

Vermillion School District 13-1

SECTION A: Foundations and Basic Commitments

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

ABA (KD)	School Board Meetings – Public Participation
AC	Nondiscrimination Policy
ACAA	Sexual Harassment Policy
AD	Belief Statements
ADA	Mission Statement – Eliminated on 12/10/2012
ADAA	Mission Statement Expanded – Eliminated on 12/10/2012
ADAB	Vision: A Mental Image Produced by an Imagination – Eliminated on 12/10/2012
AE	Exit Outcomes – Eliminated on 12/10/2012
AFA	Self Evaluation: School Board
AFC	Evaluation of Certified Teachers (Formal) - Eliminated on 12/10/2012
AFH	Evaluation of Administrators
AH	Conflict of Interest Disclosure and Authorization

SCHOOL BOARD MEETINGS – PUBLIC PARTICIPATION

Meetings of the Vermillion School District Board of Education are structured to allow the board to conduct public business. The meetings of the board are open to the public, but are not to be confused with public forums. The following guidelines apply when citizens comment during public participation.

- 1) Citizens who desire to be placed upon the agenda and address the board of education must be placed upon the agenda 72 hours in advance of the meeting for board consideration.
- 2) Any person who wishes to speak to any item on the agenda must be recognized by the board president and may be given a limited time to speak.
- 3) Citizens who desire to speak to an item not on the agenda may do so when recognized as a visitor by the board president. The time allowed may be limited by the board president and no board action will result at the meeting.
- 4) Matters that can be handled through the district chain of command or complaint policy should not be included in citizens' participation.
- 5) The board will not permit speakers to become personally abusive of individual board members or school personnel. The person may not give oral complaints regarding school personnel. Complaints regarding school personnel are to be addressed to the superintendent in private or in writing to the superintendent, who will in turn refer the complaint to the appropriate administrator.
- 6) When several citizens wish to address the same topic or issue, the board reserves the right to limit discussion to a small number of representative persons to avoid repetition. The board also reserves the right to determine the number of times it will revisit any given issue.
- 7) When issues arise that stimulate high community interest, the board may schedule special meetings specifically to invite public comment.

Adopted
Amended 4/26/1999
Reviewed
Amended 6/27/2005
Reviewed 10/24/2005
Revised 3/12/2012
Revised 12/10/2012

NONDISCRIMINATION POLICY

It is the policy of Vermillion School District #13-1 that unfair or discriminatory practice as defined by SDCL 20-13-1(16) on the basis of race, color, creed, religion, sex, ancestry, disability, or natural origin is prohibited.

Complaints regarding defined unfair or discriminatory practices of SDCL ch. 20-13 are within the jurisdiction of the State Human Rights Commission and state court system (procedures contained in SDCL ch. 20-13 and ARSD 20:03 must be utilized for processing them), or federal agency and federal court system.

It is the further policy of Vermillion School District #13-1 to provide the protections of the Age Discrimination in Employment Act of 1967, 29 U.S.C. 621-634, and also to prohibit discriminatory practice on the basis of sexual orientation and/or gender identity.

It is also the further policy of Vermillion School District #13-1 to administer its contracts and agreements in accordance with principles set forth above as well as any specific provisions contained in any of said contracts and agreements relating thereto and South Dakota Constitution Article VIII, Section 1.

It is the further policy of Vermillion School District #13-1 to prohibit threats, intimidation, physical harm, harassment or bullying for any reason.

The following notice will be published annually in the official newspaper for Vermillion School District #13-1:

Notice of Nondiscrimination

The Vermillion School District does not discriminate on the basis of race, color, creed, religion, national origin, sex, disability, ancestry, sexual orientation, gender identity or age in its education programs or activities and employment opportunities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding nondiscrimination policies and Title VI compliance:

Damon R. Alvey, Superintendent
Vermillion School District
17 Prospect Street
Vermillion, SD 57069
605-677-7000

The following person has been designated to handle inquiries regarding Title IX compliance:

Jason Huska, Dean of Students/Activities Director
Vermillion High School
1001 East Main Street
Vermillion, SD 57069
605-677-7035

The following respective principal of each school building serves as Section 504 coordinator/director for each building program:

Kim Johnson
Austin Elementary School
300 High Street
Vermillion, SD 57069
605-677-7010

Sam Jacobs
Jolley Elementary School
224 South University Street
Vermillion, SD 57069
605-677-7015

Tom O'Boyle
Vermillion Middle School
422 Princeton Street
Vermillion, SD 57069
605-677-7025

Curt Cameron
Vermillion High School
1001 East Main Street
Vermillion, SD 57069
605-677-7035

South Dakota Regional U.S. Office for Civil Rights:
U.S. Department of Education
One Petticoat Lane
1010 Walnut Street, 3rd Floor, Ste 320
Kansas City, MO 64106
Phone: 816-268-0550
Fax: 816-268-0599
TDD: 800-877-8339
Email: OCR.KansasCity@ed.gov

This notice will appear in: School Handbooks
School Website

Adopted 9/28/1992
Amended
Reviewed
Amended 6/22/2009
Amended 6/27/2011
Amended 11/12/2013
Amended 7/14/2014
Amended 6/27/2016
Amended 1/9/2017
Amended 7/1/2017
Amended 6/25/18

SEXUAL HARASSMENT POLICY

It is the Vermillion School District's policy that sexual harassment is illegal, unacceptable and shall not be tolerated; no employee or student of the school district may sexually harass another. Any employee or student will be subject to disciplinary action including possible suspension, expulsion, or 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 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 to disciplinary action. Confidentiality consistent with due process will be maintained.

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

Adopted
Amended 4/25/1994
Reviewed
Amended 12/11/2006
Reviewed 12/10/2012

BELIEF STATEMENTS

VISION:

- Creating a successful community of engaged learners through innovative and customized education.

MISSION:

- "To empower all students to maximize their success in our global community".

BELIEFS:

• **ABOUT STUDENTS AND LEARNING, WE BELIEVE THAT...**

- All children can learn and succeed.
- Student learning is enhanced at home and at school by a positive and supportive atmosphere which promotes educational priorities and self-direction such as critical thinking, academic challenge, and a positive self-image.
- All children have individual differences and abilities which need to be considered, respected, and addressed in the classroom to maximize growth.
- Students have the right, opportunity, and responsibility to learn academic skills and essential life skills to prepare them to live successfully in an ever-changing world.
- Students should be actively engaged applying what they learn, effectively making decisions with that knowledge, and demonstrating responsible for their actions.

• **ABOUT EDUCATORS AND LEARNING, WE BELIEVE THAT...**

- Educators serve as positive role models for students by planning and promoting a safe, positive, supportive, motivational classroom climate which includes effective classroom management skills.
- Educators should be sensitive to individual students' needs as well as to group needs.
- Educators should be skilled in a variety of research-based instructional strategies and customized learning that reflect common core standards.
- Educators need to be involved in the decision-making processes and collaboration with stakeholders to establish programs, curriculum, budget, and plans which affect instruction.
- Educators are professionals who are committed to ongoing professional growth and life-long learning.

• **ABOUT SCHOOLS AND THE SCHOOL DISTRICT, WE BELIEVE THAT...**

- Learning is the responsibility of the student, while education is the responsibility of the parent, the school and the community.
- Parental involvement is necessary for the school to be most effective.
- The school climate should foster the students' ability to achieve their potential, become responsible for their behavior, and become life-long learners.
- The district should continue to adapt through staff development, technology integration and innovation within an ever-changing global society.
- The district should base its decisions on the mission of the school: "To empower all students to maximize their success in our global community".

SELF-EVALUATION: SCHOOL BOARD

The School Board is to complete a self-evaluation at least once per school term or fiscal year.

EVALUATION OF ADMINISTRATORS

Purpose and Scope of Evaluation:

The purposes and goals of the administrator evaluation and effectiveness system will:

1. Foster *continuous improvement* by improving school practices and educator effectiveness that result in improved student success.
2. Foster administrators' *professional growth and accountability* to enhance their skills and knowledge that result in improved student success.
3. Provide a *record of facts and assessment* for personnel decisions to ensure every school within the Vermillion Public School has effective administrator.

Continuous improvement is at the core of the annual appraisal cycle with professional growth and accountability embedded in the rubrics. Student and school data as well as other sources of evidence will lead to an administrators' professional growth plan. A record of facts and assessments for personnel decisions will help guide the new and more experienced administrators. Assignment to performance levels will help administrators know what skills they need to develop to move to the next performance level.

The evaluation process recognizes that administrators are leaders who help to facilitate meaningful school improvement and student learning. The system is designed to help evaluate administrators as learning-focused leaders who are able to build a positive learning community with high quality teachers, enabling students to achieve at high levels.

Areas of Evaluation. Administrators shall be evaluated in the following areas.

1. Superintendent employed by school district shall be evaluated on the following by members of the school board.
 - a. board relations;
 - b. community relations;
 - c. personnel management;
 - d. educational program management;
 - e. business management;
 - f. personal/professional qualities;
 - g. district climate and culture.
2. Administrators employed by school district shall be evaluated on the following by the superintendent.
 - a. vision and goals;
 - b. instructional leadership;
 - c. school operations and resources;
 - d. school, student, and staff safety;
 - e. school and community relationships;
 - f. ethical and cultural leadership;
 - g. school climate and culture.

3. Business manager employed by school district shall be evaluated on the following by the superintendent.
 - a. management techniques;
 - b. staff relations;
 - c. board relationships;
 - d. community/public relations;
 - e. personal qualities;
 - f. professional growth, leadership, and conduct.

Conduct of Evaluation. Evaluations shall occur with the full knowledge of the person being evaluated and shall be conducted as follows:

1. The evaluation criteria shall be conducted in writing. At the beginning of the evaluation period, the person being evaluated shall receive copies of the policy adopted by the school board and shall be informed by the person or persons who will evaluate them.
2. With the consent of the person being evaluated, video or audio devices may be used.
3. The evaluation shall be in writing and acknowledged by the signatures of the person performing the evaluation and the person being evaluated. Such signatures do not denote agreement with evaluation. The person being evaluated may make a demurral statement concerning any part of the evaluation with which the person being evaluated disagrees and may attach the statement to the evaluation.
4. All administrators of the school district shall be provided a written copy of the evaluation policy.

Frequency of Evaluations for Administrators. Administrators shall be evaluated on an annual basis.

Evaluation Ratings Requiring Statements of Action. Only the evaluation ratings of “basic” or “unsatisfactory” must be accompanied by statements of specific actions to be taken by the person being evaluated to correct any alleged deficiencies.

Evaluation Files Confidential – Retention of Files. All materials or information pertinent to the evaluation must be reduced to writing, signed by the person performing the evaluation and the person being evaluated and placed the administrator’s personnel file.

Adopted
Amended 3/11/1991
Reviewed
Revised 12/10/2012
Revised 2/10/2014
Amended 1/9/2017

CONFLICT OF INTEREST DISCLOSURE AND AUTHORIZATION

SDCL 3-23-6 states

"3-23-6. No board member, business manager, chief financial officer, superintendent, chief executive officer, or other person with the authority to enter into a contract or spend money in an amount greater than five thousand dollars of a local service agency, school district, cooperative education service unit, education service agency, nonprofit education service agency, or jointly governed education service entity that receives money from or through the state may have an interest in a contract nor receive a direct benefit from a contract in amount greater than five thousand dollars or multiple contracts in an amount greater than five thousand dollars with the same party within a twelve-month period to which the local service agency, school district, cooperative education service unit, or education service agency is a party except as provided in § 3-23-8."

I. Definitions:

- a. "School Official" refers to a school board member, business manager, chief financial officer, superintendent, chief executive officer, or other person with the authority to enter into a contract or spend money in an amount greater than five thousand dollars.
- b. "Interest in a contract" is when (1) a School Official, the spouse of a School Official or any other person with whom the School Official lives and commingles assets, is employed by a party to any contract with the school district; or (2) the School Official, the spouse of a School Official, or any other person with whom the School Official lives and commingles assets, receives more than nominal compensation or reimbursement for actual expenses for serving on the board of directors of an entity that derives income or commission directly from the contract or acquires property under the contract.
- c. "Direct benefit from a contract" is when a School Official, the spouse of a School Official or any other person with whom the School Official lives and commingles assets (1) is a party to or intended beneficiary of the contract between the school district and a third party, or (2) has more than a five percent ownership interest in an entity that is a party to the school district contract, or (3) acquires property under the contract with the school district, or (4) receives compensation, commission, promotion, or other monetary benefit directly attributable to any contract.

II. Prohibition:

This policy prohibits School Officials from having an interest in a contract or receiving a direct benefit from one or more contracts between the school district and a third party, if the total contract amount is more than five thousand dollars within a twelve-month period, unless the School Official discloses to the school board his or her interest in the contract, or in the case of a direct benefit from the contract, discloses the direct benefit and receives school board authorization to receive the benefit.

III. Exceptions:

If any of the following apply, the School Official does not have an interest in the contract and does not derive a direct benefit from a contract, and disclosure (and authorization, if a direct benefit) is not required:

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

2. when the person's relationship to the contract is due to participating in a vote or a decision in which the person's only interest arises from an act of general application;
3. when the person's relationship to the contract is due to the person receiving income as an employee or independent contractor of a party with whom the local service agency, school district, cooperative education service unit, or education service agency has a contract, unless the person receives compensation or a promotion directly attributable to the contract, or unless the person is employed by the party as a board member, executive officer, or other person working for the party in an area related to the contract;
4. when the contract is for the sale of goods or services, or for maintenance or repair services, in the regular course of business at a price at or below a price offered to all customers;
5. when the contract is subject to a public bidding process;
6. when the contract is with the official depository as set forth in SDCL 6-1-3;
7. when the person only receives income or compensation, a per diem authorized by law or reimbursement for actual expenses incurred; or
8. when the contract or multiple contracts with the same party within a twelve-month period with whom the school district contracts in an amount less than five thousand dollars.

IV. Disclosure:

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

1. the disclosure must include the following: (i) all parties to the contract, (ii) the person's role in the contract, (iii) the purpose or objective of the contract, (iv) the consideration or benefit conferred or agreed to be conferred upon each party, and (v) the duration of the contract.
2. The disclosure must be in writing.
3. To the extent circumstances allow, disclosure must be given prior to entering into any contract that requires disclosure, and, if circumstances do not permit disclosure prior to entering into the contract, then within forty-five days after entering into the contract, and if the contract extends into consecutive fiscal years, disclosure shall also be made at the annual reorganization meeting but no new authorization is required.
4. The school board will have a regular agenda item at the beginning of the school board meeting agenda at which time the school board will address conflict of interest disclosures.
5. Conflict of interest disclosures submitted to the president of the school board, the superintendent or the business manager after the proposed agenda has been posted may or may not be deferred until the following school board meeting.

V. Board Action upon Disclosure:

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

2. Direct benefit from a contract:
 - a. the school board shall review the disclosure and decide if the terms of the contract are fair and reasonable, and if the contract is contrary to the public interest.
 - i. if the school board determines the contract terms from which a direct benefit is derived are fair and reasonable, and that the contract is not contrary to the public interest, the school board shall vote to authorize the School Official to derive a direct benefit from the contract.
 - ii. after the school board authorizes a School Official to derive a direct benefit from a contract, no further disclosure or authorization related to the contract is required unless the contract extends into consecutive fiscal years. If the contract extends into consecutive fiscal years, disclosure must be made at the annual reorganization meeting but no new authorization is required.
 - b. if the school board determines the contract terms from which a direct benefit is derived are not fair and reasonable, or is contrary to the public interest, the school board shall vote to not authorize the School Official to derive a direct benefit from the contract. If the school board votes to not authorize a direct benefit, the contract is voidable and subject to disgorgement (i.e., the act of giving up on demand or by legal compulsion something that was obtained by illegal or unethical acts) or the School Official may.
 - c. the disclosure and school board action is public record.
 - d. the official minutes of the school board shall include the school board action on each disclosure and request for authorization to derive a direct benefit from a contract. A copy of the official school board minutes shall be sent to the auditor-general and attorney general within thirty (30) days of board approval of the minutes.
 - e. No school board member may participate in or vote upon a relating to a matter in which the school board member derives a direct benefit.

VI. Miscellaneous

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

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

CONFLICT OF INTEREST DISCLOSURE

Date: _____

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

The disclosure is for the purpose of notifying the School Board of

_____ an interest in a contract

_____ a direct benefit from a contract

Identify the following:

- 1) all parties to the contract
- 2) the person's role in the contract
- 3) the purpose(s)/objective(s) of the contract
- 4) the consideration or benefit conferred or agreed to be conferred upon each party
- 5) the length of time of the contract
- 6) any other relevant information

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

Signature of School Official: _____

SCHOOL BOARD ACTION ON CONFLICT OF INTEREST DISCLOSURE OF A DIRECT BENEFIT

Conflict of interest disclosure of a direct benefit, dated _____,

was received from _____.

The disclosure was considered by the Vermillion School District School Board during a meeting held on

_____.

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

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

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

Signature of School Board President/Chairperson _____

Printed Name: _____

Date: _____

THIS IS A PUBLIC DOCUMENT

Upon School Board approval of the official minutes of the meeting when the School Board acted upon the above conflict of interest disclosure, a copy of the official minutes will be emailed to the Auditor General and mailed to the Attorney General.

Vermillion School District 13-1

SECTION B: School Board Governance and Operations

Section B of this policy classification system is a repository for statements about the school board—how it is elected, organized, how it conducts its meetings and operates. This includes bylaws and policies establishing the board’s internal operating procedures.

BB	School Board Legal Status
BBA	School Board Powers and Duties
BBAA	School Board Member Authority
BBE	Vacancy on School Board
BBF	School Board Member Code of Ethics
BBFA	Conflict Disclosure and Authorization
BCA	Organization of the School Board – Organizational Meeting
BCB	Organization of the School Board – Officers
BCC	Organization of the Board – Appointed Officials
BCD	School Board – Superintendent Relationship
BCF	Organization of the Board – Advisory Committees to the Board
BD	School Board Meetings
BDB	School Board Meetings – Special Board Meetings – Eliminated on 3/12/2012
BDDB	School Board Meetings – Agenda Format
BDDD	School Board Meetings – Quorum – Eliminated on 3/12/2012
BDDE	School Board Meetings – Rules of Order
BDDF	School Board Meetings – Voting Method
BDDG	School Board Meetings – Minutes
BDDH	School Board Meetings – Public Participation
BFA	Board Policy Development – Policy Development System
BFG	Policy Review and Evaluation – Eliminated on 3/12/2012

Vermillion School District 13-1

SECTION B: School Board Governance and Operations

BHB Board Member Development Opportunities

BHD Board Member Services – Board Member Compensation and Expenses – Eliminated on 3/12/2012

Revised 11/14/2005
Revised 8/13/2007
Revised 3/12/2012
Revised 1/14/2013
Amended 11/9/2015
Amended 1/9/2017

SCHOOL BOARD LEGAL STATUS

The legal basis for education in the Vermillion Public Schools is vested in the will of the people as expressed in the constitution of the State, the statutes pertaining to education, court interpretations of the validity of these laws, and the powers implied under them.

The management and control of the public schools shall be vested in the school board which shall exercise the powers and discharge the duties imposed by law upon school boards.

Adopted
Amended 9/24/1990
Reviewed
Reviewed 10/24/2005
Reviewed 3/12/2012

SCHOOL BOARD POWERS AND DUTIES

The school board shall act as 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. In all cases where the state laws do not provide or prohibit, the school board shall consider itself the agent responsible for establishing and appraising the educational program and activities of the school.

The functions of the school board are as follows:

- A. Policy making
Planning is basic to all activity. Policy making is that function which determines what shall be done, establishes procedures for accomplishing the tasks, selects an executive officer and delegates to him/her the placing of plans and policies into operation and provides the financial means for their achievement.

- B. Executive
The executive function is that which is concerned with placing in operation the plans and policies which the school board has formed, and in furnishing a creative leadership for the community, and in providing administrative leadership for the school system.

- C. Appraisal
Appraisal is that function which attempts through careful examination and study of facts and conditions, to determine:
(1) the efficiency of operation of the general activities, and
(2) the worth and value of results of the activities in relation to the efficiency and value of instruction.

- D. Financial
The school board has the responsibility of conducting an annual budget hearing, approving the final budget, and approving claims and disbursements. The school board also approves any indebtedness occurred for the school district.

SCHOOL BOARD MEMBER AUTHORITY

The school board shall transact all business at a legal meeting of the school board. No member of the school board shall have the power to act in the name of the school board outside of a school board meeting.

Adopted
Amended 9/14/1990
Reviewed
Reviewed 10/24/05
Reviewed 3/12/2012

VACANCY ON SCHOOL BOARD

Whenever a vacancy on the school board occurs pursuant to SDCL 13-8-23, the vacancy will be filled by appointment according to the provisions of SDCL 13-8-24 and SDCL 13-8-25.

SCHOOL BOARD MEMBER CODE OF ETHICS

1. I will view service on the school board as an opportunity to serve my community, state, and nation because I believe public education is the best means to promote the welfare of our people and to preserve self-government.
2. I will work unremittingly to help the people in my community understand the importance of public education and to support willingly the highest level of education we can afford.
3. I will try to make decisions in terms of the best interests of the educational welfare of children. I will seek to provide an educational opportunity equally open to all children regardless of ability/disability, race, creed, color, religion, sex, ancestry, natural origin or location of residence.
4. I will recognize that my responsibility is not to run the schools but to see that they are well run. I will confine my school board action to policy making, planning, appraisal, and financial areas.
5. I will refuse to represent special interests or partisan politics or use the schools for personal gain or for the gain of friends or supporters.
6. I will arrive at conclusions only after I have discussed matters fully with members of the professional staff and school board members. Once a decision has been reached by the majority of the school board assembled at a meeting, I will support it graciously.
7. I will recognize that authority rests with the whole school board assembled in meeting and that I have no legal status to bind the school board outside of a meeting.
8. I will support and protect school personnel in performance of their duties. I will vote only for competent and trained, technical and professional personnel who have been properly recommended by the appropriate administrative officer.
9. I will refer all complaints, including my personal criticisms, to the appropriate administrative officer and only after failure of administrative solution will discuss such matters at a regular school board meeting.
10. I will observe and enforce state laws and regulations pertaining to public education.

CONFLICT OF INTEREST DISCLOSURE AND AUTHORIZATION

SDCL 3-23-6 states

"3-23-6. No board member, business manager, chief financial officer, superintendent, chief executive officer, or other person with the authority to enter into a contract or spend money in an amount greater than five thousand dollars of a local service agency, school district, cooperative education service unit, education service agency, nonprofit education service agency, or jointly governed education service entity that receives money from or through the state may have an interest in a contract nor receive a direct benefit from a contract in amount greater than five thousand dollars or multiple contracts in an amount greater than five thousand dollars with the same party within a twelve-month period to which the local service agency, school district, cooperative education service unit, or education service agency is a party except as provided in § 3-23-8."

I. Definitions:

- d. "School Official" refers to a school board member, business manager, chief financial officer, superintendent, chief executive officer, or other person with the authority to enter into a contract or spend money in an amount greater than five thousand dollars.
- e. "Interest in a contract" is when (1) a School Official, the spouse of a School Official or any other person with whom the School Official lives and commingles assets, is employed by a party to any contract with the school district; or (2) the School Official, the spouse of a School Official, or any other person with whom the School Official lives and commingles assets, receives more than nominal compensation or reimbursement for actual expenses for serving on the board of directors of an entity that derives income or commission directly from the contract or acquires property under the contract.
- f. "Direct benefit from a contract" is when a School Official, the spouse of a School Official or any other person with whom the School Official lives and commingles assets (1) is a party to or intended beneficiary of the contract between the school district and a third party, or (2) has more than a five percent ownership interest in an entity that is a party to the school district contract, or (3) acquires property under the contract with the school district, or (4) receives compensation, commission, promotion, or other monetary benefit directly attributable to any contract.

II. Prohibition:

This policy prohibits School Officials from having an interest in a contract or receiving a direct benefit from one or more contracts between the school district and a third party, if the total contract amount is more than five thousand dollars within a twelve-month period, unless the School Official discloses to the school board his or her interest in the contract, or in the case of a direct benefit from the contract, discloses the direct benefit and receives school board authorization to receive the benefit.

III. Exceptions:

If any of the following apply, the School Official does not have an interest in the contract and does not derive a direct benefit from a contract, and disclosure (and authorization, if a direct benefit) is not required:

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

2. when the person's relationship to the contract is due to participating in a vote or a decision in which the person's only interest arises from an act of general application;
3. when the person's relationship to the contract is due to the person receiving income as an employee or independent contractor of a party with whom the local service agency, school district, cooperative education service unit, or education service agency has a contract, unless the person receives compensation or a promotion directly attributable to the contract, or unless the person is employed by the party as a board member, executive officer, or other person working for the party in an area related to the contract;
4. when the contract is for the sale of goods or services, or for maintenance or repair services, in the regular course of business at a price at or below a price offered to all customers;
5. when the contract is subject to a public bidding process;
6. when the contract is with the official depository as set forth in SDCL 6-1-3;
7. when the person only receives income or compensation, a per diem authorized by law or reimbursement for actual expenses incurred; or
8. when the contract or multiple contracts with the same party within a twelve-month period with whom the school district contracts in an amount less than five thousand dollars.

IV. Disclosure:

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

1. the disclosure must include the following: (i) all parties to the contract, (ii) the person's role in the contract, (iii) the purpose or objective of the contract, (iv) the consideration or benefit conferred or agreed to be conferred upon each party, and (v) the duration of the contract.
2. The disclosure must be in writing.
3. To the extent circumstances allow, disclosure must be given prior to entering into any contract that requires disclosure, and, if circumstances do not permit disclosure prior to entering into the contract, then within forty-five days after entering into the contract, and if the contract extends into consecutive fiscal years, disclosure shall also be made at the annual reorganization meeting but no new authorization is required.
4. The school board will have a regular agenda item at the beginning of the school board meeting agenda at which time the school board will address conflict of interest disclosures.
5. Conflict of interest disclosures submitted to the president of the school board, the superintendent or the business manager after the proposed agenda has been posted may or may not be deferred until the following school board meeting.

V. Board Action upon Disclosure:

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

2. Direct benefit from a contract:
 - f. the school board shall review the disclosure and decide if the terms of the contract are fair and reasonable, and if the contract is contrary to the public interest.
 - iii. if the school board determines the contract terms from which a direct benefit is derived are fair and reasonable, and that the contract is not contrary to the public interest, the school board shall vote to authorize the School Official to derive a direct benefit from the contract.
 - iv. after the school board authorizes a School Official to derive a direct benefit from a contract, no further disclosure or authorization related to the contract is required unless the contract extends into consecutive fiscal years. If the contract extends into consecutive fiscal years, disclosure must be made at the annual reorganization meeting but no new authorization is required.
 - g. if the school board determines the contract terms from which a direct benefit is derived are not fair and reasonable, or is contrary to the public interest, the school board shall vote to not authorize the School Official to derive a direct benefit from the contract. If the school board votes to not authorize a direct benefit, the contract is voidable and subject to disgorgement (i.e., the act of giving up on demand or by legal compulsion something that was obtained by illegal or unethical acts) or the School Official may.
 - h. the disclosure and school board action is public record.
 - i. the official minutes of the school board shall include the school board action on each disclosure and request for authorization to derive a direct benefit from a contract. A copy of the official school board minutes shall be sent to the auditor-general and attorney general within thirty (30) days of board approval of the minutes.
 - j. No school board member may participate in or vote upon a relating to a matter in which the school board member derives a direct benefit.

VI. Miscellaneous

1. Consequences for knowingly violating the conflict of interest laws set forth in SDCL Ch. 3-23:
 - a. It is a criminal violation for a School Official to knowingly violate the conflict of interest law.
 - b. A School Official who knowingly violated the conflict of interest law will be removed from office or employment and is disqualified from holding any public office, elective or appointive.
 - c. Any benefit which a School Official derived from the person's knowing violation of the conflict of interest law is subject to forfeiture.
 - d. Any contract made in violation of this policy may be voided by the school board.
2. The School District Attorney represents the school district and the school board and may answer questions about the law that address conflict of interest. As the school district attorney does not represent School Officials in their individual capacity, School Officials should consult with their own private attorney related to questions they may have regarding how this policy applies to their individual interests and contracts.

CONFLICT OF INTEREST DISCLOSURE

Date: _____

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

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

Identify the following:

- 1) all parties to the contract
- 2) the person's role in the contract
- 3) the purpose(s)/objective(s) of the contract
- 4) the consideration or benefit conferred or agreed to be conferred upon each party
- 5) the length of time of the contract
- 6) any other relevant information

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

Signature of School Official: _____

THIS IS A PUBLIC DOCUMENT

SCHOOL BOARD ACTION ON CONFLICT OF INTEREST DISCLOSURE OF A DIRECT BENEFIT

Conflict of interest disclosure of a direct benefit, dated _____,

was received from _____.

The disclosure was considered by the Vermillion School District School Board during a meeting held on

_____.

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

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

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

Signature of School Board President/Chairperson _____

Printed Name: _____

Date: _____

THIS IS A PUBLIC DOCUMENT

Upon School Board approval of the official minutes of the meeting when the School Board acted upon the above conflict of interest disclosure, a copy of the official minutes will be emailed to the Auditor General and mailed to the Attorney General.

ORGANIZATION OF THE SCHOOL BOARD – ORGANIZATIONAL MEETING

The organizational meeting for the election of officers shall be held during the meeting set aside for that purpose in July of each year. At the regular meeting for the month of July, following the election of school board members, the school board shall organize by the election of a president and vice-president from its membership, and appoint a business manager who is not a member of the school board. Each of the said officers shall serve a term of one year.

Members of the school board shall determine annually their rate of compensation for each meeting attended during that year as permitted by SDCL 13-8-37 and 13-8-38.

ORGANIZATION OF THE SCHOOL BOARD – OFFICERS

The duties of the officers are as follows:

1. President

It shall be the duty of the president to preside at all meetings of the school board. The president and the business manager shall counter-sign all warrants drawn upon the treasury for school money and sign all contracts for the school board.

2. Vice-President

The vice-president shall perform the duties of the president in his/her absence. He/she shall perform other functions as designated by the school board.

ORGANIZATION OF THE BOARD – APPOINTED OFFICIALS

1. Business Manager

It shall be the duty of the business manager to be present at all meetings of the school board, keep an accurate journal of its procedures, take charge of its books and documents, sign all warrants for school money, and perform such other duties as the school board may require and the law prescribes. It will be the responsibility of the business manager to make an annual report at the close of the fiscal year.

The business manager shall receive, hold in custody, and expend all funds as directed by the school board. The business manager shall prepare and submit to the school board, in writing, a monthly report of the state of finances of the district and shall, when required, produce at any meeting of the school board all books and papers pertaining to his/her office. All monies shall be deposited in the proper funds in the properly designated depositories.

SCHOOL BOARD – SUPERINTENDENT RELATIONSHIP

The following principles and procedures are enacted to promote effective cooperation between the school board and superintendent in their efforts to intelligently face the problems of the school district.

1. The school board will establish such policies for the conduct and administration of the schools as are prescribed by law and such other policies as may seem advisable and have them prepared in such form that all concerned will be aware of them.
2. The school board will select a chief administrator who shall be the head of the school system and be directly responsible to the school board for the total administration of the school system. The school board will not assume the administrative function, but will vest in him/her the executive authority and provide him/her with appropriate personnel to carry out such administration.
3. The school board will endeavor to give counsel and advice to the chief administrator regarding the administration of schools as it deems necessary or expedient, remembering always that school board members as individuals have no authority and only policies voted on by the school board have force. The school board will adopt policies only after consulting the chief administrator.
4. The school board will require of the chief administrator such periodic reports as the school board deems necessary to keep it properly advised on the administration of the school district. The chief administrator must be frank, honest, concise, and complete in his/her reports to the school board. Important school matters requiring school board action should be presented by the chief administrator to the school board as required, not in a semi-private way to individual members.
5. The school board will expect from the chief administrator recommendations for the welfare of the school district. His/her role is to provide educational leadership for the public school of his/her community.
6. The school board will require the chief administrator's attendance at all school board meetings except at times when his/her own employment may be under consideration, or by mutual consent he/she is absent for a reason authorized by the school board.
7. The school board will employ, promote, transfer, suspend, or dismiss personnel after consultation and upon recommendation of the chief administrator. In the instance of the school district's not having a chief administrator under contract, the school board will deviate from this procedure.
8. The school board will endeavor to develop ways and means of serving the community and keeping parents, patrons, and taxpayers informed of the school program.

9. The school board reserves unto itself all of its legal responsibilities for the operation of a good school, including the right to reject any and all recommendations and the right to revise its policies, rules and regulations from time to time to meet changing conditions.
10. The school board is the next step of appeal for any controversial issue which cannot be resolved through the regularly constituted administrative channels.
11. All meetings and records of the school board shall be open to the public, except for subjects listed in SDCL 1-25-2, in which cases the school board may vote to sit in "executive session" in closed meeting for the purposes of discussion. No action shall be taken while in executive or closed session.
12. The school board and the chief administrator shall have as the basic criterion for evaluating any issue, its effect upon the educational welfare of students.
13. The school board, together with the chief administrator, has a moral obligation to provide such leadership and render such services as will give dignity to the teaching profession and the learning process and as will engender trust and confidence on the part of all citizens. It is their responsibility to work together for an increasingly effective program of education for all our people and, insofar as it is required of each, to submerge personal ambition, prejudice, and desires to that end.

ORGANIZATION OF THE BOARD – ADVISORY COMMITTEES TO THE BOARD

The sub-committees of the school board shall be personnel, finance and curriculum/policy.

Special temporary sub-committees of the school board may be appointed by the president. The duties of such committees shall be outlined at the time of appointment and a special committee shall be considered dissolved when its final report is made and accepted.

SCHOOL BOARD MEETINGS

All meetings of the school board shall be held at a place designated by resolution or in the notice of a special meeting.

The school board shall meet on the second Monday in July and organize by electing a president, vice-president, and appointing a business manager. Regular meetings of the board shall be held on the second Monday of each month unless otherwise determined by the board, and a second monthly meeting may be held at the discretion of the school board according to statute, policy or resolution. The president shall start all meetings promptly at the appointed time and no regular or special school board should exceed four hours in length. In the event a single meeting does exceed four hours in length, board member compensation for such meeting shall be determined at the school board's annual July organization meeting. Items on the agenda requiring extended deliberations may be taken up at later special meetings. Any meeting of the school board may be adjourned to a specific time and place.

Special meetings of the board shall be held whenever called by the president. Public notice shall be given in advance of a special meeting according to SDCL 1-25-1.1. At such meetings only the business for which the meeting was called shall be in order.

Adopted
Amended 11/26/1990
Amended 5/27/1997
Reviewed
Revised 11/14/2005
Revised 3/12/2012
Revised 9/10/2012

SCHOOL BOARD MEETINGS – AGENDA FORMAT

- I. Call to Order
- II. Attendance
- III. Pledge
- IV. Minutes
- V. Agenda Approval/Conflict Disclosure
- VI. Visitors to be Heard
- VII. Unfinished Business
- VIII. New Business
- IX. Reports:
 - A. Superintendent
 - B. Business Manager
 - C. Board
 - D. Other
- X. Financials
 - A. Funds
 - B. Claims
- XI. Future Agenda Items
- XII. Future Board Meetings
- XIII. Executive Session
- XIV. Adjourn

Adopted
Amended 5/1991
Reviewed
Revised 11/14/2005
Revised 3/12/2012
Amended 4/11/2016
Amended 1/9/2017
Amended 10/10/2017

SCHOOL BOARD MEETINGS – RULES OF ORDER

The rules of parliamentary procedure comprised in amended "Robert's Rules of Order" (Most current edition) shall govern the board in its deliberations. Rules may be amended at any meeting by a majority vote. The order of business contained in policy BDDDB may be suspended at any meeting by a majority vote of those present.

The president shall stop discussion which does not apply to the motion last made. He/she may also stop discussion of a matter when it has been previously agreed to confine this discussion to a definite period of time, and that period has been used. Aside from the limitation, the president shall not interfere with debate as long as a member wishes to speak.

A motion is out of order while another motion is being discussed, unless it is an amendment to the motion under consideration. Exceptions are a motion to adjourn, a motion to table a previous motion, a motion to interfere the motion being discussed, a motion to vote immediately on the previous question. These are always in order.

Adopted
Amended
Reviewed
Revised 11/14/2005
Revised 3/12/2012
Amended 4/11/2016

SCHOOL BOARD MEETINGS – QUORUM AND VOTING METHOD

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

Three members of the school board present constitute a quorum for the transaction of business. A majority of members voting are necessary for the passage of a motion or resolution.

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

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

SCHOOL BOARD MINUTES – MINUTES

Minutes of the proceedings of the board shall be prepared by the business manager, published according to SDCL 13-8-35, and presented for reading, correction, and approval at the next regular meeting. Minutes for regular and special meetings are also posted on the school district website.

The minutes of the preceding meeting or meetings shall be approved by the board according to the approved agenda.

A copy of all motions shall be carefully recorded. Names of those who make motions and those who second motions, and those who vote "aye" and "nay" shall be recorded.

The official minutes shall be kept in the office of the business manager. The business manager shall keep a record of the proceedings of the board and shall keep on file all reports, communications, papers and documents relating to the business of the board. All records of the school board shall be available to citizens for inspection at the Administrative Services Building unless prohibited by law.

Adopted
Amended 11/26/1990
Reviewed
Revised 11/14/2005
Revised 3/12/2012
Amended 4/11/2016

SCHOOL BOARD MEETINGS – PUBLIC PARTICIPATION

Meetings of the Vermillion School District Board of Education are structured to allow the board to conduct public business. The meetings of the board are open to the public, but are not to be confused with public forums. The following guidelines apply when citizens comment during public participation.

- 1) Citizens who desire to be placed upon the agenda and address the board of education must be placed upon the agenda 72 hours in advance of the meeting for board consideration.
- 2) Any person who wishes to speak to any item on the agenda must be recognized by the board president.
- 3) Citizens who desire to speak to an item not on the agenda may do so when recognized as a visitor by the board president.
- 4) Matters that can be handled through the system chain of command or complaint policy should not be included in citizens’ participation.
- 5) The board will not permit speakers to become personally abusive of individual board members or school personnel. The person may not give oral complaints regarding school personnel. Complaints regarding school personnel are to be addressed to the superintendent in private or in writing to the superintendent, who will in turn refer the complaint to the appropriate administrator.
- 6) When several citizens wish to address the same topic or issue, the board reserves the right to limit discussion to a small number of representative persons to avoid repetition. The board also reserves the right to determine the number of times it will revisit any given issue.
- 7) When issues arise that stimulate high community interest, the board may schedule special meetings specifically to invite public comment.
- 8) The following apply to (1) through (7) above:

Addressing the Board: Persons addressing the Board shall use the microphone at the podium. Please raise your hand to be recognized, go to the podium and state your name and address.

a. Items Not on the Agenda: Members of the public may speak under Recognize Visitors on any topic NOT on the agenda. Remarks are limited to 5 minutes and no decision will be made at this time.

b. Agenda Items: Public testimony will be taken at the beginning of each agenda item, after the subject has been announced by the President and explained by staff. Any citizen who wishes may speak one time for 5 minutes on each agenda item. Public testimony will then be closed and the topic will be given to the governing body for possible action. At this point, only board members and staff may discuss the current agenda item unless a board member moves to allow another person to speak and there is unanimous consent from the board. Questions from board members, however, may be directed to staff or a member of the public through the presiding officer at any time.

Meeting Assistance: The school district fully subscribes to the provisions of the Americans with Disabilities Act of 1990. If you desire to attend this public meeting and are in need of special accommodations, please notify the superintendent’s office t 677-7000 at least 3 working days prior to the meeting so appropriate auxiliary aids and services can be made available.

Board Meetings: Regular board meetings are held the second and fourth Monday of each month at 7:00 p.m. July through December and February have only the first meeting. If a meeting falls on a school holiday, the meeting will be scheduled the following Tuesday.

Live Broadcasts of Board Meetings on Cable Channel: Regular board meetings are broadcast live on Cable Channel 3.

As a courtesy to others, we ask that cellular phones and pagers be turned off during the meeting.

Adopted
 Amended 4/26/1999
 Reviewed
 Amended 6/27/2005
 Reviewed 10/24/2005
 Revised 3/12/2012
 Amended 4/26/2016

BOARD POLICY DEVELOPMENT – POLICY DEVELOPMENT SYSTEM

Policies may be adopted at a regular or special meeting of the school board, by a majority vote of the members voting, after having received a first reading at a previous meeting.

Established policies may be revised, amended, or deleted at any meeting of the school board unless a majority of the school board members determine such changes must follow a first and second reading procedure.

Adopted
Amended 11/26/1990
Reviewed
Revised 11/14/2005
Revised 3/12/2012

BOARD MEMBER DEVELOPMENT OPPORTUNITIES

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

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

To help members develop understanding of the educational program, the Superintendent will request members of the professional staff to appear before the Board from time to time to present and discuss new developments in various areas of curriculum and instruction. The Board considers it important that a new member be knowledgeable about school governance and operations, and, insofar as possible, prepared to discuss and cast informed votes on matters before the Board.

To maintain high standards and continuity in operating the school system, new Board members will be given special attention promptly after election.

The Board will compile copies of policies and regulations, which are revised regularly, to be given each new member. A retiring member should furnish the new member with his or her accumulated materials.

The Superintendent will be responsible for arranging a conference(s) with new Board members on the Board's work, objectives and purposes and will discuss the legislative function of the Board with the administrative functions of the Superintendent.

Vermillion School District 13-1

SECTION C: General School Administration

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

CBA	Qualifications and Duties of the Superintendent
CBB	Recruitment and Appointment of Superintendent
CBG	Evaluation Procedure for the Superintendent of Schools
CC	Administrative Organization and Functions
CCA	Administration: Advance Degree (Residency Requirement)
CD	Administrative Councils, Cabinets, and Committees
CHA	Development of Regulations
CHCA	Approval of Handbooks and Directives
CHD	Administration in Policy Absence

QUALIFICATIONS AND DUTIES OF THE SUPERINTENDENT

QUALIFICATIONS

1. The superintendent of schools shall meet the qualifications for the position as prescribed by the North Central Association for Colleges and Secondary Schools.
2. He/she shall have had at least five (5) years experience in teaching and in administration of schools.

DUTIES

1. The superintendent of schools shall serve as executive officer of the school board and shall be charged with the responsibility for implementing policies of the board. He/she shall assist in the preparation of the agenda for each meeting and shall attend all meetings and participate in all deliberations of the board when such deliberations do not involve his/her employment.
2. The superintendent shall be responsible for the supervision of budget preparation.
3. He/she shall administer the schools in conformity with the adopted policies of the board and the rules and regulations of the state division of education and in accordance with state law.
4. He/she shall develop administrative procedures implementing board policies.
5. He/she shall recommend employees for appointment, demotions, transfer, or dismissal in accordance with policies of the board.
6. He/she shall assign instructional and noninstructional personnel.
7. He/she shall supervise the curriculum committees and recommend for adoption the selection of all textbook and supplementary instructional materials. In the selection of textbooks, he/she shall have the cooperation of all other administrative and supervisory personnel and of such special committees as he/she may appoint.
8. He/she shall perform such duties as the board may direct.

RECRUITMENT AND APPOINTMENT OF SUPERINTENDENT

APPOINTMENT

The school board shall appoint the superintendent of schools for a term of not more than three years. If at any time, in the opinion of the majority of the board, his/her services are unsatisfactory, he/she shall be notified in writing and given an opportunity to correct the conditions. If the conditions are not corrected, he/she shall be given notice in writing at least six months before the expiration of his/her contract that his/her services will not be retained.

EVALUATION PROCEDURE FOR THE SUPERINTENDENT OF SCHOOLS

- I. Expectations of the superintendent
 - A. Personal qualities
 - 1. Strong intellectual and moral integrity
 - 2. Firm but unobtrusive self-confidence
 - 3. Openness and fairness in dealing with others
 - 4. Ability to accept both criticism and praise gracefully
 - 5. Innovative spirit, tempered with practical sense
 - 6. Sensitivity to racial and ethnic differences
 - 7. Ability to listen effectively, to evaluate and utilize the ideas of others
 - 8. Stamina in dealing with stressful situations and making difficult decisions
 - 9. Approachability, tendency to put others at ease
 - 10. Good judge of character, ability to choose subordinates with the above qualities
 - B. Professional qualities
 - 1. Creative leadership
 - a. Ability to inspire others to do their best
 - b. Expectation of high level of performance of staff
 - 2. Organizational talent
 - a. Ability to delegate authority and tasks for maximum efficiency
 - 3. Willingness to involve all levels of staff and community in the determination of educational goals
 - 4. Active involvement in finance, budget formulation, and administering a system of control and reporting that insures public confidence in the school's fiscal and budgetary management
 - 5. Willingness to work with volunteers when implementing educational goals
 - 6. Strong leadership in educational planning and evaluation, and in anticipating and avoiding problems before they become acute
 - 7. Strong commitment to discipline and the maintenance of an optimum learning environment in the schools
 - 8. Competency in staff development and evaluation, and in administering personnel policy
 - 9. Demonstrated achievement in curriculum development and in effective articulation of programs and services among elementary and secondary schools
 - 10. Responsiveness to the needs of exceptional children and of the gifted and talented
 - 11. Productive cooperation with the school board, based upon mutual respect and a clear understanding of the proper roles of the board and the superintendent
 - 12. Demonstrated leadership in establishing community relations programs that keep community well informed of educational activities and rewards achievement in academics and extracurricular areas

II. Board attitudes on evaluation process

A. Strengths

1. Consensus – Overwhelmingly, board members see consensus as the major advantage of the current evaluation process. The process focuses discussion and collectively determines future goals for the superintendent. The composite nature of their goal setting process provides clear direction for the school division.
2. Face to face – The second advantage is the fact to fact nature of the evaluation process. Direct dialogue among board members and superintendent will allow a positive exchange of ideas. This allows for constructive review of school issues.
3. Awareness – Open dialogue allow simple misunderstandings to be resolved. Individual board members can express their assessment and make comparisons with the assessments made by other board members.
4. Flexibility – Dialogue allows the board control and the ability to redirect the topics discussed.
5. Expectations – By emphasizing face to face meetings and consensus of opinion, board members are forced to take a stand on the relevant issues. Each board member must let his/her opinion be known and weigh it against the opinions of the other four individuals.

B. Areas of concern

1. Separate time – The evaluation should be conducted apart from any other scheduled board meeting.
2. Checklist – The items on the evaluation checklist must be clearly understood by all board members. The rating scale must be kept simple but useful.
3. Over-evaluation – The board must be careful not to “overextend” the superintendent during the evaluation process.
4. Individual concerns – The board must be aware of the danger of emphasizing individual over groups concerns.
5. Personal vs. district goals – The board must give clear guidelines to the superintendent, especially on the relationship of his/her personal objectives to the board’s overall expectations.

SUPERINTENDENT PERFORMANCE APPRAISAL

This report is used for appraising the superintendent’s performance. The completed form serves as a basis for advising the superintendent of his/her performance and for planning development activities with the superintendent. Three copies of the final appraisal form should be made and distributed as follows:

1. Original copy to the Board Chairperson.
2. Superintendent.
3. Personnel file of the superintendent.

Please complete the following appraisal utilizing the superintendent’s position description and the rating scale below. Comments of clarification or observation may be made in the spaces provided if the evaluator so desires.

E – Excellent G – Good S – Satisfactory N/I – Needs Improvement N/O Not Observed

Performance Rating

I. BOARD RELATIONS

- Interprets and executes board policy.
- Makes provisions for others to have policy input.
- Makes policy recommendations to the board.
- Keeps the board informed on issues, needs, and the operation of the school system.
- Is receptive to advice from the board in matters pertaining to the operation of the school system.
- Takes a stand when the board gets into the area of administration.
- Keeps confidential the confidential matters which board members share with him/her.
- Executes his/her responsibility for maintaining an effective liaison between board and personnel.
- Provides the board with a written agenda and appropriate back-up material.
- Feels free to maintain his/her own position on matters under discussion by the board until an official decision has been reached, after which time he/she subordinates his/her views to those of the board.
- Is impartial in his/her relationships with individual board members.
- Has a harmonious working relationship with the board.
- Supports board policy and actions to the public and staff.
- Accurately interprets and executes the intent of board policy.
- Offers professional advice to the board on items requiring board action, with appropriate recommendations based on careful study and analysis.

Comments:

II. COMMUNITY RELATIONS

- Demonstrates sound public relations practices.
- Serves as a positive representative for education in the district.
- Solicits ideas from and gives attention to problems and opinions of groups and individuals.
- Develops and maintains friendly and cooperative relationships with news media.
- Achieves status as a community leader in public education.
- Works efficiently with public and private agencies.

Comments:

III. PERSONNEL MANAGEMENT

- Conducts him/herself in a professional manner in dealing with all people involved in schools.
- Develops and executes sound personnel procedures and practices.
- Fosters good staff morale and loyalty to the organization.
- Treats all personnel fairly, without favoritism or discrimination, while insisting on performance of duties.
- Delegates authority to staff members appropriate to the position each holds.
- Recruits and assigns the best available personnel.
- Encourages participation of appropriate staff members and groups in policy interpretation, planning, and program implementation.
- Evaluates performance of staff members giving commendation for good work as well as constructive suggestions for improvement.
- Organizes staff duties and responsibilities to take advantage of staff evaluation and improvement.
- Organizes and implements a planned program of staff evaluation and improvement.
- Supervises personnel to assure consistently high quality of performance.
- Provides for a sound program of inservice at all levels.

Comments:

IV. EDUCATIONAL PROGRAM MANAGEMENT

- Demonstrates leadership skills and knowledge and inspires others to excellence.
- Makes sound recommendations to the board that will improve the school system.
- Is informed about new developments in education and keeps the board informed.

- Provides leadership for and involves others in the study and development of educational programs.
 - Organizes and conducts a planned program of curriculum evaluation and improvement.
 - Understands and keeps informed regarding all aspects of the instructional program.
 - Has an open mind about the status quo and the many changes facing public education.
- Comments:

V. BUSINESS MANAGEMENT

- Organizes and administers the school system according to sound business principles.
 - Supervises the budget making process to assure quality budget development and quality budget administration.
 - Supervises the administration of fiscal affairs according to sound fiscal policy.
 - Evaluates financial needs and makes recommendations for adequate financing.
 - Is informed on needs of the school plant, facilities, equipment and supplies.
 - Is knowledgeable regarding legal matters pertaining to schools.
 - Organizes effectively and plans ahead to meet the school system's problems.
- Comments:

VI. PERSONAL/PROFESSIONAL CHARACTERISTICS

- Shows mutual confidence and respect for others.
- Defends principle and conviction in the face of pressure and partisan influence.
- Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.
- Earns respect and standing among his professional colleagues.
- Devotes his/her time and energy effectively to his/her job.
- Demonstrates his/her ability to work well with individuals and groups including local government officials.
- Exercises good judgment and practices democratic processes in arriving at decisions.
- Possesses and maintains the health and energy necessary to meet the responsibilities of his/her position.
- Maintains poise and emotional stability in the full range of his/her professional activities.

- Presents and conducts him/herself in a professional manner commensurate with his/her position in the community.
- Articulates effectively.
- Writes clearly and concisely.
- Speaks well in front of large and small groups, expresses his/her ideas in a logical and forthright manner.
- Thinks well on his/her feet when faced with an unexpected or disturbing turn of events in a large group meeting.
- Engages in activities to promote his/her own professional growth and development.
- Seeks and accepts constructive criticism of his/her work.
- Has a deep seated belief that the public schools are operated for the benefit of the children.
- Has a sound philosophy of education and his role in life.
- Exhibits a proper degree of idealism.
- Exhibits a proper degree of confidence.
- Shows good judgment, common sense, and perception.
- Demonstrates ability to lead and shoulder responsibility.
- Assertively tries to improve the system.
- Inspires others to high professional standards.
- Is suitably attired and well groomed.

Comments:

GENERAL COMMENTS: (Use back of sheet if necessary)

Superintendent Signature Date

Board President Signature Date

Adopted
Amended 2/25/91
Reviewed 12/12/05
Amended 10/9/06

ADMINISTRATIVE ORGANIZATION AND FUNCTIONS

The administrative organization for executing policies of the school board will follow an administrative team approach. Member of the administrative team, in addition to the superintendent, will be the business manager, elementary, middle and high school principals, assistant principals, the director of special education and the director of curriculum development.

The administrative team will function as a unit in reaching decisions that affect the district as a whole. The superintendent is in the line of authority extending from the school board to the pupils, however, in exercising this authority it is to be shared with many persons, as shown on the chart.

The administrative team approach allows for input from several individuals and broadens the range of information and expertise upon which a final decision or recommendation can be based. This approach in no way diminishes the responsibility and authority of the individual administrative positions, as outlined in their descriptions, but supportive information is provided the individual in the decision making process.

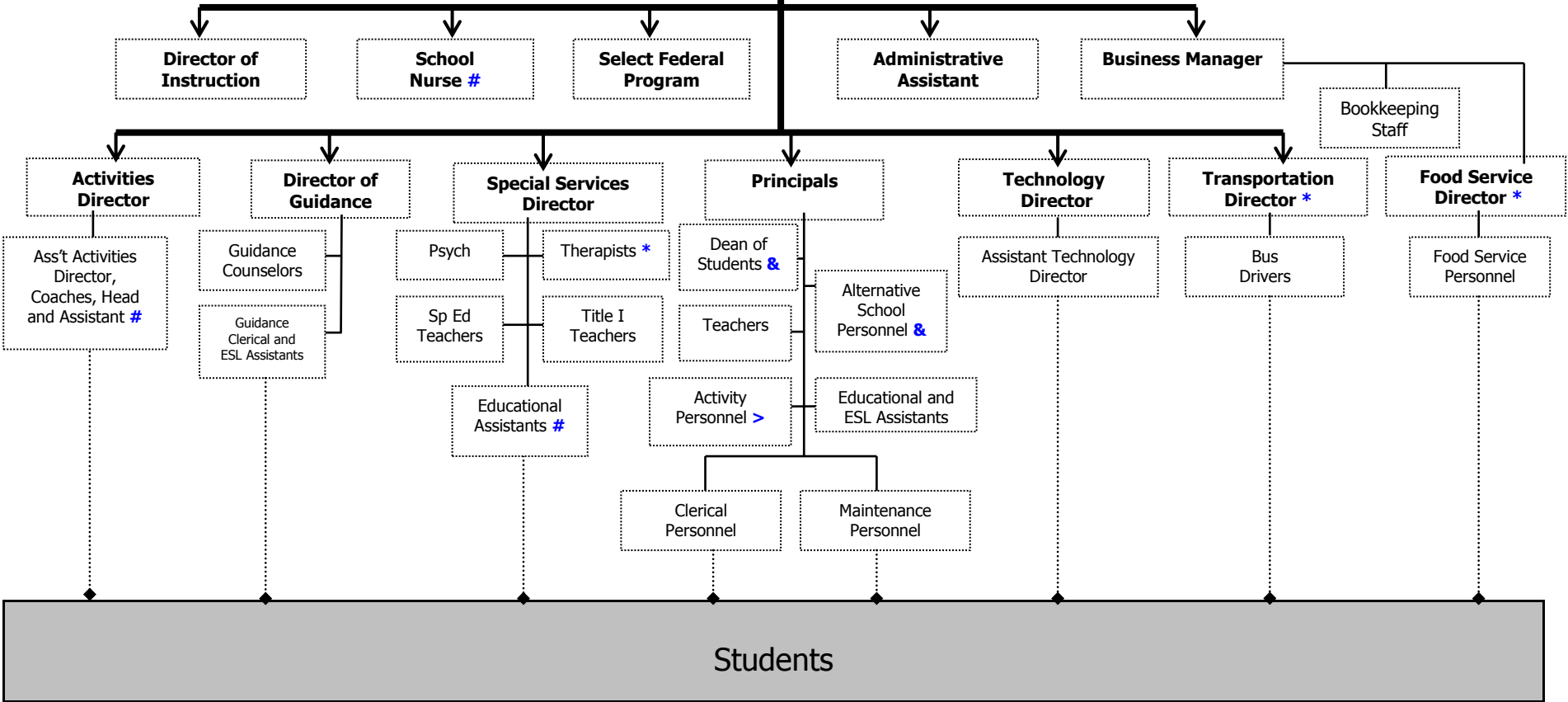
For the team to function effectively, it is imperative that an atmosphere of mutual trust and understanding prevail among the team members. It is necessary that each understands the other's roles and area of responsibility and all must be willing to function cooperatively towards the continuing development and improvement of the total educational program of the district.

