price.

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.

Re-Adopted: June 11, 2018
Section E – Support Services
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 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.

Re-Adopted: June 11, 2018
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.

The Superintendent or designee 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.

Re-Adopted: August 13, 2018
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.

Re-Adopted: June 11, 2018
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/her area of responsibility.

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.
3. A master first aid kit will be kept and properly maintained in each school and each school bus.
4. No prescribed medications 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.

Re-Adopted: August 13, 2018
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 staff member 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. Accident reports 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.

Re-Adopted: August 13, 2018
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 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 a record showing the dates and times of drills conducted.

Re-Adopted: June 11, 2018
EBCA – BOMB THREATS

The Elk Point-Jefferson Board of Education 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 devices.
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.

Re-Adopted: June 11, 2018
Developing 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;
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 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 disciplinary consequences.

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.

Re-Adopted: August 13, 2018
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 may 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.

Re-Adopted: August 13, 2018
EBCD – EMERGENCY CLOSINGS

The Superintendent 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 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 may excuse all students from attending school, delay the opening hour, or dismiss students early. The Superintendent 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 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 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 or his designee, after consultation with school principals, will have the authority to waive the cancellation of co-curricular activities as described in the above paragraph.

Re-Adopted: June 11, 2018
EBCE – ARMED INTRUDER LOCKDOWN PROCEDURE

1. The individual observing the weapon/intruder should call 911. If possible, identify the individual and the location on campus. **Call superintendent’s office immediately after 5950/5951.**

2. The administration will announce situation over public address:

   "**We are in a full lockdown. The intruder is in the Middle School Hallway.**"

   The known location will be indicated by the building mentioned in the announcement.

3. Staff should immediately lock their door, pull the shades, turn off the lights and get students out of sight. Students in surrounding hallways should be directed into a classroom. Know where your keys are at all times. Keep personal cell phones with you since the school land-based phones may be in harm’s way. If the intruder is not in your part of the building, get your class out of the building and to the safe place. Classes that are outside the building should not enter the building and should go to nearest safe place with students – United Parish or UC Courthouse. **If the intruder is near your classroom, barricade door and make your room as difficult to enter as possible. Be prepared to defend yourself and students if the intruder should enter your room.** Should the fire alarm sound after notified of a lockdown, do not evacuate the building unless you have first-hand knowledge that there is a fire, or you have been advised by police/administration to evacuate the building.

**Commons Area**

Usher students away from the intruder. Down the gym corridor or out the front doors in the opposite direction depending on the situation and then outside and meet at the Union County Courthouse.

**Lunchroom, While Feeding Students**

Usher students in the opposite direction of the intruder. Funnel outside through the Fusion and Title I hallway if possible and towards the United Parish. All depends on the situation.

4. If teachers can evacuate students safely, they will do so and take them to the nearest gathering point. If students and staff are barricaded in rooms, Police/Administrators will let staff know who can evacuate and through which exit. Law enforcement officers will accompany students and staff to a location away from the school. Law enforcement has indicated they do not want us to release students until the situation is over. Keep a roster of your students for each class in a binder and have it readily available

5. Please wait for the “all clear” from administrator. If you have evacuated the building, call, text or email your principal with your location and status of students. When in doubt, use common sense and act like a responsible person. If a situation of this nature should ever occur, no policy can replace your fast and intelligent actions in order to protect yourself and your students.

6. Members of the leadership team will visit classrooms and counsel students and staff on the situation.

Re-Adopted: July 9, 2018
EBCE-R – LOCKDOWN

When law enforcement requests that we lock the school down for any reason, the following will take place:

- All doors are locked. Administration will check all doors on campus.
- School-wide announcement.
- An email will be sent to the staff explaining the circumstances.
- No outside activities: including recess, physical education, etc.
- Call parents of absent students and tell them not to return until the lockdown has been cancelled.
- Limit Visibility by closing blinds to outside.
- Preschool will be cancelled if the lockdown happens one hour before preschool starts to give notice.
- Nobody will gain access to building who is not an employee, a student or identified person (ex. parent). If parents are identified, they are free to take their children.
- A photo will be obtained to identify the person of interest. A clear photo will allow access to public library.
- Parents will be notified by email what is happening at the school with regular updates.
- An “All Clear” will be announced when law enforcement notifies the superintendent.
- All media requests for interviews will be channeled through the superintendent.
- A letter will then be distributed explaining the lockdown event.

Re-Adopted: July 9, 2018
ECAA – EQUAL ACCESS

The School Board hereby establishes a limited open forum during which all non-curriculum related student groups shall have equal access and a fair opportunity to conduct meetings. No group shall be discriminated against or denied access on the basis of the religious, political, philosophical or other content of speech at such meetings. Groups shall not be considered school-sponsored student organizations nor be given all the privileges afforded to school-sponsored organizations.

The time between the hours of 7:30 A.M. and 4:00 P.M. on days during which classes are in session shall be set aside for a limited forum.

ACCESS TO LIMITED OPEN FORUM

Students in grades 7-12 shall be permitted to organize and conduct meetings of non-curriculum related student clubs or other groups to pursue specialized activities outside the classroom. Meetings shall be voluntary and student initiated.

Students may conduct meetings under this policy on school premises only during non-instructional time so that meetings do not interfere with the orderly conduct of the education activities of the school.

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. The number of students will be limited to the safe capacity of the room used.

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.

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.

REGULATION OF LIMITED OPEN FORUM

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.

Neither the school district nor its agents nor employees shall promote, lead or participate in any meeting except in a supervisory capacity.

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.
Non-school persons may attend student meetings, but are not allowed to direct, conduct or control activities of non-curriculum related student groups during the limited open forum.

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.

Meetings of non-curricular student groups must be scheduled, organized and conducted within the guidelines established by this policy and accompanying regulations.

The administration shall adopt additional rules as deemed necessary.

Re-Adopted: July 9, 2018
ECB – BUILDINGS AND GROUNDS MAINTENANCE

The board believes that keeping school buildings and grounds safe is part of its responsibility to provide students, staff and community members with a healthy learning and working environment.

The board strives to provide schools that are safe from hazards, sanitary, properly equipped, lighted and ventilated and aesthetically suited to promoting the goals of the schools.

The superintendent will have direct supervision of the care of the school property. The 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, outside walkways and grounds to discover conditions that may be dangerous to the safety of students, staff and community members. The principal may direct the custodial staff of the school in maintaining an adequate program of school care and maintenance.

District employees are encouraged to report promptly to the principal of the school any defects to the building or equipment that could prove injurious to students, staff or other persons.

Re-Adopted: July 9, 2018
ECC – VIDEO SURVEILLANCE

The Board authorizes the use of video surveillance on District property to ensure the health, welfare, and safety of all staff, students, and visitors to District property and to safeguard District buildings, grounds, and equipment. The Superintendent will approve appropriate locations for video surveillance.

The Superintendent will notify staff and students through staff and student handbooks or by other means that video surveillance may occur on district property. A notice will also be posted at the main entrance of all school district buildings, and on all buses, indicating the use of video surveillance.

The District may choose to make video recordings a part of a student’s educational record or of a staff member’s personnel record. The District will comply with all applicable state and federal laws related to record maintenance and retention.

Video recording will be totally without sound.

Re-Adopted: July 9, 2018
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 and equipment issued to their pupils. When a textbook or equipment is damaged or lost, the pupil responsible will be required to pay for the damage or another copy.

Every book and piece of equipment 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.

Re-Adopted: July 9, 2018
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 Reference:  SDCL 13-30-1

Re-Adopted: July 9, 2018
EEAB – SCHOOL BUS SCHEDULING AND ROUTING

The transportation supervisor will conduct studies of bus routes to provide the safest, shortest routes that will get all children to school in the most economical way. Routes will be arranged in such a way as to equalize as nearly as possible the length of routes and bus loads, and to provide for the full use of buses. Arrangements will be made to provide each child transportation to school within the prescribed time limits. (Approximately One Hour)

When practical, safe, timesaving and economical, transfers may be made from one bus to another. Bus routes will not overlap unless absolutely necessary. When more than one bus travels on an arterial highway, each bus will be assigned a certain portion of the route and all children within this section will ride the bus to which they are assigned. Only one bus will cover one particular road unless overloading occurs.

No official bus route will be extended or changed without Board approval. Before recommendation to the Board, the proposed extension or change will be reported to the transportation office, which will verify that the extension or change has been checked to determine whether it meets all regulations pertaining to safety, efficiency, and economy.

Buses will not go off the main route to pick up children. Children will not be put off the bus until reaching their destination.

Re-Adopted: July 9, 2018
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 or herself 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 will inform the parents immediately 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. In such cases, the parents of the children involved become responsible for seeing that their children get to and from school safely.

Re-Adopted: July 9, 2018
EEBB – USE OF PRIVATE VEHICLES

The use of passenger vehicles to transport pupils to and from school sponsored and approved activities will only be permitted after ascertaining that the vehicle is reasonably safe, the driver qualified, and that adequate insurance coverage is in force.

A passenger vehicle is one that is designed to carry at least three, but no more than nine passengers. There must be minimum insurance coverage under South Dakota law, and property damage of at least $25,000 per accident.

Private vehicles driven by employees while in their official capacity are covered primarily by the employee’s insurance and secondarily by the District’s automobile liability insurance. The District’s coverage is for liability only and does not cover damage to the employee’s vehicle.

The driver of each vehicle must be competent, and properly licensed to drive. The vehicle shall be roadworthy.

A responsible adult shall be in control of all trips involving passenger vehicles used for student transportation.

Re-Adopted: July 9, 2018
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 see that 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 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.

Re-Adopted: July 9, 2018
EFC – WELLNESS POLICY

The Elk Point-Jefferson School District is committed to provide a safe environment where students are empowered with the knowledge and skills to successfully navigate life’s transitions and challenges. This school wellness policy will be used to promote students’ health, well-being and ability to learn throughout life.

Goals of the Elk Point-Jefferson School Wellness Policy

Nutrition Education & Promotion Goal:

Physical Activity Goal:

The following components will be used to accomplish these goals:

**Nutrition**

- Child nutrition programs will comply with federal, state and local requirements. Child nutrition programs will be accessible to all children served by the district.
- Water is allowed to be carried throughout the school day by all students in grades six through twelve.
- Nutrition education is provided and promoted through both health education and physical education curricula.
- All foods and beverages made available for purchase on campus during the school day (including vending and a la carte) align with the USDA Healthy Hunger Free Kids Act of 2010 and the Smart Snacks Standards of 2014.
- If food or beverage rewards and/or incentives are given, healthy choices are required for both.
- When snacks are provided in classrooms, health snacks are expected for all grade levels.
- School breakfast and lunch are served in the cafeteria and commons areas. These areas will be maintained daily to support a clean and pleasant setting.
- All fundraisers held within the school district must meet the State of South Dakota Fundraiser Policy implemented July 1st, 2014.
- To the maximum extent possible, all schools in the school district will participate in available federal school meals programs inclusive of the School Breakfast Program and the National School Lunch Program.

**Physical Activity**

- The school district will provide and promote meaningful, age appropriate, physical activity through required physical education courses in all schools.
- Classroom-based physical activity breaks are encouraged to increase focus, teach academic content, and to alleviate stress through physical movement and relaxation techniques.
- Recess prior to lunch is offered to all elementary students.
- The district will promote extra-curricular and co-curricular programs.
Monitoring

- The superintendent or designee is responsible for monitoring and ensuring that all schools in the district comply with this policy. The superintendent or designee will monitor and ensure that the food service program complies with the nutrition guidelines set forth by the United States Department of Agriculture’s Food and Nutrition Services and Food Distribution Division Programs.

Assessment

- The superintendent or designee will conduct an assessment and develop a summary report annually on district-wide compliance. This assessment and report will include which schools are in compliance with this policy, the extent to which the local policy aligns with model policies, and the progress made on attaining established goals. The report will be made available to the public at the district office and school website.
- Assess student, parent, teacher and administration satisfaction with policies.
- Confirm that one or more designated person(s) has (have) the authority to ensure that the school is meeting the policy, collect data and enforce the policy.
- Periodically review how well the policy is being managed and enforced in each school and the district as a whole.
- Share the policy and procedures with the school staff, students, parents and communities.

School Wellness Committee

- A school wellness committee will be convened, with a membership including one or more representatives from each of the following groups: administration, school board, physical education staff, school health professionals, food service employees, school staff, students, and parents. (It is possible for one person to serve in dual roles.)

- The committee will meet a minimum of once per year to review goals and oversee school health and safety policies and programs, including development, implementation, and periodic review of the wellness policy.

- The district is committed to being responsive to community input and will actively communicate ways in which representatives of the committee and others can be involved in the development, implementation and review of the policy.

Resources:


Smart Snacks Standards of 2014: [https://fns-prod.azureedge.net/sites/default/files/tn/USDASmartSnacks.pdf](https://fns-prod.azureedge.net/sites/default/files/tn/USDASmartSnacks.pdf)


South Dakota DOE – Exempt Fundraisers: [https://doe.sd.gov/cans/documents/SD_Policy.pdf](https://doe.sd.gov/cans/documents/SD_Policy.pdf)

Adopted: July 9, 2018
EGAA – PRINTING AND DUPLICATION SERVICES/ REPRODUCTION OF COPYRIGHT MATERIALS

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 ensure the fair use of copyright work.

The principal of each school site is responsible for establishing practices, which will enforce this policy.

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 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.

Re-Adopted: July 9, 2018
EGAA-R – PRINTING AND DUPLICATING SERVICE/COPYRIGHT MATERIAL

Employees and students are to comply with copyright law (Title 17 of the United States Code, titled “Copyrights”) and related legislation. The following guidelines summarize the key provisions of Title 17 of the United States Code and other federal legislation and guidelines related to the duplication, retention, and use of copyrighted materials.

1. Unlawful copies of copyrighted materials may not be produced on district-owned equipment.

2. Unlawful copies of copyrighted material may not be used with district-owned equipment, within district-owned facilities, or at district-sponsored functions.

3. Employees who make or use copies of copyrighted materials in their jobs are expected to be familiar with published provisions regarding fair use and public display, and are further expected to be able to provide, upon request, the justification under sections 107, 108 or 110 of USC 17 for materials that have been used or copied. Sections 107, 108 and 110 of the Copyright Act deal with the exemptions from copyright commonly known as “fair use.” Under the fair use doctrine, reproducing materials for such purposes as criticism, comment, news reporting, teaching, scholarship or research is permissible without formal authorization from the copyright holder. For duplicating or changing a work to fall within the bounds of “fair use”, all four of these standards must be met:

   o **The purpose and character of the use.** The use must be for such purposes as teaching or scholarship.

   o **The nature of the copyrighted work.** Published factual or nonfiction materials that are important to the educational objectives are more acceptable to be copied than unpublished works or highly creative works such as art, music, novels or other fiction works, films or plays.

   o **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 considered fair use if following the guidelines for Books and Periodicals, Printed Music, Television, and/or Multimedia as outlined herein.

   o **The effect of the use upon the potential market 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.

4. As technology changes the way creative works are published and distributed, the courts have worked to keep up with interpreting the law to establish a fair balance between the rights of creators, publishers, and consumers. The following guidelines for works in a variety of formats have been established by agreements between authors, publishers, and the general public and help to clarify what constitutes fair use. Teachers and students should obtain permission from the copyright holder or from a clearinghouse such as the Copyright Clearance Center for any use of copyrighted material that does not fall clearly within these fair use guidelines.
BOOKS AND PERIODICALS

1. **Single copying for teachers.** A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:
   a. A chapter from a book;
   b. An article from a periodical or newspaper;
   c. A short story, short essay or short poem, whether or not from a collective work;
   d. A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.

2. **Multiple Copies for Classroom Use.** Multiple copies (not to exceed one copy per pupil in a course) may be made by or for the person teaching the course for classroom use or discussion provided that:
   a. The copying meets the test of brevity and spontaneity as defined below; and
   b. The copying meets the cumulative effect test as defined below; and
   c. Each copy includes a notice of copyright.

   **Brevity:**
   1) Poetry: a complete poem if less than 250 words OR an excerpt of not more than 250 words if from a longer poem.
   2) Prose: a complete article, story or essay if less than 2500 words or, if longer, an excerpt of not more than 1000 words or 10% of the work, whichever is less. The allowable section may be expanded to permit the completion of an unfinished line of a poem or an unfinished prose paragraph.
   3) Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.
   4) “Special” works: For shorter works, such as children’s picture books, that are less than 2500 words in their entirety an excerpt of two pages and containing not more than 10% of the text may be reproduced.

   **Spontaneity:**
   1) The copying must be at the request of the individual teacher.
   2) The decision to use the work and the time it needs to be used for maximum teaching effectiveness are so close in time it is unreasonable to expect a timely reply to a request for permission to copy.

   **Cumulative Effect:**
   1) The material is copied for only one course in the school.
   2) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than 3 from the same collective work or periodical during one semester.
   3) No more than 9 instances of multiple copying for one course during one semester.

Limitations in items 1 and 3 do not apply to current news periodicals and newspapers.
d. Copying to create or replace or substitute for anthologies, compilations, or collective works is prohibited.

e. Copying works intended to be “consumable” in the course of study or teaching, including workbooks, exercises, standardized tests and test booklets and answer sheets is prohibited.

f. Copying shall not:
   - substitute for the purchase of books, publishers’ reprints, or periodicals
   - be directed by a higher authority
   - be repeated for the same item by the same teacher from semester to semester.

g. The student may not be charged more than the actual cost of the photocopying.

PRINTED MUSIC

1. Permissible Uses

a) Emergency copying to replace purchased copies that are not available for an imminent performance is permissible providing replacement copies are purchased as soon as possible.

b) Copying for academic purposes other than performance is acceptable as long as the copied excerpts do not comprise a part of the whole that would constitute a performable unit such as a section, movement, or aria. In no case can more than 10% of the whole work be copied. The number of copies shall not exceed one per student.

c) Printed copies which have been purchased may be edited or simplified as long as the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.

d) A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the school or individual teacher.

e) A single copy of a recording of copyrighted music may be made from a recording that is owned by the school or teacher for the purpose of constructing listening exercises or examinations and may be retained by the school or teacher.

2. Prohibitions

a) Copying to create or replace or substitute for anthologies, compilations or collective works is prohibited.

b) Copying of or from works intended to be “consumable” such as workbooks, exercises, standardized tests and answer sheets, etc. is prohibited.

c) Copying for the purpose of performance is prohibited (except as in 1a above).

d) Copying to avoid purchasing the music is prohibited, except as in 1a and 1b above.

e) Copying without including the copyright notice that appears on the printed copy is prohibited.
TELEVISION
1. Recording from broadcast networks (e.g. ABC, NBC, CBS, PBS)
Unless otherwise specified by the individual network, the following limitations apply:
   a) The recording may be retained for no more than 45 consecutive calendar days after the date it was recorded.
   b) The recorded program must be used in face to face teaching within the first consecutive 10 school days following the date it was recorded.
   c) Programs may only be recorded at the request of, and used by, individual teachers. No broadcast program may be recorded more than once at the request of the same teacher, regardless of the number of times the program is broadcast.
   d) A limited number of copies may be reproduced to meet the legitimate needs of teachers under these guidelines. Each additional copy is subject to the provisions regarding the original recording.
   e) After the first 10 consecutive schools days, the recordings may be used up to the end of the 45 calendar day retention period only for teacher evaluation purposes, i.e., to determine if the program should be purchased for use in the regular teaching curriculum.
   f) Recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be combined or merged to create teaching anthologies or compilations.
   g) All copies of off-air recordings must include the copyright notice on the broadcast program.

2. Recording from cable networks
Cable networks often allow recordings to be kept for a longer period of time. Consult the Cable in the Classroom website for the retention period for programs recorded from cable networks.

3. Commercial video recordings
Commercial video recordings sold or distributed for home use must be used for instructional purposes to qualify for the “fair use” exemption. For use to be considered instructional, video recordings:
   a) must be presented by teachers or students and
   b) must be part of face-to-face teaching and an integral part of the unit being taught and
   c) must be shown in a classroom, library, or similar place of instruction in a nonprofit educational institution.

Any other display of a copyrighted video recording in “a place open to the public or at any place where a substantial number of persons outside of a normal circle of a family or its social acquaintances is gathered” is considered a public performance and requires public performance rights. Public performance rights may be purchased through sources such as Movie Licensing USA.
MULTIMEDIA
Portions of lawfully acquired copyrighted works (obtained through lawful means such as purchase, gift or license) may be incorporated into educational multimedia projects for curriculum-based instruction and student projects for a specific course, subject to certain restrictions.

