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7000 DIRECTOR OF STUDENT AND COMMUNITY ACTIVITIES

POSITION DESCRIPTION
TEACHER
LIBRARIAN/MEDIA DIRECTOR
GUIDANCE COUNSELOR
VOCATIONAL GUIDANCE COUNSELOR
COLLEGE AND POST-SECONDARY GUIDANCE COUNSELOR – HIGH SCHOOL GUIDANCE COUNSELOR RESPONSIBILITY
SPEECH AND LANGUAGE THERAPIST
PSYCHOLOGIST
Updated 07/2018

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7530 MAINTENANCE ENGINEER JOB DESCRIPTION
7540 FOOD SERVICE DEPARTMENT
7550 SCHOOL SECRETARY
7560 TEACHER AID JOB DESCRIPTION
7561 GROUNDSKEEPER
7600 EVALUATION OF CLASSIFIED STAFF
7610 CO-CURRICULAR JOB DESCRIPTION
7611 DRAMA/MUSICAL DIRECTOR
7612 YEARBOOK ADVISOR
7613 AUDIO-VISUAL DIRECTOR
7615 CHEERLEADER ADVISOR
7616 DEBATE AND ORAL INTERPRETATION COACH
7617 FUTURE FARMERS OF AMERICA ADVISOR
7618 FUTURE HOMEMAKERS OF AMERICA
7619 JUNIOR CLASS ADVISOR
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1000 PHILOSOPHY OF EDUCATION

THE EDUCATIONAL PROGRAMS of the community must focus upon the needs, interests, and abilities of all students as well as the needs of society. These programs will enable the individual to achieve his/her highest potential, which will enable society to be perpetuated and improved through competent participation of effective individuals. It is our responsibility to develop a knowledgeable citizen with the desire to learn, a willingness to accept responsibility, and an ability to adjust to the natural/social environment. Accomplishing this goal can be achieved when students, parents, school personnel, school board members, and community members work cooperatively towards this goal.

THE RESPONSIBILITY OF THE HOME is to provide a climate, which will develop desirable attitudes, and behavior, which will allow a learner to make maximum use of his/her educational opportunity. The home should encourage a child's natural curiosity by providing valuable and varied learning experiences. It must establish values making each student responsible for his/her conduct. The home should instill in each student the benefits of hard work and perseverance.

THE RESPONSIBILITY OF THE STUDENT is to develop and to maintain an inquiring attitude that fosters searching, studying, and evaluating before reaching a conclusion. The student should recognize that achievement is the result of constant effort and application of abilities realizing that learning is a highly individual, ongoing, and rewarding experience. He/she should develop responsible patterns of attendance and punctuality. The student shall develop a sense of responsibility and self-discipline.

THE RESPONSIBILITY OF THE TEACHER is to encourage each learner to achieve and challenge his/her ability by developing good study habits and encourage self-discipline. The teacher shall present an interesting curriculum which recognizes individual differences. The teacher shall exhibit poise, enthusiasm, initiative, and creativity. The teacher shall contribute to the spirit of cooperation, within the school and community. The teacher shall maintain professional growth- and continuously evaluate his/her effectiveness. The teacher shall utilize effective methods and integrate academics into real life applications.

THE RESPONSIBILITY OF THE CLASSIFIED STAFF is to assist the students, teachers, and administration in providing a quality teaching and learning experience. They will assist in effective and efficient operation of the school system. The classified staff shall be supportive of teachers, administration, and school system in general in all communications with the general public. It is the role of the classified staff to assist in providing a safe, clean, healthy, and caring atmosphere for students.

THE RESPONSIBILITY OF THE ADMINISTRATION is to furnish leadership in the development and improvement of the school and in execution of school policies. The administration shall evaluate the school curriculum and personnel providing recommendations and assistance to improve quality. The administration shall promote effective communications within the school and to the community. It is the administration's responsibility to maintain a competent staff encouraging them to grow professionally.

THE RESPONSIBILITY OF THE SCHOOL BOARD is to interpret to the community the programs and the needs of the school district in order to develop mutual understanding and to provide the working conditions and the compensation, which will attract and retain qualified and competent school personnel.

THE RESPONSIBILITY OF THE COMMUNITY is to maintain a spirit of cooperation and understanding with the school. The community will establish learning as a priority and support a quality system to address the needs of students. Community members should make a sincere effort to investigate and better understand the school program. The community shall encourage and support responsible citizens to serve as members of the school board.

1020 EQUAL EMPLOYMENT OPPORTUNITY

The Board believes it is educationally sound to provide students with an opportunity to relate to and learn from staff members of diverse backgrounds.

The district will provide, through a positive and effective affirmative action program, equal opportunities for employment, retention, and advancement of all people regardless of race, color, religion, national origin, age, gender, disability, sexual orientation and veteran status.

Decision to employ will be based on the qualification of an applicant to perform in a specific assignment.

The Board wishes for the district affirmative action program to be active, not passive, and for it to comply in good faith with all relevant laws and regulations.

1030 NON-DISCRIMINATION POLICY

The Flandreau School District 50-3 advises students, parents, employees, and the general public that educational programs or activities and employment opportunities will be offered without regard to race, color, religion, national origin, age, gender, disability, sexual orientation and veteran status. The person designated to coordinate Title IX is the high school Principal and the person designated to coordinate Section 504 compliance activities is our Special Education Director. If you have any questions or concerns about this policy you should contact the Superintendent office telephone number: 605-997-3263 or you may contact the Regional Director, U.S. Department of Education, Office of Civil Rights, 8930 Ward Parkway, Ste 2037, Kansas City, Mo 64114. Phone (816) 268-0550. Fax (816) 823-1404.

FLANDREAU PUBLIC SCHOOLS GOALS

Empowering All Students to become learners & leaders in a diverse & dynamic world

The Flandreau Public School District supports these six Education Goals:

- Develop a program that meets the academic needs of each student
- Develop a comprehensive communication plan that includes staff, students, parents and community members
- Create an action plan to review policies and procedures
- Develop a K-12 Professional Development Plan
- Work with students, staff and community members to promote activities that enhance school pride and morale
- Commit to creating opportunities and a positive environment for new and ongoing staff members

2000 BOARD OF EDUCATION

2110 FUNCTIONS OF THE BOARD

Policy Making - Planning is basic to all activity. Policy making determines what shall be done, establishes a procedure for accomplishing the task and delegates to the executive officer the responsibility by providing the financial means for their achievement.

Executive - The executive function is that which is concerned with placing in operation the plans and policies which the Board of Education has formulated, as well as furnishing creative leadership for the community and providing administrative leadership for the school system.

Appraisal - The Board of Education acts as an appraisal body rendering judgment upon recommendations that may come to it through its executive officer or its own members which concern the progress and improvement of the school.

2300 METHODS OF THE BOARD

1. The school board shall set as the general agent of the state in carrying out the will of the people of its district in the matter of public education. It shall be responsible for carrying out certain mandatory laws. It shall delegate authority to the Superintendent and the staff, but it is responsible to the people for the results produced.

2. It shall select and employ, a Superintendent of Schools and support the superintendent in the discharge of assigned duties.
3. It may accept, modify or reject the recommendations of the Superintendent and may call for new recommendations.
4. It shall elect, promote, dismiss and assign all employees upon the recommendation of the Superintendent.
5. It shall make salary guides, custodial working agreements involving school business upon the completion of the negotiations process.
6. It shall approve materials of instruction, school philosophy, and changes in the curriculum upon recommendation of the Superintendent.
7. It shall adopt a tentative budget and final budget upon the recommendation of the Superintendent.
8. It shall designate depository for school funds.
9. It shall plan in advance capital outlay and maintenance expenditures including buying alterations and additions, new equipment, improvement of grounds, repair and replacement of buildings and equipment.
10. It shall study, anticipate and recognize the educational need of the community and incorporate them in the school program.
11. It shall provide for the enforcement and administration of all school laws, local, state and federal.
12. It shall interpret the educational program and school policies to citizens in the community.
13. It shall evaluate the educational program of the Superintendent and the staff.
14. It shall be informed of all phases of the educational program in the district and of new ideas, trends, and advances being made in education elsewhere.
15. It shall approve all disbursements upon the recommendation of the Business Manager and the Superintendent.
16. It shall approve the annual financial report of the Business Manager.
17. It shall provide finances for efficient management of the schools including the adoption of the amount of tax levy.
18. It shall, at least thirty days before the date of the annual school election, determine the number of voting precincts, the polling places, judges and set special canvassing place and time.
19. It shall perform such other functions and duties as required by law.
20. It shall hear communications, written or oral, from citizens or organizations on matters of administration or policy.
   a. Requests, petitions, etc., made by individuals or delegations will not elicit board action at the meeting at which such request is made unless the public interest requires an immediate decision by the Board and unless the rules, regulations and practice of the school system will enable the making of an immediate decision.
   b. On all requests not included in the exceptions just mentioned, the Board shall instruct the Superintendent to collect and report pertinent information at a later meeting.
21. It shall provide for the admission to the schools of the district of nonresident pupils and those above school age, and the rates of tuition for such pupils shall be the approved state rate.
22. Committees of the Board - Committees may be appointed by the president to carry out special assignments of the Board. The school board will set act as a committee of the whole on most matters.
23. Election of Board Officers - The Board elects a president and a vice-president for a one-year term and appoints a business manager who is not a member of the board.
24. Special meetings of the Board - Special meetings may be held provided each member of the Board has been notified in advance that such special meeting is to be held.

2310 POLICY ADOPTION

Except for policy actions to be taken as emergency measures, the adoption of Board policies will follow this sequence which will take place at least at two regular or special meetings of the Board:

1. Announcement and distribution of proposed new or revised policies as an item of information.
2. Opportunity offered to concerned groups or individuals to react to policy proposals.
3. Discussion and final action by the Board on policy proposals.

The vote on the proposal to adopt or revise a policy will be made at the regular monthly meeting following the meeting.

Policies and amendments to policies will be effective immediately upon adoption unless a specific effective date is provided in the adopted resolution.

Law, Philosophy, and Enforcement

The Board will make every effort to ensure that its policies conform to the higher supremacy of state and federal laws, including the provisions of State and U.S. Constitutions. Further, while it is not feasible to reiterate the principles of the Board-adopted educational philosophy in the language of each and every policy statement, it is to be assumed that the spirit of this document will prevail in the implementation of all policies. Finally, the Board expects compliance with its formally-adopted policies, and noncompliance by staff or students will be considered cause for disciplinary action.

2400 POLICIES AND PROCEDURES

1. **School Board Meetings**: regular meetings will be scheduled by the board for the purpose of making policy, conducting the business of the school district, and concerning itself with the progress and improvement of the school.

2. **Public Hearings**:
   a. A public hearing will be held by the Flandreau Board of Education as prescribed by law on the proposed budget for the next fiscal year. A public notice of the hearing, along with the proposed budget will be published in the legal notices of the official newspaper.
   b. Public hearings may also be called to focus on receiving public comment on issues concerning the school district.

3. Parental Involvement: It is the policy of the board to encourage community involvement in the determination of the educational plan for all children and including the tribal councils and parents of students living on Indian lands. A time will be scheduled upon request to the Superintendent, at a regular board meeting for the discussion and development of policy relating to the children residing within the school district boundaries and on Indian lands. Additional meetings will be scheduled as deemed appropriate by the Board.

4. **Dissemination of Information**: The following methods may be used to disseminate information concerning school programs to the public:
   - News articles
   - School board meetings
   - Published minutes of the board meetings
   - School district newsletters
   - Parent-teacher conferences
   - Webpage
5. The preceding policies and procedures are intended to Insure:
   a. Active public involvement in the planning and development of educational programs.
   b. That all school district residents have the opportunity to present their views and recommendations concerning the needs of their children and the way to best realize the benefits of the educational programs of the Flandreau School District.
   c. That all children have the opportunity to participate in school programs on an equal basis.
   d. That applications, evaluations, and program plans are adequately disseminated to tribal councils, parents of students living on Indian lands, and all other school district residents.

POLICY IMPLEMENTATION

The Superintendent has responsibility for carrying out, through administrative regulations, the policies established by the Board.

There are many activities that are common to all departments and school levels, but procedures for conducting them may vary from unit to unit. Principals and department heads will establish procedures for conducting activities within their individual units within the larger framework of administrative regulations and Board policies.

The policies developed by the Board and the administrative regulations developed to implement policy are designed to increase the probability of an effective and efficient school system. Consequently, it is assumed that all Board employees and students will willingly carry them out.

Employees in superordinate positions are responsible for informing subordinates of existing policies and regulations and for seeing that they are implemented in the spirit intended. Disregard for Board policy and administrative regulations will be interpreted as willful neglect of duty. Employees will be notified if they are in non-compliance with policies.

2411 ADMINISTRATION IN POLICY ABSENCE

In the absence of Board policy specifically covering an action that the superintendent feels he or she must take for the orderly execution of his or her duties, he or she may take temporary action. The action should be in harmony with overall Board policy and in keeping with the best established practice that can be determined under existing time constraints. The superintendent will not be free to act when the action involves a Board duty which by law cannot be delegated.

In each case in which the superintendent takes such initiative action, he or she will present the matter to the Board at its next meeting, so the members may conduct the proper review and consider the need for policy adoption in the given area(s).

2412 DEVELOPMENT OF REGULATIONS

The Board delegates to superintendent the function of specifying required actions and designing the detailed arrangements under which the schools will be operated, whenever practical. These detailed arrangements will constitute the administrative rules and regulations governing the schools. They will be defined in written form and organized by subject or date with adequate indexing for easy use. Format and distribution will be so as to facilitate easy filing and proper use, and distribution will include the members of the Board. The administrative regulations must in every respect be consistent with the policies of the Board.

Usually, the Board itself will adopt administrative regulations only when specific state laws require Board adoption, but the Board may also do so when the superintendent recommends Board adoption in light of strong community attitudes or probable staff or student reactions.

2811 BOARD MEMBER AUTHORITY AND RESPONSIBILITIES

Because all powers of the Board lie in its action as a group, individual board members exercise their authority over district affairs only as they vote to take action at a legal meeting of the Board.
The Board will not be bound in any way by any statement or action on the part of an individual Board member, including the chairman, unless the Board has, by vote, delegated authority to him or her.

The Board will make its members, and the district staff and public aware that the Board only has authority to take official action at official Board meetings.

2800 BYLAWS OF THE BOARD

2810 DUTIES OF THE BOARD PRESIDENT

1. Shall preside at all meetings of the Board.
2. Shall countersign all orders upon the treasurer of claims approved by the board.
3. Shall sign contracts or agreements as needed and approved by the Board.
4. Shall appoint all special committees and shall serve as ex-officio member on all committees.
5. Shall advise the superintendent concerning important school business for which there is no policy or precedent to follow and which requires a decision before the next regular Board meeting. The chairman may canvass the opinions of all board members or call a special meeting on the chairman's own initiative or at the request of the superintendent. All emergency decisions shall be presented to the Board at its next regular meeting for final action. In the absence of the chairman, the vice-chairman shall serve in the chairman's capacity.

2812 SCHOOL BOARD POWERS AND DUTIES

The powers and duties of the Board will be as conferred and prescribed by law. Complete and final authority on all matters pertaining to the district educational system, except as restricted by law, will be vested in the Board. It is further recognized that the Board may enter into contracts and agreements in conformity with state law.

Fundamental Responsibilities

A most important function of the Board is its legislative power over all educational matters of the district. Its resolutions have the effect of law in the operation of the school district property. In accordance with its established philosophy of education, its basic responsibilities are:

1. Legislative and policymaking The Board is responsible for the development of policy as guides for administrative action for employing a superintendent to implement its policies.
2. Appraisal The Board is responsible for evaluating the effectiveness of its policies and their implementation.
3. Provision of financial resources The Board is responsible for adoption of a budget that will provide the resources—in terms of buildings, staff, materials, and equipment—that will enable the school system to carry out the Board's policies.
4. Public relations The Board is responsible for providing means for keeping the local citizens informed about the schools and for keeping itself and the school staff informed about the needs and wishes of the public.
5. Educational planning and evaluation The Board is responsible for establishing educational goals that will guide both the Board and the staff in working together toward the continuing improvement of the educational program. It is responsible for providing for the ongoing evaluation of the school program against the goals and objectives set forth by the Board and by the State Board of Education.

2813 PUBLIC PARTICIPATION AT BOARD MEETINGS
The Flandreau School Board welcomes citizens of the school district to attend its sessions so they may become better acquainted with the operation and programs of the schools.

A reminder that school board meetings are open to the public but are not public meetings.

In order to assure that citizens who wish to appear before the School 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 or Board President. The request may be communicated in oral or written form prior to the meeting.

2. Members of the public who desire to address the board on items of interest or concern that do not appear on the agenda are invited to do so at this time. Up to 15 minutes will be devoted to this agenda item with the board president to increase or decrease the time as needed. It would be most appreciated if you would limit your remarks to not more than 3 minutes; to appoint a spokesperson if the concern is a group concern; and to supplement verbal presentations with written reports, if necessary or desired. We ask that you remember that South Dakota law prohibits the board from discussing specific employees, their job performance, or students. If you have thoughts to share about items that are included as topics for tonight’s meeting, we would invite those comments when we reach that point in the meeting.

3. Citizens who desire Board action on an item not on the agenda must submit the item to the superintendent 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 three minutes. Only one spokesperson will be recognized among a group of people who have a similar concern.

5. Issues that may be detrimental to students or personnel will not be discussed in public. Executive session may be called.

6. The complaint procedure policy will be referenced in matters brought before the Board.

7. School district employees must address issues through the proper chain of command.

The Flandreau School Board vests in its president or other presiding office authority to terminate the remarks of any individual when they do not adhere to the rules established above. (Adopted 7/8/92; revised 9/18/2018)

2814 BOARD-STAFF COMMUNICATIONS

The Board desires to maintain open channels of communication with the staff. The basic line of communication will, however, be through the superintendent.

Staff Communications to the Board

All communications or reports to the Board or any Board committee from principals, supervisors, teachers, or other staff members will be submitted through the superintendent. This necessary procedure will not be construed as denying the right of any employee to appeal to the Board administrative decisions about important matters, provided that the employee has discussed the matter with the Superintendent, attempted to resolve it with him or her, and notified him of the forthcoming appeal. The appeal must be processed in accordance with the Board policy on complaints and grievances.

Also, Board meetings are public meetings. As such, they provide an excellent opportunity to observe at first-hand the Board's deliberations on problems of staff concern, and staff members may participate in Board meetings in accordance with the policy on public participation at such meetings. Further, at times, and with the knowledge of the superintendent, the Board may invite staff members to speak at Board meetings or to serve on advisory committees to the Board.

Board Communications to Staff

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the superintendent, and the superintendent will employ appropriate methods to keep staff fully informed of the Board's problems, concerns, and actions.
Updated 07/2018

Social Interaction

Staff and Board members share a keen interest in the schools and in education generally, and it is to be expected that when they meet at social affairs and other functions, they will informally discuss such matters as educational trends, issues, and innovations and general school district problems. However, staff members are reminded that individual Board members have no special authority except when they are convened at a legal meeting of the Board or vested with special authority by Board action. Proper ethics prohibit discussion by either party of personalities or personnel grievances.

2815 BOARD-SUPERINTENDENT RELATIONSHIP

The Superintendent is the chief executive officer of the Board and will be responsible for the professional leadership and skill necessary to translate the will of the Board into administrative action.

The Superintendent will be responsible for all aspects of school operation and for such duties and powers pertaining thereto as the Board may direct or delegate. The Superintendent may delegate responsibility, and the authority necessary to discharge it, to other officials and he or she will develop such procedures and regulations as he or she considers necessary to ensure efficient operation of the schools.

The Board assumes' that the Superintendent is professionally able and possesses outstanding qualities of leadership, vision, and administrative skill, and that the Superintendent will implement all policies of the Board in good faith.

The Superintendent can assume that the Board will respect his or her professional competence and extend to him or her full responsibility for implementation of Board policy decisions. In order that the Superintendent may provide effective leadership, the Board will delegate to the Superintendent those powers which may legally be delegated and which it considers advisable to delegate. The Board will then hold the Superintendent responsible for results.

2816 MAJORITY REQUIRED FOR ACTION BY SCHOOL BOARD

All official acts of a school board relative to motions or resolutions passed at board meetings become effective at the time of such passage unless otherwise expressly provided therein. A quorum is required for any school board business or action.

Approved 8/14/95, Revised 5/2018

3000 SCHOOL BUILDING ADMINISTRATION

PREAMBLE:

The Board states that the educational welfare of the children of the district is paramount in the operation of the schools and that the development and fulfillment of educational programs of the highest quality require professional working relationships among the Board, administration, and the teachers. To promote maximum utilization of the specialized abilities, experience and judgment of the teaching profession and all parties sharing responsibility for the quality of instruction in the Flandreau Independent School.

District 50-3, the Board adopts the following negotiation policy.

DEFINITIONS:

- “Board” shall mean the Board of Education of the Flandreau Independent School District 50-3.
- “Superintendent” shall mean the Superintendent of Schools of the Flandreau Independent School District 50-3.
- "Association" shall mean the Flandreau Education Association.
- “Association representatives” shall mean the representatives at the bargaining table, which have been selected by the Association.
Updated 07/2018

- "Professional negotiation" shall mean the orderly process through which the Association and the Board consider negotiable matters with good faith intent to reach an agreement.

- Negotiations shall be conducted by not more than seven (7) representatives of the Board, and not more than seven (7) representatives of the Association.

- "Certificated personnel" shall mean all those individuals holding positions requiring certificates and regularly employed by the Board, except for those in administrative or supervisory capacities.

- "Consultant" shall mean a resource person qualified by training and experience to advise on Problems considered by the parties. Said consultant may or may not be an employee of the Board and may be called upon by either party.

- "Mediator" shall mean a qualified person who seeks to assist in the resolution of disagreements.

II. PRINCIPLES:

1. Mutual respect for one another is a primary prerequisite to any process of negotiation. Experience has shown that no advantage is gained by attitudes or behavior, which violates respect for an individual or an organization.

2. The process described in this agreement is dependent and mutual understanding and cooperation. It therefore, requires a free and open exchange of views with both parties participating in discussion.

3. Failure in the negotiation process results in financial outlays by both the Association and the Board, which could be saved for more beneficial purposes.

4. Subjects of negotiation: The parties shall consider salary rates of Pay, wages, hours of employment, grievance procedures, negotiation procedures and/or other conditions of employment.

Acting with the approval of the superintendent and upon the advice of central office administrators, each principal will be the chief administrator of his or her school. All personnel assigned to his or her building will be directly responsible to him or her. 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 or 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. He or she will see that district policies, rules, and regulations, the directives of district officers, and the guidelines for the instructional program are observed. Within the framework of Board policies and general rules and regulations set by the superintendent, the principal may establish and enforce such additional regulations as he or she deems advisable for the efficient operation of his or her school.

3000 ADMINISTRATIVE COUNCILS, CABINETS, AND COMMITTEES

The Board authorizes the superintendent to establish such permanent or temporary councils, cabinets, and committees, as he or she deems necessary for proper administration of Board policies and for the improvement of the total educational program.

All councils, cabinets, and committees created by the superintendent will be for the purpose of obtaining to a maximum degree the advice and counsel of district staff, students, and district residents and to aid in district communication. Functioning in an advisory capacity, such groups may make recommendations for submission to the Board through the superintendent. However, such groups will exercise no inherent authority. Authority for establishing policy remains with the Board and authority for implementing policy remains with superintendent.

Expenses incurred by such groups for consultative services, materials, and any travel will be paid from the general operating funds of the district, but only when within budgetary allotments and as approved by the superintendent in advance.

3100 Job Title: Superintendent of Schools

Working Relationship:
Updated 07/2018

Type of Authority: Line

Reports To: School Board

Supervises: Principals, Activity Director, Food Service Director, Before and After School Program Director, Grounds person, Business Office Secretary.

Basic Function: To serve as executive officer for the School Board and be directly responsible to it for the faithful and efficient execution of its policies and regulations by all employees throughout the system, and for enforcement of all provisions of the law relating to the operation of the schools.

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

Basic Responsibilities:

1. Serves as Chief Executive Officer of the School Board.
2. Attend all school board meetings and serve as the board's chief professional advisor.
3. Prepare and submit to the school board facts, comparisons, investigations, and reports, which will aid in the establishment of policies and programs.
4. Interprets and implements district policy and accrediting body guidelines.
5. Promotes, develops and sustains a professional working relationship among Board members and administrative staff.
6. Advises the School Board on matters related to current and future operation of the school district.
7. Submits, for School Board consideration, appropriate recommendations based on study and analysis.
8. Advises and assists the School Board in policy-making process.
9. Plans and develops School Board agendas in consultation with the School Board Chairperson.
10. Reports to the School Board such matters deemed material to proper management of the district.
11. Assists the School Board in evaluating the achievement of goals on an annual basis.
12. Identifies present and future needs of the district.
13. Develops goals consistent with identified needs.
14. Utilizes staff in the planning and implementation of action plans.
15. Involves staff in the assessment of progress toward goals attainment.
16. Directs the decision-making process in a manner reflecting knowledge of School Board policy and ideals of the community.
17. Recommends the appointment, assignment, transfer, promotion, demotion, discharge, and/or suspension of all school district employees as provided by law and the policies of the school board, with such recommendations reported to the board for final approval and confirmation.
18. Coordinates the decision-making process reflecting consideration of available data and ramifications of chosen and alternative courses.
19. Ensures responsibility delegated to subordinates is successfully completed.

20. Makes administrative decisions necessary to the proper functioning of the district.

21. Delineates responsibility and authority of administrative personnel.

22. Ensures maintenance of accurate personnel, pupil and financial records.

23. Directs effective utilization of facilities, equipment and supplies.

24. Provides for clean, health, and orderly environment.

25. Directs development of annual district budget for school board approval.

26. Establishes and maintains efficient procedures and effective controls for all expenditures of school funds.

27. Monitors financial condition of district on a regular basis.

28. Directs the development of capital improvement plans.

29. Provides for organization, planning, evaluation and reporting of instruction program.

30. Demonstrates knowledge of curricular issues and exhibits a balanced concern.

31. Promotes use of community resources to enhance program.

32. Maintains practical approach in adopting new programs.

33. Defines area of responsibility, delegation of authority and work relationships for all personnel.

34. Provide information to the school board regarding school district developments and administrative action.

35. Determines staffing requirements, as related to the budget, on an annual basis.

36. Directs the employment process and recommends to the school board highly qualified personnel for all district positions.

37. Assigns responsibility to appropriate staff so that instruction and support programs may be implemented properly.

38. Directs the transportation, food service and custodial programs.

39. Causes effective evaluation procedures to be established and maintained for all personnel.

40. Monitors the progress of negotiations and provide advice to the school board.

41. Keeps informed as to the management of employee unit agreements.

42. Directs communication effort with various publics.

43. Creates opportunities for resident involvement in district affairs.

44. Maintain effective relationship with the media.

45. Participates in various civic service and community groups as a means of promoting understanding and support for the district goals and programs.

46. Serves as a model for staff by showing sustained effort and enthusiasm in the quality and quantity of work accomplished.
47. Interpret and respond to new conditions, situations, problems, and opportunities.
48. Organizes periodic administrative meetings for clarification and resolution of problems.
49. Advises all school employees on school district policy and expectations.
50. Leads crisis management in the school district.
51. Attend and participate in area, state and national educational meetings, seminars, and workshops.

3200 BUILDING PRINCIPALS: GENERAL DUTIES

The Building Principals shall:

1. Meet the requirements set forth by the Division of Education and North Central Association.
2. Be responsible to the Superintendent for the administration of the instructional program for students under their supervision.
3. Assist in the development of a curriculum revision.
4. Be responsible for maintaining good public relations with the community and for utilizing fully the community resources to enrich the learning program.
5. Be responsible for the following:
   - Fire and tornado drills;
   - Pupil conduct in halls, gym, athletic field, auditorium and playground;
   - School enterprises and activities;
   - Preparation and yearly revision of the rules and regulations for student and faculty handbook;
   - Supervision of the school lunch program in the building;
   - Scheduling of all activities within the building, including transportation except athletic activities;
   - Organize the supervision of hallway, study halls, and noon duty;
   - Shall be responsible for all co-curricular activities.
6. Close the doors of the school building to be open for students to enter the building at least 20 minutes before the time of the opening of the morning session of school. The earlier opening of the building during the inclement weather is left to the discretion of the building principal.
7. The length of the principal’s contract shall be 2 weeks before and 2 weeks after the regular school year.
8. Recommend to the superintendent an itemized tentative budget of expenditures for their building as directed by the Superintendent.
9. Make an annual inventory by recording present equipment, textbooks and supplies with notations of additions, deletions, and transfers on forms provided. All inventory forms shall be submitted to the superintendent in June of each year.
10. Administer the rules and regulations of the Board of Education, as set in School Policy, and laws pertaining to education in South Dakota.
11. Develop a philosophy of education for the Elementary and Secondary school in keeping with the adapted school philosophy and major differences between buildings must be open to discussion between the Superintendent and the Board of Education.
12. Regularly attend administrative and faculty staff meetings. Urged to attend all regularly scheduled school board meetings.

13. Make all personnel recommendations to the Superintendent for the employment, promotion, assignment and dismissal of all personnel under their supervision.

14. Consult with the superintendent concerning important school items for which there is not a policy or precedent to follow before making a decision or adapting a course of action.

3210 BUILDING PRINCIPALS: FACULTY AND STAFF SUPERVISION

The Building Principals shall:

1. Be responsible for all administrative detail relating to custodians and their work and maintenance for the school plant. They must keep the superintendent completely informed as to the condition of the school plant and all activities therein.

2. Through effective leadership, work cooperatively with the teaching staff for the best interest of the students.

3. Constantly look upon supervision as a cooperative in-service program for teachers and as a process, which involves the improvement of classroom teaching.

4. Conduct faculty meetings within the building.

5. Be responsible for the supervision of teachers in assigned building and shall submit to the superintendent and school board in November of each school year a report on non-tenure teachers and in March each teacher relative to achievement, performance and fitness for their teaching position. Principals shall arrange for personnel interview with the teacher evaluated for the purpose of discussing results of such evaluation.

6. Have authority to assist teachers in their instructional and supervisory duties in accordance with the needs of the school.

7. Develop and implement a counseling and guidance program with the assistance of the counseling staff.

3220 BUILDING PRINCIPALS: STUDENT SUPERVISION

The Building Principal shall:

1. Be responsible for the classification, promotion of retention of students within their assigned building.

2. Oversee the attendance, conduct and health of all pupils. The principal in designated as the truant officer for the students within their assigned building or buildings.

3. Oversee school enterprises and activities.

4. Be responsible for pupil registration and the recording and transfer of student records and grades to other schools.

5. Participate in enforcement of athletic training rules.

The High School Principal shall:

1. Submit and certify to the superintendent all student records who are qualified to receive the High School diploma on or before the May school board meeting.

2. Supervise senior privilege policy.

3. Serve as advisor to the FHS Student Council by encouraging positive student leadership in organizing annual Homecoming Activities and other student leadership functions.
4. Serve as advisor to the Flandreau Chapter of the National Honor Society. Responsibilities include selection and appropriate student recognition at an annual installation ceremony which recognizes qualities of scholarship, leadership, character, and service.

3230 BUILDING PRINCIPALS: ORIENTATION OF NEW TEACHERS

The principal is responsible for the orientation of new teachers assigned to their school. They should give information and general directions in regard to the following:

1. The names of fellow teachers, the office clerk, cafeteria personnel, custodians, and other special staff personnel who will come to the building.

2. Location and use of physical facilities of the building, classroom, cafeteria, library, teachers' lounge, and laboratories.

3. Teaching materials, courses of study, guidebooks, textbooks, and supplementary materials for grade or subject.

4. School forms: attendance reports, pupil and school records, transfers, purchase orders, plan books, etc.

5. Method of ordering books and supplies, securing audio-visual equipment and textbooks by the end of the school year.

6. Schedule and meaning of all bell signals.

7. Regulations for pupils in building and on school grounds, uses of entrances, exits, lavatories, playground areas, equipment and activities; regulations for pupils during, before, and after school hours.

8. Directions regarding building meetings, in-service training meetings, other meetings, assignments to school committees, fire drill regulations, policies concerning teacher absences, attendance dismissal, excuse of pupils from school, etc.

9. The goals and aspirations of our schools.

10. School system policies and regulations.

3500 THE BUSINESS MANAGER

The business manager is the focal point of all financial information in every school district and is the financial advisor to the board of education. The board of education serves on a part-time basis; however, the board has the obligation to become involved in the school district's system of internal control.

An important function of the business manager is to provide direct communications to the board of education regarding the financial affairs of the school district and the system of internal control. The organizational policies of the board of education should be such that the business manager will be able to effectively fulfill this responsibility.

WHO CAN BE BUSINESS MANAGER:

The business manager cannot be a member of the board. No individual related to a member of the school board by blood, within the second degree, or by marriage, may be employed in any school district as the business manager. However, if the business manager is employed prior to the relative becoming a board member or administrator, they may not be deprived of their position on the basis of relationship. (SDCL 13-8-11).

BUSINESS MANAGER'S SURETY BOND:

The business manager's is required to be bonded in an amount fixed and approved by the school board, but in no case shall the business manager's bond be less than the sum as nearly as can be ascertained, to come into the business manager's hands at any one
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time. At the discretion of the school board the penal sum of the business manager's bond need not exceed fifty thousand dollars. (SDCL 13-8-18)

The school board shall approve the business manager’s bond with the cost assumed by the school district and filed with the county auditor. (SDCL 13-8-19)

Flandreau School District #50-3
Business Manager's Job Description

REPORTS TO: School Board

PRIMARY FUNCTION: The business manager is the professional advisor to the superintendent and school board in matters pertaining to the business office.

PERFORMANCE RESPONSIBILITIES:

Business Office Management:

1. Shall be aware of and familiar with school laws that directly pertain to the proper operation of the business office.
2. Shall be responsible for the preparation of the annual state report which must be filed with the Department of Education and Cultural Affairs.
3. Shall be responsible for the annual tax request to the County Auditor.
4. Shall be responsible for issue of all checks or warrants for the payment of verified bills approved for payment by the School Board.
5. Shall prepare operating statements and balance sheets of the various funds and report the financial condition of the various funds to the School Board monthly.
6. Shall assist the superintendent in the preparation of the annual district budget and long range financial planning.
7. Business office shall be managed in an organized and efficient manner.
8. Communication over the telephone and in person shall be handled in a professional and friendly manner.
9. Shall be responsible for all election procedures necessary for the district and will keep informed of the election laws of the State of South Dakota.
10. Shall be responsible for all legal notices for publications (i.e., minutes, notices of bids, and other records of the board)
11. Shall be responsible for the preparation and prompt filing of the monthly school food services reports with the Child and Adult Nutrition Services.

Records Management:

1. Shall keep all district financial records current and ready for inspection by the School Board at all times and for public inspection during normal office hours.
2. Shall attend and record proceedings of all school board meetings and keep accurate record of the minutes of the business conducted at the meetings. He/she shall prepare the minutes and cause them to be published in the district's official newspaper within the legal time limit and keep on file a complete copy of all such minutes.
3. Shall be responsible for all district inventory files and for all fixed asset records.

Accounting System:
1. Shall be responsible for all financial accounts of the district and maintain an accounting procedure within the guidelines of the Uniform Accounting System as developed by the Department of Legislative Audits of the State of South Dakota. He/she shall be directly responsible for all district funds as defined by the DLA.

2. Shall be responsible for arranging for the school audit as provided by law.

3. Shall maintain an accurate control of cash receipts with timely deposits, purchasing for the District within the budget in cooperation with the superintendent, and provide reconciliation of accounts.

Payroll and Employee Records:

1. Shall prepare the payroll for all school employees and keep an accurate record of individual payroll records.

2. Shall be responsible for the preparation and prompt filing of all reports (i.e., payroll deduction reports monthly, quarterly, and annually as required by Social Security, Federal Income Tax, Retirement, and Unemployment Compensation regulations).

3. Shall be designated as the authorized agent for district members of the South Dakota Retirement System and be familiar with the basic regulations and rules of the system so as to be able to assist and answer questions that district members may ask.

4. Shall be responsible for the accuracy and control of all district personnel leave records (i.e., sick leave, personal leave, and vacation leave).

Other duties:

1. Shall work cooperatively with the superintendent and perform such duties as assigned by the school board, the superintendent or required by state law.

2. Shall be knowledgeable on items relating to the business and financial affairs of the district and is responsible for keeping himself/herself, the School Board, and superintendent informed of financial and compliance issues affecting the school district.

3. Shall possess a positive attitude and willingness to work with others.

4. Shall maintain confidentiality in student and personnel matters.

Job Title: Title VII Director

Qualifications: South Dakota certification in school administration and elementary teaching

Working Relationship:

Type of authority: Line

Reports to: Superintendent of Schools

Evaluated by: Superintendent of Schools

Coordinates and consults with: Elementary Principal and Business Manager

Basic Function:

This is a twelve-month position serving as director and administrator of the Title VII program. Administer the Title VII program to insure full compliance with all program requirements, school district policies, and state & federal laws and regulations; supervise program staff, and teach within the program on a half-time basis. Promote coordination with elementary administration & staff and integration of Title VII program with the elementary curriculum.
Job Goal:

To provide for effective administration and instruction of the Title VII program and promote increased achievement for the students.

Basic Responsibilities:

1. Serve as administrator of the Title VII program with responsibility of program compliance with all district policies, laws, regulations, and program requirements.
2. Teach within the Title VII program on a half-time basis.
3. Supervise and evaluate Title VII staff according to district policies.
4. Conduct staff hiring procedures in coordination with the superintendent of schools.
5. Complete all reports required by the Department of Education within the scope of the Title VII program.
6. Attend all parent advisory meetings and other meetings associated with the Title VII and elementary programs and at the request of the superintendent of schools.
7. Prepare and submit to the superintendent facts, comparisons, investigations, and reports, which will aid decisions and policy establishment.
8. Advise and consult with the superintendent and elementary principal to promote program coordination and communication.
9. Interpret and implement Title VII policies.
10. Promote positive school/community relations.
11. Promote a professional working relationship among the administrative and teaching staff of the school.
12. Communicate with the regular education staff to promote coordination and integration of the Title VII program within the regular education program.
13. Advise the superintendent on matters related to current and future operation of the program and policy development.
14. Coordinate evaluation of the program.
15. Utilize program staff in the planning and implementation of program action plans.
16. Ensure responsibility delegated to program staff is successfully completed.
17. Make administrative decisions necessary to the proper functioning of the Title VII program.
18. Communicate with DOE Title VII program staff to ensure compliance.
19. Ensure responsibility for maintenance of accurate records pertaining to the Title VII program.
20. Direct effective utilization of program equipment, materials, and supplies.
21. Conduct program in an efficient manner to ensure that expenditures of funds are within all audit requirements and superintendent approval.
22. Monitor financial condition of the Title VII program.
23. Provide for organization, planning, evaluating, and reporting of the Title VII program.
24. Promote use of community resources to enhance the program.

25. Organize and lead regular Title VII staff meetings.

26. Attend all training courses, workshops, seminars, and meetings as required by the program and at the request and approval of the superintendent of schools.

27. Perform other responsibilities within the scope of the position as assigned by the superintendent of schools.

3600 **LINE AND STAFF RELATIONS**

The superintendent will establish and maintain clear understandings on the part of all personnel of relationships in the school system. "Personnel will refer matters requiring administrative action to the administrator(s) responsible for the affected area(s) of operation."

Lines of direct authority will be those approved by the Board and shown on the district organization charts.

Personnel will be expected to refer matters requiring administrative action to the administrator to whom they are responsible. That 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; through grievance procedures established by Board policy, all personnel will have the right to appeal any decision made by an administrative officer.

Further, lines of authority should not restrict in any way the cooperative, sensible working together of all staff members at all levels in order to develop the best possible school programs and services. The lines of authority establish direction of authority and responsibility, but the lines also represent avenues for a two-day flow of ideas and communications to improve school programs and operations.

3610 **MANAGEMENT TEAM**

The Board supports the concept and application of team management in the administration of the district.

The superintendent will lead, determine the structure of, and designate membership for the management team. The team is responsible to the superintendent who, in turn, is responsible to the Board.

3620 **ORGANIZATION CHARTS**

The legal authority of the Board will be transmitted through the superintendent along specific paths from person to person as shown on the district organization chart.

The district organization chart will be prepared by the superintendent and approved by the Board. The lines on the chart will represent direction of authority and responsibility. The chart may also indicate certain "staff" (as opposed to "line") relationships.

The superintendent will keep the administrative structure up to date with the needs for supervision and accountability in the school system. Therefore, he or she may, from time to time, recommend for Board approval changes in the district organization chart.

3640 **LINE AND STAFF ARRANGEMENTS**

1. The goal of line and staff arrangements are to maintain lines of communication and resolve problems at the lowest possible administrative level. Any problems, complaints or suggestions from faculty or staff members should first be taken to their immediate supervisor for possible resolution. If the problem is not, or cannot be resolved at this level, it may then be appealed to the next appropriate administrative level until it is resolved or until it has reached the Board of Education.

2. Complaints to the Board are to be handled through the Superintendent who in turn places the item on the Board agenda for consideration.
3. Committees, councils, and liaison groups shall refer findings or recommendations through the Superintendent for Board consideration.

4. To maintain lines of communication, the Advisory Council shall bring concerns of staff members to administrative attention through regularly scheduled meetings.

3700 VACATION LEAVE FOR FULL-TIME TWELVE MONTH CLASSIFIED STAFF

Classified employees will be credited each July 1 with the vacation amount which they have accrued the previous year. Those employed one through three years have ten (10) working days vacation leave. Those employed for four years and more will begin earning one additional day of vacation leave each year of their employment to a maximum of twenty (20) days. Employees will be credited with the extra vacation days on July 1 of their anniversary year. Vacation leave will not accumulate.

Current classified employees who have worked for the school district at least eight years will receive a maximum of five additional days beginning July 1, 2002. Vacation days may accrue for these individuals following July 1, 2002 within the scope of this policy at the rate of one day per year.

Vacation must be approved by the Superintendent at least five (5) working days in advance, unless unusual circumstances exist. As a general rule, vacation time will not be granted during the five (5) working days before school starts and the five (5) working days after school ends. All vacation used must be recorded with the Business Manager.

Administration will attempt to grant vacation leave to employees based on their requests. However, the supervisor must provide for adequate staffing levels and employees should cooperate with their supervisor when scheduling vacation leave. The Superintendent is responsible for approving vacation leave requests.

Vacation leave is not granted to extend an employee’s period of employment beyond the last day worked, not is vacation leave granted after an employee has submitted a written resignation from employment.

Vacation leave will be based on the average hours per day worked in the preceding year of employment, but will not exceed eight (8) hours per day. (Adopted 2/20/02)

3800 FRAUD POLICY

The Flandreau 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 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 investigate efforts with the district solicitor, 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.
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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 include but are not limited to the following:

**Segregation of Duties** – Where possible, more than one (1) person will be involved in pieces of financial transactions. No one (1) person shall be responsible for an entire financial transaction.

**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 signature.

**Bank Reconciliation’s** – Bank statements and cancelled checks shall be reconciled monthly and maintained on file.

**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.

**3810 INVESTMENT POLICY**

Pursuant to SDCL 4-5-8 it is the policy of the Flandreau School District to invest idle public funds in a manner to meet the daily cash flow demands with the primary objectives, in priority order, being: a) Safety b) Liquidity and c) Return.

**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/her 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.

**Authorized Financial Dealer and Institution**

The governing board authorizes the placement of cash resources in the following financial institutions: First National Bank and South Dakota Public Funds Investment Trust (FIT)

**Authorized and Suitable Investments**

The Flandreau 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) (SDCL 4-5-6)*
* Certificates of Deposit (CDs) purchased through CDARS (Certificate of Deposit Account Registry Service) (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.

**Interest Earned**

The interest earned from investments shall be credited to the respective fund, except Agency funds.
Updated 07/2018

(Approved 6/09/08)
4000 NEGOTIATIONS AND RECOGNITION

I. RECOGNITION:

The Board hereby recognizes the Association as the sole and exclusive bargaining representative for all teachers and classified personnel, except those designated as supervisors or administrators. All communications by the Board and/or its agents deal with the President of the Association unless the President or this agreement specifies otherwise. (Revised May 2011)

II. CHALLENGE OF RECOGNITION:

When a question concerning the Association representatives is raised by the Board or a group of teachers, the matter will be settled according to SDCL 3-18-5 by Division of Labor and Management.

III. PROCEDURES:

The first meeting shall be held on or before the first day of March. The Superintendent will announce the time and place of the initial meeting. The purpose at the initial session shall be for the handling of administrative details for subsequent meetings. Future negotiation sessions shall be held as necessary and as agreed upon by the parties. Prior to adjournment of any negotiation sessions, the time, location, and agenda of the next session shall be determined. Negotiation sessions shall be scheduled to avoid conflict with school duties of the Association representatives or released time shall be made available.

During negotiations, the parties will present relevant data, exchange points of view, and make proposals and counter-proposals. The Board will provide the Association with relevant information on tentative, preliminary and final budgets as well as budgetary requirements and allocations after Board action has been taken on such matters. Such information shall be provided in the same form as it has been presented to the public. The Board will make available to the Association for inspection all pertinent records, data, and information of a non-confidential nature of the Flandreau School District and provide copies in reasonable numbers upon request.

1. The Board agrees that it will not, except in cases of emergency alter during the period while negotiations are being conducted, any policy which is a negotiations agenda item.

2. The Association and its members agree to comply with SDCL 3-18-9 through SDCL 3-18-14.

3. The Association shall be entitled to the reasonable use of school communications media so long as the said usage does not result in an increased work load for the school district.

4. Neither party in negotiations shall have any control over the selection of the negotiating or bargaining representatives of the other party. The parties mutually pledge that their representative will be clothed with all necessary power and authority to make proposals, counter-proposals, and make concessions in the course of negotiations.

5. The representatives appointed by each party shall have power to negotiate for that party and to make tentative agreements. However, final agreement shall be contingent upon adoption by the Board.

6. If agreement is not reached by the third Monday in April, teachers’ contracts shall be issued as prescribed by state law. Said contracts shall be amended as needed upon final agreement.

NEGOTIATION OR MEDIATION GROUND RULES

1. Meetings will be held at Flandreau Public Schools unless a different location is mutually agreed upon. No session shall exceed two (2) hours in duration except by mutual consent. Time will be allowed for establishing the next meeting’s agenda at the end of each session.

   a. Adjustments in the agenda may be made by mutual consent.

   b. After initial proposals have been exchanged, no new items may be submitted without mutual consent of both parties.

2. Each party may have its negotiations team and consultants at each session and choose its own spokesperson. Each team shall not exceed seven persons including the spokesperson and recording secretary.
3. Either party may with good cause request the postponement of a scheduled session and the request shall not be unreasonable denied.

4. The negotiations will be closed to the general public except members of the public news media.

5. Each party may have a recording secretary present.

6. Each party shall have the right to caucus.

7. When tentative agreement on any item is reached, the spokesperson for each party will initial the item to signify tentative agreement.

8. No news releases shall be issued by either side except by mutual agreement unless impasse has been declared by either side.

9. Negotiation sessions may be taped, for the use of the negotiating teams only. The tapes shall not be published or reviewed by any persons other than the negotiating teams. The tapes will be held in the custody of the business manager and may be reviewed at reasonable times in the board room only. The tapes will be destroyed on the conclusion of negotiations.

Approved 5/19/09

IV. AGREEMENTS:

Upon tentative agreement between the parties, all items of agreement shall be reduced to writing and submitted to the Board and Association for approval.

Upon approval by the parties, a mutually acceptable written agreement shall be signed by the President of the Board and the President of the Association. Such agreement will be entered into the official minutes of the Board and thereupon constitute a revision of school district policies.

MEDIATION:

In the event that agreement is not reached, the following shall take place:

- The State Department of Labor will be notified to conduct the mediation and fact finding process.

(4-14-93 Revised)

VI. COSTS:

Costs and expenses incurred in the selecting and utilizing the services of a consultant or mediator are the responsibility of the party engaging the consultant or mediator. Cost and expense of a single or third party mediator shall be shared by the Board and Association.

VII. AMENDMENT:

Either party desiring changes to this agreement shall notify the other party in writing. Proposed amendments to this agreement shall become agenda items for negotiations.

VIII. SEVERABILITY:

If any provision of this agreement or any application of this agreement through any teacher or group of teachers shall be found to be contrary to law, then such provision or application shall not be deemed valid and subsisting except to the extent permitted by law, but all other applications and provisions shall continue in full force and effect. In the event, the parties to this agreement shall meet within ten (10) days and negotiate a substitute provision.

30
IX. DURATION:

The provisions of the agreement shall be effective upon adoption and shall continue to full force and effect until changed by the amendment procedure.

X. PRINTING OF AGREEMENT

The online version of the certified negotiated agreement will be updated and available online 60 days after board approval.

(Revised 6/2013)

4100 GRIEVANCE PROCEDURE

Section I - DEFINITIONS:

- "Grievance" shall mean a complaint by a teacher or a group of teachers based upon an alleged violation. Misinterpretation or inequitable application of any written policies, rules, agreements, contracts, regulations or the terms of this agreement. Negotiations for or disagreement over a non-existing policy, rule, or regulation, agreement or contract is not a "grievance" and is not subject to any grievance procedure.

- The term "teacher" may include a group of teachers who are similarly affected by a grievance.

- "Grievant" is the person or persons making the claim.

- 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 who action might be taken in order to resolve the problem.

- The term "days" when used in this article shall mean teacher work days.

- "Immediately involved supervisor" shall mean the administrator or supervisor at the lowest administrative level who has the authority to decide the grievance.

- "Division" is the Division of Labor and Management of the South Dakota Department of Labor.

- "Hearing" shall mean a meeting in which any party in interest may call witnesses, present evidence, cross examine witnesses, present arguments, have representation, and receive a complete transcript of the proceeding, but shall require a court reporter. Evidence which is not relevant need not be allowed.

- "Association" shall mean the Flandreau Education Association.

- "Board" shall mean the Board of Education of the Flandreau School District 50-3.

Section II - PURPOSES:

1. The purpose of this procedure is to secure, at the lowest possible administrative level, appropriate disposition of grievances.

2. All parties agree that these proceedings shall be kept as informal and confidential as may be appropriate at each 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. Each teacher grievance shall be presented and considered only through the procedures established herein.
Section III - STRUCTURE:

1. The Association shall designate a grievance representative for each school.

2. The Association shall maintain a grievance committee (Hereinafter referred to as the "committee"), which shall be constituted in such a manner as may be determined by the Association.

Section IV - TIME LIMITS:

1. Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should 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 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 so that the grievance procedure may be exhausted prior to the end of the school year or as soon thereafter as it is possible.

3. A teacher shall initiate a formal grievance in writing within thirty (30) days of the alleged violation, misinterpretation, or inequitable application, or the same shall be forever barred.

4. In the event a time limit established by this Article is not met by the immediately involved supervisor, Superintendent, or the Board, as the case may be, the grievance shall without further action move to the subsequent level.

Section V - INFORMAL PROCEDURES:

1. If a teacher feels that he/she has a grievance, the matter may first be discussed with the immediately involved supervisor in an effort to resolve the problem informally.

Section VI - FORMAL PROCEDURES:

1. A grievance shall be initiated formally in writing to the immediately involved supervisor. If there is no immediately involved supervisor, it shall be initiated in writing at Level Three. A grievance must state that it is a grievance, and must state the basis for the grievance.

2. Level One - Immediately involved Supervisor (but not the Superintendent.)
   a. The supervisor shall receive the written grievance and meet with the grievant to discuss the matter in an attempt to resolve it.
   b. The supervisor shall within five (5) days of receiving the grievance render a decision with rationale in writing to the grievant with a copy to the committee and the Superintendent.

3. Level Two - Superintendent
   a. If the grievant is not satisfied with the disposition of the grievance at Level One, or if the Superintendent is the immediately involved supervisor, the grievant may submit the formal written grievance to the Committee. If the Superintendent is not the immediately involved supervisor, the grievance must be submitted within five (5) days after the grievance was presented at Level One.
   b. Within ten (10) days after receiving the formal written grievance the Committee shall provide an opportunity for the grievant to meet with the Committee for the purpose of reviewing the grievance. At the meeting the grievant may file a written appeal with the Committee for a meeting with the Superintendent. Within two (2) days of its receipt, the Committee through its chairperson shall submit such appeal to the Superintendent.
c. The Superintendent shall act for the administration at Level Two of the grievance procedure. Within ten (10) days after receipt of the written appeal, the Superintendent shall meet with the grievant and with the Committee. A recording of the meeting may be kept by any party in interest.

d. The Superintendent shall within five (5) days of the meeting render a decision with rationale in writing to the grievant with a copy to the Committee.

4. Level Three - Board

a. If the grievant is not satisfied with disposition of the grievance at Level Two, the grievant may file the grievance again with the Committee within ten (10) days after the meeting with the Superintendent.

b. After receiving such further appeal, the Committee through its chairperson may refer the grievance to the Board for a hearing to be held within ten (10) days of such reference. The Superintendent must also receive a written notification of the reasons for the grievance at the time of Board notification.

c. The decision of the Board shall be rendered in writing within ten (10) days after such hearing.