Adopted
Amended 3/11/91
Amended 11/28/94
Reviewed
Amended 10/25/04
Reviewed 12/12/05
Amended 6/23/08
Amended 4/26/10

The People

School Board

Superintendent of Schools



& HS Principal Supervision
 # Informal Principal Supervision
 * Contracted Service
 > Other than coaches

ADMINISTRATION: ADVANCE DEGREE (RESIDENCY REQUIREMENT)

The Vermillion School District recognizes the importance of continuing education and professional advancement as well as the demanding nature of administrative positions in our district. To maintain this balance, it will be necessary to complete three years in an administrative position before the board will consider granting release time during the school day for completion of residency requirements at USD. In the event a current administrator is selected as a mentor for the Professional Development Program (PDC) with the University of South Dakota, the administrator must have served the Vermillion School District for a minimum of two years in an administrative capacity. Further, the school board will expect the administrator to remain in the employment of the school district for at least two years after program completion if residency considerations have been granted and the school issues a contract.

It is recommended that administrative staff not enroll in more than three hours of course work per semester during their first three years of employment with the Vermillion Schools. The responsibility of a school administrator is demanding and requires full concentration on the critical issues that are at hand without the additional load of class work.

ADMINISTRATIVE COUNCILS, CABINETS, AND COMMITTEES

The superintendent is expected to develop and lead permanent and temporary councils, cabinets, and committees as (s)he deems necessary for proper administration of the school district program. There are a minimum of groups to be formed and to meet periodically to discuss relative issues.

- I. Administrative Team Cabinet
 - A. superintendent
 - B. all principals
 - C. director of special education
 - D. director of curriculum
 - E. business manager
 - F. other as determined by the superintendent

- II. District Relations Committee
 - A. superintendent
 - B. business manager
 - C. board member (one or two)
 - D. one teacher representative from each building
 - E. VEA or bargaining organization president

- III. Classified Employee Council
 - A. superintendent
 - B. business manager
 - C. secretarial representative (2)
 - D. Title I representative (1)
 - E. Aide representative (1)
 - F. Custodial representative* (2)
 - G. Tutor (1)

*cannot be the director of the program

DEVELOPMENT OF REGULATIONS

The Board delegates to the superintendent the function of specifying required actions and designing the detailed arrangements under which the schools will be operated.

These required actions and detailed arrangements will constitute the administrative regulations governing the schools. They must be in every respect consistent with the policies adopted by the Board.

In the absence of policy, the superintendent is authorized by the Board to establish regulations as needed. Should the Board consider it necessary, policy will be developed thereafter.

The board itself will formulate and adopt regulations only when required by law and when the superintendent recommends Board adoption in light of strong community attitudes or probable staff reaction.

APPROVAL OF HANDBOOKS AND DIRECTIVES

To make pertinent Board policies, district regulations and school rules and procedures known to all staff members and students, district administrators and principals are granted authority to issue staff and student handbooks as found necessary and desirable.

It is essential that the contents of all handbooks conform with the district wide policies and regulations; it is also important that all handbooks bearing the name of the district or one of its schools be of a quality that reflects credit on the district. Therefore, the Board expects all handbooks to be approved by the superintendent prior to publication.

The superintendent will determine as to whether a specific handbook needs approval by the Board. However, all handbooks published will be made available to the Board for informational purposes.

As in the case of regulations affecting staff members, handbooks published specifically for a particular group of employees will be distributed to all of the employee affected.

ADMINISTRATION IN POLICY ABSENCE

In the absence of Board policy specifically covering any action that the superintendent feels necessary for the orderly execution of duties, the superintendent may take action that he/she feels will be in harmony with the overall policy of the Board. However, the superintendent will not be free to act when the action involves a duty of the Board that by law cannot be delegated.

Vermillion School District 13-1

SECTION D: Fiscal Management

Section D of this policy classification system provides a repository for statements concerning district fiscal affairs and the management of district funds. Statements relating to financing of school construction, however, are filed in the F (Facilities Development) section.

DD	Fund-Raising
DFD	Rental of School Owned Band Instruments
DFEA	Gate Receipts and Admissions – Free Admissions
DGA	Authorized Signatures
DI	Fiscal Accounting and Reporting
DIA	Fraud Policy
DID	Inventories
DJD	Local Purchasing
DJE	Credit Card Use Policy
DK	Payment Procedures
DLA	Salary Payment Options
DLC	Personnel Expense Reimbursements
DLCA	Travel Regulations, In-Town
DM	Cash in School Buildings

FUND-RAISING

A. School District Sponsored/Student Organization

All fund raising activities conducted by student organizations, school operated clubs, etc., are to be approved in advance by the building principal. The building principal must inform the business manager to insure adequate accounting records are maintained.

B. Non-School District Sponsored Activities:

1. The administration and/or school board may accept donations from individuals, agencies, organizations, etc., on behalf of the school district, when the purpose of the use of the donation correlates to the mission of the school district.
2. Communications relative to these fund raisers are not to be distributed to the students during the time dedicated for student instruction.
3. The use of school facilities, equipment, materials, etc., for these fund raising activities must be approved in advance by the building principal. Once again, the mission of the school district needs to be the main criteria when the building principal responds to request relative to these issues.

C. Vermillion Public Schools Foundation:

The Foundation is a nonprofit tax exempt 501(c)(3) corporation which conducts fundraising activities independent of control by, but in cooperation with school district according to its own mission statement, articles of incorporation, bylaws and fundraising and gift acceptance policies. Donations, gifts and endowments to the Foundation are tax deductible to the donor.

First Reading 10/14/96
Second Reading 10/28/96
Approved 10/28/96
Amended 1/22/07
Amended 9/10/07
Revised 3/26/12

RENTAL OF SCHOOL OWNED BAND INSTRUMENTS -

Students who use school-owned band instruments will pay a \$20 percussion and/or \$35 other instrument annual maintenance fee. The fee to be paid to the building administrative office no later than October 1.

Adopted 9/23/91
Amended
Reviewed
Revised 2/13/06
Reviewed 3/26/12

GATE RECEIPTS AND ADMISSIONS – FREE ADMISSIONS -

All complimentary passes issued entitle only the recipient to free admission. Complimentary activity passes may be issued according to the following guidelines:

Annual Complimentary Activity Passes

1. Faculty according to negotiated agreement
2. Classified employees of the Vermillion School District and one other adult
3. USD athletic department staff; the number of passes to be equivalent to the passes received from USD
4. Forty tickets will be issued to the Senior Citizens Center for their exclusive use

Lifetime Complimentary Activity Passes

1. Any employee who retires from the Vermillion School District and one other adult
2. Any present or past school board member and one other adult

Circumstantial Passes

1. Individuals from local and regional media organizations may be admitted without charge with appropriate identification.
2. Individuals who provide a requested or necessary health or security service may be admitted without charge.
3. At the direction of the superintendent, complimentary tickets may be issued for a single event.

AUTHORIZED SIGNATURES -

The president of the Vermillion School Board, on authority granted by school board resolution, authorizes the business manager to purchase a facsimile signature stamp/digital media of said president's signature. This signature stamp/digital media is to be kept in the sole, exclusive possession of the assistant to the superintendent of schools and maintained in a secured location.

The business manager's signature will also be on a signature stamp/digital media and maintained by the business manager in a secured location.

Adopted 2/81
Amended 1/11/88
Amended 9/23/91
Reviewed
Revised 2/13/06
Revised 3/26/12

FISCAL ACCOUNTING AND REPORTING -

Fixed assets listed in the General Ledger for fiscal accounting and reporting purposes will be according to the following values:

<u>Classification</u>	<u>Value in Excess of</u>
General Equipment	\$ 5,000.00 per item
Food Service Equipment	\$ 3,000.00 per item
Buildings	\$50,000.00
Building Improvements	\$25,000.00 *
Improvements Other than Buildings	\$15,000.00
Land	All land

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

Depreciation:

Straight line depreciation will be used.

(GASB 1400.102, 104)

Adopted 1/14/85
Amended 9/23/91 & 1/8/01
Amended 6/9/03
Amended 6/28/04
Reviewed 2/13/06
Amended 7/12/11
Reviewed 3/26/12

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)

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 ten 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)

OPERATING VS. NONOPERATING REVENUES AND EXPENSES –

Our Food Service Fund distinguishes operating revenues and expenses from nonoperating 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. Nonoperating 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 nonoperating cost. (GASB P80.118)

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)

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)

INTEREST INCOME –

All interest income will be recorded in the General Fund throughout the fiscal year. At year end the applicable interest income will be allocated to the Capital Outlay Fund, the Special Education Fund, Debt Service Fund, and the Pension Fund. The interest income allocated to these funds may, upon Board action, then be transferred back to the General Fund through transfer in/transfer out entries.

Interest income from the Trust & Agency account will be transferred to the General Fund each year.

Food Service Fund interest income will remain in the Food Service Fund.

SPENDING PRIORITY –

The Vermillion School District will spend the dollars in the respective funds in the follow priority:

	Restricted Funds	Committed Funds	Assigned Funds	Unassigned Funds
General Fund	1st	2nd	3rd	4th
Capital Outlay Fund	1st	2nd	3rd	4th
Special Education Fund	1st	2nd	3rd	4th
Pension Fund	1st	2nd	3rd	4th
Debt Service Fund	1st	2nd	3rd	4th
Capital Projects Fund	1st	2nd	3rd	4th

Special Education maintenance of effort spending priority: Federal then state and then local funds will be used in that order.

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.

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.

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.

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.

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.

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.

PRIVACY AND CONFIDENTIALITY -

Employees and members of the governing board should be aware of restrictions to public access in areas such as student records, special education and executive sessions.

Adopted 6/28/2004
Reviewed 2/13/06
Amended 6/26/06
Amended 7/12/11
Revised 3/26/12
Amended 1/26/16

FRAUD POLICY

The Vermillion School District expects all school 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 school board is entrusted with public funds, and no one connected with the district shall do anything to erode that trust.

Prohibited Conduct

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

1. Forgery or unauthorized alteration of any document or account belonging to the district.
2. Forgery or unauthorized alteration of a check, bank draft, or any other financial document.
3. Misappropriation of funds, securities, supplies, or other assets.
4. Impropriety in handling money or reporting financial transactions.
5. Profiteering because of insider information of district information or activities.
6. Disclosure of confidential and/or proprietary information to outside parties.
7. 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.
8. Destruction, removal, or inappropriate use of district records, furniture, fixtures, or equipment.
Example-personal copies, personal phone calls
9. Failure to provide financial records to authorized state or local entities.
10. Failure to cooperate fully with any financial auditors, investigators or law enforcement.
11. Other dishonest or fraudulent acts involving district monies or resources.
Example-unauthorized overtime, misuse of work time.

Fraud Prevention Responsibility

The superintendent of schools 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 school board.

The business manager 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 school 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 or federal 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 of schools.

If the report involves the superintendent of schools, the employee shall report his/her suspicions to the school 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 of schools shall have primary responsibility for conducting necessary investigations of reported fraudulent activity.

Based on his/her judgment, the superintendent of schools shall coordinate investigative efforts with the: school district attorney, district auditor, insurance agent, internal departments, external agencies, law enforcement officials and prosecuting attorneys.

If the superintendent of schools is involved in the complaint, the school board president is authorized to initiate investigation of the complaint and coordinate the investigative efforts with individuals and agencies s/he 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 of schools or school board president shall present a report to the Board and appropriate personnel.

Confidentiality

The superintendent of schools or school board president shall investigate reports of fraudulent activity in a manner that protects the confidentiality of the individuals and facts to the extent possible under the circumstances of coordinating investigation efforts.

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

Results 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 school board directs that a system of internal controls be followed that includes but is not limited to the following:

Segregation of Duties – Where possible, more than one (1) person will be involved financial transactions.

Deposits – Deposits are authorized to be made by the business manager, the business manager’s accounts payable assistant or school district administrative assistant. Deposits shall be made as needed on a daily or more frequent basis. Receipts coming into school district business office must be documented and reconciled. In the event receipts originate with another school district office such as a student group, school building, faculty group or principal, business office personnel will review reconciliation and receipt records. In the event the receipts are originally received by the school district business office, additional personnel outside the business office will whenever possible review the receipts and records with business office personnel.

Payments – Payments shall be made by checks or electronic transfers. No cash transactions shall be permitted. Check signers shall be approved annually according to policy by the school board. All district checks shall have at least two (2) signatures. School district administrative assistant and business office accounts payable personnel write checks or authorized electronic transfers; however, authority to approve and issue checks or electronic transfers are initially made by the business manager subject to approval by the school board. All checks must contain the signature of the school board president and business manager.

Bank Reconciliations – Bank statements and cancelled checks shall be reconciled monthly by the business manager after the school district finance committee member on the school board initially opens the monthly bank statements upon receipt by the school district. Any discrepancies will be addressed immediately.

Access to Checks and Accounts – 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, except technology equipment. The director of technology shall maintain updated list of district technology equipment.

Training – Administrators shall be responsible for ensuring that employees under their supervision receive training regarding fraud prevention.

INVENTORIES -

Each district employee will be required to make the inventory current once during each school term as requested by the business office and in accordance with SDCL 5-24-1. Inventory must include items that had an original cost of at least \$1000 (exclusive of technology items). The technology coordinator will be required to maintain a detailed technology equipment list and made available to the business office by April 1st of each year.

Each district employee must secure a copy of an inventory for school property for which he/she is responsible. This inventory will be re-checked once during the school year in accordance with SDCL 5-24-1. No inventoried item shall be transferred from an employee's charge except by principal's or superintendent's order and upon notification to the business office.

The above required inventory, exclusive of the technology inventory, can be replaced by a video inventory at the principal's discretion. Video inventory of items must identify the inventory item, by picture and sound statement, and the item serial number if applicable must be visible and readable.

LOCAL PURCHASING – AND QUOTATION PROCEDURES -

Since local vendors are usually citizens and taxpayers of the town and/or school district, and since their economic condition can have a direct bearing on the economic condition of the school system itself, the school board encourages the use of local purchasing whenever equal quality, quantity, service, and prices are available. Verbal quotations will be solicited from local vendors when the cost exceeds \$500.

Separate items (new products and services) that have a value of less than the state minimum requirement for bidding but greater than \$4,000 require the seeking of a minimum of two written quotes. The quotes are to be sought from businesses which include South Dakota vendors and if necessary vendors for the respective product approved by the South Dakota Purchasing Department (state contracts).

Purchasing of used products will be at the discretion of the superintendent or his/her designee, provided the product does not exceed the unexpended amount in the adopted budget object or function code.

CREDIT CARD USE POLICY -

The business manager, with approval of the superintendent, is authorized to issue credit cards on an as-needed basis to district employees. Each credit card so issued shall be for a specific reason and a specific period of time. A written record of all cards issued, to whom, for what purpose, and a return date shall be recorded. The total number of credit cards outstanding for the district must not exceed 10 credit cards. The available credit line for the credit card account under this policy shall not exceed \$3,000.00. School credit cards may be used for official district purchases as follows:

1. On travel status for:
 - a. Fuel, oil, and repairs for school vehicles
Administrators’ National Convention Travel –
 - b. Meals: In an amount not to exceed rates established by the State of South Dakota or as outlined in district policy DLC.
 - c. Lodging: In an amount not to exceed rates established by the State of South Dakota or actual costs if authorized by the school board.
 - d. Emergency items related to the purpose of travel.
2. Other usage:
 - a. For purchase of materials, supplies, or equipment when authorized by the business manager or superintendent provided proper business office procedures have been completed prior to purchase.
 - b. Meals in an amount approved by the school board.
 - c. Emergency purchases for school-related items where there is not sufficient time to follow regular business office procedures.

Each person issued a credit card under this policy shall sign an agreement providing that charges made on the credit card may be deducted from the person’s salary unless:

- a. The purchase is for a school-related purpose authorized under this policy; and,
- b. The person has submitted signed receipts and such other documentation as the business manager may require prior to the credit card being presented to the business manager for payment.

The person reconciling the credit card statement will not be the same individual whose statement is being reconciled.

CREDIT CARD ISSUANCE AGREEMENT

I hereby acknowledge receipt of a Vermillion School District credit card. I have read the Credit Card Issuance Policy adopted by the School Board and I agree to its terms. I specifically agree to pay for any charge made on this card during the time it is in my possession that is not made for a proper school purpose or is not properly authorized and documented. In the event the card is stolen or lost, I will immediately notify the credit card company and the District Business Office.

Signed this _____ day of _____, 20____.

Credit Card Vendor and # _____

Recipient
Adopted 1/14/02
Revised 2/13/06
Reviewed 3/26/12
Amended 6/24/14

PAYMENT PROCEDURES –

All claims for payment from district funds will be processed by the business office. Payment will be authorized against invoices properly supported by approved purchase orders, against properly submitted vouches, or in accordance with salaries and salary schedules set by the Board.

The School Board recognizes that credit cards and electronic transactions may provide school employees with a convenient payment option and may also improve business office efficiency. The Business Manager is authorized to use a District credit card to purchase items online that cannot be reasonably purchased elsewhere or when purchasing or paying for items online results in significant savings.

The Business Manager is responsible for authorization and control of the use of credit cards, with final approval of payment made by the School Board. Employees must return the credit card to the Business Manager upon being directed to do so.

The Business Manager is authorized to electronically transfer funds for such purposes as may be authorized by the School Board.

List of accounts payable, including payroll lists, will be approved by the Board. Each registered warrant will be signed by the Board president and the business manager. Actual invoices, statements and vouchers will be available for Board inspection.

The business manager will assume responsibility for assuring that budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget.

The school principals will be responsible for observing budget allocations in their respective schools. Each principal will also serve as supervisor of the activity accounts in his/her respective school and will be responsible to secure all necessary accounting documentations as determined by the business office.

SALARY PAYMENT/PAYROLL DEDUCTIONS FOR FRINGE BENEFITS -

All full-time (defined as employees working 20 hours or more per week) classified personnel and employees will be paid directly from the respective employee's time card (if applicable) with the following conditions:

1. Each employee will receive his/her payroll distribution on or about the 20th of each applicable month.
2. Standard payroll deductions are made for South Dakota retirement, social security, health and dental insurance (family policy holders). In addition, the privilege of payroll deduction is available for such items as VEA, SDEA, NEA dues, United Way contributions, National Motor Club subscriptions, cancer insurance and annuities. Other deductions requested by employee must be employment-related and receive approval from the superintendent.

Adopted
Amended 9/23/91
Amended 4/14/97
Revised 2/13/06
Amended 3/10/08
Revised 3/26/12

PERSONNEL EXPENSE REIMBURSEMENTS -

These are the travel regulations approved by the school board and to be enforced by the business office:

Sec. 5:01:02:11 Out-of State Per Diem Allowance Rates

Breakfast	\$	10.00
Lunch		14.00
Dinner		21.00
Lodging		150.00 plus tax

(If lodging at state rate is unavailable, the district will pay the actual rate)

Sec. 5:01:02:14 In-State Per Diem Allowance Rates

Breakfast	\$	6.00
Lunch		11.00
Dinner		15.00
Lodging		As Per State Rate

(If lodging at state rate is unavailable, the district will pay the actual rate)

Sec. 5:01:02:17 Computation of Meal Schedule Times (based on departure from the administration building)

Breakfast	Leave before 5:31 a.m., return after 7:59 a.m.
Lunch	Leave before 11:31 a.m., return after 12:59 p.m.
Dinner	Leave before 5:31 p.m., return after 7:59 p.m.

Sec. 5:01:02:01 Mileage rates, effective July 1, 2015, will be 42.0 cents per mile.

Pre-travel allowances will be given only if lodging is also necessary. In all other instances, reimbursements shall be actual costs obtained from receipts, and not to exceed the amounts stated.

Adopted
 Amended 9/23/91
 Amended 7/12/93
 Amended 11/11/02
 Amended 7/12/04 & 1/24/05
 Reviewed 2/13/06
 Amended 8/13/07
 Reviewed 3/26/12
 Amended 6/8/15

TRAVEL REGULATIONS, IN-TOWN -

In-town travel for those designated staff whose assignment requires them to travel between school district buildings and to other places in the community (e.g.-nurse, speech therapist, classroom teachers assigned to more than one building or location) shall be paid at the state rate. Such mileage is to be paid by authorized voucher which shows the trips made by motorized vehicle indicating the date, destination, and number of miles per trip.

Travel requests for reimbursement are the responsibility of staff. Payment of claims submitted will be presented for school approval after the conclusion of each semester. No reimbursement will be paid that is not requested prior to June 15 for the current fiscal year.

Adopted
Amended 9/23/91
Reviewed
Reviewed 2/13/06
Reviewed 3/26/12

CASH IN SCHOOL BUILDINGS –

Money collected by school district employees and by student treasurers' will be handled with good and prudent business procedures both to demonstrate the ability of school system employees to operate in that fashion, and to teach such procedures to students.

All moneys collected will be receipted and accounted for and deposited properly and in a timely manner.

The amount of money retained overnight in schools will be limited to that needed for day to day operations. (All depositories used by the school district will provide for making bank deposits after regular banking hours in order to avoid leaving large sums of money in the building overnight.) All deposits will be delivered to the business office within two days of receipt.

Food Service receipts, other than moneys needed for daily operations, will be deposited daily.

Vermillion School District 13-1

SECTION E: Support Services

Section E of this policy classification system provides a repository for statements of noninstructional services and programs, including many of those that fall in the area of business management such as safety, buildings and grounds (not construction), transportation and food services.

EB	Safety Program
ECAA	Equal Access Policy
ECAB	Vandalism
EEA	Student Transportation Fees
EEACA	Bus Driver Examination and Training
EEACAB	Drug and Alcohol Testing for School Bus Drivers
EEB	Prohibition of Text Messaging and Emailing While Driving During School or Official Federal Grant Business
EEBB	Use of Private Vehicle
EEBC	Parking Fees
EGAA	Printing and Duplication Services – Reproduction of Copyright Materials
EGAA-R	Printing and Duplicating Service/Copyright Material
EH	Service Animals at School

Amended 7/12/2011
Amended 1/9/2017

page 1 of 1

SAFETY PROGRAM

Accidents are undesirable, unplanned occurrences that may result in tragic consequences: bodily harm, loss of school time, property damage, and even fatality. It is the policy of Vermillion school district to guard against such occurrences by taking reasonable precautions to protect the safety of students, employees, visitors, and others present on district property or at school-sponsored events.

EQUAL ACCESS POLICY

This policy creates a limited forum during which all noncurriculum related student groups shall have equal access and a fair opportunity to conduct meetings.

I. Access to Limited Open Forum

- A. The time between the hours of 4:00pm and 9:00pm on days during which classes are in session shall be set aside for a limited forum.
- B. Noncurriculum related student groups that desire to conduct meetings during the limited open forum shall make and request, in writing, to the building principal or administrator in charge, to conduct a meeting during the open forum. The request shall include an estimate of the number of students expected to be in attendance at the meeting, dates, and any special equipment needed.
- C. 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.
- D. In the event that there is 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.
- E. No group shall be discriminated against or denied access on the basis of the religious, political, philosophical or other content of the students' speech at such meetings.
- F. The administration shall adopt additional rules as deemed necessary.

II. Uses of Facilities by Students

- A. This policy applies only to students in grades 7-12.
- B. The number of students will be limited to the safe capacity of the room used.
- C. 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.
- D. No group shall be allowed to meet during the limited open forum without supervision by an agent or employee of the school district.
- E. All meetings of noncurriculum related student groups during the limited forum shall be voluntary and student initiated.

III. Regulation of Limited Open Forum

- A. No public funds shall be spent for the benefit of noncurricular related student groups meeting during the limited open forum beyond the cost of providing space for meetings.
- B. Neither the school district, its agents or employees shall promote, lead or participate in any meeting except in a supervisory capacity.
- C. Nonschool persons are not allowed to meet with noncurriculum related student groups during the limited open forum unless permission is obtained in advance from the administrator in charge.
- D. No school agent or employee shall be compelled to supervise a meeting of a noncurriculum related student group if the content of the speech at the meeting is contrary to beliefs of the agent or employee.
- E. Nonschool persons are not allowed to meet with noncurriculum related student groups during the limited open forum more frequently than 12 times during any school year.

- F. Nonschool 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.
- G. Nonschool persons are not allowed to direct, conduct or control activities of noncurriculum related student groups during the limited open forum.
- H. This policy applicable to the limited open forum shall have no application to activities that occur outside of the limited open forum.

*Refer to Facilities Use Policy

First Reading 3/13/2006
Second Reading 3/27/2006
Adopted 3/27/2006

VANDALISM

The Vermillion School District 13-1 will hold students and/or staff accountable for intentional damage or disfigurement applied to public and/or private property when it occurs on Vermillion School District premises or during assigned school function.

Persons committing intentional damage or disfigurement of property will subject themselves to consequences by the school district including suspension, expulsion, and loss of employment in addition to being subject to the appropriate law enforcement officials.

STUDENT TRANSPORTATION FEES

Vermillion School District #13-1 will provide optional bus transportation for students in grades K-12 for a fee if they reside within five miles from the principal attendance center of the student. The district will designate pickup and distribution locations throughout the five-mile zone.

The fee for the student transportation service will be determined for the next school year no later than the date of the annual organizational school board meeting. If no such determination is made, the fee will remain unchanged from the previous school year.

Student transportation fees will be as follows:

- a. Each child will be charged \$75 per semester.
- b. No family will pay more than \$150 per semester.
- c. Early payment discount will be reduced to \$50 per student and \$100 maximum per family upon payment prior to an annual established payment deadline.
- d. Parents interested in this optional busing service will fill out an application form and pay their in-town busing fee prior to using this service, unless, based upon application form income guidelines used to determine free school lunch privileges eligibility, the family is eligible for optional free transportation services (the family's eligibility will be kept confidential).
- e. A bus pass will be issued to each student who has submitted an application form and paid his or her appropriate fee. The bus pass must be available to show the bus driver each time the student boards his or her designated bus.
- f. The fee is nonrefundable for families or students who leave the district or for students suspended from bus transportation for violation of rules. The fee will be prorated quarterly for families that apply for optional bus transportation after one full quarter has elapsed each semester.
- g. Pickup and dropoff points have been established by the district. Students will be assigned to a pickup or dropoff point. Pickup and dropoff points will be only available before and after school. Students should be at their pickup point five minutes early to catch the bus.
- h. Students will follow all district and transportation rules when riding their designated bus.

BUS DRIVER EXAMINATION AND TRAINING

The driver of a school bus is charged with a serious responsibility for the safety of the children in his care. It is therefore important that school buses only be operated by a properly licensed driver who has passed all examinations prescribed by the statute and the department of public safety. Such license will be issued according to South Dakota Department of Transportation regulations.

In application for a bus driver's license and in accordance with state law, each bus driver will be required to have a physical examination according to South Dakota Department of Transportation regulations.

First Reading 1/23/1995
Second Reading 2/8/1995
Adopted 2/8/1995
Amended
Reviewed 3/27/2006

DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS

School bus drivers shall be subject to a drug and alcohol-testing program that fulfills the requirements of the Federal Code of Federal Regulations. Other persons who drive vehicles designed to transport 16 or more passengers, including the driver, are likewise subject to the drug and alcohol-testing program.

In an effort to comply with federal law by the January 1, 1996 compliance date, any testing done under the district's permissive authority before that date shall be conducted in accordance with the procedures set forth in federal regulations.

Pre-employment Test

Tests shall be conducted before the first time a driver performs any safety-sensitive function for the district. Any driver who refuses to submit to a pre-employment, post-offer test shall not perform safety-sensitive functions. The pre-employment test should be done in conjunction with the initial physical examination.

Safety-sensitive functions include on-duty functions performed from the time a driver begins work or is required to be ready to work until he/she is relieved from work and all responsibility for performing work. It included driving; waiting to be dispatched; inspecting and servicing equipment; supervising; performing or assisting in loading and unloading; repairing or obtaining and waiting for help with a disabled vehicle; performing driving requirements related to accidents; and performing any other work for the district or paid work for any other entity.

Drug and Alcohol Testing for School Bus Drivers

The tests shall be required of an applicant only after he/she has been offered the position.

Exceptions may be made for driver's who have had the alcohol test required by law within the previous six months and participated in the drug-testing program required by law within the previous 30 days, provided that the district has been able to make all verifications required by law.

Post-Accident Tests

Alcohol and controlled substance tests shall be conducted as soon after an accident as practicable on any driver:

1. Who was performing safety-sensitive functions with respect to the vehicle, if the accident involved loss of human life; or
2. Who receives a citation under state or local law for a moving traffic violation arising from the accident.

No such driver shall use alcohol for eight hours after the accident, or until after he/she undergoes a post-accident alcohol test, whichever occurs first.

If an alcohol test is not administered within two hours or if a drug test is not administered within 32 hours, the district shall prepare and maintain records explaining why the test was not conducted. Attempts to conduct alcohol tests shall terminate after eight hours have elapsed after the incident, and after 32 hours for drugs.

Tests conducted by authorized federal, state or local officials will fulfill post-accident testing requirements provided they conform to applicable legal requirements and are obtained by the district. Breath tests will validate only the alcohol test and cannot be used to fulfill controlled substance testing obligations.

Random Alcohol and Controlled Substance Tests

Tests shall be conducted on a random basis at unannounced times through the year. Tests for alcohol shall be conducted just before, during or just after the performance of safety-sensitive function. Drivers shall be selected by a scientifically valid random process, and each driver shall have an equal chance of being tested each time selections are made. Each year the number of random tests conducted by the district must equal at least 25 per cent of all safety-sensitive personnel. In order to constitute a scientifically random process, the district may enter a cooperative venture with one or more state or federal public entities. If the violation rate in a year is one per cent or greater, the annual testing rate requirement increases to 50 per cent; however, if the violation rate in a year is one per cent or greater, the annual testing rate requirement increases to 50 per cent; however, if the violation is less than .5 percent for two consecutive years, the random testing rate decreases to 10 per cent.

Reasonable Suspicion Tests

Tests shall be conducted when a supervisor or district official trained in accordance with law has a reasonable suspicion that the driver has violated the district's alcohol or drug prohibitions. This reasonable suspicion must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech or body odors. The observations may include indication of the chronic and withdrawal effects of controlled substances.

Alcohol tests are authorized for reasonable suspicion only if the required observations are made during, just before or just after the period of the workday when the driver must comply with alcohol prohibitions. An alcohol test may not be conducted by the person who determines that reasonable suspicion exists to conduct such a test. If an alcohol test is not administered within two hours of a determination of reasonable suspicion, the district shall prepare and maintain a record explaining why this was not done. Attempts to conduct alcohol tests shall terminate after eight hours.

A supervisor or district official who makes a finding of reasonable suspicion shall also make a written record of his/her observations leading to a reasonable suspicion drug test within 24 hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

Return-to-Duty Tests

A drug or alcohol test shall be conducted when a driver who has violated the district's drug or alcohol prohibition returns to work to perform safety-sensitive duties.

Employees whose violation involved drugs cannot return to duty in a safety-sensitive function until the return-to-duty drug test produces a certified negative result.

Employees whose violation involved alcohol cannot return to duty in a safety-sensitive function until the return-to-duty alcohol test produces a verified result that meets federal and district standards and meets the expectations as described in Item: GBED.

Follow-Up Tests

A driver who violates the district's drug or alcohol prohibition and is subsequently identified by a substance abuse professional as needing assistance in resolving a drug or alcohol problem shall be subject to unannounced follow-up testing as directed by the substance abuse professional in accordance with law. Follow-up alcohol testing shall be conducted just before, during or just after the time when the driver is performing safety-sensitive functions.

Records

Employee drug and alcohol test results and records shall be maintained under strict confidentiality and released only in accordance with law. Upon written request, a driver shall receive copies of any records pertaining to his/her use of drugs or alcohol, including any records pertaining to his/her drug or alcohol tests. Records shall be made available to a subsequent employer or other identified persons only as expressly requested in writing by the driver.

Notification

Each driver shall receive educational materials that explain the requirements of the Code of Federal Regulations, Title 49, Part 382, together with a copy of the district's policy and regulations for meeting those requirements. Representatives of employee organizations shall be notified of the availability of this information. The information shall identify:

1. The person designated by the district to answer driver questions about the material;
2. The categories of drivers who are subject to the Code of Federal Regulations;
3. Sufficient information about the safety-sensitive functions performed by drivers to make clear what period of the work day the driver is required to comply with Part 382;
4. Specific information concerning driver's conduct that is prohibited by Part 382;
5. The circumstances under which a driver will be tested for drugs and/or alcohol;
6. The procedures that will be used to test for the presence of drugs and alcohol, protect the driver and the integrity of the testing process, safeguard the validity of test results and ensure that test results are attributed to the correct driver;
7. The requirement that a driver submit to drug and alcohol tests;
8. An explanation of what constitutes a refusal to submit to a drug or alcohol test and the attendant consequences;
9. The consequences for drivers found to have violated the drug and alcohol prohibitions of Part 382, including the requirement that the driver be removed immediately from the safety-sensitive functions and the procedures for referral, evaluation and treatment;
10. The consequences for drivers found to have an alcohol concentration of 0.02 or greater but less than 0.04; and
11. Information concerning the effects of drugs and alcohol on an individual's health, work and personal life; signs and symptoms and available methods of intervening when a drug or alcohol problem and/or referral to management.

Each driver shall sign a statement certifying that he/she has received a copy of the above materials.

Before any driver operates a commercial motor vehicle, the district shall provide him/her with post-accident procedures that will make it possible to comply with post-accident testing requirements.

When tests are given pursuant to the Code of Federal Regulations, Title 49, Part 382, the district shall so inform drivers before drug and alcohol tests are performed.

The district shall notify a driver of the results of a pre-employment drug test if the driver requests such results within 60 calendar days of being notified of the disposition of his/her employment application.

The district shall notify a driver of the results of random, reasonable suspicion and post-accident drug tests if the test results are verified positive. The district shall also tell the driver which controlled substance(s) were verified as positive.

Drivers shall inform, in writing, their supervisors and the school district business office if at any time they are using a controlled substance which their physician has prescribed for therapeutic purposes. Such a substance may be used only if the physician has advised the driver that it will not adversely affect his/her ability to safely operate a commercial motor vehicle.

Enforcement

Any driver who refuses to submit to a post-accident, random, reasonable suspicion or follow-up tests shall not perform or continue to perform safety-sensitive functions.

A driver who is tested and found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall not perform or continue to perform safety-sensitive functions including driving a commercial motor vehicle until the start of the driver's next regularly scheduled duty period, but no less than 24 hours after the test was administered.

A driver who is tested and found to have an alcohol concentration of 0.04 or greater will be subject to the same prohibitions contained in the paragraph above and may as well be subject to SDCL chi. 32-12-76 to 117 provisions governing commercial driver's licenses.

A driver who in any other way violates district prohibitions related to drugs and alcohol will be subject to other forms of discipline pursuant to those policies and shall at the very least, receive from the district the names, addresses, and telephone numbers of substance abuse professionals and counseling and treatment programs available to evaluate and resolve drug and alcohol related problems. The employee shall be evaluated by a substance abuse professional who shall determine what help, if any, the driver needs in resolving such a problem. Any substance abuse professional who determines that a driver needs assistance shall not refer the driver to a private practice, person or organization in which he/she has a financial interest, except under circumstances allowed by law.

An employee identified as needing help in resolving a drug or alcohol problem shall be evaluated by a substance abuse professional to determine that he/she has properly followed the prescribed rehabilitation program and shall be subject to unannounced follow-up tests after returning to duty.

PROHIBITION OF TEXT MESSAGING AND EMAILING WHILE DRIVING DURING SCHOOL OR OFFICIAL FEDERAL GRANT BUSINESS

All district employees including bus service personnel, federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging or emailing while driving a government owned vehicle, or while driving a privately owned vehicle including school buses during official school or grant business, or from using school or government supplied electronic equipment to text message or email when driving.

USE OF PRIVATE VEHICLES

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

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

Privately owned vehicles driven by employees while in their official capacity or nonemployees such as parents are covered primarily by the private owner's insurance and secondarily by the school district's automobile liability insurance. The school district's coverage is for liability only and does not cover damage to the privately owned vehicle.

The driver of each vehicle must be competent, properly licensed to drive and have no significant driving arrest record within the past 3 years ("significant" means no moving violations and no more than 3 speeding violations). The vehicle shall be roadworthy.

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

PARKING FEES

The Vermillion School Board will assess and receive a fee from students and full-time (20 hours per week or more) employees or contracted service employees who park their motorized vehicle on Vermillion School District premises.

The fee will be determined for the next school year no later than the date of the annual organizational school board meeting.

Building principals will make arrangements to have the unauthorized motorized vehicle towed from the district's premises if appropriate parking identification is not displayed.

PRINTING AND DUPLICATION SERVICES – REPRODUCTION OF COPYRIGHT MATERIALS

Works Protected by Copyright

Copyright protection extends to literacy works, musical works, dramatic works, pantomimes and choreographic works, pictorial, graphic, and sculptural works, motion pictures and other audiovisual works including television, and sound recording.

Unpublished works by U.S. and foreign authors are protected by the new copyright statute, as are published work by U.S. authors. The published works of foreign authors are subject to copyright under certain conditions, including coverage under national treaties such as the Universal Copyright Convention.

U.S. government works are excluded. Works produced for the U.S. government by its officers and employees are not subject to copyright.

District Procedure

Copyright materials, be they print or nonprint and including computer software, will NOT be duplicated unless such reproduction meets "fair use" standards or unless written permission from the copyright holder has been received.

The Board does not sanction illegal duplication in any form. Employees who willfully disregard the Districts' copyright position are in violation of Board policy and the law and assume all liability and responsibility related thereto.

Guidelines shall be developed and made available to all employees of the district to insure the fair use of copyright work.

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

PRINTING AND DUPLICATING SERVICE/COPYRIGHT MATERIAL**1. Purpose**

The board recognizes that the United States Code makes it illegal for anyone to duplicate copyrighted materials without permission. The Board further realizes that severe penalties are provided for unauthorized copying of audio, visual, or printed materials unless the copying falls within the bounds of the "fair use" doctrine.

P.L. 94-553 Sec. 107

2. Definition

Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research. If duplicating or changing a product is to fall within the bounds of fair use, these four standards must be met for any of the foregoing purposes:

- a. **THE PURPOSE AND CHARACTER OF THE USE.** The use must be for such purposes as teaching or scholarship and must be nonprofit.
- b. **THE NATURE OF THE COPYRIGHTED WORK.** Staff may make single copies of: book chapters for use in research, instruction or preparation for teaching; articles from periodicals or newspapers; short stories, essays or poems; and charts, graphs, diagrams, drawings, cartoons or pictures from books, periodicals or newspapers in accordance with these guidelines.
- c. **THE AMOUNT AND SUBSTANTIALITY OF THE PORTION USED.** Copying the whole of a work cannot be considered fair use; copying a small portion may be if these guidelines are followed.
- d. **THE EFFECT OF THE USE UPON THE POTENTIAL MARKET FOR OR VALUE OF THE COPYRIGHTED WORK.** If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties.

3. Authority

Staff may make copies of copyrighted school district materials that fall within the following guidelines. Where there is reason to believe the material to be copied does not fall within these guidelines, prior permission shall be obtained from the principal. Staff members who fail to follow this policy may be held personally liable for copyright infringement.

Permitted copies

1. Multiple copies, not exceeding more than one per pupil, may be made for classroom use or discussion if the copying meets the tests of "brevity, spontaneity and cumulative effect" set by the following guidelines. Each copy must include a notice of copyright.

a. Brevity

- ◆ A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words;
- ◆ Complete articles, stories or essays of less than 2500 words or excerpts from prose works not more than 1000 words or 10% of the work, whichever is less may be copied; in any event, the minimum is 500 words;
- ◆ Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph;
- ◆ One chart, graph, diagram, drawing, cartoon or picture per book, book or periodical issue may be copied. "Special" works cannot be reproduced in full; this includes children's books combining poetry, prose or poetic prose.

b. Spontaneity

- ◆ Should be at the "instance and inspiration" of the individual teacher.

c. Cumulative Effect

- ◆ Teachers are limited to using copied material for only one course in the school in which copies are made. No more than one short poem, article, story or two excerpts from the same author may be copied, and no more than three works can be copied from a collective work or periodical column during one class term. Teachers are limited to nine instances of multiple copying for one course during one class term. Limitations do not apply to current news periodicals, newspapers and current news sections of other periodicals.

2. A library or archive may reproduce one copy or recording of a copyrighted work and distribute it if: the reproduction or distribution is made without any purpose of direct or indirect commercial advantage; the collection of the library or archives is open to the public, or available not only to researchers affiliated with the library or archives or with the institution of which it is a part, but also to other persons doing research in a specialized field; and if the reproduction or distribution of a work includes a notice of copyright. Libraries and their employees are not liable for unsupervised use.
3. Copies of materials for "face-to-face" teaching activities involving performances or displays made by students or instructors, religious services, live performances without commercial advantage, and the use of instructional broadcasts are permitted.

Prohibited Copies

1. The act prohibits using copies to replace or substitute for anthologies, consumable works or compilations or collective works. "Consumable" works include: workbooks, exercises, standardized tests, test booklets and answer sheets. Teachers cannot substitute copies for the purchase of books, publishers' reprints or periodicals, nor can they repeatedly copy the same item from term-to-term. Copying cannot be directed by a "higher authority" and students cannot be charged more than actual cost of photocopying.
2. Schools must be licensed to play copyrighted music where the performer is paid or admission is charged, even if the admission is used to cover refreshment costs.
3. Jukeboxes must be licensed and a certificate of license must be displayed on each machine.
4. Taping copyrighted audiovisual works (such as broadcasts) and using them in the classroom is not fully resolved in the new law. When such use is contemplated, a request for an approved method of such use shall be made to the Superintendent's office.

SERVICE ANIMALS AT SCHOOL

The following rules shall govern the use of **service animals** by persons in the schools:

A. General Conditions

1. Qualified individuals with disabilities and service animal trainers are eligible to use **service animals** in school. A "service animal trainer" is any person who is employed by or volunteers for an organization generally recognized by agencies involved in assisting persons with disabilities as reputable and competent to provide **service animals** with training, and who is actively involved in the training process.

2. Use of a **service animal** by a person with a disability will be allowed in school when the animal is required to perform work or tasks directly related to an individual's disability.

3. "**Service animal**" is a dog specifically 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, except miniature horses, are not service animals for purposes of this definition:

- The work or tasks performed by a **service animal** must be directly related to the individual's disability. Under state and federal law, work and tasks may 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 nonviolent protection 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 a telephone;
- providing physical support and assistance with balance and stability to individuals with mobility disabilities, and or
- helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

b. Tasks performed by psychiatric **service animals** may include reminding individuals to take medicine, providing safety checks or room searches for individuals with post-traumatic stress disorder, interrupting self-mutilation, and removing disoriented individuals from dangerous situations.

c. The crime deterrent effect of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of Titles II or III.

d. A school shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability, if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability. In determining whether reasonable modifications in policies, practices, or procedures can be made to allow a miniature horse into a specific facility, a school will consider:

- the type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- whether the handler has sufficient control of the miniature horse;
- whether the miniature horse is housebroke, and
- whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

This entire policy and all federal and state laws which apply to **service animals** shall also apply to miniature horses.

4. A school is not responsible for the care or supervision of a **service animal** and will not be responsible for the training, feeding, grooming or care of any **service animal** permitted to attend school under this policy (except in the limited circumstances described in Section B.2.a).

5. A **service animal** shall be under control of its handler. All **service animals** must be kept on a harness, leash or tether, unless either 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 or effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).

6. An individual (in the case of a student, the student's parent(s), guardian(s) or custodian(s) is liable for any damage to school or personal property and any injuries to individuals caused by the service animal, consistent with any applicable laws.

7. Individuals with disabilities shall be permitted to be accompanied by their **service animals** on all property owned or leased by the school district where members of the public, participants in services, programs or activities, or invitees are allowed to go, subject to Section C.1 below.

B. Administrative Review of Service Animals

1. Whenever a service animal is in school or on school property (and it is not obvious that the dog qualifies as a service animal, e.g., a guide dog for a blind person), a building administrator or other authorized school official may inquire:

- a. Whether the animal is required because of a disability;
- b. What work or task(s) the animal has been trained to perform, and
- c. In the case of a service animal trainer, documentation of the individual's affiliation with a recognized organization as described in Section A.1 above.

When it is anticipated that a service animal is going to be in school on a regular basis with an employee, student, volunteer, service animal trainer, or other authorized frequent visitor to school, the individual using the service animal (or in the case of a student, the student's parent(s), guardian(s) or custodian(s)) must notify the building administrator in advance.

3. A school will not provide staff support to care for or control a service animal, but may provide support to the student using a service animal as needed in a particular instance (e.g., accompanying a young student who takes a service animal to relieve itself).

Service animals must be properly licensed and vaccinated in accordance with applicable state or local law.

C. Removal or Exclusion of Service Animals from School

1. A building administrator or other authorized school official may require that a service animal be removed from the school or other school property under any of the following circumstances:

- a. The service animal is disruptive or out of control and the animal's handler does not take effective action to control it;
- b. The service animal is not housebroken;
- c. The animal's presence would require a fundamental alteration to the school's service, program, or activity;
- d. The service animal demonstrates that it is unable to perform reliably the work or task(s) which it was represented as being able to perform (which is required to be defined as a service animal), or
- e. The service animal is ill (e.g., vomiting, etc.) or infested with parasites, has an infection of the skin, mouth or eyes, or otherwise potentially presents a threat to the public health.

2. If a service animal is removed or excluded, the individual with a disability shall still be provided the opportunity to participate in the service, program, or activity without the service animal on the premises.

Vermillion School District 13-1

SECTION F: Facilities Development

Section F of this policy classification system provides a repository for statements on school construction, remodeling and modernizing, temporary facilities, and facilities retirement plan.

Vermillion School District 13-1

SECTION G: Personnel

Section G of this policy classification system provides a repository for personnel policies. This section has three main subdivisions: subsection GB presents policy topics that pertain to all employees; subsection GC is for policies that pertain to professional personnel who must hold certification by the state to serve in their positions; and subsection GD is for policies pertaining to support or noncertified personnel.

GBAA	Veteran's Preference
GBEB	Worker's Compensation Insurance
GBEC	Use of Alcohol, Drugs, and Controlled Substances by Employees (Drug-Free Workplace)
GBED	Employee Criminal Background Check
GBEE	General Employee Conduct
GBEF	Vermillion School District Social Media Policy (School Personnel)
GBK	Smoke-Free Facilities
GBMA	Grievance Procedures for Classified Employees
GCAA	Business Manager
GCAB	High School Principal
GCABA	Dean of Students
GCAD	Middle School Principal
GCADAA	Administrative Assistant to Middle School Principal
GCAE	Elementary School Principal
GCAF	Director of Special Services
GCAG	Curriculum and Instruction
GCAH	Title V
GCAI	Activities Director
GCAI-A	Assistant Activities Director
GCAJ	Omitted from policy manual – board approved on 9-12-2016
GCAK	Teacher

GCAL	Gifted Education
GCAM	District Technology Coordinator
GCAMA	District Assistant Technology Coordinator
GCAN	Library Media Specialist
GCAO	Special Education Teacher
GCAP	School Psychologist
GCAQ	Physical Therapist
GCAR	Occupational Therapist
GCAS	Speech and Language Pathologist
GCAT	School Resource Office
GCAU	K-12 Counseling Coordinator/Director
GCAUA	Counselor
GCAUB	Reading Specialist
GCB	Professional Certified Staff Contracts and Compensation Plans
GCBA	Nonqualified Deferred Compensation Plan for Board Members, Administrators, Other Salaried Employees, Hourly and Non-certified Co-curricular Employees
GCBB	Separation of Service for 409 (a)
GCBCB	Professional Staff Fringe Benefits – Optional Spouse Survivor Benefit
GCBCD	School Nurse
GCBD	Sick/Bank: Administration
GCBDA	Cellular Telephones for Administrators and Directors
GCBDGA	Professional Leave Report
GCCA	Certified Staff Recruiting – New Positions
GCD	Certified Staff Hiring
GCDBA	Hiring and Employment of Immediate Family Members
GCDBE	Family and Medical Leave Act (FMLA Leave) – Certified Staff

GCDBEA	Family and Medical Leave Act (FMLA Leave) – Classified Staff
GCEA	Substitute Teacher
GCN	Evaluation Materials for Certified Staff
GCPB	Interview Process: Stipend
GCPCBA	District Early Retirement for Administrators
GCPCBB	Retire/Rehire
GCQAA	Consultation (Certified Staff Activities)
GDA	Tutor
GDA A	Library Media Aide
GDAB	Central Copy Aide
GDAC	Noon Duty Aide
GDAD	Administrative Assistant to the Superintendent
GDAE	Secretary to the Building Administrators
GDAF	Accounts Payable
GDAG	Payroll Clerk
GDAH	Director of Buildings and Grounds
GDAI	Head Building Custodian
GDAJ	Day/Night Custodian
GDAL	Occupational/Physical Therapy Aide
GDAM	Special Education Aide
GDAN	Sign Language Interpreter
GDAO	Special Educational Assistant
GDBCA	Clerical Services – Benefits
GDBCB	Custodial Services – Custodial Benefits
GDBCE	Teacher Aides and Tutors
GDBD	Support Staff Leaves and Absences
GDBE	Employees: Annual Leave

GDD	Holidays
GDC	Classified Recruiting, Posting of Vacancies & Hiring
GDN	Performance Appraisal Form for Classified Staff
GHCC	Personnel Communicable Disease
GHCCA	Personnel Communicable Disease – Handling of Body Fluids

Amended 10/23/06
Amended 11/12/07
Amended 12/10/07
Amended 2/11/08
Amended 4/14/08
Amended 8/11/08
Amended 9/18/08
Amended 3/24/09
Amended 10/12/09
Amended 11/12/2012
Amended 1/14/2013
Amended 7/8/2013
Amended 3/10/2014
Amended 11/9/2015
Amended 9/12/2016
Amended 2/13/2017

VETERAN'S PREFERENCE

If a veteran possesses the qualifications necessary to discharge the duties of the position involved, the veteran shall receive preference for employment and promotion. For the purposes of this policy, the term "veteran" means any person who:

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

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

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

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

If a veteran applies for appointment for employment under this policy, the District shall, before employing anyone to fill the position, investigate the qualifications of the applicant. If the applicant possesses at least the minimum qualifications necessary to fill the position, the officer, board, or person shall interview the applicant. However, nothing within this policy requires the school district to hire a veteran interviewed. At the conclusion of the hiring procedure and protocol, should a veteran and nonveteran be equally qualified for the position the veteran shall be granted veteran's preference and shall be offered employment in the position.

A person holding a public position by appointment or employment and belonging to any of the classes of persons to whom a preference is granted per SDCL ch. 33A-2 may be removed for incompetency or misconduct shown after a hearing, upon due notice, upon stated charges, and with the right of the employee or appointee to a review per SDCL 3-3-4.

Legal References: SDCL: 3-3-1, 3-3-4, 3-3-6, 3-3-7, 3-3-8.

WORKER'S COMPENSATION INSURANCE

All employees are covered by worker's compensation insurance. Injuries sustained while on duty are covered by this insurance with some statutory requirements. However, such injuries covered by worker's compensation are not covered by the group hospitalization and surgical insurance.

Any injury sustained for which a claim for worker's compensation insurance will be filed must be reported by the claimant within three days of occurrence to the superintendent's office. Medical bills for the treatment of such injuries are to be sent directly to the superintendent's office.

An employee may be required after seven (7) visits to the medical practitioner of his/her choice to submit himself/herself at the expense of the employer for examination to a medical practitioner selected by employer or insurance carrier, pursuant to SDCL 62-7-1, to determine the nature, extent, and probable duration of any injury received by the employee and the amount of compensation which may be due the employee.

Other such examinations may periodically be requested by employer or insurance carrier, not more frequently than once every four weeks.

**ALCOHOL AND DRUG ABUSE AND/OR DEPENDENCE BY EMPLOYEES
(Drug-Free Workplace)**

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 that person being under the influence of drugs or controlled substances. Nor will the school board tolerate the 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 dismissal and possible referral to law enforcement officials for prosecution. Each employee of the district is hereby notified that, as a condition of employment, the employee must abide by the terms of this policy and will report to the superintendent any criminal drug statute convictions. Such notification must be made by the employee to the superintendent no later than five days after conviction.

Upon receipt of information concerning a violation of this policy, the district will take appropriate disciplinary action which may include termination of employment or mandatory employee participation in alcohol/drug abuse or dependence treatment, assistance or rehabilitation programs.

All employees will attend, whenever given, a district drug-free awareness program at which employees will be informed about the danger 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 district recognizes that employees who have an alcohol or drug abuse or dependence issue 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.

The school district hereby commits itself to a continuing good faith effort to maintain a drug-free workplace.

A copy of this policy shall be given to all present and future employees.

EMPLOYEE CRIMINAL BACKGROUND CHECK

It is the policy of the school 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 offered employment on or after July 1, 2000, 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.

Each person considered a final applicant for employment shall be provided with a memorandum to and certification form for completion by a law enforcement agency as provided in Appendix A to this policy, 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. The final applicant shall take the fingerprint cards, certification form, the memorandum, and the addressed, stamped envelope to a law enforcement agency and submit to the fingerprinting process. The final applicant must also provide to law enforcement a check or money order made out to the South Dakota Division of Criminal Investigation in an amount necessary to cover the costs of the criminal record check. These actions must be taken by a final applicant within 10 days of any offer of employment or said offer will be deemed revoked. 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(9), a sex offense as defined in SDCL 22-24B-1, or trafficking in controlled drugs or substances which when and where committed would constitute such in the state of South Dakota. Unpardoned convictions for felonies or unpardoned convictions of any crime of moral turpitude as defined by SDCL 22-1-2(25) which when and where committed would constitute such in the state of South Dakota may constitute a disqualifying record as determined by the school 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.

An applicant for employment subject to this policy shall provide to the law enforcement agency performing the fingerprinting process cash, check, or money order in an amount necessary to cover the costs of the criminal record check.

This policy applies to all other employment agreements, whether written or oral.

Adopted 6/27/00
Amended
Reviewed
Amended 11/12/07
Amended 8/10/15

GENERAL EMPLOYEE CONDUCT –

The school expects its 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.

VERMILLION SCHOOL DISTRICT SOCIAL MEDIA POLICY (SCHOOL PERSONNEL)

Social media has become a huge part of today's society. The wide variety of social networking tools provides school personnel with easy access to share important news and events. Such media technologies as Twitter, Facebook, Internet forums, social blogs, Wikis, photographs, and others have many benefits today. However, they can be disruptive when inappropriate postings occur. Using these communication tools in an inappropriate manner can have negative consequences, especially if unkind words or threats are used.

The Vermillion School District recognizes and supports free speech, expression, and association, including the use of social networks. Any online postings must be consistent with federal and state laws, as well as school rules and regulations (including those listed below).