1. Permitted Uses
   Educators may perform and display their educational multimedia projects, in the course for which they were created, in curriculum-based instruction to students:
   a) for face-to-face instruction;
   b) for students’ directed self-study; and
   c) so long as the technology limits access and prevents the making of copies of copyrighted material, over the educational institution’s secure electronic network for instruction to students at remote sites enrolled in curriculum-based courses (in real time or for after class review or directed self-study).

   Students must be advised that they may not copy the educational multimedia project.

   Teachers may perform or display the projects in presentations to peers at workshops and conferences. Students may perform or display their educational multimedia projects for educational uses in the course for which they were created and may use them in their portfolios as examples of their academic work.

2. Time Limits
   Teachers may use their educational multimedia projects for teaching courses, for a period of up to two years after the first instructional use with a class. Thereafter, permission is required for each copyrighted portion incorporated in the project. Student’s use of his or her own project is limited to the course for which it was created and to later portfolio use.

3. Portion Limits
   These limits, “in the aggregate” (i.e., on the amount that may be copied from a single copyrighted work), apply cumulatively to each educator’s or student’s multimedia project for the same academic semester, cycle or term.
   a. Motion media: Up to 10% or 3 minutes, whichever is less, in the aggregate.
   b. Text: Up to 10% or 1000 words, whichever is less, in the aggregate. An entire poem of less than 250 words may be used, but not more than three poems by one poet, or five poems by different poets from any anthology may be used. For poems of greater length, 250 words may be used, but no more than three excerpts by a poet, or five excerpts by different poets from a single anthology.
   c. Music, lyrics, and music video: Up to 10%, but in no event more than 30 seconds, of the music and lyrics from an individual musical work (or in the aggregate of extracts from an individual work), whether the music is embodied in copies, or audio or audiovisual works. Any alterations to a music work shall not change the basic melody or fundamental character of the work.
d. **Photographs and illustrations:** An entire work may be used but no more than 5 images by an artist or photographer, and no more than 10% or 15 images, whichever is less, from a published collective work.

e. **Copyrighted database or data table:** Up to 10% or 2500 field entries (items of information in a record of a database, such as name or social security number) or cell entries (intersections where a row and column meet on a spreadsheet), whichever is less.

4. **Limits on Copying and Distribution**  
For educator and student uses, only two “use copies” may be made, only one of which may be placed on reserve (see paragraph 1 above). An additional copy may be made for preservation purposes but may be used or copied only to replace a lost, stolen or damaged use copy. Each principal creator of a jointly created project may retain one copy, for the uses permitted educators and students. Further use requires permission for all copyrighted works incorporated in the project. Educators and students who anticipate their work may be more broadly disseminated are advised to seek permissions during the development process.

5. **Notices of Attribution, Acknowledgement and Use Restrictions**  
Teachers and students should credit sources (identify the work’s source, including where available the author, title, publisher, and date and place of publication) display copyright information (copyright notice, year of first publication, and name of copyright holder) if shown in the original source, for all works incorporated into an educational multimedia project. Such information may be combined and shown in a separate section of the project, except that for images incorporated into the project for permissible remote instruction, credit and copyright information must be attached to the image file and appear on the screen when the image is viewed. If displaying credit and copyright information would conflict with instructional objectives (e.g., would provide answers to examination questions), the information may be linked to the image in a manner compatible with the instructional objectives. Alterations to incorporated portions of copyrighted works may be made only to support specific instructional objectives, and teachers and students are advised to note if any such alterations have been made. Teachers and students must include on the opening screen of their multimedia project and on any accompanying print material a notice that certain materials are included under the fair use exemption of the U.S. Copyright Law and have been prepared according to the educational multimedia fair use guidelines, and are restricted from further use.

**ONLINE VIDEO SHARING**  
The Center for Social Media at the American University School of Communication published the Code of Best Practices in Fair Use for Online Video guidelines in May 2009. These Best Practices are intended to help creators, online providers, copyright holders, and others interested in the making, sharing, and posting of online video interpret the copyright doctrine of fair use.
The Elk Point-Jefferson District recommends that teachers and students posting and sharing video online observe the six uses of licensed video that the Center for Social Media believes fall under fair use.

1. **Commenting on or critiquing copyrighted material**
   As long as the use is not so extensive that it ceases to function as critique but instead becomes a substitute for the work itself, segments of copyrighted material can be “quoted” in new video recordings.

2. **Using copyrighted material for illustration or example**
   For instance, clips from Hollywood films might be used to demonstrate changing American attitudes toward race or a news clip of a politician speaking may reinforce an assertion.

3. **Capturing copyrighted material incidentally or accidentally**
   For instance, when recording a video, songs playing on the radio or television shows playing in the background may inadvertently be recorded. The video maker should be sure that the use is not so extensive that it becomes the primary focus of interest and that, where possible, the material is properly attributed.

4. **Reproducing, reposting, or quoting in order to memorialize, preserve, or rescue an experience, an event, or a cultural phenomenon**
   For instance, someone may record their favorite performance or document their own presence at a rock concert. Someone may post a controversial or notorious moment from broadcast television or a public event. Fair use reaches its limit when the content is reproduced in amounts that are disproportionate for purposes of documentation, or in the case of archiving, when the material is readily available from authorized sources.

5. **Copying, reposting, and recirculating a work or part of a work for purposes of launching a discussion**
   The purpose of copying and posting the video needs to be clear so that the viewer knows that the intent of the poster is to spur discussion.

6. **Quoting in order to recombine elements to make a new work whose meaning comes from the relationships between the elements**
   Mashups (combining different materials to compose a new work), remixes (re-editing an existing work), and music videos all use this technique of recombining existing material. This kind of activity is covered by fair use to the extent that the reuse of copyrighted works creates new meaning by juxtaposition. Fair use will not apply when a copyrighted song is used in its entirety for a newly created video simply because the music evokes the desired mood.

**LICENSES AND CONTRACTS**

Teachers and students should determine whether specific works or data used are subject to licenses or contracts, which are not superseded by fair use principles.

- Liability for willful infringement rests with the person initiating the duplication of copyrighted materials.
- Employees who use copyrighted materials that do not fall within fair use or public display guidelines will be able to substantiate that the materials meet one of the following tests:
  - The materials have been purchased from an authorized vendor by the individual or district and a record of the purchase exists.
EGAA-R (continued)

- The materials are copies covered by a licensing agreement between the copyright owner and the district or the individual employee.
- The materials are being previewed or demonstrated by the user to reach a decision about future purchase or licensing and a valid agreement exists that allows for such use.

LEGAL REFS.: Federal Regulations PL 94-553

Adopted: July 9, 2018
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/her employment, the board will indemnify the employee for claims not covered by insurance in accordance with South Dakota Law.

Re-Adopted: July 9, 2018
Section F – Facilities Development
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.

Re-Adopted: July 9, 2018
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.

Re-Adopted: July 9, 2018
The Asbestos Hazard Emergency Response Act (AHERA), passed in 1987, requires all public and private schools to inventory and inspect all buildings for asbestos containing materials. This inspection was completed at Elk Point-Jefferson School in 1988 and has been updated every third year. Last inspection was conducted July 2018. Any areas of known or assumed friable or non-friable asbestos will continue to be inspected on a regular basis (every six months) and procedures implemented to assure no health hazards are present.

Our management plan has been filed with the State Department of Health and is on file in the school office. The plan is available for public inspection during normal office hours. Copies of the management plan will be provided to requesting parties for the cost of the reproduction. For further information, please contact the EPJ Superintendent, the school’s asbestos program manager at 605-356-5951.

Re-inspections will be conducted every third year so long as asbestos is known or assumed to be in the school.

Re-Adopted: July 9, 2018
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.

Re-Adopted: July 9, 2018
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 aesthetics, 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.

Re-Adopted: July 9, 2018
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.

Re-Adopted: July 9, 2018
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.

Re-Adopted: July, 9 2018
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 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.
FECA – 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 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.

Re-Adopted: July 9, 2018
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.

Re-Adopted: July 9, 2018
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. The requirement of a performance security may also be waived by the school board if the procurement meets the requirements established pursuant to law for an emergency procurement.

Re-Adopted: July 9, 2018
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. Their 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.

Re-Adopted: July 9, 2018
Section G – Personnel
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.

Re-Adopted: July 9, 2018
GB – GENERAL REFERENCE POLICY

It is the policy of this school district to respond to requests for reference information. The following 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 a release of information form provided by the Superintendent. Employees are in no way required to sign the release.

This release will be placed in your personnel file.

Re-Adopted: July 9, 2018
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.

Re-Adopted: July 9, 2018
GBAA – VETERAN’S PREFERENCE

If a veteran possesses the qualifications necessary to discharge the duties of the position involved, and is a citizen and resident of the state, the veteran shall receive preference for employment and promotion.

For the purposes of this policy, the term “veteran” means any person who:

1. Has served the full obligation for active duty, reserve, or National Guard services in the military, or received an early discharge for a medical condition, hardship, reduction in force, or at the convenience of the military; and
2. Has been separated or discharged from such service honorably or under honorable conditions.

In order to determine if the veterans’ preference applies, each applicant for employment shall complete an employment application on which the applicant is asked if the applicant is a veteran. All veterans are subject to criminal background check requirements as set forth in state law.

An applicant wishing to be given veteran’s preference must submit written verification from the military that the applicant satisfies the definition of veteran as set forth above.

Age, loss of limb, or other physical impairment which does not in fact incapacitate does not disqualify the veteran. A veteran who has a service-connected disability shall be given a preference over a nondisabled veteran.

The unmarried spouse of a veteran who died while in service, or later died from a service connected cause, is entitled to the preference given to the veteran if the spouse possess the qualifications and business capacity necessary to discharge the duties of the position involved. If a veteran is disabled due to a service connected cause is unable to exercise the right to a veteran employment preference due to the disability, the veteran’s spouse is entitled to the preferences given to the veteran if the spouse possesses the qualifications and business capacity necessary to discharge the duties of the position involved.

If a veteran applies for appointment for employment under this policy, the District shall, before employing anyone to fill the position, investigate the qualifications of the applicant. If the applicant possesses at least the minimum qualifications necessary to fill the position, the officer, board, or person shall interview the applicant. However, nothing within this policy requires the school district to hire a veteran interviewed.

At the conclusion of the hiring procedure and protocol, should a veteran and nonveteran be equally qualified for the position, the veteran shall be granted veteran’s preference and shall be offered employment in the position.

A veteran may be removed for incompetency or misconduct shown after a hearing, upon due notice, upon stated charges, and with the right of the employee or appointee to a review pursuant to law.

LEGAL REFS.: SDCL 3-3-1; 3-3-4; 3-3-6; 3-3-7; 3-3-8
SDCL 13-10-12
SDCL 33A-2-1

Adopted: July 9, 2018
GBS – 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 Superintendent if necessary.

Adopted:
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 the spouse of the administrator or the parent or step-parent, child or step-child, grandparent or grandchild, aunt, uncle, cousin, niece or nephew of the employee.

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.

Re-Adopted: July 9, 2018
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:

- Faithfulness and promptness in attendance at work;
- Support and enforcement of policies of the Board and regulations of the school administration in regard to students;
- Diligence in submitting required reports promptly at the times specified;
- Care and protection of school property.
- 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.

Re-Adopted: July 9, 2018
GBCBA – FREEDOM OF EXPRESSION

Employees have the Constitutional right of freedom of speech to speak on matters of public concern. However, the freedom of speech is limited for public employees when on duty or attending a school function, and also when discussing certain employment and student matters.

Re-Adopted: July 9, 2018
GBCBAA – 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.

Neither staff members, nor students, shall have any 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 or students violating acceptable use of district property, or policy, may be subject to disciplinary action by the Superintendent or designee, depending on the nature of the violation.

Re-Adopted: July 9, 2018
GBCBB – EMPLOYEE USE OF NETWORKING SITES

Technology will be used to complement and foster public education. Utilization by employees must not distract from or disrupt the educational process. Proper decorum is the standard of conduct expected of a professional. That standard will apply to the use of technology and social networking sites.

The Superintendent will ensure that staff members are reminded and informed of the importance of maintaining proper decorum when using technology as well as in person.

Proscribed conduct includes:

- Improper fraternization with students.
- Listing students as friends on networking sites.
- Staff members providing private phone numbers without prior approval of the district.
- Inappropriate email or phone contact with students.
- Posting items containing inappropriate sexual content.
- Posting items exhibiting or advocating illegal use of drugs or alcohol.

Electronic contacts with students will be through the district’s property except in the case of an emergency.

All contact and messages by coaches with team members shall be sent to all team members, except for messages concerning medical or academic privacy, in which case the messages will be copied to the athletic director and the school principal.

The administration will monitor improper use of technology, and impose sanctions including dismissal from employment. Employees have no expectation of privacy with respect to utilization of district property nor engagement in social networking sites.

Re-Adopted: July 9, 2018
GBCBC – EMPLOYEE ACCEPTABLE USE POLICY

Section One - Introduction and Expectations

- Elk Point-Jefferson School District technology resources will be used exclusively for educational purposes.
- The use of district technology is a privilege, not a right. Network accounts and storage have been provided by the district for employee use. Both remain the property of the District and may be revoked for any or no reason.
- Users of Elk Point-Jefferson technology resources have no reasonable expectation of privacy.
- All staff will, as a condition of employment, read, understand and adhere to the Elk Point-Jefferson School District’s Acceptable Use Policy.

Section Two - Elk Point-Jefferson District Technology Resources

1. Local Area Network
   a. Computer access is a privilege, not a right.
   b. Network accounts have been established for employees. Accessing another user’s network account is a violation of the Elk Point-Jefferson Acceptable Use Policy.
   c. All users are required to store their files in their home directory located on the network file server or on their K-12 Google Drive/One Drive accounts.
   d. Inappropriate uses of the Elk Point-Jefferson network include but are not limited to the following examples.
      i. Attempting to log in as another user.
      ii. Using another employee’s password
      iii. Attempting to violate network security
      iv. Plagiarizing
      v. Tampering with computer software
      vi. Attempting to install software on district computers

2. Email
   a. Access to email is a privilege, not a right.
   b. All employees are expected to regularly check their email account.
   c. Employees are provided with an email account hosted by the South Dakota K12 Data Center. All school related materials and communication with students must run through the employee’s K-12 email accounts.
   d. Employees are “electronic” representatives of the Elk Point-Jefferson School District. Educationally appropriate language should be used when composing school-related email.
   e. Email is not guaranteed to be private. Employees must be aware of FERPA regulations when student information is included in email.
   f. Examples of inappropriate use of district email include, but are not limited to the following examples:
      i. “Chain” letters
      ii. Dissemination of religious, social or political views
      iii. Harassment
      iv. Threatening email
      v. Use of district email for financial gain
3. Telephone System  
   a. Personal long-distance telephone calls billed to the district are not permitted. A calling card should be used when making personal long-distance calls.  
   b. Employees must not share their PIN with anyone. Employees are responsible for all calls billed against their PIN.  
   c. Students are not permitted to use classroom telephones.  

4. Software  
   a. Personal software will not be installed on district computers.  
   b. The download and installation of software is not allowed unless prior approval from the network administrator. This includes, but is not limited to screen savers, games and web browser plug-ins.  
   c. Only the network administrator or designee will install software on district computers.  

5. Security  
   a. Personal technology equipment will not be allowed to connect to the District’s wired or wireless computer network.  
   b. Personal technology equipment includes, but is not limited to:  
      i. Desktop computers  
      ii. Laptop computers  
      iii. Portable devices such as iPads, Kindles, smartphones, etc.  

6. Printers  
   a. Employees are expected to use good judgment when using district printers. Print quotas may be implemented for any or no reason.  
   b. Employees are encouraged to print to networked copy machines whenever feasible.  

7. Infinite Campus  
   a. The Federal Family Educational Rights and Privacy and Privacy Act (FERPA) prevent the unauthorized release of student records. For this reason, all teachers are required to (1) Log out of Infinite Campus or (2) lock their computer when leaving it unattended.  

8. Cell Phones  
   a. Cell phones must be turned off during instructional time.  
   b. Cell phones are not allowed in locker room or dressing areas.  

**Section Three - District/School Web sites**  

1. Assignment pages on the district website are made available to all teaching staff and should be regularly updated. The frequency of updates will be determined by the respective building principal.  
   i. District employees must be cognizant of the requirements of FERPA.  
   ii. No personally identifiable student identification is allowed on district web pages.  
   iii. Student addresses and telephone numbers cannot be published on Web Pages as well as pictures with the students’ names.
Section Four – Copyright

1. Users of Elk Point-Jefferson technology are responsible for avoiding copyright issues.
2. Users are expected to adhere to the Elk Point-Jefferson copyright policy. (see Board Policy EGAA-R)

Section Five - Internet Access

1. In compliance with the Children’s Internet Protection Act, the Elk Point-Jefferson District has installed content filtering devices (Fortigate & Lightspeed).
2. All Internet traffic must pass through the Fortigate & Lightspeed. Any attempt to bypass content filtering is a violation of this acceptable use policy.
3. Staff members who feel that a web site has been incorrectly blocked should contact the network administrator.
4. Staff members who have a valid reason to access a web site that has been blocked should contact the network administrator.

Section Six - Violations / Penalties

1. Elk Point-Jefferson employees must be aware that misuse of district technology may result in penalties which may or may not include the following:
   i. Written notification, referral, and/or documentation of offense which will be placed in the employee’s permanent file.
   ii. Loss of Internet privileges
   iii. Loss of computer privileges
   iv. Legal action and prosecution by authorities.
   v. Termination and loss of employment.

Section Seven – Disclaimers

1. The Elk Point-Jefferson School District retains the right to revoke computer and Internet access for any or no reason.
2. The Elk Point-Jefferson School District retains the right to revoke email and voice access for any or no reason.
3. The Elk Point-Jefferson School District retains the right to monitor network and email use.
4. All staff must sign this agreement prior to receiving a network account.

I have read, understand and agree to adhere to the Elk Point-Jefferson Technology Acceptable Use Agreement.

<table>
<thead>
<tr>
<th>Name (please print)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Re-Adopted: July 9, 2018
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 Superintendent's office and request the necessary forms to make application for payment under this law.

Re-Adopted: July 9, 2018
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 or other school health designated official;
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 health of the employee under South Dakota Law;
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".

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 principal, will provide, as appropriate to school employees who have regular contact with the employee, information 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 judgments 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.

Re-Adopted: July 9, 2018
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.

<table>
<thead>
<tr>
<th>Disease and Incubation Period*</th>
<th>Rules for Work Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquired Immune Deficiency Syndrome (AIDS) *6 months-five years</td>
<td>Determination should be made by the Advisory Committee as outlined in the Disease Policy. The State Department of Health Guidelines on AIDS shall be used as reference.</td>
</tr>
<tr>
<td>Chicken Pox *14-21 days</td>
<td>The employee may attend work after all pox are dry and scabbed.</td>
</tr>
<tr>
<td>Cytomegalovirus (CMV) Salivary Gland Viruses</td>
<td>The employee may attend work. Precautions should be taken by contacts with immunosuppression as anti-cancer or organ transplants as well as anyone with suspected or known pregnancy. Good hand washing in all cases should eliminate risk of transfer of infection.</td>
</tr>
<tr>
<td>Giardiasis and Infectious Enteric Diseases *5-25 days or longer</td>
<td>The employee may attend work. Food handlers must remain at home until they have three negative stool specimens. Good hand washing in all cases should eliminate risk of transfer of infection.</td>
</tr>
<tr>
<td>Herpes Simplex *2-12 days</td>
<td>The employee may attend work during an active case. Good hand washing in all cases should eliminate risk of transfer of infection.</td>
</tr>
<tr>
<td>Impetigo variable *4-10 days</td>
<td>The employee may attend school if under treatment and covered or dry.</td>
</tr>
<tr>
<td>Infectious Hepatitis *15-40 days (Average 25 days)</td>
<td>The employee may attend work as directed by the physician. Appropriate personal hygiene precautions should eliminate risk of transfer of infection.</td>
</tr>
<tr>
<td>Measles (Red, Hard, Rubeola, 7-day) *8-14 days</td>
<td>The employee may attend work after a minimum of seven (7) days. Employees who have had contact with measles may attend work if the employee has had the measles or if immunization is up to date.</td>
</tr>
<tr>
<td>Infectious Mononucleosis (Glandular Fever) *2-6 weeks</td>
<td>The employee may attend work as directed by the physician.</td>
</tr>
<tr>
<td>Mumps *12-21 days</td>
<td>The employee may attend work after swelling has disappeared.</td>
</tr>
<tr>
<td>Pediculosis (Lice)</td>
<td>The employee may attend work after treatment.</td>
</tr>
<tr>
<td>Pertussis (Whooping Cough) *7-10 days; may range from 4-21 days</td>
<td>For confirmed cases, exclude until 5 days of appropriate antibiotic has been completed.</td>
</tr>
<tr>
<td>Disease</td>
<td>Duration</td>
</tr>
<tr>
<td>---------------------------------------</td>
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</tr>
<tr>
<td>Pink Eye (Conjunctivitis)</td>
<td>*5-12 days</td>
</tr>
<tr>
<td>Planter’s Wart</td>
<td></td>
</tr>
<tr>
<td>Ring Worm (Scalp, Body, Athlete’s Foot)</td>
<td>*14-21 days</td>
</tr>
<tr>
<td>Rubella (3-day, German Measles)</td>
<td>*14-21 days</td>
</tr>
<tr>
<td>Scabies (7-year itch, Mites)</td>
<td></td>
</tr>
<tr>
<td>Streptococcal Infections (Scarlet Fever, Scarletina, Strep Throat)</td>
<td>*1-3 days</td>
</tr>
</tbody>
</table>

All communicable and chronic disease should be reported to Health Services.