5. Level Four - Appeal to the Division

a. If the grievant is not satisfied with the disposition of the grievance at Level Three, an appeal may be taken to the Division within thirty (30) days of the decision at Level Three with a copy to the Committee.

b. In the event that the grievance is appealed to the Division, the provisions of SDCL 3-18 shall be followed. This law specifies that the Division will conduct an investigation and subsequent hearing, and shall issue an order covering the points raised which order shall be binding on the employees and the agency.

Section VII - Rights of Participation

1. No reprisals of any kind shall be taken by any party against any other participant in the grievance procedure by reason of such participation.

2. All parties in interest may be represented at all steps of the formal grievance procedure by persons of their own choosing, except that no minority union may represent a grievant.

3. The Committee shall have the right to be present and to state its views at all levels of the formal procedure.

Section VIII - Miscellaneous

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

2. Decision rendered at all formal levels of the grievance procedure shall be in writing setting forth the decision and the reasons therefore, with a copy to the committee.

3. All documents, communications and records dealing with the processing of a grievance shall be filed separately from the central office personnel and evaluation 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 the principals, the Association grievance representatives, and the Committee so as to facilitate operation of the grievance procedure.

5. The sole remedy available to any teacher for any grievance shall be pursuant to the foregoing grievance procedure.

6. Any action initiated by a grievant in a duly constituted court of law shall suspend the processing of any grievance under this procedural policy unless otherwise directed by said court.
4119.1 EARLY RETIREMENT

The following conditions will apply to the teacher who elects to apply for early retirement.

1. The Early Retirement Policy will be cancelled at the end of the 2020-2021 school year. The exception to this policy is for anyone hired before August of 2001 will be allowed to utilize the Early Retirement benefit provided that he/she meets all the other criteria within the Early Retirement Policy.

2. One teacher will be granted early retirement for each school term. The school board may or may not at its discretion, grant early retirement for additional teacher(s) each school term. Preference for early retirement will be given in the following order:
   a. Teacher(s) with the most experience in service to the district.
   b. Teacher(s) who is the oldest.
   c. Should teachers be of the same experience, age, and have the same birth-date, selection will be by lot.

3. The deadline for applying for early retirement effective the next school term, will be January 15th.

4. Benefits will be paid in one installment to the South Dakota Retirement System which will be on or before September 25th.

5. The benefits granted under this policy are given on a one-time basis only.

6. In order to qualify, the individual must have served the Flandreau School District as a full time teacher for a minimum of twenty (20) years.

7. In the event a teacher, who has applied and been approved for early retirement benefits, dies while all or part of such benefit remain unpaid, such unpaid benefits or part thereof shall be paid to the beneficiary designated in writing by the teacher. In the event no beneficiary designation has been made, the unpaid benefit shall be paid to the estate of the deceased teacher.

8. The percentage of salary will be based on the teacher's salary at the time of application, excluding pay for state sponsored workshop days, incentive reimbursement, and extra-curricular stipends of the district.

<table>
<thead>
<tr>
<th>AGE AT JUNE 30 OF RETIREMENT YEAR</th>
<th>PERCENTAGE FACTOR 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>75%</td>
</tr>
<tr>
<td>59</td>
<td>75%</td>
</tr>
<tr>
<td>58</td>
<td>75%</td>
</tr>
<tr>
<td>57</td>
<td>75%</td>
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<td>56</td>
<td>75%</td>
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<tr>
<td>55</td>
<td>75%</td>
</tr>
<tr>
<td>54</td>
<td>75%</td>
</tr>
</tbody>
</table>

(Revised 6/2016)

4200 SALARY AND RELATED ITEMS

The hiring guide as presented below with the following inclusion:

A) The Hiring Guide and individual base salaries will be negotiated as two separate items.

B) The intent of the Hiring guide is known that a new teacher is not paid more than an existing teacher with the same number of years of experience.
4210 Hiring Guide

1. The hiring guide is not a contract between the Board and teachers, but is to be used as a guide to determine salaries. The schedule adopted each spring is to be the guide for the following year.

2. The Board reserves the right to withhold annual increments, to grant additional increments, and to hire teachers as salaries above the guide if necessary.

3. This Hiring guide was developed to recognize experience, level of college education and to encourage professional development.

The professional hiring guide should be:

- Based on such professional considerations as preparation, teaching experience and professional growth.
- Provide beginning salaries adequate to attract capable people in the profession.
- Developed cooperatively by the Board, administration and the teachers.
- Permit no discrimination as to grade or subject taught, creed, race, sex, marital status or number of dependents.

Hiring Guide Information

General Information - a hiring guide expresses a policy which the Board is expected to follow in fixing salaries, but it is not a contract between the Board and teacher. The Board will make reasonable effort to maintain the schedule, but it reserves the right to make any additions, reduction, or other changes which, in its judgment, may be necessary from time to time. It shall be the policy of the Board to review annually all salaries. The Board reserves the right to refuse to grant an increment to any teacher if there is a question whether the teacher is doing a satisfactory job. If a teacher is not granted the annual increment, but is rehired, the teacher will have one year to show sufficient real improvement. If sufficient improvement is not seen, the teacher will not be rehired.

Hiring Guide – 2019-2020

<table>
<thead>
<tr>
<th>Yrs. Exp.</th>
<th>Professional Horizontal Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>$38,700 BS+16 750</td>
</tr>
<tr>
<td>1</td>
<td>$38,900 BS+32 1500</td>
</tr>
<tr>
<td>2</td>
<td>$39,100 MS 1800</td>
</tr>
<tr>
<td>3</td>
<td>$39,300 $750 will be awarded for each additional 16 graduate credit hours</td>
</tr>
<tr>
<td>4</td>
<td>$39,500</td>
</tr>
<tr>
<td>5</td>
<td>$39,700</td>
</tr>
<tr>
<td>6</td>
<td>$39,900 A newly hired teacher with teaching experience in the five years prior to employment by the Flandreau School District, shall be placed on the appropriate level on the hiring guide with a maximum of ten years experience</td>
</tr>
<tr>
<td>7</td>
<td>$40,100</td>
</tr>
<tr>
<td>8</td>
<td>$40,300</td>
</tr>
<tr>
<td>9</td>
<td>$40,500</td>
</tr>
<tr>
<td>10</td>
<td>$40,700</td>
</tr>
</tbody>
</table>

4220 Salary Based on Credits Earned

1. Bachelor's Degree - a teacher who is a graduate of a recognized and accredited teacher training institute with a BS or BA in education.

2. In order to qualify for any lane advancement beyond BA, a teacher must show evidence in the form of an official transcript from an accredited college(s) recognized by the Department of Education.

3. A newly hired teacher with teaching experience prior to employment by the Flandreau School District shall be placed in the appropriate degree lane and with a maximum of ten (10) years experience credit.

4. A teacher with no prior teaching experience shall be placed on step zero (0) of the hiring schedule. The Board has the option to employ a teacher above the hiring guide in emergency situations.

5. In order to qualify for the Master's Degree lane, a teacher must have completed the required graduate work and have been awarded a degree of MS, MA or a degree of equal value. A teacher must earn college graduate level credits to advance to the BS+16, BS+32, BS+48, MS, MS+16 and MS+32 lanes. At least one-half of the credits earned to advance to each of the respective lanes must be in the teacher's field or fields of instruction. Beginning with the 1993-94 school term two college undergraduate level credits may be substituted for one college graduate level credit for purposes of advancing lanes on the salary schedule. (Revised 6/2013)

6. Evidence of credit hours earned for the purpose of advancing on the Professional Horizontal Growth Guide must be submitted to the Superintendent by September 15. Notification of intent to advance shall be given to the Business Manager by April 15, prior to summer session. (Revised 6/2013)

4221 Salary Payment

Teachers shall receive salary payment on the 20th of the month or the last workday preceding the 20th if the 20th is not a workday. Salary payments shall be monthly in (12) twelve equal installments or monthly (September through June) in ten (10) equal installments. If the 20th is a holiday of which the banks do not consider a normal workday, salary payment shall be made on the most previous workday.

(Revised 5/15/96; 6/2017)

4230.2 Severance Pay

After twenty years of service with the Flandreau School District and upon severance of employment, an employee will be reimbursed $30 per day for up to seventy-two (72) days of unused sick leave.

(Revised 6/2013)

4240 Salary Deductions

1. Recorded deductions - each month the teacher's paycheck shall indicate the following deductions: FICA tax, SD Teacher Retirement, federal and/or state income tax withheld, group medical insurance plan, and tax-sheltered annuity, and FEA/SDEA/NEA dues and dues-credit plan payments.

2. Payroll deductions

a. Due Deduction - the Board shall deduct in equal installments from each teacher's paycheck, the current dues of the Association provided that the Board has a teacher-executed authorization for continuing dues deduction, the amount of which shall annually be certified by the Association. The authorization shall remain in effect from year to year, except that the teacher may revoke it in writing. Such revocation shall be on a form provided in writing. Such revocation shall be on a form provided by the Association and received by the Business Office through the Association by the first Friday following Labor Day.
b. If a teacher resigns, the Board shall deduct the unpaid portion of the annual dues from the teacher's final paycheck. All dues deducted by the Board shall be remitted to the Association within one week after such deductions are made. Remitting of dues shall be to the Association's treasurer.

c. Monthly deductions for social security, teacher retirement and insurance shall be deducted provided such deductions are constant throughout the salary payment period selected by the teacher under 4221. Deductions will be made only if the teacher has provided a written notice that such deductions be made and such notice is received by the Business Office by September 5th or the last workday before the 5th. If it is a weekend or holiday, Payroll deductions will be made as a result of changes in supplementary insurance can be modified for the following month provided that written notice of such a deduction is received by the Business Office by the 10th day of the month prior to the deduction will be modified.

d. The Board agrees to have itemized payroll deduction slips on all paychecks.

e. The Business Manager will be given authority by the teacher to make adjustments in various deductions so as to comply with various federal and/or state regulations.

(Revised 6/2017)

4245 Point System for Professional Horizontal Growth Guide

Points will be awarded as a substitute for college graduate credits on the Professional Horizontal Growth Guide. A maximum of eight credits will be allowed to be substituted by points on the Professional Horizontal Growth Guide. A six-member professional committee will be comprised of 3 individuals appointed by the teacher association president and 3 individuals appointed by the superintendent. This committee will meet on at least a quarterly basis to assign points for various courses, workshops and other professional activities. The committee will elect a chairperson on an annual basis who will establish the agenda and lead the meetings. All decisions relating to this policy will be based on a majority vote of the committee membership.

Revised (6/2013)

4250 Professional Recertification Fund

Teachers will be reimbursed for six (6) semester hour credits every five (5) years up to $50.00 per credit hour. Courses must have prior approval by the Superintendent and must be in the teacher's teaching area. A maximum of thirty (30) semester hours will be budgeted annually.

4260 Professional Travel

1. A minimum of $1950 will be budgeted each year for teacher travel. The expenditure of this amount shall be determined by the Superintendent with final approval by the Board of Education.

2. Teachers receiving reimbursement from this budget shall be reimbursed at the current state rates for travel. Forms for professional travel are available in the Business Manager's office.

(9-11-90 Revised #1)

4310 Instructional Load

The principals are responsible for equitable distribution of work among members of the faculty. Elementary classroom teachers shall have at least a thirty (30) minute preparation period on a regular school day. Non-classroom teachers will have a total of thirty (30) minutes each day of preparation time during the normal length of a student’s day. Middle and high school teachers shall have one preparation period per day equal in length of a regular class period. The teacher and principal, upon mutual agreement, may alter the daily standards established by this policy. The principle of full-time equivalency shall apply to this policy.

Revised (5/2011)

4320 Full-time Teacher
Updated 07/2018

Full-time teacher is defined as any teacher who works at least twenty (20) hours per week and is employed for at least a full nine month period in each year by the Flandreau Public School District 50-3.

Revised (6/12/00)

4325 Longevity Pay

Longevity pay will be granted to teachers who have been in the Flandreau School District for five years or more. Longevity pay will be paid out at the end of the school year.

<table>
<thead>
<tr>
<th>Years of Service</th>
<th>Annual Longevity Pay</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 – 9 yrs</td>
<td>$75</td>
</tr>
<tr>
<td>10 – 14 yrs</td>
<td>$150</td>
</tr>
<tr>
<td>15 – 19 yrs</td>
<td>$250</td>
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<tr>
<td>20 – 24 yrs</td>
<td>$350</td>
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<tr>
<td>25 – 29 yrs</td>
<td>$550</td>
</tr>
<tr>
<td>30 – 34 yrs</td>
<td>$750</td>
</tr>
<tr>
<td>35 + yrs</td>
<td>$1,000</td>
</tr>
</tbody>
</table>

Revised (7/01/01; 6/2017; 6/2019)

4330 Teacher Absence

1. Teacher's Absence - a teacher who expects to be absent must notify the principal as soon as possible, and no later than 7:30 a.m. for morning absence and 11:00 a.m. for afternoon absence. The Principal will then follow the regular procedures regarding substitutes. Before the closing of school that day the absent teacher must have notified the principal of plans for the following day. For absence other than that is ordinarily provided for, the teacher must confer with the Superintendent.

2. Non-authorized Absence - deductions for non-authorized absence shall be computed on the basis of the teacher's daily rate, times the number of days of non-authorized absence. The teacher's daily rate shall be computed by dividing said teacher's annual salary by the number of days in session.

3. Teachers new to the system must have reported for duty and actually started their assigned duties before they are entitled to any leave benefits.

4. Teachers must notify the principal's office when returning after an absence or sick leave. They should give the office at least one-half day notice as to when they may return, if at all possible, so that the substitute may be informed and plan accordingly.

4300 WORKING HOURS AND DAYS

4340 State Required Teacher Workshops

1. All teachers will be reimbursed at the rate set and paid by the State of South Dakota for each state required workshop day.

2. Teachers will submit a voucher for payment at the end of each state required workshop.

3. Compensation for state required workshops shall be in addition to the teacher's regular contract salary.

4. All FICA and retirement payments will be deducted before the check is issued.

4360 Notice and Agenda
The agenda for school board meeting shall be publicly displayed in the school buildings and in accordance with South Dakota Law.

Employees may suggest to the Superintendent items for the agenda.

(Revised 7/10/92)

**4400 EXTRA DUTY ASSIGNMENTS**

### 4410 Activity Schedule

#### 2019-2020

**Head Coach:**

<table>
<thead>
<tr>
<th>Sport</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td>4,230</td>
</tr>
<tr>
<td>Basketball – boys</td>
<td>4,230</td>
</tr>
<tr>
<td>Basketball – girls</td>
<td>4,230</td>
</tr>
<tr>
<td>Wrestling</td>
<td>4,230</td>
</tr>
<tr>
<td>Track</td>
<td>4,230</td>
</tr>
<tr>
<td>Volleyball</td>
<td>4,230</td>
</tr>
<tr>
<td>Cross Country</td>
<td>3,090</td>
</tr>
<tr>
<td>Golf (Girls)</td>
<td>2,454</td>
</tr>
<tr>
<td>Golf (Boys)</td>
<td>2,454</td>
</tr>
</tbody>
</table>

**Assistant Coach:**

<table>
<thead>
<tr>
<th>Sport</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
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<td>Football</td>
<td>2,528</td>
</tr>
<tr>
<td>Football</td>
<td>2,528</td>
</tr>
<tr>
<td>Basketball – boys</td>
<td>2,528</td>
</tr>
<tr>
<td>Basketball – girls</td>
<td>2,528</td>
</tr>
<tr>
<td>Track</td>
<td>2,528</td>
</tr>
<tr>
<td>Track</td>
<td>2,528</td>
</tr>
<tr>
<td>Volleyball</td>
<td>2,528</td>
</tr>
<tr>
<td>Cross Country</td>
<td>1,937</td>
</tr>
<tr>
<td>Wrestling</td>
<td>2,528</td>
</tr>
<tr>
<td>Golf</td>
<td>1,597</td>
</tr>
</tbody>
</table>

**Middle School Coaches:**

<table>
<thead>
<tr>
<th>Sport</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Football</td>
<td>1,506</td>
</tr>
<tr>
<td>Football</td>
<td>1,506</td>
</tr>
<tr>
<td>Basketball – boys</td>
<td>1,506</td>
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<tr>
<td>Basketball – boys</td>
<td>1,506</td>
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<tr>
<td>Basketball – girls</td>
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<tr>
<td>Basketball – girls</td>
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<td>Volleyball</td>
<td>1,506</td>
</tr>
<tr>
<td>Track</td>
<td>1,506</td>
</tr>
<tr>
<td>Track</td>
<td>1,506</td>
</tr>
</tbody>
</table>

**Other coaches/advisors:**

<table>
<thead>
<tr>
<th>Position</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yearbook</td>
<td>2,454</td>
</tr>
<tr>
<td>Band</td>
<td>4,230</td>
</tr>
<tr>
<td>Jazz Band</td>
<td>1,187</td>
</tr>
<tr>
<td>Oral Interp - HS</td>
<td>2,606</td>
</tr>
<tr>
<td>FFA</td>
<td>2,528</td>
</tr>
<tr>
<td>Jr. Class Advisor</td>
<td>1,346</td>
</tr>
<tr>
<td>Jr. Class Advisor</td>
<td>1,346</td>
</tr>
<tr>
<td>Position</td>
<td>Rate</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>All School Play Director</td>
<td>1,284</td>
</tr>
<tr>
<td>All School Play Director</td>
<td>1,284</td>
</tr>
<tr>
<td>One Act Play</td>
<td>1,030</td>
</tr>
<tr>
<td>Vocal</td>
<td>1,668</td>
</tr>
<tr>
<td>Cheerleading</td>
<td>2,528</td>
</tr>
<tr>
<td>Concessions manager</td>
<td>2,575</td>
</tr>
<tr>
<td>National Honor Society</td>
<td>515</td>
</tr>
<tr>
<td>Student Council – HS</td>
<td>515</td>
</tr>
<tr>
<td>Student Council – MS</td>
<td>515</td>
</tr>
<tr>
<td>Student Council – Elem</td>
<td>515</td>
</tr>
</tbody>
</table>

An activity schedule expresses a policy, which the board is expected to follow in fixing salaries. The Board reserves the right to make additions, reductions, or other changes which, in its judgment, may be necessary as conditions require. Under emergency conditions, where the Board may have to deviate from the negotiated schedule, formal notification shall be made to the Association of the Board's intentions. If activity personnel are absent for an unacceptable amount of time, stipend pay will be prorated as is deemed appropriate by the assistant activities director, activities director and superintendent. (Revised 5/19/09; 6/2017, 6/2018; 6/2019)

### 4420 Teacher Employment and Compensation As Substitute Teachers

#### a. Employment - Substitute teachers are employed by the Principal whenever needed.

- Under no circumstance will the teacher make the arrangements for a substitute teacher.
- Teachers may not pay their own substitute teacher.

#### b. Teachers may be asked to substitute for other teachers only when an acceptable substitute is not obtainable. Teachers who substitute will be reimbursed at a rate of $15.00 per period based on a seven (7) period day. Teachers not in a self-contained classroom and who are not assigned thirty (30) class periods per week will be used as substitutes during their free periods, as assigned by the building principal, up to a maximum of fifty (50) class periods without receiving the substitute teacher pay. No teacher will be required to teach a full seven (7) period day without substitute pay.

(Revised 5/19/09)

### 4430 Extra Duty Assignments

1. Special duty assignments will be assigned by the Principal. These duties will not qualify for extra pay.

2. Extra pay for the following activities has been approved by the Board. If teachers volunteer for the following activities and are accepted, they shall be paid the rate indicated. If no volunteers are available, the principal may appoint a teacher.

   - Timer and scorer for athletic events - $25 per event.
   - Ticket seller for all school events - $25 per event.
   - Refereeing for junior high and junior varsity athletic events - $25 per event.
   - Track & Field meet adult workers - $25 per meet (Barnes-Evans & JH meet only)

(Revised 5/19/09, 6/2018)

3. Staff members may volunteer to serve as ticket takers for two (2) home events by notifying the Athletic Director by May 15 of the current school year. Any staff member that serves one home event will receive a complimentary pass for himself/herself and those staff members that serve two (2) home events will receive a complimentary pass for himself/herself and for his/her spouse. (Revised May 2011)
Any staff member who serves as a ticket taker for three (3) home events will receive a complimentary pass for himself/herself, his/her spouse and his/her school-age children. A staff member may work at a track and field meet as one of the ticket taking times. If the staff member uses this option, they will NOT get paid the $25 for working the track meet. (Adopted 5/2018)

4. Payment for contracted activity schedule assignments listed in Activity Schedule of the school policy will be paid upon completion of the activity or at the end of the school year. Payment for all other extra duty assignments will be made in one check at the end of the school year. It shall be a Board or Administration option to require a detailed account of extra time and/or responsibility (included in or attached to a voucher) to justify claim for payment and after all equipment and materials have been checked and verified.

(Revised 4/14/93), (Revised 6/2013)

4440 ACTIVITY TRANSPORTATION

No teacher shall be required to serve as a bus or vehicle driver to transport students to an activity for which he or she is paid under the Activity Schedule unless it is a vehicle, which has a capacity less than seventeen (17) passengers. The school district shall provide a vehicle for all activities away from the school district, provided that a teacher may volunteer to use their own vehicle to transport students and the teacher shall be reimbursed at the state mileage rate. If a staff member drives a school vehicle with more than 6 students to an activity, the staff member shall be paid federal minimum wage.

(Approved 7-9-90), (Revised 6/2013)

4500 FRINGE BENEFITS

4510 MEDICAL/HOSPITAL AND DENTAL INSURANCE

(2015-2016)

Health Insurance – The District will pay per month for family health coverage according to the following schedule:

<table>
<thead>
<tr>
<th>Deductible</th>
<th>Single</th>
<th>Two-Party</th>
<th>Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1000</td>
<td>$410.00</td>
<td>$410.00</td>
<td>$410.00</td>
</tr>
<tr>
<td>$2000</td>
<td>$410.00</td>
<td>$410.00</td>
<td>$410.00</td>
</tr>
</tbody>
</table>

1. A married couple that is both employed by the Flandreau School District may be eligible to receive the school district’s share of the health insurance premium and dental insurance for the two single coverages. These two single coverages may be applied toward one two-party or one family health insurance plan. Also, these two single coverages may be applied toward one family dental insurance plan.

2. For dental insurance, the Board will secure dental insurance through Delta Dental and the District will pay $30.00 per month for family dental coverage and $20.00 per month for single dental coverage.

3. The group plan insurance will be in effect beginning with the first full month of employment.

4. The insurance plan is optional to the teacher. Teachers who do not participate will not receive pay in lieu of non-participation in the plan.

5. Supplemental insurance plans may be added at no cost to the district.

(Revised 6/2019)

The school board will determine the health insurance plan following consultation with the employees.

Revised (6/2015)
4520 TAX–SHELTERED ANNUITIES

Any teacher of the Flandreau School District may be given the privilege of entering into an amendment to the teacher’s existing contract reflecting reduction in salary for the remainder of the contract term, and that for those teachers accepting such reduction in salary, the Flandreau School District would apply for a non-forfeitable annuity contract and purchase the same for the benefit of said teacher, with no cost to the school district. Teachers will be allowed to make an amendment for salary reduction at two periods during the school year. The application must be submitted to the Business Manager by the first Friday after Labor Day or again, prior to March 1. These deductions would be effective with a teacher’s paycheck in September or March.

4530 EDUCATIONAL DEVELOPMENT INCENTIVE GRANT PROGRAM

A grant fund in an amount determined by the school board will be available each year to certified staff on a Request for Proposal (RFP) basis. The purpose of the grant fund will be to promote and encourage teacher leadership, innovation, collaboration and best professional practice. The ultimate goal of the program is to improve the teaching/learning process as it relates to the beliefs, mission, and goals of the Flandreau Public School District.

Grants will be awarded to a teacher or individuals comprising a team of teachers up to a maximum of $1,500 per individual during the contract year the grant is effective. These grant funds are designed for compensatory purposes.

Successful grant proposals will meet or exceed the following criteria:

- The proposal must be "change" and "innovation" oriented.
- The proposal must correlate with the beliefs, mission, and goals of the school district.
- The proposal must focus directly on improving the teaching/learning process.
- The proposal must be research-based and be identifiable with "best practice".
- Proposals that incorporate and integrate technology are encouraged.
- Proposals that are collaborative in nature are encouraged.

Incentive grant recipients must plan for an appropriate dissemination of the results of the innovation. This must include the following:

- A detailed report assessing the impact of the innovation on teaching and student learning. Copies of the report are to be submitted to the faculty and administration.
- A local in-service presentation to all interested certified staff relative to planning implementation, results and replication of the innovation.

Grant proposals must be received by March 1st of each year for the following year. Successful applicants will be notified by May 1st of each year. These dates may be changed during the implementation year.

A committee comprised of three teachers, one school board member, and one administrator shall have the responsibility for reviewing all proposals and recommending to the School Board those proposals that are to be granted. Members of the committee shall not be eligible to participate in this program during their term of office.

Grant awards will be paid in the following manner:

- One-half upon completion of the first semester of the academic year of implementation.
- One-half upon completion of the second semester of the academic year of implementation and upon satisfaction of all grant requirements.
If the project is a semester in length, the award will be paid out upon completion of the project semester and upon satisfaction of all grant requirements.

4600 EVALUATION AND CONTRACT CONDITIONS

4610 EVALUATION

EVALUATION INSTRUMENT

FORWARD

It is our desire as educators to encourage all professional persons to take an active role in their own personal and professional growth as well as the evaluation of the process. It is the intent of this instrument, based on the policies of the Professional Staff Handbook, to enable each person to develop to one's highest potential by providing room for creativity, risk taking, and individualism. It is not meant to be an instrument of fear or intimidation, but rather one of growth and improvement of the individual and the school district.

We realize that this framework has its limitations. As new research becomes available, it may be necessary to make changes in this design. However, our purpose will be to continue to search for more effective tools to improve the education of the students of the Flandreau School District.

PURPOSE OF EVALUATION

The purpose of evaluation of professional staff is improvement of instruction; assessment of performance; assessment of professional growth; and determination of future employment.

Evaluation is a joint process that includes both the evaluator and the person being evaluated. The process provides a framework for communication between teachers and administrators involved in the evaluation process. The evaluation process allows the administrator and the teacher to work together to improve instruction and enhance professional growth.

In instances where teacher "non-renewal" is to be considered, the evaluation process provides a means to remediate inadequate teacher performance prior to the decision to non-renewal of the employee.

USES OF EVALUATION RESULTS

Evaluations are to be used by the administration and teachers to improve the quality of instruction, and may be used in determination of advancement, promotion, transfer, assignment, and future employment.

EMPLOYMENT RECOMMENDATIONS

Recommendations shall consist of one of the following:

- Recommendation for continued employment.
- Recommendation for continued employment with conditions.
- Not recommended for continued employment.

WRITTEN EVALUATIONS

Written evaluations will be provided to the employee.

FREQUENCY OF EVALUATION

1. Before October 1 – Evaluation purposes, policies, and procedures must have been reviewed with teachers.

2. Before December 1 – 1st Formal Evaluation must be completed for probationary teachers.
3. Before December 1--1st Formal Evaluation for teachers who are "recommended with qualifications" from the previous school years.

4. Before April 15--or--Prior to Board evaluative review, whichever comes first, annual evaluations and conferences must be completed on all teachers.

5. Before April 15--Notification of all teachers of non-renewal of contract.

DEFINITIONS

1. Activity Evaluation--extra-curricular coaching and directing--shall be evaluated based on job descriptions. The activity evaluation is considered part of the teacher evaluation process. A group of activity personnel and administration will evaluate various evaluation tools for athletics and activities.

2. Continuing Contract Teacher--shall be defined as a teacher in or beyond the fourth complete contract of teaching in the Flandreau School District.

3. Evaluator--the building administrator or supervisor who had been delegated the authority to act as a representative of the Superintendent of Schools.

4. Formal Classroom Observation--an observation with full knowledge of the teacher resulting in a written report.

5. Informal Observation--an observation of classroom or non-classroom duties/responsibilities resulting in documentation and/or conference.

6. Job Description--duties/responsibilities required to meet contract obligations.

7. Observation/Evaluation record--a standardized form to be filled out by evaluator to summarize formal classroom and informal observations performed throughout the year.

8. Performance Areas--criteria and indicators--areas involving the planning, implementation, evaluation, and professional instruction of students.

9. Personal File--a record of employment and evaluation that is kept on file in the Superintendent's Office.

10. Plan of Assistance--a written plan to provide suggestions to improve identified area of instructional deficiencies that have been identified through the evaluation process.

11. Post-Observation Conference--a review of the formal observation conducted between the evaluator and staff member in which the observation is critiqued and implementation of the professional growth plan may be initiated.

12. Pre-Observation Conference--a review of the formal observation between the evaluator and staff member in which they meet to establish the guidelines of the observation.

13. Professional Growth--staff development that will enhance job performance.

14. Professional Staff--certified individuals regularly employed in a professional capacity by the District School Board.

15. Probationary Teacher--shall be defined as a teacher in their first, second, or third complete contract year of teaching in the Flandreau School District.

16. Teacher Initiated Data--information offered by the staff member to evaluator concerning personal contributions, honors received, degrees earned, and classes taken or participated in for the benefit of personal and professional growth. This information can be documented on the observation/evaluation record for the purpose of recognizing and benefiting the staff member.

STEPS IN THE EVALUATION PROCEDURES
1. Meet to review the purposes, policies, and procedures of evaluation before October 1st.

2. Set date(s) for formal classroom observation.

3. Conduct Pre-Observation Conference.

4. Conduct Classroom Observation(s).

5. Written observation/evaluation record completed based on formal and/or informal observation records.

6. Conduct Post-Observation Conference.

7. Observation/evaluation record signed by the evaluator and staff member.

8. Implementation of improvement suggestions.

9. Annual performance review conference to review classroom observation data and other teacher initiated data provided by the teacher.

10. Observation/evaluation record written and signed by the evaluator and signed by the teacher and forwarded to the Superintendent’s office.

RESPONSIBILITIES OF EVALUATOR AND TEACHER, LIBRARIAN, COUNSELOR, AND ACTIVITIES PERSONNEL

1. Evaluator
   a. Meets with certified staff before October 1, to review the purposes, policies, and procedures of evaluation.
   b. Must be trained with respect to evaluation procedures, evaluation forms, and standards to be used.
   c. Provides positive supportive assistance and resources that are available.
   d. Provides for the demonstration of theories, techniques, and methodology for the teacher if necessary and/or appropriate.
   e. Conducts a pre-observation conference, an observation, and a post-observation conference.
   f. Furnishes the teacher a written observation report no later than 5 days after the observation.
   g. Conducts the observation openly and with the full knowledge of the teacher.

2. Teacher, Librarian, Counselor
   a. Meets with the Evaluator before October 1 to review the purposes, policies, and procedures of evaluation.
   b. Is familiar with the Evaluation policy, Professional Staff Handbook, and other criteria on which the evaluation will be based.
   c. Provides the evaluator a lesson guide during the Pre-Observation conference that will list the lesson objectives, teaching steps, and the evaluation of the lesson.
   d. Assists in the developing of a Professional Growth Plan, Job Target, and method(s) of evaluation.
   e. Provides Teacher Initiated Data that will be used in the Comprehensive Review.
   f. Implements the "improvement suggestions” after the post-observation conference.
3. Activities Personnel:
   
a. The Activities or Athletic Director will conduct at least one evaluation per year for all activity personnel.

**JOB SPECIFIC CRITERIA FOR SCHOOL TEACHERS, LIBRARIANS AND COUNSELORS**

**EVALUATION INSTRUMENT**

**PRE-OBSERVATION FORM**

*(Please return this form to the principal prior to the observation)*

Teacher: Date:
Class: Time:
Concept being taught:

1. **Background Information**
   Where are you in the sequence of the lesson/unit?
   
   What do the students know or what have they previously done regarding this segment of content?
   
   What will they learn next?
   
   What are these students like?
   
   What are the distinct aspects about this group of students or individuals within the group that cause you to teach a certain way or to use/not use certain activities?

2. **Objective**
   What do you want these students to know at the end of this observed lesson?
   
   What do you want learners to be able to do with the knowledge/understanding or skill you are teaching?

3. **Methodology**
   What teaching practices, behaviors or techniques will you use?
   
   What learning behaviors, activities or tasks will students demonstrate to accomplish the intended learning?

4. **Assessment of Learning**
   How and when will you evaluate the learning for the entire segment/unit?
   
   For the day’s learning, what will students demonstrate that shows they accomplished the intended learning?

4. **Feedback**
   List two aspects of your teaching that you would like the evaluator to note as strengths:
   
   List one aspect of your teaching on which you would like to receive coaching suggestions for improvement:

**Flandreau Public Schools**

1. **Guidelines for Professional Growth:** *Annual Review and Evaluation*

*The primary purpose of any assessment of teaching performance and professional qualities is the enhancement of professional practice; improvement of instruction, assessment of performance, assessment of professional growth, and determination of future employment.*
Evaluation is a joint process that includes both the evaluator and the teacher. The process provides a framework for communication between teachers and administrators involved in the evaluation process. The evaluation process allows the administrator and the teacher to work together to improve instruction and enhance professional growth. In instances where teacher “non-renewal” is to be considered, the evaluation process provides a means to resolve inadequate teacher performance prior to the decision to non-renewal of the employee. All credentialed staff must be involved in a constant process of self-reflection and model the life-long learning that they desire as the end product of their work with the students.

Teacher’s Name__________________ School _______ Position/Grade Level/Subject__________________
Evaluator’s Name________________ School Year______________ Final Review Date__________________

Instructions: The following written evaluation record is based on formal and/or informal observation records. Please rate the teacher’s performance on any of the following criteria for which you have appropriate data. Refrain from scoring in areas for which you do not have data. Please use the following rating scale:

B. 3 = Performance exceeds district expectations. May be a mentor resource for novice teachers.

C. 2 = Performance meets district expectations.

D. 1 = Performance does not meet district expectations.

0 = Performance is far below district expectations. A Plan of Assistance may be implemented.

N = Not Observed

D = Documented but not observed. Teacher Initiated Data may be submitted on Professional Development form for purpose of recognition and benefit to staff member.

Pre-Observation Meeting date: _____________

Section 1: Planning and Preparation
Teacher completes pre-observation form and provides lesson plan (Lesson objective, teaching steps, evaluation of lesson)

Classroom Observation date: _______________

Section 2: Classroom Management and Atmosphere
At least one classroom visitation must be made as part of each formal evaluation. Written evaluation will be provided to the employee.

Post-Observation Conference Date: ___________

Section 4: Professional Responsibilities
Teacher may submit a Professional Development form for additional information.

(No later than 5 days after observation)
F. Section 1: Planning and Preparation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A Selects Instructional Goals</th>
<th>B Designs Coherent Instruction</th>
<th>C Assess Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = Not observed</td>
<td>Lesson goals are not clearly identified. Teacher makes little attempt to connect to or build upon background experience. The instruction goals show little correlation to state standards.</td>
<td>The elements of lesson/unit do not support the stated instructional goals. The lesson or unit has no defined structure.</td>
<td>Teacher’s assessments contain no clear criteria or standards. Teacher does not use assessment results in designing future instruction.</td>
</tr>
<tr>
<td>Levels of Performance Indicators</td>
<td>Lesson goals fit into present learning, but do not connect to background knowledge. Teacher plans large group instruction. The instruction goals do not include all applicable state standards.</td>
<td>Most of the elements of the lesson/unit support the stated instructional goals. The lesson/unit has a clearly defined structure.</td>
<td>Teacher’s assessments contain clear criteria or standards. Teacher occasionally uses assessments to design further instruction. Assessment questions require students to demonstrate higher order thinking as well as test-taking skills.</td>
</tr>
<tr>
<td>Meets Expectations - 2</td>
<td>Instructional goals build on past and present learning. Teacher addresses state standards and district goals. Teacher plans for diverse learners.</td>
<td></td>
<td>Teacher’s assessments contain clear criteria or standards. Teacher integrates a variety of assessment techniques that are used to design future instruction. Assessment questions require students to demonstrate higher order thinking as well as test-taking skills.</td>
</tr>
<tr>
<td>Exceeds Expectations - 3</td>
<td>Instructional goals fit into the sequence of past, present, and future learning. Teacher addresses state standards and district goals. Teacher consistently plans for appropriate small group activities.</td>
<td></td>
<td>Teacher’s assessments contain clear criteria or standards. Teacher integrates a variety of assessment techniques and shows evidence of students’ participation in the development of the assessment. Assessment questions require students to demonstrate higher order thinking as well as test-taking skills.</td>
</tr>
<tr>
<td>Level</td>
<td></td>
<td>All of the elements of the lesson/unit support the stated instructional goals. Teacher’s lesson/unit is highly coherent and has a clear structure.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unsatisfactory - 0</th>
<th>Needs Improvement - 1</th>
<th>Meets Expectations - 2</th>
<th>Exceeds Expectations - 3</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Updated 07/2018
<table>
<thead>
<tr>
<th>D</th>
<th>Demonstrates Knowledge of Resources</th>
<th>Teacher is unaware of school, district, or community resources available to support the curriculum.</th>
<th>Teacher displays limited knowledge and use of available school, district, and community resources.</th>
<th>Teacher uses the resources within the school district and demonstrates the ability to access community resources.</th>
<th>Teacher uses school, district, and community resources to design open-ended activities and provides support in those activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Demonstrates Knowledge of Content &amp; Instructional Methods</td>
<td>Teacher lacks a depth of content knowledge, the understanding of the discipline’s structure, and knowledge of content-related instructional methods.</td>
<td>Teacher displays basic content knowledge, but does not maintain curricular coherence or cross-curricular connections. Teacher usually uses one instructional strategy.</td>
<td>Teacher displays solid content knowledge, maintains curricular coherence and cross-curricular connections. Teacher tends to use only 2-3 instructional strategies.</td>
<td>Teacher not only displays extensive content knowledge, but also continues to build upon that expertise. Teacher makes learning relevant to students. Teacher implements a variety of instructional strategies.</td>
</tr>
<tr>
<td>F</td>
<td>Demonstrates Knowledge of Students</td>
<td>Teacher makes little or no attempt to learn about students’ background, skills, or interests and does not use such information in planning.</td>
<td>Teacher partially understands students’ backgrounds, skills, and interests and attempts to use this knowledge in planning for the class as a whole.</td>
<td>Teacher gains a thorough knowledge of students’ backgrounds, skills, and interests and uses this knowledge to inform instruction.</td>
<td>Teacher has developed a thorough knowledge of students’ backgrounds, skills, and interests and implements this knowledge to achieve individual student learning.</td>
</tr>
</tbody>
</table>

Comments:

G.
H.
1. **Section 2: Classroom Management and Atmosphere**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Performance Indicators</th>
<th>N = Not observed</th>
<th>Needs Improvement - 1</th>
<th>Meets Expectations - 2</th>
<th>Exceeds Expectations - 3</th>
<th>D = Documented but not observed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> Creates an Environment of Respect &amp; Rapport</td>
<td></td>
<td>Classroom interactions reflect a lack of teacher-student rapport, as well as student-student rapport. The interactions are generally negative or inappropriate.</td>
<td>Classroom interactions are generally appropriate and conflict-free; however, occasionally behavior might be disrespectful.</td>
<td>Classroom interactions are consistently positive and respectful.</td>
<td>Classroom interactions are highly respectful and demonstrate genuine rapport.</td>
<td></td>
</tr>
<tr>
<td><strong>B</strong> Establishes a Positive Climate for Learning</td>
<td></td>
<td>Teacher lacks enthusiasm and commitment to creating a positive learning climate. Students are rarely engaged or motivated. Teacher expects little or no student achievement.</td>
<td>Teacher occasionally demonstrates enthusiasm and commitment to creating a positive learning climate. Students are usually engaged and motivated; however, teacher expects low student achievement.</td>
<td>Teacher is enthusiastic and committed to creating a positive classroom. Students are consistently engaged and motivated to learn. Teacher demonstrates high expectations for student achievement.</td>
<td></td>
<td>Teacher is very enthusiastic and passionately committed to creating a highly effective learning climate. Consistently, students are actively engaged and highly motivated to learn. Teacher demonstrates high expectations for every student.</td>
</tr>
<tr>
<td>C</td>
<td>Manages Classroom Procedures</td>
<td>Classroom activities and procedures are inefficient, resulting in significant loss of instructional time.</td>
<td>Established classroom activities and procedures are not practiced consistently, resulting in some loss of instructional time.</td>
<td>Classroom activities and procedures are practiced on a regular basis, resulting in effective use of instructional time.</td>
<td>Highly effective classroom activities and procedures are maximized instructional time. Students assume considerable responsibility for efficient learning.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Establishes &amp; Maintains Student Behavior</td>
<td>Teacher expectations are unclear and student behavior goes unchecked, while misbehavior draws inappropriate teacher responses.</td>
<td>Teacher sets expectations for students’ behavior, but inconsistently monitors and responds to behavior.</td>
<td>Teacher sets clear expectations for student behavior and consistently monitors and responds to behavior in an appropriate and respectful way.</td>
<td>Students and teacher collaborate to set expectations for student behavior. Teacher’s monitoring of behavior is proactive. Any misbehavior draws an appropriate and respectful teacher response. The student’s dignity is maintained.</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Organizes &amp; Manages Physical Space, Materials &amp; Supplies</td>
<td>Teacher ineffectively uses space, which results in unsafe or inefficient conditions that hinder learning for some students. Materials are handled inefficiently, resulting in loss of instructional time.</td>
<td>Teacher’s classroom is safe, and essential learning is accessible to all students, but furniture arrangement only partially supports the learning activities. Routines for handling materials and supplies are established with some loss of instructional time.</td>
<td>Teacher’s classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities. Routines for handling materials and supplies are established and followed efficiently.</td>
<td>Teacher’s classroom is safe, and student input ensures that the physical environment supports the learning of all students. Routines for handling materials and supplies are seamless.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
J.
K.

L.

M. Section 3: Instruction in the Classroom

<table>
<thead>
<tr>
<th>N = Not observed</th>
<th>Levels of Performance Indicators</th>
<th>D = Documented but not observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
<td>Unsatisfactory -0</td>
<td>Needs Improvement -1</td>
</tr>
</tbody>
</table>

51
<table>
<thead>
<tr>
<th>Column</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> Communicates Clearly &amp; Accurately</td>
<td>Teacher’s oral and written communications contain errors, are unclear or inappropriate, creating student misconceptions or confusion.</td>
<td>Teacher’s oral and written communications contain no errors, but may require further explanation to avoid confusion.</td>
<td>Teacher’s oral and written communications are clear and accurate.</td>
<td>Teacher’s oral and written communications are accurate, clear, and expressive, anticipating possible student misconception.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B</strong> Uses Questioning &amp; Discussion Techniques</td>
<td>Teacher uses inadequate questioning and discussion techniques including low-level questions, limited student participation, and little true discussion.</td>
<td>Teacher’s questioning and discussion techniques reflect an attempt at some high-level questions, true discussion, and moderate student participation.</td>
<td>Teacher’s use of questioning and discussion techniques consistently reflects high-level questions, true discussion, and participation by most students.</td>
<td>Teacher’s questioning and discussion strategies are designed to encourage independent, creative, and critical thinking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C</strong> Engages Students in Learning</td>
<td>Students are often unengaged and off-task. No attempt is made to differentiate instruction.</td>
<td>Students are usually on task and engaged. Tasks are partially organized, resulting in some off-task behavior. Some differentiated instruction is in place.</td>
<td>Throughout the lesson, students are engaged in appropriate activities, which are well structured and suitably paced. Differentiated instruction is a classroom norm.</td>
<td>Working independently, students are engaged throughout the instructional period, assuming responsibility for their own productivity. Teacher engages students with high quality materials and a mastery of differentiated instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D</strong> Provides Feedback to Students</td>
<td>Teacher’s feedback to students is sparse, too general, and/or is late.</td>
<td>Teacher attempts to provide feedback that is accurate, constructive, and timely.</td>
<td>Teacher consistently and successfully provides feedback that is accurate, substantial, constructive, specific, and timely.</td>
<td>Teacher continually checks for understanding. Teacher’s feedback to students is timely and of consistently high quality. Students may use the feedback in future learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E</strong> Demonstrates Flexibility &amp; Responsiveness</td>
<td>Assuming no responsibility for student learning, teacher is unresponsive to student questions and follows instruction plan in spite of poor student understanding or lack of interest.</td>
<td>Teacher demonstrates some flexibility and responsiveness to students’ needs and interests and tries to make each student successful. Teacher employs a limited repertoire of instructional strategies.</td>
<td>Implementing an expanded repertoire of instructional strategies, teacher seeks ways to ensure successful learning for all students, making adjustments in instruction to respond to student interests and questions.</td>
<td>Employing a wide variety of instructional strategies, teacher is responsive to students’ interests and questions, making necessary adjustments to ensure the success of all students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>F</strong> Implements Lesson and Unit Structure</td>
<td>Working with unreasonable time allocations and an unstructured lesson, teacher attempts instruction.</td>
<td>Although the structure is recognizable but not uniformly maintained, teacher implements the lesson/unit. Most time allocations are reasonable.</td>
<td>Teacher follows the clearly defined structure of the lesson/unit. Time allocations are reasonable.</td>
<td>Allowing for the differentiation of instruction, teacher closely follows the lesson/unit structure, which is clear and logical. Time allocations are reasonable.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Section 4: Professional Responsibilities

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unsatisfactory -0</th>
<th>Needs Improvement -1</th>
<th>Meets Expectations -2</th>
<th>Exceeds Expectations -3</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Reflects on Teaching</td>
<td>Teacher does not reflect accurately the strengths and weaknesses of the lesson in relation to learning goals.</td>
<td>Teacher accurately reflects on the validity of the lesson in relation to learning goals.</td>
<td>Teacher reflects accurately on the lesson and makes specific plans for improvement.</td>
<td>Teacher reflects accurately and regularly, as well as implements planned improvement strategies.</td>
<td></td>
</tr>
<tr>
<td>B Maintains Accurate Instructional Records</td>
<td>Teacher has no system or has an inadequate system for maintaining accurate instructional records, resulting in errors and confusion.</td>
<td>Teacher’s system for maintaining accurate instructional records is generally efficient.</td>
<td>Teacher’s system for maintaining accurate instructional records is generally efficient, and the teacher can readily access records upon request.</td>
<td>Teacher’s system for maintaining accurate instructional records is efficient. The teacher can readily access records and utilize these to provide effective feedback.</td>
<td></td>
</tr>
<tr>
<td>C Maintains Accurate Non-Instructional Records</td>
<td>Teacher has no system or has an inadequate system for main-taining accurate non-instructional records, resulting in errors and confusion.</td>
<td>Teacher’s system for accurate non-instructional records is generally efficient.</td>
<td>Teacher’s system for maintaining accurate non-instructional records is generally efficient, and the teacher can readily access records upon request.</td>
<td>Teacher’s system for maintaining accurate non-instructional records is efficient. The teacher can readily access records and utilize these to provide effective feedback.</td>
<td></td>
</tr>
<tr>
<td>D Communicates with Families</td>
<td>Teacher does not communicate with families, provides little or no information to families, and makes no attempt to engage them in the child’s education.</td>
<td>Teacher attempts to communicate with families, responds to family-initiated contacts, and suggests involvement in the child’s education.</td>
<td>Teacher regularly communicates with families; initiates family contacts, and makes an attempt to engage them in the child’s education.</td>
<td>Teacher communicates frequently and consistently with the families, engages them in their child’s education and gives timely information about the instructional program.</td>
<td></td>
</tr>
<tr>
<td>E Contributes to the School District</td>
<td>Teacher refuses to become involved in school and district events / projects, as defined in job description.</td>
<td>Teacher attempts to participate in some school and district events / projects as defined in job description.</td>
<td>Teacher participates in school and district events / projects, as defined in his/her job description. Teacher supports and cooperates with colleagues and administration.</td>
<td>Teacher makes a substantial contribution to school and district events / projects and assumes a leadership role among the faculty.</td>
<td></td>
</tr>
<tr>
<td>F Seeks to Develop Professionally</td>
<td>Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.</td>
<td>Teacher’s participation in professional development activities is limited to those that are required and/or convenient.</td>
<td>Teacher seeks opportunities for professional development to enhance content knowledge and teaching strategies, and shares this knowledge.</td>
<td>Teacher seeks opportunities for professional development to enhance content knowledge and teaching strategies and uses this knowledge to provide leadership and impact change.</td>
<td></td>
</tr>
<tr>
<td>G Embraces a Professional Image</td>
<td>Teacher displays inappropriate dress, speech, or behavior. He/She is not involved in the community or in professional organizations.</td>
<td>Teacher demonstrates appropriate dress, speech, and behavior. He/She attends / participates in community events or professional organizations.</td>
<td>Teacher displays appropriate dress, speech and behavior. He/She is an active member of community and professional events or organizations. His/Her public communications are positive and professional.</td>
<td>Teacher has a leadership role in community / professional organizations. He/She portrays a positive image and attitude toward teaching and the educational profession both within and outside of the classroom.</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

II.
III. Summary of Professional Growth Review

Evaluator Summary Statement: (Summary of Formal and Informal Observations performed throughout the year.)

Areas of commendation:

Area(s) of improvement:

Recommendation: (X)  
___Recommended for continued employment
___Recommended for continued employment with conditions
___Not recommended for continued employment

I certify that I have read and discussed this report with the teacher.

Evaluator: ___________________________ Date: ________________

Signing shall not imply agreement by the teacher to the evaluation, but merely indicates that a conference was held and the above evaluation report was discussed.

Teacher: ___________________________ Date: ________________

_____ Teacher comment attached.

The teacher has the right to provide a written response within 48 hours should he/she disagree with any material contained herein. This response will be attached to the original copy of the evaluation and will be placed in the official personnel file.

Flandreau Public School Post Observation Form
Updated 07/2018

Purpose: The completed form is submitted to the evaluator in advance of the post-observation conference. In addition, teachers may submit any relevant post-observation artifacts.

In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

If you were able to bring samples of student work, what do those samples reveal about those students’ levels of engagement and understanding?

Comment on your classroom procedures, student conduct and your use of physical space. To what extend did these contribute to student learning?

Did you depart from your plan? If so, how and why?

Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials and resources). To what extent were they effective?

If you had a chance to teach this lesson again to the same group of students, what would you do differently?

After considering the feedback from your evaluator, detail any specific areas related to the observation that you would like to discuss at the post-observation conference.

If appropriate, provide and update on your students’ progress toward the student growth goal documented in your Student Learning Objective.

If appropriate, provide an update on your progress toward the attainment of your individual professional growth plan.

(Approved 6/2019)

SPECIFIC RESPONSIBILITIES COUNSELORS SUBJECT OF EVALUATION

JOB SPECIFIC CRITERIA - COUNSELORS

The job description for the school counselor is found in the district policy manual.

The area of evaluation related to the specific responsibilities of the school counselor.

I. Personal Characteristics
A. Believes in the worth and uniqueness of individuals.
B. Aware of personal strengths and weakness.
C. Open minded.
D. Has a well developed philosophy of counseling.

II. Facilitates verbal and non-verbal communications with:

- Students
- Staff
- Parents
- Community

III. Seeks input from students, parents, teachers, and administration.

IV. Counseling Skills and Role

A. Provides a rational for the use of counseling techniques and procedures.
B. Establishes and maintains counseling relationships within ethical standards.
C. Uses individualized and group counseling techniques effectively.
D. Maintains confidentiality.
E. Uses materials/activities and processes appropriate to the needs and development levels of students.
F. Determines appropriate referrals.

V. Guidance Skills

A. Assists students in developing life and career planning.
B. Facilitates students in exploring many career options.

VI. TESTING AND EVALUATION

A. Determines and evaluates objectives and program priorities based on assessed needs.
B. Obtains, interprets, and disseminates relevant appraisal data.

VII. PROFESSIONAL GROWTH

A. Continues efforts toward professional improvement.
B. Shares and seeks knowledge of a non-confidential nature.

SPECIFIC RESPONSIBILITIES LIBRARIANS SUBJECT TO EVALUATION

JOB SPECIFIC CRITERIA - - -LIBRARIANS
Job description for the librarian media director is found in the district policy manual.

Areas of evaluation related to the specific responsibilities of the library media director:

I. INTERPERSONAL SKILLS
   A. Demonstrates communications skills.
   B. Demonstrates ethnic awareness.
   C. Makes frequent personal contacts with the faculty to ensure the media center is meeting the teacher's needs.
   D. Maintains rapport with students, teachers, counselor, administrators, and parents.
   E. Recognizes each pupil's emotional and social needs.
   F. Demonstrates fairness and consistency.

II. MEDIA CENTER MANAGEMENT
   A. Directs the library staff.
   B. Organizes the selection, purchase and circulation of materials and equipment to provide for effective and efficient service.
   C. Maintains orderly and appropriate conduct of students using the center.

III. INSTRUCTIONAL SKILLS
   A. Provides students with the tools they will need to find, use, and evaluate information.
   B. Promotes the library-media program.
   C. Recognizes, plans and provides for unique needs of students.