Specifically prohibited behaviors include but not limited to:

- Sexually explicit, profane, lewd, indecent, illegal, or defamatory language/actions.
- Derogatory language regarding school personnel or students.
- Comments designed to harass or bully students and/or school personnel.
- Nude, sexually-oriented or indecent photos, images or altered pictures.

Any use of in school or out of school computer software, computer networks, telecommunications devices, information technology, and related technologies, which disrupts or interferes with the educational process in any manner is prohibited and may result in disciplinary action including suspension and/or termination of employment.

SMOKE-FREE FACILITIES

The Vermillion School District is dedicated to providing a healthy, comfortable, and productive environment for staff, students, and citizens. The school board believes that education has a central role in establishing patterns of behavior related to good health and shall take measures to help its students to resist tobacco (smoke and smokeless) use. Materials related to tobacco (smoke and smokeless) use prevention are a part of the elementary and secondary curriculum. The school board is concerned about the health of its employees and also recognizes the importance of adult role modeling for students during formative years. Therefore, the board shall promote non-smoking and non-use of tobacco (smoke and smokeless) products among its staff and students.

Smoking and use of tobacco (smoke and smokeless) products shall be prohibited on school district property. This shall include school buildings, grounds, and school-owned vehicles.

GRIEVANCE PROCEDURES FOR CLASSIFIED EMPLOYEES

ARTICLE I – DEFINITIONS

- A. A “grievance” is a complaint by an individual or a group of individuals upon an alleged violation, misinterpretation, or inequitable application of any existing policies, rules, or regulations of the school district.
- B. An “aggrieved person” is the person or person making the claim.
- C. The term “days” when used in this article shall, except where otherwise indicated, mean working school days.
- D. “Board” shall mean the school board, Vermillion School District 13-1.

ARTICLE II – PURPOSES

- A. The purpose of this procedure is to secure, as soon as possible, equitable solutions in grievances.
- B. These proceedings shall be kept as informal and confidential as may be appropriate at any level of the procedure.
- C. Nothing herein contained shall be construed as limiting the right of an individual having been aggrieved to discuss the matter informally with an appropriate member of the administration before formally filing a grievance.

ARTICLE III – PROCEDURES

- A. When an aggrieved person has a grievance, he/she shall file a written grievance with the superintendent within 20 days after the aggrieved person, through the use of reasonable diligence, should have had knowledge of the occurrence that gave rise to the grievance. The superintendent of schools shall set a meeting date as soon as possible, but not later than seven days after the grievance is filed. Within seven days after the meeting, the superintendent of schools shall serve a written disposition of the matter upon the aggrieved person.
- B. Within five days after receipt of the above disposition, the aggrieved person may, if the grievance remains unresolved, appeal in writing to the board. The board shall hold a formal hearing within 20 days or at its next regular meeting, whichever comes sooner, and serve a written disposition of the matter on the aggrieved person within 10 days after the hearing.
- C. If an aggrieved person fails to comply within the time limits established, the grievance shall be considered void. If the employer fails to respond within the time limits, the grievance shall be considered resolved based upon the requested remedy. Time limits can be waived by mutual consent of the aggrieved person and superintendent of schools or board, depending on the grievance level.

An aggrieved person shall at his/her option have the right to be represented at all steps grievance procedure by a representative selected by the aggrieved person.

- D. Appeal of the board decision may be taken pursuant to SDCL 3-18-15.2 in the event the grievance remains unresolved.

Professional Staff Position: Business Manager

TITLE: Business Manager

- QUALIFICATIONS:**
1. Minimum – BA/BS degree in accounting
 2. Prefer a minimum of three years experience in a school Business office or government accounting experience
 3. South Dakota endorsement to practice as a business manager or equivalent.
 4. Such alternatives to the above qualifications as the board may find appropriate and acceptable.

REPORTS TO: Superintendent of Schools and School Board

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

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS/DUTIES:

1. Demonstrate knowledge in governmental accounting and payroll systems.
2. Computer literate
3. Demonstrate supervisory skills
4. Demonstrate ability to provide for proper internal control and accounting procedures.
5. Demonstrate organizational skills.
6. Demonstrate ability to meet deadlines.
7. Pursues professional growth opportunities such as attending conferences, reading professional journals, and/or participating in professional organizations and on-site professional development.
8. Other duties may be assigned by the administration.

B. OTHER DUTIES/SKILLS:

1. Responsible for the administration of the budget.
2. Responsible for maintaining adequate budgetary controls making sure that funds are spent wisely and that adequate control and accounting procedures are maintained.
3. Responsible for disbursement of school district funds in accordance with state law and budget authority.
4. Responsible for maintaining all financial reports for the district.
5. Responsible for all annual financial reports necessary (payroll, food service, annual report, etc.)
6. Responsible for the supervision of payroll services including completion of necessary payroll services related forms.
7. Responsible for supervising audit and approval of claims for consideration by the school board.
8. Responsible for coordination of a purchase order system and documentation necessary for ordering items.
9. Handles financial arrangements on bid contracts.
10. Responsible for daily receipt deposits.

11. Responsible for monthly reconciliation of all banks accounts.
12. Responsible for closing month end financial reports on the computer.
13. Responsible for annual school election.
14. Attend all meetings of the school board or assign meeting to business office staff.
15. Responsible for recording and filing of official documents of the school district.
16. Responsible for the coordination of the custodial program with building principals.
17. Responsible for the coordination of the transportation program with building principals.
18. Recommend personnel to be employed in the business office.
19. In absence of the superintendent, confer with high school principal regarding system decisions.
20. Grant accounting and reporting.
21. Responsible for processing food service free and reduced applications and the annual verification requirement.
22. Responsible for completion of Child and Adult Nutrition Application.
23. Maintain and update all school inventories.
24. Maintain district wide inventory of fixed assets.
25. Responsible for routine bid/quote letting and assist in other bid letting requirements.
26. Recommend insurance as seen necessary.
27. Responsible for maintaining the petty cash funds.
28. Coordinate with the building principals all after school and community use of the school buildings as per established policies.
29. Maintain and annually update Bank Signature Authority.
30. Other duties as assigned by the superintendent and/or school board.

EVALUATION: The job performance will be evaluated in accordance with provisions as outlined in district policy and/or procedure.

Professional Staff Position: HIGH SCHOOL PRINCIPAL

TITLE: Principal

QUALIFICATIONS:

1. South Dakota certificate to practice as a school principal
2. Minimum: MA+15 and three years classroom teaching experience at the appropriate level.
3. Three years administrative experience at the appropriate level.
4. Such alternatives to the above qualifications as the board may find appropriate and acceptable.

REPORTS TO: Superintendent of Schools

SUPERVISES:

1. Assistant school principal/Dean of Students
2. All staff
3. Assist with the supervision of special education and custodial staff
4. Other staff in the respective building as appropriate

PRIMARY FUNCTION: The principal is the professional advisor to the superintendent in matters pertaining to the respective school, and will be responsible to make recommendations for consideration to the superintendent and the school board as directed by the superintendent. The principal is delegated the responsibility for the operation and management of the schools; and is empowered with the proper authority to execute the programs within the building(s). The principal is the educational and administrative leader of the school who works cooperatively with the faculty, students, support staff, and community to provide a quality education program to the schools.

PERFORMANCE RESPONSIBILITIES/DUTIES:

A. ESSENTIAL SKILLS

1. Responsible for the evaluation of the staff in accordance with school policy and state law.
2. Provide the leadership for curriculum planning and development.
 - a. Monitor the instructional program with the help of the curriculum director and committees.
 - b. Implement the curriculum projects that are results of a team decision-making process.
3. Provide the leadership for the development of instructional programs that are required by state law, administrative rules, and district policies/procedures.
4. Provide leadership for staff development.
5. Provide leadership in completing district goals in accordance to district policy.
6. Conduct meaningful staff and departmental meetings on a periodical basis.
7. Responsible for teacher and student scheduling.
8. Responsible for the implementation and monitoring of programs and activities that are in the best interest of the students.
9. Responsible for the recording, reporting, and monitoring of students' academic progress and records.

10. Coordinator of student fund raising projects.
11. Responsible for recommending budget expenditures to the superintendent and administering the adopted budget for the school program in cooperation with the business office.
12. Maintain proper budget records and financial controls of the budget as necessary.
13. Responsible for appropriate public relations and communication for the school.
14. Responsible for the completion of all state and NCA accreditation forms and then the continual monitoring of the state and NCA rules and standards as well as other school improvement initiatives.
15. Responsible for the coordination and supervision of support services according to district policy.
16. Responsible for maintaining an appropriate inventory for the buildings in cooperation with the business office.
17. Responsible for the development and implementation of discipline guidelines according to district policy.
18. Responsible for designing and implementing the employee schedules.
19. Coordinates USD/VHS teacher preparation programs (para's, student teachers, etc.)
20. Responsible for obtaining substitutes as needed.
21. Responsible for other duties as assigned by the superintendent of schools.
22. Pursues professional growth opportunities such as attending conferences, reading professional journals, and/or participating in professional organizations and on-site professional development.
23. Other duties may be assigned by the administration.

EVALUATION: The job performance will be evaluated in accordance with provisions as outlined in district policy and/or procedure.

Professional Staff Position: DEAN OF STUDENTS

TITLE: Dean of Students

QUALIFICATIONS: 1. South Dakota certificate with a Masters Degree as a Secondary School Principal.
2. Minimum: Masters Degree and three years classroom teaching experience at appropriate level.
3. Such alternatives to the above qualification as the board may find appropriate and acceptable.

REPORTS TO: High School Principal

SUPERVISES: Administrative Assistant

PRIMARY FUNCTION: The dean of students is the professional advisor to the building principal in matters pertaining to the high school, and will assist with the daily operation and management of the high school. The dean of students works cooperatively with the principal, faculty, students, support staff, and community to provide a quality education program for the high school.

PERFORMANCE RESPONSIBILITIES/DUTIES:

1. Serves as supervision of the high school in the absence of the high school principal.
2. Responsible for student attendance.
3. Responsible for student discipline.
4. Responsible for student assembly/entertainment programs.
5. Responsible for student recognition programs.
6. Serve on the district-wide calendar committee.
7. Coordinates special student programs (work permits, UPP, teacher assistants, etc.)
8. Works toward maintaining good public relations and communication with the community.
9. Pursues professional growth opportunities such as attending conferences, reading professional journals, and/or participating in professional organizations and on-site professional development.
10. Other duties as assigned by the building principal.
11. Other duties may be assigned by the administration.

SHARED RESPONSIBILITIES:

A. With the High School Principal

1. recruitment, selection, assignment, and scheduling of the high school staff
2. evaluation of the 9-12 instructional staff
3. curriculum development and implementation
4. recording and reporting of student academic progress
5. works toward completion of the district goals
6. development of student handbooks

- B. With the Activity Director and Athletic Director:
 - 1. development of Athletic/Activities handbook
 - 2. supervision of students at school activities
 - 3. supervision of student eligibility

- C. With the Guidance Department:
 - 1. student evaluation and placement

- D. With the Director of Instruction
 - 1. curriculum planning and development

EVALUATION: The job performance will be evaluated in accordance with provisions of the district's policy for Evaluation of Professional Personnel.

Professional Staff Position: MIDDLE SCHOOL PRINCIPAL

TITLE: Middle School Principal

QUALIFICATIONS:

1. South Dakota certificate to practice as a Middle School Principal.
2. Minimum: MA+15 and three years classroom teaching experience at appropriate level.
3. Three years administrative experience at appropriate level.
4. Alternatives to the above qualifications as the board may find appropriate and acceptable.

REPORTS TO: Superintendent

SUPERVISES:

1. Certified Employees
2. Classified Employee
3. Support Staff
4. Administrative Assistant

Primary Function: The principal is the professional advisor to the superintendent in matters pertaining to the middle school, and will be responsible to make recommendations for consideration to the superintendent and school board. The principal is delegated the responsibility for the operation and management of the middle school; and is empowered with the proper authority to execute the programs within the building. The principal is the educational and administrative leader of the school who works cooperatively with the faculty, students, support staff, and community to provide a quality education program to the middle school.

PERFORMANCE RESPONSIBILITIES/DUTIES:

1. Recommends to the superintendent ideas for recruitment, selection, employment, scheduling, and assigning of the 6-8 staff.
2. Responsible for evaluation of 6-8 instruction staff in accordance with school policy and state law.
3. Provides the leadership for curriculum planning and development.
 - A. Monitors the 6-8 instructional program with the help of the curriculum director and committees.
 - B. Implements the 6-8 curriculum projects that are results of a team decision making process.
4. Provides the leadership for the development of instructional programs that are required by state law or administrative rules.
5. Provides leadership for staff development.
6. Provides leadership in completing district's goals.
7. Conducts meaningful staff and department meetings on periodical basis.
8. Responsible for the implementation and monitoring of programs and activities that are in the best interest of the students.
9. Responsible for the recording, reporting, and monitoring of the academic progress and student records of students in grades 6-8.
10. Responsible for recommending budget expenditures and administering the adopted budget for the middle school in cooperation with the business office.
11. Maintains proper budget records and financial controls of the 6-8 budget as necessary.

12. Responsible for appropriate public relations communication within the community.
13. Responsible for the completion of all state and NCA accreditation forms and then the continual monitoring of the state and NCA rules and standards.
14. Responsible for the coordination and supervision of support services according to district policy.
15. Maintains appropriate inventory in respective building(s) in cooperation with the business manager's office.
16. Responsible for developing and implementation of discipline guidelines according to district policy.
17. Responsible for designing and implementing the master schedule for 6-8.
18. Responsible for the enrollment of all students and orientation of students new to the system.
19. Responsible for obtaining substitutes as needed.
20. Coordinates and supervises the student teacher and paraprofessional programs.
21. Coordinates with the business manager all after school and community use for the middle school facilities as per established policies.
22. Responsible for the coordination of the necessary classroom technology.
23. Responsible for other duties as assigned by the superintendent of schools.
24. Pursues professional growth opportunities such as attending conferences, reading professional journals, and/or participating in professional organizations and on-site professional development.
25. Other duties may be assigned by the administration.

EVALUATION: Job performance will be evaluated in accordance with provisions of the district's policy for Evaluation of Professional Staff.

PROFESSIONAL STAFF POSITION: ADMINISTRATIVE ASSISTANT TO MIDDLE SCHOOL PRINCIPAL

REPORTS TO: Middle School Principal

PRIMARY FUNCTION: The Administrative Assistant is the professional advisor to the building principal in matters pertaining to the middle school and will assist the daily operating and management of the middle school. The Administrative Assistant works cooperatively with the principal, faculty, students, support staff, and community to provide a quality education program for the middle school.

PERFORMANCE RESPONSIBILITIES: As delegated by Middle School Principal

A. ESSENTIAL SKILLS/DUTIES:

1. Assume the role of the middle school principal in his/her absence.
2. Ability to manage student discipline.
3. Responsible for the coordination of extracurricular and non-instructional assignments which include bus duty, and schedule locker area assignments.
4. Assist the athletic director with the coordination of middle school activities with other attendance sites.
5. Other duties may be assigned by the administration.

B. OTHER DUTIES/SKILLS:

1. Recording and reporting of student records and activities which includes student promotion and student retention.
2. Demonstrate skills that lead toward the accomplishment of district building goals.
3. Assist with staff development, teacher orientation, staff meetings, and departmental meetings.
4. Assist with the development rules, regulations and of student handbook.
5. Assist with the organization of student supervision.
6. Assist with enrollment and orientation of students new to the system.
7. Assist with student discipline and administration tardy policy for the school.
8. Assist with the organization of parental meetings for the enhancement of student progress and/or behavior.
9. Assist with the development and implementation of the master schedule.
10. Advisor for the building student council and yearbook.

EVALUATION: The job performance will be evaluated in accordance with provisions as outlined in district policy and/or procedure.

PROFESSIONAL STAFF POSITION: ELEMENTARY SCHOOL PRINCIPAL

TITLE: Elementary School Principal

QUALIFICATIONS:

1. South Dakota Certificate to practice as an elementary school principal.
2. Minimum: MA+15 and three years classroom teaching experience at appropriate level.
3. Three years administrative experience at the appropriate level.
4. Alternatives to the above qualifications as the board may find appropriate and acceptable.

REPORTS TO: Superintendent of Schools

SUPERVISES:

1. All building elementary staff
2. Assists with the supervision of special education and custodial staff
3. Other staff in the respective building as appropriate

PRIMARY FUNCTION: The principal is the educational and administrative leader of the school who works cooperatively with the faculty, students, support staff, and community to provide a quality education program to the elementary schools. The respective principal is responsible to make recommendations for consideration to the superintendent and school board. The principal is delegated the responsibility for the operation and management of the elementary schools; and is empowered with the proper authority to execute the program within the buildings.

PERFORMANCE RESPONSIBILITIES/DUTIES:

1. Responsible for the evaluation of the instructional staff in accordance with school policy and state law.
2. Provides the leadership for curriculum planning and development.
 - A. Monitors the building instructional program with the help of the curriculum director and committees.
 - B. Implements the building curriculum projects that are results of a team decision making process.
3. Provides the leadership for the development of instructional programs that are required by state law or administrative rules.
4. Provides leadership for staff development.
5. Provides leadership in completing district's goals in accordance to district policy.
6. Conducts meaningful staff and departmental meetings on a periodical basis.
7. Responsible for the implementation and monitoring of programs and activities that are in the best interests of the students.

8. Responsible for the recording, reporting, and monitoring academic progress and student records of students in grades.
9. Responsible for recommending budget expenditures and administering the adopted budget for the K-5 program in cooperation with the business office.
10. Maintains proper budget records and financial controls of the budget as necessary.
11. Responsible for appropriate public relations for the Vermillion elementary schools.
12. Responsible for the completion of all state and NCA accreditation forms and then the continual monitoring of the state and NCA rules and standards.

13. Responsible for the coordination and supervision of support services according to district policy.
14. Responsible for maintaining an appropriate inventory for the buildings in cooperation with the business office.
15. Responsible for the development and implementation of discipline guidelines according to district policy.
16. Responsible for designing and implementing the employee schedules for grades.
17. Responsible for the enrollment of all students and the orientation of students new to the system.
18. Responsible for obtaining substitutes as needed.
19. Coordinates and supervises the student teacher and paraprofessional programs.
20. Coordinates with the business manager all after school and community use of the Austin and Jolley facilities as per established rules.
21. Monitors special education needs and surfaces concerns to the director of special education.
22. Responsible for the coordination of the necessary classroom and audio-visual equipment.
23. Responsible for other duties as assigned by the superintendent of schools.
24. Pursues professional growth opportunities such as attending conferences, reading professional journals, and/or participating in professional organizations and on-site professional development.
25. Other duties may be assigned by the administration.

EVALUATION: Job performance will be evaluated in accordance with provisions of the district's policy for Evaluation of Professional Personnel.

TITLE:DIRECTOR OF SPECIAL SERVICES

QUALIFICATIONS:

1. Must possess a valid South Dakota certificate that meets the requirements for director of special services as set forth by the Department of Education.
2. A minimum of a master's degree and three years classroom teaching experience at the appropriate level.
3. Alternatives to the above qualifications as the school board may find appropriate and acceptable.

REPORTS TO: Superintendent of Schools

SUPERVISES: Special Education Staff and Title I, Students, and Programs

PRIMARY FUNCTION/ELEMENTARY PRIMARY FUNCTION: Be the professional advisor to the superintendent in matters pertaining to the special services for the district. The director is empowered with the proper authority to execute the district's special education and Title I program. The director must work cooperatively with all staff, students, parents, and community to provide quality education to meet the special needs of students.

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS/DUTIES:

1. Demonstrate positive public relations skills.
2. Demonstrate consultation and collaboration skills
3. Exhibit leadership qualities important for the supervision of staff and programs: interviewing/hiring/training employees; planning, assigning, directing work, rewarding and disciplining; addressing complaints and resolving problems.
4. Demonstrate problem-solving abilities.
5. Demonstrate clarity in both oral and written communication.
6. Establish and maintain effective working relationships with students, staff, parents and community.
7. Have knowledge of federal, state, and district special education guidelines, and of issues in all disability areas.
8. Demonstrate evaluation skills for appraising staff performance and monitoring student progress.
9. Maintain an efficient filing system for keeping records.
10. Able to present information and respond to questions.
11. Manage a budget.
12. Have general knowledge of current trends in education: curriculum, technology, etc.
13. Demonstrate the ability to write reports, business correspondence, plans/manuals/brochures, grants.
14. Able to travel between school buildings, districts, and cities.
15. Pursues professional growth opportunities such as attending conferences, reading professional journals, and/or participating in professional organizations and on-site professional development.
16. Other duties may be assigned by the administration.

B. OTHER SKILLS/DUTIES:

1. District-Wide Services
 - a) Prepare and disseminate appropriate documents required by special education law to coordinators, staff, parents, and community via newspaper, radio/tv, and written correspondence.
 - b) Recommend to the superintendent ideas for recruitment, selection, assignment, scheduling, and employment of special education staff.
 - c) Attend periodical staff meetings organized by building coordinators to discuss policy and state law as needed; to discuss programs, scheduling, etc., as requested.
 - d) Serve on district committees as requested (Instruction Council, Technology).
 - e) Visit with building staff/students periodically.
 - f) Offer suggestions regarding modifications/accommodations and placement of students.
 - g) Provide a weekly calendar to the special education staff and district administrators.
 - h) Is responsible for the accomplishment of program goals.

2. Out-of-District Services
 - a) Attend and participate in placement meetings, IEP meetings, and periodic parent/communication meetings.
 - b) Arrange for support services and related services for students, if necessary.

3. Comprehensive Plan
 - a) Review the Plan as required by the State Department of Special Education.
 - b) Arrange for revising and updating the plan.
 - c) Revise, update, and arrange for printing of all special education forms.

4. Child Count – Confer with special education teacher coordinator on:
 - a) Collecting student information from case managers,
 - b) Entering student information into a computer database, SIMS.
 - c) Verify child count in a timely manner.

5. Compliance Review
 - a) Prepare material for tri-annual compliance review.
 - b) Coordinate review team.
 - c) Develop a corrective action plan based on the review and confer with building principals/staff regarding implementation.

6. Budget
 - a) Recommend budget expenditures and is responsible for complying with the adopted budget for special education.
 - b) Review and approve capital outlay request and arrange for purchase order processing.
 - c) Apply for the following monies:
 - EHA flow-through funds;
 - Preschool grant.
 - Local state grants which are submitted on a one-time basis
 - d) Oversee process of filing for Medicaid reimbursement

7. Evaluations
 - a) Coordinate contracted services for evaluations.

8. Student/Parent Relations
 - a) Meet with parents to address serious concerns/complaints.

9. Community Involvement
 - a) Serve on the Clay County Child Protection Team, Community Services Forum, Center for Children and Families Board, Vermillion Special Olympics Board.

10. Other duties as assigned by the superintendent.

EVALUATION: The job performance will be evaluated in accordance with provisions as outlined in district policy and/or procedure.

PROFESSIONAL STAFF POSITION: CURRICULUM AND INSTRUCTION

TITLE: Director of Instruction

QUALIFICATIONS:

1. South Dakota teaching certificate and five years of classroom experience (administrative endorsement desired).
2. Minimum of MA degree or equivalent.
3. Proficiency in and/or knowledge of curriculum development.
4. Proficiency in and/or knowledge of staff development.
5. Proficiency in and/or knowledge of school improvement.
6. Proficiency in and/or knowledge of grants management.
7. Proficiency in and/or knowledge of data analysis.
8. Proficiency in and/or knowledge of school accreditation.
9. Alternatives to the above qualifications as the board may determine appropriate and acceptable.

REPORTS TO: Superintendent of Schools

- SUPERVISES:**
- | | |
|-----------------------------------|----------------------------|
| 1. Instruction Council | 8. Vocational Ed Committee |
| 2. Language art/reading Committee | 9. Fine Arts " |
| 3. Social Studies " | 10. Physical Ed & Health" |
| 4. Mathematics " | 11. Multicultural " |
| 5. Science " | 12. Mod Squad " |
| 6. Technology/Computer " | 13. Various Grants |
| 7. World Language " | 14. PDC Mentors |

PRIMARY FUNCTION: The director of curriculum is the professional advisor to the superintendent, the administrative team, and district curriculum and school improvement committees in matters pertaining to curriculum and instruction process and development. The director of instruction is delegated the responsibility for facilitating the development, articulation, coordination, and communication of the K-12 instructional program. Although the position does not carry direct authority in regard to principals and teachers assigned to individual school sites, it does require the assumption of leadership responsibility for school improvement and accreditation in all matters pertaining to curriculum and instruction.

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS/DUTIES:

1. Assist in the formulation and implementation of district mission, philosophy, vision, and student outcomes.
2. Maintain an appropriate working relationship with students, staff, and community members.
3. Facilitate and coordinate all formal efforts of the professional staff in curriculum development projects.
4. Work with principals and curriculum committees in organizing and coordinating grade level and departmental meetings, in order to effect horizontal/vertical continuity and articulation of the K-12 instructional program.

5. Communicate the approved curriculum to the professional staff and maintains a list of approved instructional materials.
6. Keep abreast of developments in curriculum and instruction, and furnish leadership in determining their appropriateness for the district educational program.
7. Assist in the recruitment, screening, hiring, and assigning of instructional personnel as requested by the building personnel.
8. Maintain a curriculum, instruction, and classroom behavior library for staff use.
9. Guide development, implementation, and evaluation of preservice and staff development programs for professional personnel.
10. Study, evaluate, and recommend adoption of new instructional materials, methods, and programs.
11. Assume a leadership role in developing curriculum for any course newly mandated by the legislature or the school board.
12. Interpret the curriculum and its philosophy to the school board, the administration, the staff, and the general public.
13. Develop and oversee selected federal and state grants.
14. Maintain liaison and active participation with educational leaders in curriculum and instruction at state, regional, and national levels.
15. Facilitate the implementation of state mandates, laws, and/or initiatives in the areas of standards, assessment, curriculum, instruction, and/or professional development.
16. Analyze assessment data and provide leadership to administrators and instructional staff in using data to drive instruction and determine goals focused on raising achievement.
17. Lead administrators and instructional staff in a data driven school improvement process.
18. Implement a professional development plan for all staff based on data and identified goals including district-wide professional development days, study groups, and small and/or individual professional development.
19. Provide leadership in the school accreditation process.
20. Pursues professional growth opportunities such as attending conferences, reading professional journals, and/or participating in professional organizations and on-site professional development.
21. Other duties may be assigned by the administration.

B. OTHER SKILLS/DUTIES:

1. Facilitation
2. Consensus-building
3. Communication: Written and Oral
4. Team-Building
5. Research

EVALUATION: The job performance will be evaluated in accordance with provisions as outlined in district policy and/or procedure.

PROFESSIONAL STAFF POSITION: TITLE V

TITLE: Title V

QUALIFICATIONS:

1. Experience: MA preferred, however, a BS or BA in education.
2. Knowledge of needs and concerns of local Indian community.
3. Alternatives to the above qualifications as the board may find appropriate and acceptable.

REPORTS TO: Superintendent of Schools

- SUPERVISES:**
1. Tutors and/or aides
 2. Parent committee
 3. Special project committees

PRIMARY FUNCTION: The project director is the professional advisor to the superintendent in matters pertaining to the Title V federal project.

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS/DUTIES:

1. Establish and maintain an appropriate working relationship with students, staff, community members, and advisory council.
2. Serve as a resource for classroom teachers and administrators.
3. Organize and coordinate the Title V Program for students identified as eligible participants within the program.
4. Complete the necessary budget application forms for the financial operations of the program.
5. Identify and assess referrals to the program and develop appropriate placement procedures.
6. Organize the necessary activities for the successful operation of the program.
7. Assess accomplishments and maintains such information on a database.
8. Maintain records of who participated in the program.
9. Provide direct tutoring and assistance to the students.
10. Other duties may be assigned by the administration.

OTHER SKILLS/DUTIES:

1. Administer, supervise, and complete the objectives of the Title V project.
2. Attend all regular and special meetings of the parent committee.
3. Supervise Title V program staff members in implementing a tutorial, arts and crafts, and cultural enrichment projects for the Indian students.
4. Present a monthly written report to the parent committee on home-school coordination services, budget, and project staff accomplishment.

5. Perform other duties as the parent committee may desire.
6. Perform other duties as assigned by the superintendent.

EVALUATION: Job performance will be evaluated in accordance with provisions as outlined in district policy and/or procedure.

PROFESSIONAL STAFF POSITION: ACTIVITIES DIRECTOR

TITLE: Activities Director

- QUALIFICATIONS:**
1. South Dakota Teaching Certificate
 2. SD Administration Certification
 3. Successful teaching and coaching experience
 4. Alternatives to the above qualifications as the board may determine appropriate and acceptable

REPORTS TO: Superintendent of Schools

CONSULTATION: High School Principal, Middle School Principal

SUPERVISES: Activity Staff and Assistant Activities Director

PRIMARY FUNCTION: To provide each enrolled student of middle and high school age an opportunity to participate in an extracurricular activity that will foster individual and group skills, a sense of worth and competence, a knowledge and understanding of extracurricular activities, and the principles of fair and honest participation.

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS/DUTIES:

1. Select, assign, and evaluate all high school activity personnel.
2. Assume leadership role in the orientation and in service training of activity personnel.
3. Represent the school district in matters of extra-curricular activities with the SDHSAA.
4. Responsible for all the organization and scheduling of activity events.
5. Contract officials/workers for all home contests.
6. Arrange transportation for away contests.
7. Develop and continue to evaluate appropriate rules and regulations governing the conduct of athletic and non-athletic activities.
8. Foster good school-parent relations by maintaining communications relative to activities schedules, rules and regulations as well as general information about activities.
9. Establish and enforce the physical, academic, and training requirements of eligibility for participation.
10. Pursues professional growth opportunities such as attending conferences, reading professional journals, and/or participating in professional organizations and on-site professional development.
11. Provide a safe and healthy environment for students participating in activities.
12. Promote and recognize activities through various media including the district website.
13. Other duties may be assigned by the administration.

B. OTHER SKILLS/DUTIES:

1. Foster responsible cooperation between the athletic/Fine Arts departments from USD and the local district.
2. Arrange for the provision of meals for athletes and coaches when appropriate.

3. Prepare and administer the athletic program's budget in cooperation with the business office.
4. Supervise ticket sales and fund-raising events of the athletic program and assume the responsibility for proper handling of funds.
5. Arrange to accommodate the needs of the visiting teams when participating at the Vermillion schools.
6. Provide the necessary arrangements in scheduling the use of school district facilities.
7. Cooperate with the building principals to provide adequate general supervision of home athletic and non-athletic events.
8. Submit transportation forms to the business office for all high school activity and athletic requests and middle school athletic events.
9. Approve, in cooperation with the business office, purchase orders for athletic and non-athletic supplies and equipment.
10. Responsible to assure communications are provided to activity participants and the community regarding the following:
 - a. Starting dates for respective sports or performances
 - b. Athletic and non-athletic activity schedules
 - c. Rules and regulations to be eligible to participate in the athletic program. This includes the code-of-conduct rules and minimum academic requirements
 - d. Physical examinations necessary for the participants
 - e. Recognition programs
11. Circumstances may arise where the activities director may cover for the assistant activity director at the middle school.
12. Provide guidance and supervision to maintenance personnel to insure activity facilities are safe and healthy.
13. Provide and monitor training to insure certification of activity personnel.
14. Coordinate the award programs with each coach for their respective sport.
15. Circumstances may arise where the activities director may cover for the assistant activities director.
16. Manage all financial reporting to the business manager of the high school activities programs.
17. Additional duties as assigned by the superintendent of schools as per contract.

EVALUATION: Job performance will be evaluated by the superintendent.

PROFESSIONAL STAFF POSITION: ASSISTANT ACTIVITIES DIRECTOR

TITLE: Assistant Activities Director

- QUALIFICATIONS:**
1. South Dakota Teaching Certificate
 2. SD Administration Certification
 3. Successful teaching and coaching experience
 4. Alternatives to the above qualifications as the board may determine appropriate and acceptable

REPORTS TO: Activities Director

CONSULTATION: Middle School Principal, High School Principal, Superintendent

SUPERVISES: Activity Staff

PRIMARY FUNCTION: To assist in providing each enrolled student of middle and high school age an opportunity to participate in an extracurricular activity that will foster individual and group skills, a sense of worth and competence, a knowledge and understanding of the benefits of the activity, and the principles of honest and fair participation.

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS/DUTIES:

1. Select, assign, and evaluate all middle school activity personnel.
2. Represent the school district in matters of extra-curricular activities with the SDHSAA.
3. Organization and scheduling of middle school activity events.
4. Continued evaluation of appropriate rules and regulations governing the conduct of activities at the junior high level.
5. Assist the activities director with school-parent relations by maintaining communications relative to event schedules, rules, and regulations and general information about extra-curricular activities.
6. Provide supervision at activity events.
7. Promote and recognize activities through media relations and school district web site.
8. Pursues professional growth opportunities such as attending conferences, reading professional journals, and/or participating in professional organizations and on-site professional development.
9. Develop consistency and continuity of each specific activity throughout all age-level programs.
10. Assist the activities director in the strategic planning of future growth and success of all athletic programs.
11. Provide a safe and healthy environment for students participating in activities.
12. Other duties may be assigned by the administration.

B. OTHER SKILLS/DUTIES:

1. Coordination and scheduling of ticket sellers/takers.
2. Preparing and administering the athletic budget needs for middle school activities.

3. Assist in fund-raising events of the activities program.
4. Cooperate with the building principal and activities director to provide adequate general supervision of home athletic events.
5. Additional duties as assigned by the superintendent of schools as per contract.
6. Circumstances may arise where the assistant activities director may cover for the activities director.
7. Establish and enforce the physical, academic, and training requirements for eligibility participation at the middle school.

EVALUATION: Job performance will be evaluated by the activities director.

PROFESSIONAL STAFF POSITION: TEACHER

TITLE: Teacher

QUALIFICATIONS

1. Must possess a valid South Dakota teaching certificate or valid provisional certificate in the teacher's assigned instructional area.
2. Meet requirements set forth by the SD Department of Education, the North Central Accreditation Agency, and State and Federal law.
3. Identified or work toward highly qualified.

REPORTS TO: Building Principal and/or Supervisor

PRIMARY FUNCTION: To facilitate learning of the student and to create a flexible program and a class environment favorable to learning and personal growth; to establish effective rapport with pupils; to motivate pupils to develop skills, attitudes, and knowledge needed to provide the necessary foundation for appropriate education, in accordance with each pupil's ability; to establish positive working relationships with parents and with other staff members.

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS/DUTIES:

1. Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
2. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
3. Evaluate and effectively requisition materials.
4. Demonstrate a variety of instructional techniques and instructional media and appropriate use of technology, consistent with physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.
5. Assist the administration in implementing all district/building policies and rules governing student life and conduct.
6. Develop reasonable rules of classroom behavior and procedure, and maintain order in the classroom in a fair and just manner.
7. Assess student performance on a regular basis, provide progress reports, and keep appropriate records.
8. Understand the individual needs of students and how students differ in their approaches to learning, create instructional opportunities adapted to diverse learners, and seek the assistance of district specialists when required.
9. Understand how children learn and develop; provide learning opportunities that support their development.
10. Promote positive social interaction, active engagement in learning, and self-motivation.
11. Use knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.
12. Plan instruction based on knowledge of subject matter, students' abilities, the community, curriculum goals, plans of study, academic content standards.
13. Reflect on teaching for positive self-assessment.

14. Foster positive relationships and communication with colleagues, parents, and agencies in the larger community.
15. Develop lesson plans and instructional material and provide individualized and small group instruction to adapt the curriculum to the needs of each pupil.
16. Translate lesson plans into developmentally appropriate learning experiences.
17. Establish and maintain standards of pupil behavior to achieve an effective learning atmosphere.
18. Evaluate pupils' academic and social growth, keep accurate records, and prepare progress reports.
19. Identify pupil needs, make appropriate referrals, and develop strategies for individual education plans.
20. Plan and coordinate the work of paraprofessionals, parents, and volunteers in the classroom and on field trips.
21. Create an environment for learning through functional and attractive displays, interest centers, and exhibits of students' work.
22. Pursues professional growth opportunities such as attending conferences, reading professional journals, and/or participating in professional organization and on-site professional development.
23. Implement appropriate use of technology in the classroom.
24. Other duties may be assigned by the administration.

EVALUATION: The job performance will be evaluated in accordance with provisions as outlined in district policy and/or procedure.

PROFESSIONAL STAFF POSITION: GIFTED EDUCATION

QUALIFICATIONS:

1. South Dakota teaching certificate and gifted endorsement.
2. Minimum of BA degree or equivalent.
3. Three years of classroom teaching experience.
4. Proficiency in and/or knowledge of the following in working with gifted students:
 - a. Identification processes
 - b. Curriculum development
 - c. Teaching strategies
 - d. Nurturing and needs of creativity
5. Oral and written communication skills for working with staff members, parents, and students.
6. Alternatives to the above qualifications as the board may find appropriate and acceptable.

REPORTS TO: Superintendent

SUPERVISES:

1. District program for identified gifted students
2. Identification and placement of students
3. Curriculum modification
4. Program budget

PRIMARY FUNCTION: The coordinator of the gifted education program is the professional advisor to the superintendent, the administrative team, and the educational staff in matters that pertain to identified gifted students and the implementation of the gifted education policy. The coordinator of the gifted education program is delegated the responsibility for facilitating, articulation, coordination, and communication of any modification needed in the curriculum for identified gifted students in grades 1-12. The coordinator of gifted education is also the liaison between the school district and parent(s) / guardian(s) of the identified gifted student.

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS

1. Establish and maintain an appropriate working relationship with students, staff, and community members.
2. Serve as a resource and consultant to classroom teachers and administrators.
3. Organize and coordinate the gifted/talented program/curriculum for students identified as eligible to participate within the curriculum.
4. Identify and assess referrals to the program and develop appropriate placement procedures.
5. Plan and instruct classes with a designed program to meet the needs of the students.
6. Assess accomplishments of students and maintain such information on a data bank.
7. Maintain records of students who participate within the program.

OTHER DUTIES/SKILLS:

1. Maintain and modify the gifted education policy to meet the requirements of the South Dakota Department of Education and the district mission statement, philosophy, and student outcomes.
2. Be accountable for the implementation of the gifted education program with the approval from each building principal.
3. Review and be accountable for the budget allotted to the gifted education program.
4. Meet with teachers at each grade level to plan curriculum modification necessary for needs of gifted students.
5. Write, with grade level teachers' assistance, individual education plans for students in the gifted education program.
6. Organize and conduct meetings with parents for initial placement of students in the gifted education program.
7. Organize method(s) of informing parents about their child's educational plan.
8. Organize method(s) of evaluating student progress for continued placement in the gifted education program.
9. Plan, prepare, and/or order enrichment materials for teachers to use in their classrooms.
10. Assure consistency and transition of gifted education students between elementary and middle school, and between middle school and high school.
11. Organize and meet with an advisory board to discuss issues concerning the gifted education program.
12. Communicate with parents and staff about the gifted education program.
13. Other duties as assigned by the superintendent.

EVALUATION: The job performance will be evaluated in accordance with provisions as outlined in district policy and/or procedure.

DISTRICT TECHNOLOGY COORDINATOR

QUALIFICATIONS:

1. MA Degree preferred or equivalent combination of education with appropriate experience.
2. Proficiency in and/or knowledge of the following:
 - a. hardware
 - b. software
 - c. networking
 - d. communication skills
 - e. facilitating group process work
 - f. curriculum process skills
3. Alternatives to the above qualifications as the board may find appropriate and acceptable

REPORTS TO: Superintendent of Schools

SUPERVISES: Assistant Technology Coordinator

PRIMARY FUNCTION: The district technology coordinator is the professional advisor to the superintendent, the administrative team, the district technology committee, the building coordinators, and K-12 staff in matters pertaining to technology implementation/integration, acquisition, and maintenance. The district technology coordinator is delegated the responsibility of facilitating the implementation of the district technology strategic plan. Although the position does not carry direct authority in regard to principals and teachers assigned to individual school sites, it does require the assumption of leadership responsibility for school improvement in all matters pertaining to technology.

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS/DUTIES:

1. Establish and maintain an appropriate working relationship with students, staff, and community members.
2. Serve as a resource and consultant to staff.
3. Organize and coordinate the technology curriculum/program with assistance from the Director of Curriculum.
4. Review and evaluate new commercial software and hardware as it is developed and considered for purchase.
5. Troubleshoot staff problems with technology and equipment.
6. Develop and recommend policies and procedures relative to technology issues.
7. Administer, supervise, and complete the objectives of the technology strategic plan.
8. SIMS and other similar reporting to DOE.
9. Pursues professional growth opportunities such as attending conferences, reading professional journals, and/or participating in professional organization and on-site professional development.
10. Other duties may be assigned by the administration.

B. OTHER SKILLS / DUTIES:

1. Facilitate and coordinate all formal efforts of the district technology committee in the curriculum development process.
2. Network supervisor for the school district.
3. Facilitate and coordinate district technology purchasing.

4. Provide basic hardware and software maintenance.
5. Facilitate and coordinate technology staff development.
6. Promote coordination and training for the building coordinators and media specialists.
7. Study, evaluate, and recommend adoption of new instructional materials, methods and programs.
8. Other duties as assigned by the superintendent.

EVALUATION: The job performance will be evaluated in accordance with provisions as outlined in district policy and/or procedure.

DISTRICT ASSISTANT TECHNOLOGY COORDINATOR

QUALIFICATIONS:

1. Proficiency in and/or knowledge of the following:
 - a. hardware
 - b. software
 - c. networking
 - d. security
 - e. communication skills

2. Alternatives to the above qualifications as the board may find appropriate and acceptable.

REPORTS TO: District Technology Coordinator

PRIMARY FUNCTION: The district assistant technology coordinator is responsible for implementing and maintaining the district's computer/network related infrastructure and security. The district assistant technology coordinator will assist all staff and students with technology and equipment.

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS/DUTIES:

1. Establish and maintain an appropriate working relationship with students, staff and community members.
2. Serve as a resource and consultant to staff.
3. Review and evaluate new commercial software and hardware as it is developed and considered for purchase.
4. Troubleshoot staff problems with technology and equipment.
5. Develop and recommend policies and procedures relative to technology issues.
6. Consult and assist in completing the objectives of the technology strategic plan.
7. Other duties may be assigned by the administration.

B. OTHER SKILLS/DUTIES:

1. Network co-supervisor for the school district.
2. Assist with district technology purchasing.
3. Provide basic hardware and software maintenance.
4. Facilitate and coordinate technology staff development.
5. Promote coordination and training for the building coordinators and media specialists.
6. Study, evaluate, and recommend adoption of new instructional materials, methods and programs.
7. Other duties as assigned by the district technology coordinator.

EVALUATION: The job performance will be evaluated in accordance with provisions as outlined in district policy and/or procedure.

TITLE: LIBRARY MEDIA SPECIALIST

QUALIFICATIONS:

1. South Dakota Certificate as a library media specialists.
2. Minimum: B.A. in Library Media Services.
3. Alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Building Administrator

SUPERVISES: Library aides

PRIMARY FUNCTION: The school library media specialist plans, directs, implements, and administers the library program in accordance with building curriculum and district and state guidelines.

PERFORMANCE RESPONSIBILITIES/DUTIES:

1. Develops a plan and priorities for library services and operation.
2. Selects materials which meet curriculum needs, provide enjoyment and promote reading.
3. Maintains an inviting and engaging learning atmosphere and climate.
4. Provides students and faculty with reference and individual reader's advisory services.
5. Administers the annual library budget and coordinates requisition of library materials.
6. Supervises and evaluates library support staff.
7. Coordinates procedures for selection/deselection of library materials.
8. Provides instruction in the use of databases, library resources, and technology.
9. Assist faculty in the selection of library materials to support and enrich their curriculum.
10. Maintains a working knowledge of books and other authors, media resource to assist students with reading selections.
11. Pursues professional growth opportunities such as attending conferences, reading professional journals, and/or participating in professional organizations and on-site professional development.
12. Other duties may be assigned by administration.

EVALUATION: The job performance will be evaluated in accordance with provisions as outlined in district policy and/or procedure.

TITLE: SPECIAL EDUCATION TEACHER

QUALIFICATIONS:

1. Must possess a valid South Dakota Teaching Certificate or provisional certificate and meet the requirements set forth by the Department of Education and the North Central Accreditation Agency.

REPORTS TO: Director of Special Services
Building Principal

SUPERVISES: Educational Assistant, Student Interns

PRIMARY FUNCTION: To provide a program of specialized instruction, and support services that are favorable to learning and personal growth; to establish effective rapport with pupils; to motivate pupils to develop skills, attitudes, and knowledge needed to provide the necessary foundation for appropriate education, in accordance with each pupil's ability; to establish positive, working relationships with parents and with other staff members.

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS/DUTIES:

1. Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
2. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
3. Evaluate and effectively requisition materials.
4. Employ a variety of instructional techniques and instruction media, consistent with physical limitations of the location and the needs/capabilities of the individuals or student groups involved.
5. Assist the administration in implementing all district/building policies and guidelines governing student life and conduct.
6. Assess student performance on a regular basis, provide progress reports, and keep appropriate records.
7. Develop reasonable rules of classroom behavior and procedure, and maintain order in the classroom in a fair and just manner.
8. Understanding the individual needs of students and how they differ in their approaches to learning, create instructional opportunities adapted to diverse learners and seek the assistance of district specialists when appropriate.
9. Understand how children learn and grow, and provide learning opportunities that support their development.
10. Promote positive social interactions, active engagement in learning, and self-motivation skills.
11. Use knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.
12. Plan instruction based on knowledge of subject matter, students, the community, and curriculum goals or outcomes.
13. Reflect on teaching for positive self-assessment.
14. Foster relationships and communication with colleagues, parents, and agencies in the larger community.

15. Pursues professional growth opportunities such as attending conferences, reading professional journals, and/or participating in professional organizations and on-site professional development.
16. Other duties may be assigned by administration.

B. OTHER SKILLS/DUTIES:

1. Periodically/routinely collaborate and consult with regular education teachers, related services staff, community agencies, providers, and centers about student needs.
2. Manage a student caseload in regard to IEP/ISP development and implementation.
3. Monitor the special education process from identification to referral, evaluation, and placement.
4. Participate in TATs, Multidisciplinary Team meetings, IEP/ISP meetings, and parent conferences.
5. Implement and/or support regular education teachers with curricular and instructional modifications.
6. Serve on district committees as assigned.
7. Train/mentor educational assistants and teacher interns.
8. Participate in supervisory duties: playground, bus, school building.
9. Plan for student transitions for all students; coordinate job skills in the community for older students.
10. Administer testing for screenings, initial and three-year reevaluations; present and interpret results; answer questions.
11. Conduct home visits, scheduled or as needed.
12. Complete forms correctly and in a timely manner.
13. Be knowledgeable about disabling conditions and issues, eligibility criteria, rules and regulations regarding funding sources, district comprehensive plan.
14. Perform other duties and functions as assigned by the Director of Special Services, i.e. attend monthly staff meetings.

EVALUATION: The job performance will be evaluated in accordance with provisions as outlined in district policy and/or procedure.

TITLE: SCHOOL PSYCHOLOGIST

QUALIFICATIONS:

1. A current South Dakota Teaching Certificate with required state endorsement or license.
2. A minimum of an appropriate Masters degree.
3. Demonstrate a competency in assessment and programming.

REPORTS TO: Director of Special Services

PRIMARY FUNCTION: Conducts comprehensive evaluations of pupils who are referred due to suspected disabilities and are in need of special education or special education and related services.

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS/DUTIES:

1. Demonstrate communication skills.
2. Demonstrate psychological assessment skills: interviewing, observing, diagnosing, and interpreting data.
3. Demonstrate report writing skills.
4. Demonstrate knowledge of state and federal rules and regulations regarding special education and assessment procedures.
5. Demonstrate consultation skills.
6. Demonstrate the ability to schedule appointments and meet deadlines.
7. Be able to travel between school buildings.
8. Be able to present information and respond to questions.
9. Pursues professional growth opportunities such as attending conferences, reading professional journals, and/or participating in professional organizations and on-site professional development.
10. Other duties may be assigned by the administration.

C. OTHER SKILLS/DUTIES:

1. Provide assessment services to any students referred for individual evaluation at all school levels.
2. Consult with the evaluation team in developing an evaluation plan for children suspected of a disability.
3. Provide date of evaluation results and interpretation of those results to assist the placement committee in the development of an IEP/FSP for students with special needs.
4. Provide detailed psychoeducational and/or behavioral prescriptions for children with disabilities.
5. Consult with teachers and other school personnel regarding behavioral management and learning issues.
6. Provide assistance with treatment and intervention services, i.e. counseling.
7. Be a liaison between the school district and other mental health agencies/resources.
8. Perform other duties and functions as requested by the Director of Special Education: attend monthly staff meetings.
9. Other duties may be assigned.

EVALUATION: The job performance will be evaluated in accordance with provisions as outlined in district policy and/or procedure.

TITLE: PHYSICAL THERAPIST

QUALIFICATIONS:

1. Graduated from an approved school of Physical Therapy
2. A minimum of state certification as Physical Therapist.
3. Certification by National Registration Exam.

REPORTS TO: Director of Special Services

SUPERVISES: Therapy Aide, Interns

PRIMARY FUNCTION: Delivers therapies as a related service directly, indirectly, and consultatively that generally addresses gross motor development, mobility, use of adaptive equipment, and consultation and training in handling, positioning, and transferring children with physical impairments.

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS/DUTIES:

1. Demonstrate a knowledge of state rules and regulations regarding special education and related services, specifically orthopedic impairments and delays in physical development.
2. Demonstrate assessment and diagnostic skills: observing, interviewing, and data interpretation.
3. Demonstrate consultation and collaborative skills.
4. Demonstrate report writing skills.
5. Demonstrate the ability to schedule appointments and meet deadlines.
6. Be able to travel between school buildings.
7. Have knowledge of gross motor development.
8. Demonstrate a knowledge of physical therapy treatments; improving, developing, and restoring functions.
9. Demonstrate a knowledge of physical therapy equipment; set-up, maintenance, and cleaning; ordering, adaptation, fabrication, and repair.
10. Be able to present information and respond to questions.
11. Write and/or speak clearly when giving directions.
12. Be able to meet physical demands of the position. (For example: lifting, crawling, crouching, stooping, getting down to and up from the floor, reaching with arms and hands, etc.)
13. Maintain appropriate records.
14. Pursues professional growth opportunities such as attending conferences, reading professional journals, and/or participating in professional organizations and on-site professional development.
15. Other duties may be assigned by the administration.

B. OTHER SKILLS/DUTIES:

1. Serve as a resource to school staff and the placement committee in preparing students to respond appropriately to their educational programs.
2. Assist with referrals to agencies and specialists regarding gross motor impairments.

3. Follow state and district guidelines for writing annual goals and short-term objectives.
4. Plan lessons and implement therapies appropriate to meeting students' IEP/ISP goals and objectives.
5. Schedule and conduct evaluation screenings as the need occurs.
6. Participate in TATs, Multidisciplinary Team meetings, IEP/ISP meetings, and parent conferences.
7. Perform other duties and functions as required by the Director of Special Services i.e. attend monthly staff meetings.

EVALUATION: The job performance will be evaluated in accordance with provisions as outlined in district policy and/or procedure.

TITLE: OCCUPATIONAL THERAPIST

QUALIFICATIONS:

1. Graduated from an approved School of Occupational Therapy.
2. A minimum of state certification as an Occupational Therapist.
3. Certification by National Registration Exam.

REPORTS TO: Director of Special Services

SUPERVISES: Therapist Aide, Interns

PRIMARY FUNCTION: Delivers therapies as a related service that addresses the development of fine motor coordination, use of adaptive equipment, independence in daily living activities, and consultation and training in handling, positioning, and transferring children with physical impairments.

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS/DUTIES:

1. Demonstrate a knowledge of state rules and regulations regarding special education and related services, specifically delays in physical fine motor development.
2. Demonstrate assessment and diagnostic skills: observing, interviewing and data interpretation.
3. Demonstrate consultation and collaborative skills.
4. Demonstrate report writing skills.
5. Demonstrate the ability to schedule appointments and meet deadlines
6. Be able to travel between school buildings.
7. Have knowledge of sensory/motor development.
8. Demonstrate a knowledge of occupational therapy equipment; set-up, maintenance, and cleaning; ordering, adaptation, fabrication, and repair.
9. Be able to present information and respond to questions.
10. Write and/or speak clearly when giving directions.
11. Be able to meet physical demands of the position. (For example: such as lifting, crawling, crouching, stooping, getting down to and up from the floor, reaching with arms, and hands, etc.)
12. Maintain appropriate records.
13. Pursues professional growth opportunities such as attending conferences, reading professional journals, and/or participating in professional organizations and on-site professional development.
14. Other duties may be assigned by the administration.

B. OTHER SKILLS/DUTIES:

1. Serve as a resource to school staff and the placement committee in preparing students to respond appropriately to their educational programs.
2. Assist with referrals to agencies and specialists regarding fine motor impairments.
3. Follow state and district guidelines for writing annual goals and short-term objectives.
4. Share a therapy room with the Physical Therapist.
5. Schedule and conduct evaluations and screenings as the need occurs.
6. Plan lessons and implement therapies appropriate to meeting students' IEP/ISP goals and objectives.

7. Perform other duties and functions as required by the Director of Special Services, i.e. attend staff meetings.
8. Participate in TATs, Multidisciplinary Team meetings, IEP/ISP meetings, and parent conferences.
9. Other duties may be assigned.

EVALUATION: The job performance will be evaluated in accordance with provisions as outlined in district policy and/or procedure.

TITLE: SPEECH AND LANGUAGE PATHOLOGIST

QUALIFICATIONS: A minimum of state certification as a speech pathologist.

REPORTS TO: Director of Special Services

SUPERVISES: Speech and Language Pathology Interns

PRIMARY FUNCTION: Be a communication specialist who conducts screenings, evaluations and provides therapies for communication disorders such as: articulation, language, fluency, voice, and hearing disorders.

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS/DUTIES:

1. Demonstrate a knowledge of state rules and regulations regarding special education and related services, specifically in speech, language, and hearing.
2. Speak clearly and concisely in written and oral communications.
3. Demonstrate assessment, diagnostic, and data interpretation skills.
4. Demonstrate consultation and collaboration skills.
5. Be able to travel between school buildings.
6. Demonstrate an ability to hear and discriminate sounds.
7. Have a basic understanding of and fundamental abilities with technology and assistive devices.
8. Demonstrate the ability to schedule appointments and meet deadlines.
9. Demonstrate report writing skills.
10. Be able to present information and respond to questions.
11. Pursues professional growth opportunities such as attending conferences, reading professional journals, and/or participating in professional organizations and on-site professional development.
12. Other duties may be assigned by the administration.

B. OTHER SKILLS/DUTIES:

1. Serve as a resource to school staff and the placement committee in developing a balanced program for oral communication and speech improvement.
2. Assist with referrals to agencies and specialists regarding speech, language, and hearing.
3. Plan lessons and implement therapies appropriate to meeting students' goals and objectives.
4. Be able to sit in child-size chairs, and to get up from and down to the floor when working with preschool/elementary level students.
5. Occasionally provide supervision of students on the school playground during recesses and before and after school at the bus stop.
6. Write Individual Education Plans following state and district guidelines.
7. Perform other duties and functions as requested by the Director of Special Services, i.e. attend staff meetings.

8. Participate in TATs, Multidisciplinary Team meetings, IEP/ISP meetings, and parent conferences.
9. Other duties may be assigned.

EVALUATION: The job performance will be evaluated in accordance with provisions as outlined in district policy and/or procedure.