*Time interval between initial contact with an infectious agent and the first sign of symptom of the disease.

Re-Adopted: July 9, 2018
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.

Re-Adopted: July 9, 2018
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 the employee intends to seek, together with the decision as to whether they wish 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 the employee's campaigning, no employee will use school system facilities, equipment, or supplies; nor will the employee discuss their 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.

An employee 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 employee 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.

Re-Adopted: July 9, 2018
GBGA – DISTRICT INVOLVEMENT IN POLITICAL ACTIVITY

The Board believes in the importance of democracy in American society and advocates political participation as an act of self-governance. In this spirit, the Board recognizes the rights of district employees, as private citizens, to be involved in local, state and federal political activities, and encourages politically related material, discussions and projects in the classroom with the intent to teach students about democracy.

For the purpose of educating voters and lawmakers, the Board will provide information on ballot questions. The Board authorizes the superintendent or superintendent’s designee to communicate such information to citizens, media sources, public officials or candidates running for office as the superintendent or designee deems appropriate.

However, the board prohibits the following actions:

1. Use of an official school title to endorse or oppose candidates running for elected office, a political party or a proposition, referendum or issue being voted upon by the electorate;
2. Use of district funds to support or oppose a candidate running for elected office, a political action committee, a political party or a proposition, referendum or other ballot issue;
3. Distribution or posting of material which supports or opposes any candidate, political party or action committee, or proposition, referendum or other ballot issue on school property during school hours; and
4. Use of school facilities by candidates, their representatives, political parties, or political action committees.

SCHOOL AS POLLING PLACE

In the case that a public school building is used as a public polling place, candidates, their representatives, members of a political party or political action committee or citizens acting in support or opposition to a ballot question may hand out literature or speak with prospective voters as long as this is done outside a 100-foot radius of the entrance to the polling place.

The Board authorizes the superintendent to create any necessary regulations to implement this policy.

Re-Adopted: July 9, 2018
GBI – STAFF GIFTS AND SOLICITATIONS

GIFTS

The presentation of gifts to, and the arrangement of social affairs for, employees leaving the system for reasons other than retirement will be governed by the following policy:

1. Each building principal will appoint, or the employees may volunteer, for a small social committee to plan social affairs such as teas and luncheons.
2. Any gifts to be presented to departing employees by their respective groups will be at the discretion of the group involved.

SOLICITATIONS

The 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 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 Superintendent.

Re-Adopted: July 9, 2018
GBL – PERSONNEL RECORDS

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 specified by state and federal laws.

CONFIDENTIALITY

Personnel information concerning district employees is generally confidential. Some personnel information is "public record" and must be released to any person upon request:

1. salaries,
2. routine directory information, consisting of employee’s name and address (subject to the employee's right to direct that his/her address not be disclosed), and
3. employment applications and related materials submitted by individuals hired into executive or policymaking positions within the District.

However, any current or prior contract with any public employee and any related document that specifies the consideration to be paid to the employee is by law a public document and to which the public has the right to examine and make memoranda and abstracts therefrom during regular school hours.

Pursuant to state law, any record or document, regardless of physical form, created by the District in connection with the evaluation of the Superintendent constitutes personnel information and is not open to inspection or copying.

Records of an employee’s evaluation shall not be released without the written consent of the employee unless authorized or required by law.

Files containing medical information regarding an employee, including employment accommodations pursuant to Americans with Disabilities Act (ADA) and Rehabilitation Act Section 504, will be kept separate from other personnel files and shall not be released without the written consent of the employee unless authorized or required by law.

TYPES OF INFORMATION

The records shall contain, at a minimum, 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 and certification;
6. Records of assignment;
7. Evaluations of performance;
8. Letters of commendation, reprimand, or omission of duty.

USE OF PERSONNEL RECORDS

All the contents of the personnel records file shall be available for inspection by the employee concerned. The district reserves the right to have a member of the Superintendent's office staff present at the time the employee inspects his or her personnel file. 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 in writing to all materials contained in the personnel file. 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 District receives Title I funds, at the beginning of the school year the District shall inform the parents of children attending school that the parents may request information regarding the professional qualifications of their children’s teachers. Upon receipt of a parental request for this information, the District shall provide the following information:
GBL (continued)

(1) whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction,

(2) whether the teacher is teaching under “Plan of Intent” status,

(3) the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree, and

(4) whether the child is provided services by paraprofessionals and, if so, their qualifications.

The District shall provide a response to the parents’ request in a timely manner. In addition, parents shall be provided timely notice that their children have been assigned or have been taught for four or more consecutive weeks by teachers who are not highly qualified.

Re-Adopted:
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 procedures 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.

Re-Adopted: July 9, 2018
GBM-R (1) – STAFF COMPLAINTS AND GRIEVANCES
(Procedures)

SECTION A - DEFINITIONS:

1) A grievance is a complaint by a teacher or group of teachers, a representative of the Association, officers of the Association, or the Association based upon an alleged violation, misinterpretation or inequitable application of this Agreement. Nothing contained in this policy shall be constructed to limit, impair or affect the right of any teacher or his/her representative to the expression or communication of a view, grievance, complaint, or opinion on any matter related to the condition or compensation of public employment or betterment, so long as the same is not designed to and does not interfere with the full, faithful, and proper performance of the duties of the employment; nor shall it be construed to require any public employee to perform labor or services against his/her will.

2) In the article, the term teacher may include a group of teachers who are similarly affected by a grievance.

3) An aggrieved person is the person or persons making the claim and, when the Association is making the claim on its own behalf, the representative of the Association making the claim, the officers of the Association making the claim, or the Association making the claim.

4) A party in interest is the person or persons making the claim and any person or persons who might be required to take action or against whom action might be taken in order to resolve the problem.

5) A day is a work day, excluding the time from the last day of teacher attendance in the spring to the first day of new teacher attendance in the fall as determined by the regular school calendar.

6) Officers and/or representatives of the Association shall mean those persons holding elective or appointed positions.

7) Immediately involved supervisor shall mean the administrator or supervisor at the lowest administrative level who has the authority to decide the grievance. If there is none, it shall be initiated at Level Three.

SECTION B - PRINCIPLES

1) The purpose of this procedure is to secure at the lowest possible administrative level equitable solutions to the problems which may arise affecting the welfare or working conditions of teachers.

2) All parties agree that these proceedings shall be kept as informal and confidential as may be appropriate at any level of the procedure.

3) Nothing herein contained shall be construed as limiting the right of any teacher having a problem to discuss the matter informally with any appropriate member of the administration or with any appropriate representative of the Association at any time.
4) Any certificated employee or group of employees has the right at any time to present any grievance to such persons or the Board through such channels as is hereby designated for that purpose.

SECTION C – TIME LIMITS

1) Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level shall be considered as maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement in writing.

2) In the event of a grievance is filed at such time that it cannot be processed by the end of the school year, the time limits set forth herein will be reduced/extended so that the grievance procedure may be completed prior to the end of the school year or completed in the fall.

3) The teacher, a group of teachers, a representative of the Association, the officers of the Association, or the Association shall file a formal grievance within fifteen (15) days of the alleged violation, or within fifteen (15) days of when the alleged violation was discovered, or through reasonable diligence should have been discovered, excluding summer.

SECTION D – INFORMAL PROCEDURES:

1) If a teacher has a grievance, he/she should first discuss the matter with his/her immediately involved supervisor in an effort to resolve the problem informally.

2) If, after such discussion, the teacher is not satisfied with the disposition of the matter, he/she shall have the right to have the Association school representative assist him/her in further efforts to resolve the problem informally with the principal or other appropriate administrator or supervisor.

3) If the teacher is not satisfied with the disposition of the grievance by the immediately involved supervisor, he/she may take the grievance to the appropriate level of the formal procedures which involves the immediately involved supervisor.

SECTION E – FORMAL PROCEDURES:

LEVEL ONE: SCHOOL PRINCIPAL

If the aggrieved person is not satisfied with the disposition of his/her problem through informal procedures, he/she may submit his/her claim as a formal written grievance to his/her principal who will arrange for a meeting to occur within fifteen (15) days after receiving the formal written grievance.

The principal shall, within fifteen (15) days after the meeting occurs, render a decision and rationale in writing to the aggrieved person with two (2) copies to the Association school representative.

The Business Manager and /or Human Resources Director shall keep on file grievances processed.
A teacher, who is not directly responsible to a building principal, may submit his/her formal written grievance claim to the administrator to whom he/she is directly responsible. Said administrator shall carry out the aforementioned responsibility of the principal.

**LEVEL TWO - SUPERINTENDENT**

If an aggrieved person is not satisfied with the disposition of his/her grievance at Level One, he/she shall, within five (5) days after the decision is rendered, file a written appeal for a hearing by the Superintendent.

The superintendent or his/her representative shall act for the administration at Level Two of the grievance procedure. Within fifteen (15) days after receipt of written appeal for a hearing by the Superintendent, the Superintendent shall meet with the aggrieved person and with a designated representative (if requested by the aggrieved person) for the purpose of resolving the grievance. The superintendent shall, within fifteen (15) days of the hearing render his/her decision and its rationale in writing to the aggrieved person.

**LEVEL THREE – THE BOARD OF EDUCATION**

If the aggrieved person is not satisfied with the disposition of his/her grievance at Level Two, he/she shall within fifteen (15) days after receiving the Superintendent’s written decision, refer the grievance to the Board.

At its next regularly scheduled meeting, or at a time agreed upon by the parties, the Board shall hold a hearing and consider the grievance.

The decision of the Board shall be rendered in writing within fifteen (15) days after the hearing.

**LEVEL FOUR – DEPARTMENT OF LABOR**

If after following the grievance procedure through the first three (3) levels the grievance remains unresolved, he/she may, within thirty (30) days after Board's written decision is received, appeal the grievance to the South Dakota Department of Labor. The inclusion of this paragraph in this grievance procedure shall not constitute waiver by either party of its right to dispute the authority of the Department of Labor to hear the appeal and/or render any particular decision.

**SECTION F – RIGHTS OF PARTICIPATION**

1) No reprisals of any kind shall be taken by either party against any party in interest, any representative, any officer of the Association, any member of the Association's grievance committee, any member of the administration, or any other participant in the grievance procedure by reason of such participation.

2) All parties in interest may be represented at all levels of the formal grievance procedure by an Association representative, legal counsel, or other person of their own choosing. The grievant may not be represented by representatives of another employee organization.
3) When a hearing is scheduled during working hours, neither a grievant nor necessary witnesses shall be penalized by loss of pay. Such absence shall be reported as court or jury leave.

SECTION G - MISCELLANEOUS:

1) If, in the judgment of the Association, a grievance affects a group or class of teachers, the Association may submit such grievance in writing to the Superintendent directly, and the processing of such grievance shall begin at Level Two.

2) Decisions rendered at all levels of the formal grievance procedure shall be in writing setting forth the decision made and its rationale.

3) All documents, communications, and records dealing with the processing of a grievance shall be filed separately from the personnel files of the participants.

4) Forms for filing and processing grievances and other necessary documents shall be prepared by the Superintendent and made available through building principals, the Association school representative, and the committee so as to facilitate operation of the grievance procedure.

5) The sole remedy available to any teacher for any alleged breach of this policy or any alleged violation of his/her rights hereunder shall be pursuant to the foregoing grievance procedure provided, however, nothing contained herein shall deprive any teacher, administrator or the Board of any legal right.

6) The 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.

7) 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. 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.

Re-Adopted: July 9, 2018
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.

Re-Adopted: July 9, 2018
GCA-R (1) – 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 Superintendent.

SUPERVISES: Staff members designated by the Board or the Superintendent.

JOB GOAL: To help students learn subject matter and skills that will contribute to their development as mature, able, and responsible adults.

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 provisions 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.

Re-Adopted: July 9, 2018
GCA-R (2) – JOB DESCRIPTION: 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 Superintendent.

SUPERVISES: Staff members designated by the Board or the 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 their school.
5. Supervises the daily use of the school facilities for both academic and nonacademic purposes.
6. Provides for adequate inventories of property under their 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 Superintendent shall direct.
14. Serves as an ex officio member of all committees and councils within their 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 their 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 their 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.

Re-Adopted: July 9, 2018
GCB – QUALIFICATIONS OF TEACHERS

The 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, certificate or plan of intent 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." "Highly qualified" is defined 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.

Re-Adopted: July 9, 2018
GCBDC – JURY DUTY

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 will be submitted to the business office or deducted from the regular salary. 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.

Re-Adopted: July 9, 2018
GCBDD – MILITARY LEAVE

Employees of the District who qualify under the Uniform Employment and Reemployment Rights Act (USERRA) shall receive all leave, benefits and protections afforded by that Act. Employees requesting military leave will provide notice and documentation to the District as required by USERRA. An employee shall be granted military leave for service in the uniformed services of the United States, upon receipt of the required notice. Benefits shall be maintained for these employees as required by law and any applicable collective bargaining agreement. A service member who returns to the District for work following a period of active military duty must be reinstated to the same or similar position and at the same rate of pay unless otherwise provided by law. Reemployment of a person is excused if an employer’s circumstances have changed so that reemployment of the person would be impossible or unreasonable. A reduction-in-force that would have included the person would be an example.

USERRA requires that service members provide advance written or verbal notice to their employers for all military duty unless giving notice is impossible, unreasonable, or precluded by military necessity. An employee should provide notice as far in advance as is reasonable under the circumstances. All requests for military leave will be submitted to the Superintendent or Superintendent’s designee accompanied by copies of the proper documentation showing the necessity for the military leave request.

To qualify for USERRA’s protections, a service member must be available to return to work within certain time limits. These time limits for returning to work depend (with the exception of fitness-for-service examinations) on the duration of a person’s military service.

1. If the length of service was 30 days or less, the person must report to the District by the beginning of the first regularly scheduled work period that begins on the next calendar day following completion of service, after allowance for safe travel home from the military duty location and an 8-hour rest period.

2. If the length of service was 31 days to 180 days, an application for reemployment must be submitted to the employer no later than 14 days after completion of a person’s service. If submission of a timely application is impossible or unreasonable through no fault of the person, the application must be submitted as soon as possible on the next day when submitting the application becomes possible.

3. If the length of service was 180 days or more, an application for reemployment must be submitted to the employer no later than 90 days after completion of a person’s military service.

4. Disability-related service: The reporting or application deadlines are extended for up to two years for persons who are hospitalized or convalescing because of an injury or illness incurred or aggravated during the performance of military service. The two-year period will be extended by the minimum time required to accommodate a circumstance beyond an individual’s control that would make reporting within the two-year period impossible or unreasonable.
5. **Unexcused Delay:** A person’s reemployment rights are not automatically forfeited if the person fails to report to work or to apply for reemployment within the required time limits. In such cases, the person will be subject to the employer’s established rules governing unexcused absences.

Individuals performing military duty of more than 30 days may elect to continue employer sponsored health care for up to 24 months; however, the individual is required to pay 102 percent of the full premium. For military service of less than 31 days, health care coverage is provided as if the service member had remained employed. South Dakota Retirement System shall be done pursuant to USERRA and SDRS requirements.

If military pay is greater than the employee’s wages, the employee shall not receive employment wages while on military leave. If daily military pay is less than the employee’s regular daily pay, the employee shall be paid the difference by the District up to a maximum of fifteen (15) days. Military leave in excess of fifteen (15) days shall be leave without pay.

Re-Adopted:
GCBDE – FAMILY AND MEDICAL LEAVE

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 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.

Re-Adopted: July 9, 2018
GCBDE-R (1) – FAMILY AND MEDICAL LEAVE PROCEDURES (FMLA)

REASONS

In compliance with the Family and Medical Leave Act of 1993 and under procedures developed by the Superintendent, leave shall be granted to eligible employees for the following reasons:

1. For the birth and care of an employee’s newborn child or for placement of a child with the employee for adoption or foster care;
2. To care for the employee's spouse, child, or parent who has a serious health condition, as defined by federal law;
3. For an employee's own serious health condition, as defined by federal law, that makes the employee unable to perform the employee's job;
4. To address a qualifying exigency (need) defined by federal regulation arising out of the active duty or call to active duty of a covered family member (spouse, son, daughter, parent or next of kin) who serves in a reserve component or as a retired member of the Regular Armed Forces or Reserve in support of a contingency operation; and
5. To care for a covered family member (spouse, son, daughter, parent or next of kin) who has incurred an injury or illness in the line of duty while on active duty in the Armed Forces that may render the family member medically unfit to perform duties of his/her office, grade, rank or rating.

NOTICES AND DEADLINES

- Employees who may be eligible for or who request leave for any of the above reasons shall be provided an FMLA notice of eligibility and rights and responsibilities. Requests for family and medical leave should be made in writing but verbal requests may be made to the immediate supervisor or other designated administrator who shall then document the request. The District may require that a request for leave be supported by a certification for health care or military-related situations as permitted by federal law, but such requirements must be set out in the required notice.

**Deadline for Notice to be Provided:** Absent extenuating circumstances, within five (5) business days of District receipt of a request or the District being made aware of a potentially qualifying reason.

- The District shall designate an employee's leave, paid or unpaid, as FMLA-qualifying and shall provide a designation notice indicating whether the request is approved or if additional information is needed. Leave may be delayed if the employee does not provide proper notice (30 days advance notice for a foreseeable leave); otherwise, notice as soon as the need becomes known.

**Deadline for Notice to be Provided:** Absent extenuating circumstances, within five (5) business days of learning that a FMLA reason supports the leave.
ELIGIBILITY

Employees are eligible for up to twelve (12) workweeks of family and medical leave each school year, if they have been employed by the District for twelve (12) months, have worked at least 1,250 hours during the twelve (12) months preceding the start of the leave, and otherwise qualify for family and medical leave. When family and medical leave is taken to care for a service member’s recovery from a serious illness or injury sustained in the line of duty, an eligible employee may take up to twenty-six (26) workweeks of leave during a single twelve-month period.

Full-time teachers are presumed to have worked at least 1,250 hours during a school year. In determining whether returning veterans meet the minimum 1,250 hour standard, hours actually worked for the District during the twelve-month period are to be combined with hours they would have worked for the District had they not been called for military service. In situations involving both the Americans with Disabilities Act (ADA) and FMLA, the District shall apply the law affording the employee the greater benefit.

RESTRICTIONS

To the extent that an employee is entitled to any paid leave, such leave shall be taken, and it shall run concurrently with family and medical leave, except that the employee may request to reserve ten (10) days of sick leave. (This requirement shall not apply to employees taking workers’ compensation leave.) However, when an employee's work-related injury/medical state qualifies as a serious health condition, worker's compensation leave shall run concurrently with the twelve (12) work week entitlement.

Paid leave used by the employee as required under this policy shall count, as applicable, against the twelve (12) or twenty-six (26) FMLA workweek entitlement.

Entitlement to family and medical leave for the birth and care of a newborn child or placement of a child shall expire twelve (12) months after the date of such birth or placement.

When both husband and wife are employed by the District, the combined amount of family and medical leave for reasons other than personal illness or illness of a child shall be limited to twelve (12) workweeks. In cases of personal illness or illness of a child, each spouse is entitled to twelve (12) workweeks of family and medical leave.

Exception: The limit on the combined amount of family and medical leave shall be twenty-six (26) workweeks when both an eligible husband and wife are employed by the District and are eligible for leave that involves a covered Armed Forces service member.

Depending on the date family and medical leave is to begin, instructional employees as designated by federal regulation may be required to continue on leave until the end of the school term to avoid disruption.

Unused family and medical leave shall not accumulate from year to year.
INTERMITTENT LEAVE / REDUCED HOURS

Family and medical leave may be taken intermittently (when medically necessary) or on a reduced hours basis.

CONTINUATION OF BENEFITS

While on family and medical leave, employees shall be entitled to all employment benefits accrued prior to the date on which the leave commenced. Health insurance for an employee on family and medical leave shall continue to be provided by the state on the same basis had the employee not taken leave. Other employment benefits and seniority shall not accrue during unpaid family and medical leave.