IV. CURRICULUM COORDINATION WITH TEACHING STAFF
   A. Coordinates the library-media program with curriculum.
   B. Provides resources and assistance to staff.

V. PROFESSIONAL GROWTH
   A. Continues efforts toward professional improvement.
   B. Shares and seeks knowledge willingly.

(Revised 5/13/94)

4615 PROFESSIONAL GOALS AND STRATEGIES EVALUATION PROCESS
   (Individual or Collaborative)

I. CERTIFICATED INDIVIDUAL GOALS/STRATEGIES
   A. Goals are general in nature, broad in scope, and identify the results you hope to accomplish. Goals may be on-going. Strategies are specific, measurable, and completed within a defined time period.
II. INSTRUCTIONAL GOALS AND STRATEGIES EVALUATION PROCESS

A. Instructional goals and strategies is a joint agreement between the teacher and the principal designed to enhance the performance of the teacher. The professional goals and strategies evaluation process may be used in place of the formal evaluation process for teachers beyond their fourth full year of employment in the Flandreau School District.

B. The goal and strategies evaluation process must be established by the fourth Friday of the school calendar and so signed by both the teacher and the principal. Once signed, the process remains in place for year.

C. At least one review conference will be held before February. A final post-conference will be completed by the second Friday in May.

D. The professional goals and strategies evaluation process shall not be used to justify non-renewal.

E. Can only be used every other year according to the Department of Education accreditation process.

(Revised 4/29/97; Revised 6/2019)

4620 CONTRACT

1. General - that said teacher hereby agrees to perform the duties as assigned according to the terms of this contract and according to the rules of the State Board, the statues of the State of South Dakota and the rules, regulations, and policies adopted by the school district.

   It is hereby agreed that the said teacher may be required to perform pre-school term and post-school term duties. It is hereby agreed that this contract may be terminated only by mutual consent of the contracting parties or by the statutory provisions of the laws of South Dakota.

   If no mutual consent as to termination exists, it is further agreed that in the event of a breach of contract or a request for release, the school district board may require the teacher to pay or may withhold from any monies due the teacher the amount agreed upon in the following schedule effective July 1, 2017: from May 1st (or contract due date-whichever is later) to June 30th = $700; July 1 – July 31 = $1,200; August 1 – first contract date = $2000; after first contract date = $3000. This schedule is hereby expressly agreed by the parties hereto to be fair and reasonable compensation for said breach. The School District shall have, retain, and be permitted to resort to any and all other, further or additional remedies as may be provided by law in the event of any breach by teacher, and the remedy or remedies as provided herein shall not be deemed to be, nor shall be exclusive. (Revised 6/2017)

   It is further agreed that in the event the teacher fails, for any reason, to complete the term of this contract, the District will pay the teacher that pro rate share of the annual salary provided for in this contract which is equal to the ratio obtained by dividing the days taught by the total teaching days in the term of their contract.

2. Contracts for employment of teacher for an ensuing school year shall not be issued by the Board prior to the first day of March of the current school year.

3. Date when offer of written contract is required. After an offer has been created under the provisions of SDCL 13-42-10 the Board must by May 1st of the current school year submit a written contract of employment for the ensuing school year to the teacher and notify such teacher that the offer to accept such contract must be accepted within fifteen days by signing of such contract by the teacher. If such teacher does not sign such contract within fifteen days, the offer created under the provisions of SDCL 13-42-10 is hereby deemed to be revoked.

(Revised 5/19/09; 6/2017)

V. 4630 PERSONNEL FILE – RIGHT TO REVIEW
Each teacher shall have the right, upon request, to review the contents of said teacher's personnel file and to place therein written reactions to any of its contents. The teacher shall have the right to make copies of any item in the file.

Revised (6/12/00)

4640 REDUCTION IN PROFESSIONAL STAFF WORKFORCE

Staff reduction occurs when the Board eliminates all or part of an existing position held by anyone to whom continuing contract rights apply. In the event the Board determines that a staff reduction is necessary, the following guidelines will be considered:

A. An effort will be made to effect the reduction through normal attrition. The Education Association will be notified and group recommendations considered if received within 14 days of issuance of the notice.

B. Positions held by persons with less than full certification for their current teaching assignment who have not attained continuing contract status will be open to a properly certified and experienced continuing contract teacher who has been notified that his or her position has been eliminated and has requested to be considered.

C. When item B does not apply, and a position of a continuing contract teacher is eliminated due to staff reduction, the Board will determine which continuing contract teacher or teachers are to be released, considering the following criteria, as applicable. The criteria are not in rank order of importance:

- Student and curriculum needs;
- Experience in area to be taught;
- Administrative recommendations;
- Prior evaluations;
- Competency;
- Qualifications, certifications;
- Educational background;
- State and Federal mandates.

The continuing contract teacher who has been notified that his or her position has been eliminated shall notify the Board of any positions for which the teacher wishes to be considered and can establish required qualifications.

The Board will follow the provisions of state law in making staff reductions involving professional staff members on continuing contract status.

4645 RECALL

In the event of a reduction in force, the school board will institute a recall procedure for a period of one year after the RIF date.

Recall may be used if the school board increases the number of teachers, reinstates a position or has any other vacancy. Recall will be based on the administration recommendations with guidelines based on the RIF policy.

A teacher’s failure to respond in writing within 15 days after receipt of the school board’s letter shall result in termination of the employee’s right to recall. Recall rights also cease when a staff member resigns.

It is the responsibility of the teacher to keep the school board informed of any change of address on file with the district and of any changes in certification status.
4651 ASSIGNMENT AND TRANSFER

Teachers who desire a change in grade and/or subject assignment or who desire to transfer to another building shall file a written statement of such desire with the Superintendent no later than April 1st of the ensuing school year.

The Superintendent shall have authority to transfer teachers according to the need after consultation with the teacher and principals concerned, and approval of the Board.

4660 VACANCIES AND PROMOTION

1. Notification of vacancies will be posted on the school’s website and will be sent via the state email system to all staff.

2. Qualifications for the position will be given as designated in job specifications.

3. Applications must be made in writing to the Superintendent's office.

4. Arrangements for an interview shall be initiated by the Superintendent.

5. All applicants, both within and from outside of our school system will be given equal consideration. If candidates are considered equal, preferences will be given to those candidates within our school system.

6. After a decision has been reached all applicants will be notified in writing of this decision.

(Revised 6/2013)

4665 RETIRE/REHIRE

A teacher who has met the Rule of 85 can retire and may apply to the school board to rehire when the position is opened. There will be a complete severance from the date of retirement to the date of rehire. Such teacher will lose accumulated leave and will be considered a new employee for benefits. At least one board meeting will be held between retirement and rehire.

4680 TEACHER AIDES

1. The following criteria shall be used by the principal as a guideline in determining the need for an aide:

   • When the average class size of a K or 1st grade class exceeds 25.
   • When the average class size of a 2nd or 3rd grade class exceeds 27.
   • When the size of Special Ed classes K-4 exceeds 12.
   • When the average class size of a 4th, 5th, or 6th grade class exceed s 30.
   • When the size of Special Ed classes grades 5-12 exceeds 16.

2. In the event the principal does not initiate the hiring of an aide, the procedure will be for the teacher(s) to prepare a written request identifying the need for an aide and present the written request to the principal. The principal will respond to this written request either by authorizing the hiring of an aide, or denying the request within five (5) workdays from the date of the request.

3. If the request is denied, the teacher may submit a written request to the Superintendent that the issue be reviewed and discussed by a committee, appointed by the Superintendent, to consist of two (2) representatives of each elementary building and one (1) special education representative. The special committee will meet within three (3) workdays after receiving the written request and will make a recommendation to the principal and the superintendent based on their findings.

4. If the matter is unresolved, a final appeal may be made to the Board. The Board has the final authority in hiring an aide.

4700 LEAVE POLICIES
a. All leave can be taken in 15 minute increments. Thus, on paystubs, leave is reported hourly. Each day is equal to 8 hours. This affects all parts of the policy as 1 day = 8 hours. (Revised 6/2013)

b. All leave taken on a calendar-scheduled early release day for both teachers and students will be deducted according to the time in the school day (Christmas break only) (Adopted 5/2018)

c. In the event of an emergency situation (i.e., poor driving conditions, flat tire, sick child, etc.,) as long as the staff member arrives 15 minutes prior to the start of the work day, no leave will be deducted. The staff member must contact the principal/office of the delay. (Adopted 5/2018)

d. When school is in session and weather prevents a staff member from arriving to school on time, either personal leave or permissive leave must be used. If the employee is out of personal leave, permissive leave must be used. (Revised 6/2019)

4710 PERSONAL ILLNESS

1. Sick Leave Regulations

   a. All full-time teachers contracted for 9 months, shall be allowed 96 hours (12 days x 8 hrs/day) sick leave per year. This leave will be at full pay for approved sick leave absences taken as needed during the school year. Sick leave allowed will be on a prorated basis if the teacher is employed for a period of less than one (1) school year. Teachers contracted for over the nine month contract will receive one day extra per month for each month over nine months. The Board may require the teacher after three (3) days of illness or injury to furnish a certificate from a physician or other licensed practitioner certifying that said teacher was unable to perform teaching duties during the period of absence for which compensation is required to be paid. (Revised 6/2017)

   b. All teachers shall be allowed leave with full pay due to personal illness on the following basis:

<table>
<thead>
<tr>
<th>Contract Period</th>
<th>Number of Days Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nine (9) month</td>
<td>12 days per year = 96 hours</td>
</tr>
<tr>
<td>Ten (10) month</td>
<td>13 days per year = 104 hours</td>
</tr>
<tr>
<td>Eleven (11) month</td>
<td>14 days per year = 112 hours</td>
</tr>
<tr>
<td>Twelve (12) month</td>
<td>15 days per year = 120 hours</td>
</tr>
</tbody>
</table>

   c. Sick leave shall be computed as of July 1st of each year.

   d. Family illness leave and funeral/bereavement leave are deducted from sick: They are addressed in policies 4712 and 4713.

   e. Each teacher will receive a written statement at the beginning of each school year stating total accumulative sick leave.

   f. When the teacher is absent more than the time allowed on the accumulated sick leave, salary will be deducted by dividing the annual salary by the number of days in session. The school district will discontinue paying school district share of the employees insurance premiums and any other benefits at the point that accumulated sick leave has been used. COBRA regulations will apply to this policy. (7-10-92 Revised)

   g. A teacher who is unable to work because of serious illness or disability and who has exhausted all sick leave available shall be granted a leave of absence in compliance with the Family Medical Leave Act policy.

   h. A teacher shall not receive credit for a year’s experience on the salary schedule unless 110 days are taught in the current school year.

   i. Doctor or dental appointments are considered part of the sick leave policy and cannot be considered personal leave.

(Revised 4/29/97; 6/2017)

2. Accumulated Sick Leave
Any unused sick leave may be accumulated from one year to the next to a total of from 480 to 600 hours. When the maximum sick leave is accumulated, all certified staff will be reimbursed for hours over accumulated sick leave at a rate of $6.00 per hour. Reimbursement will be made in December.

Staff are to be allowed to convert accumulated sick leave to personal leave. If certified staff have at least 332 hours of accumulated sick leave at the end of the school year and have at least 4 years of experience in the district, they can convert 32 hours of sick leave into 8 hours of personal leave. This is to be used in the same increments as the personal leave policy. Teachers may only carry over a maximum of 8 hours of personal leave. This benefit can be utilized only once per school year.

3. The Superintendent shall make decisions as to sick leave when there is no Board policy to cover the situation. This is done with the approval of the Board.

4. New teachers who are new in the system must have been on the payroll for one (1) full month, successfully performing their duties to be eligible for sick leave.

5. The School Board reserves the right to act upon each case individually and make such changes or stipulations, as they may consider advisable.

(Revised 7/1/95; 6/2017)

4711 Parental Leave

A. Provisions of the Flandreau School District Family Medical Leave Act policy shall apply for:

1. The birth and first year care of a newborn child (including circumstances which require leave to be taken prior to the birth of a child).

2. The adoption or foster placement of a child (including circumstances which require leave to be taken prior to actual placement of the child).

B. At the time of the birth of a child, a teacher may make application for the leave without pay for either the remainder of the current school year or for a full school year. Application for this type of leave must be submitted to the Superintendent for Board approval five (5) working days prior to the date of the next regularly scheduled Board meeting and at least four (4) full weeks prior to the start of the requested leave.

C. The employee shall not receive credit for a year's experience on the salary schedule unless 110 days are taught in the current school year.

D. In all cases when leave is granted under this policy, any teacher receiving leave shall in no case lose seniority or the sick leave which has accumulated except what was used during the leave and shall retain this seniority and any remaining accumulated sick leave upon returning to active duty.

E. While on leave a teacher shall have the option to remain an active participant in the district's insurance program by so requesting. The teacher shall contribute the amount said teacher and the school district would have been required to contribute if the teacher were actively employed. The provisions of this paragraph shall be contingent upon agreement by the insurance companies.

F. If the teacher wishes to return from this leave earlier than originally anticipated, notice of such intention must be given to the Superintendent at least five (5) working days prior to the date of the next regularly scheduled Board meeting and such request shall be subject to Board approval.

(Revised 7/1/95)

4712 Family Illness

1. Up to 24 hours per incident to a maximum of 96 hours of sick leave days per year may be used by employees for family illness leave.
2. Doctor or dental appointments for family members are considered part of this policy.

3. Each three-day incident may be extended with a doctor’s confirmation (which may be requested by the administration) up to the maximum of 96 hours as addressed above. If the Superintendent approves the additional days, the days would be taken from the employee’s sick leave if days are available or recorded as days without pay.

4. Leave for serious health condition of employee’s spouse, son or daughter, or parent may qualify under the Family Medical Leave Act

(Revised 7/1/95)

4713 Bereavement

1. Up to 24 hours per incident to a maximum of 96 hours of sick leave per year may be used by employees for funeral/bereavement leave.

2. Additional days for funeral/bereavement leave may be requested by the employee to the Superintendent. If the Superintendent approves the additional days, the days would be taken from the employee’s accumulated sick leave, if days are available, or recorded as days without pay.

3. An additional three days of bereavement separate from sick leave will be added. This leave would be without the loss of pay. It will not be accumulated and will not go towards pay for unused sick leave. These three days will be granted each year. These days will be used only for immediate family. Immediate family is defined as spouse, child, parent, sibling, grandparent, grandchild, mother-in-law, father-in-law, sister-in-law, brother-in-law, daughter-in-law and son-in-law. These days will be used first before the bereavement leave (4713.1) would go into effect.

(Revised 5/2012)

4714 Sick Leave Assistance Plan

1. Each school district employee beyond their second successive full term of employment and eligible for sick leave benefits, may elect to participate in the District sick leave assistance plan established by this policy. The purpose of the plan is to aide employees who have exhausted all of their accumulated sick leave through extended absence due to prolonged illness or catastrophic accident.

2. The election to participate must be indicated no later than September 15, or within fifteen (15) days of initial hiring, on a written form provided by the business manager, and each such election is valid only if the electing employee contributes not less than one of the employee’s unused sick leave entitlement to the sick leave assistance plan. Upon such election, the employee shall be eligible to participate in the sick leave assistance plan without further contribution except as required in Item 5 below. If an employee does not elect to participate within the time limits specified, the employee is ineligible until the beginning of the next school fiscal year. When contributions to the plan have accumulated to a total of one hundred eighty (180) or more days, no more days will be added until the plan is depleted to sixty (60) days, except for new participants.

3. Administration of the sick leave assistance plan will be handled by a committee appointed by the School Board consisting of the following members: four (4) faculty members, two (2) classified employees, and one (1) administrator. Record keeping will be done by the business manager and the employee committee shall have the right to periodically examine the records during normal business hours. The committee shall establish guidelines to govern its decision-making process regarding the granting or denial of requests for withdrawals from the plan. The committee guidelines shall provide a basis for insuring that withdrawals from the plan under this policy are made available only to those applicants who have nor abused sick leave, and provide that such withdrawal is made for prolonged illness and disability caused by a catastrophic accident.

4. Each participant who has used all of their personal sick leave (current and accumulated) may petition the sick leave assistance committee for sick leave assistance.
5. The maximum number of sick leave days which the sick leave assistance committee may provide to a participant is thirty (30) days annually. All requests for use of the bank must be submitted in writing to the Superintendent and must be supported by a written statement from the participant's personal physician. The Superintendent will forward the request to the committee for decision. The committee's decision will be forwarded to the Superintendent for distribution to the appropriate personnel.

6. Such additional sick leave days shall not be deducted from the recipient's future accumulated sick leave. However, each participant who has received assistance from the sick leave assistance plan must re-establish participation for the next school fiscal year by following the procedure described in item 2 of this policy.

7. Days in the bank shall be withdrawn on a first-come, first-served basis and, if the total days in the bank are exhausted in any year, use of the bank ends for that year. Unused days in the plan (limited to 180 days) shall be carried over to the next school year.

8. The sick leave assistance committee shall annually make a written report to the Superintendent regarding the operation of the plan during the preceding year.

(Adopted 4/24/91)

4720 Personal Leave

1. Full-time teachers will be granted 16 hours of personal leave per year. These hours will be with full compensation.

2. Teachers will be allowed to carry over 8 hours of personal leave to the following year. At the end of the school year, the teacher will have the choice to be paid at the $7.50/hour or carry over 8 personal hours. The maximum number of personal hours in any given year would be 24 total hours (16 hours new and 8 hours carried over). The teacher shall notify the Business Manager in writing, by the last day of school if they would like to have 8 personal hours carried over to the next year. If written notice is not submitted, the teacher will be paid for their unused personal leave.

3. Not to be used for days when weather conditions impede the teachers from getting to work.

4. Request must be approved by the Principal with the authorization being granted by the Superintendent of the schools.

5. If an emergency period arises in which it is difficult to secure substitutes, the administration may declare an emergency period during which no personal leave shall be granted.

6. Leave must be requested in writing at least 24 hours in advance of the day on which the leave is to be taken.

7. Unless otherwise approved by the Superintendent of Schools, personal leave will not be granted during:
   A) The first five days of the school year
   B) The last five days of the school year
   C) In-Service days
   D) Parent/Teacher Conferences

Up to three teachers may be granted personal leave on any day other than stated above. These days will be determined on a first-come, first-serve basis unless otherwise approved by the Superintendent of Schools.

8. Personal leave shall not be used when other types of leaves are provided for the purpose of which the leave is required. (9/11/90 Revised #1)

9. Individuals will receive payment for unused personal leave days each year at a rate of $7.50 per hour, which is subject to employment taxes.

10. Starting the 2016-2017 school year, all certified staff will be granted an extra 4 hours of personal leave that can only be used after school when students are not present and the route buses have left the school grounds. These hours will not be
rolled into the other 16 hours of personal leave. This leave will not be allowed during professional development time. These hours cannot be used in conjunction with normal leave time.

Revised (6/2016; 6/2017)

4721 Educational Leave

In order to provide opportunities for professional improvement, any certified teacher shall be granted a leave of absence to continue education for formal full time study at a recognized college or university, or other approved programs mutually agreed upon by both the teacher and the Board.

The following eligibility requirements must be met prior to making a request for educational leave.

1. An applicant must possess a valid South Dakota certificate, hold a minimum of a bachelor's degree, and must have accrued three (3) consecutive full years of teaching service in the Flandreau School District.

2. Educational leave for study shall be limited to individuals centering their study in the area of major concentration and should not be used for the purpose of retraining in a new area unless with the approval of the Board.

3. Applications in writing for educational leave must be made to the Principal and the Superintendent by May 1st for the ensuing school year.

4. Only one (1) certified teacher should be granted full-time educational leave during the school term. In the event that more than one teacher requests a leave of absence, priority will be given to the teacher with the most seniority.

5. Applicants granted a leave of absence should notify the Superintendent in writing by March 1st of their intentions to return or not to return to teaching duties.

6. The final determination in granting educational leave rests with the Board.

A teacher returning to the Flandreau School District after a leave of absence shall in no case be considered a new teacher but shall be granted the sick leave and benefits accumulated up to the time the leave began and shall be restored to former status.

4722 Political Leave

1. All school district employees seeking an extended leave of absence for the purpose of being a candidate for or holding public office shall apply such leave in writing to the school board.

2. The school board shall give the district employee a written response to a request for political leave.

3. If the district employee is not elected, the district employee shall be returned to the respective position immediately.

4. Leave of absence shall be arranged for a definite period of campaigning.

5. Leaves of absence for the period of holding public office, because of the wide variance of demands on time, shall be determined on an individual basis.

6. Pay shall be docked 100% for political leave.

(7-10-92 Revised #1 through #6)

4723 Military Leave

1. Teachers who qualify as members of a "reserve component" to include the National Guard and Reserve Units will be granted military leave of absence from their employment in accordance with the following established policy.

2. Military leave will not exceed fifteen (15) working days in any calendar year.
3. Military leave will not be accumulated and will be without pay.

4. Temporary or part-time teachers are not entitled to military leave. Temporary does not include new teachers on probationary Status.

5. Teachers requesting military leave for training will obtain a written order or letter from the commander of their reserve or National Guard unit showing the dates of their training period. This notice is to be turned in to the Superintendent or designee sixty (60) days prior to the date of the teacher's departure for training.

6. A record of military leave taken will be maintained on the regular annual sick leave account of each teacher. Legal reference: SDCL 3-6-22 through 3-6-25, inclusive.

4724 Civic Responsibilities

A teacher may be excused, to discharge civic responsibilities in which the teacher has achieved leadership after approval by the building principal. The request must be submitted at least two (2) days in advance. Not over 16 hours shall be used by any teacher for this purpose in any year.

(7-10-92 Revised)

4730 Professional Leave

1. All full time teachers may be allowed professional leave. All professional leave to be cleared with the Principal and approved by the Superintendent.

2. Professional leave shall be defined as leave in connection with contracted teaching assignments, co-curricular responsibilities, and/or participation in professional association activities in which one is a member.

3. Teachers shall be reimbursed at the current state rates for expenses incurred while on professional leave when leave has been approved by the administration.

4. Professional leave shall not exceed 16 hours per school year without special permission from the Board.

(7-10-92 Revised #1, #3)

4740 Court and Jury Leave

Court and jury duty hold precedence over all other employment obligations in the school district.

A teacher should not be penalized by loss of pay from a contracted salary while absent performing Court and jury duty required by law. (A teacher does not receive replacement compensation for court and jury duty).

The daily payment and mileage paid to such teacher is to help compensate for the extra expense for meals, lodging and travel. In most instances, such payment does not fully compensate the teacher for such other necessary expense.

When a teacher is summoned to serve on a jury or subpoenaed as a witness, the teacher shall be entitled to receive regular pay from the school district while so absent and without loss of any leave credits. The teacher shall not be entitled to expenses from the school district, and shall pay to the district any fee paid to the teacher for service as a juror. If the teacher is employed by the district less than full-time, the fee paid to the district for a day's jury duty shall be in proportion to the teacher's percentage of full-time employment with the school district. The teacher may retain any mileage allowance or subsistence allowance paid in connection with jury service. The amount owed by such a teacher to the district may at the option of the district be withheld from the teacher's pay.

Any teacher summoned or subpoenaed either as a juror or a witness shall notify the principal sufficiently in advance of such required absence so as to permit reasonable arrangements to be made.
4750 Permissive Leave

1. All full time teachers may be allowed permissive leave at the discretion of the Superintendent.

2. Permissive leave shall be defined as leave for reasons, which are not covered, in any of the above policies. In most cases, permissive leave shall be granted sparingly.

3. Permissive leave shall be docked at full pay.

(9-11-90 Revised #1)

4800 TEACHER RESPONSIBILITIES

4820 Academic Freedom

In recognition of the right of citizens to make suggestions for improvement, upon the official request of any special interest group, the Board shall appoint any investigative committee composed of teachers and administrators to meet with representatives of the group, and discuss their interest in instructional material and topics. This committee shall make its report to the Board.

The appointment and functions of such investigative committee shall be consistent with and conform to the laws of the State of South Dakota governing the duties and responsibilities of the Board policies, particularly Policy #8300, numbers 6 and 20 in all of its parts.

Whenever any group or individual brings charges against a teacher concerning the freedom to teach, the Board may provide, at its discretion, without charge to the teacher, the necessary and sufficient leave of absence except when the Board and the teacher's position are in legal opposition.

4830 Duties and Responsibilities

1. To carry out assignments as outlined by the Superintendent and the Principal according to the policies of the Board.

2. Teachers are on duty from 8:00 am to 4:00 pm. On Fridays or day preceding holidays or vacations, teachers may leave after pupils have been dismissed, and school buses have departed. Teachers may be required to stay after 4:00 pm in case of an emergency as pre-arranged by the Principal and / or the Superintendent.

3. During the time the rooms are open for the reception of pupils, teachers are requested to be in their rooms unless the Principal or the Superintendent assigns them other duties.

4. All teachers are expected to devote full time to their contractual duties.

5. Non-school employment after school hours, on weekends, and vacations during the contract period is at the discretion of the teacher. However, if in the opinion of the school administration and the Board, such employment is deemed to interfere with contractual duties, resignation from contractual duties will be expected after due process. Teachers are requested to be present for school activities as requested by the Superintendent and / or Principal.

6. Teachers are responsible for turning out lights, closing windows, and locking doors when leaving their room after school.

7. The period before and after school, recess and lunch (for those students who bring their lunch to school) will be supervised.

8. At no time will children be sent from the building without supervision.

9. The teachers should make themselves available to students who seek their help before and after school.
10. If it is necessary for a teacher to leave the building during school hours, the teacher should check out at the office before leaving. Teachers should feel free to leave when necessary. However, they should use good judgment in the frequency and purpose for which they go.

11. No teacher shall use school equipment, school building or school facilities for private gain except upon the approval of the Superintendent. (6-12-00 Revised)

4840 Public Complaints About School Personnel

Constructive criticism of the schools is welcomed by the Flandreau 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 teachers and desires to support their actions in such a manner that teachers 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 school administration for study and possible solutions. The individual teacher involved shall be advised of the nature of the complaint and shall be given the opportunity for explanation, comment, and presentation of the facts as the teacher sees them.

The Board recognizes that situations may arise in the operation of the school system, which are of concern to parents or the public. Such concerns are best dealt with through communication with appropriate teachers, principals, the Superintendent, and the Board.

The following guidelines are the proper procedure to be followed by persons with questions or complaints:

1. Matters concerning individual students should first be addressed to the teacher.

2. Unsettled matters from (1) above or problems and questions concerning individual schools should be directed to the principal of the school.

3. Unsettled matters from (2) above or problems and questions concerning the system should be directed to the Superintendent.

4. The Board will consider hearing citizen complaints when they cannot be resolved by the administration. Matters referred to the Board must be in writing and should be specific in terms of the complaint and the action desired. The Board will not consider or act on complaints that have not been explored at the appropriate administrative level.

If it appears necessary, the administration, the person who made the complaint, or the teacher involved may request an executive session of the Board for the purpose of further study and 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. Hear-say and rumor shall be discounted as well as emotional feelings except those directly related to the situation.

The Board shall conduct such meetings in as fair and just a manner as possible. The Board may request a disinterested third party to act as moderator to help it reach a mutually satisfying solution. In all meetings in regard to complaint, the teacher shall be allowed representation of the teacher's choosing.

4850 Mentor/Mentee Program

The Flandreau School District supports a mentor teacher program. This is a program whereby first year teachers will be paired with a district mentor teacher to ensure a smooth transition into the district. Teachers with prior experience but new to the district will be offered the opportunity to participate in the program.

Program Goals:

1. To establish a structure for novice teachers to gather expertise and support from experienced faculty members.
2. To provide a positive teaching experience for the new teacher.
3. To increase the retention rate of teachers in the profession and in the district.
4. To reward experienced teachers for their role in supporting mentee teachers.

Mentor eligibility:
1. Minimum of two years of successful full-time teaching experience in the Flandreau School District.
2. Staffed as a highly qualified teacher (as defined by the state of South Dakota).
3. Received authorization by the building principal to be a mentor teacher.

The expectations of the mentor/mentee team include:
1. An introductory meeting at the start of the school year to introduce building procedure, school system policies, and to set-up primary goals for the mentee and for the mentor/mentee team. The mentor teacher will not be in the line of authority and will not exercise formal supervision over the new teacher with whom he/she is working.
2. A minimum of two thirty-minute session search quarter to focus on the mentee teacher’s needs and understanding of district and profession programs and strategies and to discuss and evaluate the goals of the mentee.
3. A visit to each other’s classroom at least once a semester.
4. The mentor is responsible for documenting meetings and classroom visitations including a log of discussion topics. This documentation is to be turned into the building principal by April 15th.

Compensation:
The mentor teacher will receive $300 for the added time, preparation, and work to make a successful team. The mentor teacher will be paid $150 each semester upon receipt of the team documentation.

Revised (5/19/09)

5000 PERSONNEL POLICIES

5100 Contract

Teacher aides shall receive an hourly wage for the hours worked and verified by time sheets completed monthly. (Revised 11/10/2014)

5210 Certification

All teachers must be certified as required by the South Dakota SDCL 13-42-1 thru 13-42-5 and they must meet the standards of the South Dakota Division of Education. (Reviewed 11/10/2014)

5215 National Board for Professional Teaching Standards

The Flandreau School District will pay $1000 per year up to 10 years for any teacher who is certified by the National Board of Professional Teaching Standards. The teacher must be employed by the Flandreau School District when the teacher receives the certification and stays employed by the Flandreau School District throughout the 10 years.

(Reviewed 11/10/2014) (Reviewed 10/08/2018)

5220 Code of Ethics

1. All certified teachers are expected to conform to ethical standards of conduct.
2. It should be noted that South Dakota teachers also work under the Code of Ethics promulgated by the Professional Practice Commission. (Reviewed 11/10/2014) (Reviewed 10/08/2018)

5221 STAFF ETHICS
An effective educational program requires the services of men and women of integrity, high ideals, and human understanding. All district employees 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 system.
- The placement of the welfare of children as the first concern of the school system, which will require that appointments to positions and promotions 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 system toward the improvement of the school system. Such constructive criticism is to be made directly to the particular school administrator who has the administrative authority to improve the situation and then to the superintendent, if necessary.
- The proper use and protection of all school properties, equipment, and materials.

Note: The American Association of School Administrators and National Education Association among other professional education groups have codes of ethics which may be endorsed in Board policy or shown as policy manual exhibits.

5222 STAFF CONDUCT AND RESPONSIBILITIES

All staff members have a responsibility to make themselves familiar with, and abide by, state laws as these affect their work and Board policies and the administrative regulations designed to implement them.

Most professional organizations for administrators, teachers, and other education professions have codes of ethics which set forth standards for ethical professional conduct. The Board wishes for professional staff members to adhere to the standards established by the pertinent codes.

In the area of personal conduct, the Board wants all staff members to conduct themselves in a manner that not only reflects credit to the school system, but that 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 school operations and the instructional program are the following specific responsibilities, which will be required of all personnel:

1. Faithfulness and promptness in attendance at work.
2. Support and enforcement of Board policies and administrative regulations in regard to students.
3. Diligence in submitting required reports promptly at the times specified.
4. Care and protection of school property.
5. Concern and attention toward their own and the school system's legal responsibility for the safety and welfare of students, including the need to assure that students are under supervision at all times.

5223 STAFF-STUDENT RELATIONS
Staff members will be expected to regard each student as an individual and to accord each the rights and respect due any individual. Consequently, the role of staff will be seen, not as dictators, but as directors and aides in the learning processes. Staff members will strive to provide for the fullest self determination by each student in regard to his learning program, consistent with district and local goals and with optimal opportunities for all students. Students will be treated with courtesy and consideration. Neither insults nor sarcasm will be used before a student’s peers as a way of forcing compliance with a staff member’s requirements or expectations.

Students are urged to regard staff members as people with specific knowledge and capabilities which can serve to advance the student’s own knowledge and development.

Students will be expected to regard staff members as individuals, employed to provide direct or indirect contributions to learning. While students are to have considerable latitude in making choices for themselves they will be required to respect the rights of staff members (and other students, as well) and interference with those rights will not be condoned. No students will have the right to interfere with the efforts of instructional staff to coordinate or assist in learning to disseminate information for purposes of learning, or to otherwise implement a learning program. Nor will a student have the right to interfere with the motivation to learn or the learning activities and efforts of other students.

The Board believes it is commendable for a teacher to take a sincere professional interest in an individual student, provided partiality and the appearance of partiality are avoided. The teacher who inspires, guides, and helps can have a positive, lasting influence on a student's life, but such teacher-pupil friendships must be on a teacher-student basis. "Pal-like" relationships indicate excessive personal involvement, are not compatible with good professional ethics and will not be condoned. (Reviewed 10/08/2018)

5224 PERSONNEL RECORDS

Information about staff is required for the daily administration of the school district, for implementing salary and other personnel policies, for budget and financial planning, for responding to appropriate inquiries about employees, and for meeting Board, state, and federal educational reporting requirements. To these ends, the Board authorizes and directs the superintendent to develop and implement a comprehensive and efficient system of personnel records maintenance and control under the guidelines which follow.

1. A personnel file will be accurately maintained in the central administrative office for each present and former employee. These files will contain applications for employment; references; and records relative to compensation, payroll deductions, evaluations, and such other matters as may be considered pertinent to the purposes of this policy as cited above.

2. The superintendent will be the records manager for personnel files and will have the overall responsibility for maintaining and preserving the confidentiality of the files. The superintendent may, however, designate another official to perform the duties of records management on the understanding that this official is to be held responsible for granting or denying access to records on the basis of these guidelines.

3. All personnel records will be considered confidential and not open to public inspection. Access to files will be limited to school officials authorized by the superintendent to use the files for purposes of this policy as cited above. No other persons or agencies may have access to information in a staff member's file except when the staff member has given written consent for the release of specific information is subpoenaed or ordered for release by a court of law.

4. Lists of district employee's names and home addresses will be released only to governmental agencies as required for official reports.

5. A staff member may have access to his own personnel file at all reasonable times (i.e., during regular school office hours) but with the exception that access will not be granted to references provided to the district on a confidential basis prior to employment. The right of access includes the right to make written objectives to any information contained in the file. Any written objection must be signed by the staff member, and will become part of the staff member's file.

6. No complaint, commendation, suggestion, or evaluation may be placed in the evaluation file unless it meets the following requirements:

   a. The comment is signed by the person making the complaint, commendation, suggestion, or evaluation; and
Updated 07/2018

b. The superintendent or employee's principal or other supervisor has notified the employee that the comment is available in the district office for inspection prior to its placement in the evaluation section.

The employee may offer a denial or explanation of the complaint, commendation, suggestion, or evaluation, and any such denial or explanation will become a part of the evaluation section. (Reviewed 10/08/2018)

5225   **CRIMINAL BACKGROUND CHECK**

**Policy Statement**

The District is committed to providing a safe learning and working environment. As part of this effort, and in accordance with state and federal law, regulations, and policies, the district will require each person over eighteen years of age hired by the district, who is an unsupervised volunteer, or is employed by an entity which provides the District direct or indirect student services shall be required to submit to a criminal background investigation, by means of fingerprint checks by the Division of Criminal Investigation and the Federal Bureau of 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 is an unsupervised volunteer, or are employed by an entity which provides the District direct or indirect student services shall be required. 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 District’s 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 CJS 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 an unsupervised volunteer, or is employed by an entity which provides the District direct or indirect 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 prospective employee or volunteer 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 who has been approved by the District to have regular direct student responsibilities is subject to the requirements of this section. The District will
reimburse the employee or volunteer for the cost of fingerprinting or the criminal background investigation once it is determined that no disqualifying record exists that would prohibit the person from working in the District as an employee or volunteer.

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 at the student teacher’s expense, and the District may rely upon the results of that investigation for employment of that person as an employee of 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. 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 “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.

10. 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.

11. 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 applicant’s challenge as to the accuracy or completeness of any entry on the applicant’s record to the FBI, Criminal Justice Information Services (CJIS) Division, ATTN: SCU, Mod. D-2, 1000 Custer Hollow Road, Clarksburg, WV 26306.

12. 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).

13. Before a person’s conditional employment is terminated as a result of the person’s 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.

14. 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.

15. 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 direct or indirect student services to submit to additional criminal background checks which shall be at the entity’s or person's expense.
Updated 07/2018

16. 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 notify the individual that his or her fingerprints will be used to obtain the CHRI of the individual.
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.
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 individual’s personnel file.

Access and Retention

1. The District may print copies of records when necessary to determine whether the person is authorized to work for the District. In those situations, the physical copy will be destroyed immediately after the decision is made.
2. The District will not disseminate CHRI across state lines.
3. 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.
4. 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.
5. The results of the background investigation done by the District shall be transferred to another South Dakota public school district if the 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.

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 District’s 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 maintain electronic copies of CHRI
4. CHRI will not be relocated or transported outside a secure location unless transported in a locked container or in folders where the information is not visible to the public.
5. The District will dispose of records securely. Physical records will be cross-shredded or incinerated.
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 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.

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 MSHP 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): District’s 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.

Adopted: 9/12/00, Revised 11/10/2014, Revised 11/14/2017; Reviewed 10/08/2018

5230 HEALTH EXAMINATION

PHYSICAL EXAMINATION

1. An employee of the school district who is unable to return to duty following two weeks of illness or injury shall present a certificate from a physician to the Superintendent.

2. If at any time there is reasonable cause to believe that an employee is suffering from an illness detrimental to the health of the pupils or from a mental or physical disorder affecting his or her ability to perform his or her duties, the board of education may require a new certification of health by a physician appointed by the Board, the expense of which shall borne by the School District.

3. Psychological Examinations - Instructional Personnel
   The school district may, in certain instances, require a psychological examination of an employee by a licensed psychiatrist as evidence of good mental health. Such employees may be suspended from employment until he is able to produce a certificate from a licensed psychiatrist that such individual can safely continue such employment.

5231 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:

- a representative from the State Health Department;
- the employee's physician;
- the employee and/or designee;
- the school health service's supervisor;
- the superintendent or designee; and
- other appropriate school personnel.

In making the determination, the advisory committee shall consider:

- the physical condition of the school employees;
Updated 07/2018

- the expected type(s) of interaction with others in the school setting;
- the impact on both the infected school employees and others in that setting;
- the South Dakota Department of Health guidelines and policies;
- the status of certification of the employee as is promulgated in SDCL 13-43-3 and SDCL 13-43-3.3;
- the recommendation of a medical provider, which may be controlling;
- information regarding the infected employee which is deemed part of his/her personnel records, therefore is classified as "Confidential" as required by SDCL 1-27-3.

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

If employment of an infected employee is to be interrupted or discontinued, the employee will be entitled to use available medical leave and receive available benefits.

Public information will not be revealed about the employee who may be infected. If the employee is permitted to remain in the school setting the following procedure will be followed by the principal:

- Information will be provided, as appropriate to school employees who have regular contact with the employee, as to the employee's medical condition and other factors needed for consideration in carrying out job responsibilities.

- Health guidelines for work attendance are established and 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.


5232 EMPLOYEE COMMUNICABLE DISEASE GUIDELINES

Health guidelines for work attendance are established and interpreted with the context of the situation. The guidelines are not inclusive but are available to be used as a resource. Specific needs will be addressed individually. School personnel will refer to school health professionals for specific judgments in interpreting the guidelines.

<table>
<thead>
<tr>
<th>Disease and Incubation*</th>
<th>Period</th>
<th>Rules for Work Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquired Immune Deficiency Syndrome (AIDS)</td>
<td>6 months-five years</td>
<td>Determination should be made by the team process as outlined in the Communicable Disease Policy. The State Department of Health guidelines on AIDS shall be used as reference.</td>
</tr>
<tr>
<td>Chicken Pox</td>
<td>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></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</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Disease/Infection</th>
<th>Recovery Time</th>
<th>Return to Work Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giardiasis and Infectious Enteric Diseases</td>
<td>5-25 days</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>Impetigo</td>
<td>Variable</td>
<td>The employee may attend work if under treatment and dry.</td>
</tr>
<tr>
<td>Infectious Hepatitis</td>
<td>15-40 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)</td>
<td>8-14 days</td>
<td>The employee may attend work after a minimum of seven 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)</td>
<td>2-6 weeks</td>
<td>The employee may attend work as directed by the physician.</td>
</tr>
<tr>
<td>Mumps</td>
<td>12-21 days</td>
<td>The employee may attend work after swelling has disappeared.</td>
</tr>
<tr>
<td>Pediculosis (Lice, Crabs)</td>
<td></td>
<td>The employee may attend work after treatment.</td>
</tr>
<tr>
<td>Pink Eye (Conjunctivitis)</td>
<td>5-12 days</td>
<td>The employee may attend work after the eye is clear, under treatment or with physician's written permission.</td>
</tr>
<tr>
<td>Plantar's Warts</td>
<td></td>
<td>The employee may attend work.</td>
</tr>
<tr>
<td>Ring Worm (Scalp, Body, Athlete's Foot)</td>
<td></td>
<td>The employee may attend work if the area is under treatment.</td>
</tr>
<tr>
<td>Rubella (3-day, German Measles)</td>
<td>14-21 days</td>
<td>The employee may attend work after a minimum of four days. Prevent exposure of pregnant women.</td>
</tr>
<tr>
<td>Scabies (7-year itch, Mites)</td>
<td></td>
<td>The employee may attend work after treatment.</td>
</tr>
<tr>
<td>Streptococcal Infections (Scarlet Fever, Scarletina, Strep Throat)</td>
<td>1-3 days</td>
<td>The employee may attend work 24 hours after initiating oral antibiotic therapy, and clinically well.</td>
</tr>
<tr>
<td>Influenza</td>
<td></td>
<td>The employee must have a doctor’s note to return</td>
</tr>
</tbody>
</table>

*Time interval between initial contact with an infectious agent and the first sign of symptom of the disease. LEGAL REFS: SDCL 13-43-3.3, SDCL 1-27-3 ARSD 24:03:09:10

5233  FAMILY AND MEDICAL LEAVE

I. POLICY STATEMENT:

The Flandreau School District shall comply with the mandatory provisions of the Family and Medical Leave Act of 1993 (FMLA) as authorized by P.L. 103-3. The Superintendent shall administer this policy adopted by the Flandreau Board of Education, setting forth the rights and procedures granted by the Act, and shall ensure compliance with this policy either personally, by delegation, or by some combination of personal supervision and delegation. For purposes of this policy and an employee's right to take leave under the Family and Medical Leave Act and Flandreau School District policy, full-time deemed "eligible employees and are covered by this policy. Any certified staff member employed less than full-time must have been employed by the Flandreau School District for twelve months and employed for at least one thousand two hundred fifty (1,250) hours during the previous twelve (12) month period.
immediately receding the commencement of leave to be an "eligible employee" for purpose of this policy. A classified staff (support staff) employee must have been employed with the Flandreau School District for 12 months and worked for the Flandreau School District at least 1250 hours within the 12 month period immediately receding the requested leave to be deemed an "eligible employee." [Employment is defined as being on the Flandreau School District's payroll].

II. PROCEDURES FOR IMPLEMENTING FAMILY AND MEDICAL LEAVE:

B. An eligible employee for FMLA leave under this policy shall be entitled up to a total of sixty (60) days (twelve weeks) of FMLA leave per school year (July 1 to June 30) for the following qualifying reasons:

1. The BIRTH and first year care of a newborn child (including circumstances which require leave to be taken prior to the birth of the child);

2. The ADOPTION or FOSTER PLACEMENT of a child (including circumstances which require leave to be taken prior to actual placement of the child);

3. The care of employee's spouse, son or daughter, or parent who has a SERIOUS HEALTH CONDITION, or

4. The employee's own SERIOUS HEALTH CONDITION, that makes the employee unable to perform his/her job.

C. Not all absences of an employee due to illness of the employee or family member constitutes FMLA leave "due to a serious health condition" under #3 and #4 above. "Serious Health Condition" means an illness, injury, impairment, or physical or mental injury that involves inpatient care in a hospital or residential medical care facility OR continuing treatment of the employee or family member by a health care provider due to incapacity requiring the employee to be absent from work for more than 3 calendar days for continuing treatment of a chronic or long term health condition. ("Continuing treatment" means two or more visits to a health care provider or when the employee or family member is under continuing supervision of the health care provider due to a serious long-term or chronic condition or disability which cannot be cured). Short-term absences due to conditions which require only very brief treatment (if any) and recovery do not qualify for FMLA leave, although the employee would still be entitled to take paid sick leave pursuant to the Flandreau School District's sick leave policy if the employee is covered under the policy. The flu would be an example of such a situation. (The days taken under District's sick leave policy but not qualifying for FMLA leave would not be deducted from the 60 days of FMLA leave to which the employee is entitled in each 12 month period).

D. The certified employee taking FMLA leave shall be required to count and apply accrued paid days and personal leave toward the twelve (12) weeks of FMLA leave taken for birth, adoption, foster care or care of a family member (II. A. 1, 2 and 3). Paid personal leave and sick leave shall be applied toward FMLA leave taken due to a serious health condition of the employee or family member (II. A. 3 and 4). A classified employee shall also be required to apply paid vacation days and leave against the 60 days of FMLA leave to which eligible employees are entitled. If the employee does not have sufficient accrued paid sick leave combined with paid personal leave (and for classified employees, also paid vacation days) equal to the period FMLA leave is taken, the employee is still entitled to the total twelve weeks FMLA leave within the one (1) year period for FMLA qualifying reasons. However, when FMLA leave is taken in such instances, the difference between the employee's accrued paid leave and the 60 days of FMLA leave to which the employee is entitled shall be on an unpaid leave basis.

E. During the period of FMLA leave, the employee is entitled to continuation of any employee group health benefits which the employee was receiving when the employee began taking FMLA leave. The Flandreau School District shall continue to pay its portion of the group health insurance premiums, and it shall be the employee's responsibility to continue to pay for his or her portion of said premiums. Upon return to work, the employee shall be entitled to his or her same position or an equivalent position at the same rate of pay and benefits which the employee received at the time FMLA leave began (subject to changes in the Flandreau School District policy, in the negotiated agreement relative to salary and health insurance benefits and subject to the Flandreau School District's reduction-in-force policy). A return to work during the last two (2) or three (3) weeks of semester from FMLA leave by certified staff shall also be subject to certain restrictions as set forth in the Special Rules section. The employee shall not accrue additional benefits during the period FMLA leave is taken without pay.

F. In the case of birth, adoption or foster placement, the FMLA leave entitlement for child-care ends after the child reaches the age of one, or 12 months after the adoption or placement. FMLA leave to care for a child/parent also includes the
right to take FMLA leave by/for a stepparent/stepchild or a person recognized as acting as a parent as a guardian (or adult with whom child resides pursuant to SDCL 13-28-10).

G. In cases where both spouses are employed by the Flandreau School District, the combined total of FMLA leave for both employees for birth, adoption or foster placement, or parent shall be limited to twelve (12) weeks. This limitation of twelve (12) weeks total however does not apply to employee- spouses taking FMLA leave due to other serious health conditions of a family member.

H. The Flandreau School District, at the request of the employee, may agree to allow the employee to take FMLA leave intermittently or on a reduced hours basis, subject to the recommendations of the Superintendent and approval by the School Board.

I. When unpaid FMLA leave is "foreseeable" in connection with birth, adoption or foster placement of a child, or for family or employee serious illness the employee shall provide thirty (30) days prior written notice of the request for FMLA leave (or as soon as possible if the employee becomes aware of the need for FMLA leave less than 30 days prior to the surgery or other event) and shall make a reasonable effort to schedule treatment, including the need for intermittent and reduced hour leave, so as to not duly disrupt the operations of the Flandreau School District.

J. When the employee requests or is taking unpaid FMLA leave, the Flandreau School District may require health provider verifications of the serious health condition from the employee's health care provider and may also require the employee to obtain a second medical opinion (at the District's expense). In the case of employee serious illness, in addition to the current sick leave policy requirements, the employee shall provide certification by his or her health care provider certifying that the employee is able to return to work and is able to meet the essential functions of the job.

K. If an employee does not return to work after the FMLA leave period has expired, all employee benefits shall cease to be paid by the Flandreau School District and the Flandreau School District may also require the employee to reimburse the Flandreau School District through payroll withholding for insurance premiums paid by the District while the employee was on unpaid FMLA leave unless the failure to return to work was due to the serious health condition that entitled the employee to take FMLA leave initially or due to other circumstances beyond the control of the employee.

L. The Superintendent or designee will be available to assist employees who want to apply for FMLA leave. FMLA request forms are available at the Superintendent's office.

**SPECIAL RULES SECTION APPLICABLE TO CERTIFIED EMPLOYEES**

The following special rules apply to any certified employee who takes FMLA leave under this policy and who is employed principally in an instructional capacity.

A. If FMLA leave begins with more than five (5) weeks left in the semester, the Superintendent may require the employee to continue taking leave until the end of the semester, if:

1. The employee will be gone from work at least three (3) weeks* for any of the four qualifying reasons (II A. 1-4), and
2. The employee would return to work in the last three (3) weeks of the semester.

B. If FMLA leave begins during the last five (5) weeks of the semester, the Superintendent may require the employee to continue taking leave until the end of the semester, if:

1. The employee would be gone from work at least two (2) weeks for a qualifying reason (II. A. 1, 2, or 3).
2. If FMLA leave begins during the last three (3) weeks of the semester, the Superintendent may require the employee to continue taking leave until the end of that semester if the employee would be absent more than five (5) working days for a qualifying reason (II. A. 1, 2 or 3).
3. If the Flandreau School District requires a teacher to extend FMLA leave under these special rules, the extended leave shall be counted against the employee's FMLA leave allotment.
Questions on these special rules should be addressed to the Superintendent or designee.

**5234 CLASSIFIED EMPLOYEE BENEFITS**

Classified employee benefits such as insurance and leave allowances will be determined by the school board for classified employees. Benefit levels per individual classified employee will be identified upon issuance of work agreements. Normal benefits will be provided full-time classified employees if the employee is assigned a minimum of 35 hours per week. Classified employees assigned less than 35 hours per week and a minimum of 20 hours per week will receive half the normal benefits. Classified employees assigned less than 20 hours per week will not receive benefits.

**Classified Employee Two-week Notice Requirement**

Classified employees are required to provide the superintendent with a written two-week advance notice of severance from their employment. A classified employee who does not provide two-week notice shall lose all benefits on the last day actually worked. Upon proper notice of severance of employment, benefits for classified employees will be in effect to the end of the month of employment.

**Classified Employee Accumulated Vacation and Other Leave**

Any unused sick leave may be accumulated from one year to the next to a total of 60 to 75 days dependent on work agreement period. When the maximum sick leave is accumulated, classified employees may be reimbursed for days over accumulated sick leave at a rate of $20.00 per day (maximum of 15 days per year over the 60 to 75 day maximum dependent on work agreement period).

Classified employees will not be paid for any accumulated vacation, sick leave, or other leave days upon severance from employment. However, after twenty years of service with the Flandreau School District and upon severance of employment, an employee will be reimbursed $20 per day for up to sixty days of unused sick leave.

Classified employees shall be allowed leave with full pay due to personal illness on the following basis:

<table>
<thead>
<tr>
<th>Work Agreement Period</th>
<th>Sick Leave Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nine Months</td>
<td>9</td>
</tr>
<tr>
<td>Ten Months</td>
<td>10</td>
</tr>
<tr>
<td>Twelve Months</td>
<td>12</td>
</tr>
</tbody>
</table>

A leave day is considered the same amount of time as the employee’s normal workday. Maximum number of leave hours per day allowed is eight hours.

All leave can be taken in 15 minute increments.

**Family Medical Leave**

Family medical leave is provided according to district policy.

**Family Illness Leave**

Up to three days per incident to a maximum of twelve accumulated sick leave days per year may be used by employees for family illness purposes which include doctor or dentist appointments for immediate family members. Each three-day incident may be extended with a doctor’s confirmation upon superintendent approval up to a maximum of twelve days. All family illness leave days shall be deducted from the employee’s accumulated sick leave.

**Bereavement Leave**

Up to three days per incident to a maximum of twelve accumulated sick leave days per year may be used for funeral/bereavement leave. The superintendent upon request may approve additional days. All bereavement leave days shall be deducted from the employee’s accumulated sick leave.

**Personal Leave**
Two personal days per year for full-time employees and one personal day per year for employees who work less than 35 hours per week. Personal leave must be requested to the superintendent in writing at least 24 hours in advance of the day on which the leave is to be taken. Personal leave is not to be used for days when weather conditions impede getting to work. Personal leave shall not be allowed the day preceding or following a vacation or holiday period or during the first or last day of the school year. Personal leave shall not be used when other types of leaves are provided for the purpose of which the leave is required. Classified employees will receive payment for unused personal leave days each year at a rate of $60 per day to a maximum of two days per year. Personal leave is not accumulative.

**Court and Jury Leave**

Any classified employee 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/she is not a named party, will be granted leave with pay for the days or parts of days such absence is required. Any payment other than per diem received for jury duty or the designated subpoena absence will be submitted to the school district business manager. The employee will notify the superintendent as soon as practical to make the necessary arrangements for a substitute when jury leave must be taken.

**Vacation Leave for Full-Time, Twelve Month Staff**

Classified employees will be credited each July 1 with the vacation amount which they have accrued the previous year. Those employed one through three years have ten (10) working days vacation leave. Those employed for four years and more will begin earning one additional day of vacation leave each year of their employment to a maximum of twenty (20) days. Employees will be credited with the extra vacation days on July 1 of their anniversary year. Vacation leave will not accumulate.