PROFESSIONAL POSITION: SCHOOL RESOURCE OFFICER (SRO)

QUALIFICATIONS:

1. Certified as a law enforcement officer in the State of South Dakota in accordance with Chapter 23-3 of the South Dakota Compiled Laws.
2. Attend and complete 40 hours of School Resource Officer training.
3. Educational experience shall not be a pre-requisite for SRO duties, but experience in the field of education shall be preferred.
4. Such alternatives to the above qualifications as the board may find appropriate and acceptable.

REPORTS TO: The SRO is a certified law enforcement officer assigned to duties in the school district. For personnel, scheduling, and law-related matters, the SRO will report to the Clay County Sheriff. For school-related matters, the SRO will report to the respective school principal.

PRIMARY FUNCTION: The School Resource Officer (SRO) shall be based primarily out of the Vermillion High School and act in matters of security and law related issues. However, the function, responsibility, and duties of the SRO are authorized in all school buildings and property of the school district and at any school education or activity function. The SRO will act as the liaison between the school district and local law enforcement. At the principals' request, the SRO will also act as a school official in the matters of supervising students and enforcing school district policies, in accordance with SDCL 13-32-1. Should a school policy violation become a criminal investigation, the SRO will protect the rights of students and follow the district's procedures as established in Item: JFGA of this policy manual.

A. ESSENTIAL SKILLS:

1. Establish and maintain an appropriate working relationship with students, staff, and community members.
2. Serve as a resource and consultant to staff relative to security and law related issues.
3. Maintain the Emergency Management Plan, e.g. lockdown procedures, evacuation plans, and critical emergency response, for the school district.
4. Investigate crimes committed on school property.
5. Keep the peace in accordance with SDCL 7-12-1 and SDCL 13-32-6.
6. Educate staff and students on law related topics.
7. Work with building principals to investigate and enforce matters concerning possible violations of school policy.

B. OTHER SKILLS/DUTIES:

1. Conduct school security audits.
2. Provide students with guidance in law related issues.
3. Report to parents, school personnel, physicians, clinics, and other agencies on school law related matters.
4. Work with school personnel on matters of school attendance.
5. Supervise after-school activities at the request of the building principal.

6. Prepare and submit reports for the superintendent and the Clay County Sheriff.
7. Advise teachers on current law related matters, particularly regarding school security.
8. Attend committee meetings and conferences regarding law related topics and curriculum.

C. BENEFITS

1. The benefits are provided to the SRO by Clay County.
2. Salary and work year to be established by the Clay County Sheriff.

EVALUATION: The job performance will be evaluated by the Clay County Sheriff.

Professional Staff Position: K-12 Counseling Coordinator/Director

Title: K-12 Counseling Coordinator

Qualifications:

1. South Dakota certificate to practice as a School Counselor
2. Masters Degree or higher
3. 3 years counseling experience
4. Such alternatives to the above qualification as the Board may find appropriate and acceptable

Reports to: Superintendent of Schools
Principals

Supervises:

1. Elementary Counselors
2. Middle School Counselors
3. High School Counselors
4. Prevention Counselor

Primary Function:

The coordinator is the professional advisor to the Superintendent and Principals in matters pertaining to Counseling, Testing, Home Schools, Crisis Management, Child Protection Team, K-12 Comprehensive Counseling Plan, and counselor evaluation. The coordinator will be responsible to make recommendations for consideration to the principals, superintendent, and school board. The coordinator is delegated the responsibility for the operation and management of the counseling program. The coordinator is the guidance and counseling leader who works cooperatively with the faculty, students, support staff and community to provide a quality counseling program for the Vermillion School District.

Performance Responsibilities:

1. Provides leadership for K-12 comprehensive counseling plan
 - A. Develops with the counseling team a K-12 comprehensive counseling plan in accordance with South Dakota standards
 - B. Implements the K-12 comprehensive counseling program
 - C. Shares budget development and assessment
2. Oversees the Crisis Management Team
 - A. Provides a yearly review or update of the management guidelines for management team, staff, & community
 - B. Updates the current community resources
 - C. Provides for an appropriate review of guidelines by management team Superintendent

3. Responsibilities for K-12 State/local achievement testing program (state/local)
 - A. Plans testing for regular schooled students
 1. Ordering
 2. Orienting
 3. Administering
 4. Scoring
 5. Interpreting
 6. Curriculum consulting
 7. Itemized objective analysis
 - B. Plans testing for home schools
 1. Contacting home school for consultation
 2. Ordering testing where necessary
 3. Providing test administration training/or testing at local district
 4. Scoring
 5. Interpreting
 - C. ESL testing
 1. Eligibility
 2. Proficiency
 - D. Advance Placement Program testing
 1. Provides test review and preparatory site information
 2. Schedules tests for national test dates
 3. Administers AP tests
 - E. Achievement testing
 1. Provides testing consultation for pre-and post-testing
4. Provides counseling consultation
 - A. Confers with administrators and school transportation coordinator
 - B. Assists with procedure and process for implementing k-12 counseling program
 - C. Coordinates with the Child Protection Team
 - D. Trainings of trainers, for Natural Helpers
 - E. Presents of Vermillion Programs, as designated by Superintendent
5. Conducts counselor evaluations
 - A. Arranges pre-evaluation conference with counselor
 - B. Arranges for evaluation during individual and/or group counseling setting
 - C. Arranges post evaluation conference
 - D. Reviews/assesed goal achievement
 - E. Explores and identifies target goals

6. Graduation requirements
 - A. Coordinates curriculum
 - B. Updates Regents post high requirements
 - C. Updates and publicizes state scholarship for post high institutions
 - D. Reviews NCAA eligibility standards
 - E. Audits transcripts for graduation

7. South East High Alternative School
 - A. Vermillion School District liaison
 - B. Coordinates curriculum standard
 - C. Collaborates for applications and reviews
 - D. Provides appropriate credit for course completion

8. Post high/Graduation
 - A. Institutes policy for dual credit
 - B. Provides applications
 - C. Provides informational brochure
 - D. Reviews final transcripts
 - E. Audits for Opportunity Scholarships
 - F. Audits for College/Tech admissions
 - G. Releases transcripts as directed by students/parents

Professional Staff Position: Counselor

Title: Counselor

Reports to: K-12 Counseling Coordinator/Director
Building Principal

Qualifications:

1. Masters degree in Counseling from an approved school counselor preparation program
2. South Dakota certificate to practice as a high school counselor

Job Goal:

As a member of the high school counseling staff, a counselor is to provide a comprehensive counseling plan for students in grades K-12. The counselor provides activities to meet the needs of students and provides support to other school district educational programs.

Performance Responsibilities:

1. Counsels individuals and small groups with personal concerns
2. Consults with teachers, staff, parents and other significant people regarding the developmental needs of students.
3. Counsels groups and individual students through the development of educational and career plans
4. Shares implementation of activities to ease the transition for students moving from the elementary to the middle school, and middle school to the high school as applicable
5. Refers students with significant challenges to appropriate community resources in consultation with their parents
6. Organizes and implements activities to assist students adjusting to the school environment
7. Accumulates, organizes and disseminates information needed by students, parents, and staff in order to make personal, educational, and career decisions
8. Serves as the school contact for agencies working with students
9. Administers and interprets achievement tests, aptitude tests, and interest tests to students, parents, and staff
20. Assists students and parents in making decisions related to course selection and programs of study
21. Assists students in planning a course of action and verification of credits earned toward graduation requirements

- 22. Assists students in career exploration and decision making
- 23. Assists students in making post-high school plans such as applications for admission, financial aid, school visitation, shadowing or employment
- 24. Helps students obtain employment and/or prepare for employment
- 25. Promotes equality information to increase the students understanding as it relates to racism, sexism, disadvantaged, handicapped, limited-English speaking and students with special needs
- 26. Collaborates with staff and administrators in planning, evaluating, and revising the building counseling program
- 27. Pursues professional growth

Evaluation:

The job performance will be evaluated in accordance with provisions of the district's policy for Evaluation of Professional Personnel.

Professional Staff Position: Reading Specialist

QUALIFICATIONS:

1. South Dakota teaching certificate
2. Minimum three years of classroom teaching experience
3. Reading Specialist degree preferred

REPORTS TO: Building Principals and Title I Coordinator

PRIMARY FUNCTION: The Reading Specialist is the professional advisor to the educational staff in matters that pertain to the curriculum area of reading and the implementation of RtI, Response to Intervention. The Reading Specialist is responsible for developing, leading, and evaluating the school reading program. The goal of the reading specialist position is to increase student reading achievement in the school district.

PERFORMANCE RESPONSIBILITIES:

1. Establish and maintain an appropriate working relationship with staff, students, parents and community members.
2. Serve as a resource and consultant to classroom teachers, specialized teachers, and administrators.
3. Organize and assist in administering the DIBELS assessment.
4. Coordinate the DIBELS screening and data system and other assessments related to reading achievement.
5. Assist in scheduling and assigning students into reading groups.
6. Plan and instruct reading lessons to meet the needs of students.
7. Be accountable for the implementation of the RtI process with the approval of administrators.
8. Attend grade level teacher meetings.
9. Communicate with parents and staff about the RtI process and progress.
10. Research and locate materials for teachers to use.
11. Assure consistency between classrooms and grade levels.
12. Provide teachers with any additional support needed to implement best reading practices and programs.
13. Coordinate with administrators in planning and providing professional development for teachers.
14. Pursue professional growth in the areas of reading and RtI by reading, communicating with other professionals, and attending conferences.
15. Conduct student achievement data analysis work on an individual and collaborative basis.
16. Other duties may be assigned by administration.

PROFESSIONAL CERTIFIED STAFF CONTRACTS AND COMPENSATION PLANS

Certified staff, except substitutes, shall be employed only upon written contract signed by the certified staff person and by the president of the school board and business manager of the school district.

A certified staff person may sign a contract only upon exhibition of a valid certificate to teach the courses and grades in the school contemplated under the said contract and to qualify such school for accreditation. A person shall be eligible to sign a contract if he is completing academic training which would qualify him for issuance of renewal of a teaching certificate. However, if a certificate is not issued prior to the time for performance of the contract, such contract shall thereafter be void. Such certificate or a copy thereof shall be filed in the administrative office of the school district prior to making payment under the contract.

The contract shall specify the date at or about which school shall begin, the term of employment, the wages per month, and the time of payment thereof; such contract shall be signed in duplicate and one copy filed in the office of the business manager and the other retained by the certified staff person. Such contract may be issued covering any period of years, not to exceed three, over which a certified person holds a certificate which will remain valid without renewal.

The contract shall specify that the certified staff person shall perform his duties in accordance with the statutes of the state of South Dakota, rules of the South Dakota board of education and school board rules, regulations and policies.

CONTINUING CONTRACTS:

The following re the provisions of the continuing contract as defined by state law as of July 1, 1995:

SDCL 13-43-9-1. Notice to tenured teacher of intent not to renew contract-Evaluation file available-Information conference- Circumstances after notice-Evaluation and notice of deficiencies. Before April fifteenth, the school board shall notify in writing a teacher who is in or beyond the third full consecutive term of employment in a school district of its intention not to renew the teacher's contract, or the superintendent or school administrator shall notify the teacher of any intention on the superintendent or school administrator's part to recommend to the board that it not renew the teacher's contract. For purposes of this section, an approved leave of absence may not be considered a break in consecutive employment. The board, or if applicable, the superintendent or other administrator, shall, as soon as practicable and upon written request of the teacher, make available to the teacher for review the teacher's personal evaluation file, advise the teacher in writing of the reasons on which the intention not to review or not to recommend for renewal is based, and afford the teacher an informal, private conference before the board, or, if applicable, before the superintendent or other administrator.

This provision does not restrict the board in taking action, or the superintendent or other school administrator in making recommendations to the board, based on relevant circumstances which occur within twenty-one days of the notice required in this section, but, in such event, notice thereof shall be given to the teacher as soon as practicable.

All teachers shall be evaluated and given notice of any deficiencies during each semester of the first two full terms of employment and at least once every other year thereafter. The evaluation shall note any major deficiency and shall provide suggestions for correction.

SDCL 13-43-10. Notice of board's determination not to renew – Noncompliance as offer of renewal – Change of terms by mutual agreement. Not earlier than fourteen days nor later than twenty-one days after the notice of intent as provided in SDCL 13-43-9-1, such teacher shall be notified in writing by the board of the board's determination not to renew the teacher's contract for the ensuing school year. Failure by the board or the superintendent to comply with the provisions and notices of SDCL 13-43-9-1 and SDCL 13-43-10, shall constitute an offer on the part of the board to renew the contract for the ensuing school year under the same terms and conditions as the contract for the then current year. Different terms and conditions may be mutually agreed upon by the board and teacher at any later time.

SDCL13-43-10.1 Hearing on board's determination not to renew - Evidence privileged – Right to counsel – Final determination – Appeal. Any teacher to whom notification has been given as provided in SDCL13-43-10 may, within seven days after the receipt of the same, request in writing a hearing before the school board, meeting in executive session, at which hearing the board shall state the reasons for its determination. All statements made or evidence presented at any hearing in executive session will be deemed privileged communication. Such hearing shall be held by the board within the seven days after the receipt of such request for a hearing. At such hearing, the teacher and the board each upon two day's notice in writing to the other party may have counsel present and shall have full opportunity to present all relevant evidence. After considering all relevant evidence, the board shall sustain or revoke its original determination. Written notice of the final determination shall be delivered to that teacher within seven days after the hearing. A teacher aggrieved by such final determination shall have the right of appeal therefrom as provided in SDCL 13-46-1.

SDCL 13-43-10.2 Notice to first or second year teacher of determination not to renew – Information conference – Statement of reasons – Finality of determination. Before April fifteenth, the school board shall notify in writing a teacher, who is in the first or second full term of employment in a school district, of its intention not to renew the teacher's contract. The teacher, upon written request made within seven calendar days of the notice, shall be afforded an informal, private conference in executive session before the school board and appropriate administrators. The teacher and the board may each have a representative present. The conference is not required if the teacher is not being rehired because of a reduction in staff. During the conference, the teacher shall be provided a statement of the reasons which have led to the intention not to rehire the teacher's contract. This section may not be interpreted as granting tenure to any such teacher in the first or second full term of employment.

The purpose for the statement of reasons for nonrenewal shall be to assist the teacher involved in making the teacher's own personal assessment of the teacher's teaching abilities and prospects discussing the reasons for nonrenewal during the conference. The statement of reasons may not constitute any grounds for whatsoever for challenging the nonrenewal. A decision of the board shall be final and may not be subject to appeal to the courts. A grievance may not be filed under the provisions of chapter 3-18 unless local policy provides otherwise.

SDCL 13-43-11. Date when offer of written contract required – Time allowed for teacher to sign. After an offer has been created under the provisions of SDCL 13-43-10, the school board must, by May first 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 a 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 13-43-10 is hereby deemed to be revoked.

SDCL 13-43-11-1. Contracts not issued prior to March first. Contracts of employment of classroom teachers for an ensuing school year shall not be issued by a school board prior to the first day of March of the current school year.

SDCL 13-43-12. Teachers and administrators covered by tenure provisions. For the purpose of SDCL 13-43-9.1 to SDCL 13-43-11, inclusive, the term "teacher" is any person engaged in the professions of teaching children, grades kindergarten through twelve in the public schools of South Dakota and any person employed in the public school as a principal, superintendent, or other administrative school employee who is certified pursuant to SDCL 13-42-1. However, "teacher" does not include an associate instructor.

SDCL 13-43-13. Dismissal provisions unaffected by continuing contract provisions. Nothing in SDCL 13-43-9.1 to SDCL 13-43-12, inclusive, shall be construed as in any manner repealing or limiting the operation of any existing law with reference to the dismissal of teachers for cause.

BREAKING OR JUMPING CONTRACT

The school board may request the secretary of the department of education and cultural affairs to suspend the certificate of a certified staff person or a period not to exceed one year for breaking or jumping a contract, pursuant to SDCL 13-43-9.

See Policy GCPB on liquidated damages for late resignations.

PROFESSIONAL CERTIFIED STAFF CONTRACTS AND COMPENSATION PLANS

Certified staff, except substitutes, shall be employed only upon written contract signed by the certified staff person and by the president of the school board and business manager of the school district.

A certified staff person may sign a contract only upon exhibition of a valid certificate to teach the courses and grades in the school contemplated under the said contract and to qualify such school for accreditation. A person shall be eligible to sign a contract if he is completing academic training which would qualify him for issuance or renewal of a teaching certificate. However, if a certificate is not issued prior to the time for performance of the contract, such contract shall thereafter be void. Such certificate or copy thereof shall be filed in the administrative office of the school district prior to making payment under the contract.

The contract shall specify the date at or about which school shall begin, the term of employment, the wages per month, and the time of payment thereof; such contract shall be signed in duplicate and one copy filed in the office of the business manager and the other retained by the certified staff person. Such contract may be issued covering any period of years, not to exceed three, over which a certified person holds a certificate which will remain valid without renewal.

The contract shall specify that the certified staff person shall perform his duties in accordance with the statutes of the state of South Dakota, rules of the South Dakota board of education and school board rules, regulations and policies.

CONTINUING CONTRACTS

The following are the provisions of the continuing contract as defined by state law as of January 1, 1997:

SDCL 13-43-6.1. Just cause for termination of teacher. A teacher may be terminated at any time for just cause by the superintendent or the school board, including breach of contract, poor performance, incompetency, gross immorality, unprofessional conduct, insubordination, neglect of duty, or the violation of any policy or regulation of the school district.

SDCL 13-43-6.2 Written notice of termination – Opportunity for hearing. The superintendent or the school board must give written notice of the termination to the teacher; a written statement of the reasons for the termination; access to the employment records of the teacher; the opportunity to the teacher for a hearing before the school board to present reasons in person or in writing why the termination should not occur; and the opportunity to be presented.

SDCL 13-43-6.3 Nonrenewal of teacher’s contract. Until a teacher is in or beyond the fourth consecutive term of employment as a teacher with the school district, a superintendent may or may not renew the teacher’s contract.

The superintendent shall give written notice of nonrenewal by April fifteenth but is not required to give further process or a reason for nonrenewal. After a teacher is in or beyond the fourth consecutive term of employment as a teacher with the school district, SDCL 13-43-6.1 and SDCL 13-43-6.2 apply to any nonrenewal of the teacher’s contract. Written notice of nonrenewal of a teacher’s contract shall be given by April fifteenth.

SDCL 13-43-6.4 Nonrenewal due to staff reduction. Notwithstanding SDCL 13-43-6.1 to SDCL 13-43-6.3, inclusive, if a teacher's contract is not renewed due to a reduction in staff, only written notice is required, which shall be provided by the school board to the teacher by April fifteenth.

SDCL 13-43-6.5 Termination not caused by amount of compensation. A teacher's employment may not be terminated because of the amount of the teacher's compensation.

SDCL 13-43-6.6 Right to termination on statutory grounds not limited by collective bargaining agreement – Protection of teacher not limited. Although a collective bargaining agreement between a district and its teachers may set forth specific additional grounds for termination or set forth provisions as to the procedure or notice, no agreement may limit the district's right to terminate a teacher for the grounds set forth in SDCL 13-43-6.1 to SDCL 13-43-6.3, inclusive. No agreement may limit the protection afforded to a teacher under SDCL 13-43-6.5.

BREAKING OR JUMPING CONTRACT:

The school board may request the secretary of the department of education and cultural affairs to suspend the certificate of a certified staff person for a period not to exceed one year for breaking or jumping a contract, pursuant to SDCL 13-42-9.

**NONQUALIFIED DEFERRED COMPENSATION PLAN FOR BOARD MEMBERS,
ADMINISTRATORS, OTHER SALARIED EMPLOYEES, HOURLY AND NONCERTIFIED
CO- CURRICULAR EMPLOYEES -**

Internal Revenue Code section 409A, effective date January 1, 2008 prompts the following policy and distribution plan to be adopted in accordance with IRS guidelines to avoid nonqualified deferred compensation tax consequences.

School board members will receive all compensation for a given school year in June of that school year with no opportunity to elect otherwise.

Administrators and officers will receive compensation in 12 equal monthly installments with no opportunity to elect otherwise.

Other salaried employee's not covered under the negotiated agreement will receive all compensation in 12 equal monthly installments with no opportunity to elect otherwise.

Hourly employees will receive compensation monthly for the hours worked in the month previous with no opportunity to elect otherwise. Hourly pay period cut off to be determined by the business office.

Such non instructional and non certified co-curricular employees will receive compensation in equal monthly installments spread over the months in which performance of co-curricular duties occurs with no opportunity to elect otherwise.

SEPARATION OF SERVICE FOR 409 (a)

When an employee leaves the employment of the Vermillion School District prior to the end of employee's employment contract, that employee will be paid all compensation due at the end of the pay period following the employee's separation of service.

PROFESSIONAL STAFF FRINGE BENEFITS – INDIVIDUAL HEALTH INSURANCE WAIVER

I, _____, hereby elect not to secure health insurance coverage under the Vermillion School Board group health insurance plan, after being fully advised of the details of said plan. I understand that in order for the Vermillion School District 13-1 to provide a group health insurance plan for its administrators, staff, and employees, 75% of all school district personnel must participate in said plan. I further understand if more than 25% of all personnel indicate they wish not to elect to secure coverage under this plan, those persons who will be allowed to opt out of the group health insurance plan will be selected on the basis of a waiting list according to the earliest date of request to opt out of the plan. I hereby agree to conform to the waiting list schedule above referred, and understand that my option to take cash in lieu of group health insurance benefits cannot be exercised until such time as my name reaches the top of the waiting list.

I hereby acknowledge that if my election not to participate in said group health insurance plan is accepted, and I elect to receive cash in lieu of said benefits under that plan and later elect to participate in the plan after having opted out of it, I may be required to undergo a physical examination to prove I am insurable.

I further understand and agree that should fluctuations in the number of school district personnel result in more than 25% opting out of the group health insurance plan, it may be necessary for me to re-enroll if asked to do so by the school board. The determining factor for request of re-enrollment will be the waiver form most recently accepted by the school board.

Signature

Date

PROFESSIONAL STAFF FRINGE BENEFITS – OPTIONAL SPOUSE SURVIVOR BENEFIT

SDCL 3-12-104 provides for an Optional Spouse Survivor Benefit and reads in part as follows:

“3-12-104. Election of Additional Spouse Survivor protection – Commencement and Termination of additional contribution – Within ninety days of becoming a member, attaining age thirty-five or the first anniversary of a marriage, a member may elect to provide his/her spouse with additional survivor protection by increasing his/her member contribution by an additional eight-tenths of one percent of compensation, which additional contribution will not be matched by his/her employer.

Employees eligible for this benefit can get more information through the superintendent’s office.

Should SDCL 3-12-104 be repealed or amended by the legislature, this policy shall, to the extent it is inconsistent with the repealer or amendment, be void.

PROFESSIONAL POSITION: SCHOOL NURSE

QUALIFICATIONS:

1. At least a bachelor's degree in nursing and should meet requirements for certification as a school nurse.
2. Experience shall not be a pre-requisite for employment, but experience in the field of public health shall be preferred.
3. Such alternatives to the above qualifications as the board may find appropriate and acceptable.

REPORTS TO: Superintendent

PRIMARY FUNCTION: Assess students requiring the direct service of a registered nurse. Prepare health care plans for involved students and implement required health-care procedures. Work with groups to improve and promote wellness in the schools

A. ESSENTIAL SKILLS/DUTIES:

1. Establish and maintain an appropriate working relationship with students, staff, and community members.
2. Serve as a resource and consultant to staff relative to health issues.
3. Maintain up-to-date cumulative health record for every student.
4. Administer medication and treatment prescribed by physicians.
5. Make recommendations to primary care physician on health needs of individual students.
6. Assume authority, in the absence of a physician, for the care of a student who has suffered an injury or emergency illness.
7. Administer first aid in accordance with established first aid procedures.
8. Assist school personnel in maintaining sanitary standards in the schools.
9. Primary district contact and coordinator with other health agencies.
10. Pursues professional growth opportunities such as attending conferences, reading professional journals, and/or participating in professional organizations and on-site professional development.
11. Other duties may be assigned by the administration.

B. OTHER SKILLS/DUTIES:

1. Conduct school health service, including keeping record of immunizations and vision screening.
2. Assume responsibility for selection and referral of students in need of medical and dental care.
3. Report to parents, school personnel, physicians, clinics, and other agencies on school medical matters.
4. Observe students on a regular basis to detect health needs.
5. Visit student homes when necessary.
6. Participate with school staff in developing and implementing total school health program.
7. Contact homes of children referred by principals.
8. Advise modification of the educational program to meet health needs of individual students.

9. Prepare and submit reports for the superintendent and the SD Department of Health.
10. Authorize exclusion and readmission of students in connection with infectious and contagious diseases.
11. Advise teachers on health matters, particularly regarding screening for student health defects.
12. Attend committee meetings and conferences regarding health service and health curriculum.
13. Participate in inservice training program.
14. Truancy officer for the district in consultant with building principals.
15. Perform other duties as assigned by the superintendent.

C. BENEFITS

1. The benefits that are provided to professional employees are also provided the school nurse.
2. Salary and work year to be established by the school board.

EVALUATION: The job performance will be evaluated in accordance with provisions as outlined in district policy and/or procedure.

LEAVES: SICK/BANK: ADMINISTRATION

Administrators contracting, or incurring any non-workman compensation connected sickness or disability, which renders such employee unable to perform the duties of his employment, shall be eligible for sick leave with pay.

Employees shall be eligible for sick leave after thirty (30) days of service with the employer.

Employees shall be allowed yearly sick leave according to their contracted length of employment:

12 months	-12 days per year
10 and 11 months	-11 days per year

Employees shall start to earn sick leave from their day of hire, and they shall accumulate sick leave to a maximum of two hundred (200) days.

Sick leave shall be granted to employees when they are incapacitated and cannot perform their duties due to sickness, injury and confinement, or treatment.

A qualified physician's statement verifying the necessity for continuous days of absence beyond three (3) successive days may be required.

Any absence for personal or family illness is to be reported on the appropriate form, signed by the employee. This form is to be submitted to the business office computer operator immediately following the absence.

Administrators who have exhausted their accumulated personal sick leave may make withdraws from the sick leave bank, provided there are sufficient days in the bank.

There shall be established among and for administrators of the Vermillion School District, a sick leave bank which will be administered according to the following guidelines:

- A. Participation in the sick leave bank shall be mandatory for new administrator employed after January 1, 1995.
- B. Each administrator contributes a minimum of five (5) days up front and one (1) day per year. The annual one (1) day collection will be suspended when the total bank days accumulate to three hundred (300) days and collection will be reinstated when the total bank days drop to two hundred (200) or less. Days shall be contributed to the bank on July 1st or upon date of employment.
- C. Each July 1st, individual administrators are eligible for fifteen (15) days from the bank plus five (5) additional days for each year of bank membership exclusive of the first year. A total of sixty (60) bank days will be allowed.
- D. Time absent from work for routine medical, dental, or optical examinations cannot be used from the sick leave bank.

- E. Time granted from the bank must be for the employee's personal illness and approved by the designated committee. The designated committee shall consider only written requests signed by the employee or the employee's immediate family, and such requests shall be accompanied by a physician's certificate attesting to the illness of the employee. Requests should be submitted by the first of the month in which the bank leave is requested. In critical situations, the designated committee has the discretion to review circumstances on an individual basis and vary from the required timelines and/or needs of immediate family.
- F. Upon retirement, if the administrator has been with the school district for at least twenty (20) years of service, he/she will receive a maximum of \$10.00 per day reimbursement to a maximum of 200 days of accumulated sick leave.
- G. An administrator who has been part of the bank will place twenty-five percent (25%) of his/her occurred sick leave in the sick leave bank upon his/her resignation/retirement.
- H. At the beginning of the fiscal year, the days that are contributed to the bank shall no longer be credited to the employee's personal sick leave accumulation.
- I. The designated committee will consist of two (2) administrators and one board member appointed each year.

First Reading: 5/8/95
Second Reading: 5/22/95
Effective: 7/1/95
Amended: 10/23/06
Amended: 7/13/09

TO: ADMINISTRATORS
FROM: LEON A. SWIER
RE: ROTATING SCHEDULE FOR APPOINTMENT
TO ADMINISTRATIVE SICK LEAVE BANK
DATE: MAY 24, 1996

<u>YEAR</u>	<u>POSITION</u>
96-96.....	High School Principal Elementary School Assistant Principal
96-97.....	Superintendent Director of Curriculum
97-98.....	Elementary School Principal Director of Special Education
98-99.....	High School Assistant Principal Middle School Principal
99-00.....	Business Manager High School Principal
00-01.....	Elementary School Assistant Principal Superintendent
01-02.....	Director of Curriculum Elementary School Principal
02-03.....	Director of Special Education High School Assistant Principal
03-04.....	Middle School Principal Business Manager
04-05.....	High School Principal Elementary School Assistant Principal

CELLULAR TELEPHONES FOR ADMINISTRATORS AND DIRECTORS

The Vermillion School District will provide cellular telephones for the following administrators and directors: Superintendent, Business Manager, Director of Instruction, Principals, Athletic Director, School Nurse, Director of Special Education, Director of Technology, Technology Assistant, After School Program Director, and Director of Buildings and Grounds.

A salary stipend of \$20 per month will be provided these administrators and directors in lieu of a cellular telephone provided by the district. The stipend will be provided for these administrators and directors for their personal cellular telephones that are compatible and used for school business during the months of their employment contract with the school district. Head building custodians may be issued a school cellular telephone upon approval of the superintendent.

PROFESSIONAL LEAVE REPORT

Employees who attend and/or participate in professional leave for more than one day will be expected to complete a written report. The report is to be filed with their supervisor within one week after their return from the professional development activity.

PROFESSIONAL LEAVE REPORT

Name_____Building_____

Professional Leave Activity:_____

Location of activity attended:_____

Date attended:_____

(Please submit your report in typewritten format)

Summary of Activity:

How will you implement the newly learned skills into your job responsibility? Please be specific.

Would you recommend this issue(s) to others?

Would you present a session to the Vermillion staff in reference to this issue(s)?

CERTIFIED STAFF – NEW POSITIONS

All new positions must be approved by the school board prior to any advertisements being placed for such positions. Requests for new positions will include a justification and all costs – direct and indirect and their consequent effect upon the budget.

CERTIFIED STAFF HIRING

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

The Superintendent will assure that all persons nominated for employment meet state certification requirements and the qualifications established for the particular position.

Interviewing and selection procedures will assure that the principal or other administrator to be directly responsible for the work of the staff member has an opportunity to aid in his selection; however, the final recommendation to the Board will be made by the Superintendent.

No candidates will be hired without a personal interview, and wherever possible the candidate will be observed in his own school prior to selection.

All candidates will be considered on the basis of their merits, qualifications, and the needs of the district. In each instance, the Superintendent and others playing a role in the selection will seek to hire the best-qualified person for the job.

Upon approval by the Board, a teacher will receive a written contract to be signed by the teacher, Board president, and school district business manager.

In the case of time constraints, the superintendent may issue a contract which will later be presented to the school board for formal approval.

HIRING AND EMPLOYMENT OF IMMEDIATE FAMILY MEMBERS

1. No employee of the Vermillion School District who holds an administrative or supervisory position may have a member of the administrator's or supervisor's immediate family under his or her administrative supervision, except on a substitute basis.
2. The school board shall not initially hire any immediate family members to serve in any capacity in the Vermillion School District 13-1.
3. No person shall be appointed to fill a vacancy on the school board who has a member of the immediate family employed in the Vermillion School District 13-1.
4. In best interest of school district the school board may waive above.

FAMILY AND MEDICAL LEAVE ACT (FMLA LEAVE) – Certified Staff

An eligible employee is entitled to a combined total (paid and unpaid) of twelve (12) weeks of leave per year for:

1. The birth and first year of a child;
2. The adoption or foster placement of a child;
3. The serious health condition or illness of an employee's spouse, parent, or child under the age of 18 (adult children if also incapable of self-care due to disability), or
4. The employee's own serious health condition or illness.
5. Qualifying exigencies while employee's spouse, child, or parent is on covered U.S. military active duty or call to covered active duty status. An employee may take up to 26 weeks leave during a single 12-month period to care for a U.S. military service member with a serious injury or illness.

In the event current negotiated sick leave, family illness and sick leave bank accumulated leaves exceed rights under this FMLA leave policy, then in that event the individual's accumulated leave rights under the sick leave, family illness and sick leave bank policies shall prevail.

The term "eligible employee" for the FMLA leave purposes (unpaid leave remaining after using up vacation, sick leave, annual leave or personal leave, which leave policies have other eligibility requirements) means an employee who has been employed (1) for at least 12 months by the employer with respect to whom FMLA leave is requested, (2) full-time employee as defined by working at least thirty (30) hours, and (3) for at least 1,250 hours of service with such employer during the previous 12 month period (during a 180 day school year, this averages out to 6 hours, 56 minutes per day or 34 hours, 54 minutes per week).

If an employee fails to return to work after the leave period has expired, the district is no longer responsible for its share of the health insurance premiums. Employee will have the option of "COBRA" which is continued coverage for at least 18 months. Once an employee returns to work and meets the eligibility requirements for insurance, insurance will be reinstated under the group plan.

The term "serious health condition or illness" for FMLA leave purposes (unpaid leave remaining after using up vacation, sick leave, annual leave or personal leave) means injury, impairment, or physical or mental condition that involves (1) inpatient care in a hospital, hospice, or residential medical care facility and any subsequent treatment in connection with inpatient care, (2) incapacity and treatment of same condition involving continuing treatment by a health care provider, (3) chronic condition that requires periodic visitation (at least two times a year) to a health care provider over an extended period of time, (4) permanent or long-term conditions of incapacity due to condition for which continuing supervision by health care provider required, and (5) period of absence to receive multiple treatments by health care provider for restorative surgery after an accident or injury or condition that would result in period of incapacity of more than three consecutive full calendar days without the treatments.

The employee must first use and count all available accrued paid leave, including vacation, sick leave, annual leave and personal leave, before using the unpaid leave. During the period of FMLA leave, the employee is entitled to the continuation of all fringe benefits. Employees will still earn sick days and vacation days while on FMLA leave. The district will continue to pay its portion of the health insurance, and it will be the employee's responsibility to continue to pay for his or her portion. Upon return to work, the employee will be entitled to his or her same position or an equivalent position with equivalent pay, except that return to work during the last two weeks or three weeks of a semester is subject to certain restrictions. See Special Rules below.

FAMILY AND MEDICAL LEAVE ACT (FMLA LEAVE) – Certified Staff

In the case of birth, adoption or foster placement, the FMLA leave entitlement for child care ends after (1) the child reaches age one, or (2) 12 months after adoption or placement. FMLA leave to care for a child would include leave for a stepparent or a person in loco parentis.

In cases where both spouses are employed by the district, the combined amounts (both employees) of FMLA leave for birth, adoption or foster placement, or family illness is limited to twelve (12) weeks. Personal illness is not limited to this combined total.

When FMLA leave is in connection with birth, adoption or foster placement, and is foreseeable, the employee must provide at least thirty (30) days' notice of the date when FMLA leave is to begin. When FMLA leave is in respect to family or employee illness which is foreseeable, the employee must make a reasonable effort to schedule treatment, including intermittent and reduced hour leave, so as to not unduly disrupt the operations of the district.

In case of employee serious health condition or illness, in addition to current sick leave and sick leave bank policy requirements, the district may require the employee to provide certification by his or her health care provider that the employee is able to return to work and is able to meet the essential functions of the job.

Special Rules:

1. Rules applicable to instructors in Periods Near the Conclusion of an Academic Term (School Semester). The following rules apply to any employee who takes FMLA leave under this policy and who is employed principally in an instructional capacity.
 - a. If FMLA leave begins more than five (5) weeks before the end of an academic term, the principal may require the employee to continue taking leave until the end of the academic term if:
 - (1) The leave is of at least three (3) weeks duration; and
 - (2) The return to work would occur during the three (3) week period before the end of the academic term.
 - b. If FMLA leave begins within the five (5) weeks before the end of an academic term, the principal may require the employee to continue taking leave until the end of the term, if:
 - (1) The leave is of more than two (2) weeks duration and
 - (2) The return to work would occur during the two (2) week period before the end of the academic term.
 - c. If FMLA leave begins within three (3) weeks before the end of the academic term, the principal may require the employee to continue taking leave until the end of that term, if the leave is for more than five (5) working days.
 - d. If the principal requires a teacher to extend leave under these special rules, the extended leave is counted against the teacher's FMLA leave allotment. If the teacher's FMLA leave allotment expires during the extension, the additional time is nevertheless deemed FMLA leave.

FAMILY AND MEDICAL LEAVE ACT (FMLA LEAVE) – Certified Staff

The superintendent or designee will work individually with an employee who wants to apply for FMLA leave. FMLA request forms are available from the business office.

Adopted 1/10/94
Amended
Reviewed
Amended 1/28/08
Amended 2/12/18

FAMILY AND MEDICAL LEAVE ACT (FMLA LEAVE) – Classified Staff

An eligible employee is entitled to a combined total (paid and unpaid) of twelve (12) weeks of leave per year for:

1. The birth and first year of a child;
2. The adoption or foster placement of a child;
3. The serious health condition or illness of an employee's spouse, parent, or child under the age of 18 (adult children if also incapable of self-care due to disability), or
4. The employee's own serious health condition or illness.
5. Qualifying exigencies while employee's spouse, child, or parent is on covered U.S. military active duty or call to covered active duty status. An employee may take up to 26 weeks leave during a single 12-month period to care for a U.S. military service member with a serious injury or illness.

In the event current sick leave, family illness and sick leave bank accumulated leaves exceed rights under this FMLA leave policy, then in that event the individual's accumulated leave rights under the sick leave, family illness and sick leave bank policies shall prevail.

The term "eligible employee" for FMLA leave purposes (unpaid leave remaining after using up vacation, sick leave, annual leave or personal leave, which leave policies have other eligibility requirements) means an employee who has been employed (1) for at least 12 months by the employer with respect to whom FMLA leave is requested, (2) full-time employee as defined by working at least thirty (30) hours, and (3) for at least 1,250 hours of service with such employer during the previous 12 month period (during a 180 day school year, this averages out to 6 hours, 56 minutes per day or 34 hours, 43 minutes per week.)

If an employee fails to return to work after the leave period has expired, the district is no longer responsible for its share of the health insurance premiums. Employee will have the option of "COBRA" which is continued coverage for at least 18 months. Once an employee returns to work and meets the eligibility requirements for insurance, insurance will be reinstated under the group plan.

The term "serious health condition or illness" for FMLA leave purposes (unpaid leave remaining after using up vacation, sick leave, annual leave or personal leave) means, injury, impairment, or physical or mental condition that involves (1) inpatient care in a hospital, hospice, or residential medical care facility and any subsequent treatment in connection with inpatient care, (2) incapacity and treatment of same condition involving continuing treatment by a health care provider, (3) chronic condition that requires periodic visitation (at least two times a year) to a health care provider over an extended period of time, (4) permanent or long-term conditions of incapacity due to condition for which continuing supervision by health care provider required, and (5) period of absence to receive multiple treatments by health care provider for restorative surgery after an accident or injury or condition that would result in period of incapacity of more than three consecutive full calendar days without the treatments.

The employee must first use and count all available accrued paid leave, including vacation, sick leave, annual leave and personal leave, before using the unpaid leave. During the period of FMLA leave, the employee is entitled to the continuation of all fringe benefits. Employees will still earn sick days and vacation days while on FMLA leave. The district will continue to pay its portion of the health insurance, and it will be the employee's responsibility to continue to pay for his or her portion. Upon return to work, the employee will be entitled to his or her same position or an equivalent position with equivalent pay.

FAMILY AND MEDICAL LEAVE ACT (FMLA LEAVE) – Classified Staff

In the case of birth, adoption or foster placement, the FMLA leave entitlement for child care ends after (1) the child reaches age one, or (2) 12 months after adoption or placement. FMLA leave to care for a child would include leave for a stepparent or a person in loco parentis.

In cases where both spouses are employed by the district, the combined amounts (both employees) of FMLA leave for birth, adoption or foster placement, or family illness is limited to twelve (12) weeks. Personal illness is not limited to this combined total.

The district, at the request of the employee, may agree that the employee may take FMLA leave intermittently or on a reduced hour's basis in connection with the birth, adoption or foster placement of a child. This is subject to the recommendations of the administrator or supervisor.

When FMLA leave is in connection with birth, adoption or foster placement, and is foreseeable, the employee must provide at least thirty (30) days' notice of the date when FMLA leave is to begin. When FMLA leave is in respect to family or employee illness which is foreseeable, the employee must make a reasonable effort to schedule treatment, including intermittent and reduced hour leave, so as to not unduly disrupt the operations of the district.

In case of employee serious health condition or illness, in addition to current sick leave and sick leave bank policy requirements, the district may require the employee to provide certification by his or her health care provider that the employee is able to return to work and is able to meet the essential functions of the job.

The superintendent or designee will work individually with an employee who wants to apply for FMLA leave. FMLA request forms are available from the business office.

TITLE: SUBSTITUTE TEACHER

QUALIFICATIONS: College Degree preferred but not required

REPORTS TO: Building Administrator

SUPERVISES: Students in classroom

PRIMARY FUNCTION: Replace absent teacher and perform the daily function of the regular teacher.

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS

1. Assume the responsibilities for instructing classes when a teacher is absent.
2. Assume all other responsibilities for that teacher during the time the teacher is absent.
3. Prepare lesson plans with assistance, as directed by an administrator, when lesson plans are not available in the classroom.
4. Maintain appropriate records including checking test papers, recording grades, student assignments for homework, projects, and the necessary clerical work required to maintain student records for a teacher who is absent.
5. Provide assistance for students who need special help on those days when no teacher is absent.

EVALUATION: The job performance will be evaluated in accordance with provisions as outlined in district policy and/or procedure.

Adopted 9/8/92
Amended 7/12/93
Amended 7/11/94
Amended 5/22/95
First Reading 5/12/97
Second Reading 5/27/97
Amended 9/12/05

Vermillion Public Schools – Formal Evaluation Report

Teacher: _____ Evaluator: _____

Building: _____ Observation
Date and (s): _____

Section One (1): Framework for Teaching - Rating Scale for Domains 1 – 4:

A. Distinguished, B. Proficient, C. Basic, D. Unsatisfactory, N/O. Not Observed.

Domain One (1): Planning and Preparation

Component		Rating	Comments
1a	Demonstrating Knowledge of Students		
1b	Selecting Instructional Goals		
1c	Designing Student Assessments		

Domain Two (2): The Classroom Environment

Component		Rating	Comments
2a	Creating an Environment of Respect and Rapport		
2b	Establishing a Culture for Learning		
2c	Managing Classroom Procedures		
2d	Managing Student Behavior		

Domain Three (3): Instruction

Component		Rating	Comments
3a	Communicating with Students		
3b	Using Questioning and Discussion Techniques		
3c	Engaging Students in Learning		
3d	Using Assessment in Instruction		
3e	Demonstrating Flexibility and Responsiveness		

Domain Four (4): Professional Responsibilities

Component	Rating	Comments
4a Maintaining Accurate Records		
4b Communicating with Families		
4c Demonstrating Professionalism		

		Component Level Performance				Points
		Unsatisfactory	Basic	Proficient	Distinguished	
		(1 point)	(2 points)	(3 points)	(4 points)	
Components Selected	1a: Demonstrating Knowledge of Students					
	1b: Selecting Instructional Goals					
	1c: Designing Student Assessments					
	2a: Creating an Environment of Respect and Rapport					
	2b: Establishing a Culture of Learning					
	2c: Managing Classroom Procedures					
	2d: Managing Student Behavior					
	3a: Communicating with Students					
	3b: Using Questioning and Discussion Techniques					
	3c: Engaging Students in Learning					
	3d: Using Assessment in Instruction					
	3e: Demonstrating Flexibility and Responsiveness					
	4a: Maintaining Accurate Records					
	4b: Communicating with Families					
	4c: Demonstrating Professionalism					

Total Points	
Average Component-Level Score	

OVERALL PROFESSIONAL PRACTICE SCORING RANGES				OVERALL PROFESSIONAL PRACTICE RATING
1.00 to 1.49	1.50 to 2.49	2.50 to 3.49	3.50 to 4.00	
Unsatisfactory	Basic	Proficient	Distinguished	

Student Growth Performance Categories

Performance Category	Description
Low	The teacher’s SLO(s) were less than 65 percent attained.
Expected	The teacher’s SLO(s) were 65 to 85 percent attained.
High	The teacher’s SLO(s) were 86 to 100 percent attained.

Summative Teacher Effectiveness Rating Matrix and Performance Categories

Professional Practice Rating

Student Growth Rating		Unsatisfactory	Basic	Proficient	Distinguished
	High	□	□		
	Expected				
	Low			□	□

Summative Effectiveness Rating Categories	
	Exceeds Expectations
	Meets Expectations
	Below Expectations
□	Professional Judgment and Policy Review

Evaluator's Comments:

Section Two (2): Professional Growth Goals:

Section Three (3): Teacher Comments:

Signature of Teacher

Date

Signature of Evaluator

Date

*Signatures do not necessarily signify agreement, only that the evaluation was discussed.
Teacher has right to attach demurral statement to this evaluation.*

**Vermillion Public Schools
PLAN OF ASSISTANCE**

I. BACKGROUND INFORMATION;

Teacher: _____

Date: _____

Teaching Assignment: _____

School: _____

II. STATEMENT OF DEFICIENCY:

III. OBJECTIVES AND OUTCOMES OF THE PROGRAM TO BE FOLLOWED:

IV. ASSISTANCE TO BE OFFERED:

V. PROCEDURES TO COLLECT DATA:

VI. TIME LINE FOR COMPLETION:

VII. DETERMINATION OF PLAN OF ASSISTANCE:

Teacher signature: _____

Date: _____

Evaluator signature: _____

Date: _____

FRAMEWORK FOR TEACHING EVALUATION CRITERIA**Domain 1: Planning and Preparation**

Domain 1 (Planning and Preparation) includes comprehensive understanding of the content to be taught, knowledge of the students' backgrounds, and designed instruction and assessment. Its components are:

- A. Demonstrating Knowledge of Students
 - Knowledge of Child and Adolescent Development
 - Knowledge of the Learning Process
 - Knowledge of Students' Skills, Knowledge, and Language Proficiency
 - Knowledge of Students' Interests and Cultural Heritage
 - Knowledge of Students' Special Needs
- B. Selecting Instructional Goals
 - Value, Sequence, and Alignment
 - Clarity
 - Balance
 - Suitability for Diverse Students
- C. Designing Student Assessments
 - Congruence with Instructional Outcomes
 - Criteria and Standards
 - Design of Formative Assessments
 - Use for Planning

Domain 2: The Classroom Environment

Domain 2 (The Classroom Environment) addresses the teacher's skill in establishing an environment conducive to learning, including both the physical and interpersonal aspects of the environment. Its components are:

- A. Creating an Environment of Respect and Rapport
 - Teacher Interactions with Students Including Both Words and Actions
 - Student Interactions with Other Students, Including Both Words and Actions
- B. Establishing a Culture for Learning
 - Importance of the Content and of Learning
 - Expectations for Learning and Achievement
 - Student Pride in Work
 - Safety and Accessibility
- C. Managing Classroom Procedures
 - Management of Instructional Groups
 - Management of Transitions
 - Management of Materials and Supplies
 - Performance of Non-Instructional Duties
- D. Managing Student Behavior
 - Expectations
 - Monitoring of Student Behavior
 - Response to Student Misbehavior

Domain 4: Professional Responsibilities

Domain 4 (Professional Responsibilities) addresses a teacher's additional professional responsibilities, including self-assessment and reflection, communication with parents, participating in ongoing professional development, and contributing to the school and district environment. Its components are:

- A. Maintaining Accurate Records
 - Student Completion of Assignments
 - Student Progress in Learning
 - Non-instructional Records
- B. Communicating with Families
 - Information about the Instructional Program
 - Information about Individual Students
 - Engagement of Families in the Instructional Program
- C. Demonstrating Professionalism
 - Relationships with Colleagues
 - Involvement in a Culture of Professional Inquiry
 - Service to the School and Profession
 - Enhancement of Content Knowledge and Pedagogical Skill
 - Reflect on Teaching
 - Integrity and Ethical Conduct
 - Service to Students
 - Compliance with School and District Regulations

Domain 3: Instruction

Domain 3 (Instruction) is concerned with the teacher's skill in engaging students in learning the content, and includes the wide range of instructional strategies that enable students to learn. Its components are:

- A. Communicating with Students
 - Expectations for Learning
 - Directions for Activities
 - Explanations of Content
 - Use of Oral and Written Language
- B. Using Questioning and Discussion Techniques
 - Quality of Questions/Prompts
 - Discussion Techniques
 - Student Participation
- C. Engaging Students in Learning
 - Activities and Assignments
 - Grouping of Students
 - Instructional Materials, Resources and Technology
 - Structure and Pacing
- D. Using Assessment in Instruction
 - Assessment Criteria
 - Monitoring of Student Learning
 - Feedback to Students
 - Student Self-Assessment and Monitoring of Progress
- E. Demonstrating Flexibility and Responsiveness
 - Lesson Adjustment
 - Response to Students
 - Persistence

INTERVIEW PROCESS: STIPEND

Whenever a certified employee is a member of an interview team process during a non-contract or non-school day, the employee will receive a \$45 stipend for the interviewing process for the respective position. The employee must document when and for what position the interview process occurred and submit documentation to the office of the business manager prior to payment of the stipend.

The school board agrees not to change this policy without notification to the president of the Vermillion Education Association.

DISTRICT EARLY RETIREMENT PROGRAM FOR ADMINISTRATORS

The following early retirement program will remain in effect only for those administrators who have currently qualified for early retirement eligibility and those other administrators who will qualify for such eligibility over the ensuing 2016-2017, 2017-2018, and 2018-2019 school years until said eligibility ceases. Early retirement benefits are limited to current 2015-2016 school year salaries for all affected administrators.

1. To be eligible for early retirement benefits, an administrator must have at least twelve (12) years of consecutive, full-time service in the Vermillion School District 13-1, immediately prior to entering the program. The age of the retiree on August 31st, following the final year of employment, will be utilized as a basis of eligibility for retirement.
2. Administrators must be at least fifty-five (55) years of age and no older than sixty-two (62) years of age no later than August 31st and prior to the starting date of the next school term to elect early retirement at the end of such school year.
3. A written application to enter the early retirement program must be submitted to the school board prior to March 1st of the year in which they elect to retire. Early retirement must coincide with the end of the school term.
4. A formal agreement must be signed by the retiree and the school board, which will include the designation of a beneficiary.
5. Once administrators choose early retirement and enter this program, they cannot return to full-time employment in the Vermillion School District 13-1.
6. No more than one administrator can choose early retirement in any given school year, unless approved by the school board. Unless so approved, the administrator with the most years of experience in the Vermillion School District shall receive first consideration for early retirement benefits in the event there is more than one application per year.
7. Early retirement payments will be made on the basis of seventy percent (70%) of salary of the 2016-2017 contract year salary. Salary shall be defined as the 2015-2016 contracted salary of the administrator electing early retirement, exclusive of extracurricular payments. There will be only one early retirement payment per retiree, made on the June payroll date. The early retirement payment shall be paid into an employer directed non-ERISA 403(b) plan in the name of the retiree in accordance with the annual maximum deposit limits of such post-retirement contributions as outlined in IRS Code.
8. If an early retired administrator dies prior to receiving complete payment of early retirement benefits, remaining payment will be made to the designated beneficiary.
9. The school district shall withhold all deductions required by law.
10. An administrator who has been dismissed through the Reduction in Force policy of the district may apply prior to May 1st of the dismissal year for early retirement benefits.

11. Administrators who are granted early retirement benefits may continue to participate in the district's group health insurance program under the following conditions:
 - a. Early retiree shall pay one hundred percent (100%) of the premium cost for his/her participation.
 - b. The monthly premium shall be paid by each early retiree at such time and in such a manner as required by the business manager of the district.
 - c. If an early retiree maintained dependent coverage at the time of early retirement, such coverage may be continued hereunder. No dependent coverage may be added after the date of retirement.
 - d. The district's group coverage shall cease on the sixty-fifth (65th) birthday of the retiree. If a dependent reaches the age of sixty-five (65) before the retiree, the plan shall be reverted to an individual plan for the retiree only.
 - e. The early retiree, at age sixty-five (65) or older, must convert to an individual policy at the time of retirement.
 - f. If an early retiree dies and the spouse was not an employee for the district eligible for group health insurance, the spouse shall lose coverage under the district's group plan within sixty (60) days of such death, unless the spouse is eligible for continuing group coverage under federal mandated law COBRA.

Adopted 2/10/92
Amended 6/30/93
Reviewed
Amended 6/23/08
Amended 3/24/14
Amended 2/13/17
Amended 1/29/18

RETIRE/REHIRE POLICY

If qualified, a retired former employee may apply for any open position and will be considered with all other qualified candidates pursuant to SDCL. Retiring employees may apply for an open position during their current employment, but no promises, assurances, or agreements to rehire such retiring employee may be made prior to the retirement.

No retired former employee may be considered for re-employment unless the desired position was open to application by other qualified candidates in the normal course; provided, this requirement may be waived by the Vermillion School Board in exceptional circumstances if waiver would best serve the District's interests. A retired former employee must submit an application for the position; however, unless he or she requests otherwise, that former employee need not be interviewed, even if interviews are required of other candidates.

Retiring employees who return to work pursuant to this policy will be given a one-year contract. Vermillion School Board may extend the contract for additional terms, but there is no guarantee of continued employment.

Successful applicants will be offered a salary in the discretion of the Vermillion School District Board which may take into account past service and unique qualifications. Sick leave and vacation will accrue as for any other new employee within the classification. No sick leave or vacation shall be carried forward at the time of rehire. The rehired employee shall be offered benefits just as any other new employee.

The District will not assume any responsibility for adverse financial consequences incurred by any retiree rehired under these procedures. Each rehired employee shall be solely responsible for verifying and complying with all applicable requirements concerning eligibility for retirement and becoming fully retired.

CONSULTATION (Certified Staff Activities)

A certified faculty member who enters into consulting service, for which additional compensation is received and kept by consultant, may devote no more than one day per 50 contract days and accumulative to no more than five days. The activity for which the individual is released must be substantially and significantly related to assigned position duties at the Vermillion School District. Release time for any certified employee is subject to the following:

1. Apply in writing to the superintendent on established forms.
2. Approval must be granted in writing by the superintendent prior to engaging in such activity.
3. Submit a report to your supervisor within two weeks after the completion of the consulting service. Such report must also be filed with the superintendent who in turn will submit it to the school board.
4. Preparation for consulting activities are not to take place during normal contract hours.
5. When an onsite workshop is conducted for individuals from outside the Vermillion School District, the consultant shall reimburse the school district for any space, equipment, personnel, and materials used. Such use to be approved in advance by the building principal.

Classified Staff Position: **TUTOR**

TITLE: In-School Suspension Tutor

QUALIFICATIONS:

1. Must possess a college degree
2. Prefer a valid teaching certificate and/or some experience working with children.

REPORTS TO: Building Principal

PRIMARY FUNCTION: Provide direct supervision of students assigned to the in-school suspension program.

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS/DUTIES:

1. Relate well to children.
2. Communicate clearly in oral and written form.
3. Be able to problem solve and make decisions.
4. Demonstrate an ability to give clear directions.
5. Comprehend plans/instructions and be able to implement/follow them.
6. Have general knowledge of academic content.

B. OTHER SKILLS/DUTIES:

While students are assigned to ISS...

1. Work toward rapid reentry of students back into the regular classroom.
2. Reinforce social skills learning.
3. Conference with administrator and/or teachers about student progress while in ISS.
4. Provide academic assistance to students.
5. Observe and document student behaviors.
6. Other duties may be assigned by the administration.