RETURN TO WORK

As noted by the required notice of eligibility and rights and responsibilities when family and medical leave is taken due to an employee's own serious health condition, the employee shall provide fitness-for-duty certification before returning to work. This may include certification by the health care provider that the employee is able to perform essential functions specific to the job, as noted by the District in a list attached to the certification form. Upon return to work, the employee shall be entitled to his/her same position (or an equivalent position with equivalent pay) with corresponding benefits and other terms and conditions of employment.

NOTICE

The District shall notify employees of family and medical leave provisions by posting appropriate notices in conspicuous places in the Central Office and each worksite and distributing notices as required by law.

Re-Adopted: July 9, 2018
GCD – PROFESSIONAL STAFF HIRING

All professional staff members of the district will be appointed by the Board upon the recommendation of the Superintendent. Should a person nominated by the Superintendent be rejected by the Board, it will be the Superintendent’s duty to make another nomination.

The Superintendent 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 their selection; however, the final recommendation to the Board will be made by the Superintendent.

All candidates will be considered on the basis of their merits, qualifications, and the needs of the district. In each instance, the Superintendent 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.

Re-Adopted: July 9, 2018
GCDB – CRIMINAL BACKGROUND CHECKS

Definitions

**Authorized Persons:** Individuals determined by the superintendent or designee to need access to or need to view criminal history record information in their official capacity with the district.

**Criminal History Record Information (CHRI):** A criminal history of an individual obtained through the South Dakota Division of Criminal Investigation (SDDCI) and/or the Federal Bureau of Investigation (FBI) using the individual's fingerprints. CHRI includes information on the arrest, detention, complaint, indictment or former criminal charge of an individual as well as the disposition of any charges. The FBI rules differ from the DCI rules regarding the disclosure of criminal history record information.

**Criminal Justice Information Services (CJIS):** The FBI’s Criminal Justice Information Services Division, or CJIS, provides a range of state-of-the-art tools and services to law enforcement, national security and intelligence community partners, and the general public. Its purpose is to equip law enforcement, national security, and intelligence community partners with the criminal justice information needed to protect the United States and the public. The CJIS Division was established in 1992 to serve as the focal point and central repository for criminal justice information services in the FBI. It is the largest division in the FBI.

**Local Agency Security Officer (LASO):** Liaison with SDDCI to ensure the agency is in compliance with security procedures. The LASO shall (1) maintain a list of users who have access to CHRI, (2) Identify and maintain a list of persons who are authorized to use the approved hardware, software and firmware to access CHRI and ensure no unauthorized individuals have access to this technology, (3) identify and document how the equipment is connected to the state system, (4) ensure that personnel security screening procedures are being followed, (5) ensure that approved and appropriate security measures are in place and working as expected, (6) promptly notify the SDDCI of any security incidents, and (7) support any district security audits.

**Noncriminal Agency Coordinator (NAC):** Primary contact person for the District who serves as the liaison between the District and SD Division of Criminal Investigation, responsible for notifying SDDCI when a new employee starts or an employee leaves so SDDCI can keep CJIS Security training records current and such other duties as required.

**Point of Contact (POC):** Districts contact person when SDDCI sends out Audit information, the contact person when an onsite Audit is scheduled.
Security Incident: An act of violating an explicit or implied security policy regarding CHRI including, but not limited to (1) attempts (either failed or successful) to gain unauthorized access to a system or its data, (2) unwanted disruption or denial of service, (3) the unauthorized use of a system for the processing or storage of data, and (4) changes to system hardware, firmware or software characteristics without the district's knowledge, instruction or consent.

Policy Statement

The District is committed to providing a safe learning and working environment. The District will require each person over eighteen years of age hired by the district, or who is a volunteer two or more times during the school year, to submit to a criminal background investigation, by means of fingerprint checks by the Division of Criminal Investigation and the Federal Bureau of Investigation. Also, any person who is employed by an entity which provides the District with student services shall be required to submit to a criminal background investigation. The district and its employees, officers and agents will only obtain CHRI when authorized by law and will only use CHRI, or the personally identifiable information first obtained by the district in CHRI, for the purposes of determining whether a person should be employed by the district.

In accordance with law and to protect the district's students, criminal background checks on persons who are employed in the district, who volunteer two or more times during the school year, or are employed by an entity which provides the District with student services shall be required. Examples of non-school entities which provide student services include but are not limited to food service and bus service contractors. The criminal background investigation shall be done by means of fingerprint checks by the Division of Criminal Investigation. If no disqualifying record is identified at the state level, the fingerprints shall be forwarded by the Division of Criminal Investigation to the Federal Bureau of Investigation for a national criminal history record check. The district and district employees will comply with state and federal law, rules, procedures and policies regarding the receipt, use and dissemination of criminal history record information of any individual.

Designations

1. The Superintendent, as the Agency Representative, is responsible for signing the SD Division of Criminal Investigation (SDDCI) User Agreement on behalf of the District.

2. The Superintendent shall be the Districts Point of Contact (POC) and Noncriminal Agency Coordinator (NAC) to act as the primary contact person for the District, shall serve as the liaison between the District and SD Division of Criminal Investigation, and will fulfill all responsibilities of the POC/NAC, including but not limited to being the contact person when SDDCI sends out
Audit information, shall be the contact person when an onsite Audit is scheduled, and responsible for notifying SDDCI when a new employee starts or an employee leaves so SDDCI can keep CJIS Security training records current.

3. The Superintendent is designated to be the Local Agency Security Officer (LASO) to act as liaison with SDDCI to ensure the agency is in compliance with security procedures. The LASO shall be knowledgeable in CHRI, policies and mandated rules and regulations as well as knowledge of IT security procedures. The LASO shall actively represent the District in all matters pertaining to information security, dissemination of information security alerts and other material within the District, and responsible for contacting SDDCI if there has been misuse of CHRI.

**Criminal Background Checks**

1. Each person over eighteen years of age hired by the district, who is a volunteer two or more times during the school year, or is employed by an entity which provides the District with student services shall be required to submit to a criminal background investigation.

2. The school district shall submit completed fingerprint cards to the Division of Criminal Investigation before the prospective new employee or volunteer enters into service.

3. If no disqualifying record is identified at the state level, the fingerprints shall be forwarded by the Division of Criminal Investigation to the Federal Bureau of Investigation for a national criminal history record check.

4. The District shall pay any fees charged for the cost of fingerprinting or the criminal background investigation for any person whose employment with the District or status as a volunteer is subject to the requirements of this section.

5. Any person hired to officiate, judge, adjudicate, or referee a public event sponsored by a school district is not required to submit to a criminal background investigation.

6. Any person whose employment or status as a volunteer is subject to the requirements of this section may enter into service on a temporary basis pending receipt of results of the criminal background investigation. The District may, without liability, withdraw its offer of employment or terminate the temporary employment or status as a volunteer without notice if the report reveals a disqualifying record.

7. The criminal investigation required by this section with respect to a student teacher completing requirements for teacher certification shall be conducted by
the District, and the District may rely upon the results of that investigation for employment of that person as an employee of the district. Results of a criminal background investigation conducted by another South Dakota public school district of a student teacher, hired by the District, may be relied upon by the District.

8. A District employee who is employed simultaneously with another school district is only required to obtain one criminal background investigation, if the background investigation was conducted less than five years before the person was first employed by the District.

9. The District shall run a background check on employees of contractors that provide the district with student services. Examples of contractors which provide student services include but are not limited to food service and bus service contractors. The contractor shall be responsible for the cost of the criminal background check.

10. No person may be employed by the District, either directly or by contract, and no person employed by a contract provider and who would have direct student responsibilities may provide direct student services, if the person has been convicted of a crime of violence (murder, manslaughter, rape, aggravated assault, riot, robbery, burglary in the first degree, arson, kidnapping, felony sexual contact, felony child abuse, or any other felony in the commission of which the perpetrator used force, or was armed with a dangerous weapon, or used any explosive or destructive device), sex crimes (including but are not limited to, rape, felony sexual contact with a minor under sixteen, sexual contact with a person incapable of consenting, possessing, manufacturing, or distributing child pornography, and sexual exploitation of a minor), or distribution or trafficking in controlled substances or distribution of marijuana.

   a. The District may also refuse to employ a person who has been convicted of a crime involving moral turpitude. "Moral turpitude" is defined as an act done contrary to justice, honesty, principle, or good morals, as well as an act of baseness, vileness, or depravity in the private and social duties which a person owes to his fellow man or to society in general.

   b. The District may consider any criminal conviction in making a hiring decision. The District has the sole and absolute discretion to determine whether the results of a criminal background investigation disqualify a person from employment within the District.
c. For purposes of this policy, the term conviction means a plea or verdict of guilty or a conviction following a plea of nolo contendere (no contest) in this state or any other state.

11. The District's employment application form shall inform applicants that if no SD statutorily disqualifying conviction is identified at the state level the fingerprints will be forwarded by the S.D. Division of Criminal Investigation to the Federal Bureau of Investigation for a national criminal history record check.

12. The application form shall also inform applicants that if the applicant believes the criminal background result is incorrect or incomplete in any respect and the applicant wishes changes, corrections or updating of the alleged deficiency, the applicant should make application directly to the agency which contributed the questioned information or direct the applicants challenge as to the accuracy or completeness of any entry on the applicants record to the FBI, Criminal Justice Information Services (CJIS) Division, ATTN: SCU, Mod. D-2, 1000 Custer Hollow Road, Clarksburg, WV 26306.

13. Should an applicant be disqualified from employment due to the results of a criminal background check, the District shall inform the applicant that the criminal background check results prohibit the District from employing the person. The District will not delay the employment hiring decision solely because the applicant seeks to correct his or her FBI criminal history record information (CHRI).

14. Before a persons conditional employment is terminated as a result of the persons CHRI, the District shall inform the person whose conditional employment is subject to termination that the criminal background report reveals a conviction which prohibits the District from employing the person, and inform the person of his or her right to appeal the accuracy or completeness of the CHRI to the SDDCI or FBI. Employees shall be afforded procedural due process consistent with their employment status (i.e., whether the person is an employee at-will, a school-year employee, or a ten month or twelve-month employee) should termination of conditional employment be a possibility following the District's receipt of the CHRI.

15. All employees and other persons required to submit to a criminal background check pursuant to this policy must notify the district in writing if they are convicted of any offense of domestic violence, child abuse, sex offense, drug (including marijuana) or any felony offense. This notification must be made as soon as possible, but no later than five business days after the event.

16. The District reserves the right to require any employee or volunteer to submit to additional criminal background checks at the district's expense. The district reserves the right to require any employee of an entity which provides
the District with student services to submit to additional criminal background checks which shall be at the entity’s or person's expense.

17. As required by state law, SDCL 13-10-15, if, as the result of a criminal conviction the school board suspends an employee without pay, or an employee resigns, or an employee is terminated, the superintendent shall within ten days of the date of the suspension or the date the employment is severed report the circumstances and the name of the employee to the S.D. Department of Education.

**Training**

The District will ensure that all employees who have access to CHRI shall be trained by SDDCI on the rules and responsibilities for the confidentiality, receipt, use and dissemination of the CHRI.

**Confidentiality**

1. Before requesting CHRI on any individual, the district will give the individual written notification that his or her fingerprints will be used to obtain the CHRI of the individual, and the district will provide the individual a copy of the statement "Noncriminal Justice Applicant's Privacy Rights." Exhibit GCDB-E(1).

2. Information received by the district pursuant to a criminal background check is confidential. Only authorized persons within the district may access, view or use CHRI. Authorized persons may not share or otherwise disclose information contained in CHRI to unauthorized persons unless explicitly allowed for in this procedure.

3. Unless otherwise allowed by law, the District will only use this information for the district's internal purposes in determining the suitability of an applicant, employee, or other worker on district property. The district will note in an employee's or applicant's personnel file that the background check was completed and if the person was disqualified by the CHRI for employment or assignment. The District will keep the CHRI in a separate file in a location that is only accessible to persons who need to know the information to carry out their responsibilities with the District.

4. Individuals that have access to CHRI will receive CJIS security training provided by SD DCI. Once the individual has completed the CJIS online training and has taken the test each individual will receive and acknowledge in writing the receipt of the following: (1) User Rules of Behavior Acknowledgement form, (2) CHRI Disciplinary Policy, and (3) Acknowledgment Statement of Misuse. The District will keep a copy of the signed documents in each individuals personnel file.
Access and Retention

1. The District may print or electronically share records when necessary to determine whether the person is authorized to work for the district. In those situations, the physical or electronic copy will be destroyed immediately after the decision is made.

2. If the District runs a background check on employees of a contractor that does business with the district, the district will not provide the CHRI to the contractor. Instead, the district will provide a clearance letter notifying the contractor whether the employee is cleared to provide services in the district.

3. The District will not disseminate CHRI across state lines.

4. Upon request the district will provide a copy of the SDDCI CHRI to the person who is the subject of the background check. The SDDCI CHRI will only be released to the individual and not to relatives, spouses or friends. The District will note in the dissemination log that a copy was provided to the individual.

5. FBI rules prohibit the District from providing a copy of the FBI CHRI to the person who is the subject of the criminal background check.

6. The results of the background investigation done by the District shall be transferred to another South Dakota public school district if the other public school district, or current District employee, submits a written request to the District that the results be transferred to the other public school district. The District employee who was the subject of the criminal background investigation must sign a written release authorizing the transfer. The information will be sent by U.S. Mail or encrypted email.

Recordkeeping

A Secondary Dissemination Log shall be maintained in which all authorized disseminations of FBI and State DCI criminal background check results are recorded. The following shall be recorded in the Districts Secondary Dissemination Log:

1. name of District;
2. name of person subject to the criminal background check review;
3. date of birth of person subject to the criminal background check review;
4. SD public school district requesting FBI and DCI criminal background check results and person/title requesting on behalf of the SD public school district;
5. written request signed by person subject to the criminal background check review for a copy of the SDDCI criminal background check results, attached to
the Secondary Dissemination Log; NOTE: FBI CHRI cannot be released to the person who is the subject of the criminal background check.
6. date of release of criminal background check results;
7. description of the record that was shared;
8. how the record was sent or received
9. person to whom criminal background check results were disseminated;
10. signature of District employee disseminating the criminal background check review pursuant to a valid request.

The Secondary Dissemination Log shall be maintained until the onsite audit is complete and the District receives from the SD Division of Criminal Investigation written notice of a successful Policy Compliance Review, unless the log is needed or required for other purposes.

**Security**

The district will provide for the security of any CHRI received, including the appropriate administrative, technical and physical safeguards to provide for the security and confidentiality of the information. This includes, but is not limited to, the following:

1. The LASO shall maintain a list of school district authorized persons who have access to CHRI.

2. In those cases when the District has physical copies of CHRI, the District will restrict access to authorized persons only. Physical copies of CHRI, if any, will be maintained in a controlled, secure environment, such as a locked cabinet in a room that is free from public or unauthorized access. The room or the locked cabinet will include an "Authorized Personnel Only" sign.

3. The District will not routinely maintain electronic copies of CHRI; however, in the rare instance where the district has electronic copies of CHRI, the district will restrict access to authorized persons only. Electronic data will be protected with encryption as designated by the state or federal government or will only be accessible by individual password. Computers, printers and monitors used to access CHRI must be situated to prevent unauthorized viewing of the information. CHRI cannot be accessed using computers available to the general public or personal devices. CHRI will not be stored on a server that is unprotected or accessible by an unauthorized entity.

4. CHRI will not be relocated, transmitted or transported outside a secure location unless encrypted according to FBI standards or transported in a locked container or in folders where the information is not visible to the public. A log must be kept if electronic information systems, such as a laptop, flash drive or CD with CHRI information on it, leaves a secured area.
5. The District will dispose of records securely. Physical records will be
crossshredded or incinerated. If the district contracts out for record destruction,
the destruction must be supervised The District shall notify SDDCI of the entity
with whom the District contracts for records destruction and must receive
SDDCI approval to use the contractor for purposes of disposing of CHRI.
Electronic records will be deleted and overwritten as required by the SDDCI or
FBI.

6. The District will not provide auditors access to CHRI unless the auditor is
authorized by the SDDCI or the FBI.

**Security Incident Response Plan**

All District employees will immediately report to the LASO information security
incidents such as the theft or loss of physical records or the hacking or failure of
electronic systems or suspicions that an incident has or will take place. The
LASO will document receipt of all reports, investigate incidents and report
incidents to SDDCI. LASO documentation will include (1) date of security
incident, (2) location of security incident, (3) systems affected, (4) method of
detection, (5) nature of security incident, (6) description of security incident,
(7) actions taken/resolution, (8) current date, and (9) contact information for
LASO.

**Consequences**

Employees who fail to keep background check results confidential or fail to
follow this policy or any laws or rules regarding the access, receipt, use or
dissemination of CHRI as required by law will be subject to disciplinary action up
to and including termination. Unauthorized requests, receipts, release,
interception, dissemination or discussion of CHRI may also result in criminal
prosecution.

Adopted: April 8, 2019
GCDB-E(1) CRIMINAL BACKGROUND CHECKS

As an applicant who is the subject of a national (FBI) fingerprint-based criminal history record check for a noncriminal justice purpose (such as an application for employment), you have certain rights which are discussed below.

- You must be provided written notification\(^{(1)}\) that your fingerprints will be used to check the criminal history records of the FBI.
- You must be provided, and acknowledge receipt of, an adequate Privacy Act Statement when you submit your fingerprints and associated personal information. This Privacy Act Statement should explain the authority for collecting your information and how your information will be used, retained, and shared.\(^{(2)}\)
- If the FBI criminal background check reveals that you have a criminal history record, the officials making a determination of your suitability for the employment must provide you the opportunity to complete or challenge the accuracy of the information in the record.
- The officials must advise you that the procedures for obtaining a change, correction, or update of your criminal history record are set forth at Title 28, Code of Federal Regulations (CFR), Section 16.34.

You have the right to expect that officials receiving the results of the criminal history record check will use it only for authorized purposes and will not retain or disseminate it in violation of federal statute, regulation or executive order, or rule, procedure or standard established by the National Crime Prevention and Privacy Compact Council.\(^{(3)}\)

FBI rules prohibit the District from providing you a copy of the FBI record. You may obtain a copy of the record by submitting fingerprints and a fee to the FBI. Information regarding this process may be obtained at https://www.fbi.gov/services/cjis/identity-history-summary-checks.

If you decide to challenge the accuracy or completeness of your FBI criminal history record, you should send your challenge to the agency that contributed the questioned information to the FBI. Alternatively, you may send your challenge directly to the FBI. The FBI will then forward your challenge to the agency that contributed the questioned information and request the agency to verify or correct the challenged entry. Upon receipt of an official communication from that agency, the FBI will make any necessary changes/corrections to your record in accordance with the information supplied by that agency. (See 28 CFR 16.30 through 16.34.)

\(^{(1)}\) Written notification includes electronic notification, but excludes oral notification.

\(^{(2)}\) https://www.fbi.gov/services/cjis/compact-council/privacy-act-statement

\(^{(3)}\) See 5 U.S.C. 552a(b); 28 U.S.C. 534(b); 42 U.S.C. 14616, Article IV(c); 28 CFR 20.21(c), 20.33(d) and 906.2(d)

Adopted: April 8, 2019
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 may be terminated at any time, or non-renewed in the case of continuing contract status, for just cause including but not limited to:

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 of the intent to recommend termination. The notice must specify the grounds for the recommendation and inform the right to request a hearing.

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 the member pending final action to terminate the contract if, in its judgment, the character of the charges warrants such action.

Re-Adopted: July 9, 2018
GCPE – TEACHER MENTOR PROGRAM

Rationale

The Elk Point-Jefferson School District realizes the importance of staff development and the hiring and retaining of good teachers. To reinforce this commitment, a teacher mentorship program is essential to nurture new professionals towards becoming outstanding educational leaders in our school. A teacher mentor program will allow us to utilize one of our greatest resources, good teachers, and have them share their wisdom, knowledge and skills with new teachers. We feel this investment will pay off handsomely in the long run as this will help our new teachers learn from those who have been successful in the past. On the flip-side, we believe our mentor teachers can also gain from the fresh new insight that new teachers can bring to our school.

Program Objectives

The Elk Point-Jefferson School District wants to avoid the “sink or swim” mentality in developing new teachers. There are some key objectives that drive the necessity in creating a mentorship program:

1. It is important that new teachers work with experienced teachers to validate the things they are doing in the classroom. A mentor teacher can provide input on all aspects of the classroom experience.
2. The mentor can comfort a new teacher and help them become part of the teaching team within a building. This helps relieve the feeling of isolation.
3. The mentor will provide the new staff person with a resource to solve problems and act as a counselor to lessen anxiety that a new position can create.
4. The mentor can provide leadership in the orientation and transition into the new school year.
5. The teacher mentorship program will lead to the retention of young teachers that ultimately might leave the profession out of frustration or leave the district to go elsewhere.