Current classified employees who have worked for the school district at least eight years will receive a maximum of five additional days beginning July 1, 2002. Vacation days may accrue for these individuals following July 1, 2002 within the scope of this policy at the rate of one day per year.

Vacation must be approved by the Superintendent at least five (5) working days in advance, unless unusual circumstances exist. As a general rule, vacation time will not be granted during the five (5) working days before school starts and the five (5) working days after school ends. All vacation used must be recorded with the Business Manager.

Administration will attempt to grant vacation leave to employees based on their requests. However, the supervisor must provide for adequate staff levels and employees should cooperate with their supervisor when scheduling vacation leave. The Superintendent is responsible for approving vacation leave requests.

Vacation leave is not granted to extend an employee’s period of employment beyond the last day worked, nor is vacation leave granted after an employee has submitted a written resignation from employment.

Vacation leave will be based on the average hours per day worked in the preceding year of employment, but will not exceed eight (8) hours per day.

**5260 | PAYMENT OF FEES OR FINES BY SCHOOL DISTRICT EMPLOYEES**

The Flandreau Public School District will not be held liable for the payment of fines or fees levied against an employee due to the non-performance of a required duty or responsibility as determined by a professional or governing organization.

In the event the Flandreau Public School District is notified of a requirement to pay said fee or fine, the Superintendent or designee will notify the employee of the employee's responsibility to pay the fee or fine. If the fee or fine remains unpaid after ten days of the notification the amount of the fee or fine may be withheld from the employee's salary. The school district may then pay the fee or fine to the organization.

**5270 | FLANDREAU SCHOOL DISTRICT PLAN OF STAFF DEVELOPMENT AND INSERVICE**

Continuing professional growth and increasing the effectiveness on the part of the entire staff are essential for the success of educational programs and school operation. The continual professional growth of all staff members on an individual basis and through planned inservice programs will be conducted and encouraged. Such opportunities may include within budgetary limitations, special inservice courses and workshops, summer study grants, school visitations, attendance at professional conferences and meeting, and
college courses as defined later in this policy. Further areas of staff development are listed in the South Dakota Guidelines for Staff Development.

The Superintendent is responsible for the establishment and maintenance of a successful staff inservice education program in the Flandreau School District. The Superintendent will work with other school districts, local colleges and universities, the South Dakota Division of Education, and the Sioux Area Educational Cooperative when needed. The Flandreau Board of Education will encourage the development of inservice education by:

1. Conducting an annual district wide assessment of inservice needs of all persons to be involved in the inservice.
2. Ranking inservice education needs in relation to district wide goals.
3. Developing criteria for effective inservice education activities.
4. Allowing time for inservice education.
5. Developing cooperative relationships with agencies that provide inservice education.
6. Establishing an inservice education committee to include the superintendent, principals, and teachers.
7. Identifying resources for inservice education.
8. Assuring the effectiveness of inservice education activities through evaluation.
9. Appointing teachers and administrators to an inservice committee.

In recognition of, and as an incentive to professional development, the teacher recertification policy and salary schedule for certified personnel, reflects additional formal training. Accredited college or university graduate level courses which are in the teacher's assigned teaching area or specific courses identified in this paragraph are recognized on the salary schedule. Accredited college or university undergraduate or graduate level courses which are in the teacher's assigned teaching area or specific courses identified in the paragraph will be recognized for South Dakota State teacher renewal credits. The following specified courses recognized by the Flandreau School District beginning with the 1989-90 school term: General computer, psychology, special education, gifted education, classroom management, health education, drug and alcohol education, reading methods, human relations and Indian Education. Up to 2 college under-graduate coaching or activity direction credits will also be accepted.

Each certified staff person shall participate in at least 15 contact hours of inservice training each year. These 15 hours of inservice may be earned through the preschool inservice time and any other inservice programs developed by the school district -during the school year. The Flandreau School District may require staff members to receive additional inservice training. above the 15 hour requirement. College or Department of Education recertification credit may be received for inservice hours.

The Superintendent will have the authority to approve release time for conferences and visitations, and reimbursement for expenses, provided such activities are within budget allocations. Expenses will not be paid if the teacher receives college credit for the release time activity. A special recertification fund has been established in addition to a professional travel fund which are both administered within the realm of the negotiated agreement.

5280 SUBSTITUTE TEACHER INSERVICE AND TRAINING

The building principals will each compile lists of qualified substitute teachers prior to the beginning of the school term. The Flandreau School Board mandates compliance with South Dakota State Board of Education Rules relating to the employment of substitute teachers and encourages the employment of certified individuals as substitute teachers with college preparation in the area of substitute assignment. Prior experience as a classroom teacher is preferred when employing substitute teachers. Availability of individuals to be hired as substitute teachers will in many cases dictate the degree of training and experience of the substitute teacher.

The superintendent in cooperation with the building principals will call a meeting of the substitute teachers prior to the beginning of the school term to explain Flandreau School District’s educational program, discipline program, schedules, policies and operation. Substitute teachers will be presented with appropriate handbooks relating to school operation at that time. Methods of discipline and problems encountered by substitute teachers will be addressed in the form of verbal presentations from administrators, video-tape presentations, recommended readings, and handouts will be the means of information dissemination to the substitute teachers. A tour of the building will be conducted for the substitute teachers. Substitute teachers will be invited to participate in Flandreau School District staff development activities.

All substitute teachers must pass a Mantoux test prior to beginning their first employment with the Flandreau School District.

At the beginning of each assignment day the substitute teacher will have a conference with the respective principal to discuss the assignment. The principal will log the substitute teacher assignment on a daily basis. The substitute teacher will report any problems or unusual circumstances to the building principal prior to leaving for the day.
5290  **GCD - RESIDENCY REQUIREMENTS FOR STAFF**

The Flandreau School Board recognizes the value of having all employees committed to being an integral part of the community. The board believes that this commitment to the community can best be exemplified by having employees live with the Flandreau District.

The Board bases this belief on the following:

1. It will aid in hiring staff that is highly motivated and deeply committed to the kind of education the community expects for its children.

2. Staff will be more likely to be involved in school and community activities.

3. Staff will have a better understanding and greater sympathy for the social, economic, and geographic problems of the children of the district and the taxpayers who support the schools.

All school personnel who are not now living in the school district are encouraged to establish their domicile in the Flandreau District.

(Adoption Date)

5291  **FLANDREAU PUBLIC SCHOOLS CO-CURRICULAR AND EXTRA CURRICULAR PROGRAMS**

**INDIVIDUALS WHO MAY ATTEND STATE ACTIVITIES AT SCHOOL EXPENSE IF INDIVIDUALS OR TEAM QUALIFY FOR STATE TOURNAMENT**

**FOOTBALL:**
- Coaches: High school football coaches.
- Manager(s): 2 only
- Statistician(s): 2 only
- Cheerleaders: varsity only
- Cheerleader Supervisor: one only

**BASKETBALL:**
- Coaches: High school basketball coaches.
- Manager(s): 2 only
- Statistician(s): 2 only
- Cheerleaders: varsity only
- Cheerleader Supervisor: one only

**VOLLEYBALL:**
- Coaches: High school volleyball coaches.
- Manager(s): 2 only
- Statistician(s): 2 only

**WRESTLING:**
- Coaches: High school wrestling coaches
- Manager: 1 manager if four or more wrestlers qualify.
- Statistician: Statistician if two or more wrestlers qualify.
- Cheerleaders: If 1-4 wrestlers qualify, two cheerleaders may go.

**Cheerleader Supervisor:**

- Chosen in the following manner:
  1. Experience in wrestling cheerleading (# of years)
  2. Seniority in the school (grade wise)

- If five or more wrestlers qualify, all cheerleaders may go.

**TRACK:**
- Coaches: High school track coaches
- Manager: 1 manager if four or more qualify.
CROSS COUNTRY:
Coaches High school cross country coaches.
Manager 1 manager if four or more qualify.

GOLF:
Coaches High school golf coaches.

(Adopted 8/7/92)

5292 Mentor Teacher Program

See Negotiated Policy Manual 4850

5310 POLICY ON DRUG PREVENTION CERTIFICATION FOR EMPLOYEES

Student and employee safety is a paramount concern to the School Board. Employees under the influence of alcohol, drugs, or controlled substances 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 drugs or controlled substances. Nor will the Board tolerate the unlawful use of, or being under the influence of, alcohol by an on-duty employee. Any employee who violates this policy will be subject to disciplinary action which may include termination of employment and referral for prosecution. An employee who violates this policy may also be required to complete an appropriate rehabilitation program at the employee's own expense. 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 drug statute convictions for a violation occurring in or on the premises of this school district, or while engaged in regular employment. The employee must make such notification to the Superintendent no later than five days after conviction. The Superintendent will provide notice of such violation to the Impact Aid Program, United States Department of Education, or other appropriate government agency within ten days after the Superintendent receives such notification.

Thirty days after receipt of information concerning a violation of the policy the school district will take appropriate discipline action which may include termination of employment or requiring the employee to participate in drug abuse assistance or rehabilitation programs.

All employees will attend a district drug-free awareness program at which employees will be informed about the dangers of drug abuse in the workplace: this policy of maintaining a drug-free workplace; available drug counseling; rehabilitation; and employee assistance programs; and the penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

The School Board recognizes that employees who have a drug abuse problem should be encouraged to seek professional assistance. An employee who requests assistance shall be referred to a treatment facility or agency in the community if such a facility or agency is available. All costs for professional assistance will be the responsibility of the employee. Employees who desire information on the availability of any drug and alcohol counseling, rehabilitation, or reentry programs should contact their supervisor, the school guidance counselors, county health nurse, local physicians, or the East Central Mental Health and Chemical Dependency Center.

When and employee has consumed alcoholic beverages or illegal drugs on school property and/or before a school activity, the staff member will not be allowed on school property or to participate in school activities. Employees who violate this policy will be subject to the same penalties as for possession or consumption on school property.

Employees will receive a copy of this policy that includes standards of conduct and a statement of disciplinary sanctions. Compliance with the standards presented in this policy is mandated according to Federal Law (P.L. 101-226) and the Flandreau Board of Education.

A biennial review of the program by the Flandreau School District will be conducted to determine the program effectiveness and implement changes to the program if necessary and to determine that disciplinary sanctions are consistently enforced.

The Flandreau School Board commits itself to a continuing good faith effort to maintain a drug-free workplace.

5311 ALCOHOL USE BY STUDENTS/DRUG ABUSE BY STUDENTS/CHEMICAL ABUSE
(Narcotics, Drugs and Alcoholic Beverages)
Updated 07/2018

The Board recognizes its share of the responsibility for the health, welfare, and safety of the students who attend the districts’ schools. Alcohol and drug dependency is an illness and a hazard that can interfere with a student’s ability to learn and function responsibly in the school setting and community. Anything that can interfere with the development of an adolescent, therefore, must be evaluated as to its impact to both the young person and the community. Psychoactive and mood altering drugs can destroy the health and well-being of an individual. The school community defines drug use as a serious health problem and is committed to discouraging this behavior and to encouraging young people to seek help should a problem arise. Students need to be informed that the use and possession of illicit drugs is wrong, harmful and illegal.

As educators, we recognize that chemical abuse (drugs and alcohol) has become a serious problem in our country. We accept our obligation to establish a positive environment in which these problems can be addressed locally in a helpful and supportive way rather than a punitive way. One of our goals is to prevent abuse. Accomplishing this goal, we realize, will entail training teachers, counselors and other staff members to educate the community about drug abuse. Other goals are to teach staff to identify chemical abuse problems and to know what resources are available to address these problems if they are observed. The administration recognizes that the problems of chemical abuse exceed the boundaries of the school. Therefore, we are prepared to cooperate with agencies and community groups that address these problems.

The following document outlines policy on student abuse of psychoactive or mood altering chemicals in the school district. This policy is in effect on property owned, leased or maintained by the school district, at all school sanctioned activities on and off campus, on vehicles used to transport students to and from school or at other activities and in vehicles parked on school property.

Student and parent members of the school community are expected to be aware of and understand these policies and comply with them. A copy of the policy will be provided to all students and parents.

A student shall not possess, use, transfer, conceal, sell, attempt to sell, deliver nor be under the influence of narcotics, drugs, or alcohol, materials/substance represented to be a drug or controlled substances which affect psychological functions or affect the educational system of the school. Students shall not engage in drug use/abuse nor possess paraphernalia specific to the use of chemicals.

Students who use prescription drugs authorized by a licensed physician do not violate this policy if the students conform to the prescription and appropriate school policies.

VIOLATIONS

The following procedures will be used in dealing with possession, use, transmission or being under the influence of illicit drugs and alcohol.

A. First Offense
   1. The administration will try to notify the parent(s)/guardian(s) by phone to explain the incident and arrange a conference.
   2. The administration will suspend the student for up to ten (10) days in compliance with student due process procedures.
   3. The principal will notify the parent(s)/guardian(s) in writing of the suspension.
   4. The administration will notify available law enforcement authorities.

The school district strongly recommends that students with chemical abuse problems seek professional evaluation and treatment from a trained chemical dependency counselor or a licensed physician trained in chemical dependency. Because we believe that chemical dependency is preceded by misuse, we feel confident that such early intervention can benefit the student before significant harm or dependency results.
The suspension of a student who agrees to be evaluated and treated will be committed up to five (5) days. The administration will provide a list of agencies/professionals who can do the assessment and provide treatment fees for this assessment and treatment are the responsibility of the student and family.

Upon receipt of appropriate authorization, the agency or professional will notify the school administration that the student is willing to be evaluated and to comply with the treatment process.

B. Second and Subsequent Offences
   1. The administration will try to notify the parent(s)/guardian(s) by phone to explain the incident and arrange a conference.
   2. Notify available law enforcement authorities
   3. The administration will suspend for up to ten (10) days in compliance with student due process procedures.
   4. The principal will notify the parent(s)/guardian(s) in writing of the suspension.

The administration will recommend to the School Board that the student be expelled unless the following procedure is followed:

The student must agree to be evaluated and treated by trained chemical dependency counselor or a licensed physician trained in chemical dependency.

Upon appropriate authorization, the agency or professional notifies the administration that the student has accepted treatment. If the student is accepting treatment the recommendation for expulsion will be commuted. Fees for this assessment and treatment are the responsibility of the student and family.

C. Supplying/Distributing or selling chemical (drugs/alcohol) or material represented to be a controlled substance.

   1. The principal will notify parent(s)/guardian(s) in writing of the suspension
   2. Supplying or selling chemicals will result in a ten (10) day suspension
   3. The administration will refer the case to available law enforcement authorities
   4. A hearing on the case will be conducted by the School Board pursuant to due process rules for expulsion. Expulsion may be recommended by the Superintendent.

D. Pupils who visibly appear to be impaired from the use of the illicit drugs/alcohol will be referred to the school nurse, if available, and the building administrator will be notified. The school nurse or building administrator will contact the parent for further instruction, refer to the emergency authorization form or immediately seek additional medical treatment. Following the handling of the medical emergency, this Policy Statement for Chemical Abuse will be followed.

E. A biennial review of the school district’s program will be made to determine program effectiveness and to insure consistency, disciplinary sanctions and enforcement. Amended 9-14-98

5320 SEXUAL HARASSMENT POLICY

It is the Flandreau School 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 for violation of 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 assaults constitute sexual harassment. This conduct has the effect of unreasonably interfering with an individual’s academic work performance or of creating an intimidating, hostile, or offensive employment or educational environment regardless of intent.

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**

Any employee who believes that he or she has been a subject of sexual harassment by a district employee 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. Students should report such incidents to the guidance counselor and/or the responsible administrator. All reported incidents will be thoroughly investigated and subject of disciplinary action. Confidentiality consistent with due process will be maintained.

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

**5410 Recruitment**

1. The Flandreau School District will not discriminate against teachers because of race, sex, religion or color.
2. The recruitment of an outstanding teacher is the responsibility of the administration.
3. Whenever possible each principal will be asked to interview those candidates judged as having potential for filling the needs of a particular school, said principal is to make a recommendation to the Superintendent following the interview.
4. Teacher recruitment and selection shall be under the direct supervision of the Superintendent.
5. Teacher is elected by the Board only upon the recommendation of the Superintendent.
6. At consideration of teacher contracts, the Board will go into executive session to protect the privacy of teachers and at the same time allow full discussion of personalities and qualifications.

**5420 Teacher Selection**

The Board has the legal responsibility of approving the employment of all teachers. The Board assigns to the Superintendent the process of recruiting teachers. All teachers selected for employment must be recommended by the Superintendent and approved by the Board. There will be no discrimination in the hiring process due to age, sex, creed, race, color or national origin.

**5430 Employment and Compensation of Substitute Teachers**

A. Employment - Substitute teachers are employed by the building principals whenever needed.
   1. Under no circumstance will the teacher make the arrangements for a substitute teacher
   2. Teachers may not pay their own substitute teacher.

B. Compensation per day.
   1. Pay for substitute teachers without a valid degree certificate in force shall be set at $90.00 per day.
   2. Pay for substitute teachers having a valid teaching certificate shall be set at $90.00 per day. Further, pay shall be increased to $120.00 per day for the 6th-20th consecutive days and 1/175th of the base salary for the 21st plus days of substitute teaching in the same class for the same teacher.
   3. Substitute teachers are paid by the periods taught if less than a full school day at rate of $15.00 per period taught.

**5440 Compensation as Classified Substitutes**

Pay for substitute classified personnel shall be as follows: $10.00 per hour. Long-term substitutes are not considered full time employees. (Adopted 7/8/91)

**5510 Unemployment Insurance**
The school district's contribution rate for unemployment insurance through the State Unemployment plan is based on State of South Dakota.

5520 Liability Insurance

The school district provides liability policy on all school employees, this policy is a three-year policy.

5530 Workers Compensation

1. Any teacher who is injured in the line of duty shall receive such compensation and expenses as are prescribed by the workmen's compensation law of the State of South Dakota.
2. All injuries sustained no matter how trivial they appear to be must be reported to the Superintendent's office within twenty-four hours of the time of the accident.
3. The Superintendent's office must report the accident to the insurance company immediately after the accident.
4. When a teacher is eligible for workmen's compensation and has accumulated sick leave, the payment from workmen's compensation received will be deducted from salary paid by the school district. Sick leave days deducted only for those days not paid by workmen's compensation.

5540 TEXTBOOK REPLACEMENT AND SELECTION POLICY

The Flandreau School Board recognizes that an Integral part of any class is the text that is used as the primary source of information for the class. Due to the importance of the text, a systematic and regular textbook replacement plan will provide the means by which our students are taught out of current and relevant textbooks.

The replacement of textbooks shall be an on-going endeavor every school year with an appropriate amount of funds budgeted for that purpose. The exact amount is determined by the superintendent of schools with the goal of recycling books continuously on a five to seven year cycle.

Determining which texts shall be replaced is the responsibility of the superintendent of schools upon the recommendation of the building principals, teachers, and school board textbook committee.

Selection of specific textbook series will be made by the principal upon the recommendation of the teacher or teacher committee. Textbooks will be selected based upon school district curriculum, plans of study, student needs and parental consultation.

As books are continuously being replaced there must be a definite plan used to discard the old texts. Students will be given first priority and may have a discarded text free of charge once a disclaimer is placed in the texts by a school official indicating that it has been replaced and no longer has use as a classroom text. Books not claimed by students and not kept as reference material will be disposed of.

The exact procedure used to replace texts shall be reviewed continuously and revised as deemed necessary by the school administrators and the school board textbook committee working jointly in a cooperative capacity. The process should progress from the fall to the spring in a logical order culminated by the approval or disapproval of the expenditure by the superintendent through the requisition process.

Textbook Replacement Plan

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<td>Spanish</td>
<td>Ag. Construction</td>
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<td>Literature 6-12</td>
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<td>Early Childhood Occ.</td>
<td>Child Development</td>
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<td>Social Studies K-12</td>
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</table>
5541 LIBRARY COLLECTIONS POLICY

A plan for purchase of books and materials for school libraries shall be recommended by the librarian to the superintendent. Consultation may take place with the administration, faculty, and students regarding updating the library.

All materials selected shall support state and local school district objectives of school library service, be consistent with stated principles of selection, and meet stated specific selection criteria. Gifts to the library may be accepted only with the understanding that the disposition of such gifts becomes the prerogative of the school board.

In order to always provide a current, highly usable collection of materials in every library, the librarian shall promote continual renewal of the collection, not only by the addition of up-to-date materials, but by the judicious elimination of outdated or obsolete books and materials. Procedures for disposal of books and materials must follow school district guidelines.

Challenged Material

A procedure for processing and responding to criticism of approved materials is established by school district policy. This procedure includes the requirement of a formal signed complaint and an appointed committee to reevaluate the material in question.

5550 INVENTORIES

The school district shall annually cause an inventory of personal property to be made and placed on file with the business manager by June 10.

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. 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 or more shall be paid from the capital outlay fund as required by SDCL 13-6-6. The three hundred dollar limitation shall apply to the total of each asset type on an invoice. Equipment purchases per invoice of less than $1000.00 may be acquired from either the general or capital outlay fund.

Copies of Inventory and fixed assets shall be held in two separate locations, to be protected from fire and damage.

5560 BUSINESS PROCEDURES

A. Budget

Each principal shall be notified in advance that the budget for the following school year shall be submitted to the school board by May 1, and that requisitions for all anticipated needs of the department must be filed with the superintendent by March 1. Any department which does not comply with this request shall be budgeted at the direction of the board and no further funds shall be available for operation of that department for the current year. Requisitions shall be as complete as possible such that the amount budgeted will take care of all needs of each department for the year when it is budgeted.
B. Audit

Audits will be in accordance with state law. Audits will include all district funds, lunch and Trust and Agency accounts.

C. Requisition for Purchases

   a. Requisition shall be submitted to the principal, superintendent, or business manager from whom all purchases will be issued and approved.
   b. Supplies - teachers are not to order any supplies locally without a requisition. The requisition signed by the superintendent, principal, or business manager will be presented to the merchant before he is authorized to sell merchandise to the school.
   c. Teachers are never to order supplies. All orders must be requisitioned for and purchased through the superintendent, principal, or business manager.

D. Trust and Agency Accounts

   a. All collections, student sales, solicitations, or fund-raising activities must have the approval of the principal.
   b. All monies collected should be handed in to the office the day of collection.
   c. All student activity receipts and disbursements will be recorded by the office secretary and all money will be deposited to the proper account.
   d. All fund-raising activities must be approved by the principal.

E. Travel Expense

Reimbursement for board, room and travel expense for school employees and board members who are on authorized travel outside the district shall be in accordance with the state travel guide or school board policy.

F. Student Meal Allowance for Students

Meal allowance for students participating at state level events will be reimbursed for at the rate of: $15.00 per day which is figured at the rate of breakfast $5.00, lunch $5.00, supper $5.00. All meal allowances will be approved by the superintendent in consultation with the group faculty advisor prior to the trip.

G. 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 and payroll. Every check or warrant will be countersigned by the President of the Board. Use of signature stamps of the President of the Board and the Business Manager are acceptable. The signature stamps will be stored at separate locations to insure safekeeping. Checks written from the Trust and Agency Fund will be signed by the Business Manager. The use of the Business Manager's signature stamp is also allowed for Trust and Agency Fund check writing.

(Adopted 1/95)

H. Outstanding checks

All checks that have become outstanding for a period of 12 months shall be voided. Reissuance of an outstanding check may be granted upon receipt of an application for duplicate check. (Adopted 1/95)

5565  FISCAL ACCOUNTING POLICIES

BASIS OF ACCOUNTING

The government-wide financial statements will be prepared using the economic resources measurement focus and the accrual basis of accounting as will the proprietary fund and fiduciary fund financial statements. Governmental fund financial statements will be reported using the current financial resources measurement focus and the modified accrual basis of accounting. (GASB 1600.103)  (Approved 8/09/04)
REVENUE AVAILABILITY CRITERION

Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, our school considers revenues to be available if they are collected within sixty days of the end of the current fiscal period.

Property taxes are levied on an annual basis. On the fund financial statements, the portion of the property tax levies that have not been collected by the end of the fiscal year and are not available will be considered deferred revenue. (GASB 1600.106) (Approved 8/09/04)

OPERATING VS. NONOPERATING REVENUES AND EXPENSES

Our Food Service Fund distinguishes operating revenues and expenses from non-operating items. Operating revenues and expenses generally result from providing services and producing goods relating to the food service operation. Principal operating revenues of this operation are meal charges. Non-operating revenues include grants, donated commodities and interest earned. Operating expenses of the food service operation include purchased services, salaries and benefits, food purchases/donations and depreciation. The loss on disposal of capital assets is a non-operating cost. (GASB P80.118). (Approved 8/09/2004).

GASB AND/OR FASB

Private sector standards of accounting and financial reporting issued prior to December 1, 1989, generally are followed in both the government-wide and proprietary fund financial statements to the extent that those standards do not conflict with or contradict guidance of the GASB. Governments also have the option of following subsequent private sector guidance for the business-type activities and enterprise funds, subject to the same limitation. Our entity has elected not to follow subsequent private sector guidance. (GASB P80.103). (Approved 8/09/2004).

CASH AND CASH EQUIVALENTS

The entity’s cash and cash equivalents are considered to be cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition. (GASB 2450.105). (Approved 8/09/2004).

RESTRICTED AND UNRESTRICTED RESOURCES

When both restricted and unrestricted resources are available for use, it is the entity’s policy to use restricted resources first, then unrestricted resources as they are needed. (GASB 2300.106 (12)). (Approved 8/09/2004).

ORGANIZATIONAL CODE OF CONDUCT

The school and its employees must, at all times, comply with all applicable laws and regulations. The school will not condone the activities of employees who achieve results through violation of the law or unethical business dealings. This includes any payments for illegal acts, indirect contributions, rebates, and bribery. The school does not permit any activity that fails to stand the closest possible public scrutiny.

Employees uncertain about the application or interpretation of any legal requirements should refer the matter to their superior, who, if necessary, should seek legal advice. (Approved 8/9/2004)

GENERAL EMPLOYEE CONDUCT

The school expects it employees to conduct themselves in a businesslike manner. Drinking, gambling, fighting, swearing, and similar unprofessional activities are strictly prohibited while on the job.

Employees must not engage in sexual harassment, or conduct themselves in a way that could be construed as such, for example, by using inappropriate language, keeping or posting inappropriate materials in their work area, or accessing inappropriate materials on their computer. (Approved 8/9/2004)
CONFLICTS OF INTEREST

The school expects that employees will perform their duties conscientiously, honestly, and in accordance with the best interests of the school. Employees must not use their position or the knowledge gained as a result of their position for private or personal advantage. (Approved 8/9/2004)

GIFTS, ENTERTAINMENT, AND FAVORS

Employees must not accept significant entertainment, gifts or personal favors that could, in any way, influence, or appear to influence, business decisions in favor of any person or organization with whom or with which the school has, or is likely to have, business dealings. (Approved 8/9/2004)

KICKBACKS AND SECRET COMMISSIONS

The school strictly prohibits the acceptance of kickbacks and secret commissions from suppliers or others. Any breach of this rule will result in immediate suspension and prosecution to the fullest extent of the law. (Approved 8/9/2004)

SCHOOL DISTRICT RESOURCES

Assets of the school are for school purposes only and not for personal benefit. This includes the personal use of organization assets, such as computers and other equipment. (Approved 8/9/2004).

ORGANIZATION RECORDS AND COMMUNICATIONS

The employees responsible for accounting and recordkeeping must fully disclose and record all assets, liabilities or both, and must exercise diligence in enforcing these requirements.

Employees must not make or engage in any false record or communication of any kind including false expense, attendance, financial or similar reports and statements. (Approved 8/9/2004).

PRIVACY AND CONFIDENTIALITY

Employees and members of the governing board should be aware of restricts to public access in areas such as student records, special education and executive sessions. (Approved 8/9/2004). Revised 8/09/04

5567 FRAUD POLICY

The Flandreau 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 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 investigate efforts with the district solicitor, 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 include but are not limited to the following:

Segregation of Duties – Where possible, more than one (1) person will be involved in pieces of financial transactions. No one (1) person shall be responsible for an entire financial transaction.

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 signature.

Bank Reconciliation’s – Bank statements and cancelled checks shall be reconciled monthly and maintained on file.

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.

Approved 6/09/2008

5568 INVESTMENT POLICY

1. POLICY

Pursuant to SDCL 4-5-8 it is the policy of the Flandreau School District to invest idle public funds in a manner to meet the daily cash flow demands 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/her 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 FINANCIAL DEALER AND INSTITUTION

The Governing Board authorizes the placement of cash resources in the following financial institutions:

- First National Bank and
- South Dakota Public Funds Investment Trust (FIT)

4. AUTHORIZED AND SUITABLE INVESTMENTS

The Flandreau 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) (SDCL 4-5-6)*
• Certificates of Deposit (CDs) purchased through CDARS® (Certificate of Deposit Account Registry Service) (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.

5. INTEREST EARNED

The interest earned from investments shall be credited to the respective fund, except Agency funds.

(1st reading – April 14, 2008)

5570  FIXED ASSET CAPITALIZATION POLICY

Generally accepted accounting principles require the establishment and maintenance of fixed assets records. A fixed asset is land, buildings, improvements other than buildings, equipment, and construction work in progress which the school district plans to hold or continue in use over a long period of time.

All fixed assets related to specific proprietary funds or trust funds should be accounted for in these funds, while other fixed assets should be accounted for in the General Fixed Assets Account Group. Fixed assets are to be accounted for at original cost, or if cost cannot be readily determined, at an estimated cost.

The Business Manager of the Flandreau School District shall complete and maintain a fixed asset inventory record for those fixed assets as defined above and with acquisition values as follows. All fixed assets will be capitalized at these set values:

- Land--Any amount
- Buildings--$15,000 or more
- Improvements other than buildings--$15,000 or more *
- General Equipment--$5000 or more
- Food Service Furniture, Fixtures & Equipment--$1000 or more

* This will be for building improvements that result in extending the useful life of the building.

Adoption Date: 7/9/90
Revised 1/12/04

COPYRIGHT POLICY

It is the intent of the Flandreau Public School District #50-3 to adhere to the provisions of state and federal copyright laws. The following procedures represent a sincere effort to comply with the law:

1. The ethical and practical problems caused by illegal copying should be included in the school districts computer literacy curriculum
2. Only legal copies of copyrighted materials may be made or used on school equipment.
3. Flandreau School District does not give permission for any illegal copying of any district-owned copyrighted materials.
4. It shall be the policy of the Flandreau School District to negotiate for specific copyright release where applicable. If releases are not obtained, alternative products will be considered before purchasing from a non-cooperating vendor.
5. The Flandreau School District will distribute to all employees a written copy of this policy.
6. Employees who violate copyright laws do so at their own risk and assume all liability.
7. Information on copyright laws is available in the administrative office.

Adoption Date: 7/8/90

**5580 MEAL REIMBURSEMENT**

The school district reimburses employees for meals and mileage at the state rate on administrative approved travel.

Meal reimbursement is liable for federal income tax, social security tax and retirement tax withholding. Vouchers subject to parole withholding taxes may be submitted monthly prior to the 15th the month.

The following is an exception to this IRS regulation: Meal reimbursement will not be subject to taxes if the expense is incurred on a trip involving overnight lodging. Meal expenses incurred on an overnight trip must be made on a separate voucher. These expenses where overnight lodging is required may be submitted monthly prior to the first day of the month.

All vouchers must state the following: Name, address, date of expense, which meal, reason (name of meeting; workshop; etc.), and amount to be reimbursed.

Adopted 3/9/92

**5590 RELATIONS WITH POLITICAL ORGANIZATION (PUBLIC FUNDS)**

School district funds, whether derived from local, state, or federal sources, cannot be used for partisan political purposes.

LEGAL REF.: Hatch Act (5 U.S.C. 1501-1508 and Intergovernmental Personnel Act of 1970, as amended by Title VI of Civil Service Reform Act Public Law 95-454 Section 4728); Davis-Bacon Act; SDCL 12-25-600

**6000 Communications**

**6020 VISITS TO THE SCHOOL BUILDINGS**

1. All visitors, representatives of commercial firm, and teacher organizations must request permission and register with the building principal to be in the school building at any time. The principal and/or superintendent shall protect the students and professional staff from undue distraction from school duties by outside visitors.
2. Teachers shall not admit visitors to the classroom without a note from the office. Signs in the school should instruct the visitor.
3. Principals should make every effort to prevent the use of school lavatories by the general public during hours when children are in school.
4. The administration may contact law enforcement for assistance with individuals who are in non-compliance with this policy.

**6030 LOITERING OR CAUSING DISTURBANCE**

If a visitor refuses to leave the school grounds or creates any disturbance or attempts to disrupt the educational process, the principal or superintendent is directed to request aid from the law enforcement agency.

**6040 PETITIONS ON SCHOOL GROUNDS**

Petitions of any kind will not be circulated on school grounds during normal school hours.
(Adopted 6/2014)

**6050 GUIDANCE AND PSYCHOLOGICAL SERVICE**
Authorization must be secured from the Superintendent or building principal prior to counseling services provided by any individual not employed by the Flandreau School District.

6060  EMERGENCY CHAIN OF COMMAND

The Superintendent of Schools is in charge of all buildings owned and operated by the Flandreau School District. In absence of the Superintendent, the following chain of command will be followed in each of the school buildings.

<table>
<thead>
<tr>
<th>High School</th>
<th>Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Principal</td>
<td>Middle School Principal</td>
</tr>
<tr>
<td>Activities Director</td>
<td>Activities Director</td>
</tr>
<tr>
<td>High School Counselor</td>
<td>Middle School Counselor</td>
</tr>
</tbody>
</table>

Elementary

Elementary Principal

Elementary Counselor

Emergency telephone numbers: Flandreau, South Dakota

<table>
<thead>
<tr>
<th>Fire</th>
<th>Ambulance</th>
<th>Sheriff</th>
<th>Police</th>
<th>Emergency</th>
</tr>
</thead>
<tbody>
<tr>
<td>997-2423</td>
<td>997-2423</td>
<td>997-2423</td>
<td>997-3830</td>
<td>911</td>
</tr>
</tbody>
</table>

6070 IMPACT AID

It is the intent of the Flandreau Public School District that all Indian children of school age have equal access to all programs, services and activities offered within the school district. To this end, the Flandreau Public School District will consult with local tribal officials and parents of Indian children in the planning and development of Indian Policies and Procedures (IPPs), general education programs, and activities. These policies and procedures will be reviewed annually.

VI. Indian Policies and Procedures

The following Indian policies and procedures become effective upon school board approval.

A. POLICY (I): The Flandreau Public School District 50-3 will disseminate relevant applications, evaluations, program plans and information related to educational program and activities with sufficient advance notice to allow the Flandreau Santee Sioux Tribe and parents of Indian children the opportunity to review and make recommendations. [34CFR222.94(a)(1)]

PROCEDURES: The Flandreau School District will disseminate information and seek timely input regarding the following programs on its educational program (including, but not limited to): Title I, Part A, Title I, Part C, Title I, Part D, Title II, Part A, Title III, Part A, Title IV, Part A, Title IV, Part B, Title V, Part B subpart 2, Title VI, Part A, subpart 1, Title VII-Impact Aid programs.

The completed applications, evaluations, and program planning will be made available to parents of Indian children, Tribal officials, and the Indian Education Committee and a summary will be prepared and disseminated at the April school board meeting which is the second Monday of the month. All interested parties will have the opportunity to review the documents with sufficient time to provide thoughtful input at the public meeting. The hearing will be publically advertised in the Moody County Enterprise newspaper and a notice will be sent to the Flandreau Santee
Sioux Tribe to be posted in the Tribal Newsletter to allow all interested parties to attend. In addition, representatives from the District and Indian Education Committee will schedule meetings with the Flandreau Santee Sioux Tribe (FSST) Executive Committee to seek input.

Parents of Indian children, tribal officials, the Indian Education Committee and any other interested persons can review assessment data to help develop or modify educational programs and services allowing for the participation of Indian students on an equal basis in the district.

The Flandreau Public School District will post minutes from the Indian Education meetings on the District's website for all patrons and Tribal officials to review. This will allow for ongoing dissemination of information. The Flandreau Public School District will respond in writing to comments and recommendations made by FSST Indian Education Committee (Parent Advisory Committee), tribal officials or parents of Indian children and disseminate the responses to all parties by posting on the school’s website after the April school board meeting.

B. POLICY (2): The Flandreau Public School District will provide an opportunity for the Flandreau Santee Sioux Tribe (FSST) and parents of Indian children to provide their views on the District's educational program and activities, including recommendations on the needs of their children and on how the District may help those children realize the benefits of the educational programs and activities. [34CFR222.94(a)(2)]

PROCEDURES: In order to allow Indian parents and tribal officials to make commentary concerning (1) the needs of their children and the ways in which they can assist them in realizing the benefits of the education programs; (2) the overall operation of the District's education program; and (3) the degree of parental participation allowed in the same, the Board will disseminate to parents of Indian children and Tribal officials a questionnaire requesting their input and recommendations. Thereafter hold an annual Board meeting where such commentary may be reviewed by Indian parents, Tribal officials, and the Board.

If participation in the survey results in a low return rate or the established meeting yield low participation by the parents of Indian children and tribal officials, the Flandreau Public School District will re-evaluate its plan and consult with parents of Indian children and tribal officials on ways to improve and enhance participation in the consultation process. The Flandreau Public School District may re-locate meetings or times to encourage participation.

C. POLICY (3): The Flandreau Public School District will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities. [34CFR222.94(a)(3)]

PROCEDURES: The Flandreau Public School District shall annually calculate from its records the ratio of Indian children compared to other children participating academic and co-curricular programs ("school data").

Annually, the District Administrator (or a designee), administrators, staff members, the Indian Education Committee (Parent Advisory Committee), Indian parents, and Tribal officials will hold a meeting to assess the extent of Indian children’s participation in the educational program. At such meeting, attendees will analyze the school data and Tribal/parental commentary to determine the extent of equality of Indian children's participation with other children. The Flandreau Public School District will disseminate the results of the assessment of Indian participation to parents of Indian children and tribal officials by posting on the school’s website when completed. Parents of Indian children or tribal officials may comment on the results at regularly scheduled school board meetings, Indian Education Committee (Parent Advisory Committee) meetings, or directly to the school district by phone, email or writing. In addition, parents of Indian children and tribal officials may comment in the fall semester through a questionnaire requesting information concerning their views as to the extent of Indian children's participation in educational programs on an equal basis with other children.

D. POLICY (4): The Flandreau Public School District will modify the IPPs if necessary, based upon the results of any assessment or input described in this document. [34CFR222.94(a)(4)]
**PROCEDURES:** During the organization meeting of the Indian Education Committee (Parent Advisory Committee), the Indian Policies and Procedures will be reviewed and revised if necessary. The Indian/Parent Committee shall serve as a task force to review the meaningfulness of Indian input, to review the extent of opportunity for Indian input and to review the District’s response to Indian commentary. Once this had happened, the document will be forwarded to the Flandreau Public School Board as well as the tribal officials and posted on the school’s website. If necessary, the Indian Education Committee may suggest revisions at other times of the year as appropriate.

**E. POLICY (5):** The Flandreau Public School District will respond at least annually in writing to comments and recommendations made by tribes or parents of Indian children, and disseminate the responses to the tribe and parents of Indian children prior to the submission of the IPPs by the LEA, [34CRF222.94(a)(5)].

**PROCEDURES:** The Flandreau Public School District will at least annually respond in writing to comments and recommendations made by the FSST Indian Education Committee (Parent Advisory Committee), tribal officials, or parents of Indian children, and disseminate the responses to all parties by posting on the school’s website prior to the submission of the IPPs by the District.

**F. POLICY (6):** The Flandreau School District will provide a copy of the IPPs annually to the affected tribe or tribes, [34CR F222.94 (a)(6)]

**PROCEDURES:** The Flandreau Public School District will annually provide a copy of the current Indian Policies and Procedures to the FSST as well as posting the IPP on the school’s website.

Board Approval Date: December 11, 2017

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**6080  Family Educational Rights and Privacy Act**

**NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (eligible students) certain rights with respect to the students education records. They are:

1. The right to inspect and review the student's educational records within 45 days of the day the Flandreau School District receives a request for access. Parents or eligible students should submit to the building principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of student's education records that the parent or eligible student believes are inaccurate or misleading.

The parents or eligible students may ask the Flandreau School District to amend a record that they believe is inaccurate or misleading. They should write the building principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.
Updated 07/2018

If the Flandreau School District decides not to amend the record as requested by the parent or eligible student, the Flandreau School District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. 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.

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 Flandreau School District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement personnel); a person serving on the Flandreau School Board; a person or company with whom the school district has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent 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.

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 responsibilities. Upon request, the Flandreau School District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Flandreau School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, S.W.
   Washington, DC. 20202-4605

Directory Information:

The Flandreau School District may disclose information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed, such as the student's name, student’s parent’s name, student’s address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, student photograph and the most recent previous educational agency or institution attended.

A copy of these policies and regulations may be obtained in the superintendent's office of the Flandreau School District. Complaints regarding violation or rights accorded parents and students should be submitted to the Superintendent of Schools of the Flandreau School District or the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC. 20202-4605

STATEMENT OF RIGHTS

Parents and eligible students have the following rights under the Family Educational Rights and Privacy Act and this policy:

1. The right to inspect and review the student's education record.
2. The right to exercise a limited control over other people's access to the educational record.
3. The right to seek to correct the student's education record in a hearing, if necessary.
4. The right to report violations of the FERPA to the Department of Health, Education, and Welfare.
5. The right to be informed about the FERPA rights.

All rights and protection given parents under the FERPA and this policy transfer to the student when he or she reaches age 18 or enrolls in a post-secondary school. The student then becomes an "eligible student."

The district will arrange to provide translations of this notice to non-English speaking parents in their native language.

DIRECTORY INFORMATION
The Flandreau School District #50-3 proposes to designate the following personally identifiable information contained in a student's education record as "directory information," and it will disclose that information without prior written consent.

1. The student's name.
2. The names of the student's parents.
3. The student's address.
4. The student's date and place of birth.
5. The student's class designation (i.e. 1st grade, 10th grade, etc.).
6. The student's extra-curricular participation.
7. The student's achievement awards or honors.
8. The student's telephone listing.
9. The student's dates of attendance.
10. The student's weight and height if a member of an athletic team.
11. The student's photograph.
12. The school or school district the student attended before he or she enrolled in the Flandreau School District #50-3.

Within the first three weeks of each school year, the Flandreau School District will publish in the official newspaper the above list, or a revised list, of the items of directory information it proposes to designate as directory information. For students enrolling after the notice is published, the list will be given to the student's parents or the eligible student at the time and place of enrollment.

After the parents or eligible students have been notified, they will have two weeks to advise the school district in writing (a letter to the Superintendent's office) of any or all of the items they refuse to permit the district to designate as directory information about that student.

At the end of the two-week period, each student's records will be appropriately marked by the records custodians to indicate the items the district will designate as directory information about that student. This designation will remain in effect until it is modified by the written direction of the student's parents or the eligible student.
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 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. **Expendability**: 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 the establishment of efficient traffic patterns inside the school. Accommodations will be made for individuals with disabilities to comply with state and federal regulations.
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.

Adopted 7/8/92

**SECTION 504 POLICY**

The Flandreau School District does not discriminate on the basis of a disability, race, color, national origin, sex, or age in access to employment in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning the school’s compliance with the regulations implementing Section 504 is directed to contact:

**Director of the Prairie Lakes Educational Cooperative**  
**Section 504 Coordinator for the Flandreau School District**  
**East Hall**  
**Dakota State University**  
**Madison SD 57042**  
**(605) 256-5555**

who has been designated by the Flandreau School District to coordinate efforts to comply with the regulations regarding nondiscrimination.

**Section I**

If any person believes that the Flandreau School District or any of the district's staff has inadequately applied the regulations of Section 504 of the Rehabilitation Act of 1973, he/she may bring forward a complaint, which shall be referred to as a grievance, to the School District's Section 504 Coordinator. It should be understood by the individuals(2) involved, that a complaint can be made to the office of Civil Rights without going through the School District's Section 504 of the Rehabilitation Act of 1973 grievance procedures. The grievance procedures are to provide for prompt and equitable resolution of a complaint.

**Section II**

The person who believes he/she has a valid basis for a grievance will discuss the grievance informally and on a verbal basis with the Flandreau School District's Section 504 Coordinator. The Complainant may initiate formal procedures according to the following steps:

**Step 1**: A written statement of the grievance signed by the Complainant will be submitted to the School District's Section 504 Coordinator within five (5) business days of receipt of answers to the informal complaint. The Section 504 Coordinator will further investigate the matters of grievance and reply in writing to the Complainant within five (5) business days.
Step 2: If the Complainant wishes to appeal the decision of the School District's Section 504 Coordinator, the Complainant may submit a signed written statement of appeal setting forth the reason(s) the Complainant does not agree with the Coordinator's determination to the Superintendent of Schools within five (5) business days after receipt of the Coordinator's response. The Coordinator and Superintendent cannot be the same individual. The Superintendent will meet with all parties involved, formulate a conclusion, and respond in writing to the Complainant within ten (10) business days.

Step 3: If the Complainant remains unsatisfied, he/she may submit a signed written statement of appeal setting forth the reason(s) the Complainant does not agree with the Coordinator's determination, to the Superintendent of Schools within five (5) business days of his/her receipt of the Superintendent's response in step two. In an attempt to resolve the grievance, the Board of Education will meet with the concerned parties and their representatives within forty (40) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal will be sent to each concerned party within ten (10) business days of this meeting.

Step 4: The person can file a complaint with the Office of Civil Rights at any time before or during the grievance procedures: Office of Civil Rights, Federal building, Suite 310, 1244 Speer Boulevard, Denver, CO 80204-3582. (303) 844-5695, TDD (303) 844-3417.

The School District's Section 504 Coordinator, on request, will provide a copy of the District's Section 504 grievance procedure and investigate all complaints in accordance with this procedure. A copy of each of the Acts and the regulations on which this notice is based, may be found in the Section 504 Coordinator's Office and the Superintendent's Office.

6095 ADVERTISING IN THE SCHOOLS

The major function of the school is to provide basic educational experiences. Interruptions to accommodate projects of outside groups or individuals must be kept at a minimum. The school is not an agency to be used to advertise, promote or be a dissemination agency for commercial, profit-oriented businesses.

It is not the function of the school to be a collection agency for civic, charitable, commercial, or other projects. Fund-raising activities which are requested by agencies not associated with the district which request the participation of students through the school will require permission of the Superintendent. The Superintendent may select special funds or charities which are considered important.

No notices or advertisements by or in behalf of persons not officially connected with the schools will be distributed or posted on school premises except by permission of the Superintendent or Board. The School District strictly prohibits the advertising of liquor, tobacco, or gambling, including those businesses whose major purpose is to market the same.

This policy should not be construed as preventing the school from using printed materials, films, videos, and other instructional aids even though there might include reference to a brand, a product, or a service.

The school may cooperate through announcements and distribution of program material with nonprofit community organizations that supplement the school program such as Boy Scouts, and Girl Scouts, et al., when such cooperation will not interfere with the school program.

The school may accept advertising on activity schedules and programs at the discretion of the activities director.

Exceptions to this policy may be allowed when, in the judgment of the Superintendent, students of the District will benefit. The Superintendent may refer specific cases to the Board.

Approved 6/10/96

6096 PUBLIC GIFTS TO SCHOOL

Gifts, grants, bequests or other devises to the schools or any school department may be accepted by action of the Board or by the Superintendent 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 shall determine when the donated item is no longer useful to the school district. In this event, correct surplus designation and disposal procedures will be implemented.

The Board welcomes gifts of books and other materials to school libraries provided they meet the same standards of selection as those applied to the purchase of library materials. School libraries may dispose of gifts at their discretion (for example, if the book is out-of-date or in poor physical condition).

The Board directs the Superintendent to assure that an appropriate expression of thanks is given all donors.

LEGAL REF.: SDCL 13 – 14 - 5

(Approved 11/10/03)
Reviewed 11/09

6097 NONDISCRIMINATION

The Flandreau School Board is committed to a policy of nondiscrimination in relation to race, color, sex, religion, national background, disability, age, 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 citizen's 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 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 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.

Adoption date: 11/21/95

LEGAL REFS.: Title VI, Civil Rights Act of 1964.
Executive Order 11246, as amended by E.O. 11375

MAXIMUM TUITION:

The maximum per pupil tuition rate for regular education students that the Flandreau School District 50-3 will pay on a pro-rated basis shall be the base amount established annually by the legislature under the provisions of SDCL 13-13-38 and other related statutes.

TITLE I - PARENT PARTICIPATION

The Flandreau School Board recognizes the regulatory provisions of ECIA, Title I and P.L. 97-35 which states: An LEA that receives Title I funds shall design and implement its Title I project in consultation with parents and teachers of the children being served including parents and teachers of children in private schools.
The Flandreau School Board gives official recognition to the Title I Parent Advisory Council with responsibilities for advising school personnel in planning, implementation, and evaluation of project activities. The following provisions and activities have been reviewed and considered appropriate to the Title I project by parents, teachers, and supervisors:

1. Adoption of a policy statement by the local School Board which recognizes the Title I Advisory Council.
2. To provide an opportunity for at least two (2) open meetings for Title I activities each year. Dates & sites of meeting will be printed in the school newsletter and the Moody County Newspaper.
3. Special forms are designed for Title I. Parents will be informed of a student's referral and placement in a Title I program. Permission for services, scheduled parent conferences, and written progress reports will be afforded to parents.
4. Parents will be encouraged to visit the Title I project at each attendance center giving input to the progress and planning for subsequent years.
5. Solicitation of parent leadership for the Parent Advisory Council will be encouraged.
6. Parents will be involved in visitations to other Title I projects.
7. To provide information from state and federal sources regarding ECIA Title I which will enhance the goals of the local project.
8. Parents will be allowed access to the Title I application project plans and evaluation review.
9. In order to enhance the learning for all Title I participants, supervisors, staff, and parents will research current methods and technological means to accomplish this goal.
10. Flandreau School District personnel will be receptive to parental request for information and ideas which will enhance the Title I project and activities.

TITLE I - PROCEDURES FOR RESOLUTION OF COMPLAINTS

Complaints from advisory councils, parents, teachers, or other concerned individuals concerning violations of Title I or applicable provisions of the General Education Provisions Act shall be made in writing directly to the school superintendent or superintendent's designee.

Within fifteen (15) school days following the filing of the complaint with the Superintendent or designee, a response to the complaint shall be presented to the Complainant.

Any time during the fifteen (15) day investigative period, the complainant or the complainant's representative or both, shall be given the opportunity to present evidence and/or question parties involved.

Within thirty (30) days following the response of the complaint, the complainant may appeal to the State Education Agency.

The Superintendent and a committee of three (3) School Board members shall investigate and develop a resolution of the complaint.

TITLE I - ADVISORY COMMITTEE

The Title I Advisory Committee will convene annually having at least one public meeting to which all parents of eligible children must be invited. The purposes of this meeting are to discuss with parents the programs and activities carried out with Title I funds, inform parents of their rights to consult in the design and implementation of Title I projects, solicit parent's input, and provide parents an opportunity to establish mechanisms for maintaining ongoing communication among parents, teachers, and agency officials.

The administration shall also provide guidance concerning additional parent involvement activities that may be supported with Title I funds. Such support may include, but is not limited to:

1. Reasonable access to meeting space and materials.
2. Provisions of information concerning Title I law, regulations, and instructional programs.

6100 PUBLIC COMPLAINT ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS

The Flandreau School Board reserves itself the final responsibility for all instructional materials used as a curriculum taught in the District Schools. The Board recognizes that without a free and vigorous exchange of ideas, learning and teaching cannot take place effectively.
The Board also recognizes that district residents have a right to express concern about the educational programs of their schools. When citizens have concerns about particular courses or instructional materials, these concerns should be stated in writing, carefully considered, and accorded the courtesy of a prompt reply by school personnel. All such replies will be based on the instructional goals of the district, upon course objectives, and upon the criteria for selection of instructional materials.

Staff members will attempt to accommodate serious religious or moral objections to particular instructional materials by providing alternate materials whenever possible. However, attempts by parents or students to control what others read and study will be subject to careful scrutiny and question by school employees and the Board.

Complaints against instructional materials will be considered a most serious matter and will be processed in a very deliberate manner. Therefore, the following procedures are to be followed, step-by-step. Complaints that reach Step 3 will be reported to the Board.

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 complaint may continue to Step 2.

The Principal will meet to discuss the material with the complaint and the teacher or librarian. The results of the meeting will be reported to the Superintendent. If satisfaction is not reached, the complainant will be requested to complete the form, "Request for Reconsideration of Instructional Materials," before proceeding to Step 3.

The Superintendent will appoint a review committee composed of the following members:

- The building principal
- The building library/media specialist
- Two building teachers
- One member of the Board Curriculum Committee
- One member of the Board Textbook Committee
- Two adult citizens

The committee members will be requested to read or view the material and respond to the complainant's answers to the questions on the form, "Request for Reconsideration of Instructional Materials." The recommendation of the committee will be sent to the Complainant by the Superintendent. If the Complainant is not satisfied, he may continue with Step 4.