While no students are assigned to ISS...

1. Supervise students in the Commons before and after school and during the noon lunch period.
2. Generate/coordinate a volunteer database to be utilized by staff for classroom assistance.
3. Publish a parent newsletter to increase awareness of school activities and parental involvement.
4. Provide general clerical help to the 7th grade team on an as-needed basis.
5. Participate in/supervise large group activities developed by the various teams.
6. Supervise after-school detentions from 3:15 to 4:30 as assigned by the office.
7. Other duties may be assigned.

EVALUATION: The job performance will be evaluated in accordance with provisions as outlined in district policy and/or procedure.

TITLE: LIBRARY MEDIA AIDE

QUALIFICATIONS:

1. Must possess a high school diploma or equivalency.
2. Experience working with children.

REPORTS TO: Library Media Specialist
Building Principal

SUPERVISES: Students

PRIMARY FUNCTION: Provide assistance with the various programs and services offered by the instructional media center or library.

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS/DUTIES:

1. Accepts supervision and follows instructions.
2. Relates well to students and staff.
3. Follows through on procedures and operations that relate to the orderly operation of the library media program.
4. Utilizes time wisely, performing necessary tasks in a timely fashion.
5. Other duties may be assigned by administration.

B. OTHER SKILLS/DUTIES:

1. Performs circulation duties, such as checking books in and out, preparing overdue notices, collecting book fines, etc.
2. Conducts read-aloud sessions with classes as assigned.
3. Supervises students using the library media center, maintaining a quiet, orderly atmosphere.
4. Promotes reading and becomes familiar with books and authors.
5. Shelves, straightens and shelf-reads library materials.
6. Performs a variety of computer-related tasks as assigned.
7. Process new books, periodicals, and other materials.
8. Performs other duties as assigned by the school library media specialist or the school administrators.
9. Other duties as assigned.

EVALUATION: The job performance will be evaluated in accordance with provisions as outlined in district policy and/or procedure.

TITLE: CENTRAL COPY AIDE

QUALIFICATIONS: Must possess a high school diploma or equivalency

REPORTS TO: Building Administrator at the location of the Central Copy Center

SUPERVISES:

PRIMARY FUNCTION: Provide photocopies to district staff upon request in the time frame established by the district.

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS/DUTIES:

1. Be able to comprehend and follow directions.
2. Communicate clearly in oral and written form.
3. Have general knowledge of children and their development.
4. Demonstrate ability to solve problems and make decisions.
5. Demonstrate good listening skills.
6. Possess skills for working with people.
7. Demonstrate an ability to initiate and complete tasks.
8. Ability to lift and transfer a minimum of 30 pounds of weight.
9. Be able to transfer copies between buildings.
10. Understand technology.
11. Other duties may be assigned by the administration.

B. OTHER SKILLS/DUTIES:

1. Pick up copy requests from each school building in the morning, and deliver completed requests in the afternoon.

EVALUATION: The job performance will be evaluated in accordance with provisions as outlined in district policy and/or procedure.

TITLE: NOON DUTY AIDE

QUALIFICATIONS:

1. Must possess a high school diploma or equivalency.
2. Prefer some experience working with children.

REPORTS TO: Building Principal

PRIMARY FUNCTION: Provide supervision of students during their lunch period.

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS/DUTIES:

1. Be able to comprehend and follow directions.
2. Communicate clearly in oral and written form.
3. Have general knowledge of children and their development.
4. Demonstrate an ability to solve problems and make decisions.
5. Demonstrate good listening skills.
6. Possess skills for working with people, relating to children.
7. Demonstrate an ability to initiate and complete tasks.
8. Other duties may be assigned by the administration.

B. OTHER SKILLS/DUTIES:

1. Direct and manage students through the lunch process: dismissing them to the lunch line, out to the school yard, back into the school building.
2. Interact with the students.
3. Be familiar with the Lunch Hour Guidelines and Consequences for Lunch Hour Misconduct.
4. Consult with the administrators about student performance.
5. Clean tables and sweep the floor.
6. Other duties may be assigned.

EVALUATION: The job performance will be evaluated in accordance with provisions as outlined in district policy and/or procedure.

**Certified Staff Position:
ADMINISTRATIVE ASSISTANT TO THE SUPERINTENDENT**

QUALIFICATIONS:

1. Appropriate basic education to demonstrate proficiency in the assigned tasks.
2. College degree or equivalent.

REPORTS TO: Superintendent of Schools

SUPERVISES:

PRIMARY FUNCTION: Completion of administrative duties and other tasks as assigned by the superintendent of schools.

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS/DUTIES:

1. Demonstrate positive public relations skills.
2. Computer literate.
3. Effective and efficient typist who can type and create professional correspondence.
4. Demonstrate knowledge in math and grammar to create professional correspondence.
5. Demonstrate effective telephone skills.
6. Ability to solve and/or redirect unsatisfied constituents.
7. Demonstrate organizational skills.
8. Demonstrate effective filing system
9. Prepare and distribute school board agenda and periodical communications as required.
10. Demonstrate ability to complete tasks in a timely manner.
11. Process personnel contracts.
12. Update employee personnel files.
13. Responsible for incoming and outgoing mail.
14. Work in a receptionist capacity in the office representing the school system to the public in a positive way.
15. Responsible for all applications for all vacancies, including placing ads in the newspaper, and online as appropriate, announcing vacancies.
16. Maintain staff databases.
17. Prepare and submit annual online reports to the Department of Education.
18. Prepare annual district calendar for publication.
19. Create materials as directed (brochures, etc.).
20. Maintain record of graduate credits for all certified employees.
21. Submit graduate credits information for certified employees to the business manager for salary calculations.
22. Responsible for processing criminal background checks on all new employees.
23. Process all home school and open enrollment applications and submissions.
24. Maintain substitute teacher files and update list weekly.
25. Maintain file and submit all workmen's compensation insurance claims.

26. Maintain deadlines: contract return, recertification, application submission, criminal background checks, etc.
27. Publish required district information in the newspaper annually.
28. Other duties may be assigned by the administration.

B. OTHER SKILLS/DUTIES:

1. Keep track of facility and staff schedules.
2. Order supplies as needed/requested.
3. Scheduling of activities as directed by the superintendent.
4. Schedule the board room and prepare for meetings of the superintendent at the administration building.
5. Prepare grant application paperwork, prepare district textbook, staff development, and other purchase orders, and other word processing as needed for the Director of Instruction.
6. Other duties as assigned.

EVALUATION: The job performance will be evaluated in accordance with provisions as outlined in district policy and/or procedure.

TITLE: SECRETARY TO THE BUILDING ADMINISTRATORS

QUALIFICATIONS:

1. Appropriate basic education to demonstrate proficiency in the assigned tasks.
2. High school diploma

REPORTS TO: Building Administrator

PRIMARY FUNCTION: Completion of correspondence and other tasks as assigned by the building administrator.

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS/DUTIES:

1. Gathering, maintaining and inputting SIMS.
2. Call home to confirm unaccounted student absences
3. Computer and calculator literate.
4. Check in all purchase and match with purchase order.
5. Effective and efficient typist who can create professional correspondence.
6. Demonstrate knowledge in math, basic accounting and grammar to create professional correspondence.
7. Demonstrate positive public relations skills.
8. Demonstrate effective telephone skills.
9. Sort incoming mail and place in proper boxes.
10. Demonstrate organizational skills.
11. Ability to solve and/or redirect unsatisfied constituents.
12. Demonstrate filing and record keeping systems.
13. Demonstrate confidentiality.
14. Be able to lift and transfer at least 20 pounds.
15. Ability to read and comprehend simple instructions, short correspondence, and memos.
16. Ability to assist with student disciplinary issues.
17. Ability (with appropriate training) to assist school nurse with student health issues.
18. Be able to operate and maintain equipment.
19. Ability to step into a classroom if need a last minute substitute. Maintain order in that classroom or library when doing specific duties assigned by administrator.
20. Ability to positively interact with students and staff.
21. Other duties may be assigned by the administration.

B. OTHER SKILLS/DUTIES:

Specific duties will be determined by the building administrator.

EVALUATION: The job performance will be evaluated in accordance with provisions as outlined in district policy and/or procedure.

TITLE: ACCOUNTS PAYABLE

QUALIFICATIONS:

1. Appropriate basic education to demonstrate proficiency in the assigned tasks.
2. High school diploma

REPORTS TO: Business Manager

PRIMARY FUNCTION: Completion of correspondence, business office accounts payable system, and other tasks as assigned by the business manager.

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS/DUTIES:

1. Demonstrate knowledge in math and grammar to create professional correspondence.
2. Computer literate.
3. Ability to audit purchase orders, invoices, and voucher, and prepare accounting reports to substantiate the accounts payable system.
4. Demonstrate organizational skills.
5. Demonstrate ability to meet deadlines.
6. Demonstrate an effective filing system.
7. Possess ability to solve and/or redirect unsatisfied constituents.
8. Effective and efficient typist who can type and create professional correspondence.
9. Demonstrate pleasant telephone and person to person personality for effective public relations skills.
10. Other duties may be assigned by administration.

B. OTHER SKILLS/DUTIES:

1. Responsible for maintaining a complete and systematic set of accounts payable records for the school district.
2. Responsible for purchase order distribution and board bill vouchers, including capital outlay certificate payments.
3. Responsible for small vehicle fleet (includes scheduling and maintenance).
4. Responsible for the Thursday issuance of Trust & Agency checks.
5. Responsible for central office supply order and maintenance of adequate office supply quantities.
6. Assist in the annual report preparation.
7. Assist in the budget preparation.
8. Assist with administration of school district elections.
9. Responsible for updating vendor 1099 report and obtain W-9's request for taxpayer ID number.
10. Responsible for district supply list for auditors.
11. Responsible for updating food service free and reduced applications and bulk mailing to district families due the summer.
12. Responsible for ordering bus passes, numbering, issuing, collecting fees, determining qualification for free and maintaining records.
13. Responsible for delivery of board minutes to local newspaper after final approval by school attorney and maintaining binder for permanent copy of minutes and pertinent papers.

14. Balance monthly credit card and vendor statements.
15. Keep track of credit cards using a check out system.
16. Other duties as assigned by the business manager.

EVALUATION: The job performance will be evaluated in accordance with provisions as outlined in district policy and/or procedure.

TITLE: PAYROLL CLERK

QUALIFICATIONS:

1. Appropriate basic education to demonstrate proficiency in the assigned tasks.
2. High school diploma

REPORTS TO: Business Manager

PRIMARY FUNCTION: Completion of business office payroll services, health, life and dental insurance coordination, correspondence, and other tasks as assigned by the business manager.

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS/DUTIES:

1. Computer literate
2. Demonstrate knowledge in accounting and general payroll systems.
3. Demonstrate knowledge in math and grammar to create professional correspondence.
4. Demonstrate organizational skills.
5. Demonstrate an effective filing system.
6. Demonstrate ability to met deadlines.
7. Possess ability to solve and/or redirect unsatisfied constituents.
8. Demonstrate positive public relations skills.
9. Be able to lift and transfer at least 20 pounds.
10. Other duties may be assigned by the administration.

B. OTHER SKILLS/DUTIES:

1. Responsible for maintaining a complete and systematic set of payroll records for the school district.
2. Distribute payroll deductions in compliance with local, state, and federal statutes.
3. Responsible for organization and communication regarding the district health, life and dental insurance plans and district SEC. 125 Flexible Spending Plan.
4. Responsible for closing payroll month end/quarter end/calendar year end/fiscal year end.
5. Responsible for documentation of attendance records for all school employees.
6. Responsible for computation of contracts payable for fiscal year end.
7. Assist with annual payroll audit preparation and conduct annual workman's comp payroll audit.
8. Assist with grant documentation as requested by business manager.
9. Assist with secretary duties as needed.
10. Other duties as assigned by the business manager.

EVALUATION: The job performance will be evaluated in accordance with provisions as outlined in district policy and/or procedure.

TITLE: DIRECTOR OF BUILDINGS AND GROUNDS

QUALIFICATIONS:

1. Appropriate basic education to demonstrate proficiency in the assigned tasks.

REPORTS TO: Superintendent

PRIMARY FUNCTION: Coordinates completion of all maintenance and custodial services required by the school district.

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS/DUTIES:

1. Maintain an appropriate relationship with students, staff, and community members.
2. Be attuned to the needs for facility improvement and express such to the Business Manager on a periodical basis.
3. Demonstrate knowledge in building maintenance and custodian services.
4. Computer literate.
5. Demonstrate supervisory skills.
6. Ability to maintain adequate maintenance and budgetary controls.
7. Demonstrate organizational skills.
8. Demonstrate ability to meet deadlines.
9. Demonstrate positive public relations skills.
10. Possess ability to solve and/or redirect unsatisfied constituents.
11. Must be able to lift and transfer a minimum of 50 pounds in order to move supplies and equipment.
12. Other duties may be assigned by the administration.

B. OTHER DUTIES/SKILLS:

1. Supervise the maintenance of all buildings and premises, including sidewalks, driveways, and play areas, keeping the areas neat and clean at all times.
2. Supervise the regulation of heat, ventilation, and air conditioning systems to provide temperatures appropriate to the season and to insure economical usage of fuel, water, and electricity.
3. Oversee the shoveling, plowing, and salting of walks, driveways, parking areas, and steps, as appropriate.
4. Oversee the routine daily cleaning and daily maintenance at the individual buildings.
5. Oversee the routine maintenance of equipment at the respective district buildings.
6. Coordinate and oversee the major maintenance needs of equipment at the respective district buildings.
7. Work cooperatively with the building principals on major building projects.
8. Coordinate and oversee the maintenance and upkeep of the school grounds and parking areas.
9. Supervise yard-keeping chores as grass cutting, tree trimming, and the like, as necessary, to maintain the schools grounds in a safe and attractive condition.

10. Keep administration informed of major repairs.
11. Maintain on a regular schedule all motors and other mechanical equipment requiring scheduled servicing.
12. Assign custodial staff to remain on school premises during school hours, and during nonschool hours when the use of the district facilities has been authorized and custodial staff attendance is required by the administration.
13. Organize the purchase of custodial supplies for the entire district custodial department.
14. Conduct an ongoing program of general maintenance, upkeep, and repair of school buildings and equipment.
15. Coordinate the moving of furniture and equipment within buildings as required for various activities as directed by administration.
16. Comply with local and state laws and procedures for the storage and disposal of trash, rubbish, and waste.
17. Conduct periodic inspections of electrical and plumbing installations in the schools to ensure their safe working condition.
18. Responsible for the coordination of mail delivery from the post office to the administration building and between buildings as necessary on a daily basis.
19. Supervise the custodial department in the set-up and tear-down of extra curricular activity equipment as required by administration.
20. Enforce school policies pertaining to job responsibilities.
21. Plan and oversee all building and grounds maintenance and repair work, maintaining a high standard of safety, cleanliness, and efficiency.
22. Strive to promote safety, health, and comfort of all students and employees.
23. Perform other duties as assigned by the administration.

EVALUATION: Job performance will be evaluated in accordance with provisions as outlined in district policy and/or procedure.

TITLE: HEAD BUILDING CUSTODIAN

QUALIFICATIONS: Must possess a high school diploma, GED Certificate, or demonstrate competence in reading, writing, and communicating with others. Previous related experience is preferred but not required.

REPORTS TO: Building Administrator
Superintendent of Schools

PRIMARY FUNCTION: To ensure that the school district's buildings are maintained and cleaned efficiently and properly so that the students, staff, and community may make full use of the facilities. To maintain a clean, safe, comfortable, healthy and secure environment and to maintain an accurate accounting of supplies, materials, and custodial budgets.

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS/DUTIES:

1. Maintain a neat, clean, and appropriate personal appearance.
2. Maintain an appropriate working relationship with students, staff, and community members. Must report problems with students to the building supervisor or custodial supervisor.
3. Willing to accept new job related challenges and is cooperative with the building administrator.
4. Must be able to maintain flexibility in daily cleaning routine to accommodate special programs and community use of the building.
5. Assist in preparing the building for special activities as directed by the building administrator.
6. Be constantly aware of building and grounds condition and be able to assess the needs to improve the appearance of both the interior and exterior of the building which also includes mowing, weeding, and watering the grass.
7. Supervise, evaluate, instruct, and schedule the other custodians within the building.
8. Must be able to perform routine maintenance on furnace and air conditioning systems, boiler systems, door locks and hinges, and the custodial cleaning equipment.
9. Must be able to lift and transfer 50 pounds in order to move supplies and equipment.
10. Must be able to perform routine electrical and plumbing repairs.
11. Other duties may be assigned by the administration.

B. OTHER DUTIES/SKILLS:

1. Unlock the school building each morning.
2. Sweep all floors in the school at least once each day.
3. Clean and mop the classrooms, hallways, or rest rooms as necessary throughout the school day.
4. Assist in the set-up for special events that occur in the school buildings.
5. Do minor construction and remodeling either personally or by securing outside help.
6. Ensure that snow removal and sanding (salting) of sidewalks is handled as needed.
7. Inspect all buildings and grounds, and follows up work with custodians in areas that need attention.
8. Any and all duties as determined/assigned by the building administrator.

9. Other duties as assigned.

EVALUATION: Job performance will be evaluated in accordance with provisions as outlined in the district's policies and/or procedures.

PROFESSIONAL STAFF POSITION: DAY/NIGHT CUSTODIAN

TITLE: Building Custodian

QUALIFICATIONS: Must possess a high school diploma, GED Certificate, or demonstrate competence in reading, writing, and communicating with others. Previous related experience is preferred but not required.

REPORTS TO: Building Administrator
Head Custodian or Designee

PRIMARY FUNCTION: To ensure that the school district's physical plants are cleaned efficiently and properly so that the students, staff, and community may make full use of the facilities. To maintain a safe and secure environment and to maintain accurate accounting of supplies, materials, and budgets.

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS/DUTIES:

1. Maintain a neat, clean, and appropriate personal appearance.
2. Maintain an appropriate working relationship with students, staff, and community members. Must report problems with students to the building administrator, Head Custodian, or designee.
3. Willing to learn new job related challenges and is cooperative with the building administrator, Head Custodian, or designee regarding new ideas.
4. Must be able to maintain flexibility in daily cleaning routine to accommodate special programs and community use of the building.
5. Assist in preparing the building for special activities as directed by the building administrator, Head Custodian, or designee.
6. Be constantly aware of building and grounds conditions. Work to improve the appearance of your area of responsibility.
7. Must be able to lift and transfer 50 pounds in order to move supplies and/or equipment.
8. Any and all duties as determined by the building administrator, Head Custodian, or designee.
9. Other duties may be assigned by the administration.

B. OTHER DUTIES/SKILLS:

1. Daily Performance Responsibility
 - to be assigned by the Head Custodian & Building Administrator
2. Seasonal Performance Responsibility
 - to be assigned by the Head Custodian & Building Administrator
3. As Needed Performance Responsibility
 - to be assigned by the Head Custodian & Building Administrator
4. Other duties as assigned.

EVALUATION: Job performance will be evaluated in accordance with provisions in the district's policies and/or procedures.

TITLE: OCCUPATIONAL/PHYSICAL THERAPY AIDE

- QUALIFICATIONS:**
1. Must possess a high school diploma or equivalency
 2. Experience working with children

REPORTS TO: Occupational or Physical Therapists as appropriate
Director of Special Services

SUPERVISES: Students

PRIMARY FUNCTION: Provide assistance with fine and gross motor activities

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS/DUTIES:

1. Be able to comprehend and follow directions
2. Communicate clearly in oral and written form
3. Have knowledge of children and their development
4. Demonstrate an ability to solve problems and make decisions
5. Demonstrate good listening skills
6. Possess skills for working with people, relating to children
7. Demonstrate an ability to initiate and complete tasks
8. Pursues professional growth opportunities such as attending conferences, reading professional journals, and/or participating in professional organizations and on-site professional development.
9. Other duties may be assigned by the administration.

B. OTHER SKILLS/DUTIES:

1. Complete duties as assigned dependent on the needs of the teacher, and/or individual student(s) as directed by respective therapist
2. Other duties may be assigned.

EVALUATION: The job performance will be evaluated in accordance with provisions as outlined in district policy and/or procedure.

TITLE: SPECIAL EDUCATION AIDE

- QUALIFICATIONS:**
1. Must possess a high school diploma or equivalency
 3. Experience working with children

REPORTS TO: Special Education Teacher
Director of Special Services

SUPERVISES: Students

PRIMARY FUNCTION: Provide assistance with academic and physical student instruction.

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS/DUTIES:

1. Be able to comprehend and follow directions
2. Communicate clearly in oral and written form
3. Have general knowledge of children and their development
4. Demonstrate an ability to solve problems and make decisions
5. Demonstrate good listening skills
6. Possess skills for working with people, relating to children
7. Demonstrate an ability to initiate and complete tasks
8. Relate well to children; be an advocate for them
9. Other duties may be assigned by the administration.

B. OTHER SKILLS / DUTIES

1. Complete duties as assigned dependent on the needs of the teacher and/or individual student(s)
2. Participate in district and special education professional development activities
3. Other duties may be assigned.

EVALUATION: The job performance will be evaluated in accordance with provisions as outlined in district policy and/or procedure.

TITLE: SIGN LANGUAGE INTERPRETER

QUALIFICATIONS Certified by the state of South Dakota as a Level II or above interpreter and meets the conditions to maintain the certification.

REPORTS TO: Director of Special Services
Building Principal

PRIMARY FUNCTION: Facilitates communication among hearing-impaired students and their hearing peers, the classroom teacher, and other personnel in the school system.

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS/DUTIES:

1. Is child-centered
2. Communicate with clarity
3. Collaborate with members of an educational team
4. Able to listen and follow directions
5. Demonstrate knowledge of hearing impairments and assistive devices
6. Demonstrate knowledge of signing (Exact Sign, ASL)
7. Demonstrate an ability to adapt and be flexible
8. Pursues professional growth opportunities such as attending conferences, reading professional journals, and/or participating in professional organizations and on-site professional development.
9. Other duties may be assigned by the administration.

B. OTHER SKILLS/DUTIES:

1. Provide expressive and voice interpreting for hearing-impaired students in the mainstream setting.
2. Be present and signing to the student in their classroom so they "hear" everything the other students hear.
3. Participate in educational team meetings to review student progress and provide insight into the success of communication strategies.
4. Assist in providing information through orientations and inservice to hearing students and staff.
5. Provide interpreting for extracurricular activities and parent meetings when necessary and available.
6. Be responsible for testing, inventory, usage, and recommending of any and all equipment needed by the student such as amplification devices and batteries, closed caption decoder, and film/videos to enhance learning in all situations.
7. Assume the role of a tutor which includes assistance with note taking as needed, with direction and support from the teacher.
8. Perform other duties and functions as required by the Coordinator and/or Director of Special Services.
9. Other duties may be assigned.

EVALUATION: The job performance will be evaluated in accordance with provisions as outlined in district policy and/or procedure.

First Reading 5/12/97, Second Reading 5/12/97
Amended 8/11/08

TITLE: SPECIAL EDUCATION EDUCATIONAL ASSISTANT

QUALIFICATIONS:

1. Possess a college degree, or high school diploma or equivalency.
2. Prefer a valid teaching certificate and/or some experience working with children.

REPORTS TO: Special Education Teacher
Director of Special Services

PRIMARY FUNCTION: Assist in providing instruction to and supervision of students.

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS

1. Be able to follow directions as well as give clear directions.
2. Communicate clearly in oral and written form.
3. Possess skills for working with people.
4. Have general knowledge of children and their development.
5. Have general knowledge of academic content.
6. Demonstrate an ability to solve problems and make decisions.
7. Demonstrate good listening skills.
8. Demonstrate an ability to provide information and answer questions.
9. Demonstrate an ability to initiate and complete tasks.
10. Comprehend plans/instructions and be able to follow/implement them.
11. Relate well to children, be an advocate for them.
12. Participate in developing ideas for lessons and activities.
13. Other duties may be assigned by the administration.

B. OTHER SKILLS/DUTIES:

1. Complete duties as assigned dependent on the needs of the teacher and/or individual student(s), such as:
 - collaborate/consult with special and regular education staff about students needs and issues;
 - modify/adapt materials and instructional methods as needed and appropriate;
 - keep records of student performance in all areas;
 - assist teachers with student supervision, clerical needs, lesson planning, preparing materials, etc.;
 - instruct students; assist them with classroom assignments.
2. Participate in district and special education professional development activities.
3. Other duties may be assigned.

EVALUATION: The job performance will be evaluated in accordance with provisions as outlined in district policy and/or procedure.

CLERICAL SERVICES – BENEFITS

Employees, other than Administrators or Certified Employees, are categorized as either full-time classified or part-time classified.

- I. Full-time classified employees –
 - A. Full-time is an employee working thirty hours or more per week.
 - B. Benefits
 - 1. The same as provided for Professional Employees for:
 - a) Health and dental insurance coverage;
 - b) South Dakota retirement system;
 - c) Funeral, legal, maternity, political, professional, personal leaves
 - C. In addition the following benefits are provided:
 - 1. See Policy GDD for Employees: Holidays (twelve month employee only)
 - 2. See Policy GDBE for Employees: Annual Leave (for twelve month employees only); and
 - 3. Holiday Leave (for nine/ten month clerical staff) is five (5) days as follows:
 - a) New Year’s Day, Good Friday, Thanksgiving Day, Friday after Thanksgiving, Christmas Day
 - 4. See Policy GDBD for Support Staff Leaves and Absences.
- II. Part-time classified employees
 - A. Part-time employee is defined as an employee working less than 30 hours per week.
 - B. Benefits – there are no benefits allowed for part-time employees.
- III. General Information
 - A. Conditions of Employment
 - 1. Hourly staff are to be recommended for employment by the immediate supervisor to the superintendent of schools for approval by the school board.
 - 2. The employee shall have such training and skills as may be required to carry out successfully the requirements of the job. Completion of a high school course shall be considered as a minimum requirement.
 - 3. An employee who has had experience or training that makes him/her more valuable may be employed at a salary above the beginning rate.
 - 4. The work schedule shall not exceed eight (8) hours per day, forty (40) hours per week; unless requested by the immediate supervisor.
 - 5. The work day schedule will be arranged by the immediate supervisor.
 - 6. Workman’s compensation is covered in Policy GBEB.
 - B. Termination of Employment
 - 1. Resignation
 - (a) A written notice of resignation shall be filed with the superintendent of schools at least two (2) weeks prior to the effective date of resignation.
 - 2. Retirement
 - (a) An employee who elects to retire at the end of the school year will notify the superintendent of schools in writing prior to April 1 of the final school year in which he/she wishes to work.
 - (b) Employees retiring at the minimum age set by state retirement system are allowed to remain on the health insurance plan of the district at the group rate until they attain age 65, or are employed elsewhere.

3. The classified contractual agreement may be terminated at any time by either party upon two weeks written notice.
- C. All employees are entitled to a yearly activity pass to school activities.

CUSTODIAL SERVICES – CUSTODIAL BENEFITS

Employees, other than Administrators or Certified Employees, are categorized as either full-time classified or part-time classified.

- I. Full-time classified employees –
 - A. Full-time is an employee working thirty hours or more per week.
 - B. Benefits
 - 1. The same as provided for Professional Employees for:
 - a) Health and dental insurance coverage;
 - b) South Dakota retirement system;
 - c) Funeral, legal, maternity, political, professional, personal leaves.
 - C. In addition, the following benefits are provided:
 - 1. See Policy GDD for Employees: Holidays (twelve month employee only)
 - 2. See Policy GDBE for Employees: Annual Leave (for twelve month employees only); and
 - 3. See Policy GDBD for Support Staff Leaves and Absences.

- II. Part-time classified employees
 - A. Part-time employee is defined as an employee working less than 30 hours per week.
 - B. Benefits – There are no benefits allowed for part-time employees.

- III. General Information
 - A. Conditions of Employment
 - 1. Appointment to the operation and maintenance staff shall be probationary until the ability to perform the job and disposition to fit into the school is established.
 - 2. Hourly staff are to be recommended for employment by the supervisor of buildings and grounds to the superintendent of schools for approval by the school board.
 - 3. Workman’s compensation is covered in Policy GBEB.

 - B. Termination of Employment
 - 1. Resignation
 - a) A written notice of resignation shall be filed with the superintendent of schools at least two (2) weeks prior to the effective date of resignation.
 - 2. Retirement
 - a) An employee who elects to retire at the end of the school year will notify the superintendent of schools in writing prior to April 1 of the final school year in which he/she wishes to work.
 - b) Employees retiring at the minimum age set by state retirement system are allowed to remain on the health insurance plan of the district at the group rate until they attain age 65, or are employed elsewhere.
 - 3. The classified contractual agreement may be terminated at any time by either party upon two weeks written notice.

 - C. All employees are entitled to a yearly activity pass to school activities.

Adopted
Amended 6/26/95
Reviewed
Effective 7/1/95
Amended 12/10/07
Revised 4/22/13

SUPPORT STAFF LEAVES AND ABSENCES

Full time employee (employees working 30 hours or more per week) contracting or incurring any non-service connected sickness or disability which renders such employee unable to perform the duties of his/her employment, shall receive sick leave with pay.

Employees shall be eligible for sick leave after thirty (30) days of service with the employer.

Employees shall be allowed yearly sick leave according to their contracted length of employment:
12 months – 12 days per year
10 months – 11 days per year
9 months – 10 days per year.

Employees shall start to earn sick leave from their date of hire, and they shall accumulate sick leave as follows:
12 months – two hundred (200) days
10 months – one hundred ninety (190) days
9 months – one hundred eighty (180) days.

Five (5) days per year may be used for family illness.

Sick leave shall be granted to employees when they are incapacitated and cannot perform their duties due to sickness, injury and confinement, or treatment.

Any absence for person or family illness is to be reported on the appropriate form, signed by the employee and his/her immediate supervisor. This form is to be submitted to the business office computer operator immediately following the absence.

There shall be established, among and for the support staff of the Vermillion School District, a sick leave bank which will be administered according to the following guidelines:

- B. Participation in the sick leave bank shall be mandatory for new employees employed after November 30, 1991.
- C. Each classified staff member contributes a minimum of two (2) days up front and one (1) day per year. The annual one (1) day collection will be suspended when the total bank days accumulate to six hundred (600) days and collection will be reinstated when the total bank days drop to four hundred (400) or less.
- D. An open voluntary enrollment for participation in the sick leave bank will be held until June 30, 2007 for all current employees wishing to be grandfathered into the bank. Employees electing not to participate in the bank at this time will not have the option at a later date.
- E. Employees may not become a receiving member of the bank until they have completed one (1) year of employment.
- F. No single individual may receive more than ten (10) days from the bank in any one (1) year.
- G. Time granted from the bank must be for the employee's personal illness and approved by the business manager. The business manager shall consider only written requests signed by the employee or the employee's next of kin, and such requests shall be accompanied by a physician's certificate attesting to the illness of the employee. Requests should be submitted by the first of the month in which the bank leave is requested.
- H. Once days are contributed to the bank they shall no longer be credited to the employee's personal sick leave accumulation.

SUPPORT STAFF LEAVES AND ABSENCES

Upon retirement, if the employee has been with the school district for at least twenty (20) years of service, he/she will receive a maximum of \$10.00 per day reimbursement to a maximum of accumulated sick leave days, according to employment status listed above. An employee who has been part of the bank will place ten percent (10%) of his/her accrued sick leave in the sick leave bank upon his/her retirement with written consent from the employee.

Adopted 10/28/91
Amended
Reviewed
Amended 10/23/06
Amended 4/23/07
Amended 7/13/09
Revised 4/13/13

EMPLOYEES: ANNUAL LEAVE

These regulations apply to the superintendent, business manager, and full time, twelve-month classified staff of the district.

Requests for annual leave must be approved by an employee’s immediate supervisor and/or the business manager prior to the time of departure. Annual leave must be reported on an official leave form.

Annual leave is accrued on a monthly basis. Leave requests may not exceed the amount of time accrued. Deduction of any hours over maximum of 320 or 280 hours will only occur at calendar year end.

Annual leave is accrued according to the following schedule:

Superintendent:

25 days per year (16 hours per month, except 20 hours in March and September), cumulative to a maximum of 320 hours.

Business Manager:

20 days per year (13 hours per month, except 15 hours in March and September), cumulative to a maximum of 320 hours.

Classified Staff

FOR EMPLOYEES HIRED ON OR BEFORE JUNE 30, 1994:

First through Twentieth Years of Employment

15 days per year (10 hours per month), cumulative to a maximum of 280 hours.

Twenty-first Year of Employment and Beyond

20 days per year (13 hours per month, except 15 hours in March and September), cumulative to a maximum of 320 hours.

FOR EMPLOYEES HIRED AFTER JUNE 30, 1994:

First through Tenth Years of Employment

10 days per year (6 hours per month, except 10 hours in March and September), cumulative to a maximum of 240 hours.

Eleventh through Twentieth Years of Employment

15 days per year (10 hours per month), cumulative to a maximum of 280 hours.

Twenty-First Year of Employment and Beyond

20 days per year (13 hours per month, except 15 hours in March and September) cumulative to a maximum of 320 hours.

Employees voluntarily leaving the district may terminate their employment at the end of their accrued annual leave period or may receive a lump sum payment for unused accrued annual leave. An employee who has been released from contract due to disciplinary reasons must take accrued annual leave in a lump sum payment.

- Adopted 4/27/87
- Amended 10/25/93
- Amended 7/11/94
- Amended 7/1/95
- Amended 3/25/97
- Amended 5/14/07
- Amended 7/13/09

CLASSIFIED STAFF RECRUITING, POSTING OF VACANCIES & HIRING

The Board will establish and budget for classified staff positions in the school district on the basis of need.

Interviewing and selection procedures will assure that the principal or other administrator to be directly responsible for the work of the staff member has an opportunity to aid in his selection; however, the final recommendation to the Board will be made by the Superintendent.

All candidates will be considered on the basis of their merits and qualifications, and on the needs of the school district. A present employee may apply for any vacancy for which he/she is qualified. The Superintendent will seek to recommend the best-qualified person for the job.

Conditions of employment for classified staff members as well as wages, hours, and other items of this nature will be fixed by the Board upon the recommendation of the Superintendent.

TEACHER AIDES AND TUTORS

Employees, other than Administrator or Certified employees, are categorized as either full time classified, part time classified, or hourly contractual employees.

- I. Full time classified employees–teacher aides and tutors
 - A. Identified as contracted for less than 2,080 hours per year, but more than thirty (30) hours per week.
 - B. Benefits
 - 1. The same as provided for professional employees for:
 - a) Health and dental insurance coverage
 - b) South Dakota Retirement System
 - c) Funeral, legal, maternity, political, professional, personal leaves
 - 2. In addition, the following benefits are provided:
 - a) see policy GDBD for Support Staff Leaves and Absences

II. General Information

- A. Conditions of employment
 - 1. The employee shall have such training and skills as may be required to carry out successfully the requirements of the job. Completion of a high school course shall be considered as a minimum requirement.
 - 2. An employee who has had experience or training that makes him or her more valuable may be employed at a salary above the beginning rate.
 - 3. The work schedule shall not exceed eight (8) hours per day, forty (40) hours per week, unless requested by the immediate supervisor.
 - 4. The work day schedule of nine month staff shall be arranged by the principal in charge with the approval of the superintendent of schools. The work schedule for nine month staff will not necessarily be the same as the calendar for the classroom teacher.
 - 5. Workman’s compensation is covered in Policy GBEB.
- B. Termination of Employment
 - 4. Resignation
 - b) A written notice of resignation shall be filed with the superintendent of schools at least two (2) weeks prior to the effective date of resignation.
 - 5. Retirement
 - c) An employee who elects to retire at the end of the school year will notify the superintendent of schools in writing prior to April 1 of the final school year in which he/she wishes to work.
 - d) Employees retiring at the minimum age set by state retirement system are allowed to remain on the health insurance plan of the district at the group rate until they attain age 65, or are employed elsewhere.
 - 6. The classified contractual agreement may be terminated at any time by either party upon two weeks written notice.
- C. All employees are entitled to a yearly activity pass to school activities.

Adopted
 Amended 9/25/95
 Reviewed
 Amended 12/10/2007
 Revised 4/22/2013

HOLIDAYS: 12 MONTH FULL-TIME EMPLOYEES

The following are paid holidays and amount of time allowed for each:

<u>EVENT</u>	<u>DAYS OFF WITH PAY</u>
New Year's Eve	0.5
New Year's Day	1.0
President's Day	1.0
Good Friday	1.0
Memorial Day	1.0
Independence Day	1.0
Labor Day	1.0
Thanksgiving Day	1.0
Friday after Thanksgiving	1.0
Christmas Eve	1.0
Christmas Day	1.0

Employees will receive their holiday pay during the pay period when they take the holiday.

When a holiday falls on Saturday, the proceeding Friday will be the holiday. When a holiday falls on Sunday, the following Monday is the holiday. This aforementioned is valid only when school is not in session. If school is in session, a substitute day will be provided at the discretion of the employee's supervisor. Employees will receive their holiday pay during the pay period when they take the holiday.

Adopted 4/27/87
Amended
Reviewed 9/23/91
Effective 7/1/95
Amended 12/13/04
Amended 12/10/07

PERFORMANCE APPRAISAL FORM FOR CLASSIFIED STAFF

Rating for _____
Rating by _____
Date _____

1. Based on your professional judgment rate this employee on the qualities listed below.
2. Rate the employee using the following criterion.

Not Observed – not applicable or lack of information to formulate judgment.

Needs improvement – work is acceptable, however employee needs to take more initiative in this area and improve performance. Employee may lack self-direction and require more assistance than is available.

Consistently meets standards – Work is always acceptable. Employee requires little or no assistance.

Superior – Employee understands job requirements and always exceeds expectations without assistance.

QUALITY OF WORK

The extent to which work produced meets requirements of accuracy and thoroughness.

_____ Not observed	_____ Consistently meets standards
_____ Needs improvement	_____ Superior

Comments:

JOB KNOWLEDGE

Understanding of work duties and obligations, and the relationship of their job to others within the organization.

_____ Not observed	_____ Consistently meets standards
_____ Needs improvement	_____ Superior

Comments:

QUANTITY OF WORK

The speed and consistency of output and the volume of work regularly produced.

_____ Not observed	_____ Consistently meets standards
_____ Needs improvement	_____ Superior

Comments:

DEPENDABILITY

The extent to which employee can be counted on to carry out instructions and fulfill responsibilities.

- Not observed
- Consistently meets standards
- Needs improvement
- Superior

Comments:

INITIATIVE

The ability to think and act without being urged.

- Not observed
- Consistently meets standards
- Needs improvement
- Superior

Comments:

ADHERENCE TO RULES AND REGULATIONS

The extent to which the employee complies with established rules and regulations regarding punctuality/time clock procedures, safety, and sanitation/cleanliness.

- Not observed
- Consistently meets standards
- Needs improvement
- Superior

Comments:

CARE OF DISTRICT EQUIPMENT AND SUPPLIES

The extent to which equipment and supplies are handled carefully and in a reasonable manner.

- Not observed
- Consistently meets standards
- Needs improvement
- Superior

Comments:

INTERPERSONAL SKILLS - CO-WORKERS

The ability to relate effectively with other staff.

- Not observed
- Consistently meets standards
- Needs improvement
- Superior

Comments:

PERSONNEL COMMUNICABLE DISEASE

The school district recognizes its responsibility to provide a healthy environment for students and school employees.

The determination of whether an infected employee should be excluded from work shall be made on a case by case basis, under the direction of the building principal/building administrator or designee. In situations where the decision requires additional knowledge and expertise, the principal will refer the case to a team for assistance in determining how a situation will be handled.

The team is to be appointed by the superintendent and shall be composed of, but not limited to, the following:

1. Representation from the State Department of Health and/or a person who has expertise in the area of the case at hand.
2. The employee's physician.
3. The employee and/or a representative designated by the employee. In the event that the employee is incapable of representing her or himself, as well as designating a representative, the spouse or other closest next of kin will be appointed by the administrator in charge.
4. The school principal or building administrator.
5. The school nurse.
6. The superintendent of schools or a person designated by the superintendent.

In making the determination, the team shall consider:

1. The physical condition of the school employee.
2. The expected level(s) of personal interaction with others in the workplace.
3. The ease with which the pathogen is transmissible, based on current knowledge.
4. The impact of the determination on both the infected employee and others in the workplace
5. The State Department of Health policy and guidelines.

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

If an infected employee must take illness related leave, or terminate employment because of the illness, said employee will be eligible to take unused sick leave and use available medical benefits.

Information about the employee who may be infected will be held in strictest confidence. If the employee is permitted to remain in the work place, the following procedure will be followed by the principal or building administrator:

Certain information will be provided by the principal or building administrator to school employees who have regular contact with the infected employee. Only information required by other employees or students to prevent becoming infected will be provided about the infected employee.

Good personal hygiene practices are an extremely important part of preventing the spread of communicable diseases. Good handwashing techniques are an essential element in preventing these diseases. Maintenance of clean facilities by custodial personnel is also an important part of this disease prevention program. Instruction in safe handling of blood and body fluids, as well as other forms of health risk management, will be provided to all staff members by the school nurse.

These guidelines are not considered standard of care but rather suggested guidelines for the district.

The following health guidelines for work attendance will be interpreted on a case by case basis. These guidelines are not all-inclusive and are intended to be used only as a resource. School personnel will confer with health care professionals when there is any question on interpretation of these guidelines.

COMMUNICABLE DISEASE GUIDELINES

DISEASE	INCUB. PERIOD	RULES FOR WORK ATTENDANCE
Acquired Immune Deficiency Syndrome (AIDS) (HIV)	6 months to 5 years	Determination should be made by the team process as outlined in this policy (GHCC)
Chicken Pox (Varicella)	14-21 days	The employee may attend work after all pox are dry and scabbed over.
Cytomegalovirus (CMV)	2-4 weeks	Employee may work, if feels up to it. Avoid contact with immunosuppressed people such as AIDS, organ transplant recipients, cancer chemotherapy recipients. Avoid pregnant females. Good handwashing to manage risk.
Giardiasis	Immediate	Employee may work. Fecal-oral transmission. Good handwashing to manage risk.
Herpes Simplex (oral and genital)	Immediate to several days	Employee may work. Virus spread by contact with lesion. Employee keeps hands clean to manage risk of transmission.
Impetigo (Ecthyma)		Employee may work as soon as antibiotic therapy starts. Not likely it is a transmissible disease. Cleanliness for risk.
Infectious Hepatitis Hepatitis A. (HAV)	2-6 weeks	Employee may work when able as directed by physician. Fecal-oral transmission. Clean hands key to risk management.
Hepatitis B, HBV Serum hepatitis	6-25 weeks	Employee may work when able as directed by physician. Transmission from body fluids directly to circulation, mucous membrane or open wounds. Highly contagious.
Hepatitis non-A, non-B	2-25 weeks (Average 7-8 weeks)	Same guidelines as hepatitis B.
Measles (Red, rubeola, hard)	7-14 days	Infected employee may return to work 6 days after appearance of rash. Exposed, immunized employees may work.
Infectious mononucleosis (mono, glandular fever)	4-7 weeks	Employee may work as directed by physician. Not very contagious. Transmitted via close salivary contact.

DISEASE	INCUB. PERIOD	RULES FOR WORK ATTENDANCE
Mumps	14-24 days	Employee may work after swelling has totally subsided. Exposed, immunized employees may work.
Pediculosis (lice-head, pubic [crab], body)	Eggs (nits) hatch 3-14 days	Employee may work when treatment has started and has assured decontamination of clothing.
Pink eye (conjunctivitis)	Viral, bacterial, allergic	Employee may work with physician's written statement. Viral and bacterial types are very contagious.
Warts (many types—i.e. genital and plantar, 7 day)	Not known	Employee may work.
Ring worm (scalp, body, athlete's foot)	Immediate	Employee may work if under treatment and a barrier placed over yet unhealed lesions.
Rubella (German measles, 3 day measles)	14-21 days	Employee may work one week after onset, but should avoid close contact with pregnant females for an additional week.
Scabies—mites, the itch.	New eggs hatch in a few days.	Employee may work after treatment has started and clothing has been decontaminated.
Streptococcal infections—scarlet fever, scarlatina, strep throat		Employee may work 24 hours after institution of antibiotic therapy, as confirmed by the attending physician.

All communicable and chronic disease must be reported to the school nurse.

Adopted
 Amended 9/28/92
 Reviewed
 Amended 12/10/07

PERSONNEL COMMUNICABLE DISEASE—HANDLING BODY FLUIDS

Contact with blood and body fluids is not expected in the usual school day, but it is a possibility under certain conditions. Therefore, the following criteria shall be utilized when handling blood or other body fluids.

1. Always wear gloves as provided when in contact with blood or body fluids.
2. Contact custodians to clean the spill with disposable material and with appropriate commercial cleaner.
3. Disposable materials and body fluids must be sealed in a plastic bag and marked as contaminated. The custodial staff is to be notified to make appropriate disposal of plastic bag.
4. Disinfect the spill area and any non-disposable equipment with appropriate commercial cleaner.
5. Wash hands immediately and thoroughly with soap and water upon completion of any or all the steps previously listed.
6. The school nurse will provide awareness of the issues in this policy to the staff on an ongoing basis during the month of September.

Adopted 11/23/92
Amended
Reviewed
Amended 12/10/07

Vermillion School District 13-1

SECTION H: Negotiations

Vermillion School District 13-1

SECTION I: INSTRUCTION

Section I of this policy classification system provides a repository for statement on the instructional programs: basic programs, special programs, activities programs, instructional resources, academic achievement.

IFAA	Textbook and Curriculum Study Rotation
IGA	Instructional Program—Dual Credit with Higher Education
IGAB	Multi-Cultural Education
IGAC	Distribution of Religion Materials-Policy has been inserted into IGAGA
IGAE	Virtual/Online/Distance Education Courses with Attached Student Contract
IGAGA	Teaching About Religion—Recognition of Religious Beliefs and Customs
IGB	Nonpublic School Facility Placement/SSI Application
IGBBA	Honors Program: Senior High School
IGD	Activities: Code of Conduct
IGDA	Co-curricular and Extracurricular Programs
IGDB	Participation of Alternative Instruction Students in High School Extracurricular Activities
IGDGB	Per Diem: Student Expenses – Meal Allowance
IGDH	Contests for Students—Support of Competitions
IGDJA	Athletic Uniform and Equipment Replacement Rotation and Purchase
IGDJB	Adding or Deleting Interscholastic Competitive Sports
IGDK	Activities: Rules and Regulations
IGDK-E	Restitution Contract
IGE	Adult Education Programs
IHD	Student Schedule and Course Loads—Student Enrollment in Course Offerings – Policy was eliminated on 2/9/2009.
IIA	Instructional Materials—Selection – Policy was eliminated on 2/9/2009.
IIAA	Instructional Materials—Textbook Selection and Adoption
IIAA-E	Request for Reconsideration of Textbook and Other Instructional Materials

IIAAA	Loaning of Textbooks
IIAAA-E	Textbook Loan Request
IIAAB	Collection Development and Materials Selection Policy for the Vermillion School Libraries
IIAAC	Challenged Materials and Reconsideration Process for the Vermillion School District
IIBG	Computer Networking and Use of Internet
IICC	School Volunteers
IKE	Promotion and Retention of Students
IKF	Graduation Requirements
IKFA	Early Graduation for Vermillion High School
IKFA-R	Graduation – Regulations for Early Graduation
INDA	Patriotic Exercises and Flag Displays

Adopted 6/28/2004
 Amended 10/23/2006
 Amended 9/10/2007
 Amended 1/26/2009
 Amended 3/9/2009
 Amended 1/10/2011
 Amended 6/24/2014

TEXTBOOK AND CURRICULUM STUDY ROTATION

Study Year

2009-2010	Vocational/Technical Education Business
2010-2011	Social Studies World Language
2011-2012	Science
2012-2013	Math Computer/Technology
2013-2014	Reading and Language Arts K-8 Arts K-12 Music
2014-2015	9-12 English/Language Arts
2015-2016	Health/Physical Education Computer/Technology

Series purchase applies to the following year.

INSTRUCTIONAL PROGRAM—DUAL CREDIT WITH HIGHER EDUCATION

Any student in grades nine, ten, eleven, or twelve may apply to an institution of higher education or a postsecondary technical institute as a special student in a course or courses offered at the institution of higher education or postsecondary technical institute. The student shall obtain the school district's approval of the postsecondary course or courses prior to enrolling. If approved, the student shall receive full credit toward high school graduation as well as postsecondary credit for each postsecondary course. The student is responsible for any tuition, fees and any other costs involved with attending a postsecondary institution. The school district or the state may pay all or part of the tuition and fees for a course approved for credit toward high school graduation in accordance with this section.

If a failing final course grade is received in a postsecondary course under this section, the student receiving the failing grade is no longer eligible to enroll for postsecondary courses under this section absent a showing of good cause.

1. Eligible Students: All students of junior or senior standing who maintain a 2.5 cumulative GPA are eligible for the post-secondary enrollment option.
2. Eligible Courses: A student cannot enroll in a post-secondary class as a substitute for any specific high school graduation requirement during his or her final semester of high school.
3. Class Load: Each student is required to be enrolled in at least six academic courses each semester. A student taking an approved post-secondary class at a university or technical institute may count that as one of the six courses. A student may take only one postsecondary class in the first semester of his or her junior year. A student with a cumulative GPA below 3.25 may take only one postsecondary class per semester.
4. Credit Awarded: The eligible student may enroll in post-secondary classes that carry at least three semester hours of credit from the post-secondary institution. Upon completion with a passing grade, Vermillion High School will award ½ credit (1/2 Carnegie Unit) for a post-secondary class of three, four, or five semester hours of credit. A student may count no more than 5 credits toward high school degree completion.
5. Co-Curricular Eligibility: Students who are enrolled in the post-secondary enrollment option and are also involved in co-curricular activities are required to meet the co-curricular eligibility requirements as set forth in the co-curricular Activities Handbook.
6. Cost to the Student: Students enrolling in a post-secondary course shall be responsible for all fees, tuition, materials, and other costs associated with the course.
7. Transportation: Transportation to and from the post-secondary institution shall be the sole responsibility of the parent or student and shall not be the responsibility of the school district or its employees.
8. Release Time from School: Students enrolled in post-secondary courses will be released from school only during the designated pass times between class periods. Students will not be permitted to leave their high school classes early in order to attend the post-secondary institution.
9. Grading, Class Rank, and Grade Point Average: The grades of all approved post-secondary classes will be recorded on the students' official transcript and will be calculated into the student's grade point average and class rank.

10. Transferring Post-Secondary Credit to Vermillion High School: It is the student's responsibility to ensure that the post-secondary institution sends an official transcript to Vermillion High School. High school credit will not be issued until the official college transcript is received at which time the grade earned in the approved post-secondary course will be recorded on the student's high school transcript. The student may or may not use the post-secondary class for any specific high school graduation *elective*.
11. Attendance: The student will be expected to meet all of the high school attendance requirements, including the policy dealing with tardies to class. If the student is enrolled in a post-secondary class that meets only three days per week, the student will not be required to remain at the high school during the post-secondary class non-attendance days.
12. Dropping from a Post-Secondary Class: If a student enrolls in a post-secondary class and then drops from the class prior to its completion, regardless of the grade at the time of the drop, he/she must immediately inform the high school principal. This student will be expected to resume full-time attendance at the high school and will be assigned to a study hall until the completion of the semester. Prior to the student enrolling in another post-secondary course, the administrative team and guidance counselors will review the student's performance and make recommendations regarding the student's continued enrollment in this program.
13. Failing a Post-Secondary Class: If a failing final course grade is received in a post-secondary course under this section, the student receiving the failing grade is no longer eligible to enroll for post-secondary courses under this section absent of showing of good cause.
14. Exceptions to limits detailed in sections 1, 2, 3 and 4 may be granted at the request of the high school principal and approval of the district superintendent.

Adopted
Amended 1/10/94
Reviewed
Amended 1/26/09
Amended 6/24/14
Amended 10/10/17

MULTI-CULTURAL AND HUMAN RELATIONS EDUCATION

Although the home and the church, as well as other community institutions, play an important role in contributing to the moral attitude of students, the Board recognizes that the schools may also influence a student's attitude and thinking. The Vermillion School District will include multi-cultural education in the K-12 curriculum.

The district will provide special character instruction intended to impress upon the minds of students the importance of truthfulness, temperance, purity, self discipline, self respect, sexual abstinence, AIDS instruction, public spirit, patriotism, citizenship, respect for honest labor, obedience to parents, respect for the contributions of minority and ethnic groups, regard for the elderly and respect for authority.

In developing curriculum for various courses, the superintendent and the professional staff will keep in mind lessons, which can contribute to the character instruction of the students. In addition, through the performance of their own activities staff members should keep in mind that they serve as role models for the students, and instruct students in these area.

The Board will encourage parents and other community members to join them in providing guidance to students to enable them to develop their own code of ethics.

DISTRIBUTION OF RELIGIOUS MATERIALS

Inserted into policy IGAGA

Adopted
Amended 4/13/92
Reviewed
Amended 3/24/03
Amended 1/26/2009

VIRTUAL/ONLINE/DISTANCE EDUCATION COURSES

All virtual education programs and courses will be consistent with District instructional goals and aligned with South Dakota's academic standards, curriculum frameworks and assessments, and accredited by the South Dakota Department of Education. Further, such courses must provide the opportunity for rigor, and substantial, timely interactions among staff and students.

Student Application for Virtual High School Courses

Students applying for permission to take a virtual/online course will do the following:

- Meet with a school counselor to assess the student ability to function effectively in an online learning environment.
- Complete prerequisites and meet with the high school counselor to confirm that the student possesses the maturity level needed to function effectively in an online learning environment.
- Obtain the written approval of the Principal or his/her designee before a student enrolls in a virtual course.
- Adhere to the District Internet access policy regarding behavior and consequences for violations.
- Adhere to attendance requirements of the District.

Credit for Virtual Coursework

High school students may earn a maximum of four (2) units of academic credit unless otherwise specified in the student's Personal Learning Plan to be applied toward graduation requirements by completing virtual/online courses accredited by the South Dakota State Board of Education. Students taking such courses must be enrolled in the District. Virtual courses are recommended for junior or senior high school students.

Credit from an online or virtual course may be earned in the following circumstances:

- The course is not offered at the District's high school.
- The high school does offer the course, but the student is unable to take it due to an administrative scheduling conflict.
- The course will serve as a supplement to extended homebound instruction or as part of an Individualized Education Plan Committee decision.
- The District has expelled the student from the regular school setting, but educational services are to be continued.
- The Principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment.

Awarding Credit for Virtual Coursework

The school must receive an official record of the final grade before awarding credit toward graduation. Only courses approved by the principal shall be recorded on student transcripts.

Credit for virtual/online coursework that a student completes prior to enrollment in the Vermillion School District will be transferred subject to the following conditions:

- Virtual or online credit granted by another accredited high school will be approved and added to the student's transcript.
- Virtual or online credit completed in a non-accredited school or home school setting will not be accepted for high school credit.

Costs for Virtual Coursework

Students will be responsible for all costs related to virtual/online coursework that is not provided through the District.

STUDENT POLICY AND CONTRACT

Two-way Interactive Television is a means for districts to provide courses that normally would not be offered to students because of low enrollment or lack of qualified personnel. Because of the uniqueness of two-way Interactive Television, certain standards are expected of students enrolling in these courses.

This policy and contract are intended to make those standards clear to both the students and parents and to secure signatures of agreement.

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- The course will serve as a supplement to extended homebound instruction or as part of an Individualized Education Plan Committee decision.
- The District has expelled the student from the regular school setting, but educational services are to be continued.
- The Principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment.