Program Management and Design

1. The mentor will have certain responsibilities and will help ensure the success of the program. These outlined responsibilities are listed below:
2. The mentor shall be chosen as a person who has a commitment and willingness to spend time with the new teacher. This will be done by providing training for the new mentor and outlining what is expected of them.
3. It is important that the roles of the principal, mentor, and new teacher be spelled out clearly to avoid frustration and create the proper lines of communication.
4. It must be made clear to the new professional that the mentorship program is part of their employment at the school and it is not a choice. All employees who are new to the profession will be required to be in the program and all new employees with 1-3 years of experience from another district will also be required to be in the program.

5. It is important that both a stipend ($750) and release time during the day be utilized to deliver the planned services. The stipend shall be paid in June upon completion of the mentoring services.

6. The mentor should be in the same content area or in the same grade level group (primary, middle, high school).

7. The mentor will keep a journal of the mentoring activities including both formal and informal meetings.

**Mentor Selection Criteria**

It is important that the right people be selected to be mentors and that these responsibilities be well-defined. They shall include:

1. Chosen by the school principal based on their willingness to be part of the professional development of a new teacher and the training and time required in being a good mentor.

2. Past training in teacher supervision, perhaps in a graduate program or master’s program and the understanding of assessment processes.

3. The completion of a mentor training program.

4. Possession of effective interpersonal and collaborative skills and a commitment to their own professional growth and development.

5. Recognition as an outstanding teacher who maintains positive relationships with fellow staff members.

6. It should be understood that the role of the mentor is to guide and not to dictate. They should be open to other teaching and learning styles even though it might not meet their personal style or philosophy. It is possible they may learn something from the new teacher.

7. The mentor will keep documentation and work closely with the principal on the progress of the new educator. All meetings dealing with the progress of the teacher will be held with the teacher present.

Re-Adopted: July 9, 2018
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 they 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.

Re-Adopted: July 9, 2018
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.

Re-Adopted: July 9, 2018
GDG – SUPPORT STAFF PROBATION

All new employees may serve a 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 their supervisor(s). If the probationer's performance is found to be satisfactory, they 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 their former position and rate, where they will regain their permanent status, or be transferred to another suitable position.

Re-Adopted: July 9, 2018
GDN – SUPPORT STAFF EVALUATION

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 workloads, 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 his or her 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.

Re-Adopted: July 9, 2018
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.

Re-Adopted: July 9, 2018
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, they may be temporarily suspended by the Superintendent until the charges are investigated. If the charges are unfounded, the employee will be reinstated, if not, the employee will be disciplined.

If the employee is dissatisfied with the Superintendent's action, the employee may appeal to the School Board for a review of their case.

Re-Adopted: July 9, 2018
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 interest 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.

Adopted: July 9, 2018
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 Compiled Laws, public employees - including members of the teaching profession - may join or refuse to join without prejudice, any organization for professional or economic improvement. Representative(s) 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.

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 REFS.: SDCL 3-18-2, 3-18-3, 3-18-3.1, 3-18-5

Adopted: July 9, 2018
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 fringe benefits. Other mutually agreed-upon terms and conditions of professional service may also be negotiated as determined by the board.

Items not mandatorily negotiable include:

2. School Curriculums
3. Methods of Teaching
4. Grade Leveling
5. Time Schedules
6. Classroom Procedure
7. Physical Training
8. Class Size, unless it is a Money Proposal
9. Teacher Workloads
10. More Clerical and Technical Assistance for Teachers
11. More Time or Lesson Planning During the Day
12. Relief from Playground, Hallway, and Study Hall Duties
13. More Mechanical Aids for Teachers
14. Establishment of Petty Cash Fund for Teachers to Use in Purchasing Supplemental Materials during the Year
15. Parent/Teacher Conferences
16. Educational Assistants
17. Elementary Planning
18. Audio-Visual Expansion
20. School-Wide Guidance and Counseling Programs
21. Mandatory Retirement of Administrators

LEGAL REFS.: SDCL 3-18-3

Adopted: July 9, 2018
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/she signed or filed any affidavit, petition, or complaint pursuant to the negotiations law.

5.) Refuse to negotiate in good faith.

6.) Fail to refuse to comply with any provision of state law relating to negotiations.

LEGAL REFS.: SDCL 3-18-3.1

Adopted: July 9, 2018
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 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 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.

Adopted: July 9, 2018
HE-R – DUTIES OF THE 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 superintendent when the grievance procedure reaches the level of the superintendent.

7.) Plan, organize, direct, and represent the district in arbitrations involving agreements.

Adopted: July 9, 2018
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 of education:

Elk Point-Jefferson Education Association (EPJEA)
(Representing those employees defined as teachers)

The superintendent also will maintain an up-to-date list of those positions not included in any recognized bargaining unit.

Adopted: July 9, 2018
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/her 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 non-membership 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 REFS.: SDCL 3-18-3.2; 3-18-3.3

Adopted: July 9, 2018
HJ – NEGOTIATIONS PROCEDURES

Following the granting of recognition to an organization to represent an employee unit, the board, through its designated representative(s), will meet with the representative(s) 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.

Initiating 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 representative(s), and reasonable time will be given to the representative(s) 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 representative(s) of any employee unit. Each negotiation team will be limited to a specific number of individuals determined jointly by the board and the negotiating organization.

During negotiations, the representative(s) 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 audio or video 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 representative(s) 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.

Adopted: July 9, 2018
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 fails 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 fact-finding procedures.

LEGAL REFS.: SDCL 3-18-7

Adopted: July 9, 2018
HN – IMPASSE PROCEDURES

In the event the board and the employee negotiation teams are unable to reach agreement, and an impasse exists, the fact-finding procedures outlined in state law may be requested by either party.

The notice of impasse must be in writing.

If neither party requests intervention by the Division of Labor and Management within ten (10) 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 (5) days of receipt of a fact-finder’s 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

Adopted: July 9, 2018
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/her 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/herself in a manner that is disruptive to the educational programs of the district and/or violates the provisions of his/her contract with the district subjects himself/herself 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 3-18-17

Adopted: July 9, 2018
Section I – Instruction
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 or her 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.

Re-Adopted: July 9, 2018
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 its 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 account.

Re-Adopted: July 9, 2018
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.

Re-Adopted: July 9, 2018
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.

Re-Adopted: July 9, 2018
IE – ORGANIZATION OF INSTRUCTION

The Board is responsible for public education, kindergarten through grade 12, throughout the district. It also has assumed responsibilities for adult education and nursery school services in 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.

Re-Adopted: July 9, 2018
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.

The Board will hear regular reports on district programs and ongoing curriculum study and revision. It will consider recommendations of the staff for intensive curriculum study and may authorize the establishment of task forces to work in particular areas. It will also be receptive to the desires of parents and students in considering changes in the curriculum.

As found desirable, the Board may appoint advisory committees and/or ad hoc Board committees to join with the faculty in examining desirable changes in particular areas.

Recommendations for curriculum changes submitted through appropriate channels will be acted upon by the Board. The curriculum will always be prescribed by the Board in accordance with state requirements.

Re-Adopted: July 9, 2018
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 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.

Re-Adopted: July 9, 2018
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.

Re-Adopted: July 9, 2018
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 students as a model to emulate.

The various instructional programs will be developed so that each child, in their progression through the various grades of our schools, receives a balanced, varied, and sequentially organized education that will serve their educational needs and prepare them 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 mathematics. Citizens can function more adequately with 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.

Re-Adopted: July 9, 2018
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.

Re-Adopted: July 9, 2018
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.

Re-Adopted: July 9, 2018
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 their 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.

Re-Adopted: July 9, 2018
IGBA – PROGRAMS FOR CHILDREN WITH DISABILITIES

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 children with disabilities, 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, 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 in the best interests of the child. However, the needs of other children in the school will also be considered.

Re-Adopted: July 9, 2018
IGBC – LIMITED ENGLISH PROFICIENCY INSTRUCTION

The 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.

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.

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.

TUTORIAL PROGRAMS

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.

EVERY STUDENT SUCEEDS ACTS

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:

- Their child's level of English proficiency and how such a level was assessed,
- The status of their child's academic achievement.
- The method of instruction used in the program in which the child is placed, and the methods of instruction used in other available programs.
- Information as to how the program will meet their child's educational strengths, assist him/her to learn English, and meet age-appropriate academic achievement standards.
- Exit requirements for the program.
- 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.

Re-Adopted: July 9, 2018
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 they are 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. Courses and methods of instruction will be consistent with those provided in the regular school setting.

Home instruction will be given only on those days when school is in session. 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.

Re-Adopted: July 9, 2018
DISTANCE CLASSES  Distance learning includes virtual and 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 that the course is offered by an institution approved by the South Dakota Department of Education AND the Elk Point-Jefferson School District. Students may also earn dual credit for some virtual or online courses. Students interested in earning dual credit must consult the IGCE – Dual Credit Enrollment policy for qualifications, enrollment information and additional policies.

The following provisions apply to any student requesting enrollment in a distance learning course:

**Eligible Students**

- Students in grades ten through twelve (sophomore through senior) may be eligible to enroll in a distance course.
- Students must have the required prerequisites for the coursework.
- Students must meet with the high school counselor or principal to determine if the student has the motivation, background skills, and knowledge to be successful in the online learning environment.
- Students must have no grade lower than a C- during the previous school year (inclusive of both semesters).
- Students who fail a distance course or are removed or expelled from a previous distance course will not be allowed to take another for the remainder of their high school career.

**Eligible Courses**

- Students may only enroll in courses which are not currently offered at Elk Point-Jefferson High School or which do not fit into the student’s schedule due to unavoidable conflicts. The only exceptions being those outlined in the IGCE – Dual Credit Enrollment policy.
- Students must register in the preceding semester for any courses. (Students requesting a fall distance course must register for the course during the spring semester of the preceding school year.)
- Students will be limited to a maximum number of distance courses per semester as follows: Sophomore – two (2), Junior – three (3), Senior – four (4).
- Students may drop the distance course within one week after the start of the Elk Point-Jefferson school year regardless of the start date of the distance course.
- The course start and end dates may not match up with the EPJ calendar. Students are required to follow the class start and end dates as deemed by the distance provider.
Student Cost

- If the student is taking a course and not earning post-secondary credit, the school district will pay for all costs inclusive of laboratory, textbook, etc. for the distance course, not inclusive of tuition. In the case of AP classes, students must pay for the AP exam if they choose to take it (students are not required to take the AP exam – unless required by the class instructor).

- In the case of dual credit where a student is earning post-secondary credit for the course, the student shall be responsible for all fees, tuition, materials and other costs associated with the course. (See IGCE – Dual Credit Enrollment policy.)

Grading Scale

- Grades earned will be recorded on the students’ official transcript and will be calculated into the students’ grade point average and class rank.

- Semester long courses will receive 1/2 unit of high school credit.

- The grading scale of the organization providing the instruction will be used for the course.

- Grades earned will be used to determine eligibility for extracurricular and co-curricular activities as in accordance with the district’s “Academic Ineligibility Policy”.

Daily Work

- Student will be required to participate in the distance course in a manner conducive to completing work when assigned by the coordinating instructor. Students who do not complete this work in a timely manner may be issued detention or other consequence to aid them in completing the work in question (i.e. honor study hall, senior privileges).

Interactions with Students/Staff

- Students will be required to interact with other distance or online students and staff on a respectful basis. All correspondence, interaction, and/or exchange will be of a respectful nature. Any student violating this requirement will be subject to disciplinary action inclusive of suspension, expulsion, and/or removal from the course.

- Students must adhere to the “Student Acceptable Use Policy” that is provided by the High School Office each new school year. Students who do not will be subject to disciplinary action as outlined in the “Student Acceptable Use Policy”.

Guidelines for Success Online and distance classes are very different from classroom learning. Follow these tips to help you through the course.

- Be prepared for technical difficulties, initially they are frustrating but do work themselves out within a week or so.

- Check your D2L, or course homepage, daily for updates to assignments, and emails that may clarify your questions.
IGCB (continued)

- While you are on the homepage, check your grades at least once a week. (Grades are updated once a week) for your convenience. Check to see what, if anything is missing and the comments that your instructor has given.

- Also check the dropbox, or message center, and use it as a checklist to make sure everything that you handed in, was received. All items sent electronically are date and time stamped. Keep a close eye on due dates and times.

- Communication is KEY in distance and online classes. If you have a question or don't understand something – email your instructor or ask your e-mentor immediately. (Always use respect and courteous language when communicating with your instructor regardless of your frustration).

- Carbon Copy your e-mentor with email conversations to your instructor about questions you have so they can stay in the loop about what is going on.

References: SDCL 13-28-7

Approved: April 2015
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, they may request permission from their principal, who will recommend to the Superintendent that the course apply to high school graduation requirements.

Re-Adopted: July 9, 2018
IGCD-R (1) – ADVANCED PLACEMENT CLASS GRADING/GPA WEIGHTING

All AP courses will be graded, and semester grades reported on a ten-point scale as follows:

A  100 – 90
B  89 – 80
C  79 – 70
D  69 – 60
F  59 and below
(There is no "+" or ",-".)

Adopted: February 2011
IGCE – DUAL CREDIT ENROLLMENT

Dual credit enrollment is an opportunity for students to apply coursework to both high school graduation requirements and post-secondary degree completion. Students must meet certain eligibility requirements to be considered for enrollment. Dual credit courses could include virtual, online or on-site courses at the post-secondary institution.

The following provisions apply to any student requesting enrollment in a dual credit course.

**Eligible Students:**
- Students in grades eleven (juniors) and twelve (seniors) are eligible for dual credit enrollment.
- For ENGL101/ENGL210 eligibility must have earned a B- or above in each semester of Honors English III.
- Students must have the required prerequisites for the coursework.
- Students must have no grade lower than a C- in any class, traditional, dual credit or other, as per the following:
  - **Fall Courses:** registration will be completed in March – grades from the previous fall semester will be used to determine eligibility. Spring grades will be used to determine continued eligibility. If a student records a grade below a C- for any spring course, the student registration will be dropped.
  - **Summer Courses:** registration will be completed in March – grades from the previous fall semester will be used to determine eligibility. Spring grades will be used to determine continued eligibility. If a student records a grade below a C- for any spring course, the student registration will be dropped.
  - **Spring Courses:** registration will be completed in November – grades from the previous spring semester will be used to determine eligibility. Fall grades will be used to determine continued eligibility. If a student records a grade below a C- for any fall course, the student registration will be dropped.

**South Dakota Board of Regents High School Dual Credit Program**

High school juniors and seniors attending a public high school within South Dakota may be eligible to receive both high school and college credit at a reduced rate. Students must meet the following requirements:

- Registration in select courses may require placement via ACT/SAT and/or Accuplacer.
- Application must be renewed for each semester of participation.
- **High School Junior**
  - Earn an ACT composite score of 24 OR
  - Earn a qualifying Accuplacer score (as determined by the University of South Dakota) OR
  - Rank in the upper one-third of their graduating class OR
  - Earn a cumulative GPA of at least a 3.5 on a 4.0 scale.
- **High School Senior**
  - Earn an ACT composite score of 21 OR
  - Earn a qualifying Accuplacer score (as determined by the University of South Dakota) OR
  - Rank in the upper one-half of their graduating class OR
  - Earn a cumulative GPA of at least 3.25 on a 4.0 scale.
• **High School Junior or Senior**
  ACT score of 18 (or 21 for USD and SDSMT) AND
  Successful completion of coursework requirements: four years of English,
  three years of advanced mathematics, three years of laboratory science,
  three years of social studies, one year of fine arts.

**Eligible Courses**

• Dual credit courses may be offered by Elk Point-Jefferson instructors, distance
  learning providers as recognized by the South Dakota Department of Education
  and/or on-site post-secondary institutions. The student must obtain the school
  district’s approval of any dual credit course or courses prior to enrolling.

• The student may enroll only in dual credit courses that are not currently offered at
  Elk Point-Jefferson High School, nor may the student use the dual credit class as a
  substitute for any specific high school graduation requirements with the following
  exceptions. Students must take the courses below from the South Dakota Board of
  Regents School listed.

  “ENGL210: Introduction to Literature 210” (2nd Semester) or AP Literature
  may replace “Honors English IV” A (2nd Semester)
  “ENGL101: Composition 101” (1st Semester) may replace “Honors English
  IV” B (1st Semester)
  *Students must meet the ACT English benchmark score prior to enrolling. Class
  must be taken through the University of South Dakota.

  “POLS100: Government” (2nd Semester) or AP Government may replace
  “Government” (2nd Semester). Class must be taken through Northern State
  University in Aberdeen, South Dakota.

  “HIST151: History” (1st Semester) or AP US History may replace “United
  States History” A (1st Semester)
  “HIST152: History” (2nd Semester) or AP US History may replace “United
  States History” B (2nd Semester)
  Class must be taken through Northern State University in Aberdeen, South Dakota.

• All coursework must be taken from the University of South Dakota, unless otherwise
  noted above to replace specific requirements or the course is not offered at the
  University of South Dakota. If the class is not offered, placement will be considered
  through other South Dakota Board of Regent institutions.

**Class Load**

• Each student is required to be enrolled in at least six (6) academic courses each
  semester inclusive of both quarters. Each dual credit course which a student takes
  through or at a post-secondary institution will count to one (1) of the six (6) courses.

• Students will be limited to a maximum, combined number of dual credit and
  Advanced Placement courses per semester as follows: Junior – three (3), Senior –
  four (4).
Students who have completed the junior year are eligible to enroll in dual credit classes during the summer as long as the class is not being used to satisfy Elk Point-Jefferson graduation requirements.

**Credit Earned**
- The eligible student may enroll only in dual credit classes that carry at least three (3) semester hours of credit. Elk Point-Jefferson High School will award 1/2 credit (1/2 Carnegie Unit) upon completion of the dual credit class of three (3), four (4) or five (5) semester hours of credit.

**Cost to the Student**
- The student shall be responsible for all fees, tuition, materials books and other costs associated with the course.

**Curricular Eligibility (Extra-curricular and Co-curricular Activities)**
- Students who are enrolled in a dual credit course are required to meet all extra- and co-curricular eligibility requirements as set forth in the extra- and co-curricular handbooks to be eligible for any curricular activities.

**Grading, Class Rank and GPA**
- The grades of all dual credit courses will be recorded on the student’s official transcript and will be calculated into the student’s grade point average and class rank. The grading scale and letter grade system of the cooperating provider will be used in the determination of letter grades and grade point average calculation.

**Release from School**
- Students enrolled in a dual credit course on the site of a post-secondary institution will be released from school only during the designated pass times between class periods. Students will not be permitted to leave classes early in order to attend the post-secondary institution.

**Transportation**
- Transportation to and from any post-secondary institution shall be the sole responsibility of the parent or student and shall not be the responsibility of the school district or its employees.

**Transferring Post-secondary Credit**
- It is the student’s responsibility to ensure that the cooperating provider or post-secondary institution sends an official grade report or transcript to Elk Point-Jefferson High School. High school credit will not be issued until this documentation is received.
Attendance
- The student will be expected to meet all high school attendance requirements inclusive of tardies. If a student is enrolled in a dual credit course at a post-secondary site which only meets three (3) days per week, the student will not be required to remain at the high school during the post-secondary course’s non-attendance days. She/he may leave the high school campus if this is her/his normal routine.

Dropping a Post-secondary Course
- If a student enrolls in a dual credit course and then drops from the course prior to completion regardless of the grade at the time of the drop, she/he must immediately inform the high school principal or designee. This student will be expected to resume full-time attendance at the high school and will be assigned to a study hall until the completion of the semester.

- Prior to the student enrolling in another post-secondary course, the administration and staff will review the student’s performance to determine eligibility.

- Dropping the course may carry with it a failing grade as per the determination of the cooperating provider or post-secondary institution. This score will be recorded on the official transcript and calculated into the student’s grade point average.

Failing a Post-secondary Course
- If a failing final course grade is received in a dual credit course, the student receiving the failure is no longer eligible to enroll for dual credit work. The failing grade will be recorded on the official transcript and calculated into the student’s grade point average.

References: SDCL 13-28-7 - SDBOR/DOE “High School Dual Credit Program”

Adopted: August 2016
Revised: July 9, 2018
IGD – CO-CURRICULAR 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. Each school will develop definite written guidelines and procedures regulating the creation, organization, administration, and dissolution of student activity programs.

6. 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.
7. Activities must be open to all students, regardless of race, religion, sex, national origin, or handicaps.

8. Activities must not place undue burdens upon students, teachers, or schools.

9. Activities should be held on non-school time or at an appropriate designated school time.

10. 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.

Re-Adopted: July 9, 2018
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 morale 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.