The complainant will appear before the Board as the final step in the request for reconsideration of instructional materials.

6110 Conflict Resolution from Flandreau School District

If a school employee has a complaint against a parent, guardian or any person that cannot be resolved through normal conversation, the Flandreau Public School Administration will be required to:

1. Communicate in the form of letter from the next level of administration outlining the issue(s) with specific examples and dates of the issue(s). An invitation to meet with school personnel to resolve the issue(s) will also be included in the letter. If the issue is between the parent/guardian/person:
   - And a teacher, a principal will send the letter
   - And a principal, the Superintendent will send the letter.
   - And the Special Education Director, the Superintendent will send the letter.
   - And the Superintendent, a school board representative will send the letter.

2. If the issue(s) continues, a letter from legal representation of the school district will be sent to the person involved. The letter will have specific corrective actions defined and consequences for not following the corrective plan. If positive progress is being made, follow up communication will indicate the issue(s) that are still in need of resolution.

3. At any level when issue(s) have been resolved, a letter will be sent to the person to indicate the issue(s) have been settled.

6120 FLANDREAU PUBLIC SCHOOL DISTRICT ADA GRIEVANCE PROCEDURE

GRIEVANCE PROCEDURE - DISABILITY

This outlines the procedure for investigation and resolution of grievances for non-discrimination on the basis of disability. It shall be the policy of the Flandreau School District to attempt to voluntarily resolve all such grievances.
Updated 07/2018

WHO MAY FILE

1. Any individual who believes that he or she or a specific class of individuals has been subjected to discrimination on the basis of disability by the Flandreau School District may, by himself/herself or by an authorized representative, file a complaint within 180 days of the date of the alleged discrimination unless the time for filling is extended for good cause.
2. Any employee who alleges employment discrimination on the basis of non-discrimination because of disability.

HOW TO FILE

Complaints should be in writing and signed by the Complainant or an authorized representative, and should contain the Complainant’s home address and it should describe the public entities alleged discriminatory action.

WHERE TO FILE

1. With the Flandreau School District Coordinator, Rick Weber, Supt., 605-997-3263, 600 W. Community Dr, Flandreau, SD 57028. Information for grievance may be obtained from the school district.
2. With any agency that provides funding to the Flandreau School District, with any agency he or she believes to be the appropriate agency (which becomes the designated agency*), with the Department of Justice, or with the Equal Employment Opportunity Commission.

RESOLUTION OF COMPLAINTS

1. The Flandreau School District Coordinator shall investigate each complaint (grievance) to determine whether there shall be a formal investigation. The findings of fact and conclusions of law shall be turned over to an authority of the School District within thirty (30) days of the grievance for action. The Coordinator may meet with the Complainant or with potential witnesses to obtain the facts.
2. The Flandreau School District shall examine each allegation and upon determination by the School District of a description of remedy for each violation shall be made known to the designated agency and to the Complainant in writing within a reasonable time. If notification comes from a designated agency* on behalf of a Complainant the School District shall comply with Section 35.173.
3. If the School District determines there is no basis for the grievance based on law, it will notify the Complainant in writing within 30 days of the complaint.

*Designated Agency is any federal agency that receives a complaint of discrimination on the basis of disability and processes the complaint.

All written complaints will be kept for at least three years.

Approved 1/08/96

6710 CHILD ABUSE

Because of their regular contact with school-age children, school employees are in an excellent position to identify abused or neglected children.

To comply with the law (SDCL 26-8-6, 26-8-6, 26-10-11 and 26-10-12) it is the policy of the Flandreau School District #50-3 that 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 any person including parent or other person, other than by accidental means, shall report orally or in writing to the Principal or Superintendent who shall then immediately report to the States Attorney or to the Department of Social Services or to the County Sheriff or to the City Police. The Principal or Superintendent shall inform the school employee initiating the action within 24 hours and in writing that the report has been made. The employees shall make the report directly to the proper authorities if the Principal or Superintendent fails to do so.

The report shall 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; any other information that might help establish the cause of injuries or condition.
School employees, including administrators shall 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 determine whether the child is in need of protection, only to report his or her suspicions of abuse or neglect.

6712 LEGAL SCHOOL AGE

Every child who, before the 1st day of September in any year, shall have attained the age of six years and who has not attained the age of 21 years, shall be deemed to be of legal school age. A student who is enrolled in school and becomes 21 years of age during the school year shall have free school privileges and be considered to be of legal school age during the school year.

No child who is less than five years old on the first day of September shall be enrolled in Kindergarten during the school year and said child shall first become eligible for enrollment in the first grade one year thereafter.

6713 ENTRANCE AGE

KINDERGARTEN

All children entering kindergarten for the first time must be five years of age on or before September 1.

When a child has been enrolled in kindergarten prior to moving to the district and does not meet South Dakota entrance age requirements, a conference involving the building principal, the teacher, and the parent will be held. The parent will be informed that the child will be placed in kindergarten on a trial basis until such time as the principal and teacher can determine whether the welfare of the child can best be served by retaining him in school or by withholding admissions until the following school year. In most cases, the trial period will not exceed two or three weeks.

FIRST GRADE

All children entering first grade must be six years of age before September 1. 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.


6714 SELLING MERCHANDISE

Students should not be asked nor allowed to sell any commodity of a commercial nature as a school project without permission from the Superintendent or Board of Education.

6715 STUDENTS OF LEGAL AGE

The legal age is 18 in South Dakota. Students reaching legal age, like all other students, shall comply with the rules established, pursue the prescribed course of study, and submit to the authority of teachers and others in authority over them.

Field Trips and Athletic Programs. Approved forms for participation shall be required of all students. The form should indicate that the signature is that of a parent or of the adult student. Sponsors and/or coaches shall be required to confirm the ages of those students signing their own forms.

Absence-Lateness-Truancy. Absence notes, normally signed by parents or guardians, may be signed by students who are of legal age. Such absences shall be reported to the parent or guardian.

Smoking. Smoking by students, regardless of age, is prohibited in the school building, on the school grounds, or at activities sponsored by the school, both on-campus and off-campus.

Permission to Inspect Student Records. Students of legal age may request permission to inspect their personal school record.
Updated 07/2018

Report Cards. Failure letters and progress reports will continue to be sent home to the parent or guardian.

Rights and Responsibilities. The regulations pertaining to residence requirements shall pertain to students of legal age.

Excuses From School. The school will verify requests from students who wish to leave school early for reasons such as job interviews, college visits, drivers testing, etc., with the organization being visited. Permission to leave school early can still be denied for what may be considered a no valid reason.

Financial Responsibility. Students of legal age can be held financially responsible for damage to school property.

(Adopted 7/8/92)

6716 STUDENT CLUBS

All clubs or organizations in the Flandreau Public Schools must be approved by the Student Council, Administration and school board. Basic requirements for all clubs or organizations hereby set forth are:

1. All clubs must have a faculty sponsor or advisor.
2. All clubs must have a representative group of students organized with a basic purpose or objectives from some department of the instructional program within the school.

Administration may dissolve a club or organization based on low participation.

6717 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 (SDCL 13-27-3) 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 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 (SDCL 13-27-3) and enrolls in the school district, shall be placed in English and Mathematics at the level of achievement demonstrated by one or two standardized tests. In all other subjects the principal shall take into consideration transcripts; general achievement; and mental, physical, emotional and social maturity of the student before grade placement. The student's initial placement may not be in a grade level higher than warranted by the student's chronological age assuming entry into the first grade at age six and annual advancement thereafter. After initial placement the student may be advanced according to his demonstrated performance. A student to graduate from high school must meet graduation requirements of the state and school district.

ARSD 24-03-02-01

6718 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 at no expense to the school district.

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. If the student wishes to receive high school credit for the course, he/she may request
permission from his/her principal, who will recommend to the superintendent that the course apply to high school graduation requirements.

Revised 12/10/04

6718.1 COLLEGE, TECHNICAL INSTITUTE, INTERNET, AND TELECOM CLASSES CONCURRENT STUDENTS

In order to graduate from Flandreau Public High School a student must earn twenty (22) units of credit. This includes 4 credits in English, 3 credits in social studies (geography, American history, American government, and either free enterprise or economics), 3 credits in math, 2 credits in science, 1/2 credit in computer science and 1/2 credit in fine arts. Students are required to take (6) subjects per semester and are allowed one (1) study hall per semester.

Seniors will be allowed to take classes at one of the local colleges or technical institutes or by way of Internet or telecommunication. The college, technical institute, Internet, or telecommunication course cannot be substituted for the classes that are required in order for a student to graduate but can be used as dual credit for elective courses.

Request to take classes of the nature presented in this policy must be submitted to the high school principal prior to the end of the end of the previous school term. The request must be made in written form and signed by the student and parent/guardian. A committee comprised of the high school principal, counselor, and superintendent will then meet to determine if the request will be approved or denied.

Students wishing to take a post-secondary class must meet the following criteria:

1. The student must have a minimum 3.0 GPA.
2. If the class involves traveling to a college or technical institute, the student must provide his/her own transportation and sign a waiver that the school is not liable.
3. The student must take 5 high school classes per semester.
4. The student will be allowed to take up to two post-secondary classes per semester.
5. The post-secondary class must be worth at least 3 credits. This will equate to 1/2 high school credit. Approved post secondary courses will be placed on the student's transcript as dual credit courses.
6. Students will pay the cost of the post-secondary class.

Revised 12/10/04

6718.2 ADMISSIONS OF NONRESIDENT STUDENTS

A nonresident student is a student whose parent(s) or guardians do not reside within the school district.

The school board recognizes that on occasion circumstances may be such that a student desires to enroll in a school in the district whose parent(s) or guardian do not have a legal residence in the district.

There are three ways in which students in this situation may attend Flandreau Public Schools:

1. They may attend on a tuition basis at the rate established by the state provided room is available. Tuition payments shall be made in advance for each semester attendance.
2. A person within the school district may assume guardianship, which is evidenced by Letters of Guardianship, issued by a circuit court judge.
3. Tuition and/or transportation costs may be waived with the mutual consent of the sending and receiving South Dakota school districts pursuant to state law. The determination to waive tuition will be made on a case-by-case basis without the establishment of precedence. The school board will consider each case on its own merits and facts, including educational hardship, availability of classroom space, and financial impact to the school district in its decision.

Affidavits may be secured to verify the status of a child's bonafied permanent home and/or source of support.

REFS: SDCL 13-28-9
13-28-10
13-28-21
6718.3 ADMISSION OF NONRESIDENT STUDENTS / ASSIGNMENT OF RESIDENT STUDENTS

This policy is enacted to fairly allow admission and assignment of both resident and non-resident students in the Flandreau School District. For the purposes of this policy, the term "resident district," means the district in which a student has legal residence as determined by SDCL 13-28-9. The term "non-resident district" means any district in which a non-resident student seeks to enroll. The term "assigned school" means the attendance center within the district to which a resident student is assigned. The term “Non-School” means an attendance center within a resident student's district to which the student has not been assigned.

The board will accept all students from other districts wishing to enroll, provided the non-resident district's facilities can accommodate the students without adversely affecting the quality of the educational program. This determination will be based upon criteria adopted by the board, see Section C below, and is subject to the following conditions.

1. GENERAL PRINCIPLES

   1. A student who is a legal resident of another South Dakota district seeking to transfer to Flandreau School District must make application to the non-resident district, make application to both the resident and non-resident districts. The application must be on triplicate forms provided by the Department of Education and Cultural Affairs. The application must be made by an un-emancipated student's parent or guardian or by the emancipated student. (The parent with the authority to request enrollment is the resident custodial parent.)

   2. The application will be approved or disapproved if the transfer does not result in an inability to provide a quality educational program by the Flandreau School board and 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.

      a. In-district transfer applications to move to a non-assigned school can be accepted and acted upon by the board at any time; however, decisions regarding transfers among attendance centers within a district will be based upon policies consistent with resident/non-resident transfers.

      b. The application may be withdrawn by the applicant before March 1st through notification to the affected school boards.

      c. Once approved by the nonresident 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 two boards agree in writing to allow a student to return to the original district or assigned school or if the parent, guardian, or student changes residence to another district.

      d. If a bona fide change of residence occurs after February 1st, the parents, guardian, or emancipated student may apply for enrollment in a non-resident district or unassigned school, notwithstanding the February 1st deadline. The application and approval dates will be waived in this circumstance, and the board will consider the application in a timely manner.

   3. Once enrolled in a nonresident district or non-assigned school, the enrollment will continue unless a bona fide change of residence occurs or a subsequent transfer application is received.

   4. A nonresident 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.

   5. Transportation on 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 if approved.

2. 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 to the other considerations of 1997 Open Enrollment Act, the following additional considerations will apply:

1. The combined placement committee will determine that the non-resident district can provide appropriate instructional programs and facilities to meet the student's needs.

2. The resident district will reimburse the non-resident district the "actual costs incurred in providing an appropriate special education."

3. The combined placement committee shall determine whether the student requires transportation as a related service and, if the service is required, the resident district will be required to provide or pay for the service.

4. Return the non-resident special education student to the resident district will be subject to the approval of the combined placement committee.

5. No separate dates will be in effect for notification and decision-making with respect to special education students.

3. CRITERIA FOR MAKING TRANSFER DETERMINATIONS

The standards will be available to any individual so requesting. 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.

1. The standards will be reviewed on an annual basis based on the capacities of each of the following elements:
   
   a. Programs
   b. Classes
   c. Grade levels
   d. Buildings

2. The Department of Education and Cultural Affairs' has authority to promulgate rules setting forth procedural and administrative requirements of the open enrollment program. The school district will follow any and all such rules and procedures.

3. The board may deny applications for any of the following reasons:
   
   a. The application was not timely;
   b. The standards established in paragraph 3-1 above are violated;
   c. The applicant is under suspension or expulsion;
   d. The applicant has been convicted of possession, use, or distribution of any controlled substance including marijuana and is under suspension pursuant to SDCL 13-32-43;
   e. The applicant has been convicted of a weapons charge relating to the schools and is under suspension pursuant to SDCL 13-32-43.

4. MISCELLANEOUS PROVISIONS

1. The board will assign all students among the schools within the district, pursuant to SDCL ch. 13-28.

2. The district will make relevant information about the district, schools, programs, policies, and procedures available to all interested people.

3. Appeals from board action under the 1997 Open Enrollment Act can be made under SDCL ch. 13-46 and the court will conduct a de-novo review.

Adoption date: 10/13/97; Revised 12/13/04

GRADUATION POLICY Addendum

Students must actually be present and attending school at the Flandreau Public High School during the entire last semester of their senior year in order to participate in graduation ceremonies.

Approved: December 11, 2000

6718 CORPORAL PUNISHMENT

The Flandreau Board of Education and Administration do not permit nor condone the use of corporal punishment in the discipline of a student(s) by a school district employee.

DEFINITION: Superintendents, principals, supervisors, and teachers and their aids and assistants, have the authority, to use the physical force that is reasonable and necessary for supervisory control over students. Like authority over students is given any person delegated to supervise children who have been authorized attend a school function away from their school premises and to school bus drivers while students are riding, boarding, or leaving the buses.

6719 PROHIBITION OF CORPORAL PUNISHMENT

The use of corporal punishment, defined as any act of physical force on a pupil for the purpose of punishing that child, is not acceptable in this district and will not be tolerated as a disciplinary measure. The term will not apply, however, to the use of reasonable physical force in the following situations.

1. For self-defense;
2. To protect other persons from physical injury;
3. To protect property of the school or others;
4. To remove a student who has refused to comply with requests to refrain from disruptive behavior;
5. To restrain and control a student that is out of control.

Law may use physical force used by the superintendent, principal, supervisor, and teachers and their aides and assistants. This authority extends to any person delegated to supervise children who are authorized to attend a school function away from school premises and to school bus drivers.

Any employee using physical force to control a student will document the incident in writing, with copies given to the principal and superintendent by the close of the following school day. The superintendent will keep the Board informed of unusual or extreme incidents of the use of physical force.

6720 FLANDREAU SCHOOL DISTRICT TOBACCO - FREE POLICY

Rationale
The Flandreau Public School District is committed to providing a healthy and safe environment for students, staff and citizens. The Flandreau public School Board acknowledges that adult staff and visitors serve as role models for students and embraces its obligation to provide learning and working environments that are safe, healthy and free from unwanted smoke and tobacco use on all district property and during all school-sponsored activities.

Tobacco-Free Environment
The Flandreau Public School District buildings and grounds are 100% tobacco-free at all times, for all persons, without exception. Use of any type of tobacco is prohibited on or in district parking lots, in district owned vehicles or in any personal vehicles on the Flandreau Public School District property. All persons are prohibited from using tobacco at school-sponsored activities off school
district property, which may occur either before, during or after regular school hours. Students are also prohibited from possessing any type of tobacco. Students and staff are prohibited from promoting tobacco through the use or display of tobacco-related materials such as clothing, hats, backpacks and other items promoting tobacco or vaping products.

For the purposes of this policy, tobacco products include, but are not limited to, cigarettes, pipes, cigars, hookah, snuff, dissolvable tobacco or chewing tobacco, as well as unregulated nicotine products such as electronic cigarettes and other vaping devices, which may or may not contain tobacco. (Revised 7/2019)

6721 LUNCH ACCOUNT POLICY

The Flandreau School District’s policy regarding meal accounts effective for the 2003-2004 school year is as follows:

- Meal Accounts are set-up as Family Accounts.
  - Each Student has an individual account number.
  - Meal money must be received and deposited at either building
    ▪ Meal money must be turned in by 9:00 a.m. at the student’s school.
    ▪ To insure proper credit to the account, the students’ lunch account number should accompany payments.

- Lunch Account Payment Notices
  - The lunch room computer will give the cashier a “low balance” warning whenever a student’s family account is $5.00 or below.
    ▪ Day 1: Students are told the account balance is low and they need to bring money.
    ▪ Day 2: Students are told the account balance is low and they need to bring money. Designated student for each family is offered a written reminder to take home.
    ▪ Day 3: If the student does not bring money and the cashier still gets the “low balance” message, a verbal/written reminder will be given to the student. They will not be able to purchase a meal on their account if the balance is too low. Students and parents should monitor accounts so balances do not go below $0.
    ▪ Day 4: Students with an account that is negative $10.00 will be given a written/verbal reminder to bring meal money and their account will be closed. They will be offered an “alternative meal”, which consists of a peanut butter sandwich and milk for lunch.

- Parents and/or students can check their account balance by calling the School District Central Office at 997-3263.

After thirty (30) days of any negative balance, collection procedures will be initiated on all negative balance accounts, starting with a letter to the responsible party. If there is no response, a second letter will be sent.

(Approved 10/13/03)

6722 COMMENCEMENT PROGRAM

The annual commencement program shall be planned by the High School Principal in cooperation with the Superintendent and participants involved. Final arrangement and date for the commencement program shall be approved by the Board of Education.

6723 REQUIREMENTS FOR GRADUATION

In order to graduate from Flandreau High School, a student must earn a minimum of twenty-two units of credit. A “unit” is earned by attending class five times a week for an entire year and passing the course. If classes are held for only a semester one-half credit is earned. If at the end of the first semester of the senior year, a student is not able to complete 22 units of credit by the time of graduation, they will not be eligible to participate in graduation exercises. If it is possible to complete 22 required units of credit, they may participate but will receive a diploma without an insert until required credits are received.

Students must actually be present and attending school at the Flandreau Public High School during the entire last semester of their senior year in order to participate in graduation ceremonies. Even though the traditional cap and gown are worn at most ceremonies, what is worn beneath is significant because of its visibility. Dress shoes, slacks, and collared shirts for males and dressy outfits for
females reinforce the dignity of the event. Not permitted are shorts, blue jeans, tennis shoes or extremely informal attire. Students not dressed appropriately will not be allowed to participate in graduation.

EARLY GRADUATION

Graduation in less than four full academic years will be discouraged. However, students who will meet the graduation requirements by the end of their first semester senior year or final semester of the junior year, must submit a letter of application to the principal no later than the end of the first semester of the junior year. A letter of application for early graduation must be presented to the high school principal. The student and student’s parents or legal guardian shall sign this letter. A committee conference will then be held with the student, parents or legal guardian, guidance counselor, high school principal, and superintendent present. If the committee recommends early graduation, a letter will be sent to the school board that must be signed by all committee members. The school board will make a final determination.

GRADUATION

Graduation from the schools of the district implies that students have satisfactorily completed the prescribed courses of study for the several grade levels in the accordance with their respective abilities to achieve and that they have satisfactorily passed any examinations and other requirements set by the faculty. In addition, students shall have maintained a satisfactory record of citizenship during their progression through the instructional program of the schools.

The faculty will establish detailed requirements to agree with the goals of our schools as adopted by the board and to meet state requirements. It is expected that in so far as possible the faculty will apply measures of achievement to provide evidence that each student has progressed far enough toward school goals to warrant his graduation according to the terms of the paragraph above. The staff will arrange each spring for appropriate awards and recognition programs and graduation exercises. There will be no formal graduation exercises for elementary and middle schools.

GRADUATION FOR STUDENTS FROM AN ALTERNATIVE SCHOOL BACKGROUND

A student whose previous high school enrollment has been entirely in non-accredited schools or in alternative instruction pursuant to SDCL 13-27-3 may receive a high school diploma from the Flandreau Public Schools only if that student has met all graduation requirements of the school district as determined by following Policy: "Transfers from Non-accredited Schools" and has been enrolled as a full-time student in the Flandreau Public High School for the full senior year.

6724 PARTICIPATION OF ALTERNATIVE INSTRUCTION STUDENTS

The Flandreau School District will grant permission for alternative instruction students to participate in interscholastic contests. As a condition of participation, the alternative instruction student must annually fulfill the following conditions:

1. Demonstrate compliance with CHAPTER I, PART IV-Student Eligibility and CHAPTER II, PART I-Further Eligibility Requirements for Athletic Contests of the SDHSAA BYLAWS (as applicable) by submitting the SDHSAA Eligibility Checklist for Alternative Instruction Students.
2. Provide documentation of the SDCL 13-27-3 APPLICATION FOR PUBLIC SCHOOL EXEMPTION CERTIFICATE REQUEST and nationally standardized achievement tests in grades tested under the state testing program.
3. Comply with all the District’s eligibility requirements with the exception of attendance requirements. Scholastic/academic eligibility shall be verified per the District’s administrative policy following the same procedure used to accept credits towards graduation when an alternative instruction student requests a transfer to the district.
4. Any student, who was unable to maintain academic eligibility in an accredited school, shall be ineligible to participate as an alternative instruction student for a period of one year. After one year, the student may regain eligibility per the District’s administrative policy.
5. Satisfy the responsibilities and standards of behavior and performance, including related class or practice requirements, as expected of other student participants as a condition for both the initial acceptance and continued membership in the activity including but not limited to:
   a. All the District training rules ad 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 be currently enrolled and attending the District’s parallel musical organization (if one exists); i.e. vocal music, instrumental music, orchestra. (This is the same rule that applies to all students attending a SDHSAA member school).
(c) A student who is a member of a high school team may not participate in games, practice, tryouts, etc., in that particular sport during the same season on an independent or non-high school team or as a member of any “all-star” team, or completely unattached on an individual basis. (This is the same rule that applies to all students attending a SDHSAA member school).
(d) All references to calendar shall refer to the District’s calendar.
(6) A student who leaves an accredited school for any reason to enter an alternative instruction program, shall be ineligible for interscholastic competition for a period of one year, beginning on the date the student enters the alternative instruction program.

Legal REFS.: SDCL 13-36-4; 13-36-7 (Approved 10/13/03)

6725 ACTIVITY SCHEDULING

1. Any time an organization within the school has been requested by an organization outside the school (church groups, civic organizations, service clubs) to put on a program of any type, arrangements may not be planned or scheduled without first consulting the Activities Director for permission.
2. When a program is scheduled, the date and the time must be cleared with all other who uses the auditorium or gym to avoid conflict. Clear dates with the master calendar in the Superintendent's office. Dates on the master calendar in the Superintendent's office take precedence over all other events scheduled.
3. No type of activity including practices open gm for students will be permitted during holidays: Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, Easter Day, New Year's Day, Memorial Day or any Sunday. (Without the Superintendent's permission.)
4. Residents of the school district 65 year of age and older may receive free passes to all home athletic contests upon request to the school office. Tournaments are excluded.

6726 STUDENT/ADULT EJECTION FROM ATHLETIC CONTEST

Any student, school personnel or member of the general public ejected from a interscholastic home or away contest will be ineligible to attend the next two regularly scheduled home games/meets at that level and area of competition and all other levels of the respective competition. The second violation in a sport's season carries a four (4) regularly scheduled home game/meet attendance ineligibility from the respective competition. The third violation in a sport's season carries a home game/meet attendance ineligibility for a full year for the respective competition from the date of the ejection. Completion of ineligibility may carry over to the following sport season in the same area of competition. A sport official, school official, or law enforcement officer has the authority to eject individuals from an interscholastic contest.

Approved (1/14/02)

6727 STUDENT RECORDS - PRIVACY OF RECORDS

The Flandreau Public Schools recognize the district responsibility to protect the privacy and rights of the students and parents of this community. The following policy shall be adapted in an effort to assure the right of privacy and to comply with the Family Rights and Privacy Act of 1974. The record keeping procedures of the school district shall be governed by the following:

1. Parents of students attending Flandreau School District 50-3 upon giving proper notice of completing the necessary written form shall be able to inspect the school records of their children and have the right to a hearing with school officials to challenge the content of such records as to their accuracy.
2. Written consent of parents shall be obtained before releasing school records or portion of it to third parties except where permitted by law. Eighteen-year-old students may sign their own consent forms.

An official accounting of persons or agencies who have inspected the student’s file shall be a permanent attachment to the file. The School Superintendent or his designee shall be responsible for the development and administration of forms and filing forms.

6728 BUS REGULATION - STUDENT CONDUCT ON SCHOOL BUSES

Buses are provided for those students whose distance from school or health make this service essential. Misconduct on buses will not be tolerated and will result in forfeiture of the privileges of riding.
Students are expected to discipline themselves and comply with the instructions of the bus operator. The driver will be in FULL charge of the bus and the passengers. There must be no disturbance of any kind that might distract the driver and imperil the safety of the passengers.

Students will observe the following rules of conduct while riding school buses:

1. Students should always be at the bus stop at least five minutes before the bus is scheduled to be there. Students should remain well back from the roadway while awaiting the arrival of the bus.
2. Bus riders should not move to board a bus until it is completely stopped and the door is open.
3. Students will enter the bus in an orderly fashion and go directly to a seat. Students must stay in their seats and in a sitting position when the bus is in motion.
4. Bus riders should leave their seats only after the bus has come to a complete stop at their bus stop.
5. Bus riders who must cross a street at their bus stop will cross in front of the bus.
6. Students will keep their hands, arms and heads inside the bus.
7. Shouting, screaming, smoking, running, fighting, vulgar talk, and pushing are not permitted.
8. All articles such as athletic equipment, books, musical instruments, etc., must be kept out of the aisles.
9. No drinking or eating is permitted on the bus.
10. All riders should help to keep the bus clean and sanitary on the inside.
11. Any damage to the bus will be paid for by the rider inflicting the damage and will be subject to suspension or expulsion from school.
12. Bus riders are expected to be courteous and obedient to bus drivers at all times.
13. Use or possession of tobacco, alcohol and illegal drugs on the school bus is strictly prohibited.

6729 Transportation Policy

The safety of every child on the bus is of great concern to all of us. Every effort is taken to see that children arrive at their destinations safely. The cooperation of the parents is needed and requested in this endeavor. Driving a bus is a difficult and responsible task and would anything divert the bus driver’s attention from his driving responsibility endanger the safety of all children. It is absolutely necessary that the children riding the bus conduct themselves in the best possible manner. The up-keep and repair of transportation equipment is expensive and pupils are expected to cooperate in this preservation. Any pupil found guilty destroying bus equipment will be expected to pay for the cost of repair of replacement of such destruction. Bus drivers have the right to assign seats on the bus.

POP, SUCKERS AND GUM ARE NOT ALLOWED ON ROUTE BUSES.

When students misbehave on the bus, the bus driver will report the misbehavior to the bus manager. The bus manager will write up a Bus Conduct Report with one copy submitted to the principal and one copy to the parent. The bus manager will attempt to contact the parent as soon as possible.

Guidelines for serious discipline problems on the school bus are as follows:

First offense: The student may be suspended from bus transportation from 1-3 school days.

Second offense: The student may be suspended from bus transportation up to a maximum of 10 school days.

Third offense: The student may be suspended indefinitely or expelled from the bus transportation system.

NOTE: The seriousness of any single offense may determine the number of days the student will be suspended/expelled from the bus transportation system. In addition to all transportation rules, all school student behavior rules apply to students while on the transportation system. Misbehavior by a student in connection with the bus transportation system may also warrant school discipline procedures, which may include after school detention, Saturday detention, or suspension/expulsion from school.

(Adopted 2-13-95)

6730 School Property and Grounds Misuse

Any student, who cuts, defaces, or otherwise injures any school house apparatus, or outbuilding thereof, is liable to suspension or expulsion; and the parents or guardian of such students shall be liable for all damages.
6731  Married/Pregnant Students

Married students will be given the same educational opportunities as all other students. They will be treated as all other students in regards to Student Handbook Policies.

6732  ANTI-HARASSMENT POLICY

ANTI-BULLYING/HARASSMENT OF STUDENTS

Bullying and harassment of students is not tolerated by the Flandreau School District. The school district is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. Therefore, the school district prohibits harassment or bullying.

Bullying and harassment are intentional harmful behavior initiated by one or more students and directed toward another student or students which creates an objectively hostile school environment including, but not limited to, the following:

- Physical – harmful action or threat of harmful action against another person;
- Verbal, Written or Electronic – threatening, unkind, abusive or hurtful communication to a person or about a person;
- Emotional – taunting or other conduct intended to upset, exclude, or embarrass a person;
- Sexual – conduct or communication based on actual or perceived trait or characteristic of a person because of gender and/or initiation of unwarranted or unwelcome sexual advances, or
- Racial – rejection, exclusion, isolation, or embarrassment of a person because of ethnicity.

This policy applies while students are on school property; while in school-owned or school-operated vehicles; while attending or engaged in school-sponsored activities, or while using school equipment.

If, after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion.

Retaliation against a person because the person has filed a bullying or harassment complaint or assisted or participated in a harassment investigation or proceeding is prohibited. An individual who knowingly files a false harassment complaint and a person who gives false statements in an investigation shall be subject to discipline by appropriate measures, as shall a person who is found to have retaliated against another in violation of this policy. A student found to have retaliated or filed a false complaint in violation of this policy shall be subject to measures up to, and including, suspension and expulsion.

The building principal, school counselor or principal’s designee will be responsible for investigating all complaints by students alleging bullying or harassment. All documentation associated with a complaint shall be maintained by the building principal.
ANTI-BULLYING/HARASSMENT FORMAL COMPLAINT FORM

Name of complainant: ________________________________

Date of complaint: ________________________________

Name of alleged harasser or bully: ________________________________

Date and place of incident or incidents: ________________________________

________________________________________________________________________
________________________________________________________________________

Description of misconduct: ________________________________

________________________________________________________________________

Name of witnesses (if any): ________________________________

________________________________________________________________________
________________________________________________________________________

Evidence of harassment or bullying, i.e., letters, photos, etc. (attach evidence if possible):

________________________________________________________________________

________________________________________________________________________

Any other information: ________________________________

________________________________________________________________________
________________________________________________________________________

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: ________________________________

Date: _________ / _______ / _____________
ANTI-BULLYING/HARASSMENT WITNESS STATEMENT FORM

Name of witness: ________________________________________________________________

Position of witness: _____________________________________________________________

Date of testimony, interview: _____________________________________________________

Description of incident witnessed: _________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Any other information: _____________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: ________________________________

Date: ______/____/_____________
BULLYING/HARASSMENT INVESTIGATION PROCEDURES

Students who feel that they have been bullied or harassed should:
• Communicate to the perpetrator that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual wants assistance communicating with the perpetrator, the individual should ask a teacher, counselor, bus driver, other staff, School Resource Officer or principal to help.
• If the bullying or harassment does not stop, or the individual does not feel comfortable confronting the perpetrator, the individual should:
  -- tell a teacher, counselor, bus driver, other staff, School Resource Officer or principal; and
  -- write down exactly what happened, keep a copy and give another copy to the teacher, counselor or principal including:
  * what, when and where it happened;
  * who was involved;
  * exactly what was said or what the perpetrator did;
  * witnesses to the bullying or harassment;
  * what the student said or did, either at the time or later;
  * how the student felt; and
  * how the perpetrator responded.
  -- teachers, counselors, bus drivers or other staff receiving a report, or who witness bullying or harassment, must report the incident to the building principal by the end of the school day in which the event occurred, but in no case later than the morning of the next school day.

FORMAL COMPLAINT PROCEDURE
An individual who believes that he/she has been harassed or bullied will notify the principal in his/her building who is the designated investigator. The alternate investigator is the school counselor or School Resource Officer assigned to a student’s attendance center. The investigator may request that the individual complete the Harassment/Bullying Formal Complaint form and turn over evidence of the incident, including, but not limited to, letters, tapes, or pictures. Information received during the investigation is kept confidential to the extent possible.

The principal or the alternate investigator, with permission from the principal, has the authority to initiate an investigation in the absence of a written complaint.

INVESTIGATION PROCEDURE
The investigator will reasonably and promptly commence the investigation upon receipt of the complaint. The length of the investigation is governed by the facts and complexity of each individual case but should be completed within 30 days of the complaint. The superintendent may approve an extension in special circumstances. The investigator will interview the complainant and the alleged perpetrator. The alleged perpetrator may file a written statement in response to the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of the investigation, the investigator will make written findings and conclusions as to each allegation of bullying or harassment and produce written findings and conclusions. An alternate investigator will provide a copy of the written findings of the investigation to the principal.

RESOLUTION OF THE COMPLAINT
Following the completion of his/her own investigation or upon receipt of School Counselor or School Resource Officer’s or an alternate investigator’s report, the principal may investigate further, if deemed necessary, and make a determination of any appropriate additional steps which may include discipline.
The principal will file a written report documenting any disciplinary action taken or any other action taken in response to the complaint. The remedial actions taken by the principal, including disciplinary action where appropriate, should be designed to prevent further bullying or harassment. The principal, or designee, will monitor the effectiveness of the remedial actions taken by contacting the complainant at least twice during the month following the investigation resolution. These contacts should be included in the documentation. If further remedial actions are necessary, the case shall remain open with ongoing monitoring and documentation. The complainant, the alleged perpetrator and the investigator will receive notice as to the conclusion of the investigation. The principal will maintain a log of all complaints, findings, and actions taken, and will maintain all documentation related to a complaint investigation for during the duration of school years.

**POINTS TO REMEMBER IN THE INVESTIGATION**

- Evidence uncovered in the investigation is confidential.
- Complaints must be taken seriously and promptly investigated.
- No retaliation will be taken against complainant/individuals involved in the investigation process.
- Retaliators will be disciplined up to and including suspension and expulsion.

(Revised 5/2012)

**6732.5 CYBER BULLYING POLICY**

Cyber bullying is all forms of harassment over the Internet or other forms of electronic communications, including cell phones. Students and staff will refrain from using communication devices or District property to harass or stalk another. The District’s computer network and the Internet, whether accessed at school or away from school, during or after school hours, may not be used for the purpose of cyber bullying. All forms of cyber bullying are unacceptable and viewed as a violation of this policy and the District’s acceptable computer use policy and procedures.

Users are responsible for the appropriateness of the materials they transmit. Hate mail, harassment, discriminatory remarks, or other anti-social behaviors are expressly prohibited. Cyber bullying includes, but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or web site postings, including blogs. It is also recognized that the author (poster or sender) of the inappropriate material is often disguised (logged on) as someone else.

Students and community members, who believe they have been victims of such misuses of technology, as described in this policy, should not erase the offending material from the systems. A copy of the material should be brought to the attention of a principal or teacher.

In situations in which cyber bullying originated from a non-school computer, but brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly interrupts or severely impedes the day to day operations of a school. In addition, such conduct must also violate a school policy. Such conduct includes, but is not limited to, threats, or making threats off school grounds, to harm a member of the school staff or a student.
Updated 07/2018

Malicious use of District’s computer system to develop programs or to institute practices that harass other users to gain unauthorized access to any entity on the system and/or change the components of an entity on the network is prohibited.

Disciplinary action may include, but is not limited to, the loss of computer privileges, detention, suspension, or expulsion for verified perpetrators of cyber bullying. In addition, when any kind of threat is communicated or when a hate crime is committed, it shall be reported to local law officials.

(Adopted 6/2012)

6733   Student Discipline

Staff and students share responsibility for maintaining a climate in which education can be pursued. What is best for the individual must be balanced with what is most desirable for the entire school population.

The following principles will be observed by the school staff in maintaining student control and discipline in the schools:

1. It is believed that most individuals modify behavior faster under praise than under blame. Therefore, the general approach to discipline will be a positive one. This will include attempting to identify the social, emotional, and academic problems that underlie a student's poor attitude or misconduct, and striving to meet his social, emotional, and academic needs.

2. Every individual needs to feel worthy and accepted as person. In correcting or disciplining a student for his conduct or attitude and in taking disciplinary action, teachers and other staff members will endeavor to show him that it is his behavior that is objectionable, not the student himself.

3. The best discipline is self-discipline. Modes of student control over classroom management will offer students the freedom to acquire self-control and self-discipline. This freedom will be extended in keeping with the student's maturity.

Within the above guidelines and specific policies regulating conduct and disciplinary action, the chief executive officer (CEO)/Superintendent will set up procedures for dealing with disciplinary problems.

The Board extends to all of its school employees, professional and nonprofessional, the authority to enforce policy and regulations governing student behavior. Students will comply with the directions given them by staff members.

6734   SUPERVISION OF STUDENTS

When students are in school, engaging in school-sponsored activities, or traveling to and from school on school buses, or other vehicles, 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 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.
6735 STUDENT CONDUCT

Students in the district schools are expected to act in such fashion that their behavior will reflect favorably on the individual student and on the school; will show consideration for fellow students; and will create a harmonious school atmosphere. To accomplish this, all students must recognize their individual responsibilities and obligations and discharge them in accordance with the school regulations.

Any of the following actions will subject a student to suspension, expulsion, or other school disciplinary measure:

1. Intentionally causing or attempting to cause substantial damage to school property, stealing or attempting to steal school property, or stealing or attempting to steal private property.

2. Intentionally causing or attempting to cause substantial damage to private property on school property or at a school event either home or away.

3. Intentionally causing or attempting to cause physical injury to another person (student, school employees, or member of the general public) in school, on school property or in a school related situation. (Cases in which physical injury caused by accident or any other action undertaken on the reasonable belief that it was necessary to protect some person or self shall not constitute a violation of the rule).

4. Knowingly possessing or transmitting any firearm, knife, explosive, or other dangerous object, except as allowed by law.

5. Knowingly possessing, using, transmitting, or being under the influence of, any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind in school, on school property, or in a school related situation.

6. Knowingly using or copying the academic work of another and presenting it as his own without proper attribution.

7. Repeatedly and intentionally defying the valid authority of supervisors, teachers or administrators, and/or causing interruption of the school program.

8. Using a substance or device to communicate a terrorist threat.

9. Using a hoax substance or device to cause fear.

10. Use of obscene or disrespectful language or communication.

11. Use of or possession of tobacco in the school, on school property, or in vehicles.

12. Participation in non-school activities in which the student’s conduct presents a threat to the student or others and is not in the best interest of the school.

13. Possession of pornographic matter in the school, on school property, or in a school related situation.

14. Falsely reporting a threat.

15. Harassment as identified in the school district harassment policy.

16. Lewd or inappropriate sexual behavior.

17. Bullying or intimidation.
18. Violations of the permissible use of technology policy.

19. Wearing clothing with profane language or suggestive themes, such as alcohol, drugs, sex or violence.

20. Situations in which the student’s misconduct is of such a nature that continuation of the child in school would clearly be detrimental to the physical safety of the student or would be clearly detrimental to the education, welfare, safety or morals of other students.

21. Leaving the school grounds without permission of the administration.

22. Reckless or exhibition driving on school parking lots or streets immediately surrounding the school.

23. Excessive tardies and/or failure to attend detention.

24. Habitual disobedience.

25. Engaging in any activity forbidden by federal law, the laws of the State of South Dakota or the ordinances of the City of Flandreau, which activity constitutes a danger to other students or interferes with school purposes.

In addition to school disciplinary measures some of the above actions are subject to punishment through civil authorities.

The above prohibited actions will be printed in a handbook or other publication and made available to students and parents.

The above includes violations in school buildings, grounds, away activities, and school owned or contracted busses and other vehicles and in school related situations.

School administrators will not recommend a student for suspension or expulsion, except as the student has engaged in one of the prohibited actions mentioned above or other acts of misconduct while on school property or taking part in a school activity off school grounds.


6736 STUDENT DUE PROCESS

All students are entitled to due process when they are subjected to disciplinary actions such as suspension or expulsion. The Board and school officials have the legal authority to deal with disruptive students and student misconduct. Due process, in the context of the administrative proceedings carried out by school authorities, refers to the hearing procedures established by the State Board of Education.

Due process procedures will conform to the following basic practices:

1. They must be fair.

2. They must apply equally to all.

3. They must be enforced in a fair manner, which involves:

   --adequate and timely notice and an opportunity to prepare a defense.

   --an opportunity to be heard at a reasonable time and in a meaningful manner.

   --the right to a speedy and impartial hearing on the merits of the case.

(Adoption date)

LEGAL REFS.: SDCL 13-32-4

ARSD 24-07:01 et seq
**6737 STUDENT SUSPENSION/EXPULSION**

Serious breaches of standards of behavior may result in suspensions or expulsions from school. By law, the Board has the authority to suspend or expel beyond ten days students for violation of school rules or policies, or for insubordination or misconduct while at school, at a school sponsored event, or on a school owned or contracted vehicle. School principals are authorized to suspend pupils for not more than ten school days and the superintendent not more than 90 days. The School Board may expel a student from school for the school term. The period of expulsion may extend beyond the semester in which the violation, insubordination, or misconduct occurred. Any expulsion for consumption or possession of beer or alcoholic beverages may not extend beyond ninety school days.

Any student bringing a firearm to school, except as authorized by law, shall be expelled for not less than twelve months and will be referred to law enforcement authorities. The chief executive officer/superintendent shall have the authority to recommend to the school board that this expulsion requirement be modified on a case-by-case basis. This policy shall be implemented in a manner consistent with IDEA and Section 504. For the purpose of this portion of this policy, the term "firearm" includes any weapon which is designed to expel a projectile by action of an explosive, including any poison gas.

Generally, a suspension may be imposed when a student's behavior creates a threat to his own or other's safety or imposes a threat to property or premises. Behavior such as fighting or committing an assault on another; stealing; vandalism; possessing weapons, explosives or other prohibited materials; making a false alarm; terroristic threat; lewd or threatening behavior or language; possession of drugs; possession of beer or alcoholic beverages on the school premises or at school activities or any of the infractions listed in this policy may result in suspensions.

Students who are guilty of continued serious misconduct which results in repeated suspension and who therefore interfere with the opportunity of other students to carry on their learning activities may be recommended to the Board for expulsion from school.

Hearing procedures as established by state regulations will be followed for all students who receive long-term suspensions or expulsion.

**LEGAL REFS.:**

SDCL 13-32-4; 13-32-4.2; 13-32-5; 13-32-7; 22-42-19; 22-14A-22;
22-14A-24; 22-14A-25;
ARSD 24:07:01; 24:07:02; 24:07:03; 24:07:06; 24:07:08; 24:05:26

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**6738 PROCEDURES FOR STUDENT SUSPENSIONS AND EXPULSIONS PROCEDURAL CHECKLIST FOR SHORT TERM SUSPENSION (ARSD 24:07:02:01)**

1. Give oral or written notice to student and to parents, guardian, or other responsible person, if available, as soon as possible after discovery of misconduct.

2. The notice is to contain the rule, regulation, or policy violated. The student must be given an opportunity to answer the charges.

3. This process does not involve board participation.

4. The hearing is no more than an informal setting granting the student the opportunity to answer the charges and present his/her side of the story.

5. Superintendent/CEO or principal should issue a decision as soon as possible. This may be done right on the spot.

6. If the student is suspended, written notice of due process rights must be provided to the student and the parent, guardian, or other responsible person. An unemancipated minor may not be removed from the school during school without notice to the parent, guardian, or responsible person unless turned over to law enforcement personnel. Dangerous or uncontrollable students may be turned over to law enforcement.

**6739 PROCEDURAL CHECKLIST FOR LONG TERM SUSPENSION (ARSD 24:07:03)**

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1. The superintendent must prepare and seal a written report to the school board not later than the end of the fifth school day following the first day of a long-term suspension. The superintendent may request that a hearing be held before the school board. (It is recommended that the school board conduct a hearing for any suspension extending more than ten days.)

2. The superintendent's report includes the facts of the situation, the action taken, the reasons for the action, and the superintendent's decision or recommendation. The report remains in the possession of the business manager, sealed and unavailable to individual school board members until and unless a hearing is held. A copy of the report must be sent to the 18-year-old pupil and, as to unemancipated minors, to the parent, guardian, or responsible person at the time it is filed with the business manager. ARSD 24:07:03:01.

3. The superintendent may exclude the pupil from class or classes by using a short-term suspension procedure. Note: An activity should be considered a class, especially if credit is given for the activity. The superintendent must give notice to the 18-year-old pupil or the unemancipated minor's parent, guardian, or responsible person of a proposed long-term suspension, and may schedule a hearing. The notice must contain:
   a. Policy allegedly violated;
   b. The reason for the discipline;
   c. Notice of the right to a hearing or the right to waive this hearing;
   d. A description of the hearing procedure;
   e. A statement that the records are available for examination; and
   f. Notice that the pupil may present witnesses.

4. If a hearing is requested, the superintendent shall set the date, time, and place for the hearing and send notice to the school board members, as well as a notice by certified mail to the 18-year-old pupil or the parents of an unemancipated minor.

5. If no hearing is requested or if the hearing is waived, the proposed action or decision of the superintendent is final. ARSD 24:07:03.

6. A hearing may be waived by an 18-year-old pupil or the parents of an unemancipated minor, in writing. If the hearing is not waived, the hearing shall be held as set forth in the notice. ARSD 24:07:03:03.

**6740 CONDUCTING THE HEARING**

1. The school board is the hearing board.

2. The school board shall appoint either one of its own members or someone not an employee of the district as hearing officer. At the commencement of the hearing, the hearing officer should state that the hearing is open at the time and place contained in the notice, should state the reason for the hearing, identify the date of the notice of hearing, identify to whom the notice was provided, and have each person present identify themselves by name.

3. The school board shall arrange the place of hearing with three tables, one for the board, one for the administration, and one for the student.

4. The hearing is closed to the public and a verbatim record will be made and sealed pending court order. (It is recommended that the verbatim record be either a court reporter or a videotape. Audio recordings are less than satisfactory.)

5. Each party may make an opening statement, introduce evidence, present witnesses, and examine and cross-examine witnesses.

6. The school administration shall present its case.

7. Each party may be represented by an attorney.

8. If the school attorney is going to present the administration's case, the attorney should not also advise the board. The board should engage separate counsel in that case.

9. Witnesses, other than the student and his/her representative, are present only while testifying and each witness must take an oath and affirmation administered by the school board president or business manager.

10. Each party may raise objections to relevancy and scope of the questions. All relevant evidence must be admitted; however, unproductive or repetitious evidence may be limited by the hearing officer.
11. The hearing officer may ask questions of witnesses, as may school board members.

12. Each party may make a closing statement.

13. After the hearing is closed, the board shall deliberate in executive session. No one other than the hearing officer may meet with the school board during deliberation. The school board may seek advice during deliberation from any attorney not representing a party at the hearing. Any other consultation with any person other than board members during deliberation may occur only if a representative of the pupil is present.

14. The decision must be based upon the evidence presented at the hearing and be contained in a motion made in open meeting. The motion must omit the name of the pupil and must state the reason(s) for the board's action.

15. The 18-year-old pupil or a parent or guardian of an unemancipated minor pupil must be given notice in writing of the board's decision, which must state the length of the suspension or expulsion.

16. The board's decision may be appealed to the circuit court. ARSD 24:07:03:06; SDCL ch. 13-46.

6741 SPECIAL EDUCATION STUDENTS

1. If a student attending school on an individualized educational program (IEP) is the subject of a long-term suspension procedure, special considerations apply. ARSD 24:07:03:08.

2. A long-term suspension of a special education student requires a referral to a placement committee. If the action, behavior, or activity which caused the long-term suspension is the result of the pupil's disability, the placement committee shall prepare a revised IEP and the long-term suspension terminates upon implementation of the plan. ARSD 24:05:26:09.

3. Any suspension of more than ten school days constitutes a change in placement and requires prior notice and the right to due process, as specified for a change of placement. ARSD 24:05:26:10.

4. A special education student's parent may grant written parental approval for the change in placement. ARSD 24:05:26:12.

5. If it is necessary to suspend a special education student for more than ten days and no parental agreement can be achieved for an interim placement or continued suspension, the district must apply to the circuit court for permission to suspend the student. ARSD 24:05:26:12.

6. In any such court action, there is a presumption in favor of the current educational placement, which may be rebutted only by showing that the current placement is "substantially likely to result in injury to the pupil or to others." ARSD 24:05:26:13.

7. Failure to carefully follow due process procedures with respect to special education students can result in serious ramifications to the district.

6742 DANGEROUS WEAPONS IN THE SCHOOL

Schools should be an example of what is required regarding the observance and respect for law in society at large. Schools also must be highly conscious of the health, safety, and welfare of students, staff, and the public.

State and federal laws as well as board policy forbids the bringing of dangerous or illegal weapons to school or school sponsored activities. Any weapon taken from a pupil shall be reported to the pupil's parents and local law enforcement personnel. Confiscation of weapons will be reported to the police. Appropriate disciplinary or legal action or both shall be pursued by the building principal.

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

No firearms are permitted on any school premises, school vehicle or any vehicle used for school purposes, in any school building or other building or premises used for school functions. An exception would be weapons under the control of law enforcement personnel, starting guns while in use at athletic events, firearms or air-guns at fire ranges, gun shows, authorized supervised school training
sessions for the use of firearms and ceremonial presence of unloaded weapons at color guard ceremonies. Any violations shall be reported to local law enforcement authorities.

Any student bringing a firearm to school, except as provided by law, shall be expelled for not less than twelve months and will be referred to law enforcement authorities. The chief executive officer/superintendent shall have the authority to recommend to the school board that this expulsion requirement be modified on a case-by-case basis. This policy shall be implemented in a manner consistent with IDEA and Section 504. For the purpose of this portion of this policy, the term “firearm” includes any weapon which is designed to expel a projectile by action of an explosive, including any poison gas.

LEGAL REF.: SDCL 13-32-4.2; 13-32-7; Act of 1994, P.L. 103-382, page 59

6743 RELEASING STUDENTS FROM SCHOOL

1. Children should be released from school duty to their parents or to persons authorized by their parents. The school principal should check carefully to make certain that the person claiming to represent the parent is so authorized. Check by TELEPHONE - the check may be made by telephoning the parent for confirmation, or by having the child identify the caller.
2. Children should be released to police officers only if a warrant is issued.
3. In cases of family dissension (divorce, step-parents, grandparents of separated parents, etc.), a request often comes to prohibit one part of the conflict from taking the child from school. Such requests should be honored only if legal status is established.
4. Children should be released for days of religious observance only upon request of their parents. A note signed by the parent must be brought prior to the day of observance.
5. An elementary school child should be sent home during school hours only with the parent or with another authorized and reliable adult, if the parent is not available.
6. Students may be excused upon parent's written request, to participate in the playing of taps at military funerals if it is not possible to receive this service in the city where taps are to be played.
7. A student will not leave school during the school day without reporting to the Principal's office and obtaining permission. Failure to report will result in being charged with truancy.
8. A student who becomes ill while in school will report to the Principal's office. An attempt will be made to contact a parent before allowing the student to go home.
9. Students who plan to participate in a school activity, which takes place after school hours must be in attendance that school day. A student who is not in school by the beginning of 5th hour due to illness will not be allowed to participate in a school activity that same afternoon/night. This includes practice.
10. For any absence for a school-sponsored activity, students are to have their schoolwork made up ahead of time or arrangements made with their teachers. Students who take part in a co-curricular activity on a school night are expected to be in class the following morning at 8:30 a.m. Chronic absences following activities may result in disciplinary measures and the student forfeiting the right to participate.
11. There may be reasons for a student to be absent from the building for short periods of time that does not mean the missing of class time. A note must be sent from home and then a pink pass obtained from the Principal's office before the student will be allowed to leave.
12. If a student is expected to be absent or wishes to leave school during the school day, parents are asked to call the office before the student leave school or send a note.

6744 STUDENT INSURANCE

The school district does not carry or sponsor any student insurance program. As a convenience to parents and students, the school does distribute participation envelopes and assist in processing claims for the insurance program recommended by the South Dakota High School Association, but this in no way constitutes sponsorship by the school.