AS A STUDENT TAKING A TWO-WAY INTERACTIVE COURSE, I AM AWARE THAT:

- Certain standards are expected of me, as a student, and insubordination of any kind will not be tolerated. Insubordination has been defined as anything that interferes with teaching or learning in the classroom.
- Disruptive behavior will not be tolerated. This includes: cheating, using inappropriate language or gestures, creating distracting noise, leaving or entering class without teacher approval and similar acts.
- Because of the technology, anything I do in the classroom can be video taped without my knowledge.
- Classroom procedures must be followed:
 - Students must sit within camera view at all times.
 - Students must not mishandle the equipment in the classroom.
 - Students must follow all other rules as specified by the teacher.

The procedure that will be followed in the event that students do not follow the above listed rules:

- **FIRST OFFENSE:** The student will be given a verbal warning and told that his/her behavior is inappropriate and his/her parents will be notified by letter of the warning. The classroom teacher will send the letter to the parents through the student's principal. The principal will also receive a copy of the letter.
- **SECOND OFFENSE:** The student will be removed from the course permanently and will receive no credit for the class.

- **SEVERE MISCONDUCT:** The student will be removed from the course permanently and will receive no credit for the class.

We have read and understand the above policy and agree to abide by the rules stated.

Student's Signature

Date

Parent/Guardian Signature

Date

The original copy of this contract will be kept by the teacher. Photocopies, with signatures, will be given to the student and the student's principal.

TEACHING ABOUT RELIGION—RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

No religious belief or non-belief should be promoted by the school district or its employees, and none should be disparaged. Instead the school district should encourage all students and staff members to appreciate and be tolerant of each other's religious views. The school district should utilize its opportunity to foster understanding and mutual respect among students and parents, whether it involves race, culture, or tolerance of diverse religious views. Students and staff members should be excused from participating in practices which are contrary to their religious beliefs unless there are clear issues of overriding concern that would prevent it.

The Vermillion School District recognizes that one of its educational goals is to advance the students' knowledge and appreciation of the role that our religious heritage has played in the social, cultural and historical development of civilization. In furtherance of this goal of enhancing the students' knowledge of their heritage, the following policy is adopted:

Distribution of Religious Materials

Vermillion School District 13-1, in recognition of constitutional limitations imposed by the Establishment Clause, U.S., Const. Art. Amend. 1, hereby prohibits the distribution or dissemination of religious materials on school grounds, except as necessary to further permissible classroom instruction that has a primarily secular purpose. To the extent that nonreligious student groups are permitted to advertise or announce their meetings or activities in school newspaper, student activities bulletin board, public address system or dissemination of leaflets, religious student groups will be permitted to similarly advertise or announce meetings or activities. School authorities may disclaim sponsorship of such advertisements or announcements in a manner that neither favors nor disfavors religious student groups.

Observance of Religious Holidays

The practice of the Vermillion School District shall be as follows:

1. The several holidays throughout the year which have both a religious and a secular basis may be observed in the public schools.
2. The historical and contemporary values and the origin of religious holidays may be explained in an unbiased and objective manner without sectarian indoctrination.
3. School activity and course material or content, including but not limited to music, art, literature, and drama, having religious themes or basis are permitted as part of the curriculum for school-sponsored activities and programs if presented in a prudent and objective manner as a traditional part of the cultural and religious heritage of the particular holiday. The use of religious symbols such as a cross, menorah, crescent, Star of David, crèche, symbols of Native American religious or other symbols that are a part of a religious holiday is permitted as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature. Among these holidays are included: Christmas, Easter, Passover, Hanukah, St. Valentine's Day, St. Patrick's Day, Thanksgiving, and Halloween.
4. The school district's calendar should be prepared so as to minimize conflicts with religious holidays of all faiths.

Religion in the Curriculum

Religious institutions and orientations are central to human experience, past and present. An education excluding such a significant aspect would be incomplete. It is essential that the teaching about - and not of - religion be conducted in a factual, objective, and respectful manner.

Therefore, the practice of the Vermillion School District shall be as follows:

1. The inclusion of religious literature, music, drama and the arts in school curriculum and in school activities is permissible provided it is intrinsic to the learning experience in the various fields of study and is presented objectively.
2. The emphasis on religious themes in the arts, literature and history should be only as extensive as necessary for a balanced and comprehensive study of these areas. Such studies should never foster any particular religious tenets or demean any religious beliefs.
3. Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated. For example, students are free to express religious beliefs or non-beliefs in compositions, art forms, music, speech and debate.

Dedications and Commencements

Traditions are a cherished part of the community life and the Vermillion School District expresses an interest in maintaining those traditions which have a significance to the community. However, such traditional ceremonies allowing prayer during graduation or commencement exercises must be restricted pursuant to federal court decisions. Therefore, the practice of the Vermillion School District shall be as follows:

1. A dedication ceremony should not contain anything religious. An open invitation should be extended to all citizens to participate in the ceremony.
2. Because the bacalaureate service is traditionally religious in nature, it should be sponsored by agencies separate from the Vermillion School District.
3. Invocations, benedictions, prayer or religious content will neither be prohibited nor promoted by the school district for use at commencement/graduation activities.
 - a. School Board members, school officials and school employees will play no role in any decision to include or exclude such content, and
 - b. A student volunteer may make any such remarks that may be included.

NONPUBLIC SCHOOL FACILITY PLACEMENT/SSI APPLICATION
(Special Instructional Programs)

When the Vermillion School District placement committee assigns a special education pupil from Vermillion School District 13-1 to a nonpublic school facility, the committee is to inform the parent(s) or guardian(s) that they are required to make Application for Supplementary Security Income (SSI) for room and board payment. Assurance in writing from the Social Security Administration concerning whether or not the pupil is eligible for SSI must be made before district funds will be used for payment of room and board. If eligible, the nonpublic school facility should be designated as payee.

HONORS PROGRAM: SENIOR HIGH SCHOOL

The purpose of the Honors program is to provide a more rigorous and challenging curriculum which better prepares students for post-secondary education.

Students will complete the minimum academic requirements for graduation established by the Vermillion School Board, that will include a minimum of eight Honors credits by graduation. Students will be given the liberty to choose which course work in which they would like to enroll. This will allow students to study course work of interest to meet their individual needs.

Grade Requirements:

1. Students must maintain at least a 3.0 for seven out of eight semesters of high school.
2. Students are only allowed one D during the eight semesters.
3. Students must maintain a 3.0 GPA by graduation.
4. Students must carry six credits per year.

When necessary, additional classes may be added to the core of Honors distinction.

Recognition:

1. Medal on Awards Day of the senior year to be worn at graduation,
2. High School transcript will reflect that the student completed an Honors Program.
3. Honors Program designated on graduation program.

ACTIVITIES: CODES OF CONDUCT

Those who participate in activities are very special in terms of the extra dedication this involvement necessitates. This effort is recognized through numerous awards and honors seldom granted to those not involved. However, the privilege of participation in activities requires an obligation on the part of the participant to maintain higher standards of behavior and demeanor. This obligation should not be viewed as a burden, but rather as an opportunity to provide leadership in the establishment of conduct and goals which serve to continue the exemplary status of the Vermillion High School Activities Program.

Generally stated, this code of conduct implies the individual shall at all times in the SCHOOL COMMUNITY, and ACTIVITY reflect good character, sportsmanship, and self-discipline. This means that the participant shall refrain from violence, rudeness, and profanity; shall demonstrate respect for others at all times; and will not participate in disruptive behavior. The student will always attend classes promptly and regularly and will maintain a grade average commensurate with ability. This also implies that the student will complete all assignments made in anticipation of absenteeism due to activities participation. The student will demonstrate a positive attitude toward competition by working to peak potential at all times, adhering to regulations pertinent to the specific activity and by refraining from any type of conduct which would bring discredit to the school. Students will also maintain higher standards of behavior and demeanor in the use of technology relating to web postings and other Internet use.

Any student found to be in violation of the Code of Conduct Policy will be disciplined appropriately which may include suspension from participation with approval of athletic director or principal.

COCURRICULAR AND EXTRACURRICULAR PROGRAMS

Eligibility

- A. In order to participate in Vermillion High School activities/athletics, a student must:
 - 1. Be currently enrolled full time. Full time status is considered to be enrolled and attending five (5) courses for credit,
AND
 - 2. Pass a minimum of four (4) courses and have a total semester GPA of 1.5 from the previous semester. For the purpose of compliance with this local district policy, the term "semester" shall include the spring semester plus, any credits earned during alternative summer school participation.

Local Eligibility

Vermillion High School students who are academically ineligible by local standards, who has achieved the local eligibility GPA standard during the first nine week period of the semester of ineligibility, may on their own initiative meet the school board requesting reinstatement for probationary eligibility for the second nine week period of the semester of ineligibility. Reinstatement requests will be reviewed individually, and a decision rendered based on the circumstances of the situation.

- A. In order to participate in Vermillion 7th and 8th grade activities/athletics, a student must:
 - 1. Have a GPA of 1.5 from the previous nine weeks to be eligible for the following nine weeks. The 1.5 must be an average of all semester length courses the student is taking.
 - 2. A student with less than a 1.5 average for a nine week period has ONE GRACE PERIOD, ten (10) school days per year, in which to bring up and maintain the 1.5 GPA. If the student is successful, he/she will be allowed to continue public participation in contests. Grades will be checked every two weeks. If the student has not raised the grade to 1.5 by the end of the grace period, the student will become ineligible for the remainder of the nine weeks. A student who is ineligible is still allowed to participate in practices.
 - 3. Students considered to be participating on a high school team will fall under high school eligibility requirements. Should a middle school student considered to be on the high school team or squad become ineligible, said student will be ineligible to participate on a middle school team, activity or sport should it still be in progress.

All Regular Season Activities

- A. Participation
 - 1. Participation in varsity activities is open to any students, grades 9-12, except when activities are not offered at a lower level. In such instances, participation is open to grades 7-12. Any exception due to unusual circumstances must be cleared through the Activities Director and the Administration.
- B. Number of contests
 - 1. The number of contests will be as per SDHSAA guidelines and/or Board policy.

- C. Transportation to and from contests
 - 1. School owned vehicles will be used for travel
 - 2. Students must go and return with the group
 - 3. Participants may return with their parent, provided the parent makes a request prior to the group’s departure for the contest. This should, however, be kept at a minimum and only when extremely necessary.
- D. Meals and Lodging
 - 1. All arrangements for meals and lodging are to be made in advance by the Athletic/Activities Director and according to Board policy IGDGB.
 - 2. Except in emergency situations, participants are to return immediately after the activity.
 - 3. In situations where one contest follows another on successive nights, and the distance of one is more than 150 miles and the second more than 100 miles from Vermillion, one night’s lodging provided.

Inter-School Athletic Events

Activity	Membership	Number of Contests
7 th -8 th Football	7-8 grade boys	Not to exceed five dates per year, per grade level
7 th -8 th Boys Basketball	7-8 grade boys	Not to exceed eight dates per year, per grade level, including tournaments
7 th -8 th Girls Basketball	7-8 grade girls	Same as boys
7 th -8 th Track	7-8 graders	Not to exceed six dates per grade
7 th -8 th Wrestling	7-8 grade boys	Not to exceed six dates per grade, including tournaments
7 th -8 th Volleyball	7-8 grade girls	Not to exceed eight dates per grade level

9-12 Events

*According to rules adopted by the SDHSAA

Other Activities

Activity	Membership	Number of Contests	Provisions
Marching Band	High School Students	Not to exceed four out of town performances per group	Any activity involving overnight stay requires approval from Administration
Concert Choirs	Same	Same	Same
Jazz Band	Same	Not to exceed two out of town performances per group	Same
Show Choir	Same	Same	Same
Other Special	Same	Same	Same
Debate	Grades 9-12	Maximum of eleven plus state and national	

Other Provisions

- A. Students must be in attendance during normal school hours after 12:00 noon to be eligible to participate in contests or practice that respective day. Any exceptions must be satisfied in advance via the principal’s office.
- B. Directors of specific activities must notify the Principals affected concerning absences from school for school activities. Reasonable departure and return times must be set up in advance. Itinerary for all activities involving an overnight must be presented, in advance, to the Athletic/Activities Director and/or Principals.
- C. Money raising projects for all school activities must be cleared by the Administrative Team in advance.
- D. Directors/Coaches of respective activities are responsible for the inventory utilized in their activity. The inventory must be completed by the end of the school term.

Student Social Events

- A. Parties
 - 1. School parties in the individual classes in grades K-4 during the school day will be arranged by the building principal.
 - 2. School parties are not allowed in individual classes during the day for grades 5-12. Exceptions may be made by the building principal for special occasions.
 - 3. All school parties shall be self supporting.
- B. Dances
 - 1. Dances will be scheduled at the discretion of the building principals.
 - 2. Dances will be properly chaperoned.

Individuals who may attend state activities if a team or individual does not qualify for state tournaments:

- A. The head coach and/or assistant coach or coaches will be allowed to attend the state tournament of the sport in which they coach.
- B. The school will pay for the classroom substitute in the coaches' absence
- C. The principal will determine the time such coach may be dismissed from work

Dismissal from School

- A. Students may be dismissed from school to attend a state tournament if such tickets are available.
- B. The student or ticketholder must have parental permission requesting the student be absent from school to attend the state tournament. Such absence will be counted toward the maximum allowed as stated in the attendance policy.
- C. Dismissal time will be determined by the administration
- D. All expenses incurred are the responsibility of each respective student and/or their parents

Participation of Alternative Instruction Students in High School Extracurricular Activities

The Board maintains membership in the South Dakota High School Activities Association (SDHSAA). In the conduct of interscholastic athletic programs, the rules, regulations, and limitations outlined by that association will be followed.

Eligibility requirements for alternative instruction students to participate in high school athletic and other extra-curricular programs will be set by the school administration with the approval of the Board and will conform to the regulations of the SDHSAA, if applicable. They will include the requirements that a student have the written permission of his/her parent or guardian to participate, each student abide by training rules, physical examinations, attendance, insurance, discipline or any other rule and regulation applied to regular participants. Students who fail to follow all rules and regulations may be suspended from that activity.

All students participating in interscholastic athletics must purchase insurance available through the school, or the parent or guardian must sign a waiver to the effect that such coverage is not necessary.

Students who participate in alternative instruction, i.e. who are home schooled, shall have the opportunity to participate in district co-curricular and interscholastic activities if they meet the requirements of the state law, the South Dakota High School Activities Association, and district policy, including regulations specified in the student/parent handbooks.

1. Any accredited school student who leaves an accredited program during the course of the school year for any reason and enters an alternative instruction program is ineligible for participation in interscholastic and co-curricular activities for one calendar year beginning on the date in which the student enters the alternative program.
2. For an alternative education student to be eligible to participate in interscholastic and/or co-curricular activities, he/she must:
 - a. Have a completed, board-approved alternative instruction application on file with the Vermillion School District Central Office.
 - b. Enroll, during the entire year in which the student participates in the extra-curricular/co-curricular activity, in two courses of study (per semester), one of which must include a 'core' course. (Core courses are those within the areas of Science, Math, English, and Social Studies as defined by the course catalogue). Alternative instructed students must fulfill all other core course requirements in their alternative instructed program.
 - c. Alternative Instruction students must be enrolled in the gradual progression of courses based on their previous enrollment. The students must meet jointly with the guidance counselor and or principal to prepare and finalize a class schedule.

Participation of Alternative Instruction Students in High School Extracurricular Activities

- d. Students must remain in two courses for the entire year, even if their preferred activity is held entirely within the fall or spring semester. Failure to remain in courses for the entire year shall eliminate their future eligibility for co-curricular/interscholastic activities.
- e. The student must maintain 1.5 grade point average in all classes enrolled in, not to exceed the number required of regularly enrolled students. The student must meet all attendance requirements as outlined in the Vermillion School District board policy.
- f. The student must meet and follow all guidelines directed by the Vermillion High School Activities and Athletic Handbook.
- g. The student must have satisfactorily completed an annual physical examination to participate on any athletic team.
- h. The student entering the high school must be at least 14 years of age and will be classified as a freshman for course requirements purposes. No student will have any athletic/fine arts eligibility after his or her 20th birthday as per SDHSAA eligibility requirements.

PER DIEM: STUDENT EXPENSES—MEAL ALLOWANCE

Whenever students are participating in school sponsored activities, there will be no meal allowance unless the SDHSAA provides the meal allowance. The allowance is not to exceed the amount provided by the SDHSAA.

CONTESTS FOR STUDENTS—SUPPORT OF COMPETITIONS

The following is the procedure for covering local, state, and national competition for district sponsored activities:

- A. The district will provide financial support according to policy for local, regional, and state competition for all school board approved activities.
- B. The district will pay registration fees for all students qualifying for national competition. School Board may approve fund raising to defray travel, lodging, and meal costs.

ATHLETIC UNIFORM AND EQUIPMENT REPLACEMENT ROTATION AND PURCHASE

The following is a recommended rotation for replacing athletic uniforms for Vermillion School District 13-1 athletic teams.

<u>School Year</u>	<u>Sport</u>
2008-2009	1 Boys Basketball 2 Wrestling (1 set)
2009-2010	1 Track 2 Tennis
2010-2011	1 Football
2011-2012	1 Wrestling (1 set) 2 Gymnastics
2012-2013	1 Volleyball 2 Cross Country
2013-2014	1 Girls Basketball 2 Golf
2014-2015	1 Boys Basketball 2 Wrestling (1 set)
2015-2016	1 Track 2 Tennis
2016-2017	1 Football
2017-2018	1 Wrestling (1 set) 2 Gymnastics

Athletic equipment or supplies will be replaced as needed to ensure that safety and athletic standards are maintained.

The school district will appropriate monies each year for the replacement of athletic uniforms and equipment. In the event that athletes acquire uniform articles to be retained as the athlete's own property, then in that event it will be the athlete's obligation to purchase the part of the uniform to be retained. The purchasing of uniforms by the athlete as their own property may be an option depending on the reorder availability on those uniforms. If the uniform cannot be reordered or replaced by an identical uniform then the athlete will not be allowed to purchase the uniform.

Adopted 1/9/95
Amended
Reviewed
Amended 11/10/2008

ADDING OR DELETING INTERSCHOLASTIC COMPETITIVE SPORTS

Addition or deletion of interscholastic competitive sports to/from the athletic program of any school must be approved by the board.

The school administration will track "expressed interest" in sports by the students, evaluate the level of competition appropriate to each sport, and make recommendations to the board by conducting a written student interest survey every four years to receive input concerning student interest in sports participation.

Adding any interscholastic competitive sport may be considered when the following criteria are met:

- A. Sufficient number of students express interest in participating in a particular sport not currently being offered.
- B. Appropriate facilities are available or could be added by the district.
- C. Competition exists within the school's regional classification.
- D. Certified coaches/sponsors are available.

Consideration for deletion of a sport from the athletic program of a school will be based on the adverse of the above criteria.

Comparable sports opportunities will be maintained for both boys and girls in conjunction with Title IX regulations.

ACTIVITIES: RULES AND REGULATIONS

I. Rules and Regulations

- A. The following rules and regulations have been established for the activities programs of the Vermillion School District.
 - (1) NO DRINKING OR POSSESSION OF ALCOHOLIC BEVERAGES
 - (2) NO SMOKING, USE, OR POSSESSION OF TOBACCO SUBSTANCES
 - (3) NO USE, INGESTION, OR POSSESSION OF ILLEGAL DRUGS AND/OR DRUG PARAPHERNALIA
 - (4) NO INHALING, HUFFING, OR INGESTING ANY SUBSTANCE FOR THE PURPOSE OF INTOXICATION
 - (5) NO ACTIVITY WHICH WOULD CONSTITUTE A FELONY OR MISDEMEANOR (OTHER THAN MINOR TRAFFIC OFFENSES)
- B. Coaches/directors may require additional rules concerning curfew, practice, and other items appropriate to the particular activity.
- C. Activities rules and regulations shall be in effect year round, including summer time. All offenses will be CUMULATIVE during the student's high school career. Students are considered to be under the rules and regulations of this policy starting the first day of summer break after their 6th grade year.
- D. To restore eligibility, the student must continue to participate and complete the season in which the suspended activities take place. Uncompleted suspensions will carry over to the next sport/activity in which the student participates and completes.

II. Procedures for Informing Students of Activities Rules and Regulations

- A. The specific activity rules violations and the penalty for each will be read by the activity coach/director to his/her participants before the first practice session of each new activity.
- B. The student and parent/guardian must sign the NOTIFICATION AND VERIFICATION form which is attached to the Activities/Athletic handbook.
- C. The signed NOTIFICATION AND VERIFICATION must be turned in to the athletic director prior to a student's participation in any interschool activity.
- D. Any middle school student participating in a activities will sign and be held accountable to the policies in the Vermillion High School Athletic/Activity Handbook.

III. Methods of Detection of Violation of Activities Rules and Regulations

- A. Any school district employee who has reason to believe a student has violated one of the activity rules and regulations is encouraged to report the alleged violation to either the principal, Dean of Students, or coach/athletic/activity director. Members of the community are requested to report students suspected of violating the activities rules and regulations. All information reported shall remain confidential until such time as it has been determined a policy has been violated.
- B. As stated by SDCL 26-11-5.1, "a law enforcement agency may provide notice of an incident within its jurisdiction to public or nonpublic school officials and to the parent or guardian of a school student if the incident is one in which the agency has probable cause to believe the school student has violated any provision of state law involving alcohol, illegal drugs, firearms, or bomb threats, or has made any threat of violence relating to any school or its students, employees, or property."

IV. Steps in Discipline

- A. The activity coach/director will report to the principal and vice versa that a violation has been alleged and state the circumstances surrounding the alleged violation.

ACTIVITIES: RULES AND REGULATIONS

- B. The principal and/or athletic director will consider facts and follow due process and determine whether there was a violation as prescribed by existing policies. Individual circumstances will be taken into consideration when determining if the policy was knowingly or willingly violated as it may relate to possession of alcoholic beverages or illegal drugs.
- C. The student or students involved in an alleged violation will be given an informal conference with the principal and/or athletic director in order to respond to the allegation of a violation.
- D. The principal and/or athletic director will then render a decision as to whether a violation has in fact been committed and as to the disciplinary action to be taken, as outlined in the policy.
- E. Findings will be reported in writing to the student, as well as to his/her parents, by the principal.
- F. Penalties for Violations:
 - 1. Knowing that each activity has a different number of events, each advisor /coach has submitted the events this policy will cover.

a) The number of events does fluctuate from year to year in some activities. The activities director and/or principal has the authority to add an event suspension if the total number of events in that activity goes to 12 or above. Likewise, the principal may eliminate an event suspension should the number of events become less than 12.

2.	<u>Activity</u>	<u># of events</u>	<u># of events missed</u>	
			1 st offense	2 nd offense
	Football	8	1	2
	Basketball	20	2	4
	Tennis	12	2	4
	Boy's Golf	11	1	2
	Girl's Golf	11	1	2
	Cross Country	8	1	2
	Wrestling	14	2	4
	Gymnastics	10	1	2
	Volleyball	18	2	4
	Track	11	1	2
	Dance Team	11	1	2
	Soccer (club)	12	2	4
	Bowling (club)	12	2	4
	Baseball (club)	21	2	4
	Softball (club)	12	2	4
	Swimming (club)	10	1	2
	Band	12	2	4
	Vocal Competition	8	1	2
	Oral Interp.	8	1	2
	Debate	9	1	2

ACTIVITIES: RULES AND REGULATIONS

<u>Activity</u>	<u># of events</u>	<u># of events missed</u>	
		1 st offense	2 nd offense
Drama	2	1	2
One Act Play	2	1	2
Student Congress	3	1	2
National Honor Society		Dismissed from organization	

3. If the students’ second alcohol violation occurs within 12 months of their first alcohol violation, then in addition to suspended event activity the student will successfully complete a formal chemical dependency assessment conducted by a certified chemical dependency counselor. This assessment will be at the student’s expense. The assessment must be completed before the student can participate in any activities.
4. A third and subsequent offense violations will result in the student being barred from participating in any school activity for twelve (12) months from the date of the third or subsequent violation.
5. First Offense (drug related):
 - a) Penalty: SDCL 13-32-9 requires that anyone who uses, possesses, or distributes controlled substances or marijuana will be suspended from all school extra-curricular activities for one calendar year from the date of adjudication, conviction, diversion, or suspended imposition of sentence.
 - b) As provided by SDCL 13-32-9, the one-year suspension may be reduced to thirty calendar days if the person participates in an assessment with a certified or licensed addiction counselor. If the assessment indicates the need for a higher level of care, the student is required to complete the program before becoming eligible to participate. If a suspension is reduced pursuant to SDCL 13-32-9, a suspension for a first offense shall make the student ineligible for a minimum of two SDHSAA sanctioned events upon completion of the reduced suspension period.

Second Offense (drug related):

 - a) Penalty: After confirmation of a second violation, SDCL 13-32-9 requires that anyone who uses, possesses, or distributes controlled substances or marijuana, for a second time, will cause that person to be ineligible for all extra-curricular activities for one calendar year from the date of adjudication, conviction, diversion, or suspended imposition of sentence. The one-year suspension may be reduced to sixty calendar days if the person completes an accredited intensive prevention or treatment program. If a suspension is reduced for a second offense shall make the student ineligible for a minimum of six SDHSAA sanctioned events upon completion of the reduced suspension period.

Third Offense (drug related):

 - a) Penalty: After confirmation of a third violation, SDCL 13-32-9 requires that anyone who uses, possesses, or distributes controlled substances or marijuana, for a third time will cause that person to be ineligible to participate in any extra-curricular activity at any secondary school accredited by the Department of Education.

To count toward the minimum number of events the student must participate in the entire activity season and may not drop out or quit the activity to avoid suspension and failure to complete the entire activity shall result in the student being ineligible for one year. A suspension that is not completed in one activity season shall carry over to the next activity.

ACTIVITIES: RULES AND REGULATIONS

- V. Annual Report.
 - A. An annual report will be made to the school board in August of each year. The annual report will not include personally identifiable information in violation of the Family Educational Rights and Privacy Act (FERPA). The report will include: (a) Total number of violations and violators; (b) number of first, second, and third violations by classification in section 1A above, and (c) number of violations by class of the violator (i.e., freshman, sophomore, junior, senior).

Adopted
Amended 1/10/94
Amended 10/24/94
Amended 6/26/2000
Amended 2/13/2008
Amended 6/11/2013
Amended 5/12/2014

RESTITUTION CONTRACT

STUDENT NAME: _____

TIME AND DATE OF STUDENT CONFERENCE: _____

CONDUCT CODE VIOLATION: _____

The concept behind the "Restitution Contract" stems from the belief that it is better for students to participate in activities than not participate because of ineligibility or suspension.

In developing this OPTION for students, we hope to encourage better student awareness for the responsibility they must assume in becoming an adult. Students need to know that the school, parents, and teachers are serious and are concerned about actions (substance use or abuse of any kind) that are not in their best interest. To do that we ask for parental involvement in the development and management of the Restitution Contract. We sincerely hope that students and parents take positive steps to correct the problem.

FIRST OFFENSE – 15 HOURS – Self, Community/School, Team Activity

RESITUTION PLAN (What is student going to do?) (Why?)

1. _____
_____ Date: _____

2. _____
_____ Date: _____

3. _____
_____ Date: _____

DEADLINE FOR COMPLETION:

METHOD FOR EVALUATION:

This plan has been discussed with _____ Date: _____

Failure to complete the contract on time means student reverts to a three (3) week suspension beginning on date of failure to meet contract stipulations. Signing below will indicate acknowledgement of the acceptance of a restitution contract.

Parent Date Student Date

Administration Date Coach/Director of Activity Date

ADULT EDUCATION PROGRAMS

Any adult resident of the Vermillion School District 13-1 may enroll in any regularly scheduled high school class without paying the tuition fee, provided the class has adequate space and provided the enrollee reimburses the district for a consumable materials.

INSTRUCTIONAL MATERIALS – TEXTBOOK SELECTION AND ADOPTION

Textbooks:

1. To advance the educational objectives of the school district and in particular objectives of the course or program.
2. To contribute toward continuity, integration, and articulation of the curriculum.
3. To establish a general framework for the particular course or program.

Selection process:

1. Whenever a textbook series is being considered for adoption, all staff members who will use the series will be involved in the selection process.
2. The committee which will choose a textbook series should be formed prior to the school year preceding the actual review of material.
3. A consensus should be reached in the selection of any text being considered for adoption by the teacher(s), director of curriculum, building principal, and appropriate curriculum committee.
4. Committees should establish a time-line including periodic progress reports to the school board. Textbooks proposed for adoption are to be presented for review by the curriculum committee.
5. Textbooks proposed for adoption will be made available for examination to the public prior to final adoption.
6. Final recommendations for adoption are to be made through the superintendent to the school board.

**REQUEST FOR RECONSIDERATION OF
TEXTBOOK AND OTHER INSTRUCTIONAL MATERIALS**

SCHOOL: _____

PLEASE CHECK TYPE OF MATERIALS:

- | | |
|-----------------|------------------|
| _____ Book | _____ Computer |
| _____ Film | _____ Software |
| _____ Record | _____ Video |
| _____ Cassette | _____ Periodical |
| _____ Filmstrip | _____ Pamphlet |
| _____ Kit | _____ Other |

TITLE: _____

AUTHOR: _____

PUBLISHER (IF KNOWN): _____

REQUEST INITIATED BY: _____

ADDRESS: _____

TELEPHONE: _____

COMPLAINANT REPRESENTS: _____ Him/Herself

_____ Name of organization _____

_____ Identify other group _____

1. To what in this material do you object? (please be specific; cite pages)

2. What do you feel might be the result of using this material?

3. For what age group would you recommend this material? _____
4. Is there anything of value about this material? _____

Request for reconsideration of textbook (cont.)

- 5. Did you read the entire book or material? _____ If not, what parts?

- 6. If film, filmstrip, video, or recording, did you view or listen to the entire production?

If not, what parts? _____

- 7. What do you believe is the theme or purpose of this material? _____

- 8. What would you like your school to do about this material?
_____ Do not assign it to my child.
_____ Withdraw it from all students, as well as from my child.
_____ Other (specify) _____

Date

Signature of Complainant

ADDITIONAL COMMENTS:

RECOMMENDATION BY THE REVIEW COMMITTEE:

REVIEW COMMITTEE SIGNATURES AND IDENTIFICATION

DATE: _____

LOANING OF TEXTBOOKS

Textbooks will be loaned to students who are residents of the Vermillion School District when enrolled in the public schools or when approved by the school board for home schooling. When a student is home schooled and textbooks are desired, a written request must be submitted to the office of the superintendent stating the needed textbooks. The request needs to be completed by the student's parent or guardian. The student may complete the request himself/herself if emancipated.

Textbooks loaned shall be the same textbooks used by the students currently enrolled in the Vermillion Schools. The constitution of the State of South Dakota and state statute authorizing the loaning of textbooks do not include workbooks or other teaching materials.

The amount of money expended per student in one budget year for purchasing textbooks for loan shall not exceed the annual per student costs for textbooks that are purchased for students enrolled in the Vermillion School District.

The cost of purchasing replacement textbooks due to loss or damage will be assessed against the requesting student receiving a loaned textbook.

TEXTBOOK LOAN REQUEST

I hereby request the loan of the following textbook(s) for the _____ school year.

Date	Name of Text or Discipline	Book #	Date Returned

I understand that I am responsible for the proper care and return of the above textbooks at the end of the school term. Textbooks are not to be marked or written on or within.

Replacement cost will be assessed for lost or damaged textbooks.

Name of Student

Name of Parent/Guardian

Grade Level

Address

Date

Signature of Parent/Guardian

Collection Development and Materials Selection Policy for the Vermillion School Libraries

Mission

To support the schools' curriculum, assist members of the learning community in becoming effective users of information, and foster the love of reading

Responsibility for Selection

The school librarian is responsible for material review and selection.

Criteria for Selection

Needs of the individual school, based on knowledge of the curriculum and of the existing collection, are given first consideration.

Librarians select and promote the use of library materials that:

- Support the school curriculum
- Promote a life-long interest in reading and acquiring knowledge
- Present quality writing and accurate and authoritative information
- Represent differing viewpoints
- Reflect the pluralistic nature of a global society
- Demonstrate readability and popular appeal
- Provide appropriate formats to effectively teach the curriculum
- Are cost effective in terms of use
- Provide consideration for student and faculty requests

Procedures for Selection

In selecting and de-selecting materials, the librarian evaluates the existing collection and consults reputable, professional journals.

- Gift materials are judged and accepted or rejected by basic selection standards.
- Multiple copies of items much in demand are purchased as needed.
- Worn or missing standard items are replaced periodically.
- Out-of-date materials or those no longer useful are withdrawn from the collection.

Challenged Materials

Despite the care taken to select materials for student and teacher use, it is recognized that occasional objections may be raised. In the event a complaint is made, the *Challenged Materials and Reconsideration Process* for the Vermillion School District will be followed.

This selection policy reflects the philosophy of the school system and supports the principles of intellectual freedom described in the American Library Association's *School Library Bill of Rights, Code of Ethics*, and *Information Power: Guidelines for School Library Media Programs*, and *The Students' Right to Read* from the National Council for the Teaching of English (NCTE).

Request for Reconsideration of Library Materials

Date _____

Request initiated by _____

Complainant represents Self Organization _____

Address _____

Phone _____

Title _____

Author _____

Type of material (book, DVD, magazine) _____

1. What brought this title to your attention? _____

2. Have you read or viewed this work in its entirety? Yes No

3. Have you been able to discuss the material with the librarian or teacher? Yes No

4. Have you been able to learn what book reviewers have written about this work? Yes No

5. Would you like the librarian to give you a written summary of what reviewers have written about this book or material? Yes No

6. To what do you object? Please be specific and cite exact passages.

7. What do feel might be the result of using this item?

8. What would you like your library/school to do about this work?

___ Do not lend or assign it to my child.

___ Other--Please explain

Signature _____

Date _____

Challenged Materials and Reconsideration Process for the Vermillion School District

Despite the care taken to select materials for student and teacher use, it is recognized that occasional objections may be raised.

In the event a complaint is made, the following procedures will apply:

1. Cooperation will be given to any parent wishing to restrict his or her own child from using materials that are objectionable to the parent. The librarian, with the parent, will try to work out a solution that will keep that family's child or children from checking out the materials in question, while still allowing free access for other children.
2. If the matter is not resolved after an informal review with the librarian, the complainant will be given a *Request for Reconsideration of Library Materials* form (see attached form). The form will be forwarded to the building principal. Challenged materials shall remain a part of the library collection during the reconsideration process.
3. The building principal shall appoint a review committee composed of the following people to review the complaint:
 - One administrator
 - Librarian
 - Classroom teacher
 - Neutral parent/community member
 - Student
4. Within 60 days, the review committee shall, at a minimum,
 - Read or examine the challenged material in its entirety, discuss the material, and make a decision
5. The decision of the reviewing committee shall be forwarded in writing to the principal and superintendent. The building principal will present the committee's findings to the complainant.
6. If the complainant is not satisfied by the decision of the reviewing committee and desires to carry the request further, the form may then be submitted to the school board.
7. The school board will meet with the review committee and examine all documentation prior to reaching a decision. The decision of the school board is final.

COMPUTER NETWORKING AND USE OF INTERNET

Every student and employee will abide by rules and regulations established by the Computer, Network, & Internet Policy which is presented in the respective handbook. It is the intent of this policy to ensure the positive, ethical use of school computers and network systems.

SCHOOL VOLUNTEERS

The School Board recognizes the need to develop a volunteer program to support district instructional programs and extracurricular activities. The purpose of the volunteer program will be to:

1. Assist employees in providing more individualization and enrichment of instruction.
2. Build an understanding of school programs among interested citizens, thus stimulating widespread involvement in a total educational process.
3. Strengthen school/community relations through positive participation.

A volunteer is a person who works on an occasional or regular basis at school sites or other educational facilities to support the efforts of professional personnel. Such an adult volunteer worker will serve in that capacity without compensation or employee benefits of any type, or very little compensation or benefits, except for Workers' Compensation as per SDCL 62-1-5.1. (To be covered for workers' comp, the appointment of a volunteer should be entered into official minutes.)

Volunteers will work within the supervision, guidance, or direction of an employee of the district.

Volunteers are expected to comply with all rules and regulations set forth by the district and South Dakota law.

The administration may require a background check of the volunteer.

Individual building principals or director may apply rules within the realm of this policy applicable to their respective building or program.

Adult Volunteer Registration Form

Name: _____

Date of Birth: _____ Social Security Number: _____

Address: _____

Phone Number: _____ email: _____

Emergency Contact Person: _____ Relationship: _____

Address: _____

Do you use illegal drugs: Yes No (Check one)

Do you have a valid SD Driver's License? Yes No (Check one)

Have you been convicted of a criminal offense or deferred judgment for an offense other than a simple misdemeanor under a law of any state? Yes No (Check one)

Have you been the subject of a founded child abuse report in any state? Yes No (Check one)

Are you a registered sex offender pursuant to the laws of any state? Yes No (Check one)

PLEASE READ BEFORE SIGNING -

I understand that:

- The information that I have provided may be verified, and I give permission to the Vermillion School District to make inquiry of others, including a criminal background check, concerning suitability to act as a school volunteer.
- The information that I have provided will be used by school personnel and/or volunteer coordinator (who may not be a School District employee) to recruit and assign volunteers.
- Personal information regarding students, families, and staff members is confidential and I agree to keep said information in strictest confidence.
- The relationship between the Vermillion School District and volunteers may be terminated at any time without cause by either the volunteer for the School District.
- No one whose name appears on the Sex Offender Registry will be allowed to volunteer in the Vermillion School District.

I affirm that I have read and agree to the above and also affirm that the information I have given is accurate and complete.

Signed: _____

Date: _____

PROMOTION AND RETENTION OF STUDENTS

1. Children of normal physical, intellectual, and social development will ordinarily progress through the grades at the rate of one grade per years.
2. Children who are limited in learning ability or in background or experience, or who have social or emotional problems, may be placed with children who are younger in order to provide increased opportunity for success, satisfaction, and security.
3. In situations where it is deemed advisable to place a child with younger children the following guidelines are to be followed:
 - A. The changes will preferably be made in grades K-3, but may occur through grade 12.
 - B. A conference between parent and teacher will be called for by parent or teacher as soon as either becomes concerned about a child's educational progress.
 - C. If the problem persists, additional conferences between parent, teacher, and other supportive personnel will be conducted to assess the student's progress and review relative data.
 - D. During the fourth quarter of the school term, a conference will be held between the parent, teacher, building principal, and other supportive personnel dealing with the possibility of a change in placement.
 - E. A written summary will be made of each conference and placed on file in the principal's office.
 - F. The final decision regarding pupil promotion/retention will be made at the end of the current school term (approximately one week after the student's last day). The final decision regarding pupil promotion rests with the school officials.
 - G. If the parent does not agree with the decision regarding their child's recommended placement, they may ask in writing for a conference with the superintendent of schools. Such a request is to be made within one week after the decision dealing with the child's recommended placement.
 - H. If the parent does not agree with the result of the conference with the superintendent, he/she may appeal to the school board. In the appeal, the parent must state in writing the reasons for disagreeing with the decision that has been made. Appeal must be made within two weeks after the conference with the superintendent. The school board is to call for a conference at their next regularly scheduled board meeting.

Some factors to be considered in special placement:

- A. academic standing – cumulative GPA of less than 1.0 for semester class
- B. chronological age
- C. physical development
- D. emotional and social maturity
- E. intelligence and mental maturity
- F. educational achievement in relation to expectancy
- G. information about adjustment, home, family, and interests
- H. effects of the change in terms of pupil behavior, suitability of classmates, etc.
- I. a proposal of administering special help if retention takes place

GRADUATION REQUIREMENTS

The minimum academic requirements for graduation from Vermillion High School shall be as follows:

Adopted 10/8/90
Amended 6/13/83
Amended 2/18/92
Amended 5/27/97
Amended 3/13/2006
Amended 3/10/2008
Amended 3/8/2010

VHS GRADUATION REQUIREMENTS CHECKLIST 2010/ PLP

Minimum Requirements for Graduation	
English/Language Arts	
English I	1
Composition/ Speech	.5 + .5
Am. Lit/ Lang. Skills (or) Am. Heritage	.5 + .5 (1)
Brit Lit or W. Lit + English Elective (or) AP Lit	.5 .5 (1)
Total	4
Math	
Algebra I	1
Algebra II	1
Geometry	1
Total	3
Science	
Physical Science	1
Biology	1
Chemistry or Physics	1
Total	3
Social Studies	
Geography	.5
World History	.5
U.S. History (or) Am. Heritage	1 (1)
U.S. Government	.5
Social Studies elective	.5
Total	3
PE/Health	
Healthy Lifestyles	.5
Physical Education elective	.5
Total	1
Fine Arts	
Fine Arts electives	1
Total	1
Computer	
Computer Applications	.5
Total	.5
Personal Finance	
Personal Finance or Economics	.5
Total	.5
Other	
Career Technical Education (or) World Language (or) Add'l Math/Science Electives (or) Capstone Exp/Service Learning (beginning 2013)	1
Total	1
Total Credits	
Required Credits	17
Electives Credits	5
Total	22

Course Planning Guide 9th Grade Courses	
English I (or Honors Eng I)	English I (or Honors Eng I)
Math	Math
Physical Science	Physical Science
Healthy Lifestyles	Geography
10th Grade Courses	
Speech	Composition
Math	Math
Biology	Biology
World History	
11th Grade Courses	
Am. Lit (or Am Heritage)	Lang. Skills (or Am Heritage)
U.S. History (or Am Heritage)	U.S. History (or Am Heritage)
Chemistry, Physics, Prin. of Tech or Applied Bio/Chem	Chemistry, Physics, Prin. of Tech or Applied Bio/Chem
Math	Math
12th Grade Courses	
Brit Lit/World Lit (or AP Lit)	English Elective (or AP Lit)
Social Studies Elective	Government
Personal Finance/Econ	
Add'l Coursework Required for SD Opportunity Scholarship	
Math:	1 additional year for a total of 4 credits
Science:	1 additional year for a total of 4 credits
AND (for 2011, 2012, 2013 graduates):	
Other: World Language – units	2
AND (for 2014, 2015, 2016 graduates):	
Other: Approved CTE course or World Language – 2 units any combination	

EARLY GRADUATION FOR VERMILLION HIGH SCHOOL

The Vermillion School Board believes the advantages of maturity, a broad academic base, and access to activities are beneficial to the growth and preparedness of the great majority of students. Therefore, the Board does not encourage attempts to complete a course of study for high school graduation in less than four (4) full academic years. However, the Board will accept modification of the four-year attendance requirement for high school graduation (during the student's senior year only) provided the student has satisfactorily completed the requirements for graduation as set forth by the State Board of Education and the Vermillion School District 13-1. Students planning to graduate early must notify the District by October 1st of their senior year.

In order to graduate early, a student must have earned a cumulative GPA of 2.5 or above, must have seven (7) semesters and three and one-half (3 ½) years of high school attendance, score proficient or advanced on the Dakota STEP test, and have successfully completed the terms of the Vermillion School District Graduation Requirements, with all courses pre-approved by Administration. This student must have also completed all procedures as noted in this policy according to the time lines indicated.

Early graduates will be considered graduates of Vermillion High School at the time the Board confers such status upon them. Therefore, early graduates will no longer be considered members of the Vermillion High School student body and will forfeit those rights and privileges accorded students. However, early graduates may participate in the graduation ceremony held at the end of the school year.

GRADUATION – REGULATIONS FOR EARLY GRADUATION**PROCEDURES AND CONDITIONS FOR EARLY GRADUATION:**

Students who desire to graduate earlier than the normally scheduled four-year program must follow the steps indicated below (no early graduation request will be considered until the student's senior year):

1. Students are required to indicate their intentions to a counselor with a final deadline of **October 1st of their senior year.**
2. The students will set up a conference with a counselor, student, and their parent(s)/guardian(s), at which time the counselor will:
 - Check credits and Dakota STEP test scores
 - Document reasons for early graduation that align with their post-high school educational plans
 - Set up tentative final schedule
 - Give parental/guardian permission form for early graduation, which must be completed **before October 1st of their senior year.** This form is returned to the Principal
 - Instruct student to have parent(s)/guardian(s) and student request conference with the counselor, principal, student, and parent(s)/guardian(s) after the permission form is completed
3. A conference including the student, parent(s)/guardian(s), counselor and the principal is mandatory and must be requested by the students and parents(s)/guardian(s). The principal will approve or disapprove the request. If the student disagrees with the recommendation of the principal, the request may be appealed to the superintendent.
4. Graduation exercises occur only once a year, at the end of the school year. The student's diploma is held until the next regular graduation occurs. If an early graduate intends to participate in the graduation ceremony, he/she must indicate that intention on their final check-out form completed the last day of attendance. Early graduates' names will be included on the graduation program.
5. When an individual is not an enrolled student at Vermillion High School, the person is not entitled to any rights and privileges accorded to students of the school, e.g., participation in athletics, clubs, debate, theater, band, the prom, etc.

Adopted 1/10/2011
Reviewed 5/9/2017

PATRIOTIC EXERCISES AND FLAG DISPLAYS

The American flag will be flown from the mast at each school every day that school is in session. The principal of the attendance center is responsible for flying the flag on school days. A small flag shall be provided for each classroom. The District shall provide all students the opportunity to salute the United States and the flag each day by reciting the pledge of allegiance to the flag of the United States. A student may choose not to participate in the salute to the United States and the flag; however, a student who does not participate in the salute shall maintain a respectful silence during the salute. The national anthem may be sung during any school day or school event.

Observation and commemoration of special days and events will be considered a valuable part of the instructional program of the school.

Vermillion School District 13-1

SECTION J: STUDENTS

Section J of this policy classification system provides a repository for statements concerning students—admissions, rights and responsibilities, conduct, discipline, health and welfare services. However, all policies pertaining to the instruction of students, and extracurricular programs and the curriculum are filed in the I (Instructional) section.

JAB Policy Implementation—Enforcing School Policies

JB Equal Educational Opportunities

JBA **Contingency Plan for Handicapped Access to the Industrial Arts Addition**

JDC Names for Official Records of Students

JEC School Admissions

JECA Admission of Resident Students

JECB Open Enrollment

JECBA Foreign Students

JED Attendance Policy

JEDA Truancy

JF Student Rights and Responsibilities

JFA Student Due Process Rights

JFAB Nondiscrimination Notice

JFCA Student Dress Code

JFCAA Dress Code – Vermillion High School

JFCB Care of School Property by Students

JFCC Student Conduct on Buses

JFCE Harassment – Policy Redesignated as Item: ACAA

JFCF Hazing

JFCH Alcohol, Tobacco, Marijuana, Drug Prohibition

JFCJ Weapons (Dangerous/Illegal) In the Schools

JFGA Searches and Interrogations

Vermillion School District 13-1

JG	Disturbance in the School
JGA	Discipline
JGD	Student Suspension and/or Expulsion
JHCA	Wellness Policy
JHCB	Immunizations, Students
JHCC	Student Communicable Disease
JHCC-E	Consent for Medication Administration
JHCCA	Student Communicable Disease—Handling of Body Fluids
JHCD	Administration of Medications to Students
JHCE	Student Accident or Illness Guidelines
JHE	Accommodating Students with Life-Threatening Food Allergies
JHEA	Accommodating Students with Special Dietary Needs
JHEB	Allergen Management Plan – Austin & Jolley Elementary Schools
JHEB-A	Epinephrine Auto-Injectors for School Administration and Use
JHEB-B	Student Self-Administration of Asthma or Anaphylaxis Medication
JHEB-C	Authorization for Self-Administered Medication
JHEEA	Child Abuse Policy
JHFA	Chaperonage
JHFD	Student Automobile Use
JHFE	Cheerleader Safety Policy
JHFF	Student Health: Concussions
JJA	Fund Raising: Student Organizations
JJB	Fund Raising by Outside Agencies
JN	Supplies: Assessments
JNA	Children’s Internet Protection Act

Vermillion School District 13-1

JNAB	Electronic Devices
JNAC	Network Acceptable Use Policy (Previously named- iPad Policies and Procedures)
JNAC-A	Policy on iPad Lease Charges
JOA	Rights Under the Family Educational Rights and Privacy Act (FERPA)
JOAA	Rights Under the Protection of Pupil Rights Amendment (PPRA)
JOAAB	Title I District Level Parental Involvement Policy
JOB	Student Records and Information Release Policy
JOC	Names for Official Records of Students
JOD	Promotion to First Grade Without Attending Kindergarten
JOE	Student Meal and Lodging Policy for State Contests
JOF	Exclusion for Flu
JOG	Policy on Enrollment, Transportation, School of Origin, and the Elimination of Barriers for Children or Youth Experiencing Homelessness Including Unaccompanied Youth
JOH	Anti-Bullying of Students
JOHA	Student Social Media
JOI	Student Pregnancy and Marital Status Policy Guidelines

Adopted	10/25/2004
Amended	1/9/2006
Amended	6/12/2006
Amended	12/11/2006
Amended	1/22/2007
Amended	2/12/2007
Amended	3/12/2007
Amended	9/14/2009
Amended	9/28/2009
Amended	10/12/2009
Amended	9/27/2010
Amended	11/8/2010
Revised	6/11/2012
Revised	10/12/2012
Revised	4/8/2013
Amended	9/9/2013
Revised	2/10/2014
Revised	9/8/2014
Amended	1/9/2017
Amended	2/13/2017
Amended	2/12/2018

POLICY IMPLEMENTATION—ENFORCING SCHOOL POLICIES

Administrators have authority to suspend students or take proper action to suspend students in connection with a student's attendance at school, any school function, or any school activity home or away. Administrators, staff members, or designated representatives have the authority to take disciplinary action with students. Students are charged with the responsibility of proper conduct at all times. Proper conduct will be determined by the administration or their delegated appointees subject to appeal.

1. Contests or events that Vermillion students participate in or are authorized to attend are under the jurisdiction of Vermillion Public Schools. Students have the responsibility of proper conduct at all of these contests, both at home and away from home. Administrators, staff members, or designated representatives have the responsibility to enforce policies as they apply to students. Suspension or expulsion of students when applied to contests or events shall be within the legal time limits of accepted school policy. Administrators have the authority within the framework of board policy to establish rules and regulations as they apply to school contests or events. Students who bring discredit to their school, community, or themselves may be considered for disciplinary action. All actions are subject to review of the school board via proper channels.
2. The parking lot and all school property are considered part of the school jurisdiction. Administrators, staff members, or their delegated representatives including the school resource officer, have the authority and responsibility to regulate the parking lot and all school property. Suspension of students when applied to enforcement of responsibilities shall be within the legal time limits of the accepted school policy. The following items will be emphasized:
 - a. All rules that apply to students in the building also apply to students in the parking lot and all other school property.
 - b. There will be no possession or consumption of alcoholic beverages, tobacco products, and/or illegal drugs or controlled substances on school premises or at school events home or away.
 - c. Defacing or destruction of school property will be sufficient cause for disciplinary action including suspension or expulsion.
 - d. The police department may be requested by the administration to patrol school premises, provide law enforcement, and/or assist school officials with rule enforcement, crowd control, and/or removal of individuals from premises.
 - e. Loiterers, will not be allowed on school property.
 - f. Individuals representing any organization or group must be granted approval by the administration in order to be present on school premises.
3. Administrators, faculty, and staff are authorized to supervise school functions. Rules and regulations, as stated in the school handbooks, govern the students at school and at school functions home or away. Administrators may grant exceptions to school rules and regulations upon special requests. Students attending school functions may be suspended, expelled, or face disciplinary action for the violation of school rules and regulations.

EQUAL EDUCATIONAL OPPORTUNITIES

All students of the district will have equal educational opportunities. The school board will not discriminate on the basis of race, color, creed, religions, sex, handicap, economic status, national origin, or ancestry in its policies or programs.

To accomplish this policy on nondiscrimination, the school board will make every effort to provide all students equal access with respect to admission or membership in school-sponsored organizations, clubs, or activities; access to facilities; distribution of funds; academic evaluations; or any other aspect of school-sponsored programs or activities.

The school board recognizes, however, that in implementing this policy children vary widely in capabilities, interest, and social and economic background, and that no two children can be treated exactly alike if the fullest development of each is to be achieved.

Legal refs: Civil Rights Act of 1964, as amended in 1972, Title VI, Title VII Executive Order 11246, 1965, amended by Executive Order 11375 Education Amendments of 1972, Title IX (P.L. 92-318) 45 CFR, Parts 81, 86 (*Federal Register*, June 4, 1975, August 11, 1975)

Cross refs: AC, Nondiscrimination
IGBA, Programs for Handicapped Students
JFA, Student Due Process Rights

CONTINGENCY PLAN FOR HANDICAPPED ACCESS TO THE HIGH SCHOOL INDUSTRIAL ARTS ADDITION

In the event that a handicapped student enrolls in a class or activity which is held in the industrial arts complex, the following arrangement will be made to accommodate him/her.

1. The building principal is to inform the industrial arts instructor of the enrollment of the handicapped child prior to the first class session of that term.
2. The classroom instructor will be responsible for confirming the daily class arrival time of the handicapped student.
3. The classroom instructor will see that the large southwest overhead shop door will be opened at the agreed time, allowing access into the industrial arts complex for the handicapped student.
4. In the even the handicapped student does not arrive at the agreed time, the classroom instructor is responsible to inform the principal's office.

Once entry into the industrial arts complex has been made from the outside, the entire area is accessible to the handicapped.

NAMES FOR OFFICIAL RECORDS OF STUDENTS

In registering students, principals must have students' legal names entered correctly on the records. Do not use "nick-names," use first names, middle initial (or name), and legal last name.

SCHOOL ADMISSIONS

In accordance with state law, all persons over five and under 21 years of age who are residents of the district will be eligible to attend the public schools free of charge, if they have not already received a high school diploma.

Upon registration, all new students will be required to present:

1. Proof of date of birth through a birth certificate for verification of age.
2. Record of immunizations from a licensed health care professional.
3. Proof of residency, if requested.

ADMISSION OF RESIDENT STUDENTS

To be enrolled in the first grade in the Vermillion School District the pupil must be six years of age on or before September 1st of the current school year. To be enrolled in kindergarten the student must be at least 5 years of age on September 1st of the current school year.

OPEN ENROLLMENT

State law provides nonresident parents and students an opportunity to apply for enrollment in Vermillion School District (the District) and for resident parents and students to apply for enrollment in another school district.

The parent or legal guardian of a South Dakota kindergarten through 12th grade student, or a student who is at least 18 years old, and resides in another school district (nonresident student) and wishes to enroll in the District must apply to open enroll in the District.

1. Nonresident student open enrollment: The District shall grant a request to admit into the district a child who is a resident of another school district unless the transfer would result in an inability to provide a quality educational program based on criteria established by the District pursuant to statute and this policy.
2. Nonresident alternative instruction student open enrollment: The District shall grant a request to admit into the district a child who is resident of another school district and who is receiving alternative instruction in the resident district pursuant to law, unless admitting the nonresident child would result in an inability to provide a quality educational program based on criteria established by the District pursuant to statute and this policy.

A copy of this policy will be provided to parents, guardians and emancipated students who wish to submit to an open enrollment application. It shall also be provided to any other interested person upon request.

A. GENERAL RULES:

1. Transfers from another school district into the District may only take place prior to the last Friday in September during the first semester of any school year, and prior to the last Friday in January during the second semester of any school year. If the District approves an application for such a transfer after the deadline in the first semester, the transfer will occur at the start of the second semester. If the District approves an application for such a transfer after the deadline the second semester, the transfer will occur at the start of the following school year. The deadlines for transfer do not apply if:
 - a. A student is seeking to transfer to an alternative school or specialized nonpublic educational program;
 - b. A student enrolls in a school district after the deadline in either semester, or
 - c. The District's superintendent determines that special circumstances exist and allows a student to transfer into the District after the deadline.
2. All nonresident requests for open enrollment into the District must be submitted to the District's superintendent on the official application form provided by the South Dakota Department of Education.
3. Nonresident student open enrollment applications to attend school within the District will be reviewed and acted upon in the order in which they are received. However, if the applicant is a sibling of a student accepted into and currently enrolled in the District, that student's application shall take priority over all other applications.