Re-Adopted: July 9, 2018
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 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.

Re-Adopted: July 9, 2018
**IGDC – SANCTIONED AND NON-SANCTIONED SPORTS/ACTIVITIES**

**Level I:**

A Level I activity is one that is recognized and sponsored by the South Dakota High School Activities Association (SDHSAA) as well as the Elk Point-Jefferson School District 61-7. Participants in a Level I activity will abide by all rules and policies set forth by the National Federation of High School Sports (NFHS), the South Dakota High School Activities Association (SDHSAA) and the Elk Point-Jefferson School District 61-7. The Elk Point-Jefferson School District will assume all control over the administration of a Level I activity including, but not limited to, hiring of coaches and officials, scheduling of contests, transportation, purchasing of equipment and supplies and uniforms, maintenance of practice and competition areas and travel expenses (when necessary).

Participants in a Level I activity are eligible to receive school issued awards such as certificates, plaques, pins and monograms as well as receive recognition in the school publications.

**Level II:**

Level II activities are not associated with the NFHS or SDHSAA and may not be associated with any governing body. A Level II activity must be approved by the Elk Point-Jefferson School Board before they can commence activities. The Elk Point-Jefferson school district has no responsibility for a Level II activity other than allowing the use of name/colors/mascot and possibly facilities with appropriate paperwork completed and filed with the Superintendent’s office.

Students participating in a Level II activity will be eligible to receive school issued awards such as certificates, plaques, pins and monograms and may receive recognition in the school publications when open pages are available. Leaders from the Level II activity must work with the Activities Director to establish lettering policies that will be maintained in the Activity Handbook and will be approved by the Elk Point-Jefferson School Board before lettering will occur.

Activities with participants that are eligible for a letter must follow board approved training rules and behavior expectations which are enforced from the date of the first practice for fall sports in early August and end after the last scheduled SDHSAA event (Girls Golf) in the beginning of June. Any violations of Elk Point-Jefferson policy that occurs within the above timeline will be reported to the Activities Director and will be subject to the consequences outlined in the Athletic Handbook. A violation that occurs outside the above timeline but still within the activity season will be addressed and enforced by the activity advisor/coach.
Participants in a Level II activity will be allowed to use the Elk Point-Jefferson name and mascot. However, all financial responsibility and personal liability will be assumed by the leadership of the Level II activity. Before approval, petitioners must prove that they are sufficiently covered with liability insurance and agree that the Elk Point-Jefferson School District has no responsibility in the event of an injury or insufficient funding to maintain the activity.

Other factors for the school board to consider when deciding to sponsor a new Level II activity:

1. Documented evidence that there is a sufficient number of students interested in the activity
2. Appropriate access to facilities within the district for practice and contests.
3. Certified or adequate coaches or sponsors are available and willing to participate
4. Comparable activities available for both male and female to comply with Title IX
5. Other relevant considerations

Adopted: July 9, 2018
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 Superintendent when the above criteria have been met.

Re-Adopted: July 9, 2018
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 their parent or guardian to participate and will have been determined as physically fit for the sport by the school physician or their personal physician.

Additionally, all students participating in interscholastic athletics must purchase insurance available through the school, or the parent or guardian must sign a waiver to the effect that such coverage is not necessary.

Re-Adopted: July 9, 2018
IDGI-R (1) – REGION TOURNAMENT POLICY

The school will not pay for lodging for a team or individual participant unless it is in conjunction with a state meet or activity. An exception to this may occur if a team or individual participant qualify for regions and it is determined by the activities director and superintendent that the distance traveled is too far to leave on the morning of the event. In this case, the coach must submit a request to stay overnight. This request must be submitted at least two weeks in advance of the competition. If approved, the school will then pay the price of lodging.

Adopted: June 14, 1999
IGDJ – CONCUSSION AWARENESS AND PREVENTION

The school board is committed to providing all students with safe learning environment. In recognition of the risks that concussions pose to our student athletes, the school district will provide appropriate concussion awareness education and prevention programs.

AWARENESS

The district will use guidelines developed by the South Dakota High School Activities Association and South Dakota Department of Education to educate coaches, student athletes, and parents of the nature and risks of concussions. On an annual basis, the district will distribute a concussion information sheet to all parents or legal guardians of student athletes.

No student may practice or compete in any school-sanctioned athletic activity until the parent or guardian and student return to the district a signed acknowledgement that indicates they have reviewed and understand material presented in the concussion information sheet.

TRAINING

Each year, every athletic coach, including volunteer coaches, shall complete a training program to provide continuing education on the risks and management of concussions. No coach shall be allowed to participate in any way in the district’s athletic program until the individual provides to the district verification that he or she has completed the required training.

RETURN TO PLAY GUIDELINES

An athlete who is suspected of sustaining a concussion or head injury during a practice or competition shall be removed from participation at that time. Any athlete who has been removed from participation during a practice or competition based on a suspected concussion may not participate in practice or competition until the athlete no longer exhibits signs, symptoms, or behavior consistent with a concussion and has received written clearance from a licensed health care provider.

For the purposes of this policy, a licensed health care provider is:

1. Registered, certified, licensed, or otherwise recognized in law by the State of South Dakota to provide medical treatment; and

2. Trained and experienced in the evaluation, management, and care of concussions.

Re-Adopted: July 9, 2018
IGDJ-E (1) – CONCUSSION AWARENESS AND PREVENTION – RETURN TO COMPETITION FORM

RETURN TO COMPETITION, PRACTICE, OR TRAINING

This form is to be used after a youth athlete is removed from, and not returned to, competition, practice, or training after exhibiting concussion symptoms. The youth athlete should not be returned to competition, practice, or training until written authorization is obtained from an appropriate health care professional and the parent/guardians. A licensed health care provider is a person who is:
(1) Registered, certified, licensed, or otherwise recognized in law by the State of South Dakota to provide medical treatment; and
(2) Trained and experienced in the evaluation, management, and care of concussions.

This form should be kept on file at the school and need not be forwarded to the SDHSAA Office.

Athlete: ___________________________ School: ___________________________ Grade: ___________________________

Sport: ___________________________ Date of Injury: ___________________________

REASON FOR ATHLETE’S INCAPACITY

______________________________________________________________________________________________

Guidelines for returning to competition, practice, or training after a concussion

Note: Each step should be completed with no concussion symptoms before proceeding to the next step.

1. No activity, complete rest with no symptoms.
2. Light exercises: walking or stationary cycling with no symptoms.
3. Sport specific activity without body contact and no symptoms.
4. Practice without body contact and no symptoms. Resume resistance training.
5. Practice with body contact and no symptoms.
6. Return to game play with no symptoms.

Note:
1. If symptoms return at any time during the rehabilitation process, wait until asymptomatic for 1 full day, then re-start at the previous step.
2. Never return to competition with symptoms
3. Do not use “smelling salts”.
4. When in doubt, sit them out.

HEALTH CARE PROFESSIONAL’S ACTION

I have examined the named student-athlete following this episode and determined the following:

______ Permission is granted for the athlete to return to competition, practice, or training

______ Permission is not granted for the athlete to return to competition, practice, or training

COMMENT: __________________________________________________________

_________________________________________ Date: ___________________________

Health Care Professional

_________________________________________ Date: ___________________________

Parent/Guardian

_________________________________________ Date: ___________________________

School Administrator

_________________________________________ Date: ___________________________

Revised 07-12

PHYS - #6

Re-Adopted: July 9, 2018
IGEB – HONORARY DIPLOMAS

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; during the period June 25, 1950, to July 31, 1953, inclusive; or during the period February 28, 1961 to May 7, 1975, inclusive. Accordingly, the Board will award an Honorary High School diploma to those qualifying veterans who apply.

The Honorary High School Diploma program will be administered by the Superintendent or their designee.

Re-Adopted: July 9, 2018
IGEB –E (1) – VETERANS APPLICATION FOR A HIGH SCHOOL DIPLOMA

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<th>Veteran’s Last Name:</th>
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<tr>
<th>Veteran’s Last Name in Service:</th>
<th>Veteran’s First Name:</th>
<th>Veteran’s Middle Name</th>
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<th>Year Veteran <strong>Entered</strong> Military Service:</th>
<th>Year Veteran was <strong>Discharged</strong>:</th>
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<tr>
<th>Veteran’s Address at the time of <strong>entry</strong> into Military Service:</th>
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<tr>
<th>Veteran’s <strong>Current</strong> Address:</th>
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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, Korean Conflict or Vietnam Era Veteran:

Signature of CVSO:  
Date:

Re-Adopted: July 9, 2018
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 30 pupils at the elementary level.

Re-Adopted: July 9, 2018
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.

Re-Adopted: July 9, 2018
IIAA – TEXTBOOK SELECTION AND ADOPTION

The Board will officially adopt textbooks and textbook programs for use in the district schools upon the recommendation of the Superintendent.

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.

Re-Adopted: July 9, 2018
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.

Re-Adopted: July 9, 2018
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.
3. Wider use of audio-visual equipment 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 written recommendation from the appropriate school building administrator and approval by the Superintendent. Official appointment to such a paid position will be made by the Board acting upon the recommendation of the 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.

Re-Adopted: July 9, 2018
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 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 Superintendent, upon the recommendation of the school librarian, will annually request sufficient funds from the Board to maintain library services at a high level.

Re-Adopted: July 9, 2018
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.

Internet users, like traditional library users, are responsible for their actions in accessing online resources. Before faculty, staff, students or parents have access to the Internet, they must read and sign GBCBC Employee Acceptable Use Policy.

The administration will formulate the necessary regulations to carry out the policy of acceptable Internet use and the consequences if violations occur.

Re-Adopted: July 9, 2018
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 at the recommendation of professional personnel. A volunteer will serve without compensation or employee benefits of any type, except for workers' compensation if the school district is desirous of providing coverage. (To be covered for workers' compensation, the appointment of a volunteer must be reflected in the official minutes.)

Volunteers will work with students under the immediate supervision and direction of certificated staff and are expected to comply with all rules and regulations set forth by the district.

Re-Adopted: July 9, 2018
IICD – CHAPERONES FOR SCHOOL-RELATED ACTIVITIES

The Board acknowledges the need for chaperones to support staff during school-related activities. The Board defines a chaperone as a district employee, parent or adult community member who volunteers to work on a temporary basis at a school site or off-campus event for the purpose of supporting the district in its education of students.

Chaperones will work with students under the immediate supervision and direction of a certified teacher or staff member, and are expected to comply with all rules and regulations set forth by the District.

The board approves the use of staff, parental or community members as school chaperones, and will consider any chaperone a volunteer of the School District.

As such, the Board will generally approve the coverage of chaperones under the District’s workers’ compensation insurance in order to provide coverage in instances of injury that occur during the time that the chaperone is acting as a volunteer worker of the district. The approval will be done during a regular meeting of the Board.

The Board authorizes the Superintendent or Superintendent’s designee to establish guidelines and procedures for chaperones for school-related activities.

At the discretion of the Superintendent, non-employee chaperones may be required to undergo a criminal history check.

All chaperones will abide by the school chaperone rules established by the Superintendent or Superintendent’s designee, and will be given a copy of this policy and any subsequent regulations or procedures.

A copy of this policy and subsequent regulations will be provided to each chaperone.

Re-Adopted: July 9, 2018
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 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; their need for play time; and/or, their out-of-school responsibilities and activities, which often aid a student in developing their 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/her responsibilities.

Re-Adopted: July 9, 2018
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, remedial work, and summer school opportunity. See Middle School Handbook for the minimum qualifications to be promoted to the next grade level at the middle school level.

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 1-12.

The principal will take particular care in assigning more than one retention during a child's elementary school life. The Superintendent must approve a second retention assigned any student.

Re-Adopted: July9, 2018
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 regarding what constitutes cheating and communicate the possible personal and district sanctions.

The District shall not collect information that is not necessary for the determination of student academic progress, state and federal reporting requirements, other duties prescribed to the District, or for the calculation of funding for public education.

Re-Adopted: July 9, 2018
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.

Re-Adopted: July 9, 2018
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.

Re-Adopted: July 9, 2018
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 see the Safety Handbook 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.

Re-Adopted: July 9, 2018
Section J – Students
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.

Re-Adopted: July 9, 2018
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.

Re-Adopted: July 9, 2018
JE A – COM PULSORY ATTENDANCE AGES

Under South Dakota law, a child who is at least six (6) years old by the first day of September, but who has not exceeded the age of eighteen (18) is 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 (18), unless excused.

All children shall attend kindergarten prior to age seven. Any child who transfers from another state may proceed in a continuous educational program without interruption if the child has not previously attended kindergarten.

Any person who does not see to the school attendance of a child in their care may be guilty of a misdemeanor and if convicted, may be subject to a fine as established by law.

No student will be denied the right of attending school without due process of law.

SCHOOL-BASED GED PROGRAM

Students enrolled in high school may be eligible for a school-based GED preparatory program if they meet the following criteria:

1. Sixteen or seventeen years of age, and
2. The student must present written permission from the student’s parent or guardian and one of the following:
   • Verification from a school administrator that the child will not graduate with the child’s cohort class because of credit deficiency;
   • Authorization from a court services officer;
   • A court order requiring the child to enter the program;
   • Verification that the child is under the direction of the Department of Corrections; or
   • Verification that the child is enrolled in Job Corps as authorized by Title I-C of the Workforce Investment Act of 1998, as amended to January 1, 2009.

Re-Adopted: July 9, 2018
JEAA – STUDENTS ALTERNATIVE INSTRUCTION

EXCUSE FROM SCHOOL

Children of compulsory school age must regularly attend some public or non-public school, unless excused from school attendance. 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 request for alternative instruction must be filed annually.

All requests for alternative instruction must be in writing. The form for requests for a child to be provided with alternative instruction is provided by the South Dakota Department of Education.

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 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 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.

3. **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.

The student may request credit for any other subject equivalent to a subject provided by the 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.

Re-Adopted: July 9, 2018
JEAA-R(1) – ALTERNATIVE INSTRUCTION STUDENTS
PARTICIPATION POLICY
(Home School Student Participation)

The Elk Point-Jefferson School District will permit alternative instruction students in grades 9-12 to participate in interscholastic activities.

Nothing in this policy confers any vested right in any alternative instruction students wishing to participate in an interscholastic activity to be selected for competition in such activity.

As a condition of participation, the alternative instruction student in grade 9-12 must be enrolled in, and attend a minimum of three (3) academic class periods per day at Elk Point-Jefferson School, and maintain passing grades in all classes. The classes attended by the alternative instruction student must be classes that grant academic credit. On the day of participation in any interscholastic competition, the alternative instruction student must have attended all three-class periods that day in order to be eligible to compete in the contest.

A student in middle school may be considered at the high school level and as a condition of participation, the alternative instruction student enrolled in grades 7-8, who wishes to compete or is invited to compete in an individual interscholastic activity at the high school level must attend a minimum of three (3) academic class periods per day at Elk Point-Jefferson School, and maintain passing grades in all three classes. The classes attended by the alternative instruction student must be classes that are graded. On the day of participation in any interscholastic competition, the alternative instruction student must have attended all three class periods that day to be eligible to compete in the contest.

Further, as a condition of participation, the alternative instruction student must fulfill the following conditions:

1. Demonstrate compliance with CHAPTER 1, PART IV – Student Eligibility and CHAPTER II, PART I – Further Eligibility for Athletic Contests – of the SDHSAA Eligibility Checklist for Alternative Instruction Students. Compliance with this provision must be demonstrated annually.

2. Provide documentation for the Application for Public School Exemption Certificate Request (SDCL 13-27-3) and nationally standardized achievements tests in grades tested under the state testing program (Grades 7, 8, & 11). Compliance with this provision must be demonstrated annually.

3. Comply with all of the school district’s eligibility requirements for participation in interscholastic activities, including all academic requirements.

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 (1) year. After one year, the student may regain eligibility per the school district’s eligibility 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 school district training rules and codes of conduct will be applicable.
   b. In order to be eligible to audition for and participate in Region Music Contest, All-State Chorus, All-State Orchestra or All-State Band, the student must currently be enrolled and attending the school district’s musical organization, i.e., vocal music and band. This rule is identical to the 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 rule is identical to the rule that applies to all students attending a SDHSAA member school.
   d. All references to calendar shall refer to the school 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 (1) year beginning on the date the student enters the alternative instruction program.

Adopted: February 1, 2006
Re-Adopted: July 9, 2018
JEB – ENTRANCE AGE

KINDERGARTEN:

All children entering kindergarten for the first time must be five (5) 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 (6) years of age before September 1. A parent may request a waiver of compulsory attendance requirement under the age of seven years of age. 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.

Re-Adopted: July 9, 2018
JEBA – GUARDIANSHIP POLICY

Any student who resides with a person who is not the student’s parent, shall present (1) a Court Order appointing the person with whom the student resides as a legal guardian; or (2) other proper documentation from a state or federal agency placing the student with the person with whom they reside.

If a Court Order or other proper documentation has not been issued at the time of enrollment, the person with whom the student resides shall present a notarized statement to the superintendent of intent to seek such Court Order or other proper documentation.

The person with whom the student resides shall then provide such Court Order or other proper documentation to the superintendent within thirty (30) days of the student’s enrollment. Failure to present a Court Order or other proper documentation to the superintendent may require the automatic withdrawal of the student.

Adopted: January 16, 2012
JEC – SCHOOL ADMISSIONS

In accordance with state law, all persons five (5) years old by September 1st and under twenty-one (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.

Re-Adopted: July 9, 2018
JECA – ADMISSION OF RESIDENT STUDENTS

The legal residence of a student, for the purpose of claiming free school privileges under the South Dakota Constitution 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.

Re-Adopted: July 9, 2018
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 or her demonstrated performance. A student to graduate from high school must meet graduation requirements of the state and school district.

Re-Adopted: July 9, 2018
JECB – OPEN ENROLLMENT

The School Board believes in providing parents and students the opportunity to choose the school environment that best meets the need of the individual student. However, the Board also recognizes that certain restrictions may need to be enforced to preserve educational opportunities for students.

Students will be assigned to district schools in accordance with provisions set forth in South Dakota Codified Law, Department of Education Administrative Rule and school board policy. The superintendent may submit to the board additional regulations to address assignment of students to schools according to the residence of a student's parent or legal guardian, transfers resulting from change of residence, and open enrollment.

DEFINITIONS:

For the purposes of this policy:

1. "Resident district" means the district in which a student has legal residence as determined by South Dakota Law.

2. "Non-resident district" means any district in which a non-resident student seeks to enroll.

3. "Assigned school" means the attendance center within the district to which a resident student is assigned.

4. "Non-assigned school" means an attendance center within a resident student's district to which the student has not been assigned.

GENERAL PRINCIPLES:

The following principles apply to all open enrollment requests, including requests to transfer to another school within the district.

1. A student who is a legal resident of another South Dakota school district seeking to transfer to the District must make application on forms provided by the Department of Education. The application must be made by an unemancipated student's parent or guardian or by the emancipated student.

2. The application to transfer from a non-resident district will be approved or disapproved by the school board. The applicant and resident district must be notified of the decision within five days of the decision. Applications will be reviewed in the order received.

3. Any application to transfer from a non-resident district may be withdrawn by the applicant prior to the approval of the request and upon notification of the district to which the student applied.

4. Transfer from a non-resident district must be prior to the last Friday in September for the first semester and must be prior to the last Friday in January for the second semester. Approval for transfer after these dates will take effect at the beginning of the subsequent semester. These deadlines do not apply if any of the following circumstances exist.
a) The transfer is to an alternative school or a specialized nonpublic educational program.
b) A student becomes a resident of the district.
c) The Board determines that special circumstances exist. When determining special circumstances school boards should consider avoiding a substantial disruption of the child’s education.

5. Once approved by the non-resident district, the applicant's intent to enroll obligates the student to attend school in the receiving non-resident district or non-assigned school for the next school year unless the parent, guardian, or student changes residence to another district. Students may continue enrollment for subsequent years without reapplication.

6. A non-resident district will accept credits granted for any course successfully completed in another accredited district. The non-resident district may award a diploma to a non-resident only if the student satisfactorily meets the non-resident district's graduation requirements. If, upon review of an application and the student's transcript, it appears that the student seeking transfer could not satisfy graduation requirements in the non-resident district in the same time frame as the student's peers, the applicant should be notified that additional school attendance will be required in order to receive a diploma.

SPECIAL EDUCATION STUDENTS:

Both state and federal law require that the resident district be responsible for providing a free and appropriate public education for students in need of special education and related services. All applications for transfer of a special education student will first be considered by a placement committee, and the placement committee will include representatives of both the resident and non-resident districts. In addition, the following considerations will apply:

1. An individualized education program team consisting of representatives from both the resident and nonresident districts will determine if the nonresident district can provide an appropriate instructional program and facilities, including transportation, to meet the student's needs.