6745 SENIOR CLASS FUNDS - January 9, 1978

Class officers of each Senior Class inform their class advisors, before the end of the school year, as to what they wish to purchase for the school with their remaining class funds: further, if such funds have not been so designated, they will automatically revert back to a Scholarship Fun of the school district as of July 1st of the following year. The receiving Scholarship Fund will be designated by the superintendent and business manager.
6746 SCHOOL DANCES

All school dances may have law enforcement officers employed by the school district. In addition four (4) adults to include one (1) faculty member.

6747 SCHOLARSHIP SELECTION CRITERIA

All student scholarship programs shall be presented to the Superintendent for acceptance or denial by the Flandreau School Board. If the scholarship donor does not clearly specify the process and/or criteria for selection of the student(s) to receive the scholarship(s), the Superintendent will each year and throughout the duration of the scholarship, appoint a committee of teachers and administrators to select the student recipient(s). Selection will be based on academic scholarship, financial need, and citizenship.

6748 EARLY GRADUATION

Graduation in less than four full academic years will be discouraged. However, students who will meet the graduation requirements by the end of their first semester senior year or final semester of the junior year, must submit a letter of application to the Principal no later than the end of the first semester of the junior year. A letter of application for early graduation must be presented to the secondary principal. This letter shall be signed by the student and student’s parents or legal guardian. A committee conference will then be held with the student, parents or legal guardian, guidance counselor, secondary principal, and Superintendent present. If the committee recommends early graduation, a letter will be sent to the school board that must be signed by all committee members. A final determination will be made by the school board.

6749 THE POWER AND RESPONSIBILITY OF THE PRESS

The First Amendment reads in part: "Congress shall make no law abridging the freedom of speech, or of the press"

However, the courts have set limitations regarding high school journalism:

1. Since high school students have less experience in making decisions and judgments than college students and adults, their published material or activities may be subject to more careful supervision.
2. The publication or distribution of student newspapers must not interfere with the obligation of school administrators to maintain an orderly situation in which a young person may continue his or her education.

These limitations are in addition to general and specific limitations that govern all newspapers in the United States.

The Board of Education, the Superintendent, the Principal, the advisor, and the staff have a clear right to supervise what is printed.

1. Libel Prohibited

Libel occurs when a published or broadcast statement unjustly exposes someone to hatred, makes that person seem ridiculous, or damages that person's reputation or earning power.

You avoid libel by:

   Telling the truth - must be able to prove it.
   Following privilege - public information obtained from records, legislative bodies, and courts.
   Using fair comment and criticism - must not be malicious in intent.

2. Respect the Right of Privacy

When a person becomes a public figure by doing something newsworthy, information about that action may be freely reported, but details of the individual's personal life are still private.

3. Obscenity Prohibited
Obscene, vulgar, or profane statements are not protected by the First Amendment, according to the Supreme Court. School policy books also prohibit such statements in schools or activities.

4. Respect Copyrights

Copyrighted material may not be reprinted without permission.

5. Avoid Incitements to Violence

Material intended to encourage violence or criminal activity, or disruption of the orderly educational process cannot be published. Newspapers can report about such actions as long as the report is accurate - this is not including violence.

6752   PROMOTIONS AND RETENTION OF STUDENTS

The administration and teaching staff must strive to create plans of instruction and instructional organization that will permit pupils to progress through school according to their needs and abilities.

Pupils will normally progress annually from grade to grade. However, exceptions to this general policy may be made when it becomes evident that a pupil proceed more slowly through the grades.

Retention will not be used until other possibilities have been exhausted, including special help and remedial work.

In all cases of retention, parents must be informed of such possibility well in advance (usually by the third reporting period) and a conference with them held. In all instances, the advice and help of the principal, guidance counselor, or special school personnel will be used by teachers. The principal shall be consulted as early as possible in all cases.

6752.1  PROMOTION AND RETENTION OF ELEMENTARY STUDENTS

All Flandreau Elementary School students will meet the following criteria in order to be promoted to the next grade level:

**Kindergarten**

The primary function of kindergarten is reading and math readiness. In addition, social and emotional maturity must be considered. The teacher’s judgment of each child is of the utmost importance. The Kindergarten report card shows skill development as defined by the South Dakota Content Standards. If the teacher’s evaluation and student’s report card shows lack of readiness for first grade, the child will be retained. In addition, the student must meet any recommendation made by the Special Services teacher and/or the Special Education teacher in order to be promoted to the next grade.

**First Grade**

1. Students must earn at least a 70% average in their math, reading, and language arts classes for the school year. The final grade will be the average of the two semesters.
2. If students do not meet the 70% average in one of the following classes: math, reading, and language arts, they then must meet seven out of the following requirements:
   a. The students must have earned at least a 60% average for the class/es in question.
   b. After official notification of below 78%, the student must have attended at least one extra help session every week for the class/es in question.
   c. The student must complete all of the graded assignments and return required homework.
   d. The student must correct and redo work that does not meet 78% standard.
   e. The student must have a 95% attendance rate for the school year. (Out of 175 days, student must not be absent or tardy more than nine days).
   f. The student must have no more than two-in-school or out-of-school suspensions.
   g. The student and parent must attend all progress sessions (conferences, IEP meetings, etc) held in relation to the academic concern.
   h. The student must reach 90% accuracy on the reading recovery book level 18 with a 1:5 self-correction rate.
i. The student must meet any recommendation made by the Special Services teacher and/or the Special Education teacher.

4. Students who do not meet the above criteria may petition (with their parents) to be assigned to the next grade level through the Flandreau Elementary Accountability Transition Committee. (Consists of current and potential future teachers, principal, one specials teacher, special ed. teacher)

Second Grade

1. Student must earn at least a 70% average in their math, reading, and language arts classes for the school year. The final grade will be the average of the two semesters.
2. If students do not meet the 70% average in one of the following classes: math, reading, and language arts classes, they then must meet six out of the following eight requirements:
   a. The students must have earned at least a 60% average for the class/es in question.
   b. After official notification of below 78%, the student must have attended at least one extra help session every week for the class/es in question.
   c. The student must complete all of the graded assignments and return required homework.
   d. The student must correct and redo work that does not meet 78% standard.
   e. The student must have a 95% attendance rate for the school year (Out of 175 days, student must not be absent or tardy more than nine days).
   f. The student must have no more than two in-school or out-of-school suspensions.
   g. The student and parent must attend all progress sessions (conferences, IEP meetings, etc) held in relation to the academic concern.
   h. The student must meet any recommendation made by the Special Services teacher and/or the Special Education teacher.
3. Students who do not meet the above criteria may petition (with their parents) to be assigned to the next grade level through the Flandreau Elementary Accountability Transition Committee. (Consists of current and potential future teachers, principal, one specials teacher, special ed teacher).

Third and Fourth Grade

1. Students must earn at least a 70% average in their math, reading, language arts, and science classes for the school year. The final grade will be the average of the two semesters.
2. If students do not meet the 70% average in one of the following classes: math, reading, language arts, and science classes, they then must meet six out of the following eight requirements:
   a. The students must have earned at least a 60% average for the class/es in question.
   b. After official notification of below 70%, the student must have attended at least one extra help session every week for the class/es in question.
   c. The student must complete all of the graded assignments and return required homework.
   d. The student must correct and redo work that does not meet 78% standards.
   e. The student must have a 95% attendance rate for the school year. (Out of 175 days, student must not be absent or tardy more than nine days).
   f. The student must have no more than two in-school or out-of-school suspensions.
   g. The student and parent must attend all progress sessions held in relation to the academic concern.
   h. The student must meet any recommendation made by the Special Services teacher and/or the Special Education teacher.
4. Students who do not meet the above criteria may petition (with their parents) to be assigned to the next grade level through the Flandreau Elementary Accountability Transition Committee. (Consists of current and potential future teachers, principal, one specials teacher, special ed teacher).

Fifth Grade

1. Student must earn at least a 70% average in their math, reading, language arts, science, and social studies classes for the school year. The final grade will be the average of the two semesters.
2. If students do not meet the 70% average in one of the following classes: math, reading, language arts, science, and social studies classes, they then must meet six out of the following eight requirements:
The students must have earned at least a 60% average for the class/es in question.

After official notification of below 70%, the student must have attended at least one extra help session every week for the class/es in question.

The student must complete all of the graded assignments and return required homework.

The student must correct and redo work that does not meet 78% standards.

The student must have a 95% attendance rate for the school year. (Out of 175 days, student must not be absent or tardy more than nine days).

The student must have no more than two in-school or out-of-school suspensions.

The student and parent must attend all progress sessions held in relation to the academic concern.

The student must meet any recommendation made by the Special Services teacher and/or the Special Education teacher.

Students who do not meet the above criteria may petition (with their parents) to be assigned to the next grade level through the Flandreau Elementary Accountability Transition Committee. (Consists of current and potential future teachers, principal, one specials teacher, special ed. teacher).

**6752.2 MIDDLE SCHOOL RETENTION POLICY**

All Flandreau Middle School students will meet the following criteria in order to be promoted to the next grade level:

1. To be promoted to the next grade level, students are expected to pass their five core classes (reading, language arts, math, science, and social studies). Successful completion of a class will be determined by a passing final grade according to the district grading scale. The final grade will be determined by using the average of the four quarter grades, based on a twelve-point scale. (On a twelve-point scale, an A+ equals 12 points, an A equals 11 points, an A- equals 10 points, a B+ equals 9 points, a B equals 8 points, a B- equals 7 points, a C+ equals 6 points, a D equals 2 points, a D- equals 1 point, and an F equals 0 points). Students must average 1 point for successful completion of the class.

2. If students do not pass four out of the five classes, they must meet eight out of the following eleven requirements:
   a. The student must have earned at least a 60% average for the class and/or classes in question.
   b. The student must demonstrate grade-level ability on the corresponding DACS test.
   c. After official notification of failure, the student must have attended at least one extra help session every week for the class and/or classes in question.
   d. The student must complete all of the graded assignments.
   e. The student must meet guidelines for correcting or redoing work that does not meet 80% standard.
   f. The student must meet Middle School reading goal.
   g. The student must have a 95% attendance rate for the year. (Out of 175 days, students must not be absent more that nine days.)
   h. The student must have no more than four unexcused tardies a year.
   i. The student must have no more than two in-school or out-of-school suspensions.
   j. The student and parent must attend all progress sessions held in relation to the academic concern.
   k. The student must meet any recommendation made by Special Education teacher.

3. Students who do not meet the above criteria may petition to be assigned to the next grade level through the Flandreau Middle School Accountability Transition Committee.

**PETITION PROCESS FOR GRADE LEVEL ASSIGNMENT**

Students who do not meet the above criteria may petition to be assigned to the next grade level through the Flandreau Middle School Accountability Transition Committee. This committee is made up of eight members: the principal, the counselor, the student’s English, social studies, mathematics, and science teachers, and one high school educator. If necessary, the special education teacher will be a part of the committee.

1. The principal will notify the student that they are going to be retained by June 5th.
2. The student will contact the principal to request a petition hearing with the transition committee by June 10th.
3. At the hearing:
   a. The student may bring samples of work that he/she feels demonstrates competency of the South Dakota Content Standards.
   b. The student may discuss any extenuating circumstances that should be considered.
   c. The committee may ask the student to respond to content-oriented questions or fulfill other appropriate requirements to give the student the opportunity to demonstrate competency of the South Dakota Content Standards.
The student will be required to make a statement on his/her own behalf.

The parents/guardian have the right to attend the hearing. At the conclusion of the hearing, the parents may make a statement on behalf of their child.

4. The principal will notify the student of the committee’s final decision within seven days following the completion of the hearing.

5. The Flandreau Public School Board has designated the Transition Committee’s decision as final in all general education student retention, promotion, and assignment.

6. For special education students, the student’s case conference committee will determine any adaptations, modifications, or waivers to the policy for that student. The principal will attend the conference of students who do not meet the requirement for promotion to the next grade level. Special education teachers will convene for a conference in June (following the student’s petition request to the principal) to discuss identified Special Education student’s accountability plans for the next school year.

6753 INTERROGATIONS AND SEARCHES

Searches by Staff

The right of inspection of students’ school lockers is inherent in the authority granted school boards and administrators. Lockers remain the property of the school district and the school district has the right of access to these lockers at any time for any reason. This authority may be exercised as needed in the interest of safeguarding children, and their own and school property.

Whenever school authorities have any cause to believe that articles may be in a locker, desk, or other storage space which constitutes contraband or are in violation of a school rule, a search will be made.

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. A school official’s search of an area assigned to a student shall be in the presence of another school staff member or law enforcement official.
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.

VII. 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, upon notification to the administration, if the police have reason to believe any item that might pose an immediate threat to the safety or security of others is kept in a student locker, desk, or other storage space, searches may be conducted without a previously issued warrant.

VIII. Interrogations by Police

The school district has physical custody of students during the school day and during hours of approved extracurricular activities. School authorities stand in loco parentis to the students and thus have responsibility regarding the circumstances under which access to students is allowed. 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 student’s designee will cooperate. A school administrator or counselor shall be present for questioning. A documented 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 or other interrogations if the law enforcement official requests confidentiality.
3. If custody and/or arrest is involved, a documented effort will be made to contact the student’s parent or guardian.

(Approved 10/13/03)
6754  STUDENT COMPLAINTS AND GRIEVANCES

The Board recognizes that there may be conditions in the school district that are in need of improvement, and that students should have some means by which their concerns may be effectively expressed, considered, and dealt with fairly. Such means, if well conceived and understood in advance, can do much to maintain harmonious relationships between the schools and the students and community.

The Board desires student complaints and grievances to be resolved through orderly processes and at the lowest possible level, but that channels be provided for eventual hearing by the Board in instances when this becomes necessary. Therefore:

Any student or his parents or guardian will be provided the opportunity to discuss with the student's teacher a decision or situation which he considers unjust or unfair.
If the incident remains unresolved, the student or his parents or guardian or the teacher, may bring the matter to the Principal's attention for his consideration and action.
If the matter is still unresolved after the procedure outlined above, it may be brought to the superintendent for his consideration.
Complaints that remain unresolved following the action of the Superintendent may be referred in writing to the Board of review.

The Board's decision will be final unless an appeal hearing is requested.

6755  Title-IX Grievance Procedure

I. Definitions

Grievance: Grievance means a complaint alleging any action, policy, procedure, or practice, which would be prohibited by Title IX.

Title IX: Title IX means Title IX of the Education Amendments of 1972, the implementing regulation, and any memoranda, directives, guidelines, or subsequent legislation that may be issued or enacted.

Grievant: Grievant means a student or employee of Flandreau School District who submits a grievance relevant to Title IX or an individual or group submitting a grievance relevant to Title IX or an individual or group submitting a grievance in behalf of a student(s) or employee(s).

Flandreau School District: Any reference to Flandreau School District means any school, department, or subunit or program operated by Flandreau School District.

Title IX Coordinator: Title IX Coordinator means the employee(s) designated to coordinate the Flandreau District's efforts to comply with and carry out its responsibilities under Title IX and the Title IX implementing regulation.

Respondent: Respondent means a person alleged to be responsible, or who may be responsible for the Title IX violation alleged in a grievance. The term may be used to designate persons with direct responsibility for a particular action or those persons with supervisory responsibility for procedures and policies in those areas covered in the grievance.

Grievance Answer: Grievance answer means the written statement of the respondent regarding the grievance allegation and possible corrective action.

Grievance Decision: Grievance decision means the written statement of the Title IX Coordinator of his/her findings regarding the validity of the grievance allegation and the corrective action to be taken.

Day: Day means a working day; the calculation of days in grievance processing shall exclude Saturdays, Sundays, and holidays.
Corrective Actions: Corrective action means action which is taken by the Flandreau School District to eliminate or modify any policy, procedure, or practice found to be violation of Title IX and/or to provide redress to any grievant injured by the identified violation.

II. Filing of Grievances

Eligibility for Filing: Any student or employee, or any individual or group acting in behalf of a student or employee may file any grievance with the Title IX Coordinator.

Pre-grievance Meetings: Prior to the filing of a written grievance, the grievant(s) may request a pre-grievance meeting with the respondent alleged to be directly responsible for the Title IX violation and/or persons with immediate supervisory authority related to the grievance. These persons shall make reasonable efforts to meet any student or employee to discuss Title IX matters that the students or employees may wish to bring to their attention. Such a pre-grievance meeting shall be at the option of the grievant(s); It shall not be a precondition for the submission of a written grievance.

Grievance Filing: A grievance must be filed within 60 days of the occurrence of the alleged Title IX violation.

III. Level I Grievance Processing

Notification of Respondents: Within five (5) days of the filing of the grievance, the Title IX Coordinator shall notify the respondent(s) of the grievance and of his/her responsibility for a submission of a written grievance answer within five (5) days after receipt of the grievance notification.

Respondent’s Grievance Answer: The grievance answer, which must be submitted within five (5) days upon receipt of the notification, shall 1) confirm or deny each fact alleged in the grievance; 2) indicate acceptance or rejection of any redress specified by the grievant, or outline an alternative proposal for redress.

Title IX Coordinator Grievance Decision: Upon receipt of the grievance answer, the Title IX Coordinator will review the grievance and the grievance answer and conduct any investigation necessary to determine the grievance decision, within five (5) days of receipt of the grievance answer. The decision shall:

Confirm or deny each fact alleged in the grievance and in the respondent's answer.

Indicate acceptance or rejection of any redress specified by the grievant or respondent; or

Indicate that there will be a hearing on the grievance before rendering a decision.

D. Response to Grievance Decision

Grievant(s): Within five (5) days of receipt of the grievance decision, the grievant(s) must accept or reject, in writing, the decision.

Respondent(s): No later than five (5) days after the receipt of the grievance decision, the grievant(s) must accept or reject, in writing, the decision.

Non-response to the Grievance Decision: If either the grievant or respondent does not respond within five (5) days, in writing, any action specified In the grievance decision shall be taken and the grievance shall be considered closed, unless it is a hearing that is required by the Title IX Coordinator.

E. Nature of Level I Hearing - A hearing shall be conducted in two circumstances:
The Title IX Coordinator determines that the information provided in the writing grievance and grievance answer is insufficient to permit the rendering of a grievance decision; or

Either the grievant or respondent is dissatisfied with the written grievance decision of the Title IX Coordinator.

Its purpose shall be to encourage free and informal discussion of grievance issues between the grievant, respondent, and Title IX Coordinator shall attempt to ensure confidentiality when requested.

Scheduling of Hearing - A hearing shall be scheduled by the Title IX Coordinator within five (5) days of the receipt of a request for such hearing from the grievant or respondent. If the request is from the Title IX Coordinator, it will be scheduled within five (5) days after the time period the grievant and respondent have to respond.

Persons present at the Hearing - Persons present at the hearing shall include the grievant and respondent, their witnesses, and the Title IX Coordinator will moderate and determine the procedures of the hearing.

H. Hearing Decision - The decision will be rendered by the Title IX Coordinator within five (5) days after the hearing. The written decision will include a statement regarding the validity of the grievance allegation, and a specification of any corrective action to be taken. This decision shall specify the reasons on which the decision is based. Copies of the decision shall be sent to the grievant and the respondent.

I. Response to the Level I Hearing Decision

The grievant and respondent will have ten (10) days to respond to the hearing decision, in writing, of acceptance or rejection. If either rejects the hearing decision, they must indicate, in writing, of their intent to appeal to Level II.

In case there are no responses from both grievant and respondent, any corrective action specified in the hearing decision shall be taken and the grievance will be recorded as closed.

IV. Level II Grievance Processing

Scheduling of Level II Hearing

No later than five (5) days after the receipt of the written appeal, the Title IX Coordinator will schedule the time, place, and minimum duration of the Level II hearing and notify the grievant and respondent.

The Superintendent or designated representative, will act as the Level II hearing officer.

The Title IX Coordinator will ensure that all parties have access to the same information relevant to the grievance.

Persons present at the Hearing - Persons present at the hearing shall include the grievant and respondent, any grievance witnesses, the Hearing Officer, and the Title IX Coordinator who shall act as recorder.

Procedures for the conduct of Level II Hearing

Time allocations: The Title IX Coordinator will ensure that both parties have equal amounts of time. Time utilized in hearing and responding to any questions posed by the hearing officer shall not be charged against the time allocation of either party.

Grievance witnesses: Both the grievant and the respondent shall have the right to present such witnesses as they deem necessary to develop the facts pertinent to the grievance.

Questioning of witnesses: Formal rules of evidence shall not be applied at the Level II hearing. The grievant and the respondent shall have the right to use their allocated time to ask questions of any person participating at the hearing.

Level II Hearing Decision - No later than five days after the Level II Hearing Officer shall issue a written decision, which includes a statement regarding the validity of the grievance allegation, and a specification of any corrective action to be taken. This decision shall specify the reasons on which the decision is based. Copies of the decision shall be sent to the grievant, the respondent, and the Title IX Coordinator.
Response to the Level II Hearing Decision

The grievant and respondent will have ten (10) days to respond to the hearing decision, in writing, of acceptance or rejection. If either rejects the hearing decision, they must indicate, in writing of their intent to appeal to Level III.

In case there are no responses from both the grievant and respondent, any corrective action specified in the hearing decision shall be taken and the grievance will be recorded as closed.

Level III Grievance Processing

Scheduling of Level III Hearing

No later than five (5) days after the receipt of the written appeal, the Title IX Coordinator will schedule the time, place, and minimum duration of the Level III hearing and notify the grievant and respondent.

The Hearing Officers shall be the governing board of the Flandreau School District.

The Title IX Coordinator will ensure that all parties have access to the same information relevant to the grievance.

Persons present at the Hearing - Persons present at the hearing shall include the grievant and respondent, and their representatives, and any grievance witnesses, the Hearing Officers, and the Title IX Coordinator who shall act as recorder. Hearings shall not be open to other persons unless requested or approved by the grievant.

Procedures for Level III Hearing will be similar to those for Level II.

Level III Hearing Decisions - No later than five (5) days after the Level III Hearing Officers shall issue a written decision, which includes a statement regarding the validity of the grievance allegation, and a specification of any corrective action to be taken. This decision shall specify the reasons on which the decision is based. All Level III hearing decisions shall be based on a majority vote by the governing board. Copies of the decision shall be sent to the grievant, the respondent, and the Title IX Coordinator.

Response to the Level III Hearing Decision:

The grievant and respondent will have ten (10) days to respond to the hearing decision, in writing, of acceptance or rejection.

In case there are no responses from both the grievant and respondent, any corrective action specified in the hearing decision shall be taken and the grievance will be recorded as closed.

Completion of Level III Grievance Processing - With the close of Level III grievance processing, the grievant has exhausted the grievance processing available in the Flandreau School District.

General Provisions

Grievant's Right to Information - A grievant may request access to information and records in the possession of the Flandreau School District which may bear upon the validity of grievance. If such requested information requires information, which is not reasonably related to the complaint or is unduly burdensome expenditure of resources by the agency/institution, such request may be refused provided that the Information Is not submitted and evidence by the respondent(s), and that this refusal is considered during the grievance hearing. In order to protect the privacy of person not directly involved in the grievance proceeding, the Flandreau School District shall reserve the right to expunge names and any identifying Information not directly relevant to the substance of the grievance from any information or records supplied to the grievant.

Grievant's Right to Assistance

Right to assistance - The Flandreau School District shall provide assistance to grievants, including access to copies of the Flandreau regulation, related guidelines, memoranda, and other relevant materials supplied the district by the Federal government as well as access to public grievance records. In addition, the Title IX Coordinator shall provide consultation and assistance in the Interpretation of such information and the use of this grievance procedure.

Confidentiality of Grievance Processing
Confidentiality of proceedings - The grievant(s) shall determine whether any grievance hearing or other grievance procedure shall be open to the public or open only to participants.

Confidentiality of file records - A grievant(s) and respondent(s) shall have the right to close his/her grievance record to the public. Should the grievant decide that the grievance record shall be open to the public, she/he shall have the additional right to have any matter, which directly or indirectly identifies the grievant removed from all grievance records or documents open to the public. No record of the grievance shall be entered in the personal file of any student or employee.

Prohibition of Harassment - No person shall be subject to discharge, suspension, discipline, harassment, or any form of discrimination for having assisted others in the utilization of the grievance process.

Role of the Title IX Coordinator - It is the primary responsibility of the Title IX Coordinator to ensure the effective installation, maintenance, processing, record keeping, and notification required by the grievance procedure.

Training of Grievance Hearing Officers - All persons designated as grievance hearing officers shall receive training regarding Title IX regulatory requirements and nondiscrimination precedents, and the basic principles and operation of this grievance procedure. This training shall be arranged by the Title IX Coordinator. The Title IX Coordinator shall also provide continuing training to hearing officers regarding Title IX requirements and the implementation of this procedure.

6756 CITIZENSHIP EDUCATION

It is the prime responsibility of the district to help students understand appreciate, and feel a responsibility to perpetuate our American heritage, customs, traditions, and ideals. Therefore, the Board directs that students will be instructed in the history and the Constitution of the United States, the history and constitution of the state of South Dakota, and the general principles of free government so they can comprehend the rights, duties, and dignity of American citizenship. Also, students will be instructed on the proper manner to honor, respect, and display the flag of the United States.

The following citizenship education activities will be made available at the appropriate grade level on a regular basis:

1. Learning and reciting the Pledge of Allegiance.
2. Learning and singing a variety of patriotic songs, including the National Anthem.
3. Listening to or reading stories about famous and/or historical facts or events.
4. Participating in student government activities.
5. Participating in a wide variety of local, state, and national government classroom situations that include, but are not limited to, mock elections, mock trials, and/or mock legislatures.
6. Participating in patriotic exercises and observances in the classroom and/or in conjunction with school programs and events deemed appropriate for the occasion.
7. Participating in any other activity will lead to making students aware of their responsibility for the preservation of a free and democratic society as citizens of the United States.

Individual staff members who wish to provide a citizenship program different from the activities outlined above should receive permission from the building administrator in charge of instruction.

Reviewed 2/11/08

6757 PROCEDURE IN CASE OF INJURY OR SERIOUS ILLNESS

If a student or other staff member becomes injured or seriously ill on school premises an administrator must be notified immediately. The administrator will then make the decision regarding a course of action such as contacting the county nurse, hospital, ambulance,
Updated 07/2018

sheriff, and/or parents. If an administrator is not available, there are individuals designated in each building to act in emergency situations. These individuals are: High School–Chad Stadem, Middle School–Laura Peters, and Elementary School-Colleen Davis.

Injuries or Illness on the athletic practice field or at an activity away from the school must be addressed by the person responsible for supervising the activity. In this case, an administrator should be notified as soon as practical.

When in doubt about necessary action or the seriousness of a situation always contact an administrator or the individual designated above. Without question, the first concern should always be the health and well being of the ill or injured person. You are encouraged to take appropriate action with this in mind.

(Approved 2/21/91, Reviewed 2/11/08)

6758 SPORTSMANSHIP CODE

1. Be courteous to opponents, fans and cheerleaders.
2. Be representative in your behavior toward everyone present.
3. Exercise self control at all times: never boo an official, coach, cheerleaders, or player.
4. Respect and abide by the officials decision.
5. Display character in your every action.
6. Learn to win with character and lose with dignity.
7. Display appreciation for a good performance or play regardless of the team.
8. Athletics are learning experiences for students. A spectator/s ticket is a privilege to observe athletic skills, not a license to verbally assault others or be generally obnoxious.
9. Some mistakes and performance errors will be made, and a spectator should maintain self-control. Know the Rules.
10. Be aware of the rights and feelings of those seated near you.

Reviewed 2/11/08

6760 PROMOTION AND RETENTION OF MIDDLE SCHOOL STUDENTS

Beginning in the 2004-2005 school year, all Flandreau Middle School students will meet the following criteria in order to be promoted to the next grade level:

1. Students must demonstrate proficiency in their five core classes (reading, language arts, math, science and social studies). Successful completion of the class will be indicated by a passing final grade for the class. The final grade will be the average of the two semester letter grades based on a twelve-point scale. (On a twelve-point scale, an A+ equals 12 points, an A equals 11 points, an A Equals 10 points, a B+ equals 9 points, a B equals 8 points, a B- equals 7 points, a C+ equals 6 points, a C equals 5 points, a C- equals 4 points, a D+ equals 3 points, a D equals 2 points, a D- equals 1 point, and an F equals 0 points). Students must average 1 point for successful completion of the class.

2. If students are not proficient in four out of five classes, they must meet eight out of the following eleven requirements:
   a. The student must have earned at least a 60% average for the class/es in question.
   b. The student must demonstrate grade-level ability on the corresponding DACS test.
   c. After official notification of failure, the student must have attended at least one extra help session every week for the class/es in question.
   d. The students must complete all of the graded assignments.
The student must meet guidelines for correcting or redoing work that does not meet 80% standard.

The student must meet Middle School reading goal.

The student must have a 95% attendance rate for the year. (Out of 175 days, students must not be absent more than nine days).

The student must have no more than four unexcused tardies a year.

The student must have no more than two in-school or out-of-school suspensions.

The student and parent must attend all progress sessions held in relation to the academic concern.

The student must meet any recommendation made by Special Education teacher.

Students who do not meet the above criteria may petition to be assigned to the next grade level through the Flandreau Middle School Student Accountability Transition Committee.*

Approved 7/12/04, Reviewed 2/11/08

6770 7th & 8th Grade Academic Eligibility

Students earning an “F” in more than one subject at any two week reporting period shall not be eligible to participate in any interscholastic contests until the next two week reporting period.

Students will continue to practice but will not be allowed to suite up, play or ride the team bus.

Since grades do not carry over from the school year to school year, all students will be eligible at the beginning of each school year.

Revised 2/11/08

6800 K-12 Wellness Policy

The Board has entered into a contract with Lunchtime Solutions, Inc., a food service management company, to manage and operate the food service for the District’s students, employees, visitors, and guests; however, the District retains control of the quality, extent and general nature of its food service, including the student breakfast, lunch and a la carte prices.

National School Lunch Program/School Breakfast Program:

* The school food service program will operate in accordance with the National School Lunch Act and the Child Nutrition Act of 1996 as amended and with applicable laws and regulations of the state of South Dakota. All schools will comply with USDA regulations and state policies.

* Schools will offer varied and nutritious food choices that are consistent with the federal government’s Dietary Guidelines for Americans. For the purpose of this policy, “Dietary Guidelines for Americans” refers to the current set of recommendations of the federal government that are designed to help people choose diets that will meet nutrient requirements, promote health, support active lives, and reduce chronic disease risks.

* Traditional Food Based Menu Planning will be utilized. When averaged over a school week, meals should contain calories according to age group with 30% or less calories from fat and 10% or less of calories derived from saturated fat.

* Lunch meals will be planned to encourage the consumption of nutrient dense foods, such as fresh fruits and vegetables, by providing a variety of healthful options each day on the self-service Fruit & Veggie Bar.

* Menus will be planned with input from students, family members, and other school personnel.

* The district will use food commodities made available under the Federal Food Commodity Program for school meals.

* All food and beverage shall meet federal, state and local activities for safety and sanitation.

A la Carte and Vending Machines:

* During lunch service, no reimbursable meal menu items will be sold at a la carte pricing; with the exception of milk and extra entrees. Extra entrees will only be sold at a la carte pricing after first purchasing a reimbursable student lunch meal and a la carte entrees are limited to the entrees offered as part of the reimbursable meal. The reimbursable meal includes an “all you can eat” fruit and veggie bar. Students can return to the fruit and veggie bar as many times as they would like.

* Vending Machines will not be available to elementary students.
The District’s Wellness Committee will review the listing of foods and beverages sold in the Vending Machines on an annual basis. The committee is committed to a long-term goal of phasing out less nutritional items and replacing them with more nutritional items. In addition, the Wellness Committee would like to reduce the number of beverages sold in vending machines.

Vending Machines compares to USDA Guidelines for foods of minimal nutritional value (FMNV)

Vending machines – Three beverage vending machines housed in the lunchroom are available to middle & high school students and staff. During the lunch schedule (11 a.m. to 1 p.m.) a timer set by the company shuts off 2 of the 3 machines containing sodas. The third machine is left on during lunch to offer water, juices, Moose Dairy drinks and PowerAde. Machines containing water, 100% fruit juices, high fructose corn syrup flavored fruit drinks and high fructose corn syrup dairy flavored drinks, sports drinks and non-carbonated drinks are available.

Both boys and girls lockers also have a vending machine containing 20 oz. sports drinks. PowerAde options are a selection containing less sugar. Connected to the middle school is an armory used for recess, which has accessible beverage vending machines, but students are not permitted to use them.

School stores – Currently there are no school stores in any of the three schools.

After School Program

For the Everything But Boring (EBB) after school programs for elementary students aged children, snacks consist of no more than 35% of total calories from fat except for cheese, nuts, seeds and nut butters. Snacks consist of no more than 35% weight from sugar except for fruit (without added sugar), 100% juice and milk. The school food service provides snacks for this after school program.

Other: Classroom celebrations, fundraisers, rewards

Students are encouraged to have individual contained water bottles in the classroom especially after a sickness.

PHYSICAL ACTIVITY

Daily PE class for high school freshman students where they spend at least 50% in moderate to vigorous physical activity, follows the state curriculum content standards, taught by highly qualified PE teachers, teacher-to-students ratios are similar to other subject area classes in school and participating in sports does not substitute for meeting PE requirement. Middle school PE alternates every other day with health and other classes. Elementary PE is offered every third day for approximately 30 minutes of activity.

Elementary students have 20 plus minutes of supervised recess daily, preferably outdoors, with some students getting recess before lunch and others after lunch. Movement breaks for students are given when extended periods of school-wide testing is being given.

Middle and high school offers opportunities for involvement in interscholastic sports programs for both boys and girls, regardless of disabilities or special health-care needs, encourage participation in community or club activities, and offer daily periods of moderate to vigorous physical activity for all participants.

The school district continually monitors safety in the routes students walk and bike to school, working with the community, state DOT, and encourages students to use public transportation when available.

School spaces and facilities are publicized about the availability to students, staff, community members and organizations before and after the school day, on weekends, and during school vacations. School policies concerning safety will apply at all times.
6810 ATTENDANCE POLICY

The entire process of education requires a regular continuity of instruction, classroom participation, learning experiences, and individual study in order to reach the goal of maximum educational benefits for each student.

While it is true that written work can be completed despite a student’s absence from class, class instruction and presentation, discussions, audio-visual presentations, and student-teacher interaction can never be made up for an individual student who has missed them. This is the essence of schooling. A student’s contribution to and achievement in class are directly related to attendance.

It is critical for both students and parents to understand that students miss an essential portion of their education when they are absent from class. Furthermore, South Dakota statutes require the local Board of Education to enforce definite standards of attendance, with few valid excuses for absences.

Attendance Policy: Students in grades 9-12. A student may not be absent more than nine (9) class sessions per semester. Any student with more than nine (9) absences, (excused or unexcused), in a class per semester will not receive credit for the class. (Illness, doctor appointments, and work at home, etc. will be counted as part of the 9 absences.) Absenteeism beyond the 9 absences due to lengthy illness, death, or family emergency will be given consideration by the administration.

A five (5) day attendance report will be prepared for every student who reaches 5 days of absence in a class. This report will be sent to the parents/guardians. It is the responsibility of each student to keep track of the number of times he is absent from each class. Parents are encouraged to hold a conference with the teacher/administration upon receiving this report.

A nine (9) day attendance report will be prepared when a student accumulates 9 absences in a class. After a student has been absent from school for nine (9) days during a semester, he or she will have to make up the work and the time missed for any portion of the day missed after the ninth day. If a student is not making progress towards making up the time, he or she will be assigned times to make up the time by the Principal. This can be before school, after school, or during Saturday school.

If a student shows up for school after 8:50 a.m. for school, the student will be counted absence for first hour. If a student shows up before this time, they will be counted tardy.

Absences will be grouped under three main categories:

1. Exempt: The Flandreau Public School will exempt (will not be counted toward the nine (9) day absent allowance) for the following reasons:
   a. Bereavement for immediate family (father, mother sibling, grandparents).
   b. School activities
   c. Other

2. Excused: The Flandreau Public School recognizes that a student may be gone from school. Absences that may be excused, but count toward the nine (9) days are: personal illness, funerals, court dates, college visits, medical/dental appointment that cannot be taken care of on a Saturday or after school, etc. However, after the ninth absence per semester, all absences (excused or unexcused) will have to be made up. This means the student must make up the time and work missed before we will calculate the student’s grades, GPA, qualify them for the Honor Roll, etc.

3. Unexcused Absences or Truant: Unexcused absences are those absences, which are not excused by the school. Such absences might be the outright skipping of a class, skipping one class to work on another class, tanning, hair appointments, going to concerts and oversleeping. This means that even though the parents/guardians excuse the student, the school may not. The school reserves the right to determine when an absence shall be excused. Credit will not be given for work missed during an unexcused absence and time missed will be made up in detention (see Truancy).

Note: Students entering after the semester begins will have their absence pro-rated.

Reviewed 2/11/08

6820 PILOT 1-TO-1 LAPTOP INITIATIVE

Flandreau High School is privileged to be a pilot school for the state’s Connecting the Classrooms, 1-to-1 Laptop program. The focus of the program is to prepare students with twenty-first century skills. Excellence in education requires that technology be seamlessly integrated throughout their educational program. Increasing access to technology is essential for that future, and the learning tool of these twenty-first century students is the laptop computer. The individual use of laptops is a way to empower students to learn at their
full potential and to prepare them for the real world of college and the workplace. Laptops encourage students to solve problems and think critically by stimulating analytical thinking. Learning results from the continuous dynamic interaction among students, educators, parents, and the extended community. Technology immersion does not diminish the vital role of the teacher. To the contrary, it transforms the teacher from a director of learning to a facilitator of learning. Learning supported with laptops enhances and enriches curriculum anytime, anyplace.

A wireless networking infrastructure has been installed to accommodate anytime, anywhere (in the high school) network and Internet access. Beginning with the 2006-2007 school year, all 9th through 12th grade students will be issued a laptop computer for use as part of their educational curriculum. Classroom expectations, school messages, announcements, schedules, calendars, and monitoring grades and assignments will be accessed using the laptop computers. Policies have been established to assure the stability and reliability of the equipment for academic use.

The laptop will be assigned to the student by serial number and will stay with them for the remainder of the school year or until they withdraw from school. Students are responsible for bringing the laptops to school with them daily and taking them home at the end of every day and charging them for use before the next day. Students are responsible to bring their laptops to all classes every day, unless specifically advised by their teacher. Laptops will be recalled at the end of the school year for maintenance and image updates. Students will be reissued the same laptop (by serial number) the next school year, until graduation. It is important to note that these laptops stay with the students 24 hours a day and are NOT left unsupervised at any time.

The following policies, procedures and information apply to all laptops used at Flandreau Public School, including any other devices considered by the principal to come under this policy. Teachers may set additional requirements for the computer use in their classrooms.

**Terms of Laptop Loan**

**Distribution:** For a $25.00 annual fee, laptops will be distributed to each student after attending a mandatory Parent/Student Laptop Orientation meeting. Parents and students must sign and return the Parent/Student Laptop Agreement form and remit the annual fee before the laptops can be issued. Please review all agreements included in this handbook. Laptops will be collected at the end of the school year for maintenance, cleaning and re-imaging. Students will retain their original laptop each year while enrolled at Flandreau Public High School.

**Acceptance Use:** The student must comply at all times with the Flandreau High School Acceptable Use Guidelines and the Parent/Student Agreement which has signed by both parent and student. Any failure to comply ends the student’s rights of possession effective immediately.

**Warranty:** Gateway’s Accidental Damage Service Plan (ADP) covers normal use, mechanical breakdown, faulty components and accidental damage. The warranty DOES NOT cover damage caused by misuse, abuse, intentional misconduct, negligence or computer viruses. All laptops problems MUST be reported to the Help Desk or the warranty is void. Excessive warranty use may result in related costs.

**Repossession:** If the student does not timely and fully comply with all terms of this agreement and the Parent/Student Agreement, the district has the right to come to him/her to pick up the property at any time.

**Equip. Evals:** Each laptop will be inspected periodically to verify condition and compliance with district policy.

**Laptop Support:** The Technology Help Desk is located in the high school Technology Center and coordinates all repair work/requests for the laptops. Services include:

- Hardware maintenance and repairs
- User account and password support
- Operating system or software configuration support
- Hard drive imaging
- Software and update installations
- Warranty repair coordination
- Loaner laptop distribution

**LAPTOP GUIDELINES**

**User Responsibilities**
Students and faculty will be issued a laptop for school and home use. These laptops will be imaged with the Microsoft Office Suite software, a state email account, network backed-up storage, an Infinite Campus account for monitoring classroom performance, a WebCT account supporting their academic courses, Internet Explorer, a DVD drive for playing music and movies, a CD burner for file backup, the ability to personalize display settings, assistance with Internet and printer setups and battery charging and exchange.

Users are responsible at all times for the general care of their laptops. Laptop issues must be taken to the Technical Help Desk located in the Tech Center in the high school, where the visit and its purpose will be documented.

Users may only log in only under their assigned username.

Users may NOT loan their laptop or its components to anyone for any reason.

Loaner laptops may be issued to users while their laptops are at the Help Desk for repair. Loaner laptops DO NOT leave the building, but must be checked out and in daily.

Inappropriate media, defined at the discretion of the administration, may not be used for screensavers or background images. Inappropriate language, alcohol, drug, gang related symbols or pictures will result in disciplinary action.

Unauthorized use of hardware or software passwords is forbidden. If used, related costs may be the responsibility of the student.

Sound will be muted at all times unless directed otherwise for instructional purposes.

Deletion of files can negatively affect the performance of the laptop. Do NOT delete any file you did not create.

Music and games are NOT ALLOWED during school hours.

Streaming audio or video are prohibited on the school network to maintain adequate Internet performance for academics.

Installation and/or downloads of any software is prohibited. All software installations will be the sole responsibility of the Technical Help Desk.

Users who leave their laptop at home must immediately phone the parents to bring the laptop to school. Repeat violations will result in disciplinary action.

Loaner laptops will be issued at the Technical Help Desk while laptop repairs are conducted.

Students may use printers in classrooms, Resource Center or Tech Center with teacher permission during class or breaks. Students wanting to print on a home printer must ask the Technical Help Desk to add their printer software to the laptop.

Re-imaging fees may be applied to repeat offenders to correct inappropriate use.

**Power/Battery Issues**

Users are responsible for keeping their laptop’s battery charged for each school day.

Users should run batteries until the Low Battery warning is displayed to ensure best battery life.

Students may be able to connect their laptops to power outlets in classrooms.

Extra batteries will be available for check-out in the Resource Center if batteries become discharged.

Laptops should be put to sleep or put in hibernation before moving to conserve battery life.

Laptops MUST be shut down at the end of each school day.

**Precautions**

No foot or drink allowed next to the laptop.

Cords, cables and removable storage devices must be inserted carefully into the laptops.

Laptops must remain free of permanent writing, drawing, stickers or labels that are not property of the Flandreau School District.

**Carrying the laptops**

Never carry the laptop while open.

Laptops should always be carried within the provided protective sleeve.

Avoid placing too much pressure and weight on the laptop screen with other objects such as folders, textbooks, etc.

Laptops should be put in hibernation between classes and must be shut down at the end of every school day before placing it in the protective sleeve. (Shutting down will synchronize your files with the server for backup).

When not in use, laptops should be stored in their lockers with the lock securely fastened.

Laptops must NEVER be left in cars or any unsupervised area.

**Screen Care**

Do not place anything on or near the laptop that could put pressure on the screen.
- Do not lean on the laptop
- Do not place anything in the carrying case that may press against the laptop.
- Do not touch/poke the screen.
- Do not place anything on the keyboard before closing the lid.
- Clean the screen with a soft, dry cloth or anti-static cloth.

**Parent Responsibilities**

- Parents will be responsible for monitoring student use of the laptop at home or away from school.
- Parents are asked to monitor Internet activity away from school on a regular basis.
- Parents will be responsible for reviewing the Acceptable Use Policy with their child(ren)/student(s).

**LAPTOP STABILITY**

Flandreau Public High School is committed to providing a stable and secure laptop environment to support academics.

**Managing Files**

- Users will save all school-related documents and files to their My Documents folder on their laptops located on the Start menu or desktop. This directory will be automatically redirected and synchronized with a network folder with ample space that is backed up to network storage on a regular scheduled basis. Any document edited or created at home or away from school will be automatically copies to the school server when the student logs onto the network at school. Any document or file saved to a different location will not be saved to the server.
- Users are advised to use removable file storage devices (i.e., flash drives, memory sticks, etc.) to backup work completed at home or away from the school network.
- Laptops are equipped with a CD Burner drive. Users can burn backup copies of critical files at any time.
- It is the user’s responsibility to ensure that work is not lost due to mechanical failure or accidental deletion. Computer malfunction is NOT an acceptable excuse for not submitting work.

**Software**

- Laptops are loaded with Windows XP Pro operating system software and licensed academic software as requested by instructors.
- Security software and settings are provided by the network to protect the laptops while on the local network as well as outside of the local network.
- Software originally installed by the Flandreau Technical Help Desk must remain on the laptop in usable condition and be easily accessible at all times.
- Installation and/or downloads of any software by the user is prohibited.
- Requests of installation of additional software applications are made through the Technical Help Desk.
- Anti-virus and anti-spyware software is installed and updated by the school network.
- Students are responsible for maintaining the integrity of software required for facilitating academic activities.
- If technical difficulties occur, take the laptop to the Technical Help Desk. A technician will backup all files in the My Documents before re-imaging the hard drive. Data files will then be reinstated in the My Documents. The school is NOT responsible for the loss of any data due to re-formatting or re-imaging.

**Home Internet Service**

- Instruction on Internet service configurations will be provided through a student CRASH (Computer Related At-School Happening) course.

**DISTRICT ACCEPTABLE USE**

These guidelines are provided to maintain and ensure the integrity of district-owned technology resources in support of the education goals and objectives of Flandreau Public Schools. Parents and students must be aware of the responsibilities they accept when using any and all state and/or district-owned technology resources, including by not limited to hardware, operating system software, application software, data files, email, CD Rom’s, digitized information and Internet access. Access to these resources is a privilege and not a right. Efficient, ethical and legal utilization of all technology resources is required. Any attempt to copy, alter data, the configuration of a computer, or the files of another user without consent of the individual or network
administrator will be considered an act of theft or vandalism and will be subject to disciplinary action in accordance with school policy.

**Privacy and Safety**

- Students may not chat without teacher direction
- Students may not open, use or alter computer files that they did not create.
- Students may not reveal full names, phone numbers, home address, social security number, credit card numbers or passwords.
- Storage of data is NOT guaranteed to be private or confidential.
- If students inadvertently accesses inappropriate or offensive material on a web site, it is their responsibility to notify a teacher or the network administrator to be blocked to ensure the safety of others.
- Students that have knowledge of security problems are under obligation to convey that information, without discussing it with other students, to teachers or the network administrator.

**Legal Propriety**

- Comply with all trademark and copyright laws and license agreements. Ignorance of the law is not immunity.
- Use of possession of hacking software is strictly prohibited. Violation of state or federal law, including the South Dakota Penal Code, Computer Crimes, will result in criminal prosecution or disciplinary action by the district.

**Network Use**

- Email transmissions, stored data, or any other use of the Flandreau Public School’s network shall NOT be considered confidential and is subject to inspection. Contents of email and network communications are governed by the South Dakota Open Records Act; proper authorities will be given access to their content.
- Mass emails, chain letters, and/or spam is prohibited.

**Unacceptable Conduct/Use** includes, but is not limited to the following:

- Using the network for illegal activities, including copyright, license or contract violations, downloading inappropriate materials, viruses, and/or software, such as but not limited to hacking and host file sharing software (i.e., music file shares).
- Using the network for financial or commercial gain, advertising, or political lobbying.
- Accessing or exploring on-line locations or materials that do not support the curriculum and/or are inappropriate for school assignments.
- Vandalizing and/or tampering with equipment, programs, files, software, system performance or other components of the computer and/or network. Use or possession of hacking software is strictly prohibited.
- Causing congestion on the network or interfering with the work of others.
- Intentionally wasting finite resources (i.e., on-line time, real-time music, streaming video)
- Gaining unauthorized access anywhere on the network.
- Revealing home addresses or phone numbers.
- Invading the privacy of other individuals.
- Using another user’s account, password, or allowing another user to access your account or password.
- Coaching, helping, observing or joining any unauthorized activity on the network.
- Forwarding/distributing email messages without permission from the author.
- Posting anonymous messages or unlawful information on the system.
- Engaging in harassment of any kind or using objectionable language in public or private messages.
- Falsifying permission, authorization or identification documents.
- Obtain copies of or modify files, data or passwords belonging to other users on the network.
- Knowingly placing a computer virus on a computer or network.

**User Conditions** include, but are not limited to, the following:

**Computer Laptop Violations**

- Sending, accessing, uploading, downloading, or distributing offensive, profane, threatening, pornographic, obscene, or sexually explicit materials.
- Downloading or transmitting multi-player game, music, or video files using the school network.
- Vandalizing, damaging, or disabling property of the school or another individual or organization.
- Accessing another individual’s materials, information, or files without permission.
- Using the network or Internet for commercial, political campaign, or financial gain purposes.
- Releasing files, home address, personal phone numbers, passwords, or other vital accessing information to others.
- Promoting or soliciting for illegal activities.
- Attempting to repair, remove or install hardware components reserved for an authorized services technician.
- Violating copyright or other protected materials laws.
- Subscribing to mailing lists, mass email messages, games, or other services that generate several messages that can slow the system and waste other user’s time and access.
- Intentionally wasting school resources.

**Consequences**

- **1st Offense** – Office intervention or 3-5 day home-privileges suspension.
- **2nd Offense** – 6-10 day home-privileges suspension
- **3rd Offense** – Home privileges suspended for remainder of quarter or not less than 10 days.
- **4th Offense** – Laptop recalled for a minimum of the remaining term.

**Computer Network Violations**

- Attempting to log on the Internet or network (servers, routers, switches, printers, firewall) as a system administrator
- Sending, accessing, uploading, downloading, or distributing pornographic or sexually explicit materials.
- Installing, enabling, launching or creating programs that interfere with the performance of the network, Internet, or hardware technology resources.
- Creating, uploading, or transmitting computer viruses.
- Attempting to defeat computer or network security.

**Consequences**

- Suspension of laptop computer
- Referral to law enforcement authorities
- Possible long term suspension or recommended expulsion from school.

**6830 RECORDS RETENTION POLICY**

The Flandreau School District will retain the following documents, to the extent applicable, for five years after the last date of service pending there is no legal litigation or audit in process, then files will be maintained until completion of said litigation or audit. Last date of service is the last day of the service delivery period of the E-rate funding year for recurring services. Last date of service for equipment purchases funded through E-rate is the latest date of (1) date of purchase of equipment; (2) installation date; or (3) the date of the E-rate funding commitment decisions letter.

1. **USAC Forms & Certifications**
   1.1 Form 470, 470 Certification & delivery confirmations (if a form or certification was mailed to SLD).
   1.2 Form 471, 471 Certification & delivery confirmations
   1.3 Form 472 & delivery confirmation
   1.4 Form 479 (consortium members & consortium leaders only)
   1.5 Form 486, Certification & delivery confirmations
   1.6 Form 500 & delivery confirmations

2. **USAC Letters**
   2.1 Form 470 Receipt Notification Letter (RNL)
   2.2 Form 471 Receipt Acknowledgment Letter (RAL)
   2.3 Form 471 Out of Window Letter (FCDL)
   2.4 Funding Commitment Decision Letter (FCDL)
   2.5 Form 486 Notification Letter
   2.6 Form 500 Notification Letter
   2.7 BEAR Notification Letter
   2.8 Quarterly Disbursement Reports (QDR)
2.9 Other USAC letters

3. Technology Plan & Approval Letter
3.1 Written Technology Plan with Creation Date
3.2 Approved Technology Plan
3.3 Approved
3.4 Certified
3.5 Professional
3.6 Technology

4. Competitive Bidding, Vendor Evaluation & Contracts
4.1 State and Local Procurement Regulations (printout)
4.2 RFP/Public Notice/Advertisement
4.3 All Vendor responses & Bids received (winning and losing)
4.4 Bid Evaluation criteria, Evaluation Matrix & Bid ratings (Sample Available)
4.5 Notice of Award letters
4.6 Miscellaneous documents (memorandums, board minutes, notes to file)
4.7 Signed and Dated Contracts/Service Agreements/Notice of Award Letters
4.8 Contract Amendments/Addendums/Extensions
4.9 State Master Contracts (printout or website reference)
4.10 Vendor Correspondence

5. PIA Review
5.1 Letter of Agency (LOA) consortium
5.2 Consultant agreement or LOA
5.3 Responses to PIA inquiries (email, faxes, case numbers)
5.4 Entity eligibility calculation documentation
5.5 Discount eligibility calculation documentation
5.6 Item 21 Attachment (online or paper)
5.7 Product Service Eligibility (warranties, product descriptions, network diagrams etc)(for E-rate equipment)
5.8 Budget (Final approved, Superintendent Letter, draft budget, Grant Letters)
5.9 Request to Cancel Services

6. CIPA (Children’s Internet Protection Act)
6.1 Undertaking Actions to comply with CIPA (e.g., public notice, public meeting or hearing minutes, etc)
6.2 Filtering Documentation (purchase, installation, use)
6.3 Internet Safety Policy
6.4 Logs of filtering incidents

7. Service Delivery & Inventory Management (Applicable for E-rate funded equipment or E-rate funded maintenance)
7.1 Inventory/Asset Registry
7.2 Schematic of equipment
7.3 Receipt of service/product and installation log (work orders)
7.4 Replacement Log (replacement or upgrades)
7.5 Maintenance Log
7.6 Equipment transfer log

8. Invoicing & Payments
8.1 Customer Bills
8.2 Calculation Work papers for BEARs
8.3 Service Certifications
8.4 Proof of Payment of discount and non-discount amounts (cancelled checks, bank statements)
8.5 Reimbursement from vendor verification (BEAR only)
8.6 Miscellaneous (memos to vendors, notes to file, emails)

9. Change Requests & Appeals
9.1 Appeal Request
9.2 Appeals Delivery Receipt (proof of postmark, fax confirmation)
Updated 07/2018

9.3 Service Substitution Request
9.4 SPIN Change Request
9.5 Documentation of Funds Returned to USAC
9.6 Invoice Deadline Extension Request
9.7 Service Deadline Delivery Request
9.8 Transfer of Equipment Notification

10. Miscellaneous
10.1 PIN mailer (For the authorized user)
10.2 Site Visit documentation
10.3 Audit documentation

(A mower 2009)

6831 IPM Policy Statement

Policy

It is the policy of the Flandreau School District to implement Integrated Pest Management (IPM) procedures to control structural and landscape pests and minimize exposure of children, faculty, and staff to pesticides.