4. The superintendent shall either approve or deny the application for open enrollment. A decision of the superintendent to deny an open enrollment application may be appealed to the school board. A decision of the school board to deny student's application for open enrollment may be appealed to the circuit court pursuant to law.
5. Decisions to accept or reject open enrollment applications will be based on the criteria listed in "Open Enrollment Application Standards" (Section B).
6. The applicant and the resident school board will be notified within five days of the decision.
7. An application may be withdrawn by the applicant prior to the approval of the request and upon written notification to the District's superintendent.
8. Once approved by the District, the approved application serves as the applicant's notice of intent to enroll in the District and obligates the student to attend school within the District during the school year, unless affected school board or boards agree in writing to allow the student to transfer back to the resident district or assigned school, or unless the parents, guardians, or emancipated student change residence to another district. A decision by either school board to deny a request to return to the resident school district may be appealed to circuit court pursuant to law.
9. Once enrolled under open enrollment in the District, the student may remain enrolled and is not required to resubmit annual applications.
10. The parent or legal guardian of a student who has been accepted for transfer under open enrollment is responsible for transporting the student to and from school without reimbursement.
11. The District shall accept credits for any course completed in any other accredited school district but shall award a diploma to nonresident student only if the student satisfactorily meets the District's graduation requirements.
12. If two or more nonresident students from the same family, residing in the same household, request open enrollment into the District, all requests from that family must be either approved or denied and the District shall not deny an application if doing so would result in children from the same household enrolling in different school districts. However, if the District cannot provide an appropriate education for a child in need of special education or special education and related services, the District may deny that child's application for open enrollment.
13. Any student under disciplinary suspension or expulsion will not be allowed to open enroll until the suspension or expulsion is completed.
14. The rules of the District will govern eligibility for participation in activities by nonresident students.

B. OPEN ENROLLMENT APPLICATION STANDARDS:

The following standards will be used to accept or reject nonresident student open enrollment applications to enroll within the District and resident student applications to attend an attendance center within the District, if any, other than that which the student was assigned:

- Kindergarten through grades 5: The student to teacher ratio shall not exceed those established by board policy, if any, in each grade as result of open enrollment.
- Grade 6 through grade 8: The student to teacher ratio for core classes shall not exceed those established by board policy, if any, in each grade as a result of open enrollment.
- Grade 9 through grade 12: Enrollment shall not exceed attendance center building capacity.
- An open enrollment transfer shall not cause a building or program to exceed capacity.
- An open enrollment of a special education student will not be approved if the student cannot be accommodated at current staffing levels or the program is at capacity.

C. OPEN ENROLLMENT OF SPECIAL EDUCATION STUDENTS:

1. A request to transfer a student in need of special education or special education and related services may be granted only if, after a review of all relevant student education records and direct communication with the student's parent or guardian and representatives of the resident district, the District determines that the District can provide an appropriate instructional program and facilities, including transportation if required as a related service, to meet the student's needs. If the request to transfer is granted, the District is responsible for the provision of a free appropriate public education for the student in need of special education or special education and related services. If the student requires transportation as a related service, the District shall provide or ensure the provision of transportation within the boundaries of the District.
2. If the District is not able to confirm that the District can provide an appropriate instructional program, facilities, and transportation if necessary, based on the records review and communication with the student's parent or guardian and representatives of the resident district, the District shall initiate an individual education program team meeting consisting of representatives from the District, the resident school district and the parents or guardians, to determine whether the District can provide an appropriate instructional program, facilities, and transportation necessary.
3. A request to transfer a student in need of special education or special education and related services may be denied only pursuant to the "Open Enrollment Application Standards" (Section B) or if the individual education program team as set forth in "Open Enrollment of Special Education Students" (Section C.2) determines that the District cannot provide an appropriate instructional program and facilities, including transportation, to meet the student's needs.
4. If a parent or guardian of a student or emancipated student, in need of special education or special education and related services requests to transfer the student back to the resident district, the affected school boards must agree in writing to allow the student to transfer back to the resident district, or unless the parents, guardian, or emancipated student change residence to another district.

5. If two or more students from the same family residing in the same household request open enrollment and the District determines it can provide an appropriate special education or special education and related services for the special education student(s), the applications shall be approved subject to consideration of the Open Enrollment Application Standards (Section B). However, if the District cannot provide appropriate special education or special education and related service for one or more of the students in need of special education or special education and related services, the District may deny the application for open enrollment related to the individual special education student(s).

6. If it is determined that a parent or guardian of a student, or emancipated student, in need of special education or special education and related services submitted a request for an open enrollment transfer, but did not indicate on the application that the student has an IEP and needs special education services, as required on the form, any approval by the District of the open enrollment transfer application will be deemed void.

First Reading 10/23/95
Second Reading 11/13/95
Amended 2/26/96
Amended 10/14/96
Amended 10/11/99
Amended 1/24/99
Amended 6/12/00
Amended 8/12/02
Reviewed 11/13/06
Amended 2/12/18

FOREIGN STUDENTS

Vermillion High School actively participates in recognized student exchange programs such as Youth for Understanding and the Rotary Exchange Program and will continue to do so. Other foreign exchange students are welcome as long as they are sponsored by either an NASSP sanctioned organization or adult legal resident (host family) of the district who will be responsible for the student's care, custody, and control.

Host families of foreign students who are not sponsored by a NASSP sanctioned organization are responsible for providing the school with the following information regarding the foreign student:

1. health and immunization records (including latest TB test)
2. medical insurance documentation
3. a copy of their student visa and/or I-20 form
4. a copy of the student's school transcript
5. round trip air ticket
6. proof of the student's financial solvency
7. a recommendation from their school director
8. adequate proof of basic speaking/listening skills (an intensive English language course is recommended prior to arrival)
9. a written biography for the school and host family (please include a picture)

Vermillion School District waives tuition for all foreign students, enrolled in the district, that are eligible by federal law for such a waiver. The student and/or host family is responsible for the following fees:

1. activity card, federal law (if desired)
2. school yearbook (if desired)
3. graduation announcements (if the student is a senior)
4. cap and gown for graduation (if the student is a senior)
5. school pictures
6. tutoring
7. any other charge related to school functions or extra-curricular activities

It is recommended that no more than two students from the same country attend VHS during the same semester.

Foreign students are allowed all rights and privileges as a regular student in relation to extra-curricular activities. Foreign exchange students must also abide by all regulations of the SDHSAA and Vermillion School District policies.

ATTENDANCE POLICY

This policy includes all students, kindergarten through grade twelve, who attend school in the Vermillion School District. South Dakota law requires regular school attendance of all students until the age of 18. Regular attendance is important. Students who are absent miss daily classroom instruction and interaction with the class group, both of which are important to learning. Students who are absent an unreasonable number of days may not earn passing grades or complete the grade work required for promotion. Whenever possible, after school hours, Saturdays, and days when school is not in session should be used for appointments with dentists, doctors, family trips, etc.

Vermillion School District will adhere to all state laws pertaining to attendance. 13-27-6.1 reads as follows: *An elementary and secondary student is eligible to be counted for school attendance up to five days in a school term if an excuse from actual school attendance is requested by a parent or guardian for the purpose of attending events of state or nationally recognized youth programs of educational value or for the purpose of working as a precinct election official if the student is at least eighteen years old.* For the purposes of this policy, principals are granted the authority to make the determination regarding the granting of the excuse.

Vermillion School District also views tardiness as unacceptable. Tardiness of students interrupts classroom work. Not only does the pupil who is tardy lose educational opportunities, but also all students in the classroom lose valuable educational time due to the disruption. If a student is not in their assigned location at the start of the period, they will be counted as tardy. Periods and tardiness are defined in the individual school student handbooks.

Parents or guardians who request to remove their child from school prior to scheduled dismissal times shall report to the office and the administrative assistant will notify the student's teacher. Students will remain in classrooms until called to the office.

Parents shall notify the school by phone or in writing as to why their child was absent from school. Failure to comply will result in any or all of the following:

- Phone call for information whenever possible
- Written request for information
- Visitation to the home to find out why child was not in attendance.

The state requires the school district to report a student as present or absent except for state law 13-27-6.1 as identified above and a SDHSAA (South Dakota High School Activities Association) sponsored activity. Any student absent from school for any reason other than for these two reasons will be identified as "absent" on the school attendance register. All work for these planned absences must be made up in advance of the absence, or arrangements made with the teacher, in order to participate in the activity.

Each principal is granted the authority to establish rules in their student handbook to address make up work for unplanned absences.

If a child appears to be ill, every reasonable precaution will be made to keep the child from needless exposure to other students and staff. A parent or other designated adult will be asked to remove the child from the school setting.

A student must be present for at least the second half of the school day in order to participate in an extracurricular activity or practice, he/she will not be able to participate in the extracurricular activity or practice that day if not in attendance. The administration is granted the authority to waive this on a case-by-case basis.

ATTENDANCE POLICY

A letter of attendance will be sent to parents after 5 days of unplanned absences per year. Should the failure to comply with mandatory attendance laws continue it could result in notification of the courts that there is a lack of attendance and charges may be brought by the school administration.

Planned and unplanned absences for illness will be considered excused if accompanied with a doctor's note explaining the reason for the absence. Students may be considered excused for funerals based upon principal approval.

If a student and his/her parents believe there were unusual circumstances causing these absences, a written appeal may be given to the principal. If further consideration is sought, a written appeal may be given to the superintendent within 5 school days following the written response from the principal. The superintendent will render a written decision within 5 school days of the appeal. If further consideration is sought, following the superintendent's decision, a final appeal may be made to the school board and a hearing will be held at the next scheduled school board meeting.

RESPONSIBLE ATTENDANCE PROGRAM (RAP)

The **Responsible Attendance Program** is an incentive program to reward students for their responsible attendance at Vermillion High School.

- **FIRST SEMESTER INCENTIVE:** Eligible students will receive a 10% bonus on their semester test in each class.
- **SECOND SEMESTER INCENTIVE:** Eligible students will have the option of taking their semester exams. Students who chose not to take the semester test will receive their current earned grade in each class. Students who chose to take the semester test will find that **the semester test score will count only if it improves the final grade**, a poor test score will be discarded and the student will receive their current earned grade in the class.

This program is open to all 9-12 grade students.

- Students who have no more than three (3) excused absences in each class per semester will be eligible for the R.A.P. incentive.
- School related absences (academic, athletic, or activity) will not count against the students absences.
- Juniors and seniors will be permitted no more than two (2) college visitation days per year provided the visitation is scheduled through our Guidance Office.
- Students who serve Saturday School time for **attendance violations** in a semester will automatically lose their R.A.P. privileges in all classes.
- Any school rule violation that results in a suspension will automatically lose R.A.P. **in all classes.**
- Students who serve Saturday School for **disciplinary actions** in a particular class will lose their R.A.P. privileges **for that class.**
- Any student that has an **unexcused absence** in any class will lose R.A.P. **in that class only.**

First Reading 11/13/95
 Second Reading 11/27/95
 Reviewed 11/13/06
 Amended 5/10/10
 Amended 8/10/15
 Amended 12/11/17

TRUANCY

Through cooperation with parents, strict adherence to regulations in regard to tardiness and unexcused absence, and diligence in investigating the causes of absence, the Board will endeavor to reduce tardiness and truancy.

The respective building principal, and the district truancy officer will be responsible for enforcing the compulsory attendance laws which require regular attendance, provide for penalties if parents and guardians do not carry out their responsibilities, and establish procedures for referral, and submit referrals of a truant student to juvenile authorities, law enforcement agencies, or states attorney.

Vermillion School District will follow SDCL 13-27-1 in truancy matters.

STUDENT RIGHTS AND RESPONSIBILITIES

The school board recognizes that it has the responsibility to assure students the legal rights that are theirs by virtue of guarantees offered all persons under the federal/state constitutions and statutes. In connection with rights are responsibilities that must be assumed by students.

Students are responsible for the way they exercise their rights, and must accept the consequences of their actions and recognize the boundaries of their rights. Each exercise of an individual's rights must demonstrate respect for the rights of others.

These statements set forth the rights of students in the public schools of the district and the responsibilities that are inseparable from these rights:

1. Civil rights—including the right to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.
2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.
3. The right to due process of law with respect to suspension and expulsion.
4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.
5. The right to privacy, which includes privacy in respect to the student's school records.

As part of the educational process, students should be made aware of their legal rights and of the legal authority of the board to make, and delegate authority to its staff to make, rules regarding orderly operation of the schools.

Cross Refs: IGCB, Student Publications
JF subcodes (all relate to student rights and responsibilities)

STUDENT DUE PROCESS RIGHTS

All students are entitled to due process when they are subjected to disciplinary actions such as suspension or expulsion. The school 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 of South Dakota in its statutes and regulations pertaining threats.

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.

Legal refs: SDCL 13-32-4
ARSD 24:07:01 et seq.

Cross refs: JGD/JGE, Student Suspension/Expulsion

NONDISCRIMINATION POLICY

It is the policy of Vermillion School District #13-1 that unfair or discriminatory practice as defined by SDCL 20-13-1(16) on the basis of race, color, creed, religion, sex, ancestry, disability, or natural origin is prohibited.

Complaints regarding defined unfair or discriminatory practices of SDCL ch. 20-13 are within the jurisdiction of the State Human Rights Commission and state court system (procedures contained in SDCL ch. 20-13 and ARSD 20:03 must be utilized for processing them), or federal agency and federal court system.

It is the further policy of Vermillion School District #13-1 to provide the protections of the Age Discrimination in Employment Act of 1967, 29 U.S.C. 621-634, and also to prohibit discriminatory practice on the basis of sexual orientation and/or gender identity.

It is also the further policy of Vermillion School District #13-1 to administer its contracts and agreements in accordance with principles set forth above as well as any specific provisions contained in any of said contracts and agreements relating thereto and South Dakota Constitution Article VIII, Section 1.

It is the further policy of Vermillion School District #13-1 to prohibit threats, intimidation, physical harm, harassment or bullying for any reason.

The following notice will be published annually in the official newspaper for Vermillion School District #13-1:

Notice of Nondiscrimination

The Vermillion School District does not discriminate on the basis of race, color, creed, religion, national origin, sex, disability, ancestry, sexual orientation, gender identity or age in its education programs or activities and employment opportunities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding nondiscrimination policies and Title VI compliance:

Damon R. Alvey, Superintendent
Vermillion School District
17 Prospect Street
Vermillion, SD 57069
605-677-7000

The following person has been designated to handle inquiries regarding Title IX compliance:

Jason Huska, Dean of Students/Activities Director
Vermillion High School
1001 East Main Street
Vermillion, SD 57069
605-677-7035

The following respective principal of each school building serves as Section 504 coordinator/director for each building program:

Kim Johnson
Austin Elementary School
300 High Street
Vermillion, SD 57069
605-677-7010

Sam Jacobs
Jolley Elementary School
224 South University Street
Vermillion, SD 57069
605-677-7015

Tom O'Boyle
Vermillion Middle School
422 Princeton Street
Vermillion, SD 57069
605-677-7025

Curt Cameron
Vermillion High School
1001 East Main Street
Vermillion, SD 57069
605-677-7035

South Dakota Regional U.S. Office for Civil Rights:
U.S. Department of Education
One Petticoat Lane
1010 Walnut Street, 3rd Floor, Ste 320
Kansas City, MO 64106
Phone: 816-268-0550
Fax: 816-268-0599
TDD: 800-877-8339
Email: OCR.KansasCity@ed.gov

This notice will appear in: School Handbooks
School Website

Adopted 9/28/1992
Amended
Reviewed
Amended 6/22/2009
Amended 6/27/2011
Amended 11/12/2013
Amended 7/14/2014
Amended 6/27/2016
Amended 1/9/2017
Amended 7/1/2017
Amended 6/25/18

STUDENT DRESS CODE

The school board recognizes that it is the prerogative of parents to determine what is appropriate dress and grooming for their children in accordance with the age and grade of these students. It is hoped that decisions made by parents and students in these matters will reflect favorably upon the individual, the school, and the community.

There may be certain restrictions placed on a student's dress and grooming when such dress and/or grooming creates a health hazard; invades the rights of others; or, is disruptive to the educational environment by detracting from the decency and decorum in school. It is the responsibility of the building principal to determine the procedures necessary for corrective action to occur.

DRESS CODE – VERMILLION HIGH SCHOOL

Vermillion High School Students represent themselves, their families, the school, and the community. During the school day, VHS students are expected to dress according to standards that enhance the learning environment. Dress styles that disrupt the learning environment will not be tolerated. In the interest of promoting cleanliness, decency and an appropriate educational environment, restrictions on students' dress and grooming are necessary. Whenever dress styles and/or grooming create a danger to the students' health and safety, an interference with the educational process, a disruption to school, or an intrusion on the rights of others, intervention becomes imperative.

In order to promote a positive and safe learning environment, all students shall abide by the following guidelines:

- Students may not wear clothing with writing, slogans, pictures, or symbols that depict alcohol, or drugs, obscenities, vulgarity, racism, sex, violence or gang affiliation. Visible tattoos are subject to these same guidelines and must be covered if in violation thereof.
- Students may not wear clothing that is revealing. Shorts and skirts must reach mid thigh and not be shorter than the student's extended finger tips.
- Garments that are cut low and expose visible cleavage, midriff, undergarments or sit off the shoulder are not allowed.
- Tank tops, spaghetti strap tops, halter tops, strapless/tube tops, and see through clothing are not allowed.
- Yoga pants, spandex pants must be worn with tops that extend past the front inseam.
- Spandex shorts will not be allowed unless covered by shorts or slacks that extend past the front inseam.
- No pajama pants or slippers may be worn.
- Basketball style tank tops can be worn only over a sleeved shirt. Muscle shirts will not be allowed.
- Students may not wear pants in a sagging manner (below the hips).
- No jackets, coats, or outer wear may be worn during the school day and must be placed in the student's locker.
- No hats, hoods, caps, bandanas, sunglasses, or gloves may be worn while in school.
- Students may not wear bicycle chains, wallets with chains attached, jewelry or accessories with spikes.

Violations of the school dress code:

- Students will be asked to change or put away the offending item.
- Students may also be provided an alternate item of clothing, and it may be necessary to contact a parent/guardian to provide alternate clothing.
- Multiple violations or refusal to comply may be handled as insubordination or violation of policy, parents will be notified, and student discipline sanctions may be imposed.

CARE OF SCHOOL PROPERTY BY STUDENTS

Students, if determined guilty by school or law officials, will be assessed a fee for damages to school-owned property. The damage fee will be the actual cost to repair or restore the property. This policy includes damages to music instruments, athletic equipment, furniture, and other school-owned property.

STUDENT CONDUCT ON SCHOOL BUSES

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. Misconduct on buses will not be tolerated and will result in forfeiture of the privileges of riding.

Rules of Conduct

Students will observe the following rules of conduct while riding the 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 and not move to board the bus until it is stopped and the door opens.
2. Students will be picked up or dropped off at designated stops unless prior arrangements have been made with parents.
3. No extra riders without written authorization or prior approval.
4. 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.
5. Students will keep their hands, arms and heads inside the bus. Bus driver approval is required for operation of windows.
6. Shouting, screaming, running, fighting, vulgar talk, pushing, and throwing objects (in or out of the bus) are not permitted.
7. Students shall not possess or distribute pornographic material.
8. All riders should help to keep the bus clean and sanitary on the inside.
9. Any damage to the bus will be paid for by the rider inflicting the damage.
10. Bus riders are expected to be courteous and obedient to bus drivers at all times.
11. Any form of harassment, hazing, or bullying (either verbal, physical, or electronic) will not be tolerated.
12. Students shall not use, possess, or distribute tobacco, alcohol, drugs, or any form of mind altering substance.
13. Any form of weapon is strictly prohibited on the bus.
14. **Any additional rules may be set by the bus driver upon approval of the transportation supervisor or school administrator.**

STUDENT CONDUCT ON SCHOOL BUSES

Supervisory and Disciplinary Process

When a child is boarding, riding, or leaving the bus, the bus driver has supervisory control over the student and may exercise reasonable and necessary physical restraint to maintain that control.

Students will conduct themselves in the bus in a manner consistent with established standards for classroom behavior.

In cases when a child does not conduct himself/herself properly on a bus, such instances will be brought to the attention of the transportation supervisor by the bus driver. The transportation supervisor will inform the parents immediately of the misconduct and request their cooperation in modifying the child's behavior. Transportation supervisor will confer with building principal regarding student misconduct.

Children who do not follow the Rules of Conduct or direction of the bus driver or other supervisory personnel on the school bus may have their riding privileges suspended. In such cases, the parents of the children involved become responsible for seeing that their children get to and from school safely.

Consequences for student misconduct including failure to follow policy, rules or direction of the bus driver or supervisory personnel on a school bus.

- Step 1 – Conference with transportation supervisor and verbal notification to parent/guardian.
- Step 2 – Suspension by transportation supervisor from riding bus up to 3 days.
- Step 3 – Suspension by transportation supervisor from riding bus up to 10 days.
- Step 4 – Long term suspension/expulsion from riding school bus according to procedures for student suspension or expulsion promulgated by the state. Based on the seriousness of the offense, the student can be removed from the bus at any time without following the above steps.

Consequences for misconduct on school buses may also include other disciplinary action by school administration which may include suspension/expulsion from school according to procedure for student suspension or expulsion promulgated by the state.

Parents and students will be informed of the Rules of Conduct at the beginning of each school year.

HAZING

It is the policy of the school district that hazing activities of any type are inconsistent with the educational process and will be prohibited at all times. Hazing is defined as:

Doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person. Permission, consent, or assumption of risk by an individual subjected to hazing does not lessen the prohibition contained in this policy.

No administrator, faculty member, or other employee of the school district will encourage, permit, condone, or tolerate hazing activities. No student, including leaders of student organizations, will plan, encourage, or engage in any hazing.

Administrators, faculty members, and all other employees of the school district will be particularly alert to possible situations, circumstances of events, which might include hazing. If hazing or planned hazing is discovered, involved students will be informed by the discovering school employee of the prohibition contained in this policy and will be required to end all hazing activities immediately. All hazing incidents will be reported immediately to the superintendent/CEO.

Administrators, faculty members, students, and all other employees who fail to abide by this policy may be subject to disciplinary action, and may be liable for civil and criminal penalties in accordance with state law.

The contents of this policy will be distributed in writing to all students and school district employees following its official adoption by the Board of Education. In addition, this policy will be incorporated into building, employee staff meetings or inservice programs.

LEGAL REFS: SDCL 13-8-39, 13-32-1, 13-32-2, 13-32-4, 13-32-5
South Dakota Executive Order 81-08
Federal Title IX (1972 Education Amendments)

ALCOHOL, TOBACCO, MARIJUANA, DRUG PROHIBITION

Vermillion School District recognizes the harmful effects of alcohol, tobacco and other drugs and has taken steps to ensure all school grounds as Drug Free Zones. In keeping with that philosophy, students possessing, supplying, distributing, promoting, or selling alcohol, tobacco, marijuana or controlled drugs or substances or materials represented to be same on school property or at school sponsored activities are prohibited.

Alleged violations of this policy will be dealt with in accordance with policy JGD on Student Suspension and/or Expulsion and will also result in notification of local law enforcement officials.

For the purpose of this policy:

1. "Tobacco" means any substance or item in any form containing tobacco or non-tobacco substances, including electronic smoking or vaping devices or their cartridges, oils, waxes, or components whether it contains nicotine or is nicotine free;
2. "School property" means all district owned, rented or leased buildings, grounds and vehicles;
3. "School sponsored activity" means any planned, organized, endorsed, or supervised activity involving district students that occurs either before, during or after regular school hours;
4. "Promotion" means the use or display of tobacco related clothing, bags, lighters, or other material that is designed to encourage the acceptance or use of tobacco.

WEAPONS (DANGEROUS/ILLEGAL) IN THE SCHOOLS:

Schools are examples of what is taught regarding the observance and respect for the law.

Schools must be conscious of the health and welfare of the students, staff, and the public.

The possession, transmittal, purchase, sale or use of dangerous and/or illegal weapons on school grounds or facilities or at any school sponsored activity or on any school transportation vehicles is prohibited.

A dangerous weapon is defined by SDCL 22-1-2 (10) and an illegal weapon is defined by SDCL 13-32-7.

Any violation of this policy by a student will result in suspension and/or expulsion from school.

If any violation of this policy by a student occurs during the commission or attempted commission of a crime of violence as defined by SDCL 22-1-2(9), then in that event the minimum mandatory penalty shall be expulsion for the remainder of the current school year.

If a student has intentionally brought a firearm into school premises, the expulsion may not be less than 12 months. However, the superintendent of schools may increase or decrease the length of a firearm-related expulsion on a case-by-case basis.

Any violation of this policy by school district employees may subject the violator to termination, nonrenewal or dismissal for cause proceedings or other disciplinary action.

Adopted 1/24/94
Amended
Reviewed 3/17/94
Revised 9/11/95
Revised 6/10/96

SEARCHES AND INTERROGATIONS

School Searches

School lockers and desks are school property loaned or rented to the student for his/her convenience. Students' bookbags, backpacks, purses and similar items, as well as vehicles and cellular phones are allowed on school property as a convenience for students. Therefore, school authorities may make reasonable regulations regarding their inspection.

The right of inspection of students' school lockers and desks, bookbags, backpacks, purses, vehicles, cellular phones and possessions is inherent in the authority granted school boards and administrators. This authority may be exercised as needed in the interest of safeguarding children and their property, school property and maintaining an educational environment.

Nevertheless, exercise of that authority by school officials places unusual demands on their judgment so as to protect each child's constitutional rights to personal privacy and from coercion and to act in the best interest of all students and the schools.

No school official may search school lockers, desks, student bookbags, backpacks, purses, vehicles, cellular phone, or other possessions unless there is a reasonable suspicion to believe that prohibited articles, contraband, or evidence of statutory, ordinance, or policy violations are kept there. A prior notice exception to individualized suspicion requirements for locker or desk cleanout purposes is contained in section G below. If a search takes place, the following procedures will apply:

A. Any search of students, their possessions, their lockers or desks by teachers or other school officials must (1) be justified at its inception, (2) be based on reasonable grounds to suspect that the search will produce evidence that the students have violated or are violating either the law or school rules, (3) be reasonably related to the objects of the search, and (4) must not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.

B. Searches of a student's garments (such as jackets, socks, pockets, etc.) will be conducted in private. Two school employees, one of whom is a school administrator, must be present during the search. The employee who conducts the search must be the same gender as the student.

A more intrusive search of the student's person is permissible in emergency situations when the health and safety of the students, employees, or visitors on the school premises are threatened. Such a search may only be conducted in private by a school administrator of the same gender with an adult of the same gender present, unless the health or safety of students will be endangered by the delay caused by following these procedures.

If a personal search has been conducted, the administration will inform the parent/guardian by the end of the day. If circumstances do not allow that, a letter will be sent.

C. In the case of school locker or desk search, the school authority is to go to the student's locker or desk and the student will be brought to his/her locker or desk. The student will also be present during any search of the student's bookbag, backpack, purse, vehicle, cellular phone or other possessions.

Vermillion School District 13-1**Item: JFGA**

An adult witness will be present during the search.

The student will be requested to open his/her locker, desk, bookbag, backpack, purse, vehicle, cellular phone, or other possession. If the student refuses, the school authority may open.

D. The school authority will inventory what is found or thought to be found and will write a narrative of what transpired in any search. The narrative will be signed by the school authority, the adult witness, and the student. If the student refuses to sign, both the school authority and witness will note the student's refusal to sign.

E. School authorities may make, without prior notice to students and without their presence, inspections arising out of emergency situations.

F. Illegal items (drugs, weapons, alcohol, tobacco etc.) or other possessions reasonably determined to be a threat to the safety or security of others will be seized by school authorities at any time.

G. General maintenance, housekeeping or cleanout inspection of school property may be conducted upon reasonable advance notice when such cleanout inspection will be conducted.

Interrogation by Police

The school district has legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials. Therefore,

1. When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the school principal or his designee will cooperate. An effort will be made to contact the student's parent or guardian so that the responsible individual may be notified of the situation.
2. Parents or guardians will not be contacted in child abuse cases if the law enforcement official requests confidentiality.
3. If custody and/or arrest is involved, the principal will request that all procedural safeguards, as prescribed by law, be observed by the law enforcement officials.

Police Searches

Any search and/or seizure by law enforcement officials will occur only when law enforcement officials properly advise school personnel that they have lawful authority to conduct the search and/or seizure.

Use of Trained Dogs

In an effort to keep schools free of drugs, the school district may use specifically trained non-aggressive dogs to sniff out and alert the dog's handler to the presence of substances prohibited by law. The dogs may sniff the air around lockers, desks, bags, items or vehicles on

school district property or at school district-sponsored events only when there are no students or employees present. Only the trained dog's handler will determine what constitutes an alert by the dog.

Trained dogs' sniffing of vehicles, desks, bags, items and lockers does not constitute search under the Fourth Amendment. However, a trained dog's alert constitutes a reasonable suspicion for district officials to search the lockers, desks, bags, items or vehicles. Such a search by school district officials may be conducted without notice or consent and without a search warrant. The use of trained dogs may be unannounced and may be made at the discretion of the superintendent or designee. Students and parents/guardians will be informed of this policy at the beginning of each school year.

If a student obstructs the school district authority's search, the matter may be referred to the local law enforcement agency. If law enforcement authorities are involved in the use of trained dogs or in a search, the search shall be conducted under criminal law standards and policies rather than under the provisions of this policy.

Adopted
Amended 10/25/93
Reviewed 3/17/94
Amended 12/11/06

DISTURBANCE IN THE SCHOOL

SDCL 13-32-6 states: Every person, whether pupil or not, who intentionally disturbs a public or nonpublic school when in session or who intentionally interferes with or interrupts the proper order of management of a public or nonpublic school by acts of violence, boisterous conduct or threatening language, so as to prevent the teacher or any pupil from performing his/her duty shall be guilty of a class 2 misdemeanor and shall, upon conviction thereof, be punished by a fine not exceeding two hundred dollars or by imprisonment in the county jail not exceeding thirty days, or both such fine and imprisonment.

Violation of this state statute and district policy will subject a pupil to disciplinary action including possible suspension or expulsion, and employees to disciplinary action including possible suspension, nonrenewal or termination for cause.

Adopted
Amended 10/25/93
Reviewed 3/17/94
Reviewed 1/8/2007

DISCIPLINE

It is the intent of the Vermillion School Board that discipline be applied in a positive manner that enhances the change of behavior in the individual being disciplined. Appropriate behavior of all individuals is extremely important to the total school program. Appropriate behavior is needed and expected of everyone to enhance the school's responsibility in the development of citizenship and opportunities for growth. In maintaining such discipline, teachers will be able to proceed with the assurance that support will be forthcoming from the administration and school board. With this information as a prerequisite, the following guidelines to discipline will be expected.

1. Appropriate discipline is expected to be positive and change behavior to expected norms of the organization.
2. When necessary, conferences with teachers, principals and parents will occur to address the need for appropriate and acceptable student behavior.
3. School employees are allowed to use physical force to prevent immediate threats of harm or appearance of such to persons or property.

RESTRAINT AND SECLUSION

The use of corporal punishment, defined as any act of physical force upon a student for the purpose of punishing that student, is not acceptable in the Vermillion School District and will not be tolerated as a disciplinary measure.

The use of prone restraint by school district employees, 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, is prohibited, except when the use is necessary and reasonable in the manner and moderate in degree.

The use of seclusion, defined as involuntary confinement of a student locked alone in a room, is prohibited, unless there is a clear and present danger. Seclusion does not include classroom timeouts, supervised in-school detentions, and/or the use of voluntary break rooms.

Crisis Intervention:

Physical interventions that are reasonable and necessary for supervisory control over students may be used only as a last resort. Physical interventions shall not be used when less restrictive interventions can successfully maintain the safety of all persons involved in the incident. Physical intervention involves the use of safe and unarmful control and restraint of a student. Physical interventions may be appropriate in the following situations:

- For the purpose of self defense
- To protect other persons from physical injury
- To protect the student from self-injury
- To protect property of the school or of others
- To remove a student if the student has refused to comply with requests to refrain from disruptive behaviors.

Physical Interventions shall end as soon as the dangerous behavior ends or a medical condition places the student at risk of harm.

Staff members likely to use physical interventions shall be trained in proper crisis prevention and restraint techniques and procedures on an annual basis. The District may require the following staff members to receive training: administrators, behavior staff, self-contained classroom staff, counselors, and special education staff. The Special Services Director will maintain a log of trained District staff and each person's certification status.

Notification Procedures:

In the event that any corporal punishment, prone restraint, seclusion, or physical intervention is used, the following reporting procedures will be followed:

1. A teacher, support staff or administrator involved must file a written report using a district incident report form. The report will be filed with the building principal and a copy will be sent to the Superintendent's Office within 24 hours of the incident.
2. The report shall relate all relevant details of the incident, including date, time and place, what action was taken, why the action was taken, and what measures, if any, had been taken to prevent the need for such actions.
3. The parent/guardian will be notified by the end of the day. If circumstances do not allow that, a letter will be sent.
4. The report will be kept on file and be made available to the parent/guardian upon request.
5. The parent/guardian will be given an opportunity to confer with the student, staff members, and the administrators involved in the incident to discuss the situation. The conference will take place at an agreed upon time.

The District acknowledges that potential conflicts, threats, or crises can arise unexpectedly and necessitate instant response and abatement, and that time for calm and detached reflection in the exercise of judgment, choice and discretion is not available. Therefore, this policy does not create standards of care that must be strictly adhered to, but instead creates general guidance for District personnel.

This policy will be reviewed with every new employee. Annually, all employees will receive an overview, along with instructions to access the full policy on the District website.

Adopted
Amended 4/11/194
Reviewed
Reviewed 1/8/2007
Amended 6/26/18

STUDENT SUSPENSION AND/OR EXPULSION

For its policy and procedure regarding student suspension and/or expulsion, Vermillion School District 13-1 hereby adopts the rules and regulations promulgated by the South Dakota Department of Education for such proceedings and incorporates them by reference as if set forth in full herein.

Adopted
Amended 9/27/93
Reviewed 3/17/94
Reviewed 1/8/2007

WELLNESS POLICY –

“A healthy school is one that integrates community, family, and schools to provide for students a positive continuum of intellectual, physical, social, and emotional development on which to base lifelong decisions.” (Source: National Association of State Boards of Education, Healthy Schools Vision Statement.)

The board is committed to providing a school environment that enhances learning and development of lifelong wellness practices.

To accomplish these goals:

I. Nutrition.

- Child Nutrition programs comply with federal, state and local requirements. Child Nutrition programs are accessible to all children.
Water will be available to students at no charge near the place where meals are served during meal service.
- Sequential and interdisciplinary nutrition education is provided and promoted through the health education curriculum.
- All foods and beverages made available on campus during the school day (including vending and a la carte) are consistent with EFEA/EFEA-R – Supplemental Food Sales which meet the USDA Healthy Hunger Free Kids Act of 2010. Specifically the Smart Snacks Standards implemented July 1, 2014.
- If rewards and incentives are given, healthy choices are required for rewards and incentives.
- When snacks are provided in classrooms, healthy snacks are expected for all grade levels.
- Our dining environment is served in a clean and pleasant setting.
- All fundraisers held within the District must meet the State of South Dakota Fundraiser Policy implemented July 1, 2014.
- To the maximum extent practicable, all schools in the district will participate in available federal school meals programs, such as the School Breakfast Program, National School Lunch Program, and Summer Food Service Program.

II. Physical Activity.

- The District promotes and provides meaningful age appropriate physical activity in addition to physical education that connects to students’ lives.

- Classroom-based physical activity breaks are encouraged to increase focus or teach academic content via physical movement.
- When feasible, recess will occur prior to lunch to ensure appropriate healthful food intake.
- The district will promote extracurricular physical activity programs, such as physical activity clubs or intramural programs.

III. Monitoring.

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

IV. Assessment.

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

V. School Wellness Committee.

- A school wellness committee(s) will be convened, with a membership including one (1) or more representatives from each of the following groups: the administration, the board of trustees, physical education teachers, school health professionals, food service employees, students, parents, and community members.

- The committee will meet a minimum of once per year to review goals and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this district-level wellness policy.
- The district is committed to being responsive to community input and will actively communicate ways in which representatives of the committee and others can be involved in the development, implementation and review of the policy.

Helpful Resources

1. Celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
2. Classroom snacks brought by parents. The District will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards; and
3. Rewards and incentives. The District will provide teachers and other relevant school staff a [list of alternative ways to reward children](#).

IMMUNIZATIONS, STUDENTS

Any child entering Vermillion School District for the first time must show proof of adequate immunizations for a child of that age (guidelines set up by the South Dakota Department of Health), subject to statutory exemptions of SDCL 13-28-7.1. It will be the parent(s)' or guardian(s)' responsibility to obtain such records and get a copy to the school system.

The immunization record becomes part of the child's permanent record. The immunization records must be on file with the school by the second Monday in September or the child will not be allowed to attend school until such records are on file. Such a policy as stated would include early childhood and children who receive services through special education.

Exceptions as stated in SDCL 13-28-7.1:

1. Physical condition of child would be such that tests or immunizations would endanger life or health;
2. Child is adherent to a religious doctrine whose teachings are opposed to such tests and immunizations;
and
3. Local health department gives the tests and immunizations because parent(s) or guardian(s) lack the means to pay for it.

Adopted 11/11/85
Reviewed 3/24/94
Amended 11/10/97
Reviewed 1/8/2007

STUDENT COMMUNICABLE DISEASE

The board recognizes that, to the extent possible, all students should be permitted to attend school in a normal classroom setting. The board further recognizes its responsibility to provide a healthy environment for students and school employees.

The determination of whether an infected student should be excluded from the classroom or school activities shall be made on a case by case basis, under the direction of the building principal/building administrator or designee. In situations where the decision requires additional knowledge and expertise, the principal will refer the case to a team for assistance in determining how a situation will be handled.

The team to be appointed by the superintendent and shall be composed of, but not limited to, the following:

1. Representation from the State Department of Health and/or a person who has expertise in the area of the case at hand.
2. The student's physician.
3. The student's parents or guardian(s) and/or person(s) designated by parents or guardian(s).
4. The school principal or building administrator.
5. The school nurse.
6. The superintendent of schools or a person designated by the superintendent.
7. The student's principal teacher(s).

In making the determination, the team shall consider:

1. The behavior, developmental level, and medical condition of the student.
2. The expected level(s) of personal interaction with others in the school setting.
3. The ease, with which the pathogen is transmissible, based on current knowledge.
4. The State Department of Health policy and guidelines.

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

If an infected student is not permitted to attend classes or participate in school activities, the district will provide the student with an appropriate education program. If that requires personal contact between the students and teacher(s) or other school staff, only those employees who volunteer and are trained in risk management for the specific disease involved shall be utilized.

Information about the student who may be infected will be held in strictest confidence. If the student is permitted to remain in the school setting, the following procedure will be followed by the principal or building administrator:

Certain information will be provided by the principal or building administrator to school employees who have regular contact with the infected employee. Only information required by other employees or students to prevent becoming infected will be provided about the infected student.

Good personal hygiene practices are an extremely important part of preventing the spread of communicable diseases. Good handwashing techniques are an essential element in preventing these diseases.

Maintenance of clean facilities by custodial personnel is also an important part of this disease prevention program. Instruction in safe handling of blood and body fluids, as well as other forms of health risk management, will be provided to all staff members by the school nurse.

The following health guidelines for school attendance will be interpreted on a case by case basis. These guidelines are not all-inclusive and are intended to be used only as a resource. School personnel will confer with health care professionals when there is any question on interpretation of these guidelines.

Students and faculty should be excluded from school activities for the following conditions:

- **Chicken pox (Varicella):** exclude until all lesions have dried and crusted or, in immunized children without crusts, until no new lesions appear within a 24-hour period.
- **Diarrheal diseases:** exclude while symptomatic only if person is unable to practice independent hygiene.
- **Haemophilus influenzae type B, invasive (Hib):** exclude until after 24 hours of antibiotic treatment.
- **HIV, Hepatitis B, Hepatitis C, and other bloodborne diseases:** generally no exclusion; considerations may exist if there is potential for bloodborne exposure. Consult healthcare provider for guidance.
- **Hepatitis A:** exclude until one week after onset of illness.
- **Influenza and Influenza-like illness:** exclude as long as fever ≥ 100 degrees Fahrenheit is present in an unmedicated state. Additional exclusions may be necessary for documented novel strain or pandemic influenza based on state or federal guidance.
- **Measles:** exclude until four days after onset of rash.
- **Meningococcal disease (Neisseria meningitidis):** exclude until after 24 hours of antibiotic treatment.
- **Methicillin-resistant Staphylococcus aureus (MRSA):** exclude only if confirmed MRSA is present from a wound in which drainage is occurring and cannot be covered and contained.
- **Mumps:** exclude until five days after the onset of parotid gland swelling.
- **Pertussis (Whooping cough):** exclude until completion of five days of appropriate antibiotic treatment. If appropriate antibiotic treatment is not received, exclude until 21 days after onset of symptoms.
- **Pinkeye, scabies, head lice, ring worm, herpes gladiatorum, molluscum contagiosum, and skin rashes without fever:** generally no exclusion; considerations may exist for certain sports, extracurricular activities or behaviors that might increase risk of transmission. Consult healthcare provider for guidance.
- **Rubella:** exclude until seven days after onset of rash.
- **Shingles (Herpes zoster):** generally no exclusion if lesions can be covered. If lesions cannot be covered, exclude until rash or lesions have crusted over.
- **Strep throat and Streptococcal skin infections:** exclude until after 24 hours of antibiotic treatment.
- **Tuberculosis:** exclude until physician and Department of Health determine person is not infectious.

All communicable and chronic disease is recommended be reported to the school nurse.

Adopted
Amended 9/28/92
Reviewed 3/24/94
Reviewed 1/8/2007
Amended 12/14/2015

CONSENT FOR MEDICATION ADMINISTRATION

This form MUST be signed and turned in to the office for medications to be given at school.

1. For student safety, **all medication should be brought to school by the parent. Controlled substances MUST be brought to the school by the parent and administered by authorized staff.** No medications are provided by the school.
2. All OTC medication, including cough drops, must be in it's original, properly labeled container.
3. All prescription medication must be in its original container from the pharmacy with appropriate labels with student name and instructions for use.
4. I acknowledge that the school nurse or authorized district employees will administer the medication unless an Authorization for Self-Administration Form is completed.
5. I authorize the school to inform appropriate school employees who would have a need to know of the administration of medication.
6. I acknowledge and agree that the school shall secure (store) the medication for the student until administration of the medication is necessary unless an Authorization for Self-Administration Form is completed. **NOTE: All controlled medication will be stored and administered by school staff.**
7. I understand that the school district and individuals involved will not be held liable for any adverse effects of the medication. I hereby release the District and its employees and agents from liability for injury arising from the school's administration of the medication while on school property or at a school-related event.
8. In the event of a field trip, I understand that my child's medication will be sent with designated personnel (typically the teacher) in the amount to be administered during the activity unless otherwise specified by me.
9. I understand that I am responsible to pick up unused medication at the end of the year. If medication is not picked up by parent/guardian at the end of the school year it will be destroyed.

I am the parent/guardian of _____ and I authorize my child/ward, grade _____, to be administered the prescription/non-prescription medication identified below while on school property or at a school-related event or activity by the school nurse or employee trained in the administration of prescription medication.

Medication: _____

Dose: _____

Time/Circumstances to Administer: _____

Authorization start date: _____ end date: _____

Reason child is taking medication: _____

Precautions and reactions to observe and report:

Date

Parent/Guardian Signature

Phone #

Reviewed 3/24/1994
Amended 9/8/2014
Amended 2/13/2017

STUDENT COMMUNICABLE DISEASE – HANDLING OF BODY FLUIDS

Contact with blood and body fluids is not expected in the usual school day, but is a possibility under certain conditions. Therefore, the following criteria shall be utilized when handling blood or other body fluids.

1. Always wear gloves as provided when in contact with blood or body fluids.
2. Contact custodians to clean the spill with disposable material and with appropriate commercial cleaner.
3. Disposable materials and body fluids must be sealed in a plastic bag. The custodial staff to be notified to make appropriate disposal of plastic bag.
4. Disinfect the spill area and any non-disposable equipment with appropriate commercial cleaner.
5. Wash hands immediately and thoroughly with soap and water upon completion of any or all the steps previously listed.
6. The school nurse will provide awareness of the issues in this policy to the staff during the month of September.

ADMINISTRATION OF MEDICATIONS TO STUDENTS

Students will not be permitted to take medication while at school unless the administration of such medicine is coordinated by the school district nurse acting under specific written request of the parent or guardian.

When such a request is made by a parent or guardian, the authorization for medication form must be filed with the building office

Parent/guardian requests to store and/or administer prescription or nonprescription medications to students must be in writing, on a Consent for Medication Administration District Form. The Consent for Medication Administration must be:

- completely filled out;
- signed and dated by the parent/guardian;
- renewed annually.

Any product that could be considered a drug, including "natural remedies", herbs, vitamins, dietary supplements or homeopathic medications will be managed as a prescription medication. These products would require a written order from a physician or licensed health care provider and completion of a Consent for Medication Administration by the parent/guardian.

All medications must be stored in a locked medicine cabinet, managed by the school nurse or school personnel trained in medication administration. Prescription medications to be stored and/or administered must be in a pharmacy labeled container. The label must specify the student's name, name of physician/licensed health care provider, the date of the prescription and the directions for use. If the dosage of the medication is changed by the physician/licensed health care provider, a new bottle must be received from the parent and a new Consent for Medication completed. Non-prescription medications to be stored and/or administered should be in the original container.

It is the responsibility of the student to come to the office to take his/her medication. Any student who uses the medication in a manner other than the manner prescribed may be subject to disciplinary action.

Prescription medication administration may be delegated only to those individuals who have successfully completed the training program as required by law. No school employee, other than the school nurse, shall be required to be trained by a licensed health care profession for the purpose of being trained in the administration of prescription medication, or shall be required to administer prescription medication, without the employee's prior written consent.

Grades 6-12: Students may be authorized by a parent/guardian to carry and self-administer OTC/non-prescription medications. When such a request is made by a parent or guardian, an Authorization for Self-Administration must be completed, signed and presented to the school by the student's parent/guardian. (THIS DOES NOT INCLUDE HOMEOPATHIC SUBSTANCES AND COMPOUNDS, INCLUDING BUT NOT LIMITED TO NATURAL REMEDIES, HERBS AND VITAMINS).

The student identified herein uses any medication in a manner other than prescribed, the student may be subject to disciplinary action by the school, however, any disciplinary action may not limit or restrict the student's immediate access to the medication.

Adopted 4/11/1994
Amended
Reviewed
Reviewed 1/8/2007
Amended 9/8/2014
Amended 2/13/2017

STUDENT ACCIDENT OR ILLNESS GUIDELINES

1. Local or in School injuries

Whenever a student, in the judgment of the staff member in authority, needs immediate medical attention, and should the nature of the injury make it reasonably possible to transport the student, then, in the absence of parent, guardian, or school nurse directions to the contrary, the staff member should arrange transportation of said student to Sioux Valley/Vermillion Medical Center or medical facility of family choice. If the nature of the injury is such that there is a question as to the advisability of moving said student, an ambulance should be called. In either case, the parent or guardian must be notified immediately.

In the event a medical facility refers an injured student to another medical facility, the staff member in authority should not provide transportation, but instead the referral and method of transportation shall be left to the discretion of parents/guardians after recommendation of the medical professionals.

2. Out of Town Injuries

Local or in school policy applies if the Sioux Valley/Vermillion Medical Center or medical facility preference is within a reasonable distance, determined by the injury. Otherwise, substitute the nearest medical facility.

If treated in an out of town facility, and if the student is not referred further, but is medically released, the staff member should transport the student home in the absence of the parent or guardian.

3. Consent of Parent or Guardian

Whenever a child is afflicted by an immediate critical injury, disease, or mental or emotional condition, obtaining emergency treatment should be of paramount concern, and should be sought whether parents or guardians have been contacted, and whether or not they have consented or objected to treatment.

In nonemergency situations, due consideration shall be given to the desires of parent, guardian, and child, subject to the potential reporting requirements of SDCL 26-8A-3 and 7 relating to child abuse and neglect. (see policy JHEEA)

4. Disclaimer

The foregoing are suggested guidelines only and are not school district policy or procedure establishing certain standards of care since facts and circumstances of each incident will vary greatly, nor are these guidelines designed to circumvent or supersede any religious beliefs or doctrine whose teachings are opposed to these guidelines, but rather to comply with SDCL ch. 26-8A legal requirements.

ACCOMMODATING STUDENTS WITH LIFE-THREATENING FOOD ALLERGIES

The Board recognizes that students with documented life-threatening food allergies are considered disabled and are covered by the Americans With Disabilities Act, Public Law 93-112, and Section 504 of the Rehabilitation Act of 1973. A clearly defined "504 Accommodation Plan" shall be developed and implemented for all such identified students in which necessary accommodations are made to ensure full participation of identified students in student activities. Such plan shall be signed by the appropriate staff, the parent/guardian of the student and the student's physician.

The Vermillion Schools will also be responsible for developing and implementing guidelines for the care of food-allergic students. Such guidelines shall include, but not be limited to, staff development, strategies for identifying students at risk for life-threatening allergic reactions, means to manage the student's allergy including avoidance measures, designation of typical symptoms, and dosing instructions for medications.

In order to properly implement the policy pertaining to the management of food allergies, the following administrative regulations are hereby established:

Each school shall establish a method of ensuring that relevant information is transmitted to all supervising persons of an identified student. It is incumbent upon the school to notify any person who may be supervising an identified student with food allergies, especially those which may be life-threatening, such as peanut allergies.

1. The primary concern of the school is the prevention and appropriate treatment of potentially severe allergic reaction, anaphylaxis.
2. Parents with allergic children must provide the school with an individualized action plan prepared by the student's physician.
3. At risk students should have some means of identification, such as medical alert bracelet.
4. Most food-allergic children bring their lunch from home. However, Code of Federal Regulation (CFR), Title 7, part 210 states that schools must make substitutions in lunches for students who are considered to have a disability under [7 CFR part 15b](#) and whose disability restricts their diet. Substitutions will be made on a case by case basis only when supported by a statement of the need for substitutions that includes recommended alternate foods. Such statement must be signed by a licensed physician. For more information see District Policy JHE: Accommodating Students with Special Dietary Needs.
5. Consider establishing a no-food trading policy within the school.
6. Consider the following avoidance strategies due to the fact that risk can never be fully eliminated in the school environment:
 - a. Parents should be encouraged to instruct their children in how to avoid contact with substances to which they are allergic.
 - b. Carefully monitor identified children, especially in the younger grades.
 - c. Allergic children should consider eating foods that are only prepared at home.
 - d. Students should be encouraged not to exchange foods or utensils with other students.
 - e. Surfaces, toys, and equipment should be washed clean of allergy containing foods.
 - f. Food personnel should be instructed about necessary measures required to prevent cross contamination during food handling, preparation and serving of food.
 - g. Check hand soap ingredients to be sure it does not contain peanut oils.
 - h. Establish a buddy system for identified students.
 - i. Provide staff updates at monthly faculty meetings.
 - j. Consider a peanut-free table in the cafeteria.
 - k. Develop a comprehensive plan (new policy JHEB) for grades PreK-5 to minimize risks and provide a safe educational environment for all students. The focus of the allergen management plan shall include, but is not limited to: Identification, Awareness, Education, Communication, Prevention, and Emergency Response.

7. Provide training for staff in basic first aid, resuscitative techniques and in the use of epinephrine auto injections.

Epinephrine should be kept in close proximity to students at risk of anaphylaxis and in all cases where it is administered, the student must be sent to the hospital immediately.

ACCOMMODATING STUDENTS WITH SPECIAL DIETARY NEEDS

The Vermillion School Board believes all students, through necessary accommodations where required, shall have the opportunity to participate fully in all school programs and activities. In some cases, a student's disability may prevent him/her from eating meals prepared for the general school population.

Parents/Guardians should first contact the Food Service Director for information, procedures, and instruction regarding special diet prescriptions or requests. Once the required physician certified form is received by the Food Service Director, a copy of the form will be provided to school nurse.

Code of Federal Regulation (CFR), Title 7, part 210 states that schools must make substitutions in lunches for students who are considered to have a disability under [7 CFR part 15b](#) and whose disability restricts their diet. Schools may also make substitutions for students who do not have a disability but who cannot consume the regular lunch because of medical or other special dietary needs. Substitutions must be made on a case by case basis only when supported by a statement of the need for substitutions that includes recommended alternate foods. Such statement must, in the case of a student with a disability, be signed by a physician or, in the case of a student who is not disabled, by a recognized medical authority.

Parents/Guardians of students with a physician certified disability will be informed in writing of the limitations the school foodservice has in accurately providing nutritional and/or allergen information on products received from foodservice suppliers, and asked to sign a Nutritional Information Limitation and Terms agreement (see JHE page 2).

Parents/Guardians have full latitude to choose to agree or not agree to the limitations and terms. An enhanced menu variety will be available for families that agree to the limitations and terms. Families that choose not to agree to the limitations of liability will be provided one alternative menu/meal that meets the dietary prescription provided by the physician.

Parents/Guardians, students or staff that request nutritional, ingredient, or allergen information unrelated to a special diet request will also be asked to review and sign the Nutritional Information Limitations and Terms agreement. Information can not be provided without clear understanding and acknowledgment from the user of the limitations of such information.

The school district elects not to provide a milk substitution to students that do not have a disability in view of (a) water availability to all students in the dining area via the water fountain; (b) bottled water and juice availability at the MS/HS at a la carte prices, and (c) 4 oz. juice cup availability at elementary schools at a la carte prices.

Nutritional Information - Limitations and Terms

Vermillion School District (the District) and its foodservice contractor Lunchtime Solutions, Inc. (the contractor) are able to provide nutritional information to students, parents, faculty or staff of or school districts upon request. This information is limited, and is intended as a general guide to help individuals make choices for products and recipes that they choose from the menu. You may wish to utilize the services of a registered dietitian or healthcare provider if you are screening menus, recipes or individual products for a particular nutrient value, or for a food allergen. By requesting and receiving this information you agree that:

The contractor’s nutritional analysis is based on the information provided by their suppliers; food manufacturers and distributors. The information provided by these manufacturers and distributors is reviewed regularly by the contractor and is believed to be as current and as accurate as possible.

The contractor’s foodservice suppliers, both food manufacturers and or food service distributors, may change finished products or product ingredients without notice to their customers and foodservice operators. Those ingredient or product changes may significantly alter the nutritional values of recipes that we may serve. Variance in shop and kitchen conditions, as well as the use of substituted ingredients may affect the nutritional profile of the finished recipes.

Ingredients and foodservice finished product manufacturers routinely label products for allergens that are present. The information provided to you by the contractor is believed to be accurate based upon the supplier information at the time of the informational request. Because food suppliers to the contractor may change ingredients without notice, screening of products and or recipes for specific allergens including, but not limited to, peanuts, eggs, fish, shellfish, tree nuts such as walnuts and pecans, milk, wheat and soybeans, and their byproducts, may not be accurate.

Because of those variances outside of the control of District or its contractor, Lunchtime Solutions, Inc., neither the Vermillion School District nor its contractor cannot guarantee nor shall be liable for the accuracy of nutritional information or allergen screening information that is provided.