2. If the request to transfer is granted, the nonresident district is responsible for the provision of a free appropriate public education for the student in need of special education or special education and related services.

3. The individualized education program team shall also determine whether the student in need of special education requires transportation as a related service. If so, the nonresident district shall provide or ensure the provision of transportation within the boundaries of the attendance center to which the student is assigned.

4. If a parent or guardian of a student in need of special education or special education and related services requests to transfer the student back to the resident district, the individualized education program team shall consider the request.
CRITERIA FOR MAKING TRANSFER DETERMINATIONS:

To ensure that the transfer of students does not result in an inability to provide a quality educational program for all students, the superintendent shall develop and implement regulations establishing the criteria the district will use in evaluating transfer requests, including any criteria that may be used to deny a request. The criteria may include, but is not limited to:

1. The establishment of average student-to-teacher ratios that must be maintained at various grade levels;

2. The establishment of a maximum capacity that must be maintained for any educational program; and

3. The establishment of a maximum capacity that must be maintained for any school building;

Criteria for making transfer determinations will be provided to any individual requesting the information. Discrimination based upon race, gender, religious affiliation, or disability is prohibited. All members of the same family residing in the same household will be treated the same.

TRANSPORTATION:

Transportation of non-resident students to school is the responsibility of the applicant. Both the resident and non-resident districts may provide transportation to non-resident students, provided both districts annually approve pick up locations. The receiving district may charge a reasonable fee if the student elects to use the transportation services offered by the receiving district.

Re-Adopted: July 9, 2018
The Elk Point-Jefferson School District supports and encourages the admittance of foreign exchange students. The district believes that this program strengthens the understanding between cultures to help our students appreciate the right and responsibilities they have as well as those belonging to people from other cultures. In the effort to promote this belief, the program must appreciate the effort necessary by staff and students to accommodate foreign exchange students. To this effect, the Elk Point-Jefferson School District will allow three (3) foreign exchange students per semester. Foreign exchange students will only be accepted in the high school setting.

The following guidelines should be followed:

1. The high school must be notified by the host family no later than August 5th of the pending school term.

2. Host families are limited to one foreign exchange student per semester.

3. Host families must have a student enrolled in the Elk Point-Jefferson School District for the duration of the foreign exchange student’s placement.

4. All enrollment materials, i.e. immunization form, birth certificate, and current transcript, must be delivered to the school prior to the start of the school term.

5. Students interested in participating in extra-curricular activities should notify the activities director prior to the start of the school term.

The guidelines above can be modified at the Superintendent’s discretion.

Adopted: August 8, 2016
subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (Title X, Part C, of the No Child Left Behind Act) defines “homeless children and youth” as follows:

A) Individual who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103 (a) (1);

B) (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; and are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

(ii)children and youths who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103 (a) (2) (C);

(iii)children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) Migratory children (as such term is defined in section1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

Enrollment:
The School District shall make reasonable efforts to identify homeless children within the boundaries of the school district and immediately enroll the homeless student even if he or she is unable to produce records normally required for enrollment, including academic records, immunization records, proof of residency or other documentation.

Educational Barriers:
The School District Administration shall attempt to remove or eliminate existing barriers to school attendance or educational programs which may exist in district policies or practices, in compliance with all applicable federal and state laws. Enrollment requirements, fees and charges may be waived at the discretion of the Superintendent.

Transportation Services:
Transportation services will be comparable to those provided other students with the school district.

Immunizations:
The District shall make a reasonable effort to locate immunization records from information available. The District shall arrange for students to receive immunizations through health agencies and at District expense if no other recourse is available. Immunizations may, however, be waived for homeless youth only in accordance with provisions of the school district policy on immunizations. The district may require a parent or guardian of a homeless student to submit contact information.

Nutrition Services:
All students considered to be homeless shall be entitled to FREE status for all meals served within the school district’s academic school day.
Comparable Services:
Students identified as homeless shall be provided services comparable to other students of the district which includes, but not limited to, Special Education services for which the student meets eligibility criteria, such as education programs for disadvantaged students, students with disabilities, gifted students, vocational and technical programs, preschool programs, and programs for students with limited English proficiency.

Resolution of Enrollment Disputes:
Disputes regarding the enrollment of homeless students shall be referred to the Superintendent. Parents/guardians or unaccompanied youth can provide either written or oral documentation to support their position. However, the student shall be provided with all services for which they are eligible while the dispute is being resolved.

If a dispute is not resolved at the District level; the parent/guardian or individual student may forward the dispute to the South Dakota Department of Education for review.

Adopted: November 10, 2008
JECBC - EDUCATION OF HOMELESS CHILDREN

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

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

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

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

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

A “homeless individual” is defined as provided in the McKinney Homeless Assistance Act.

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

Re-Adopted: July 9, 2018
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 the student 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.

Re-Adopted: July 9, 2018
JEDEB – 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.

Re-Adopted: July 9, 2018
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.

Re-Adopted: July 9, 2018
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. Excuse from school is effective without board action upon filing an application with the school superintendent.

The Board may revoke a certificate of excuse, if, upon inspection by the Secretary of Education, it is shown that the student is not being taught in compliance with the standards of state law. Upon revocation 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.

Re-Adopted: July 9, 2018
JFA – STUDENT DUE PROCESS RIGHTS

Discipline in the schools is critical to the provision and implementation of public education. The Board and school administrators have the legal authority to deal with disruptive students and student misconduct. The United States Constitution and The South Dakota Constitution entitle all students to due process when they are subjected to deprivation of a property right. The Board recognizes the importance of safeguarding a student's constitutional rights.

Due process is an established course for judicial proceedings or other governmental activities designed to safeguard the legal right of the individual.

A student whose conduct may warrant suspension or expulsion shall be provided with appropriate due process. Due process, in the context of the administrative proceedings carried out by school authorities, refers to the notification and hearing procedures established by the South Dakota Board of Education.

Due process procedures shall be fair and apply equally to all. Fairly enforcing due process procedures 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 and;
- The right to a speedy and impartial hearing on the merits of the case.

SPECIAL EDUCATION STUDENTS:

Students who attend public school on an individualized educational program (IEP) are subject to due process procedures established by the South Dakota Board of Education under administrative rules for special education. The administration shall consult with a student’s individualized education program (IEP) team to balance student disciplinary actions with the provision of a free and appropriate public education for students with disabilities.

Re-Adopted: July 9, 2018
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.

Neither staff members, nor students, shall have any 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 reserve 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 or students violating acceptable use of district property, or policy, may be subject to disciplinary action by the Superintendent or designee, depending on the nature of the violation.

Re-Adopted: July 9, 2018
JFCA – STUDENT DRESS CODE

The board recognizes that it is the prerogative of parent(s)/guardian(s) 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 parent(s)/guardian(s) and students in these matters, will reflect favorably upon the individual, the school, and the community.

There are certain restrictions necessary on the 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.

As an example, clothing that displays alcohol, tobacco products, drugs, gang related messages, sexual comments or pictures, etc., will not be allowed to be worn in the building during school hours or during school sponsored events (both home or away events).

Footwear must be worn at all time.

The student handbook contains a list of additional prohibited items.

It will be the responsibility of the building principal to determine violations of the intent to this policy, and to take necessary corrective action.

CROSS REFS.: Elk Point-Jefferson Student Handbooks

Adopted: July 9, 2018
The District is committed to the safety of students, employees and other persons on school property. In order to effect this commitment, the following policy provisions are adopted:

**STUDENT (REGISTERED) SEX OFFENDERS ON SCHOOL PROPERTY:**

A student who is enrolled in the school system and is a registered sex offender, is forbidden (1) to be present on any property owned or operated by the District, including school buildings, athletic fields or facilities, parking lots, buses, vehicles or other property, and (2) to attend school-sponsored or school-related activities, except to the extent the student is permitted to be on school property to receive educational services.

A student required to be a registered sex offender, who is receiving educational services on school property must comply with the requirements to be supervised by school personnel at all times.

**EDUCATIONAL SERVICES FOR STUDENT (REGISTERED) SEX OFFENDERS:**

1. If permitted by the Board, a student, subject to the previous section, may be present on school property subject to any conditions and restrictions imposed by the Board.
2. The Board will hold a hearing to determine whether to expel or provide the student with educational services.
3. Prior to expelling a student, the Board will consider whether there is an alternative program offered by the District that may provide educational services to the student.
4. If the Board determines that the student will be provided educational services on school property, the student must be under the supervision of school personnel at all times.
5. If a student subject to this policy violates the conditions and restrictions placed upon the student by the Board, school administrators and the Board will follow established student discipline procedures and impose an appropriate disciplinary measure, up to and including expulsion.
6. If a student subject to this policy is one with disabilities, educational services will be provided in accordance with federal and state law.

Re-Adopted: July 9, 2018
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, their property 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 and should be conducted in his or her presence and with his or her knowledge.
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, 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.

Re-Adopted: July 9, 2018
JGB – RESTRAINT AND SECLUSION

Reasonable efforts should be made to prevent the use of restraint and the use of seclusion.

1) The Elk Point-Jefferson School District Administrators will notify the parent or guardian of the student of an incident requiring the use of restraint or seclusion, unless the student is emancipated. This will be done within the school day if school is in session that day.

2) No employee of the Elk Point-Jefferson School District will use the method of prone restraint, defined as physical pressure applied to any part of the student’s body to keep the student in a face down position on the floor or other surface, except when that use is necessary and reasonable in manner and moderate in degree.

3) No student will be placed in involuntary confinement in a locked room alone unless there is a clear and present danger to the student or staff. Seclusion ceases when the risk of physical harm to self or others has dissipated.

Legal Reference: SDCL 13-32

Adopted: June 11, 2018
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.

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.

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.

Re-Adopted: July 9, 2018
JHCA – PHYSICAL EXAMINATIONS AND 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.

By law, all entrants must, prior to admission, 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 parent(s)/guardian(s) that such immunizations are against the religious beliefs of the child's family.

Physical examinations are required for all students who participate in interscholastic athletics and other school activities. The examination would be administered by a licensed physician or chiropractor and the full cost would be borne by the parent(s)/guardian(s)/student.

Students at certain grade levels will also be subject to routine health screenings for hearing and visual acuity, and dental, scoliosis.

Re-Adopted: July 9, 2018
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.

Students who are afflicted with a communicable, contagious, 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.

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 building administrator or designee.

ADVISORY COMMITTEE: In situations where the decision to exclude a student from school attendance requires additional expertise and knowledge, the building administrator will refer the case to an advisory committee for assistance in the decision-making. The advisory committee may be composed of: A representative from the state or county health department; the student’s physician; the student’s parents or guardian(s); the school principal or designee; the school health service’s supervisor; the Superintendent or designee; and primary teacher(s).

In making the determination, the advisory committee shall consider: The characteristics of the contagious disease; the medical condition of the student; the expected type(s) of interaction with others in the school setting; the impact on both the infected student and others in that setting; the South Dakota Department of Health guidelines and policies; the recommendation of the County Health Officer, which may be controlling.

The advisory committee may officially request assistance from the State Department of Health, Center for Disease Control, or other experts.

If an infected student is not permitted to attend classes or participate in school activities, the district will provide the student with an appropriate education program which conforms to all rights and privileges provided by federal and state law.

CONFIDENTIALITY: Public information will not be revealed about any student who may be infected. If the student is permitted to remain in the school setting, 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: It shall be the duty of the Superintendent to establish regulations in accordance with this policy. The regulations shall contain infection control practices to be observed within the schools and may include guidelines to be used as a resource in determinations related to school attendance.

Re-Adopted: July 9, 2018
Numerous communicable diseases may affect a school-age population and/or school staff. Some of these have a high degree of communicability. Some are life threatening in nature. Some are both.

<table>
<thead>
<tr>
<th>Disease and Incubation Period*</th>
<th>Rules for School Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquired Immune Deficiency Syndrome (AIDS) *6 months-five years</td>
<td>Determination will be made by the Advisory Committee as outlined in the Communicable Disease policy.</td>
</tr>
<tr>
<td>Chicken Pox *14-21 days</td>
<td>The student may attend school after all pox are dry and scabbed.</td>
</tr>
<tr>
<td>Cytomegalovirus (CMV) Salivary Gland Viruses</td>
<td>The student may attend school. Precautions should be taken by contacts with immunosuppression as anti-cancer or organ transplants as well as anyone with suspected or known pregnancy. Good hand washing in all cases should eliminate risk of transfer of infection.</td>
</tr>
<tr>
<td>Fifth Disease (Erythema Infectiosum) *6-14 days</td>
<td>The student may attend school with physician’s permission.</td>
</tr>
<tr>
<td>Giardiasis (Intestinal Protozoan Infection) *5-25 days or longer</td>
<td>The student may attend school if the student practices independent and hygienic bathroom skills. Other students may attend school after the third day of drug treatment. Good hand washing in all cases should eliminate risk of transfer of infection.</td>
</tr>
<tr>
<td>Herpes Simplex *2-12 days</td>
<td>The student may attend school during an active case if the student has the ability and practices personal hygiene precautions and the area of lesion is covered.</td>
</tr>
<tr>
<td>Impetigo *variable 4-10 days</td>
<td>The student may attend school if treatment is verified and covered or dry.</td>
</tr>
<tr>
<td>Infectious Hepatitis *15-40 days (Average 25 days)</td>
<td>The student may attend school with physician’s written permission and if the student has the ability to take appropriate personal hygiene precautions.</td>
</tr>
<tr>
<td>Measles (Red, Hard, Rubeola, 7-day) *8-14 days</td>
<td>The student may attend school with physician’s written permission and if the student has the ability to take appropriate personal hygiene precautions.</td>
</tr>
<tr>
<td>Infectious Mononucleosis (Glandular Fever) *2-6 weeks</td>
<td>The student may attend school with physician’s permission. The student may need adjusted school days and activities.</td>
</tr>
<tr>
<td>Mumps *12-21 days</td>
<td>The student may attend school after swelling has disappeared.</td>
</tr>
</tbody>
</table>
Pediculosis (Lice)
The parent of the student found to have live head lice will receive a personal call or a note sent home regarding treatment. The student may attend school after treatment. A student with live lice may be excluded immediately in the event of frequent or repeated infestations or at the discretion of the school nurse.

Pertussis (Whooping Cough)
*7-10 days; may range from 4-21 days
For confirmed cases, exclude until 5 days of appropriate antibiotic has been completed.

Pink Eye (Conjunctivitis)
*5-12 days
The student may attend school after the eye is clear, under treatment or with physician’s written permission.

Plantar’s Wart
The student may attend school. Students should not be permitted to walk barefoot.

Ring Worm (Scalp, Body, Athlete’s Foot)
The student may attend school if the area is under treatment and covered. Restrict known cases of athlete’s foot from pools and showers until under treatment.

Rubella (3-day, German Measles)
*14-21 days
The student may attend school after a minimum of four days. Prevent exposure of pregnant women.

Scabies (7-year itch, Mites)
The student may attend school after treatment.

Streptococcal Infections (Scarlet Fever, Scarletina, Strep Throat)
*1-3 days
The student may attend school 24 hours after initiating oral antibiotic therapy, and clinically well.

All communicable and chronic disease should be reported to Health Services.

*Time interval between initial contact with an infectious agent and the first sign of symptom of the disease.
JHCD – ADMINISTERING MEDICINES TO STUDENTS

Students will not be permitted to take medication while at school unless the administration of such medicine is coordinated by the school district nurse acting under specific written request of the parent or guardian and under the written instructions of the student’s physician.

Effective July 1, 2020; State Law allows students with asthma or anaphylaxis to possess and self-administer prescription inhaler and/or auto-injectable epinephrine while on the school bus, during the school day, or during school events. The students’ parent(s)/guardian(s) must complete district form JHCD-R(1) on a yearly basis.

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 Tylenol, Ibuprofen, Tums and Benadryl may be given at the discretion of the school nurse upon written authorization of the parent or guardian by filling out district form JHCD-R(2).

Re-Adopted: July 9, 2018
JHCD – R(1) ADMINISTERING MEDICINES TO STUDENTS SELF-ADMINISTRATION RELEASE

Elk Point-Jefferson Schools

Inhaler and Epinephrine Self-Carry and Self-Administration Release

Student Name____________________________ Date of birth________

HEALTH CARE PROVIDER AUTHORIZATION: The above named student is under my care. I feel it is medically appropriate for the student to self-administer asthma/anaphylaxis medication and be in possession of it at all times. The child has been instructed on appropriate use of this medication. He/she is capable of using it as ordered and agrees to do so.

Diagnosis________________________________________

Name of Medication______________________________

Dose/Time/Indications for Use_____________________

Route__________________________________________

Signature of Healthcare Provider__________________

Date___________________________________________

PARENT/GUARDIAN AUTHORIZATION: I, the parent/legal guardian of the above named student, give permission for him/her to carry and self-administer the above listed emergency medication. I release the school district and its employees and agents from liability for any injury arising from medication self-administration on school property or at school activities. I further state that my child is aware that the prescribed medication is for his/her use only.

Printed name of Parent/Guardian_________________________

Signature of Parent/Guardian____________________________

Date_____________________________________________

This form meets requirements of SD law for self-carrying and self-administering medication. The law includes guidance for disciplinary action for using medication in a manner other than prescribed. Medications not authorized for self administration are to be stored in the nurses or high school office.
Parent Authorization for Administration of Unscheduled Medications at School

There may be times when students would benefit from certain medicines at school to treat non-emergency symptoms such as headache, earache, stomachache, or sore throat. These are examples of situations that can make it difficult for a student to do their best work, yet are not severe enough for them to go home. This form gives parents the option of allowing school staff who are trained in medication administration to give medications listed below without calling for permission every time.

*Non-pharmacological interventions such as heat, cold, food, fluids, rest, or distraction will be attempted first.

*Parents will be contacted if medications are being given frequently or trends are noted.

*This is not intended to replace parents’ responsibility regarding treatment for minor illnesses, but rather an attempt to minimize missed school time and help students do their best while at school.

*Parents will be contacted to pick student up if fever is present.

<table>
<thead>
<tr>
<th>Medication</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>TYLENOL (dosed according to weight)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IBUPROFEN (dosed according to weight)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TUMS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BENADRYL</td>
<td></td>
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</tr>
</tbody>
</table>

I give permission for my child ____________________________ to have the above medications at school to treat symptoms such as those listed above.

Parent/Guardian signature ____________________________ Date __________
JHDA – STUDENT WELFARE CRISIS INTERVENTION

The Board is committed to promoting healthy human relationships and learning environments that are physically and psychologically safe for all members of the school community. It further believes that students are the first priority and they should be protected from physical or emotional harm. A crisis impacts all members of a school community. The District believes that the school should provide support of the school community while ensuring accurate and sensitive communication.

The District may develop a reporting mechanism and may designate at least one person to act as a liaison officer in the District for the purposes of identifying students in need of early mental health intervention or suicide prevention.

When the Administration receives a report about a student, it shall determine if the student’s parent or guardian should be notified. If so notified, the administration will also provide information about available counseling options.

District policy and procedures are not intended to interfere with the rights of parents or guardians and the decision-making regarding the best interest of the child. District policy and procedures are intended to notify a parent or guardian of a need for mental health intervention so that a parent or guardian may take appropriate action. School districts do not have the authority to prescribe medications. Any and all medical decisions are to be made by a parent or guardian of a student.

Re-Adopted: July 9, 2018
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.

Re-Adopted: July 9, 2018
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. 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 a class one misdemeanor. Failure to make a report of abuse or neglect is a class one misdemeanor.

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.

Re-Adopted: July 9, 2018
SOLICITATIONS:

The solicitation of donations and contributions from students will be restricted to fund-raising drives approved by the 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 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.

Re-Adopted: July 9, 2018
**JNA – LOANING OF TEXTBOOKS**

Textbooks will be loaned to children ages 5 through 19 who are not enrolled in the 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 include print and digital materials, but not computer hardware.

Textbooks loaned shall be the same textbooks normally used by the students enrolled in the schools.

If new textbooks must be purchased to meet the request of children not enrolled in the schools, the 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 schools.

*Re-Adopted: July 9, 2018*
JO – STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the District to maintain extensive educational and personal information. It is essential that these records be available to appropriate school personnel, accessible to the student’s parent(s) or the student, and yet be guarded as confidential information.

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. Upon request, eligible students (18 years of age or attending post-secondary education) and parent(s) 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 FERPA mandates are not adequately implemented.

Additionally, the District will notify parents or eligible students annually of the District's policy regarding disclosure of personal information 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 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.

Unrecorded student peer grading or evaluation does not constitute educational records.

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 or eligible student's prior written consent.

The Superintendent will provide a list of directory information according to U.S. Department of Education regulations.

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. Schools to which the student is transferring are entitled to see the records.
A school district in which a student is enrolled or is in the process of enrolling in, may request the student’s 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.