Pests

It is the policy of this school district to control pests in the school environment. Pests are living organisms (animals, plants or microorganisms) that interfere with human uses for the school site. Pests such as cockroaches, fleas, ants, stinging wasps, termites and rodents are annoying and can disrupt the learning environment in schools. Pests are known to bite, sting, transmit diseases or cause allergic responses.

Pesticides

It is the policy of this school district to ensure minimal or no exposure to pesticides in the school environment. A pesticide is defined as any chemical used to repel or kill a pest organism. Children may be more susceptible to pesticides than adults due to their smaller size and rapid development. Their behavior may also increase their risk of exposure to pesticide residues. When pesticides are used to control pests in schools, there is potential for exposure to children. Exposure may result in allergic responses for sensitive individuals or poisoning in extreme cases. Therefore, we intend to eliminate the use of broad application pesticides wherever possible.

Integrated Pest Management

It is the policy of this school district to employ IPM techniques for pest situations on district property. IPM is a process for achieving long-term, environmentally sound pest suppression through the use of a variety of management practices. These practices include, but are not limited to, structural and procedural modifications that reduce pest access, food, moisture and harborage within the school environment.

This school district will use non-chemical methods first as a means of pest prevention. These methods include sanitation, exclusion, and monitoring. The application of chemical control products will be used only “as needed” to correct verified problems. Only products that are the least hazardous and most effective for the control of the targeted pest will be used. Chemical control products will be placed in specific locations where they are available to pests, but not accessible to children, faculty or staff. A staff member has been designated to coordinate the IPM program and maintain pest management records; this person is the IPM Coordinator.

Pesticide Applicators

It is the policy of this school district to contract or otherwise assign Integrated Pest Management duties to person(s) who are trained and knowledgeable in the principles and practices of IPM. The IPM Coordinator must approve any use of pesticides. Applicator(s) must follow federal and state regulations and label precautions.

Notification
It is the policy of this school district to notify students, parents or guardians and the school staff of upcoming pesticide treatments. Notice will be posted in prominent locations in the affected facility 24 hours prior to treatment and will remain for 24 hours following treatment. A 48-hour notice will be given to any parents, guardians or staff who have registered for pre-notification.

Recordkeeping

It is the policy of this school district to maintain records of the IPM program. School staff, parents and students will have access to this information upon request. The records will include:

- The pest control Plan of Work for each contractor
- Copies of labels & Material Safety Data Sheets (MSDS) for products used
- Initial and subsequent inspection forms and facility maps
- Records of pest sightings and actions taken
- Monitoring records
- Structural, procedural or sanitary modification work requests
- Records of pesticides used (product, amount used, treatment location, target pest, application method, and applicator).

(Approved 3/2011)

6835 Flandreau Complaint Policy for Federal Programs

A parent, student, employee or district stakeholder who has a complaint regarding the use of Federal NCLB funds and is unable to solve the issue, 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 decision and will provide such acknowledgement 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 parents, guardian, or youth to appeal decision.
- Unresolved complaints may be forwarded by the stakeholder to the South Dakota Department of Education for review. (Consult SD Department of Education Complaint Procedure)

(Adopted September 2009)

6836 Service Animal Policy

The Flandreau School District has established the following procure for the evaluation of any request to bring a service animal into the school district, either as a member of the public, as a staff member or as a student.

Definition of a service animal

The Americans with Disabilities Act of 2010, under 28 CFR 35. 104, define a service animal as follows:

Any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed must be directly related to the handler's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing not
violent protections or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, and companionship do not constitute work or tasks for the purposes of this definition.

A miniature horse may be permitted for use as a service animal if the animal has been individually trained to do work or perform tasks for the individuals benefit. The district will consider the type, size and weight of the miniature horse and whether the facility can accommodate these features. The district will also consider whether the handler has sufficient control of the horse and if the animal is housebroken. Finally, the district will also consider whether the presence of a miniature horse compromises legitimate safety requirements that are necessary for safe operations. Reference: 28 CFR 34.136(i)(2).

Admission of service animals to public events
Individuals with disabilities may be accompanied by their service animal while on district property for events that are open to the general public. This right of access does not extend to the schools generally or to other activities not open to the general public. School district staff may inquire of the owner or handler of the animal whether the animal is required because of a disability and the specific tasks that the animal has been trained to perform. Staff may not ask questions about an individual’s disability. The district shall not require an owner or handler of a service animal to pay an extra charge for the animal to attend events for which a fee is charged.

Procedures for admission of service animal into the school building
Prior to the admission of any service animal to be present in the school building on a regular basis, the parent of the student or employee requesting the presence of a service animal must provide written notification of the intent to bring a service animal into the school. The notification must include the following information:

1) Whether the animal is required because of a disability
2) A description of the specific disability related work or task(s) the animal is trained to perform for the individual in school
3) Documentation of appropriate and current vaccinations, a statement of good health and the absence of any parasites from a licensed veterinarian, as well as any required municipal licensure.

No service animal may be brought into any district building by a staff member or student without prior approval.

Responsibility and care of service animal
The Flandreau School District is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animal's need to relieve itself. The owner or handler of a service animal shall be solely responsible for:

1) Supervision and care of the animal, including any feeding, exercising, clean up and stain removal. In the case of a young child or a student with disabilities who is unable to care for or supervise the service animal, the parent is responsible for providing care and supervision of the animal.

2) Control of the animal at all times through the use of harness, leash, tether or by other effective means.

Liability
The staff member owning the service animal or student/parent owner is liable for any damage to school district or personal property and any injuries to individuals caused by their service animal. The staff member or student/parent who uses a service animal on school district property will hold the school district harmless, and indemnify the school district from any such damages. See Appendix A for registration of a service animal.

Exclusion of service animal
A service animal may be denied access to school property if any of the following occur:

1) The animal is not housebroken.
2) The animal is not under the control of its handler. The service animal must have a harness, leash or other tether, unless the handler is unable, because of a disability to use a harness, leash, or other tether, or the use of a harness, leash or other tether would interfere with the service animal's safe, effective use of work or tasks. In this case, the handler must use voice control, signal or other effective means to control the service animal.
3) The animal poses a direct threat to the health or safety of others that cannot be eliminated by reasonable modifications.
4) The inclusion of the animal represents a fundamental alteration to the learning environment.

If a service animal is excluded, the individual with a disability will still be given an equal opportunity to participate in district services, programs or activities with appropriate accommodations, modifications, and supports but without the presence of the service animal on the premises.

Appeal process
Any individual with a service animal who is aggrieved by a decision to exclude, limit or remove a service animal may appeal that decision to the school board. The appeal must be in writing and provide specific and detailed information regarding the basis of the appeal.

Appendix A - Service Animal Registration Form

Owner: ____________________________  Student (if applicable): ____________________________

Type of Service Animal: __________________________ Name of Animal: __________________________

I have read and understand the Flandreau School District Service Animal Policy. I will abide by the terms of the policy. I understand my service animal may be excluded from district property if any of the following occur:

1) The animal is not housebroken.
2) The animal is not under the control of its handler. The service animal must have a harness, leash or other tether, unless the handler is unable, because of a disability to use a harness leash, or other tether, or the use of a harness, leash or other tether would interfere with the service animal's safe, effective use of work or tasks. In this case, the handler must use voice control, signal or other effective means to control the service animal.
3) The animal poses a direct threat to the health or safety of others that cannot be eliminated by reasonable modifications.
4) The inclusion of the animal represents a fundamental alteration to the learning environment. I understand I am responsible for any and all damage to school district property, personal property, and any injuries caused by my service animal. I agree to indemnify, defend and hold harmless the Flandreau School District from and against any and all claims, actions, suits, judgments and demands brought by any party arising on account of, or in connections with, any activity of or damage caused by my service animal.

OWNER: ____________________________  FLANDERAU SCHOOL DISTRICT: ____________________________

Signature of owner: ____________________________  Signature of District Representative: ____________________________
Date: ____________________________  Date: ____________________________

Adopted 11/2017
6840 Flandreau School District Policy on Enrollment, Transportation, School of Origin, and the Elimination of Barriers for Children or Youth Experiencing Homeless including Unaccompanied Youth

The Flandreau School District policy is to:

- Ensure the immediate enrollment of children or youth experiencing homelessness until all enrollment records may be secured, i.e., academic records, medical records, proof of residency or other documentation.
- Keep a child or youth experiencing homelessness in the school of origin, except when doing so is contrary to the wishes of the child’s or youth’s parent or guardian.
- Ensure the elimination of stigmatization or segregated services and the elimination of other identified barriers for homeless children and youth.
- Provide children or youth experiencing homelessness with services comparable to services offered to other students in the school including the following:
  + Transportation services
  + Educational services for which the child or youth meets the eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency.
  + Programs in vocational and technical education
  + Programs in gifted and talented students
  + School nutrition programs

(Adopted September 2009)

6845 SECLUSION AND RESTRAINT

1) The Flandreau School District will notify the parent or guardian of the student, unless the student is emancipated, of an incident requiring the use of restraint or seclusion. This will be done within the school day if school is in the session that day.

2) No employee of the Flandreau 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.

(Adopted August, 2018)

7000 ACTIVITIES

7005 POSITION DESCRIPTION – DIRECTOR OF ACTIVITIES

Accountable To: The Superintendent- evaluated by the Superintendent

Consults with: Principals and Business Manager

Supervises: Coaches, Activity Director, sponsors, supervisors, and volunteers

Qualifications: Certified Secondary Administrator

Basic Function and purpose of the position:

Organization and administration of all extra-curricular activities in keeping with the aims and purposes of education as conceived by the Superintendent and Board of Education. Responsible for promotion, direction, coordination, and supervision of all student activities to include athletics and non-athletic activities to promote equal access for all boys and girls at the Middle and High school levels. Supervise and evaluate all school activities personnel.

Conduct a program of external and internal communication and public relations to encourage recognition, support, participation, and involvement of students, staff, parents and the various community constituencies represented by the school activity program.
Provide a yearly system of financial accounting for all sports and activities, including a detailed estimate of all receipts for the year and a list of all proposed expenditures, working in cooperation with the Superintendent for approval. This accounting process will include a participation summary, detailing the nature and number of activities and the numbers of students completing and/or withdrawing during the year.

(Reviewed 9/09/13)

Provide for supervision and procedures to promote participant and spectator safety and appropriate conduct.

Title IX Director responsible for annual needs assessment, grievance procedures, and any activities to promote compliance with the Federal Title IX Law.

VI. Duties and Responsibilities of the Position:

Assist in formulation of policies for all athletic programs.

Make recommendations to the Superintendent for hiring of coaches, supervisors, and advisors.

Provide activity participation lists.

Determine that proper insurance coverage is provided for and by students.

Insure that all participants in athletic programs have had proper physical exams in accordance with SDHSAA rules and local school district policies,

Communicate and enforce full compliance of all South Dakota High School Activities Association rules.

Promote sportsmanship throughout all activity programs.

Communicate and enforce all school district policies relating to the activities program in general.

Supervise and evaluate all activities personnel.

Develop and submit all required and appropriate reports to SDHSAA relating to the activities program.

Coordinate, review, and approve all activity travel arrangements including supervision, transportation, meals, and lodging.

Delegate appropriate duties to activities personnel.

Hold regular activities personnel meetings.

Organize all means of communication regarding activities programs to the community.

Promote effective communication and cooperation among coaches and Activity Directors.

Coordinate practice schedules in all sports and activities.

Approve and schedule events in all sports and activities and take all actions necessary for the proper administration of these events.

Schedule and organize appropriate school supervision of events to insure crowd control.

Recruit, organize, and supervise volunteer help from community for all activities as needed.

Hire all officials, judges, and game management personnel for all sports and activities at all levels. Submit pay requests to Business Manager.
Manage, organize, and disseminate the school district master schedule and calendar of events to community and region.

Schedule and contract gym and stadium use by outside groups.

Coordinate ticket sales and activity ticket programs.

Serve as tournament manager or director for SDHSAA, District, Region, State, or conference events held at Flandreau.

Present, as a supervisor, at all home high school athletic activities and major activities.

Present, as a supervisor, at all conference, District, Region, and State tournaments both home and away when Flandreau School District students are participants.

Coordinate advertising and collecting of bids for athletic and activity supplies.

Establish an activities budget for recommendation to the Superintendent.

Supervise the check-out and check-in of all athletic equipment and uniforms.

Formulate policies and procedures for storage, care, maintenance, and proper distribution of equipment and supplies.

Maintain an accurate athletic and activities system of inventory control.

Submit reports as required by the Superintendent.

Implement purchase orders and vouchers for payment of related expenditures according to policy.

Implement procedures to comply with all Title IX regulations.

Organize and supervise all field marking procedures.

Maintain a system of inspection and reporting of needed repairs of stadium and athletic facilities.

Schedule all band performances at activities.

Represent the school district at meetings that relate to the activities program as directed by the Superintendent.

Working in cooperation with appropriate school personnel, insure that athletic facilities, equipment, and grounds are in proper condition and repair.

Teach assigned classes.

Establish master schedule of athletic contests and officials for school board approval.

Organize all required preparations for activities and events at Flandreau School District relating to the position.

Organize, schedule, and promote community education programs.

Work in cooperation with High School Principal in organizing and supervising Homecoming activities.

Inform the Superintendent and Principal(s) of the activities, problems, and progress of the activities programs using goal setting/evaluation process.

Handle all discipline situations associated with activities with principals.

Develop and maintain an organizational manual for coaches and activity advisors.

Supervise the issuance of activity awards, banquets and parent or Booster Club activities.
Provide communication with custodians - practice dates, meets, bleachers in-out, travel liaison between coaches and/or activity sponsors and custodians.

Develop and maintains a student locker management system with P.E teachers.

Promote a system of (regular) recognitions and publicity of participants and programs to the media.

Maintain record of season activities, results, records, school awards, and student awards.

Arrange physicals for all athletes according to SDHSAA rules.

Develop and maintain a student/athlete handbook.

Collect opponent rosters and have programs made for games.

Supervise Parent Night activities.

Maintain updated job descriptions for all Flandreau Public School activities personnel.

Promote use of Flandreau School facilities.

Attend Flandreau Booster Club meetings on a periodic basis and assist the Booster Club with activities held at the school.

Any other duties may be assigned by the superintendent relating to the position.

(Approved 8/7/92) (Reviewed 9/09/13)

7010 Assistant Activities Director

Accountable to: Director of Activities
Consults with: Director of Activities, Principals and Business Manager
Supervises: Coaches, Sponsors, supervisors, volunteers
Qualifications: Certified Secondary Administrator or In-Process

Basic function and purpose of the position:

Mentor, develop and review all head coaches/coaches within the district

Assist in organization and administration of all extra-curricular activities in keeping with the aims and purposes of education as conceived by the Superintendent and Board of Education. Assist in promotion, direction, coordination and supervision of all student activities to include athletics and non-athletic activities to promote equal access for all boys and girls at the Middle School and High School levels.

Assist in the implementation of a program of external and internal communication and public relations to encourage recognition, support, participation and involvement of students, staff, parents and the various community constituencies represented by the school activity program.

Duties and Responsibilities of the Position:

A. Supervision
* Make recommendations to the Superintendent and Activity Director for hiring of coaches, supervisors and advisors.
* Monitor and enforce Coaching Eligibility Criteria (concussion, heat, first aid, fundamentals)
* Develop criteria/objectives for all coaching positions
* Supervise and evaluate all coaching personnel
* Maintain updated job descriptions for all Flandreau Public School activities personnel
* Serve as liaison between activities personnel and administration
B. Administration
* Assist in formulation of policies for all athletic programs
* Communicate and enforce all school district policies relating to the activities program in general
* Provide activity participation lists
* Insure that all participants in athletic programs have had proper physical exams in accordance with SDHSAA rules and local school district policies
* Arrange physicals for all athletes according to SDHSAA rules
* Recruit, organize and supervise volunteer help from community for all activities as needed
* Present, as necessary, at all home high school activities and major activities
* Assist in coordinating advertising and collection of bids for athletic and activity supplies
* Assist in development of activities budget
* Supervise check-out and check-in of activity equipment
* Formulate and enforce policies and procedures for storage, care, maintenance and proper distribution of equipment and supplies
* Maintain an accurate athletic and activities system of inventory control
* Submit reports as required by Activities Director and Superintendent
* Submit purchase orders and vouchers for payment of related expenditures according to policy
* Maintain a system of inspection and reporting of needed repairs of stadium and athletic facilities
* Assist in organization of all required preparations for activities and events at Flandreau School District relating to the position
* Manage all discipline situations associated with activities with principals
* Develop and maintain a handbook for coaches and activity advisors
* Develop and maintain a student athlete handbook
* Develop and maintain a student locker management system with P.E. teachers
* Cooperate with High School Principal to organize and supervise Homecoming activities

C. Communication
* Conduct regular activities personnel
* Promote effective communication and cooperation among coaches and Activity Director
* Attend Flandreau Booster Club meetings
* Promote use of Flandreau School facilities
* Supervise the issuance of activity awards, banquets and parent or Booster Club activities
* Maintain record of season activities, results, records, school awards and student awards
* Promote a system of regular recognitions and publicity of participants and programs to the media

Other duties as assigned.
(Approved September, 2018)

7011 Teacher

TITLE: Teacher

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

PERFORMANCE RESPONSIBILITIES:

Meets and instructs assigned classes in the locations and at the times designed.

Plans a program of study that, as much as possible, meets the individual needs, interests, and abilities of the students.

Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.

Prepares for classes assigned, and shows written evidence of preparation upon request of immediate superior

Encourages students to set and maintain standards of classroom behavior
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.

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.

Strives to implement by instruction and action the district's philosophy of education, instructional goals and objectives, and curriculum.

Assesses the accomplishments of students on a regular basis and provides progress reports as required.

Diagnoses the learning disabilities of students on a regular basis, seeking the assistance of district specialists as required.

Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

Maintains accurate, complete, and correct records as required by law, district policy, and administrative direction.

Assists the administration in implementing all policies and rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner.

Makes provision for being available to students and parents for education-related purposes outside the instructional day under reasonable terms.

Plans and supervises purposeful assignments for teacher aide(s) and volunteer(s) and, cooperatively with department heads, evaluates their job performance.

Strives to maintain and improve professional competence.

Attends staff meetings and serves on staff committees as required.

Maintains highest standards of ethics and professional conduct.

Establish and maintain positive parent/community relations.

Other duties as assigned by administration.

7012 Librarian/Media Director

TITLE: Librarian/Media Director

JOB GOAL: To provide a full spectrum of educational enrichment materials so that each student in the district will find available instructional and non-instructional materials appropriate to his or her interests, abilities, and level of maturity. To establish and coordinate the services of a network of superior school media learning centers appropriate to the educational needs of all students in the district. To provide all students with an enriched library environment containing a wide variety and range of materials that will invite intellectual growth, and to aid all students in acquiring the skills needed to take full advantage of media center resources.

PERFORMANCE RESPONSIBILITIES:

Initiates the preparation and coordination of the annual district-wide library/media services operating budget.

Directs organizational procedures for media center materials on a K-12 basis.

Sets guidelines and criteria for coordinated purchasing of new and disposing of outdated books and media materials according to administrative direction.
Maintains comprehensive, efficient, and coordinated system for classifying and cataloging all media in the districts media learning centers.

Reviews constantly the collection’s in each of the schools and attempts to balance them according to individual school needs.

Recommends to the superintendent specific long-range plans for upgrading media services in the schools.

Prepares reports, for the superintendent covering growth of the collections and programs offered, plans for development, and comparisons of the district's media centers and media services with state and national norms and standards.

Serves as head media specialist for the district's media center of professional materials and resources.

Consults on the selection and acquisition of books and materials for each school's basic collection.

Develops a functional school media center program on a K-12 basis.

Establishes and administers coordinated procedures for interlibrary loans.

Cooperates with individual building media specialists in arranging for frequently changing displays, exhibits, and similar motivational devices in individual building media learning centers.

Establishes common library procedures that will standardize the operation of media centers throughout the district.

Establishes and maintains a system of accounting for all library books, reference volumes, audiovisual materials, and periodicals.

Keeps informed about all types of educational materials in non-print as well as print media, and remains up to date on trends and practices regarding their use.

Operates and supervises the media centers.

Evaluates, selects, and requisitions new media center materials.

Assists teachers in the selection of books and other instructional materials, and makes media center materials available to supplement the instructional program.

Informs teachers and other staff members concerning new materials the media center acquires.

Maintains a comprehensive and efficient system for cataloging all media center materials, and instructs teachers and students on use of the system.

Arranges for interlibrary loan of materials of interest or use to teachers.

Works with teachers in planning those assignments likely to lead to extended use of media center resources.

Promotes appropriate conduct of students using media center facilities.

Helps students to develop habits of independent reference work and to develop skill in the use of reference materials in relation materials in relation to planned assignments.

Presents and discusses materials with a class studying a particular topic, on the invitation of the teacher.

Arranges frequently-changing book-related displays and exhibits likely to interest the media center's patrons.

Prepares and administers the media center budget.

Supervises media center aides in the performance of their duties.
Weeds obsolete and worn materials from the collections and recommends disposal to the administration.

Supervises the clerical routines necessary for the smooth operation of the library/media centers.

Any other duties may be assigned by the administration.

Organizes and implements an audiovisual aids program for general circulation among the schools and departments of the district, such a program to include use of films, filmstrips, recordings, transcriptions, tapes, slides, exhibits, posters, and other audio or visual instructional materials and equipment.

Establishes efficient procedures for the processing of requests for materials and for the maintenance of equipment.

Organizes an efficient system of distribution and retrieval of materials.

Recommends purchase of, organizes, and catalogs all instructional materials and equipment used by the department and circulates such catalogs throughout the District.

Assumes responsibility for the inventory and maintenance of instructional materials and audiovisual equipment.

Serves as a consultant to Principals and teachers in order that they may be properly instructed as to materials and equipment available, their mechanical care and operation, and their educational use, as well as to help them develop and use audiovisual materials of their own creation.

Establishes and administers a system for recording the use of instructional materials and audiovisual equipment.

Serves as a consultant to all curriculum committees.

Serves as a technical consultant on any audiovisual project originating in the district and in which materials are produced or developed locally.

Works with building Principals and department heads to stimulate better and more effective use of items from the audiovisual aids center.

Conducts a continuous evaluation of the materials and equipment in order that purchases may be made on an increasingly selective basis.

Conducts a continuous evaluation of the effectiveness with which audiovisual materials are used by classroom teachers, and plans for increasing the educational values of the materials.

Provides supervised service experience for students in the handling of nonprofessional aspects of the audiovisual program.

Keeps informed of new developments and trends in the field of multimedia instruction in order that innovations and new materials may be tried in the District.

Interprets to the staff, the administration, and the public objectives and facilities of the audiovisual program.

Coordinates film and other materials distribution and collection within the school and between the school and the central depository.

Instructs and assists teachers and students in the proper use and operation of equipment.

Sets up and arranges for operative audiovisual equipment for special programs and meetings.

Assigns equipment to classrooms as requested.

Develops and maintains inventory of all audiovisual equipment permanently assigned to the school.

Requisitions and stocks supplies and parts needed for audiovisual equipment.
Maintains files of catalog cards, vertical file material, publishers' catalogs, and the like.

Maintains records of overdue books, and collects fines for such books.

Makes simple repairs on damaged books and processes more severely damaged books for repair at the bindery.

Readies materials for reserve on teachers' requests, and maintains the reserve itself.

Prepares current magazines for shelving and maintain the back-number stacks.

Conducts annual inventory of media center materials and the preparation of lists of missing materials and materials to be discarded.

Shelves incoming materials.

Maintains current inventory of supplies and suggests items for acquisition as needed.

Overssees the general neatness and attractiveness of the media center and its displays.

Helps students locate reference materials and other instructional materials.

7013   Guidance Counselor

TITLE: Guidance Counselor

JOB GOAL: To help students overcome problems that impede learning and to assist them in making educational, occupational, and life plans that hold promise for their personal fulfillment as mature and responsible men and women.

PERFORMANCE RESPONSIBILITIES:

1. Aids students in course and subject selection.

2. Obtains and disseminates occupational information to students and to classes studying occupations.

3. Assist students in evaluating their aptitudes and abilities through the interpretation of individual standardized test scores and other pertinent data, and works with students in evolving education and occupation plans in terms of such evaluation.

4. Works to discover and develop special abilities of students.

5. Works to resolve students' educational handicaps.

6. Registers students new to the school and orients them to school procedures and the school's varied opportunities for learning.

7. Works to prevent students from dropping out of school.

8. Helps students evaluate career interests and choices.

9. Remains readily available to students so as to provide counseling that will lead each student to increased personal growth, self-understanding, and maturity.

10. Works with students on an individual basis in the solution of personal problems related to such problems as home and family relations, health and emotional adjustment.

11. Plans guidance field trips to schools, colleges, and industry for interested students.

12. Guides students in their participation in school and community activities.
13. Assists in maintaining student records and protects their confidentiality.


15. Supervises the preparation and processing of college, scholarship, and employment applications.


17. Provides student information to colleges and potential employers according to provisions of the Board's policy on student records.

18. Confers with parents whenever necessary.

19. Assists in the orientation of new faculty members.

20. Provides in-service training in guidance for teachers and student teachers.

21. Works with teachers and other staff members to familiarize them with the general range of services offered by the student personnel services department, and to improve the educational prospects of individual students being counseled.

22. Advises administrators and faculty on the matters of student discipline.

23. Takes an active role in interpreting the school's objectives to students, parents, and the community at large.

24. Interprets the guidance program to the community.

25. Organizes annual "Career Day."

26. Arranges for tutors and summer school work.

27. Organizes "Health Awareness" day.

28. Conducts small group and class guidance sessions.

29. Performs other duties as assigned by Administration.

7014 Vocational Guidance Counselor

TITLE: Vocational Guidance Counselor High School Guidance Counselor
Responsibility

JOB GOAL: To help students make the occupational choices, post-secondary educational choices, and career evaluations that will lead them to meaningful, successful, and rewarding work.

PERFORMANCE RESPONSIBILITIES:

Disseminates information regarding vocational education and career opportunities.

Provides vocational guidance and information for students seeking a future other than college.

Provides orientation of incoming high school students concerning vocational offerings.

Remains up-to-date on changing job-entry skill requirements and changing technologies in business and industry.

Informs local business and industry of vocational education programs in the schools, and seeks information regarding their job requirements.
Meets with representatives of vocational schools and the military services to discuss their programs and requirements and arrange meetings with students.

Cooperates with business and industry on job references of former students.

Arranges for business and industrial representatives to interview graduates as prospective employees.

Maintains a file of catalogs, school profiles, and scholarship aid information related to schools, colleges, and institutions offering post-secondary vocational training and education.

Selects, administers, and interprets standardized tests to assist students in making appropriate career choices.

Provides a placement program for students completing vocational programs.

Assists students wishing to make application to postsecondary vocational schools.

Maintains adequate cumulative records on students in vocational classes.

Assists in the individual vocational counseling of students.

Assist other counselors in matters pertaining to job requirements, trade schools, and vocational opportunities.

Gathers and publicizes information from the community regarding jobs available to all students.

Interprets vocational education to the community.

Prepares follow-up studies of former students in vocational programs for the purpose of improving services and evaluating the effectiveness of vocational education.

Helps students evaluate career interests and choices.

Other duties may be assigned by the administration.

7015  College and Post-Secondary Guidance Counselor – High School Guidance Counselor Responsibility

TITLE: College and Post-Secondary Guidance Counselor
High School Guidance Counselor Responsibility

JOB GOAL: To help students enrolled in a college preparatory program make the choices and fulfill the application requirements that will lead them to meaningful, appropriate, successful, and rewarding post-secondary educational experiences.

PERFORMANCE RESPONSIBILITIES:

Acquaints students (and their parents) with college entrance requirements, and helps them to make a realistic comparison between the student's record and abilities and the specific entrance requirements of the college in which the student is interested.

Interviews each junior and senior regarding future educational plans, making referrals to the vocational counselor when appropriate.

Aids students with all of the processes of college application, including application for financial aid where needed.

Keeps an up-to-date library of catalogs, college profiles, scholarship information, testing information, and advanced placement material.

Maintains a supply of current application forms and information booklets for College Entrance Examination Board Tests and for the American College Testing Program.
Maintains open communications and positive relationships with college admission officers, especially those representing schools in which the district students traditionally demonstrate the most interest.

Arranges conferences with students for college admission officers who visit the high school.

Obtains and disseminates information about scholarships and financial aid programs for college entrants.

Oversees the calculation of senior grade point averages and class rankings, and the processing of transcripts.

Prepares and supervises the processing of evaluations, recommendations, and other forms as required in connection with college applications.

Attempts as much as possible to maintain a file of alumni, with their local addresses and the names of the colleges they attended together with their dates of graduation, for the purpose of arranging meetings between them and students interested in attending those colleges.

Conducts various follow-up studies of graduates.

Other duties may be assigned by the administration.

**7016 Speech and Language Therapist**

JOB GOAL: To help reduce or eliminate speech and hearing impediments that interfere with the individual student's ability to derive full benefit from the district's educational program.

PERFORMANCE RESPONSIBILITIES:

Serves as a resource to school staff members in the development of a balanced program for oral communication and speech improvement.

Provides a therapeutic program to meet individual needs of children in need of speech and language services on a district wide basis (Pre-12).

Assist and guides teachers in observing, describing, and referring suspected and identified speech and language impairments.

Provides a thorough assessment and diagnosis of speech and language impairments.

Provides screening to identify speech handicapped children at regular intervals and at specified levels.

Assist in proper referrals of individuals to agencies and specialists in the community as appropriate.

Provides appropriate individualized programs of therapy to meet individual student's needs and correct existing speech or language handicaps.

Collaborates with classroom teachers and other school staff members to implement therapy by suggestions for the student's daily activities.

Provides information, support, and counseling to parents and families when appropriate.

Provides in-service education and serve as a consultant to teachers and school staff members on topics concerning speech improvement.

Keeps thorough ongoing records for the individual student receiving therapy or other school-provided speech services.

Maintains lists of referred, screened, and eligible students, as well as a directory of outside agencies, consultants, specialists, and related services.
Compiles case history data on those cases where additional family history, health history, early developmental history, and environmental history are deemed appropriate.

Assumes primary responsibility for requisitioning and maintaining needed equipment and supplies.

Prepares requisitions for speech therapy services.

Communicates with parents.

Coordinates services with regular education and other special education personnel and agencies.

Participates in the IEP and IFSP process.

Promotes the philosophies of least restrictive environment and reintegration.

Performs other duties as assigned by the administration.

**7017 Psychologist**

**TITLE:** Psychologist

**REPORTS TO:** Superintendent

**JOB GOAL:** To improve the school educational experience of those students with major emotional and learning disabilities through a program of psychological diagnosis and therapy. To enable students to derive the fullest possible educational experiences from school by promoting their sense of self and by treating any psychological or mental health problems.

**PERFORMANCE RESPONSIBILITIES:**

- Conducts extensive psychological examinations of referred students.
- Interprets diagnoses to school personnel, other concerned professionals, parents, and the student.
- Makes recommendations on ways to assist a student referred to him or her for examination.
- Conducts individual, group, or facilitative therapy for students whose diagnosed problem would benefit from behavior modification.
- Participates in case conferences when referred students are involved, or as requested.
- Serves as a resource person concerning learning handicaps for administration, teachers, and other school personnel.
- Participates in in-service training programs.
- Attends scheduled staff meetings and committee meetings as needed.
- Keeps abreast of new developments in the field.
- Assesses difficulties of referred students through appropriate testing and diagnostic practices.
- Administers tests and recommends placement for all exceptional and new students.
- Helps identify within the school all types of exceptional and new students.
- Maintains case records on all referred students.
- Recommends corrective procedures.
Conducts individual, group, or facilitative therapy for children whose diagnosed problems would benefit from behavior modification.

Confers with teachers and parents whenever necessary.

Consults on special educational needs of mentally retarded, emotionally disturbed, and learning-disabled children.

Attends case conferences on placement of individual students.

Serves as a consultant on mental health topics for instructors in the school health program.

Interprets the school psychological services to teachers and parents.

Prepares and submits required reports on mentally retarded children and special education programs.

Attends staff, professional, and interagency meetings.

Assists with in-service training of school personnel.

Conducts appropriate research.

Other responsibilities as assigned by the administration.

7017.5 Behavior Specialist/School Psychologist

JOB DESCRIPTION:

- Conduct Functional Behavioral Analysis and help teachers develop Behavior Intervention Plan
- Provide preventative breaks for students
- Lead de-escalation for students in crisis
- Assist MS/HS as needed for behaviors
- Assist elementary counselor and lead extra elementary social skills/coping skills groups
- Help MS/HS counselor with MS/HS skill social skills/coping skills groups
- Lead role in the district-wide PBIS grant
- Organize and manage HS/MS Teacher Assistance Team meetings (TATs)
- Provide PD to teachers and staff on trauma, class-wide behavior, individual strategies, oppositional defiance
- Provide check in/check out for high behavior need students
- Will complete special education academic testing to lessen substitutes needed
- Take over behavior evaluations from the PLEC psychologist

(Adopted 6/2019)
**Human Services Representative**

**TITLE: HUMAN SERVICES REPRESENTATIVE**

Position Purpose: To lead, implement, organize, and hold responsibility for the successful process of early identification and assistance of at-risk children. The position is responsible for providing services for the whole child to prevent dysfunction and disengagement from school. Personnel will be responsible for home-school communication and coordination, family support and assistance, and training for parents, educators, and other professionals in assisting at-risk children in all facets of their education and life in general.

Caseload: Approximately thirty families per representative for a total of approximately 60 families in the program. Total child caseload will vary according to need.

Knowledge, abilities, and skills: Personnel must hold knowledge of principles, practices, and methods of counseling. Knowledge of child development is important. Human relations skills are vital to success of the position. Ability to communicate effectively by written and spoken word and conduct training sessions is another vital component to the position. Successful personnel will have the ability to promote, organize, and lead a team effort to assist at-risk children and their families.

Education: Graduation from an accredited college or university with a Bachelor's Degree in social work, psychology, sociology, education, or related field. Supportive courses in human relations, drug and alcohol education, guidance and counseling, and child development will be helpful.

Experience: Experience in an educational setting is preferred by not required.

Personnel must be willing to work in the evenings.

Personnel must have their own transportation.

- Responsible for implementation of action and procedures to attain the program goals and objectives.
- Lead, implement, and organize a team effort to identify and assist at-risk children at the earliest possible age.
- Organize a comprehensive school/community program to assist at-risk children to improve their life and educational experiences.
- Train teachers to identify and effectively instruct at-risk children.
- Provide support, assistance, and training for parents of at-risk children.
- Establish, organize, and lead student advocate teams.
- Stay current with most recent research and strategies in working with at-risk children.
- Establish and maintain communication with the home and school.
- Promote parent involvement activities and stimulate participation.
- Work with administrators to secure funding for ongoing success of the program.
- Arrange for student tutorial services.
- Monitor attendance of at-risk students and implement strategies to improve student school attendance.
- Facilitate communication between parents and school.
- Provide a positive role model for at-risk students.
- Communicate and coordinate with administrators, teachers, and counselors.
Establish communication with community agencies.

Communicate with the at-risk students and provide support and assistance to help them succeed.

Implement strategies, programs, and reporting procedures to curb the incidence of child abuse and neglect.

Provide information and referral services on drug and alcohol and addiction. Provide support and assistance where it is evident.

Implement strategies and programs to improve at-risk student achievement.

Provide immediate assistance for neglected student health needs.

Meet with students, teachers, parents, counselors, administrators, tribal officials, and legal authorities to solve problems.

Provide support for children and parents to facilitate communication and understanding.

Disseminate information to students, families, school and community personnel, and the community in general on matters dealing with prenatal care, fetal alcohol syndrome, drug and alcohol addiction, and any other area dealing with the health and well being of students.

Make presentations to groups and organizations in the community.

Provide reports to supervisors regarding activities of the program.

Be a school district representative on the community interagency council.

Participate in Head Start and kindergarten screening activities.

Be a central contact for referral services to assist children and families.

Other duties and responsibilities may be assigned by the administration relating to the position to provide assistance to the children and families.

TITLE: MODERNIZATION SITE DIRECTOR

MINIMUM QUALIFICATIONS: SD CERTIFIED TEACHER WITH TEACHING EXPERIENCE

REPORTS TO: SUPERINTENDENT OF SCHOOLS

JOB GOAL AND GENERAL RESPONSIBILITIES: The modernization site director is leader, coordinator, and a pivotal aspect of the Flandreau Modernization Project. The site director will be vitally linked to the students, staff, and community to establish and maintain extensive communication to implement and promote understanding and acceptance of modernization, systemic change, and aid cultural reconciliation. The site director will be the community and school leader, change agent, and resource for staff on matters concerning modernization. The site director is an integral part of the team process of the modernization effort.

SPECIFIC DUTIES:

Focus project on the 3 R's (Reaching student performance, Revitalizing learning, and relinking schools and communities) and Flandreau’s 4th R (Reconciliation).

Monitor the development of curriculum with focus on outcomes consistent with Flandreau School’s exit outcomes and district goals. Promote use of current knowledge regarding the teaching of identified outcomes and the assessment of learning those outcomes is essential.

Lead, guide, coordinate, and organize school core team, community restructuring council, and joint and sub-committees of these groups.
Meet as required for coordination activities with administration.

Attend meetings and conferences as required by Superintendent and DECA.

Conduct surveys, studies and research.

Provide leadership for the development of short and long term restructuring projects.

Establish a means of evaluating progress of building level and district wide projects.

Work closely with Core Team, principals, subject area facilitators, and teachers, to plan and coordinate restructuring.

Communicate, individually and through the core team, restructuring plans to all members of the instructional staff.

Establish and maintain good relations with civic, professional, service, and parent organizations and the community in general. Provide for the dissemination of restructuring information to all segments of the public.

Identify staff development needs essential to the restructuring project.

Develop, in cooperation with core Team and administrators, a budget for dissemination of funds provided by the state modernization office within guidelines provided by superintendent.

Maintain communication with state-wide modernization personnel. Provide requested information on restructuring to the state office of modernization.

Promote reconciliation and cultural sensitivity through communication and involvement of Flandreau Santee Sioux Tribe and Flandreau Indian School representatives within scope of restructuring project.

Provide leadership and support for the implementation of Tech Prep.

Serve as liaison with business industry, labor, government, and tribal organizations in the restructuring project.

Write grant proposals and reports for the modernization project.

Roles of the site director: Visionary leader, classroom change agent, mentor, coach, contact point, facilitator of Core Team and Restructuring Council, curriculum leader, networking skills, public relations, cheerleader, team player, linking person, documentation, assessment designer, problem solver, risk taker, researcher, communicator, motivator.

Any other to duties within realm of the modernization project may be assigned by the superintendent.

7019  POSITION DESCRIPTION – HEAD ATHLETIC COACH

I. Position Title: Head Athletic Coach

II. Qualifications: Must meet certification requirements as established by the state of South Dakota and the South Dakota High School Activities Association, if applicable.

III. Accountable To: Shall be accountable first to the Assistant Activities Director. The next line of authority shall, be the Activities Director and then the Superintendent.

IV. Supervises:
   a. Students participating in athletics.
   b. Those assigned to assist in the program.
   c. Middle School Coaches.

V. Basic Function/Purpose of Position:
VI. **Duties and Responsibilities of the Position:**

a. Be responsible for development of skills, strategies, and style of play.
   1. Weight training (use of the school weight room in and out of season) and complete athletic development are encouraged.

b. Be responsible for proper conduct, sportsmanship and attitudes of student athletes.

c. Be responsible for conduct of athletes in locker rooms, out-of-town trips, and in practice.

d. Outline duties and responsibilities of assistant coaches.

e. Develop a positive relationship with the staff, community, and news media.

f. Cooperate and assist the Athletic Director in scheduling, selection of game officials, preparing equipment bids, travel arrangements, and budgeting.

g. Develop and maintain proper care and prevention procedures in cooperation with the faculty trainer.

h. Inform team members of training regulations, lettering requirements, code of conduct and other pertinent information.

i. Be responsible for accounting and care of equipment and maintaining same in cooperation with the Athletic Director. Other responsibilities for equipment maintenance include:
   
   i. Check out and check in all equipment
   ii. Responsible for complete inventory, storing, and care of equipment
   iii. Process and mark all equipment
   iv. Make minor repairs on equipment
   v. Assist in assessing and collecting fines
   vi. Assist in inventory and storing of all incoming equipment and supplies

j. Assist in management and administering of local and state sponsored activities hosted at Flandreau.

k. Inform administration of any unusual circumstances that may arise concerning their activity.

l. Provide Athletic Director with input on performance of assistant coaches.

m. Assist in devising and adhering to athletic policies.

n. Be loyal and supportive of all activity programs.

o. Prepare slips or squad lists whenever school terms are taken out of school time for participation.

p. Be responsible for collection of student athlete physical examination slips, training rule forms, and medical consent forms.

q. Select and train student managers.

r. All head coaches must attend rules meeting in their sport and pass the open book test. Attendance by assistant coaches is strongly recommended.
   1. The state activities association imposes a fine of $50.00 assessed against head coaches if they fail to submit and pass the open book tests or attend a rules meeting or both. This fine will be paid by the head coach.
s. Extra reasonable duties may be assigned by the Athletic Director, Principal, or Superintendent.

t. Head coaches will be allowed 1 day of leave to attend professional development for his/her sport which may include the state meet. This professional development will be at the expense to the district for meals or lodging. Transportation may be available by approval from the Activities Director

VII. Evaluation: Performance of this position will be evaluated as specified by Board policy. Evaluated will be done by the Assistant Activities Director and/or the Activities Director

VIII. Terms of Employment: Salary and work year as per negotiated agreement.

(Reviewed 9/09/13, 6/2019)

7020 POSITION DESCRIPTION – ASSISTANT COACH

I. Position Title: Assistant Coach

II. Qualifications: Must meet certification requirements as established by the state of South Dakota and South Dakota High School Athletic Association, if applicable.

III. Accountable to: Shall be accountable first to the head coach. The next line of authority is the Assistant Activities Director followed by the Activities Director and then the Superintendent.

IV. Supervises:

a. Students participating in athletics.

b. Those assigned to assist with the program.

V. Basic Function/Purpose of the Position: To assist head coaches and carry out duties and responsibilities assigned by head coaches.

VI. Performance Responsibilities:

a. Assist head coach as directed.

b. Assist in squad conduct and supervision.

c. Perform scouting duties as assigned.

d. Assist in care and prevention of injuries.

e. Assist in managing school and state sponsored athletic events for your sport which are hosted in Flandreau

f. Accept responsibility of relations with the community and news media.

g. Be loyal and supportive of all coaches and activity programs.

h. Extra reasonable duties may be assigned by the Assistant Activities Director, Activities Director or Superintendent

i. Assistant Coach will be allowed 5 hours of leave to attend professional development for his/her sport or one full day of leave if attending the professional development with the head coach. Professional development may include the state meet. This professional development will be at no expense to the district for meals or lodging. Transportation may be available by approval from the Activities Director

VII. Evaluation: Performance of this position will be evaluated as specified by Board policy. Evaluation will be done by the Assistant Activities Director and/or the Activities Director with specific input from the head coach

VIII. Terms of Employment: Salary and work year as per Negotiated Agreement.

(Reviewed 9/09/13; 6/2017; 6/2019)

7021 POSITION DESCRIPTION – HEAD MIDDLE SCHOOL ATHLETIC COACH
I. **Position Title:** Head Middle School Athletic Coach

II. **Qualifications:** Must meet certification requirements as established by the state of South Dakota and South Dakota High School Athletic Association, if applicable.

III. **Accountable To:** Shall be accountable first to the Assistant Athletic Director. The next line of authority shall be the Activities Director and then the Superintendent.

IV. **Supervises:**
   a. Students participating in the respective activities.
   b. Those assigned to assist the program.

V. **Basic Function/Purpose of Position:** Manage, supervise, and coach assigned students and activity.

VI. **Duties and Responsibilities of the Position:**
   a. Teach type of offense, defense, and drills suggested by the high school coach
   b. Be responsible for proper conduct, sportsmanship and attitudes of student athletes.
   c. Be responsible for conduct of athletes in locker rooms, out-of-town trips, and practice areas.
   d. Be responsible for accounting and care of equipment and maintaining same in cooperation with the Activities Director. Other responsibilities for equipment maintenance include:
      1. Check out and check in all equipment
      2. Responsible for complete inventory, storing and care of equipment
      3. Process and mark all equipment
      4. Make minor repairs on equipment
      5. Assist in assessing and collecting fines
      6. Assist in inventory and storing of all incoming equipment and supplies
   e. Develop a positive relationship with the staff, community, and news media.
   f. Inform team members of training regulations, code of conduct, and other pertinent information.
   g. Communicate with parents, community, and media personnel.
   h. Assist in managing locally and state sponsored athletic event for your sport.
   i. Inform administration of any unusual circumstances that may arise concerning their activity.
   j. Be loyal and supportive of all coaches and activity program.
   k. Encourage to participate in school sponsored local professional development.
   l. Extra reasonable duties may be assigned by the Athletic Director, Principal, or Superintendent.

VII. **Evaluation:** Performance of this position will be evaluated as specified by Board policy. Evaluation will be done by the Assistant Activities Director and/or the Athletic Director with direct input from the head varsity coach.

VIII. **Terms of Employment:** Salary and work year as per negotiated agreement.

(Reviewed 9/09/13; revised 6/2019)

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**7022 POSITION DESCRIPTION – ATHLETIC TRAINER**

I. Position Title: Athletic Trainer

II. Qualifications: Training in first aid, emergency medical procedures, and taping techniques.

III. Accountable to: Varsity coaches and Athletic-Director

IV. Supervises: Students participating in athletics. B. Faculty members assigned to assist in the program.

V. Basic Function/Purpose of Position: Athletic Trainer - Prevent, evaluate, treat, and rehabilitate athletic injuries.

VI. Athletic Trainer:
Updated 07/2018

a. Available to all sports.

b. Present at after school practices when possible.

c. Present at home varsity athletic events.

d. Present at away varsity athletic events when possible.

e. Cooperate and communicate with coaches and parents about injured athletes.

f. Control of training room environment.

g. Be loyal and supportive of all coaches and activity programs.

h. Extra reasonable duties may be assigned by the Athletic Director, Principal, or Superintendent.

VII. Evaluation: Performance of this position will be evaluated as specified by Board Policy. Evaluated by the Athletic Director.

VIII. Terms of Employment: Salary and work year as per negotiated agreement.

(Reviewed 9/09/13)

7025 VOLUNTEER COACHES/ADVISOR POLICY

1. The school board will decide if volunteer coaches/advisors should be used. Reasons for possible use of volunteers would include safety, liability, past cuts, supervision concerns, number of participants, etc.

2. The volunteer coaches/advisors will not receive compensation.

3. If a paid coach is working with a volunteer coach/advisor, the paid coach is the coach of record. This implies that the paid coach will have the final authority on all decision making.

4. Each coach/advisor will need the same requirements as a paid coach. For example, a paid coach must have taken a coaching principles and a first aid class.

(Approved 10/10/05) (Reviewed 9/09/13)

7040 ATHLETIC DEPARTMENT

Evaluation of Athletic Coaches

Beginning with the school year 1988-89, a written evaluation is required for all coaches.

All school districts are concerned about the caliber of the classroom teacher, so they must also place emphasis on the maintenance of quality leadership in athletics. Coaching is indeed an integral part of the whole education process.

The coach's leadership demands complete professionalism. Coaches must be well organized, knowledgeable in a highly specialized discipline, have the ability to manage the workings of a team.

Some of the reasons why a formal evaluation system is needed are:

- To provide the best possible instruction for our student athletes.
- Continual up-grading of a coaching staff.
• To provide a formal opportunity to give deserving credit for outstanding coaching performances.
• To build in opportunity for the coach, principal, and director of athletes to communicate,
• A formal warning to a coach in case of a future dismissal.
• A basis for evaluating assistant coaches when a head coaching position opens.

Recommended Evaluation Procedures for Senior High School Coaches:

Head Coaches:

1. Head coaches in the Flandreau School District must be evaluated formally at least once every year. However, nothing shall prevent formal evaluation at more frequent intervals.

2. Upon completion of the coaches’ season, a self-evaluation form will be completed. Followed by a conference with the Director of Athletics.

3. Completion of the evaluation form will be signed by, all parties.

Assistant Coaches

1. All head coaches will evaluate their assistants annually.

2. Following these evaluations, the head coach will meet with the Director of Athletics.

3. Completion of the evaluation form will be signed by, all parties.

(Reviewed 9/09/13)

7041 Braille Instructor

POSITION PURPOSE: Throughout the students k-12 school years the Braille Instructor will include tasks related to (1) production of specialized materials for visually impaired learners and (2) providing assistance to the classroom teacher in delivery of compensatory skiffs instruction to visually impaired student(s).

DISTINGUISHING FEATURE: The Braille Instructor must have expert knowledge in literary Braille, elementary Nemeth code, the ability to communicate (oral and written) with the teacher and student(s) and provide Braille reading and writing instruction to the student(s).

MINIMUM QUALIFICATIONS:

High school graduate or GED equivalent.
Certification as a Braillist.
Passing the Braille test that is required for SD Certification.
Certification as a Braillist by the South Dakota School for the Visually Handicapped.
Completion of six semester hours of college course work.
Introduction to teaching students who are blind: 2 semester hours.
Methods of teaching elementary reading: 3 semester hours.
Introduction of educational aids and appliances for students who are blind: 1 semester hour.
Demonstration of proficiency at reading Braille.
Certification as a Braille instructor by South Dakota Department of Education.
Basic computer knowledge and ability to type 40 wpm.
Knowledge of literary Braille code, usage and formatting rules.
Knowledge of elementary level Nemeth code.
Proficiency displayed in making tactile graphs and maps.
PERFORMANCE RESPONSIBILITIES

Demonstrates an understanding of the impact of vision loss across development stages, and an overview of needed compensatory skills for the student(s).
Assist in implementation of orientation and mobility activities as prescribed by the 0&M specialist.
Transcribe students worksheets, etc as needed, into literary Braille.
Transcribe student(s) brailed materials back to print for the classroom teacher to check the student(s) work.
Transcribe math materials to Nemeth code.
Use additional transcribing skill such as literary Braille code (189 contractions), rules for usage and -format, formatting rules for transcription, graphics and design for tactile drawings, and foreign language codes.
Use additional technology and computer skills such as scanning documents use of transcription software, printing documents in Braille or ink print, fax/modem, CD ROM, access on-line services, database searching, and use of new software
Seek certification in literary Braille from Library of Congress (optional)
Provide input for EEP development/evaluation and provide requested information to the family.
Performance of other duties may be required, but these should be kept to a minimum to allow for adapting materials to Braille and preparation of materials.

FUNCTIONS

Have all instructional (print) materials in Braille. This includes worksheets, handouts, tests, and the ordering of Braille textbooks. The transcribing of Braille also includes proofing the materials for accuracy. Transcribing Braille materials back print. Adapt any visual materials that can be put in tactile form such as maps, graphs, science diagrams, etc.

Reach the Nemeth code, literary Braille code, Braillewriter, abacus, slate and stylus, and handwriting skills including the use of guides.

Reach organizational skills to the student, including labeling of items in Braille, organizing lockers or work areas, etc.

Instruct the student(s) in the correct usage of technology so he/she may use it independently.

CHALLENGES

Act as sighted guide on field trips with assistance from 0&M specialist, assist in "hands on" demonstrations in the classroom such as labs, describe videos to the student that have little dialog, and trouble shoot any visual materials to enable the student to understand the concepts.

Instruct the student in how to obtain leisure reading materials and descriptive video. Order any of those materials for the classroom/library when appropriate.

Also help the parents obtain the information. Prepare or obtain manipulative to aid in the instruction of concepts. This will include budgeting and ordering of all materials for the student. Keep a "library" of manufacturers and distributors that carry products for the visual impaired student(s).

CONTROL ON ACTIONS

Research and order computer or speech technology for the visually impaired student(s).

Reinforce 0&M skills. Do an orientation of the school building and playground. This might include Braille maps, labeling in Braille of classroom numbers and restrooms, lunch line item, etc. Make sure the student is comfortable in getting from place to place independently.

Assist the classroom teacher in the education of the blind student(s). This might include helping to administer Braille tests that take longer than the allowed time or require manipulative or tactile materials. The student(s) should be in the classroom for the testing with other students, however it may take the visually impaired student longer to complete the test. Always remember independence is the student(s) goal and look at the situations and ask "how can I adapt this with independence in mind".
PERFORMANCE MEASUREMENT

Keep your Braille skills up to date by obtaining the latest BANA (Braille Authority of North America) changes.

Recertification testing every five-year.

Attending annual workshop that are provided to update Braille and technology skills.

Accuracy and timeliness with which requests for information are filled. Locations and orders Braille materials and equipment as approved by the school to ensure the reading and educational needs of the visually impaired student(s) are met.

Join and be an active member of the SD Braillist Association.

(Reviewed December, 2013)

7500 DUTIES OF NON-CERTIFIED STAFF

7510 SCHOOL LUNCH PERSONNEL

Position Description: School Lunch Personnel

Employees Supervision: Arranges schedules according to work loads, prepares and keeps up to date job descriptions and specifications, gives special attention to the new workers in training them for their work.

A. Plays an active part in interviewing, checking references and getting new workers.

B. Knows, observes, and enforces objectives, policies, standards and procedures from the administration.

C. Keeps the Business Manager fully informed at all times, as to activities, progress, problems, etc. within the program.

D. Establishes and applies performance standards for each worker’s job, knows the wage policy and rates, takes worker suggestions and complaints prompt action wherever the necessity is indicated.

E. Encourages good health habits, personal hygiene, proper dress and grooming of workers, maintains discipline, good conduct.

Duties: Purchase food, order commodities, and other supplies, provide for storage of foods and other materials, produce and serve all meals.

A. Keep all daily records and reports including inventories of foods and equipment.

B. Develop a nutrition program, menus and pre-cost menus.

C. Provide good teacher and student relations within the program, and good public relations via the press and radio.

D. Provide overall leadership and organization for the school lunch program and perform all such other duties not specifically enumerated above as may properly be considered as belonging in this area of responsibility.

a. Work year shall be school year coinciding with the student school year.

b. Other duties assigned by Superintendent.

Updated (December, 2013)

7520 SECRETARIAL AND CLERICAL STAFF

GENERAL REQUIREMENTS FOR EMPLOYMENT
A. **Training** - The employee shall have such training and skills as may be required to successfully carry out the requirements of the job. Completion of High School is a minimum requirement.

B. **Experience** - Experience shall not be a prerequisite unless, in the opinion of the Superintendent, the position to be filled is deemed to require previous experience, or unless specifically stated as a job requirement for the particular position to be filled.

C. **Credit for Experience** - An employee who has had previous experience or secretarial training beyond high school, which would make them more valuable than a beginning employee may be employed at a higher salary than a beginner.

D. **Health** - Members of the secretarial staff shall submit evidence of good health and observe the same rules and regulations as required of instructional employees.

E. **Work Schedule** - The workweek shall not exceed forty hours during the regular school year. The workday shall not exceed eight hours. The time schedule for the opening and closing of offices and departments shall be fixed by the administrator in charge. Work year shall coincide with building principal work year.

F. **Assignment and Transfers** - Secretaries are subject to assignment and transfer at the discretion of the superintendent.

**DUTIES**

A. Typing and record keeping.

B. Command of proper spelling and punctuation.

C. Complete bank statements are required by building principal and/or superintendent.

D. Shall meet acceptable standards in written English.

E. Be community minded.

F. Social understanding and behavior.

G. Develop relationship with the faculty, student, and community that will benefit to school.

H. Trustworthy and honest.
   
   a. Perform other duties assigned by building principal or Superintendent
   
   b. Other duties assigned by building principal or superintendent.

Updated (December, 2013)

**7530 MAINTENANCE ENGINEER JOB DESCRIPTION**

Keeps building and premises neat and clean at all times.

Regulates heater, ventilation, and air conditioning systems to provide temperatures appropriate to the season and to insure economical usage of fuel, water, and electricity.

Shovel and/or sand walks and steps as appropriate.

Checks daily to insure that all exit doors are open and all panic bolts are working properly during the hour of building occupancy.

Raises the United States flag at or before 8 a.m. on each school day and lowers it at or after 3:30 p.m.
Sweeps classrooms daily.

Cleans corridors after school each day, and during the day when their condition requires.

Scrubbs and disinfects toilet floors daily, and cleans all fixtures and drinking fountains daily.

Keeps windows clean on inside and outside.

In the absence of a grounds caretaker, keeps grounds free of rubbish.

In the absence of a grounds caretaker, performs yard-keeping chores such as grass cutting and tree trimming to keep the school grounds in an attractive and safe condition.

Keeps all floors in a clean and attractive condition and in a good state of preservation.

Cleans all chalkboards and white boards at least once per week

Makes such minor building repairs as is capable.

Reports major repairs need promptly to the Superintendent.

Maintains on a regular schedule all motors and other mechanical equipment requiring scheduled servicing.

Reports immediately to the Principal any damage to school property.

Remains on school premises during school hours, and during nonschool hours when the use of the building has been authorized and attendance is required according to the schedule.

Assumes responsibility for the opening and closing of the building each school day and determining, before leaving, that all doors and windows are secured, and all lights, except those left on for safety reasons, are turned off.

Keeps an Inventory of supplies, equipment, and fuel on hand, and requisitions such needed replacements from the superintendent far enough in advance so that they may be delivered in such time as will no hinder maintenance personnel duties.

Conducts an ongoing program of general maintenance, upkeep, and repair.

Moves furniture or equipment within buildings as required for various activities.

Receives and assists with handling incoming merchandise at the loading dock.

Complies with local laws and procedures for storage and disposal of trash, rubbish, and waste.

Maintains the building in a state that meets all state fire marshal] regulations.

Assists with the lunch room duties and takes care of milk during lunch hour.

Cleans all areas as needed following athletic and other events.

Other reasonable duties may be assigned by the Principal or Superintendent.

Updated (December, 2013)

7540 FOOD SERVICE DEPARTMENT

FOOD SERVICE MANAGER- ENTIRE SYSTEM

A. Plans menus for high school and elementary.
B. Responsible for monthly inventories and reports to Business Manager.

C. Keeps daily records.

D. Orders USDA commodities each month and receipts for them.

E. Orders foods needed each week—or month.

F. Works in the kitchen helping as needed. Rolls, buns, and helps the baker plan.

G. Prepares the salad bar and sets it up.

H. Assigns duties for workers in the time available, if necessary.

I. Responsible for general cleanliness and sanitation.

J. Accountable to the Superintendent.

K. Provide a smooth running satisfactory food service for the school district.

L. Attend the South Dakota Food Service meetings and workshops and be an active member.

M. Maintain good working relations among the employees.

N. Direct supervision of all cooks and school lunch program.

O. Evaluate food service personnel.

P. Extra reasonable duties may be assigned by the Superintendent.

FOOD SERVICE HEAD COOK

A. Responsible to Food Service Manager.

B. Responsible for basic daily planning.

C. Responsible for daily records.

D. Responsible for monthly inventories.

E. Responsible for ordering for upcoming meals.

F. Generally responsible for the entree or main part of the meal.

G. Responsible for sanitation and cleaning—assigning duties in this area.

H. In charge of the serving line and serves on this at lunchtime.

I. Assigns duties to other workers as necessary.

J. Helps with clean up and maintaining the food service area.

K. If any problems arise contact school lunch manager.

L. General supervision of the food service department and personnel.

M. Responsible for all record keeping in lunch program.
N. Responsible for preparing main entree of each day.

FOOD SERVICE CHIEF COOK

A. Responsible for the entree or main dish item of the day.
B. Works in other areas as work load and time permit-vegetable preparation, fruits, and salad bar preparation.
C. Cleans up steam equipment and general cooking area.
D. Does help on the serving line.
E. Works as stacker in dish room between shifts and the end of serving period.
F. Discuss menus with manager and make any changes necessary.
G. Attend area meetings of the SDSFSA and workshops whenever possible.
H. Helps in the general clean up of kitchen area.
I. Responsible to manager.

FOOD SERVICE KITCHEN AIDE--Both Schools

A. Main responsibility is in the dish and pot and pan area-washing and cleaning.
B. Help with lunch preparation where needed and if time allows.
C. Help on the serving line or in charge of the salad bar in the dining room.
D. Washes and sanitizes tables in dining area following each lunch period.
E. Cleans counters and any dishes left and helps with the sweeping and floor mopping.
F. Attend area meetings of the SDSFSA and workshops if possible.
G. Responsible to manager.

FOOD SERVICE - ALL EMPLOYEES

A. General each employee may be expected to serve on the line or be a supplier and do the carrying to the supply line. Between shifts there will be pans to be refilled and dishes to do and stack.
B. On days when the workload is lighter there is general cleaning to do the shelves, walk in cooler, storeroom, restroom, office are swept and mopped at least once a week.
C. Every employee will record what is removed from the storeroom at the time of removal-use the form on the door clip, date and initial.
D. All are responsible for the sanitation and cleanliness of our kitchen and any are expected to help with the sweeping and mopping done each day. It should not fall on the same person every day.
E. Maintain a positive attitude about our work and school lunch programs. When your job is done--help another.
F. F. Any questions--ask.
G. The dishwashing done for the lunch period can be divided so that employees take turns doing this job.

H. The first person on the serving line keeps the daily plate count.

I. Be supportive of faculty, administration, other classified staff, a school in general with all communications to the public.

J. Extra reasonable duties may be assigned by the Superintendent.

Updated (December, 2013)

7550 SCHOOL SECRETARY

A. Sell lunch tickets every day. Make lunch deposit and report it on Friday.

B. Take care of Trust and Agency Fund. (Make financial report, deposit all monies from all organizations, write out checks, etc.)

C. Count all money from athletic events, musical, Little Orpheum and make deposits.

D. Sort and distribute mail.

E. Operate the computer.

F. Keep an updated mail list of all parents.

G. Type report cards, permanent record cards, and put the grades on permanent records.

H. Make and send transcripts of former and present students.

I. Keep up and do the grade point averages.

J. Type the student schedules.

K. Keep attendance and tardies of the high school students.

L. Answer all incoming phone calls and transfer them. Take messages and deliver them to students and teachers.

M. Supervise the copier (remove misfeeds, add toner, etc.)

N. Make out make-up slips and excuse slips everyday.

O. Take care of ill students.

P. Give announcements every morning.

Q. Assist with registration.

R. Hand out report cards on conference days.

S. Type for Principal.

T. Type for the Superintendent.

U. Assist the Business Manager.

V. Assist the public, students and teachers.
W. Try to run a smooth office in a relaxed atmosphere.

X. Mail out progress reports (mid-term).

Y. Collect fees (locker, activity, physicals, etc.)

Z. Receive shipment orders in the summer and during the year. (For the following year's requisitions).

AA. Review free and reduced lunch applications.

BB. Work day starts at 7:30 A.M. and ends at 4:00 P.M.

CC. Employed for 12 months.

DD. Be supportive of faculty, administration, classified staff, and school in general with all communications to the public.

EE. Extra reasonable duties may be assigned by the high school principal or Superintendent.

Updated (December, 2013)

7560  TEACHER AID JOB DESCRIPTION

A. The teacher aide will be under the direct supervision of the classroom teacher. It is the teacher's responsibility to direct the entire educational program in the classroom and be knowledgeable about each child's progress on a daily basis.

B. The classroom teacher is the educational leader in the classroom. The teacher aide must respect, be supportive and continually work for a harmonious relationship with the teacher.

C. The teacher aide will be assigned varied tasks by the teacher and administration. Those tasks should include but may not be limited to the following:

   a. Run off and separate papers as needed for the students.

   b. Be available in emergency situations to be a substitute teacher.

   c. Design and/or decorate bulletin boards.

   d. Assist the classroom teacher with supervision of students.

D. Supervise the students on the playground during noon and during recess on a rotation basis as assigned by the administration.

E. Assist with individual students or small groups of students as assigned by the teacher.

F. Assist the teacher with supervision in the classroom and in the hallways.

G. Assist with supervision of the lunchroom.

H. The teacher aide shall be supportive of the teachers, administration, and school in general with all communications to the public.

I. Other reasonable duties may be assigned by the principal or Superintendent.

Reviewed (December, 2013)

7561  GROUNDSKEEPER

TITLE: GROUNDSKEEPER
REPORTS TO: Person designated by the Board or the Superintendent.

JOB GOAL: To provide students with a neat, attractive, safe, and natural environment in which to learn.

PERFORMANCE RESPONSIBILITIES:

A. Maintains and cares for school grounds.
B. Prepares seeding or transplanting beds by cultivating soil and adding fertilizer or chemicals, if needed.
C. Plants seeds, bulbs, tree seedlings, and shrubbery so that resulting growth will produce attractive appearance.
D. Experiments with different varieties of lawn seeds to determine those best suited to the soil.
E. Prunes trees and trims hedges to promote growth and improve appearance.
F. Mows lawn with hand or power mower making certain all edges and fence lines are trimmed to present a neat appearance to all grounds.
G. Connects sprinkling equipment and waters lawns and fields.
H. Inspects flowers, shrubs, and trees for evidence of insects, fungi, and other pests and sprays or dusts chemicals on infected areas.
I. Adjusts and repairs such equipment as lawnmowers, sprinklers, and hedge shears.
J. Shovels snow from sidewalks and driveways and spreads sand, salt, or ashes to prevent slipping
K. Collects and disposes of grass clippings, leaves and refuse.
L. Repairs outdoor chairs and benches.
M. Maintains and cleans stadium.
N. Works inside during winter on assigned custodial jobs.
O. Line all athletic fields as directed.
P. Prepare all fields for practice and participation.
Q. Performs other duties as assigned by the administration.

Reviewed (December, 2013)

7600 EVALUATION OF CLASSIFIED STAFF

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

Classified personnel will receive written evaluations annually by the person(s) noted in this evaluation plan. Additional evaluations may be conducted as often as once a month for employees needing assistance and improvement.

Classified staff will be evaluated at least twice during the first year of employment, and at least annually thereafter.
The Flandreau School Board will hear an evaluative report on all classified employees prior to the issuance of work agreements for the following school year. The person(s) directly responsible for the evaluation will present the report to the Board.

(Revised 2/2014)

7610 CO-CURRICULAR JOB DESCRIPTION

**7611 ALL-SCHOOL PLAY DIRECTOR**

I. **Position Title:** All-School Play Director

II. **Qualifications:** Must meet certification requirements as established by the state of South Dakota and the South Dakota High School Activities Association, if applicable.

III. **Accountable to:** Shall be accountable first to the Assistant Activities Director. The next line of authority shall be the Activities Director and then the Superintendent.

IV. **Supervises:**

a. Students participating in the all-school play and those assigned to assist with the program.

V. **Basic Function/Purpose of Position:** Administer, direct, and supervise the drama/musical activity for the school system.

VI. **Duties and Responsibilities of the Position**

a. Selection of play script appropriate for high school age students with approval of Administration.

b. Direct a full-length production to be presented to the community.

c. Work with the administration to secure dates of production to insure use of facilities.

d. Appoint a student director.

e. Schedule, supervise and direct rehearsals.

f. Schedule rehearsal times with administration and in cooperation with other activity directors and coaches.

g. Supervise a set crew in the establishment of the set.

h. Insure that set is cleaned up and all borrowed articles returned within 24 hours after performance.

i. Supervise all productions and rehearsals.

j. Purchase necessary supplies and equipment with approval of administration.

k. Insure that all South Dakota High School Activities Association rules and regulations are obeyed. Complete and submit all required reports.

l. Provide advertising information to the public such as posters, radio spots and newspaper ads.

m. Other duties relative to the position may be assigned by the administration.

VII. **Evaluation:** Performance of this position will be evaluated as specified by Board policy. Evaluation will be done by the Assistant Activities Director and/or the Activities Director.

VIII. **Terms of Employment:** Salary and work year as per negotiated agreement.

(Revised 2/2014; 6/2019)

7612 YEARBOOK ADVISOR

I. **Position Title:** Yearbook Advisor
II. Qualifications: Must meet certification requirements as established by the state of South Dakota and the South Dakota High school Activities Association, if applicable.

III. Accountable To: Shall be accountable first to the High School Principal. The next line of authority shall be the Assistant Activities Director followed by the Activities Director and then the Superintendent.

IV. Supervises:
   a. Students participating in the yearbook and those assigned to assist in the program.

V. Basic Function/Purpose of Position: Administer, direct, and supervise activities to completion of a quality yearbook

VI. Duties and Responsibilities of the Position:
   a. Supervise and organize the student staff in full completion of a quality yearbook
   b. Select student editors
   c. Check the money received for selling the yearbooks and turn receipts into the office
   d. Supervise the staff in the proofreading of copy and layouts
   e. Establish meeting times for the entire staff
   f. Supervise students at meetings
   g. Maintain contact with the publisher’s representative
   h. Supervise the purchase of photography supplies
   i. Meet all school and publisher deadlines
   j. Supervise ordering, sale and distribution of yearbooks
   k. Maintain a record of inventory for all yearbook-related supplies and equipment
   l. Submit yearbooks for State competition upon direction of administration
   m. Other duties relative to the position may be assigned by the administration.

VII. Evaluation: Performance of this position will be evaluated as specified by Board policy. Evaluation will be done by the Assistant Activities Director and/or the Activities Director.

VIII. Terms of Employment: Salary and work year as per negotiated agreement

(Revised 2/2014; 6/2019)

7613 HIGH SCHOOL BAND – STIPEND POSITION

I. Position Title: High School Band – Stipend Position

II. Qualifications: B.A. in Music or B.M.E. or equivalent

III. Accountable To: Shall be accountable first to the High School and Middle School Principal. The next line of authority shall be the Assistant Activities Director followed by the Activities Director and then the Superintendent.

IV. Supervises: Students participating in band and those assigned to assist in the program.

V. Basic Function/Purpose of Position:
   a. Provide instrumental instruction to students who participate in band activities beyond the academic day

VI. Duties and Responsibilities of the Position
   a. Provide leadership for the high school instrumental music program. Coordinates assigned activities with the school calendar. Supervises all assigned activities and performances.
   b. Develops routines for half-time shows, school events, and public service appearances.
   c. Establish performance requirements, enforce academic requirements, and verify each student’s eligibility to participate in band.
   d. Direct Pep Band performances at extracurricular events including football games, basketball games, pep rallies, parades, and community events meeting at least the following minimum guidelines for sports.
      i. All home varsity football games within the academic year
      ii. At least two home varsity volleyball games
iii. At least eight home varsity basketball games split equitably between boys’ and girls basketball. Double headers are considered one game.

iv. All home wrestling quads or at least one home wrestling event

e. Work with assistant activities director and/or activities director to arrange transportation, lodging, and meals for out-of-town events.

f. Comply with federal and state laws, State Board of Education rules, SDHSAA rules and Board of Education policies (applies mainly to competitions).

g. Cooperate with the school administration in providing music programs for school productions, graduation ceremonies and as appropriate, civic functions that enhance the students’ performing experience.

h. Prepare students and required documents for Region and State auditions and competitions.

i. Provide for enrichment opportunities outside of the standard school day such as Honor Bands, Middle School All-State Band, Sectional Focus Days, etc.

j. Other duties relative to the position may be assigned by the administration.

VII. Evaluation: Performance of this position will be evaluated as specified by Board policy. Evaluation will be done by the High School and/or Middle School Principals.

VIII. Terms of Employment: Salary and work year as per negotiated agreement.
7614.1 MIDDLE SCHOOL & HIGH SCHOOL VOCAL

I. Position Title: MS/HS Vocal

II. Qualifications: Bachelor’s of Music Education

III. Accountable To: Shall be accountable first to the High School and/or Middle School Principal. The next line of authority shall be the Assistant Activities Director followed by the Activities Director and then the Superintendent

IV. Supervises:
   a. Students participating in 5th-12th grade chorus, along with 5th and 6th grade honors choir and 7th and 8th grade honors choir, and those assigned to assist in the program.

V. Basic Function/Purpose of Position:
   a. Provide vocal instruction to students who participate in vocal activities beyond the academic day

IV. Duties and Responsibilities of the Position
   a. Supervise and chaperone HS students who are attending All-State Chorus
   b. Supervise and chaperone 5th or 6th grade students who attend Elementary/MS Honors choir
   c. Supervise and chaperone 7th & 8th grade students who attend Celebration of Music and others honors choirs.
   d. Select music for vocal solo/small ensemble groups
   e. Direct MS and HS choirs at large group contest
   f. Other duties relative to the position may be assigned by the administration

VII. Evaluation: Performance of this position will be evaluated as specified by Board policy. Evaluation will be done by the High School and/or Middle School Principals.

VIII. Terms of Employment: Salary and work year as per negotiated agreement.

7614.5 HIGH SCHOOL STUDENT COUNCIL ADVISOR

I. Position Title: High School Student Council Advisor

II. Qualifications: Will meet the qualifications of the Flandreau Public School District

III. Accountable To: Shall be accountable first to the High School Principal. The next line of authority shall then be the Superintendent.

IV. Supervises:
   a. Students participating in student council and those assigned to assist in the program.

V. Basic Function/Purpose of Position:
   a. To advise the HS student council throughout the school year

VI. Duties and Responsibilities of the Position:
   a. Organization and selection of high school student council members/officers
   b. Overseeing high school student council members in the planning and implementation of...
      1. Homecoming
      2. Welcome Back for the students
      3. Formal(s)
   c. Hold at least monthly meetings with student council members during the school year
   d. Other duties relative to the position may be assigned by the administration

VII. Evaluation: Performance of this position will be evaluated as specified by Board policy. Evaluation will be done by the High School Principal.

VIII. Terms of Employment: Salary and work year as per negotiated agreement
7615 CHEERLEADER ADVISOR

I. Position Title: Cheerleader Advisor

II. Qualifications: Must meet certification requirements as established by the State of South Dakota and the South Dakota High School Activities Association, if applicable.

III. Accountable to: Shall be accountable first to the Assistant Activities Director. The next line of authority shall be the Activities Director and then the Superintendent

IV. Supervises:
   I. Students participating in the cheerleading program
   II. Those assigned to assist in the program

V. Basic Function and Purpose:
   a. Organize, supervise and direct cheerleading activities for the school system

IV. Duties and responsibilities of the position:
   a. Complete all tests and meetings associated with the position which are required by the SDHSAA
   b. Provide for selection of all cheerleading squads
   c. Develop a committee for the selection of cheerleaders.
   d. Select and purchase of uniforms and materials as needed with the authorization of the administration.
   e. Distribute uniforms at beginning of season and collect uniforms at end of season.
   f. Send uniforms in for cleaning during summer with permission of administration.
   g. Maintain an inventory of all cheer-related equipment and supplies
   h. Assist in the planning of all pep events and attend all pep events.
   i. Inform the Activities Director about the need for transportation to out-of-town events so that arrangements can be made.
   j. Attend all home and post-season high school football and basketball events. Communicate and appoint a supervisor in the need of an advisor absence.
   k. Periodically review and update cheerleader rules.
   l. Enforce the school and Activities Association rules and policies relating to cheerleading.
   m. Schedule practices and meetings.
   n. Responsible during homecoming week for organization of: planning and preparation of pep rallies, half-time routines.
   o. Attend and assist with the coordination of the Fall and Winter Sports Banquets.
   p. Other duties relative to the position may be assigned by the administration.

VII. Evaluation: Performance of this position will be evaluated as specified by Board policy. Evaluation will be done by the Assistant Activities Director and/or the Activities Director.

VIII. Terms of Employment: Salary and work year as per negotiated agreement.

(Revised 2/2014, 6/2019)

7616 ORAL INTERPRETATION COACH

I. Position Title: Oral Interpretation Coach

II. Qualifications: Must meet certification requirements as established by the state of South Dakota and the South Dakota High School Activities Association, if applicable

III. Accountable To: Shall be accountable first to the Assistant activities Director. The next line of authority shall be the Activities Director and then the Superintendent.
IV. **Supervises:**
a. Students participating in oral interpretation and those assigned to assist in the program.

V. **Basic Function/Purpose of Position**
a. Administer, direct and supervise oral interpretation activities in the school system.

VI. **Duties and Responsibilities of the Position**
a. Order supplies and research materials with approval of Administration
b. Schedule a local elimination contest, as needed, to occur at least one week prior to district completion
c. Arrange for judges and publicize contest
d. Schedule extracurricular time with each Oral interp student for coaching and rehearsing
e. Supervise students in each event, activity or workshop scheduled
f. Direct all Flandreau High School Oral Interp programs and activities
g. Provide public relations concerning the Oral Interp programs and activities
h. Other duties relative to the position may be assigned by the administration

VII. **Evaluation:** Performance of this position will be evaluated as specified by Board policy. Evaluation will be done by the Assistant Activities Director and/or the Activities Director.

VIII. **Terms of Employment:** Salary and work year as per negotiated agreement

(Revised 2/2014; 6/2019)

7617 **FFA ADVISOR**

I. **Position Title:** FFA Advisor

II. **Qualifications:** Instructor of Agricultural Education Courses at Flandreau Public Schools

III. **Accountable To:** Shall be accountable first to the Assistant Activities Director. The next line of authority shall be the Activities Director, the high school or middle school principals, and then the Superintendent.

IV. **Supervises:** Students participating in FFA and those assigned to assist in the program.

a. Consults with:
   i. Ag Education Advisory Committee
   ii. FFA Booster/Alumni Club members

V. **Basic Function/Purpose of Position**
a. Administer, direct, and supervise FFA activities for the school system.
b. Guide students in the development of their potential for premier leadership, personal growth, and career success through agricultural education.

VI. **Duties and Responsibilities of the Position**
a. Incorporate FFA and SAE lesson plans into the Agricultural Education classroom which will orient the prospective member with the fundamentals and principles of the Ag Education 3-circle model (Classroom/Lab-FFA Membership-SE).
b. Promote the FFA and Agricultural Education program to students, parents, school staff, school board, and the community.
c. Ensure members learn and utilize the skills necessary to plan and manage the local FFA organization program of activities as of student-led organization.
d. Supervise chapter members and chapter officers with developing: the Program of any other FFA events, activities, and program.
e. Maintain, review, and update the chapter constitution and by-laws.
f. Supervise the development of Supervised Agricultural Experiences (SAE) with the parents and students.
g. Monitor year-round progress of SAE with parents and students
h. Supervise and coach FFA contest (CDE & LDE) individuals and teams
i. Transport members to and ensure supervision of members at out-of-town FFA events and activities.
j. Conduct at least one (1) chapter meeting per month during the school year and others as needed.
k. Supervise members in active chapter planning during committee meetings in and out of school.
l. Supervise fundraisers as approved and directed by the administration
m. Supervise community service activities sponsored by the chapter and its members
n. Purchase supplies upon approval of administration and maintain inventory records
o. Work with the chapter Treasurer to submit payment vouchers for all chapter expenses to the business office in a timely manner while maintaining a positive bank account balance.
p. Hold three (3) Ag Education Advisory Committee meetings per year and others as needed.
q. Complete and submit all reports as required by the state FFA association
r. Attend state and local FFA advisor meetings according to the approval of the administration
s. Assist students who are working toward Discovery, Greenhand, Chapter, State, and American Degrees or other personal or chapter awards with the writing of applications.
t. Assist the Ag Education Advisory Committee with the selection of chapter officers and scholarship recipients
u. Teach and supervise members in the planning and implementation of an awards banquet each spring.
v. Promote and publicize all FFA and Agricultural Education events and activities.
w. Other duties relative to the position may be assigned by the administration.

VII. **Evaluation:** Performance of this position will be evaluated as specified by Board policy. Evaluation will be done by the Assistant Activities Director and/or the Activities Director with guidance from the High School and Middle School Principals

VIII. **Terms of Employment:** Salary and work year as per negotiated agreement

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**NATIONAL HONOR SOCIETY ADVISOR**

I. **Position Title:** National Honor Society Advisor

II. **Qualifications:** Will meet the qualifications of the Flandreau Public School District.

III. **Accountable To:** Shall be accountable first to the High School Principal. The next line of authority shall be the Superintendent.

IV. **Supervises:**
   a. Students participating in National Honor Society and those assigned to assist in the program.

V. **Basic Function/Purpose of Position:**
   a. To ensure appropriate recognition and responsibilities of students who qualify for the National Honor Society.

VI. **Duties and Responsibilities of the Position:**
   a. Meet with senior NHS members to elect the following officers:
      1. President, Vice President, Secretary, Treasurer, Parliamentarian and Historian
   b. Set meeting dates/times throughout the year
   c. Ensure that each NHS member participates in at least three service projects throughout the year. Examples may include:
      1. Prepare and serve lunch for local oral interp contest (possible fundraiser)
      2. Pack weekend fuel bags each week
      3. Play games with residents at the Manor
      4. Make Christmas decorations with residents of assisted living center
      5. Make wreaths to deliver to the Manor or assisted living center
      6. Lunch with elementary students
      7. Read to kids at daycares
      8. Others...
d. Notify junior and senior students who are possible candidates for membership and provide applications to those interested.

e. Coordinate the selection of NHS members using the following procedures
   1. Set up scoring templates and at least 5 groups of high school teachers
   2. Provide copies of student applications to each group with instructions on scoring
   3. Using scores from the groups develop a total composite score for each applicant to determine those who will be recognized as members
   4. Provide scores and selections to the high school principal for approval

f. Coordinate for Spring banquet and induction ceremony

g. Other duties relative to the position may be assigned by the administration.

VII. **Evaluation:** Performance of this position will be evaluated as specified by Board policy. Evaluation will be done by the High School Principal.

VIII. **Terms of Employment:** Salary and work year as per negotiated agreement.

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**JUNIOR CLASS ADVISOR**

I. **Position Title:** Junior Class Advisor

II. **Qualifications:** Will meet the qualifications of the Flandreau Public School District

III. **Accountable To:** Shall be accountable first to the High School Principal. The next line of authority shall be the Superintendent.

IV. **Supervises:**
   a. Students in the junior class involved in junior class activities

V. **Basic Function/Purpose of Position:**
   a. Administer, direct and supervise the sale of concessions and organization and development of prom

VI. **Duties and Responsibilities of the Position:**
   a. Schedule and supervise all junior class meetings.
   b. Arrange a student schedule for concession sales at home events as determined by the administration.
   c. Supervise students while concessions are being set up and sold
   d. Supervise students in clean up after concession sales to insure that area is left in its original cleanliness and order
   e. Instruct students in the appearance, behavior and manner they must portray during the sale of concessions.
   f. Organize and supervise all fundraisers which are approved by the administration.
   g. Supervise the selection and contract of musical entertainment for Prom.
   h. Supervise the decoration and organization of the Prom.
   i. Make arrangements to order all materials necessary for the Prom with administrative approval
   j. Arrange chaperones for the Prom and dance.
   k. Organize voting for officers and Prom royalty.
   l. Provide for organization, direction and supervision of all work and clean-up activities for all events with which the junior class is involved.
   m. Maintain an inventory of all junior class supplies and equipment.
   n. Other duties relative to the position may be assigned by the administration

VII. **Evaluation:** Performance of this position will be evaluated as specified by Board policy. Evaluation will be done by the High School Principal.

VIII. **Terms of Employment:** Salary and work year as per negotiated agreement.

**CONCESSION STAND MANAGER**

I. **Position Title:** Concession Stand Manager
Updated 07/2018

II. Qualifications: Will meet the qualifications of the Flandreau Public School District

III. Accountable To: Shall be accountable first to the Assistant Activities Director. The next line of authority shall be the Activities Director and then the Superintendent.

IV. Supervises:
   a. Students participating in concessions and those assigned to assist in the program.

V. Basic Function/Purpose of Position:
   a. To manage concessions at high school athletic events.

VI. Duties and Responsibilities of the position:
   a. Place orders for food & pop to ensure enough supplies are available for each concession
   b. Fill pop coolers before every event
   c. Set up concession area for all events
   d. Start warming the meat (BBQ) early enough to be ready for each event
   e. Haul equipment and supplies to the stadium for football and track events
   f. Supervise sales at every concession stand sponsored by the school
   g. Take down equipment and clean up after every event
   h. Be responsible for the money taken in at every event plus count it with another adult worker after each event
   i. Other duties relative to the position may be assigned by the administration

VII. Evaluation: Performance of this position will be evaluated as specified by Board policy. Evaluation will be done by the Assistant Activities Director and/or the Activities Director.

VIII. Terms of Employment: Salary and work year as per negotiated agreement

7620 ONE-ACT PLAY DIRECTOR

I. Position Title: One-Act Play Director

II. Qualifications: Must meet certification requirements as established by the state of South Dakota and the South Dakota High School Activities Association, if applicable.

III. Accountable To: Shall be accountable first to the Assistant Activities Director. The next line of authority shall be the Activities Director and then the Superintendent.

IV. Supervises:
   a. Students participating in the one-act plays and those assigned to assist in the program.

V. Basic Function/Purpose of Position
   a. Administer, direct, and supervise the one-act plays activity for the school system.

VI. Duties and Responsibilities of the Position
   a. Selection of play for Activities Association competition
   b. Conduct auditions for parts
   c. Schedule, supervise and direct rehearsals
   d. Supervise and be responsible for striking of set and cleaning of stage and dressing rooms
   e. Select and supervise student crewmembers
   f. Hold a local contest in the evening for public viewing
   g. Conduct promotion and publicity activities to publicize the plays
   h. Maintain an inventory of all school-owned one-act supplies
   i. Insure that all South Dakota High School Activities Association rules and regulations are obeyed. Complete and submit all required reports.
   j. Other duties relative to the position may be assigned by the administration
VII. **Evaluation:** Performance of this position will be evaluated as specified by Board policy. Evaluation will be done by the Assistant Activities Director and/or the Activities Director.

VIII. **Terms of Employment:** Salary and work year as per negotiated agreement

Approved 7/8/90 (Revised 2/2014; 6/2019)

7621 **MIDDLE SCHOOL OR ELEMENTARY STUDENT COUNCIL ADVISOR**

I. **Position Title:** Middle School or Elementary Student Council Advisor

II. **Qualifications:** Will meet the qualifications of the Flandreau Public School District

III. **Accountable to:** Shall be accountable first to the School Principal. The next line of authority shall then be the Superintendent.

IV. **Supervises:**
   a. Students participating in student council and those assigned to assist in the program.

V. **Basic Function/Purpose of Position:**
   a. To advise the student council members in his/her respective school throughout the school year

VI. **Duties and Responsibilities of the Position:**
   a. Organization and selection of high school student council members/officers
   b. Overseeing student council members in the planning and implementation of Homecoming activities, Community service activities such as “Souper Bowl collection, recycling collection, Operation Christmas Child, cleaning up the school grounds, helping with music concerts, etc.
   c. Hold at least monthly meetings with the student council members throughout the school year.
   d. Other duties relative to the position may be assigned by the administration

VII. **Evaluation:** Performance of this position will be evaluated as specified by board policy. Evaluation will be done by the School Principal.

VIII. **Terms of Employment:** Salary and work year as per negotiated agreement.

7700 **STUDENT TEACHER HANDBOOK**

7710 **GENERAL**

A. The student teacher - the program involves the cooperative work of many individuals, including personnel from colleges, universities, and the Flandreau Public Schools. All student teachers will be provided a copy of the Student Teacher Handbook by their building principal.

B. The Superintendent - will approve student teacher programs and recommend Home Economics and Vocational Agriculture student teacher to the Board.

C. The Principal - shall provide a copy of the Student Teacher Handbook and orient student teachers with the physical plant, school and building policy and introduce to faculty members.
D. The cooperating teacher shall provide necessary guidance and planned instructional activities to fulfill the objectives of the student teaching program through scheduled conferences.

7800 STUDENT/ADULT EJECTION FROM ATHLETIC CONTEST

Any student, school personnel, or member of the general public ejected from an interscholastic home or away contest will be ineligible to attend the next two regularly scheduled home games/meets at that level and area of competition and all other levels of the respective competition. The second violation in a sport’s season carries a four (4) regularly scheduled home game/meet attendance ineligibility from the respective competition. The third violation in a sport’s season carries a home game/meet attendance ineligibility for a full year for the respective competition from the date of the ejection. Completion of ineligibility may carry over to the following sport season in the same area of competition. A sport official, school official, or law enforcement officer has the authority to eject individuals from an interscholastic contest.

Approved: 1/14/02

8000 SCHEDULES

8100 SCHOOL CALENDAR

1. Vacations and holidays are set by the board upon adoption of the annual calendar.

2. Calendar will be prepared by the Advisory Council for final approval by the school board.

8105 MASTER CALENDAR

To schedule an event, program, or any meeting in the school, or school sponsored event away from school, the following procedure must be followed:

1. Consult your respective Principal.

2. Record the event on the MASTER SCHEDULE.

   (THE MASTER SCHEDULE IS THE SCHEDULE MAINTAINED BY THE ACTIVITIES DIRECTOR AT THE CENTRAL OFFICE DESK IN THE HIGH SCHOOL BUILDING).

3. The activities director will disseminate the information.

4. Notify the Activity Director.

The general rule will be that those Items first on the calendar schedule will hold precedence. Exceptions to this include contracted events with other schools or events that are scheduled out of the control of Flandreau Schools. In some of these instances the administration will have to determine priorities.

8110 SCHOOL DAY

<table>
<thead>
<tr>
<th>Time</th>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8:30–3:25</td>
<td>8:30–3:30</td>
<td>8:30–3:30</td>
<td>8:30 – 2:55</td>
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<tr>
<td>Lunch hour</td>
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<td></td>
<td>8:30 – 3:00</td>
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<td></td>
<td></td>
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<td>Lunch hour for Middle and High School- 30 minutes</td>
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<td>Lunch hour for Elementary- 40 minutes</td>
</tr>
</tbody>
</table>

(Revised 10/12/09)

8120 FIRE DRILLS
Fire drills are held twice a semester in each building during the school year. The Superintendent and custodians will make a quarterly inspection of the building as requested by the Fire Underwriters Inspection Bureau.

8130 **INCLEMENT WEATHER**

In the event of dismissal due to weather conditions the Superintendent or his representative will authorize an announcement over the local radio station indicating that schools will temporarily be closed. Announcements will be broadcast by 7:00 a.m. on area radio and TV stations as well as the AlertNow notification phone service.

It is the policy of the Flandreau Public Schools to keep buildings warm during severe winter weather and to have teachers on duty to teach children. It is the responsibility of the parents to decide whether or not the weather is too severe to send their children to school. In the event the parent's judgment is to keep their children home, they will send a written request with the child the next time they returns to school, requesting that the absence be excused. In such cases, the school record the absence as "excused".

(Revised 10/12/09)

8140 **EXTRA CLASS ACTIVITIES**

Students will be expected to furnish a sack lunch for the first meal incurred during any activity trip. The cost of any additional meals will be bore by the school district at a rate of $5.00 for breakfast, $5.00 for lunch and $5.00 for the evening meal. The above provisions do not apply to regional and state events.

(Revised 10/12/09)

8150 **INTERSCHOLASTIC ACTIVITIES**

Students will not be excused to attend state tournaments unless a Flandreau team is participating in the state tournaments, except that those senior students who have participated in an individual sport all season, but who did not qualify for the state competition may be excused from school to attend the state meet.

(Revised 10/12/09)

8510 **SCHOOL HEALTH PROGRAM**

Programs are in cooperation with medical doctors, dentists, optometrists, and county health nurse.

Immunizations are required as stated in SDCL 13-18-7.1.

8510 **IDENTIFICATION OF LICE**

Any student identified as having lice will be immediately sent home upon notification of parent or guardian. The student may not return to school until the County Health Nurse, or another person who has been trained by the County Health Nurse, has verified to the principal that the child is free of lice. The County Health Nurse will return in two weeks to recheck the student who was infested with lice. (Revised 10/10/16)

8530 **SCHOOL BUS ROUTES**

1. School bus routes are to be kept as short as-possible. Students who are first on in the morning should be first off at night if practical.

2. Bus routes and changes in bus routes must be approved by the superintendent of schools.

8550 **STUDENT TRANSPORTED**
School bus transportation will be providing for all students grades Kindergarten through grade twelve residing outside the Flandreau city limits.

**8560 CORRESPONDENCE CREDITS**

The school district will accept credits earned by correspondence for High School graduation from my accredited school/institution and by approval of the administration.

(Revised 10/12/09)

**8570 LOANING OF TEXTBOOKS**

Textbooks will be loaned to children ages 5 through 19, residing in Flandreau School District, who are not enrolled in the Flandreau 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 the school term of use.

Textbooks loaned shall be the same textbooks normally used by the students enrolled in the Flandreau schools.

If new textbooks must be purchased to meet the request of children not enrolled in the Flandreau schools, the school board may limit the number of textbooks per students to be purchased for loan to the same amount of new textbooks that is furnished to the students enrolled in the Flandreau schools.

(Revised 10/12/09)

**8580 DESCRIPTION OF EDUCATIONAL SERVICES**

By Flandreau School District For Pleasant Valley Colony

JURISDICTION: The school will operate under the laws, regulations, and policies of the State of South Dakota, South Dakota Department of Education and Cultural Affairs, and the Flandreau School District. The Flandreau School District Superintendent and Elementary Principal will select and supervise the school staff.

PERSONNEL: The Flandreau School District will provide a certified teacher. The Flandreau School District will pay the salary of the teacher as long as a minimum of eight (8) students is enrolled in the school. After the first year of operation, for each child enrolled under eight (8) students, the Pleasant Valley Colony will pay the school district the pro-rated share of the cost of the teacher. The pro-rated cost per child represents 12.5% (Example: If seven children are enrolled the school will pay 87.5% and the colony will pay 12.5% of the cost of the teacher. If six children are enrolled the school will pay 75% and the colony will pay 25% of the cost of the teacher…and so on.) Special education and Title I service will be provided by the school district as needed. If there are twenty (20) or more students in grades K-8 the district will provide a teacher aide.

COLONY RESPONSIBILITY: Pleasant Valley Colony will provide all utilities and maintenance for the school. The first year of school district operation the Pleasant Valley Colony will pay the Flandreau School District one-half the cost of providing a teacher (salary and benefits). When there are kindergarten children attending school the Pleasant Valley Colony will provide a teacher aide that is approved by the school administration.

SCHOOL TERM AND VACATIONS: The school will be in session for 175 days with holidays, parent conference and teacher inservice days to be determined. Make-up for days missed beyond the school district calendar will be during Christmas vacation or at the end of the year. Holy days that are observed by the Pleasant Valley Colony when school will not be in session are as follows: January 6, Monday and Tuesday following Easter, fortieth and forty-first days following Easter, and Ascension Thursday.

POLICY: A policy manual will be available at the school Parents and children should be aware of the grading scale and passing requirements.
CURRICULUM: The students will complete academic standards as set by the South Dakota Department of Education and Cultural Affairs and the Flandreau School District. The teacher will be responsible to provide students music education for thirty (30) to forty-five (45) minutes per week.

EQUIPMENT/MATERIAL/SUPPLIES: The Flandreau School District will provide educational equipment, materials, books, and supplies. These items will be the property of the Flandreau School District and will be used for educational purposes only.

KINDERGARTEN: Kindergarten will be in operation the entire school year and be in session all day every school day. It is recommended that a child who will be entering kindergarten in the fall would come to school two (2) times a week for one-half ½ hour during April and May observe classroom procedures. If there is a year when there is only one child to one year later depending on the age and the child.

(Revised 10/12/09)

9000 COMMUNITY USE OF SCHOOL FACILITIES

9010 REQUESTS

1. All requests for use of school facilities by any outside organization wishing to use buildings after school hours are to be made to the Superintendent. School facilities are available to school district, non-profit organizations and groups which are not objectionable in nature, provided that the organization abides by the rules below unless waived by school authorities for the particular meeting.

2. It is to be understood that school activities shall take precedent over any other activities and the use of building will be so scheduled.

Reviewed (9/08/2014)

9020 RESTRICTIONS

1. There shall be no alcoholic beverages brought into or consumed in the building or on the grounds.

2. Putting up decorations, moving pianos or other furniture is prohibited unless the administration of the building grants special permission.

3. Special scenery, properties or other non-school materials brought to school by the organization shall not be stored in the building and must be removed within 24 hours unless special permission has been granted by the administration.

4. Nothing shall be sold, exhibited, given or displayed for sales without permission by the administration.

5. The organization requesting permission to use the building is held responsible for the preservation of order and for any possible damage to school facilities. The person signing the rental agreement shall agree to replace or pay for all damages of lost equipment or material when directed to do so by school administration.

6. All rental fees are to be paid at the time the use contract is signed.

7. When the building is open for use, only that part specified in the application is to be used, including approaches, toilets and showers, if a gymnasium is used.

Revised (9/08/2014)

9030 RENTAL OF SCHOOL FACILITIES

1. School activities will always take precedent over any other function. All outside requests for the use of the school facilities must be filed with the superintendent and if necessary, referred to the Board of Education.

2. A school facility rental form must be filed with the superintendent by any person or organization wishing to rent school facilities to relieve the school of any liability for personal injury.
3. Rental Fees
   a. Gymnasium-$200.00/day
   b. Dining Area-$25.00
   c. Kitchen-$100.00
   d. Speech Lecture Area-$25.00
   e. Classroom-$25.00
   f. Elementary Commons- $100.00 plus janitorial fees (hourly time and a half rate).
   g. Track Rental-$200.00 with lights- $300.00
   h. Football Field Daylight (no Lights)-$500.00 - With Lights-$600.00

(Revised 11/18/2014)

4. In addition to the above rent custodial fee to be paid at time and a half. There must be a regular school lunch employee in the kitchen whenever it is in use. (Custodial and lunch time and a half will be current salary.)

Revised (9/08/2014)

9040 SUNDAY USAGE

No Sunday practices or activities permitted unless prior permission is received from the Superintendent of Schools.

Reviewed (9/08/2014)

9050 EQUAL ACCESS POLICY

This policy creates a limited forum during which all non-curriculum related student groups shall have equal access and a fair opportunity to conduct meetings.

Access to Limited Open Forum

The time between the hours of 9:15a.m. and 9:45 a.m. on days during which classes are in session shall be set aside for a limited forum.
Non-curriculum related student groups that desire to conduct meetings during the limited 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.
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.
In the event that there are an insufficient number of rooms available or insufficient number of supervisors available on a particular day, noncurricular related student groups shall be given access on a first-come, first-serve basis.
No groups shall be discriminated against or denied access on the basis of the religious, political, philosophical or other content of the students' speech at such meetings.
The administration shall adopt additional rules as deemed necessary.

Uses of Facilities by Students

This policy applies only to students in grades 7-12.
The number of students will be limited to the safe capacity of the room used.

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.

No group shall be allowed to meet during the limited open forum without supervision by an agent or employee of the school district.

All meetings of non-curriculum related student groups during the limited forum shall be voluntary and student indicated.

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, its agents or employees shall promote, lead or participate in any meeting except in a supervisory capacity.

Non school persons are not allowed to meet with non-curriculum related student groups during the limited open forum unless permission is obtained in advance from the administrator in charge.

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 are not allowed to meet with non-curriculum related student groups during the limited open forum more frequently than three times during any school year.

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.

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

This policy applicable to the limited open forum shall have no application to activities that occur outside of the limited open forum.

Reviewed (9/08/2014)

9060 OPEN GYMNASIUM POLICY

The Flandreau Public School provides an open gym for Flandreau School students during the summer months and/or school year provided the criteria list below is followed:

The gym or other areas may be used when it is not in use by school sponsored or scheduled activities or programs.

The Flandreau School will follow all regulations of the South Dakota High School Activities Association.

Specific school owned equipment related to the gym activity such as balls, goals, weights, standards, nets, and mats may be used by students under the regulations of the athletic department and school administration.

The gym or other school facilities used for the activity is open to anyone on voluntary basis who is enrolled in the Flandreau Public School System.
The time and day(s) of the open gym shall be made known to the entire student body by the administration, in a timely manner, through mediums such as: announcements, bulletin board posting, and school paper articles. The administration has discretion in scheduling the use of the facilities.

Participants must furnish their own clothing such as sweat suits, short and shoes.

There must be supervision of open gyms by teachers, coaches, or administrators.

The person in charge of supervising open gym may not coach, teach special skills related to the sport or instruct students in any sport not in season.

Students wishing to use school facilities must receive approval from the Athletic Director, Principal and Superintendent.

Other regulations pertaining to limited forum or equal access must be followed in relation to this policy.

All facilities shall be left as it was found. Any damage or extra cleaning charges may be assessed to the individuals or group using the facilities.

Approved 7/8/90; Reviewed 11/09; Reviewed (9/08/2014)

9070  KEY MANAGEMENT POLICY

To promote school district building and property security, a key management system will be implemented and maintained by the school district business manager. Keys shall be stamped with the words “do not duplicate” and code numbers.

The safe keeping of a key(s) is the responsibility of the individual checking out a key. Under no circumstance shall an individual who has checked out a key give or lend the key to any other person.

A school board approved volunteer coach or advisor of a school activity may check-out a key from the school Superintendent for the duration of the approved activity.

A key to the school gym will be kept at a location determined by the Superintendent, which may be checked out on a single usage basis to responsible Flandreau School District adults. The Superintendent, Activities Director, and Principals also have authorization to release school district keys to responsible adults for specific purposes. In addition, a key may be checked out to Flandreau School District adults from the school Superintendent for a renewable period of thirty (30) days for special community events or activities. Students are not allowed to check out keys.

Adopted 4/13/92; Reviewed 11/09

9500  CURRICULUM AND TEXTBOOK ADOPTION

9501  TEXTBOOK PURCHASE PLAN

CURRICULUM ADOPTION

The Flandreau Board of Education relies on the administration and faculty 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 of Education curriculum representatives should be informed and participate in curriculum studies and innovations when appropriate. The Board itself will consider, and officially adopt, new programs and courses when they constitute an extensive alteration in instructional content or approach. (A subject-matter area for all elementary grades.)

However, the Board wishes to be informed of all new courses and substantive revisions in curriculum. The Board desires to receive reports on changes under consideration. The Board's acceptance of these annual reports, including a listing of the high school program studies, will constitute its official adoption of the curriculum.
<table>
<thead>
<tr>
<th>Years</th>
<th>Subject</th>
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<tbody>
<tr>
<td>2014-2015</td>
<td>Reading K-5</td>
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9510  EMPLOYEE CRIMINAL BACKGROUND CHECK

It is the policy of the board to only employ individuals who do not have a "disqualifying record." Each offer of employment is subject to the provisions of SDCL 13-10-12, et seq., relating to criminal background investigations. This policy shall apply to all individuals employed for the 2000/2001 school year and thereafter, who were not employed by the district during the preceding school year. An employee is any person the district lists on its payroll and makes payroll deductions pursuant to state or federal law.

All Flandreau School District service providers having contact with children shall conduct criminal background checks meeting the requirements of this policy and certify compliance in writing to the district. The School will pay for all background checks, therefore, all background check results will remain the property of the Flandreau School District and will not be shared or disseminated to the applicant, another school district, etc.

Each person considered a final applicant for employment shall be provided with a memo to and certification form for completion by the law enforcement agency as provided in Exhibit File GCDB-E/GDDB-E, together with fingerprint identification cards approved by the South Dakota Division of Criminal Investigation, and an envelope, postage prepaid, addressed to the South Dakota Division of Criminal Investigation, 500 East Capitol Avenue, Pierre, South Dakota 57501. The final applicant shall take the fingerprint cards, the memo, and the addressed, stamped envelope to the law enforcement agency and submit to the fingerprinting process. The final applicant must also provide to the law enforcement agency a check or money order made out to the South Dakota Division of Criminal Investigation in the amount of the current rate. The final applicant's completed application will be attached to the certification of the law enforcement agency when received.

Any person granted employment subject to this policy is employed on a temporary basis conditioned upon no disqualifying report being received from the criminal background investigation. Any disqualifying record will result in immediate termination of employment without further notice or hearing. A "disqualifying record" means any conviction of a crime of violence as defined in SDCL 22-1-2(19), a sex offense as defined in SDCL 22-22-30, or trafficking in narcotics. Conviction of any crime or moral turpitude as defined by SDCL 22-1-2(25) may constitute a disqualifying record as determined by the board on a case-by-case basis. Any criminal conviction not disclosed by an applicant may be treated as a disqualifying record. Any criminal conviction may be considered in making a hiring decision.

This policy shall not apply to persons performing services for the district under the authority of the South Dakota High School Activities Association.

This policy applies to all other employment agreements, whether written or oral.

Reviewed 11/09
Updated 8/2017