The district may disclose, without the consent of an eligible student or parent, personally identifiable information in the educational records of a student to the U.S. Attorney General or designee in response to an investigation under the U.S. Patriot Act.

The Superintendent is directed to establish procedures to ensure compliance with the Family Educational and Privacy Act and other applicable acts and regulations.

Re-Adopted: July 9, 2018
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 full 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 comprehensive year-round community relations program to assure a full 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.

Re-Adopted: July 9, 2018
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 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 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.

Re-Adopted: July 9, 2018
The 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. No fee may be charged for the electronic transfer of any minutes of open meeting actions that were recorded in the last three years.

Failure to provide records may result in a civil or criminal penalty.

Re-Adopted: July 9, 2018
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 $0.10 per page. No fee may be charged for the electronic transfer of any minutes of open meeting actions that were recorded in the last three years. A log will be maintained of all requests, and the disposition.

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 including: student information and personnel information other than routine directory information, employee salaries and public employee contracts.

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.

Re-Adopted: July 9, 2018
KBC – NEWS MEDIA RELATIONS

The 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.

Re-Adopted: July 9, 2018
KBCA – NEWS RELEASES

The Superintendent or 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 Superintendent or 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.

Re-Adopted: July 9, 2018
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 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 Superintendent with a summary of the extent and effect of using such volunteers.

Re-Adopted: July 9, 2018
KG – PUBLIC USE OF SCHOOL BUILDINGS

It is the belief of the Elk Point-Jefferson School Board that the best interest of the community is served by allowing extensive use of the school district facilities. It is also the board’s belief that such use should take place in a manner that does not interfere with the district’s educational program for students and does not reduce resources for the students’ educational program.

All local, civic, religious, fraternal, and community organizations, or groups interested in promoting cultural, educational, or recreational activities are eligible to use buildings, grounds, or other school properties, providing the activities to be conducted are not contrary to the public interest and are not contrary to law.

School buildings and facilities are available for community use at no cost provided:

1. The building’s use is scheduled for the hours it is normally open and staffed. Exceptions to these normal hours must be cleared through the Superintendent.
2. The Superintendent approves the request for the use of the building.
3. Such use does not conflict with the school’s schedule.
4. Appropriate personnel must provide supervision of facilities.
5. The District incurs no direct or indirect costs for the use of the facility (ex. cleanup or damage of property/equipment). The Superintendent must approve exceptions.
6. The use of the facility is not for an individual’s personal use or for private gains, i.e., private parties, wedding receptions, etc., that would normally be held in churches or businesses in the community.

School buildings and facilities are available to non-profit making resident citizen’s groups during hours when the building is usually closed, when:

1. The guidelines from above are met.
2. Groups raising money for the benefit of our youth shall not be charged for the use of the facility.
3. School affiliated groups or local organizations sponsoring community service programs are exempt from all charges provided no supervisory or housekeeping services are needed. If supervision or housekeeping of facilities is necessary, the fees shall be the direct costs incurred by the school. The Superintendent must approve all exceptions.
4. All staff groups and teachers and student groups may use school facilities with prior approval of activities director.
5. Under unusual circumstances, such as an overriding community need, the Superintendent may approve the use of school facilities without cost.

FEES FOR PROFIT MAKING GROUPS (groups whose intent is to benefit or make a profit for an individual or members of the group):

- Classroom rate $25.00 per hour
- Cafeteria rate $100.00
- Stage or Gym rate $25.00 per hour plus custodial costs if they are needed
- Athletic Complex $500.00 plus custodial costs
Certificates of insurance are required for the use of outside areas and may be required for some kinds of inside events. The school district reserves the right to deny the use of the facility when such usage might result in damage to the school facility. Failure to adhere to the regulations of this policy will result in the loss of the privilege of using the facility. Should unusual circumstances arise, it may be necessary to withdraw an approved agreement.

No gratuities shall be paid to school personnel by organizations using facilities. The school will pay the salary or wages for on duty school personnel. Fees for the use of the facility shall be billed by the Superintendent and collected by the Business Office.

On all matters relating to the interpretation or appeal of this policy, the board’s decision will be final.

REGULATIONS:

1. No tobacco products will be allowed in the school building.

2. There shall be no alcoholic liquors or beverages, or drugs brought to or consumed in the buildings or on the grounds.

3. Applications for the use of school facilities should be made through the Superintendent. All users are required to sign a user’s agreement.

4. All groups using school facilities must have responsible adult supervision present at all times. A school employee on paid or volunteer status must be in attendance to unlock, supervise and relock the facility each time it is used.

5. Users are responsible for the proper utilization of equipment and facilities and are responsible for any breakage or damage that occurs. Users are responsible for the proper control of activities and persons using school facilities and equipment so that all safety factors are observed. Users are responsible for the correction of minor and easily correctable safety factors and are asked to report all others immediately or on the next working day, as warranted, to the activities director.

6. Users agree to hold the District harmless from any and all liability arising out of the user’s negligence or omissions while using the school facilities or equipment.

7. Business or for-profit groups and individuals will be required to furnish a certificate of liability insurance prior to the execution of the rental agreement.

8. School buildings and grounds will be available only during the time listed on the contract. Likewise, only those buildings and grounds listed on the contract will be available, and activities should be confined to the stated area.

9. The serving of food in school buildings by a commercial caterer is permitted but must be first approved by the Superintendent and stated in the usage contract.

10. The school reserves the right to adopt and enforce additional rules and regulations as may be deemed appropriate in individual cases.
11. Organizations using the buildings and facilities must have an adequate number of adult sponsors to assure proper care and use of school property. Said supervisors must be present during the duration of the activity.

12. All persons participating in physical education or athletic activities will wear approved gymnasium shoes. Food and drinks will be permitted in designated areas only.

13. Moving and adjusting scenery, securing lighting effects, operating the public address system, and similar matters will be accomplished under the direction of a designated school employee.

14. All properties not belonging to the school are to be removed after the last performance or the day after use of school facilities.

15. All damages to school property shall be repaired and billed to the sponsoring individual or organization. A damage deposit may be required at the discretion of the Superintendent.

16. When additional custodial and supervisory personnel are needed for set-up, clean-up, supervision, etc. an additional charge per hour may be added to defray such expenses.

17. Here are some common-sense guidelines for using the athletic facility:
   a. No black sole shoes on gym floor.
   b. Bleachers are not to be used at any time without the approval of the Superintendent.
   c. Please keep the area clean that is used for your activity.
   d. Report any damaged items or equipment to the Superintendent.
   e. Please remember, to supervise your children at all times. The school is not to be used as a day care center.

Adopted: November 2014
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 any "tobacco products" listed in Board Policy KGC.
9. 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;
10. The violation of any federal or state statute, local ordinance, or Board policy;
11. 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;
12. 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.
1. Violators of this policy will be informed of the policy by the school administrator and will be directed to comply with the policy.

2. Violators of this policy who fail to comply with the policy will be directed to leave the building, grounds, or activity immediately.

3. Violators who continue to ignore the policy, or who ignore the request of the school administrator may be denied further admission to future school district events both home or away by the Superintendent or until the School Board has approved a written request from the individual to rescind the ban.

4. Violators who are hostile in their actions, will be referred to the local law enforcement personnel as governed by SDCL 13-32-6 and will also be subject to the actions in #3 above.

**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.

**REF: SDCL 13-32-6. Disturbance of school as misdemeanor.**

A person, whether pupil or not, who intentionally disturbs a public or nonpublic school when in session or who intentionally interferes with or interrupts the proper order or management of a public or nonpublic school by acts of violence, boisterous conduct, or threatening language, so as to present the teacher of pupil from performing his duty, is guilty of a Class 2 misdemeanor.

Adopted: July 9, 2018
KGC - TOBACCO-FREE SCHOOL POLICY

The Elk Point-Jefferson Board of Education recognize that the Surgeon General of the United States has stated that tobacco products, and tobacco smoke pose a serious threat to the health and well-being of the districts’ students, employees and patrons, hereby adopts the following policy:

A.) The use of, or possession of any tobacco product, in the school buildings, at school sponsored activities, in school district vehicles and in school district provided transportation, including:

As used in this policy, the “tobacco products” means cigarettes, cigars, pipes, chewing tobacco and any/all forms of tobacco; including:

- devices (electronic or otherwise) or smokeless products which resemble the smoking of tobacco
- any product or device (electronic or otherwise) that contains nicotine unless prescribed by a doctor for a nicotine cessation program
- any device (electronic or otherwise) that is used for inhaling or ingestion unless for medicinal purposes with a prescription,

B.) This policy applies to any person(s) regardless of age and regardless of whether they may legally use the product(s).

1.) Students:
   a. Students who violate the policy will be disciplined according to the procedures outlined in the Student Handbooks.
   b. Students under eighteen (18) years of age, who violate this policy, may be reported to the local law enforcement authorities.

2.) School Employees:
   a. The school administrator who becomes aware that an employee is not complying with this policy will verbally remind the employee of this policy and ask the employee to abide by the policy in the future. A copy of the policy shall be provided to the employee.
   b. If it becomes necessary for the building principal or administrator to discipline an employee for a second or subsequent offense and depending on the severity of the violation; any of the following actions may be taken.

   1. A verbal reprimand.
   2. A written reprimand, which will be placed in the personnel file.
   3. Referred to Superintendent and School Board for disciplinary action.

Disciplinary action may include but is not limited to: a verbal reprimand, a written reprimand, a suspension with pay, a suspension without pay, or termination.
3.) Non-School Personnel, Spectators, Visitors, etc.:

a. Violators of this policy will be informed of the policy by the school administrator, will be directed to comply with the policy.

b. Violators of this policy who fail to comply with this policy by refusing to dispose of the tobacco products will be directed to leave the building, grounds, or activity immediately.

c. Violators who continue to ignore the policy, or who ignore the request of the school administrator to extinguish or dispose of the tobacco products will be denied admittance to school district events. Persons who are denied admittance to school events shall be notified in writing as soon as possible following this decision.

Adopted: July 9, 2018
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.

The Board directs the Superintendent to assure that an appropriate expression of thanks is given all donors.

Re-Adopted: July 9, 2018
KI – 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.

Re-Adopted: July 9, 2018
KIA – DISTRIBUTION AND POSTING OF PROMOTIONAL MATERIALS

The board recognizes that students, employees, parents or citizens may want to distribute materials within the school district for the benefit of the students that are non-curricular. Non-curricular 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.

Re-Adopted: August 13, 2018
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 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; and 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 their 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.

Re-Adopted: July 9, 2018
KL – 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:

a. Procedures to channel complaints to personnel best positioned to resolve the issue;
b. Procedures to formally accept, acknowledge and respond to complaints;
c. 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.

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.

Re-Adopted: July 9, 2018
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/guardians 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 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, they may continue with Step 4.

   4. The 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.

Re-Adopted: July 9, 2018
KLA – 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.

Re-Adopted: July 9, 2018
KMA – RELATIONS WITH PARENT 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.

Re-Adopted: July 9, 2018
KMB – PARENT INVOLVEMENT IN TITLE I

The Board recognizes the importance of parental/guardian 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/guardians and the board, an atmosphere of openness and honesty will prevail. The Board will encourage parents/guardians 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 Boards’ activities.

PARENT/GUARDIAN 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 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. The Superintendent will report to the Board on its membership, function, progress and final report.

Re-Adopted: July 9, 2018
KMB-R (1) – PARENT INVOLVEMENT GUIDELINES - TITLE I

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

GUIDELINES:

1. **Parental Notification.** Parents/guardians 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 In-service.** Specific materials and suggestions will be provided to parents/guardians 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/guardians will be provided with student program reports at the end of each reporting period. If necessary, periodic written reports will be mailed to parents/guardians.

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

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

6. **Parent Advisory Committees.** Parent/Guardian 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/guardians of participants, parent/guardian advisory committees and other interested parents/guardians may be present. Agenda items at this meeting will include:

   - Information concerning the views of parents/guardians 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/guardians and students of each school attendance area;
   - Assist the school district in the dissemination of Title I information to parents/guardians 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. **In-service 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/guardians of participating students.

9. **Announcements.** All parents/guardians 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/guardians at each of the scheduled meetings and at parents'/guardians’ request anytime during the school year. Parents/guardians will be given an opportunity to be involved in the policy development process.
KMC – ANNUAL NOTIFICATION TO PARENTS

The School Board seeks to keep students, parents/guardians and the public informed of their rights and responsibilities. The district will comply with federal law to ensure parents, guardians and adult students receive annual notices on the following topics, as required by federal law:

- All notices as required under Every Student Succeeds Act (ESSA)
- All notices as required under the Family Educational Rights and Privacy Act
- All notices as required under the Protection of Pupil Rights Amendment
- All notices as required by Child Nutrition Programs
- All notices as required by the Asbestos Hazard Emergency Response Act
- All notices as required by the McKinney Vento Act
- All notices as required under Non-Discrimination under Title IX, Section 504, Age Discrimination Act, Title II of the Americans with Disabilities Act
- All notices as required by the Individuals with Disabilities Education Act

METHOD OF NOTICE:

The standard method of the school district is to post these notices on the school website and also in the school newsletter. The School Board also recognizes the legal right of parents, guardians or adult students to receive annual notices from the district or school by electronic mail in lieu of regular mail. In order to receive notices by electronic mail, the parent, guardian or adult student must provide the school an electronic mail address to which the notifications may be sent.

Re-Adopted: July 9, 2018
KMC-2 – FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT – FERPA

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 parents 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/guardian’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

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 August 1 of the upcoming school year. The District has designated the following information as directory information:

1. Student’s name;
2. Address;
3. Telephone listing
4. Name(s) of Parent(s) or Guardian(s)
5. Photograph
6. Date and place of birth
7. Dates of attendance
8. Grade level
9. Participation (including video) in officially recognized activities and sports
10. Weight and height of members of athletic teams
11. Degrees, honors, and awards received
12. The most recent educational agency or institution attended

Notification of Rights under FERPA - For Elementary and Secondary Schools:

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:
1. The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access.
2. Parents/guardians or eligible students should submit to the School Principal a written request that identifies the record (s) they wish to inspect.
3. The right to request the amendment of the student’s education records that the parent/guardian or eligible student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.
4. The School official will make arrangements for access and notify the parent/guardian or eligible student of the time and place of review.
5. Parents/guardians or eligible students who wish to ask the School to amend a record should write the school principal (or appropriate school official), clearly identify the part of the record they want changed and specify why it should be changed. If the School decides not to amend the record as requested by the parent/guardian or eligible student, the School will notify the parent/guardian or eligible student of the decision and advise them or their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the rights to a hearing.
6. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
7. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
8. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
9. Upon request, the School discloses education records with consent to officials of another school district in which a student seeks or intends to enroll.
10. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Elk Point-Jefferson School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

Re-Adopted: July 9, 2018
KMC-3 – PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding the Elk Point-Jefferson School District 61-7, conduct of surveys, collection and use of information for marketing purposes and certain physical exams. These include the right to:

1. **Consent** before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education.
   a. Political affiliation or beliefs of the student or student’s parents/guardians;
   b. Mental and psychological problems of the student and his/her family;
   c. Sex behavior and attitudes;
   d. Illegal, anti-social, self-incriminating and demeaning behavior;
   e. Critical appraisals of other individuals with whom respondents have close family relationships;
   f. Legally recognized privileged or analogous relationships such as those of lawyers, physicians, and ministers;
   g. Religious practices, affiliations, or beliefs of the student or student’s parents/guardians;
   h. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

2. **Consent** before students participate in activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

3. **Receive notice and an opportunity to opt your child out of:**
   a. Any other protected information survey, regardless of funding;
   b. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, and scoliosis screenings, or any physical exam or screening permitted or required under State law, and

4. **Inspect**, upon request and before administration or use:
   a. Protected information surveys of students;
   b. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes, and
c. Instructional material used as part of the educational curriculum.

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

The School will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes.

The School will also directly notify, such as through U. S. mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The School will make this notification to parents at the beginning of the school year if school has identified the specific or approximate dates of the activities or surveys at that time.

For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities or surveys and be provided an opportunity to opt their child out of such activities or surveys. Parents will also be provided an opportunity to review any pertinent surveys.

Parents or students who believe their rights under PPRA may have been violated may file a complaint with ED by writing the Family Policy Compliance Office. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of PPRA occurred.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339. Or you may contact us at the following address:

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

The following Policy is the school’s public notice and consent/opt-out for specific activities, with annual notification of rights under PPRA (the proposed surveys, flu shot disclosures and personnel information collection and distribution disclosures are examples only.)

Re-Adopted: July 9, 2018
The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C.§ 1232h, requires Elk Point-Jefferson School District 61-7 to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

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

This requirement also applies to the collection, disclosure or use of the student information for marketing purposes (“marketing surveys“), and certain physical exams and screenings.

Re-Adopted: July 9, 2018
KMC-5 – NOTICE OF NONDISCRIMINATION

The Elk Point-Jefferson School District does not discriminate on the basis of race, color, creed, religion, national origin, gender, disability, ancestry, sexual orientation, gender identity, marital status, military status, or age in its education programs or activities and employment opportunities and provides equal access to the Boy Scouts and other designated youth groups.

The following person has been designated to handle inquiries regarding nondiscrimination policies and Title VI and Title IX compliance: Superintendent, Elk Point-Jefferson School District; 402 South Douglas St.; PO Box 578; Elk Point, SD 57025; (605) 356-5950

Re-Adopted: July 9, 2018
KMC-6 – SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 is an Act which prohibits discrimination against individuals with disabilities in any program receiving federal financial assistance. The Act defines a person with a disability as anyone who:

1. Has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working);

2. Has a record of such impairments; or

3. Is regarded as having such an impairment

In order to fulfill obligations under Section 504, The Elk Point-Jefferson School District has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. Discrimination against any person with a disability should not knowingly be permitted in any of the programs and practices of the school system.

The school district has responsibilities under Section 504, which include the obligation to identify, evaluate, and if the student is determined to be eligible under Section 504, to provide appropriate educational services. If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to a hearing with impartial hearing officer.

The following respective principal of each school building serves as Section 504 coordinator/director for each building program:

<table>
<thead>
<tr>
<th>Principal</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elk Point-Jefferson Elementary School</td>
<td>Elk Point-Jefferson MS/HS</td>
</tr>
<tr>
<td>402 South Douglas</td>
<td>402 South Douglas</td>
</tr>
<tr>
<td>PO Box 578</td>
<td>PO Box 578</td>
</tr>
<tr>
<td>Elk Point, SD 57025</td>
<td>Elk Point, SD 57025</td>
</tr>
<tr>
<td>605-356-5801</td>
<td>605-356-5901</td>
</tr>
</tbody>
</table>

South Dakota Regional U.S. Office of Civil Rights:
Region Director
U. S. Department of Education
Office of Civil Rights
8930 Ward Parkway, Ste. 2037
Kansas City, MO 64117-3302
Phone: 816-826-0550
Fax: 816-826-1404
TDD: 877-521-32172
Email: OCR.KansasCity@ed.gov

Re-Adopted: July 9, 2018
The board believes in the importance of democracy and the rights of citizens to be involved in politics, but recognizes state and federal law that prohibits schools from seeking to influence elections.

School district funds, whether derived from local, state, or federal sources, will not be used for the purposes of influencing elections or ballot measures to be decided by the community or statewide voters.

The school will, in keeping with state and federal law, offer factual information on ballot measures that have the potential to affect district operation, including, opt-out campaigns and bond campaigns, to the public for the purpose of educating voters.

School resources, including staff time, shall not be used for political purposes.

Re-Adopted: July 9, 2018
KN – RELATIONS WITH GOVERNMENTAL AUTHORITIES

The schools serve the children, the parents/guardians, 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 wellbeing 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.

Re-Adopted: July 9, 2018
Section L – Education and Agency Relations
LA – 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.

Re-Adopted: July 9, 2018
**LAA – STUDENT TEACHERS**

The Board endorses participation in undergraduate student teaching programs with colleges and universities for the purpose of training competent future teachers. The Superintendent is encouraged to cooperate with teacher preparatory institutions in placement of student teachers within the school system. In accepting and placing student teachers, the Superintendent shall consider local school needs including qualifications and interests of available cooperating teachers. Student teachers will be accepted on a limited basis and placed according to availability of competent cooperating teachers.

The Board authorizes the Superintendent to approve all prospective student teachers. A criminal background check will be completed.

Re-Adopted: July 9, 2018
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 7-12 within this district and an adjacent school district. Both districts will operate grades 1-6 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.

Re-Adopted: July 9, 2018
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.

Re-Adopted: July 9, 2018
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.

In addition, each of the district's schools may seek the highest status of membership in the AdvancED accreditation process, by cooperating in the association's evaluations of the district schools and considering the association's recommendations.

Re-Adopted: July 9, 2018