The District does not warrant that the food served will be free of these allergens, as food suppliers of our contractor may change ingredients without notice. By signing this acknowledgement, you agree that you have read this agreement and that the information provided hereunder does not constitute a warranty that the nutritional information is completely accurate or that food served will be free of allergens.

I agree to the above limitations of the information provided to me by the Vermillion School District.

Signature _____ Date: _____

Print Name: _____

ALLERGEN MANAGEMENT PLAN – AUSTIN & JOLLEY ELEMENTARY SCHOOLS**Identification:**

When a student enters the Vermillion School District or if there is a change in the student's health status, parents are asked to complete a health form. This form alerts the school nurse to any health conditions that warrant further information. If this information involves an allergy, a treatment plan is completed by parent/guardian, school nurse and the student's doctor.

Awareness:

- Notify staff of students with allergies
- Review policies and procedures annually
- Equip buildings with signage
- Inform all students in the district of the need for nut/peanut safety precautions

Education:

- School nurse will provide education and training to onsite personnel for epi-pen administration, symptoms of exposure, and emergency plans and procedures.
- Education and awareness training will be offered to students, parents, and community groups.
- Emergency plans and procedures shall be put in place for responding in a timely manner to emergency situations involving students with food allergies.
- Personnel must be available to monitor day-to-day compliance with the policy and implement emergency plans and procedures.

Communication:

- School Handbook
- Student Orientation and Open House
- Parent Meetings
- New Student Information Packets
- District Website

Prevention:

- In consideration of the age of the students, Austin and Jolley Schools will be Nut/Peanut Restricted. Thus, nut products are not allowed.
- As a proactive practice to prevent exposure to allergens or infectious disease, only prepackaged items with ingredient labels will be allowed for classroom snacks.
- If a student brings nut/peanut products in a home lunch, the lunch will be taken. The teacher/staff will explain why the lunch was taken, and an alternative lunch will be provided. The school will call the parents that day explaining the incident. The foods the child brought that contained nut products will be identified so future problems can be avoided and the parent will be informed to pick up the lunch.
- An approved snack list will be provided; only approved snacks will be allowed in the classrooms. We suggest families provide a non-food item for the classroom for student birthday celebrations rather than treats.

Emergency Response:

- Students with anaphylactic allergies must have an allergy action plan on file in the school office. Epi-pens will be stored in the school office and will be administered in the event of an emergency. It is the parent's responsibility to notify the school of severe allergies requiring any of the above actions. It is also the parent's responsibility to provide the emergency medication.

Responsibilities of the Teachers:

- Attend training at the start of each school year regarding the topic of life threatening food allergies, prevention procedures, and epi-pen administration.
- Obtain a copy of the Emergency Plan for each student with life-threatening food allergies.
- Ensure only approved snacks are allowed in the classroom.
- Enforce the allergen management policy.

Responsibilities of the Lunchroom Staff:

- Attend training at the start of each school year regarding the topic of life threatening food allergies, exposure symptoms, and epi-pen training.
- Monitor and enforce the policy; remove lunches containing nut/peanut products and report to administrator.

Responsibilities of the Food Service Director:

- The lunch service provider will ensure that all food service staff attends training on food allergy management.

Bus/Transportation Notice:

There are no emergency medications provided on the school bus if a student comes in contact with an allergen. Parents are responsible to communicate allergy information with the school bus service.

EPINEPHRINE AUTO-INJECTORS FOR SCHOOL ADMINISTRATION AND USE

The school may acquire from adult students or from parents or guardians of minor students a stock of epinephrine auto-injectors pursuant to a prescription issued by an authorized health care provider for each student for school administration and use in an emergency situation of a severe allergic reaction causing anaphylaxis.

All such acquired epinephrine auto-injectors must be stored in a secure location, managed by the school nurse or school personnel trained in administration of epinephrine auto-injector or administration of medication. Epinephrine auto-injectors to be stored and/or administered must be in a pharmacy labeled container. The label must specify the name of physician/licensed health care provider, the date of the prescription and the directions for use.

The school nurse, will be trained by a licensed health care profession, for the purpose of administration of epinephrine auto-injectors. The school nurse will train other school personnel in the administration of epinephrine auto-injectors. Other school personnel may:

1. Administer an epinephrine auto-injector to a student in accordance with a prescription specific to the student on file with the school;
2. For a student with an epipen made available by the school - Prior to administering an epinephrine auto-injector made available by the school, each designated school personnel shall be trained by a licensed health care professional:
 - a. To recognize the symptoms of a severe allergy or anaphylactic reaction;
 - b. To know the procedure for the administration of an epinephrine auto-injector;
 - c. To know the procedure for storage of an epinephrine auto-injector, and
 - d. To know the emergency care and aftercare for a student who has an allergic or anaphylactic reaction.

Pursuant to state law, no administrator, school nurse, or designated school personnel, the school or the school board, that makes available or possesses or epinephrine auto-injectors pursuant to law, may be held liable for any injury or related damage that results from the administration of, self-administration of, or failure to administer an epinephrine auto-injector that may constitute ordinary negligence; however, this immunity does not apply to an act or omission constituting gross, willful, or wanton negligence. The administration of an epinephrine auto-injector in accordance with the provisions of SDCL 13-33A-4 to -8, inclusive, does not constitute the practice of medicine. The immunity from liability provided under this section is in addition to, not in lieu of, that provided in any other law.

The school, through student handbooks and such other means identified by the superintendent, shall notify each adult student and the parents or guardians of each minor student about this policy.

STUDENT SELF-ADMINISTRATION OF ASTHMA OR ANAPHYLAXIS MEDICATION

“Self-administration of prescription medication” means a student’s discretionary use of prescription asthma or anaphylaxis medication, or both.

Any student with asthma or anaphylaxis, or both, may possess and self-administer prescription medication while on school property or at a school-related event or activity if:

1. the prescription medication has been prescribed by a physician or other licensed health care provider for that student as indicated by the prescription label on the medication;
2. the self-administration is done in compliance with the prescription or written instructions from the student's physician or other licensed health care provider; and
3. the parent/guardian of the student provides to the school, on a form provided by the school:
 - a. written authorization, signed by the parent/guardian, for the student to self-administer prescription medication while on school property or at a school-related event or activity;
 - b. a written statement, signed by the parent/guardian, in which the parent releases the school district and its employees and agents from liability for an injury arising from the student's self-administration of prescription medication while on school property or at a school-related event or activity unless in cases of wanton or willful misconduct;
 - c. a written statement from the student's physician or other licensed health care provider, signed by the physician or provider and which shall be kept on file in the office of the school nurse, that states:
 - i. The student has asthma or anaphylaxis or both, and is capable of self-administering the prescription medication;
 - ii. The name and purpose of the medication;
 - iii. The prescribed dosage for the medication;
 - iv. The times at which or circumstances under which the medication may be administered; and
 - v. The period for which the medication is prescribed.
4. If any student uses the medication in a manner other than prescribed, the student may be subject to disciplinary action by the school; however, the disciplinary action may not limit or restrict the student's immediate access to the medication.
5. The parent/guardian (or student, if 18 years old or older), authorizes the school nurse to inform appropriate school employees (i.e., instructors, teacher aides, school administrators, activity supervisors, bus drivers who would have a need to know) that the student may self-administer medication.
6. The parent/guardian gives permission for the student to have the prescription medication with the student while on school property or at a school-related activity or event

AUTHORIZATION FOR SELF-ADMINISTERED MEDICATION

**Prescription Medication
PHYSICIAN/LICENSED HEALTH CARE PROVIDER STATEMENT**

The student _____ has

_____ asthma

_____ anaphylaxis

_____ diabetes

_____ other _____

and is capable of self-administering the following prescription medicine at school:

Medication: _____

Dose: _____

Times/Circumstances to Administer: _____

Reason child is taking medication: _____

Precautions and reactions to observe and report: _____

Signature of Physician/Other Licensed Health Care Provider

Date

**Over-The-Counter Medication
(Middle School and High School)**

The student _____ has permission and is capable of self-administering the following over-the-counter medicine:

Medication: _____

Dose: _____

Times/Circumstances to Administer: _____

Reason child is taking medication: _____

*****Students may only bring a one-day supply of medication. Students are prohibited from transferring, delivering or receiving medications to or from other students.**

PARENTAL AUTHORIZATION

1. I am the parent/guardian of _____ and I authorize my child/ward to self-administer the medication identified above while on school property or at a school-related event or activity.
2. I release the school and its employees and agents from liability for injury arising from the student's self-administration of the medication while on school property or at a school-related event.
3. I understand that if the student identified herein uses the medication in a manner other than prescribed, the student may be subject to disciplinary action by the school, however, any disciplinary action may not limit or restrict the student's immediate access to the medication.
4. I authorize the school nurse to inform appropriate school employees who would have a need to know that the student may self-administer medication.
5. I give permission for the student to have the prescription medication with the student while on school property or at a school-related activity or event.

Signature of Parent/Guardian

Date

CHILD ABUSE POLICY

I. Abused or Neglected Children Defined

In SDCL 26-8A-2, "abused or neglected child" means a child:

1. whose parent, guardian, or custodian has abandoned him/her or has subjected him/her to mistreatment or abuse.
2. who lacks proper parental care through the actions of omissions of the parent, guardian, or custodian;
3. whose environment is injurious to his/her welfare; to provide proper or necessary subsistence, education, medical care or any other care necessary for his/her health, guidance, or well being;
4. whose parent, guardian, or custodian fails or refuses to provide proper or necessary for his/her health, guidance, or well-being;
5. who is homeless, without proper care, or not domiciled with his/her parent, guardian, or custodian;
6. who is threatened with substantial harm;
7. who has sustained emotional harm or mental injury as indicated by an injury to his/her intellectual or psychological capacity evidenced by an observable and substantial impairment in his/her ability to function within his/her normal range of performance and behavior, with due regard to his/her culture; or
8. who is subject to sexual abuse, sexual molestation, or sexual exploitation by his/her parent, guardian, custodian, or any other person responsible for his/her care.
9. who was subject to prenatal exposure to abusive use of alcohol or any controlled drug or substance not lawfully prescribed by a practitioner as authorized by chapters 22-42 and 34-20B; or
10. whose parent, guardian, or custodian knowingly exposes the child to an environment that is being used for the manufacture, use, or distribution of methamphetamines or any other unlawfully manufactured controlled drug or substance.

II. Reporting requirements for abused or neglected child

- A. SDCL 26-8A-3 and 7 require any person who has contact with a child through the performance of services in any public or private school, whether accredited or unaccredited, as a teacher, school nurse, school counselor, school official or administrator, or any person providing alternative or home school services pursuant to SDCL 13-27-3, shall notify the school principal or school superintendent or designees of suspected abuse or neglect. The school principal or superintendent shall report the information in accordance with the provisions below. Any person who knowingly and intentionally fails to make a required report is guilty of a Class 1 misdemeanor.
- B. The reports required by SDCL 26-8A-3 and 7 shall be made orally and immediately by telephone or otherwise to the state's attorney of the county in which the child resides or is present to the department of social services or to law enforcement officers. The state's attorney or law enforcement officers, upon receiving a report, shall immediately notify the department of social services.

The person receiving a report alleging child abuse or neglect shall ask whether or not the reporting party desires a response report. If requested by the reporting person, the department of social services or the concerned law enforcement officer shall issue within thirty days, a written acknowledgment of receipt of the report and a response stating whether or not the report will be investigated.

- C. The report shall contain the following information:
 - 1. Name of child;
 - 2. Address of child;
 - 3. Date and place of birth of child;
 - 4. Name of parent, guardian, custodian, or responsible parties;
 - 5. Address of parent, guardian, custodian, or responsible parties;
 - 6. Description of abuse or neglect as defined in paragraph 1 above;
 - 7. Date of the report.

- D. 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 to determine whether the child is in need of protection, only to report his or her suspicions of abuse or neglect.

- E. Any personal interview or physical inspection of the child should be conducted in a considerate, professional manner and information or records concerning reports of suspected abuse or neglect are confidential and the release to persons other than provided by law is punishable as a Class 1 misdemeanor.

- F. Anyone who participates in making a report in accordance with law and in good faith is immune from any civil or criminal liability that may otherwise arise from the reporting or from any resulting judicial proceeding, even if the suspicion is proved to be unfounded.

- III. Copies of this policy shall be distributed by the superintendent or his/her designee to all school employees at the beginning of each school term and to new employees when they begin employment if at a different time than the beginning of the school term.

CHAPERONAGE AND SUPERVISION OF STUDENTS

When students are in school, engaging in school-sponsored activities, or traveling to and from school on district transportation, 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 of Education 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 reasonable prudent adults in providing for the safety of the youngsters in their charge.

There shall be a minimum of four chaperones per school dance or for other similar activities as approved by the building principal. Chaperones will be obtained on a voluntary basis by the organization sponsoring the activity.

Bus chaperones will be determined on a voluntary basis unless there are no volunteers, then the building principal or activities director may select personnel as necessary. The building principal or activities director shall be responsible to determine the number of bus chaperones and determine an equitable method for assignment of chaperones. Coaches and/or activity supervisors are responsible for adequate supervision of students in their respective activity while being transported and at the site of the activity.

During school hours, or while engaging in school-sponsored activities, students will be released only into the custody of their parents or other authorized individuals.

The school administration, in particular the building principals, will assure that anyone wishing to contact a student during the school day is doing so for the proper reasons.

STUDENT AUTOMOBILE USE

In the event students choose to drive their own vehicles to school, the student may not drive said vehicle during school hours, including noon hour, except as authorized by the administration. Exhibition driving on school property shall be grounds for disciplinary action by the administration.

CHEERLEADER SAFETY

I. SAFETY

- A. Practice sessions shall be held in a location for cheerleading activities, i.e. free of obstructions, away from excessive noise, available mats, etc.
- B. An adequate warm-up including stretching shall precede all activities.
- C. All jewelry is prohibited with exception of religious or medical medals. If such medals are worn, they shall be taped to the body under the uniform.
- D. Hair devices, which are safe and reasonably secure, may be worn. The hair shall be worn in a manner to insure safety while performing.
- E. Cheerleaders shall wear athletic tye shoes which are appropriate for cheerleading activities.
- F. Participants in all spirit groups shall wear uniforms which are appropriate for the activity involved.
- G. Tumbling and partner stunts shall not be performed on wet surfaces or concrete.
- H. Use of mini-tramps, spring boards, or any apparatus that increases the height of a stunt is not allowed.
- I. Tumbling or partner stunts or pyramids/mounts shall not be performed during live situations at a basketball or volleyball game.

II. HEIGHT LIMITATIONS

- A. All pyramids and/or mounts are limited to two persons high, meaning the top person is in direct contact with the base who is in direct, weight-bearing contact with the cheering surface. (Exception: There will be no shoulder stands.)

III. SPOTTING

- A. A spotter is required during a tumbling, partner stunt or pyramid/mount.
- B. A separate spotter at the head and shoulder area of the top person and at least two catchers are required when the top person is cradled when the following occurs:
 - 1. Toss
 - 2. Stunt from shoulder height or above

IV. BASE

- A. A base shall not assume a back-bend position.

V. DISMOUNTS

- A. All dismounts to the cheering surface from shoulder height or above shall have assisted landings.
- B. For all catch dismounts, the catcher(s) must have continuous eye contact with the top person.
- C. All dismounts from shoulder height or above shall have a spotter.
- D. No back dismounts will be allowed.
- E. Single base cradle dismounts from above shoulder height are not permitted. Single-base cradle dismounts from shoulder height shall have a spotter at the head and shoulders area who is not involved in anything but spotting.
- F. Roll down dismounts shall have a spotter at the head and shoulders who is not involved in anything but spotting.
- G. Cartwheel dismounts are not permitted.

- VI. DROPS
 - A. Knee, seat, and split drops are not permitted unless most of the weight is first borne on the hands/feet which breaks the impact of the drop.
 - B. Front drops are not permitted.
 - C. Tension drops are not permitted.

- VII. FLIPS
 - A. Free-falling flips or swan dives from any toss/pitch or pyramid/mount are not permitted.

- VIII. PENDULUMS
 - A. A pendulum is permitted provided:
 - 1. It is performed from below a shoulder stand.
 - 2. The top is caught in a face-up or face-down position.
 - 3. There are at least 4 catches.
 - 4. The catchers remain in their original positions.
 - 5. All half pendulums have a separate spotter in front or back of the base opposite the catchers.
 - B. A full pendulum may include a half turn by the top or the base.
 - C. Any pendulum may end in an extension.

- IX. PYRAMIDS
 - A. Hanging pyramids are not permitted.

- X. ROLLS
 - A. Suspended rolls are permitted
 - B. A forward roll from an upright stand or jump is not permitted.
 - C. A dive roll is not permitted.

- XI. SPLITS
 - A. Single-base split catches are not permitted.
 - B. Tosses to any split position are not permitted.
 - C. The top person must be partially supported on her back thigh on all suspended splits.
 - D. Suspended splits shall have continuous hand to hand contact unless both bases are supporting the top in the thigh and ankle areas.
 - E. Suspended splits must stop at shoulder level of the bases before being extended above the head.

- XII. TOSSES
 - A. Toes and thigh bases/pitches, with or without rotation, are not permitted.
 - B. Tosses must be performed from a ground level base and the top person shall be caught or assisted to the cheering surface by the original base(s).
 - C. Tosses to a catch shall be directed, vertically with the intent that the top person will be caught by bases who have remained in their original position on the cheering surface.
 - D. All basketball and extension tosses must be cradled by at least two of the original bases and have a spotter at the head and shoulder area.
 - E. Tosses to a slit position are not permitted.
 - F. Helicopters are not permitted.

XIII. VAULTS

- A. Vaults from a mount/pyramid are not permitted.
- B. Vaults from a pitch/toss are not permitted.

STUDENT HEALTH: CONCUSSIONS

Physical activity is an integral part of a school environment including, but not limited to, recess, physical education classes, or participation in sports. Physical activity carries with it an inherent risk of injury, and concussions are a common and potentially serious injury that students may experience. In the interest of keeping Vermillion students safe from serious injury, the following will be the policy of the Vermillion School District for students with concussions.

A concussion is a traumatic brain injury that interferes with normal brain function. A student does not have to lose consciousness (be "knocked out") to have suffered a concussion.

Behavior or signs observed indicative of a possible concussion:

- Loss of consciousness
- Appears dazed or stunned
- Appears confused
- Forgets plays or lines
- Unsure of game, score, opponent or situation
- Moves clumsily
- Answers questions slowly
- Shows behavior or personality changes
- Cannot recall events prior to or after the injury

Symptoms reported by a player indicative of a possible concussion:

- Headache, nausea
- Balance problems or dizziness
- Double or fuzzy vision
- Sensitivity to light or noise
- Feeling sluggish, foggy or groggy
- Concentration or memory problems, confusion

Any student in normal school programs that shows signs or symptoms of a concussion will be referred to the nurse or designee. In this instance, parents will be encouraged to seek medical attention for their child.

Students in state or local sanctioned activities who exhibit behavior or signs indicative of a concussion shall be immediately removed from the physical activity and encouraged to be examined by a medical doctor as soon as possible. A student who exhibits behavior or signs indicative of a concussion may only resume the physical activity if both a certified medical doctor and the student's parent/guardian sign a Return to Activity Permission form. If a medical doctor does not grant permission for the student to resume the activity, the student shall not return to the activity until permission is granted by the doctor.

FUND-RAISING

A. School District Sponsored/Student Organization

All fund raising activities conducted by student organizations, clubs, etc., are to be approved in advance by the building principal. The building principal must inform the superintendent who will maintain a list of fundraising activities for the school board to review once per year.

B. Non-School District Sponsored Activities:

1. The administration and/or school board may accept donations from individuals, agencies, organizations, etc., on behalf of the school district, when the purpose of the use of the donation correlates to the mission of the school district.
2. Communications relative to these fund raisers are not to be distributed to the students during the time dedicated for student instruction.
3. The use of school facilities, equipment, materials, etc., for these fund raising activities must be approved in advance by the building principal. Once again, the mission of the school district needs to be the main criteria when the building principal responds to request relative to these issues.

C. Vermillion Public Schools Foundation:

The Foundation is a nonprofit tax exempt 501(c)(3) corporation which conducts fundraising activities independent of control by, but in cooperation with school district according to its own mission statement, articles of incorporation, bylaws and fundraising and gift acceptance policies. Donations, gifts and endowments to the Foundation are tax deductible to the donor.

First Reading 10/14/96
Second Reading 10/28/96
Approved 10/28/96
Amended 1/22/2007
Amended 9/10/2007

FUND RAISING BY OUTSIDE AGENCIES

The Vermillion School District 13-1 will not participate in or distribute any information concerning fund raising activities sponsored by any out-of-school organization or agency that are not recognized by the Vermillion School District.

Adopted 4/17/84
Amended
Reviewed
Amended 9/10/2007

SUPPLIES: ASSESSMENTS

Staff members must receive administrative approval prior to any financial assessments to students.

Adopted
Amended 3/28/94
Reviewed
Reviewed 1/22/2007

CHILDREN'S INTERNET PROTECTION ACT

The firewall provides content filtering for the entire district. All filters are updated on a weekly basis. The state is currently maintaining the subscription for the district firewall content filtering. All filters are monitored and appropriate action is taken in cases of abuse.

All off-site school owned devices will be filtered by Lightspeed Offsite Content Filtering Software. This software will be purchased in addition to the state provided on-site firewall (Fortigate). The combination of these two technologies will assure updated and appropriate filtering for all school owned devices whether at school or outside of the schools buildings.

The school district will educate all students about appropriate online behavior; including interacting with other individuals on social networking website and in chat rooms and cyberbullying awareness and response. Education of minors about appropriate online behavior will be achieved through teaching of "Internet Use and Ethics" within all computer courses district-wide (K – 12). These topics are covered within the Anti-Bullying and Harassment of Students Policy that was adopted by the School Board. Anti-bullying/Cyber-bullying is taught within each school through Character Counts (elementary levels), Tech Mods (middle school), and LIFE Groups (high school).

VERMILLION SCHOOL DISTRICT ELECTRONIC DEVICE POLICY

Grades 9-12: Cell Phones may be used during a student’s lunch period and between class periods. Cell phones will be limited to the use in hallways and the commons area. Personal music players, IPADs, Nooks, Play-Always, Kindles, and similar electronic devices will be permitted in the commons area and in the hallways. These devices may be permitted in the classroom at the discretion of the teacher. Any use of personal music players without permission will result in disciplinary action. Teachers have the authority to establish additional classroom rules to address cheating and classroom disruptions. Teachers may allow cell phones in the classroom for academic purposes only. The teacher must have administrative approval prior to classroom use.

Grades 6-8: Electronic games, cell phones and pagers and personal music devices are to be kept in the students’ locker during the school day which is 8:00 a.m. to 3:12 p.m. Personal music devices may be permitted in the classroom at teacher discretion and may be used before and after school. Electronic readers such as Kindles, Play-Always, and Nooks are permitted for student use in the classroom at the teacher’s discretion.

Grades K-5: Electronic games, cell phones, pagers and personal music devices are to be kept in the students’ backpack or locker during the school day, which is 8:00 a.m. to 3:12 p.m. Electronic readers such as Kindles, Play-Always, and Nooks are permitted for student use in the classroom at the teacher’s discretion.

K-12 School Authority and Penalties for Violation of Electronic Device Policy:

Cell phones will not be allowed in the classrooms (except for Grades 9-12 at teacher discretion), the library, restrooms and locker rooms. These electrical devices can be invasive, distracting, harassing, contribute to cheating, and potentially dangerous in school emergencies.

Penalties for violations of this policy include: First Offense- warning and the device will be held until the end of the school day; Second Offense- The device will be confiscated and handed directly over to the parent or guardian; Third and Subsequent Offenses- The device will be confiscated and turned directly over to the parent or guardian and the student is subject to detention or suspension. Multiple offenses regarding this policy constitute insubordination and will be dealt with in accordance with student discipline policy and regulations. Students are prohibited from having laser lights in the school buildings.

Administrators have the authority to examine the contents of the electronic device based on reasonable suspicion of inappropriate use and impose appropriate discipline and penalties.

The Vermillion School District is not responsible for the loss or damage to any personal electronic device that is brought to school.

VERMILLION SCHOOL DISTRICT NETWORK ACCEPTABLE USE POLICY

Students using the school districts network are responsible for using this technology in an ethical manner. Failure to do so may result in disciplinary action, including the termination of network/use of device privileges for the user. If school district equipment is damaged due to prohibited use, the user may be held financially responsible.

The use of technology must be in support of education and consistent with the academic goals of the district.

The student will be able to:

- Access the school's equipment.
- Use the Internet for educational purposes.
- Utilize the file server for data storage.
- Print in moderation for classroom use.
- Use external storage devices if the device has been cleared by a staff member prior to use

The Student will be prohibited from:

- Bypassing the Internet filter to gain access to blocked websites.
- Transmitting, receiving or viewing obscene materials.
- Deleting their browsing history.
- Revealing personal information about themselves or others.
- Sharing individual passwords or utilizing another student's password to gain access to network resources or district devices.
- Communicating any financial information for online purchases on school equipment.
- Utilizing non K-12 electronic mail during school hours unless under the direct supervision of a classroom teacher.
- Using tools or programs capable of disrupting the network.
- Vandalizing, stealing or attempting malicious harm to school equipment or data of other users.
- Accessing non-educational games on school equipment.
- Bringing programs or games from home or other sources.
- Using P2P (Peer to Peer) services.
- Using chat or instant message services on school equipment.
- Housing MP3 files or executables on school server(s).
- Using vulgarities or other inappropriate language on the network or K-12 email.

The student's Internet use is tracked and monitored daily. Files on any of the Vermillion computers or data servers are not private and are, therefore, subject to inspection. Your right to free speech, as set forth in the disciplinary code, applies also to your communication on the Internet. The Vermillion School District computer system is considered a limited forum, and therefore the District may restrict your speech for valid educational reasons.

Misconduct:

The building and/or network administrator are responsible for applying disciplinary actions when the Vermillion School District Acceptable Use Policy has been violated.

Consequences:

- First Violation: Maximum of 2 weeks (10 school days) suspension of computer privileges.
- Second Violation: Maximum of 1 month (20 school days) suspension of computer privileges.
- Third Violation: Termination of privileges for the remainder of the year or 6 months, whichever is greater.

** Should any student's computer usage of Vermillion Public School computers or network result in penalties or damages for which Vermillion School District becomes liable or results in claims or litigation involving Vermillion School District, the student and the student's parents or guardian will indemnify and hold harmless Vermillion School District for all damages, penalties and costs incurred by the school district. This policy does not preclude additional disciplinary action for violations of other existing policy incidental to computer usage.

POLICY ON IPAD LEASE CHARGES

All fees shall be paid in advance prior to distribution of iPad devices.

The following amounts will be assessed high school students as coverage for unintentional damaged or lost iPads per year:

	<u>Per Student</u>	<u>Total</u>
Per only student in same family:	\$25	\$25 _____
Second student in same family:	\$15	\$40 _____
Third student in same family:	\$10	\$50 _____

OR

The following amounts will be assessed high school students qualifying for free or reduced price meals as coverage for unintentional damaged or lost iPADS per year:

	<u>Per Student</u>	<u>Total</u>
Per only student in same family:	\$15	\$15 _____
Second student in same family:	\$10	\$25 _____
Third student in same family:	\$ 5	\$30 _____

The information provided for iPad lease purposes is accurate and confidential.

School Official

Printed Name

Parent or Guardian

Student Name(s)

**Family Educational Rights and Privacy Act (FERPA)
Notice of Rights – Student Records**

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

1. The right to inspect and review the student's education records within 45 days after the day Vermillion School District 13-1 (school) receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official 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 the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and 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 provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer 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 responsibility. Other exceptions which permit disclosure without consent, are disclosures made upon request

- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to certain requirements.
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities, such as the state educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of federal- or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside

entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.

- To state and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a state statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to certain limitations.
- To organizations conducting studies for, or on behalf of, the school, in order to:
 - (a) develop, validate, or administer predictive tests;
 - (b) administer student aid programs, or
 - (c) improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To parents of a student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency, subject to certain limitations.
- Information the school has designated as "directory information."

FERPA permits the disclosure of Personally Identifiable Information (PII) from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

**Family Educational Rights and Privacy Act (FERPA)
Notice – Student Directory Information**

The *Family Educational Rights and Privacy Act* (FERPA), a federal law, requires that the Vermillion School District 13-1 (school), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the school may disclose designated "directory information" without written consent, unless you have informed the school that prior written consent is required before disclosing the directory information. The primary purpose of directory information is to allow the school to include this type of information from your child's education records in certain school publications.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's, guardian's or eligible student's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require the school to provide military recruiters, upon request, with the names, addresses and telephone listings of the students unless parents or guardians have

advised the school that they do not want their student's information disclosed without their prior written consent.

If you do not want the school to disclose directory information from your child's education records without your prior written consent, you must notify the school in writing within thirty (30) days of the beginning of the school year or, if enrolling after the beginning of the school year, within thirty (30) days of enrollment. The school has designated the following information as directory information:

1. Student's name;
2. Address;
3. Telephone listing;
4. Name(s) of Parent(s)
5. Photograph;
6. Date and place of birth;
7. Dates of attendance;
8. Grade level;
9. Participation (including video) in officially recognized activities and sports;
10. Weight and height of members of athletic teams;
11. Degrees, honors, and awards received;
12. The most recent educational agency or institution attended.

From time to time website information may be published by the various schools in the district. Vermillion School District 13-1 proposes to designate the following personally identifiable information contained in student's education record as "website information," and it will disclose that information without prior consent:

K-12 Website Information:

1. Photographs may be used on a website;
2. No names will be used;
3. No personally identifiable information contained in a student's educational records will be permitted on a website.

Vermillion School District 13-1 is also required to provide the South Dakota Board of Regents with a list of students by name in grades 7 to 12 inclusive, together with their mailing addresses, unless directed by a parent or student 18 or older not to release said information.

Within the first three weeks of each school year, Vermillion School District 13-1 will publish this notice or a revised notice in the Plain Talk and the Broadcaster with the items of information it proposes to designate as directory information or website information. For students enrolling in Vermillion School District 13-1 after the notice is published, the list will be given to the student's parents or to the student if over 18 years old at the time and place of enrollment.

After the parents or students have been notified by publication or by personal delivery of the list of information items in this notice, they will have thirty (30) days to advise the school district in writing (a letter to the school superintendent's office) of any or all of the items they refuse to permit the district to designate as directory information or website information about the student.

At the end of the 30-day period, each student's records will be appropriately marked by the records custodians to indicate the items the district may designate as directory or website information about that student. This designation will remain in effect until it is modified by the written direction of the student's parent or the student if 18 years of age.

Notwithstanding any of the above, Vermillion School District 13-1 is required pursuant to SDCL 13-32-4.3 to transfer to other schools disciplinary records with respect to suspension or expulsion for any student who seeks or intends to enroll in such other school.

District policy and regulations adopted are located at the Administrative Services Building, 17 Prospect Street, Vermillion, South Dakota 57069."

Section 9528 of the Elementary and Secondary Act of 1965, 20 U.S.C. §7908, as amended by the NCLB, and 10 U.S.C. 503, as amended by §544 of the National Defense Authorization Act for Fiscal Year 2002, requires school to

- (a) give military recruiters the same access to secondary school students as provided to postsecondary institutions or to prospective employers, and
- (b) provide students' names, addresses, and telephone listings to military recruiters, when requested, unless a parent has opted out of providing such information. (Military Recruiter Guidance is on FPCO Web site.)

Adopted	8/5/80
Amended	3/28/94
Amended	6/29/94
Amended	2/8/99
Amended	8/12/02
Amended	1/9/06
Amended	8/11/14

Rights Under the Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding Vermillion School District 13-1's (school's) conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These rights are as follows.

STUDENT SURVEYS

No elementary school or secondary school student shall be required to submit to a survey, analysis, or evaluation that reveals information concerning the following subject matters, without the prior written consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent:

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental or psychological problems or aspects of the student or the student's family;
3. Sex behavior or attitudes of the student or the student's family;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom the student has a close family relationship;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent;
8. Personal or family gun ownership; or
9. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program);

Prior consent from parents must be obtained through a parental signature on a written notice received by the parents, identifying the nature of the survey, the purpose of the survey, that the student will not be personally identifiable (except possibly for identification as a male-female or by grade), and that the parent has the right to refuse participation by the student in the survey, analysis or evaluation. (The term, parent, for purposes of this policy, includes a legal guardian or other person standing in loco parentis).

Prior written consent from an emancipated minor or student age 18 or older must be obtained through the student's signature on a written notice which identifies the nature of the survey, the purpose of the survey, that the student will not be personally identifiable (except possibly for identification as a male-female or by grade), and that the student has the right to refuse participation by the student in the survey, analysis or evaluation.

The student shall not participate in the survey, analysis or evaluation if the school does not receive the required written consent. Denials of consent shall be reflected through the form being returned and in which consent is denied, or when the form is not be returned. Written consent is required prior to a student participating in a survey addressing one or more of the topics identified above and in no case shall consent be presumed.

The school shall annually provide notice to students and parents/guardians of their rights as set forth in this policy, by publishing notice of the policy in the newspaper and in the student handbooks. The policy shall also be printed in the teacher handbook.

PERMISSION FORM FOR SURVEY, ANALYSIS OR EVALUATION

It is the policy of the school that no student shall be required, as part of any applicable program, to submit to a survey, analysis, or evaluation that reveals information concerning

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental or psychological problems or aspects of the student or the student's family;
3. Sex behavior or attitudes of the student or the student's family;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom the student has a close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent;
8. Personal or family gun ownership; or
9. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program);

Prior consent from parents must be obtained through a parental signature on a written notice received by the parents, identifying the nature of the survey, the purpose of the survey, that the student will not be personally identifiable (except possibly for identification as a male-female or by grade), and that the parent has the right to refuse participation by the student in the survey, analysis or evaluation. (The term, parent, for purposes of this policy, includes a legal guardian or other person standing in loco parentis.

Prior written consent from an emancipated minor or student age 18 or older must be obtained through the student's signature on a written notice which identifies the nature of the survey, the purpose of the survey, that the student will not be personally identifiable (except possibly for identification as a male-female or by grade), and that the student has the right to refuse participation by the student in the survey, analysis or evaluation.

The student shall not participate in the survey, analysis or evaluation if the school does not receive the required written consent. Denials of consent shall be reflected through the form being returned and in which consent is denied, or when the form is not be returned. Written consent is required prior to a student participating in a survey addressing one or more of the topics identified above and in no case shall consent be presumed.

A request is being made by _____ (instructor) to survey students for the _____ (class/program). The topic of the survey is _____.

The purpose of the project is _____

I / We (check one)
____ authorize _____ (student's name) to participate in the survey.
____ do not authorize _____ (student's name) to participate in the survey.

Date

Parental/Guardian/adult or emancipated Student signature

**PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)
Notice of Rights – Student Surveys**

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–
 1. Political affiliations or beliefs of the student or student’s parent;
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents;
 8. Personal or family gun ownership; or
 9. Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of –
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- Inspect, upon request and before administration or use –
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

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

The school has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The school will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The school will make this notification to parents at the beginning of the school year if the School has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such

activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5

Adopted 1/9/06
Amended 8/11/14

TITLE I DISTRICT LEVEL PARENTAL INVOLVEMENT POLICY

The Vermillion Public School Title I District Level Parental Involvement Policy provides activities, events and correspondence necessary to establish the district's expectations for parent involvement.

1. The district will plan, design and implement the district's Title I program in consultation with parents of eligible students by convening an annual meeting during the first semester, following the District Data Retreat. All parents of eligible students will be invited and topics to be covered will include: A. Funding, B. Selection of students, C. Activities and materials, and D. Evaluation of the program.
2. The district will provide the coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. Title I policies are distributed to all students and families at the beginning of the school year as part of district-wide mailing distributed annually.
3. The district will:
 - a. Distribute a school/parent compact at the time a student is enrolled in Title I. The parent signature on the compact is not required as parent permission for the student to receive Title I services;
 - b. Conduct a Title I parent night for parents or potential parents of Title I participants;
 - c. Provide parents of participating children with reports of their children's progress at the end of each quarter reporting periods;
 - d. Schedule participation in a parent-teacher conference at the end of the first and third quarter reporting periods with the parents of each participating child to discuss the child's progress, placement, and methods that parents can use to complement the child's instruction;
 - e. Arrange for Title I personnel to be readily accessible to parents upon parent request;
 - f. Permit parents of participating children to observe Title I activities with reasonable frequency;
 - g. Give a copy of these policies to parents of participating children who were not enrolled in school at the time of district-wide distribution of these policies.
4. In the event the district would have these programs, the district will coordinate and integrate parental involvement strategies under Title I with parental involvement strategies under other programs, such as Head Start, Reading Recovery, Reading UP, Guided Reading, and other Title programs.
5. The district will conduct, with the involvement of parents, an evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served with Title I funds. This evaluation will include identifying barriers to greater participation by parents in parental involvement activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The findings of the evaluation will be utilized to design strategies for more effective parental involvement and revise the district's parental involvement program as necessary.

STUDENT RECORDS AND INFORMATION RELEASE POLICY

Pupil records are interpreted to include grades, attendance records, standardized test scores, health reports, teachers' comments regarding the child and psychological evaluations.

Administrative Rule 24:03:04:10 of the State of South Dakota requires the keeping of a permanent record of each pupil's scholarship and attendance. This record is to be kept and preserved safely. Where safe storage is not available at the school a duplicate set of records shall be maintained and stored in a safe place other than the school building.

The permanent record of the Vermillion high school and middle school students shall be stored in the vaults of the respective building. A duplicate set of records shall be developed for students enrolled in Austin and Jolley with one set kept at the school and the other stored at the high school.

Student records shall be made available to a parent, legal guardian, emancipated student, or student of legal age upon request.

A Federal law, the Family Educational Rights and Privacy Act, commonly called FERPA, requires prior written consent from a student's parent or guardian (or student age 18 or older) prior to any disclosure of a student's educational records unless a specific exception is applicable such that prior written consent is not required.

A student's educational records are those records that are:

1. directly related to a student; and
2. maintained by the District or by a party acting for the District.

Student educational records do not include:

1. records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record,
2. records of the law enforcement unit of the District, subject to certain limitations,
3. records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
 - i. made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity,
 - ii. made, maintained, or used only in connection with treatment of the student, and
 - iii. disclosed only to individuals providing the treatment. (For the purpose of this provision, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the agency or institution,
4. records created or received by an educational agency or institution after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student and
5. grades on peer-graded papers before they are collected and recorded by a teacher.

FERPA permits the disclosure of Personally Identifiable Information (PII) from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that certain conditions are met.
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to certain requirements.
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to certain limitations.
- To organizations conducting studies for, or on behalf of, the school, in order to:
 - develop, validate, or administer predictive tests;
 - administer student aid programs; or
 - improve instruction
- To accrediting organizations to carry out their accrediting functions.
- To parents of a student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency, subject to certain limitations.
- Information the school has designated as "directory information."

The District shall not collect information which is not necessary for the determination of student academic progress, state and federal reporting requirements, or other duties prescribed to a school district, or for the calculation of funding for public education.

When students transfer from Vermillion School District 13-1 to another school district, the students' records will be forwarded upon written request by the parent or receiving school.

The only record to be retained indefinitely by the school district will be the student's permanent record.

“Parent” as used in this policy means the natural parent or adoptive mother and/or father of a minor child, or any institution or agency having legal or physical custody or control of any minor child. In the case of a single and/or divorced parent, “parent” means the custodial parent as shown by most recent court of agency records. In joint legal/physical custody arrangements, “parent” means both parents, and information given to one joint custodial parent shall be duplicated and given to the other joint custodial parent.

Adopted
Amended 10/25/93
Reviewed
Amended 9/8/2014

NAMES FOR OFFICIAL RECORDS OF STUDENTS

In registering students, principals must have students' names entered correctly on the records. Do not use "nick-names," use first name, middle initial (or name), and last name.

PROMOTION TO FIRST GRADE WITHOUT ATTENDING KINDERGARTEN

In order for the student to be promoted to first grade and not attend kindergarten, the following criteria must be met:

1. The student must enroll in kindergarten at the beginning of the appropriate school year. The request must be made within the first month of school.
2. The student must score on a comprehensive IQ test a full range IQ score of 125 or greater. The parents agree to reimburse the school district the cost of said evaluation.
3. Academic testing will be done by the school system to assure that the student will be placed at a level commensurate with his/her ability. That is, if the child would move into the first grade at 1.4 of the school year, then the child must test academically at 1.4 grade level.
4. The student's social interaction with his/per peers and his/her maturation must be considered in this decision.

STUDENT MEAL AND LODGING POLICY FOR STATE CONTESTS

Coaches, directors, and/or trainers are reimbursed according to district policy and not included in any limits below.

Cross Country –

- Possible Host Sites: Pierre, Huron, Watertown, Mitchell, Brookings, Rapid City, Sioux Falls, Aberdeen.
- Number of Days involved: One day event with prior day practice.
- Lodging: If the host site is Pierre, Huron, Watertown, Rapid City, Aberdeen, Brookings, Mitchell, one night's lodging will be provided.

No lodging will be provided if the host site is Sioux Falls.

Golf (Boys and Girls) –

- Possible Host Sites: Huron, Brookings, Watertown, Madison, Milbank, Mitchell, Pierre, Sioux Falls, Rapid City, Yankton, Aberdeen, Vermillion, Hot Springs, Spearfish.
- Number of Days involved: Two day event with practice round a day prior.
- Lodging: If the host site is Huron, Brookings, Watertown, Madison, Milbank, Mitchell, Hot Springs, Spearfish, Pierre, Rapid City, Aberdeen, two nights' lodging will be provided.

If the host site is Sioux Falls, Yankton, Vermillion, no lodging provided.

Note: The last night's lodging at State Golf shall be set at the discretion of the coach. If the coach chooses to return home after the competition on the final day he/she shall have that prerogative. Conversely, if the coach chooses to stay, that discretion shall be honored.

Football –

Football involves one championship game at Vermillion and no lodging will be provided. A dinner meal will be provided. During the playoff rounds in football, if the semi-final game is played at a site of considerable distance, a dinner meal will be provided.

Girls Basketball –

- Possible Host Sites: Huron, Watertown, Aberdeen, Mitchell, Sioux Falls, Rapid City.
- Number of Days involved: Three day event with practice rounds day prior.
- Lodging: Lodging is paid by the SDHSAA for four nights and VHS girls will be allowed to stay in such accommodations for each night, regardless of site location.

Boys Basketball –

Possible Host Sites: Sioux Falls, Rapid City.

Number of Days involved: Three day event with practice rounds day prior.

Lodging: Lodging is paid by the SDHSAA for four nights and VHS girls will be allowed to stay in such accommodations for each night, regardless of site location.

Volleyball –

Possible Host Sites: Huron, Rapid City, Watertown, Sioux Falls, others.

Number of Days involved: Three day event with practice rounds day prior.

Lodging: Lodging is paid by the SDHSAA for four nights and VHS girls will be allowed to stay in such accommodations for each night, regardless of site location.

Wrestling –

Possible Host Sites: Aberdeen, Watertown, Huron, Mitchell, Rapid City, Sioux Falls, Pierre.

Number of Days involved: Two day event with early morning weight-in.

Lodging: Up to three days lodging is provided at discretion of Athletic Director.

Track –

Possible Host Sites: Sioux Falls/Madison, Rapid City/Spearfish.

Number of Days involved: Two day event.

Lodging: If Sioux Falls/Madison is the site, lodging is at discretion of Athletic Director.

When Rapid City is the host site, up to three days lodging will be provided at discretion of Athletic Director.

Tennis (Boys' & Girls') –

Possible Host Sites: Sioux Falls, Rapid City.

Number of Days involved: Three day event.

Lodging: One day in Sioux Falls and up to three days in Rapid City.

Gymnastics –

Possible Host Sites: Rapid City, Huron, Aberdeen, Watertown, Sioux Falls, Mitchell, Brookings, Yankton.

Number of Days involved: Two day event.

Lodging: Two days' lodging when in Brookings, Huron, Watertown, Mitchell. When in Rapid City or Aberdeen then up to 3 days lodging at the discretion of the AD.

Lodging in Sioux Falls at discretion of Athletic Director.

No lodging will be provided if host site is Yankton.

Soccer (Boys' and Girls') –

Possible Host Sites: Mitchell, Sioux Falls, Aberdeen, Rapid City.

Number of Days involved: One day event.

Lodging: One day lodging when in Mitchell. Up to two days' lodging when in Rapid City or Aberdeen at the discretion of the AD. No lodging when in Sioux Falls.

NON ATHLETIC ACTIVITIES

All State Band –

Possible Host Sites: Aberdeen, Huron, Brookings, Rapid City, Mitchell, Sioux Falls, Pierre, Watertown, Yankton.

Number of Days involved: Three day event.

Lodging: If the host site is Aberdeen, Pierre, or Rapid City, then four nights' lodging will be provided.
If the host site is Huron, Brookings, Mitchell, Watertown, three days' lodging provided.

Lodging will be at the discretion of the Principal and or AD if Sioux Falls is the host site.

No lodging will be provided if the host site is Yankton.

All State Chorus/Orchestra –

Possible Host Sites: Rotate between Aberdeen, Sioux Falls, Rapid City.

Number of Days involved: Two day event.

Lodging: If host site is Rapid City, Aberdeen, three day's lodging provided.

If host site is Sioux Falls then 2 days lodging will be provided.

Note: The last night's lodging at All State Band and All State Chorus/Orchestra shall be set at the discretion of the director of the activity. If the director chooses to return home after the concert on the final night, he/she shall have that prerogative. Conversely, if the director chooses to stay, that discretion shall be honored.

Debate –

- Possible Host Sites: Similar to other activities.
- Number of Days involved: Two day event.
- Lodging: Providing the host site is 100 or more miles from Vermillion, lodging will be provided for two nights. If the host site is fewer than 100 miles from Vermillion, one night's lodging will be provided.

No lodging if fewer than 60 miles from Vermillion.

If the host site is Aberdeen, Rapid City, Pierre, a third days' lodging may be provided depending upon the completion time of the event.
- Example: Host site Watertown – two nights' lodging.
Host site Brookings – one night's lodging.
Host site Yankton – no lodging

Oral Intrep –

- Possible Host Sites: Aberdeen, Brandon Valley, Pierre, Sturgis, others.
- Number of Days involved: Two day event.
- Lodging: If host site is Aberdeen, Sturgis, three day's lodging provided.

If host site is Pierre or surrounding area, two day's lodging provided.

No lodging provided if host site is Sioux Falls.

Note: The last night's lodging at State Oral Intrep shall be set at the discretion of the director of the activity. If the director chooses to return home after the competition on the final night, he/she shall have that prerogative. Conversely, if the director chooses to stay, that discretion shall be honored.

One Act Play –

- Possible Host Sites: Aberdeen, Brandon Valley, Pierre, Sturgis, Rapid City or others.
- Number of Days involved: Two or three day event depending on the site.
- Lodging: If host site is Rapid City, Sturgis, then up to four day's lodging provided.

If host site is Pierre or surrounding area, then up to three days lodging provided.

Note: The last night's lodging at State One Act Play shall be set at the discretion of the director of the activity. If the director chooses to return home after the competition on the final night, he/she shall have that prerogative. Conversely, if the director chooses to stay, that discretion shall be honored.

Journalism -

Possible Host Site: Brookings.

Number of Days involved: One.

Miscellaneous Information –

If VHS students participate in events during the regular season of an activity and if that participation necessitates lodging accommodations and meals, the Activities Director will make a decision using the school policy for state contests as a guide.

It shall be the responsibility of the Activities Director to make room reservations to accommodate students and coaches. The SDHSAA shall make room reservations for boys' and girls' basketball and volleyball.

The Activities Director shall make room reservations in hotel/motels where rates are reasonable.

The Activities Director shall make arrangements with the business office in advance for meal money for participants.

Meal Allowance Schedule:

Breakfast	Leave before 5:31 am, return after 7:59 am
Lunch	Leave before 11:31 am, return after 12:59 pm
Dinner	Leave before 5:31 pm, return after 7:59 pm

Students: \$5.00 breakfast \$6.00 lunch \$7.00 dinner

A head coach or activities director may decide to stay an extra night if weather conditions make travel conditions hazardous and unsafe.

Adopted 3/12/2007
Adopted 4/27/2009
Amended 1/25/2016

EXCLUSION FOR FLU

In an effort to prevent the spread of influenza, students or staff who exhibit flu-like symptoms (fever of 100 degrees or more with a cough or sore throat) should stay home for at least 24 hours after they are free of fever without the use of fever-reducing medications. The Vermillion School District intends to send students who exhibit these symptoms home.

This policy is based on recommendations from the Centers for Disease Control and Prevention and is subject to change based on further recommendations from that agency.

POLICY ON ENROLLMENT, TRANSPORTATION, SCHOOL OF ORIGIN, AND THE ELIMINATION OF BARRIERS FOR CHILDREN OR YOUTH EXPERIENCING HOMELESSNESS INCLUDING UNACCOMPAINED YOUTH

The Vermillion School District policy is to:

- Ensure the immediate enrollment of children or youth residing in Vermillion School District 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, subject to mandatory attendance requirements and truancy laws.
- 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 for gifted and talented students
 - School nutrition programs
- Complaints by parents or students will be addressed through the Federal Programs Complaint Policy. A copy of the complaint policy will be provided to any homeless individual presenting a complaint.

ANTI-BULLYING OF STUDENTS

Bullying and of students is not tolerated by the Vermillion 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 bullying.

Bullying is a pattern of repeated conduct that causes physical hurt or psychological distress on one or more students that may include threats, intimidation, stalking as defined in SDCL ch.22-19A, physical violence, theft, destruction of property, any threatening use of data or computer software, written or verbal communication, or conduct directed against a student that:

- (1) Places a student in reasonable fear of harm to his or her person or damage to his or her property; and either
- (2) Substantially interferes with a student's educational performance; or
- (3) Substantially disrupts the orderly operation of a school.

For the purposes of SDCL 13-32-14 to 13-32-19, inclusive, bullying also includes retaliation against a student for asserting or alleging an act of bullying.

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 complaint or assisted or participated in a bullying 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, dean of students, school counselor or principal's designee will be responsible for investigating all complaints by students alleging bullying. All documentation associated with a complaint shall be maintained by the building principal.

ANTI-BULLYING FORMAL COMPLAINT FORM

Name of complainant: _____

Date of complaint: _____

Name of alleged bully: _____

Date and place of incident or incidents: _____

Description of misconduct: _____

Name of witnesses (if any): _____

Evidence of 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 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 INVESTIGATION PROCEDURES

Students who feel that they have been bullied 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, dean of students or principal to help.
- If the bullying does not stop, or the individual does not feel comfortable confronting the perpetrator, the individual should:
 - tell a teacher, counselor, bus driver or principal; and
 - write down exactly what happened, keep a copy and give another copy to the teacher, counselor or principal including:
 - o what, when and where it happened;
 - o who was involved;
 - o exactly what was said or what the perpetrator did;
 - o witnesses to the bullying;
 - o what the student said or did, either at the time or later;
 - o how the student felt; and
 - o how the perpetrator responded.
 - teachers, counselors, bus drivers or dean of students receiving a report, or who witness bullying, 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 bullied will notify the principal or dean of students in his/her building who is the designated investigator. The alternate investigator is the school counselor assigned to a student's attendance center. The investigator may request that the individual complete the 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 dean of students 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 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 dean of student'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. 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.

VERMILLION SCHOOL DISTRICT STUDENT SOCIAL MEDIA POLICY

Social media has become a huge part of today's society. The wide variety of social networking tools provides students with easy access to share important news and events. Such media technologies as Twitter, Facebook, Internet forums, social blogs, Wikis, photographs, and others have many benefits today. However, they can be disruptive when inappropriate postings occur. Using these communication tools in an inappropriate manner can have negative consequences, especially if unkind words or threats.

The Vermillion School District recognizes and supports its student's rights to free speech, expression, and association, including the use of social networks. Any online postings must be consistent with federal and state laws, as well as school rules and regulations (including those listed below).

Specifically prohibited student behaviors whether occurring on or off school grounds include but not limited to:

- Sexually explicit, profane, lewd, indecent, illegal, or defamatory language/actions.
- Derogatory language regarding school personnel or other students.
- Comments designed to harass or bully students and/or school personnel.
- Nude, sexually-oriented or indecent photos, images or altered pictures.

Any use in school or out of school of computer software, computer networks, telecommunications devices, information technology, and related technologies, which disrupts or interferes with the educational process in any manner is prohibited and may result in disciplinary action including suspension and/or expulsion from school, and may result in the removal from a team or activity.

STUDENT PREGNANCY AND MARITAL STATUS POLICY GUIDELINES

The Vermillion School District will not discriminate against any married or pregnant student or exclude any such student from any program or activity, including any class or any extracurricular activity. Pregnant or married students may voluntarily participate in a separate educational program offered by the school, the instructional portion of which will be equivalent to that offered to non-pregnant or non-married students.

A physician's certification of fitness to continue in the regular education program may be required of pregnant students **only** if such certification is required of other students with conditions requiring a physician's care. Pregnancy must be treated as a justification for a student's leave of absence for whatever time period the student's physician finds medically necessary.

Any student's pregnancy must be treated the same as any other temporary disability in student health insurance plans offered by the school district. A student must be reinstated to the same status, which she held prior to her leave of absence.

Re: US Office for Civil Rights, Department of Education, Title 34, Section 106-40.

Vermillion School District 13-1

SECTION K: School-Community Relations

Section K of this policy classification system provides a repository for statement on relations with the general public and with other community and public agencies except other educational agencies and groups.

KD Public Participation at Board Meetings – Policy has been eliminated

KGD Use of Buildings

KGDA-E Lease Agreement for Use of School Facilities

KGE Loan of School Property

KGF Consumption of Alcohol on School Grounds

KI Public Solicitations on School Property

KJ Advertising in the Schools/Sponsorship Program

KK Visitors in the Schools

KL Public Complaints

KL-E Complaint Resolution Procedure

KLA District Complaint Policy for Federal Programs

KMDC Churches: Relations With – Scheduling of Activities

KMI Relations With Political Organizations (Public Funds)

PUBLIC PARTICIPATION AT BOARD MEETINGS

The board welcomes citizens of the district to attend its session so they may become better acquainted with the operation of the programs of the schools.

A typical meeting agenda is as follows:

- A. roll call
- B. business manager's financial report
- C. a period of time for visitors to speak, see policy BDDDH
- D. board discussion of agenda items

After an hour and a half to two hours have passed, a short recess will be called:

- E. a second period of time allowed for visitors to speak
- F. continued discussion of agenda in open session
- G. a period of time in closed executive session, to discuss personnel matters (if necessary)
- H. open session to vote on matters discussed in executive session
- I. adjournment

In order to assure that citizens who wish to appear before the board may be heard, and at the same time conduct its meeting properly and efficiently, the following policies have been adopted.

1. Any individual who desires to speak about an item on the agenda is asked to present the "request to speak" to the superintendent, the business manager, or the board president. The request may be communicated orally prior to the meeting or in written form or by a raised hand during the meeting.
2. Persons who wish to speak about an item on the agenda are asked to present the "request to speak" to the superintendent, the business manager, or the board president prior to the beginning of the meeting. Persons who present such a request will be allowed to speak about the topic during one of the times that visitors are allowed to speak.
3. Citizens who desire board consideration of an item shall submit the item to the superintendent's office at least five (5) 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 shall be limited to five minutes.

The board vests in its president or other president officer, authority to terminate the remarks of any individual when they do not adhere to the rules established above.

Adopted
Amended 4/13/92
Reviewed
Amended 1/25/2010

USE OF BUILDINGS

The use of public school buildings and other school facilities shall be extended to organizations other than regular school groups through the office of the athletic director or business manager.

It is understood that regular and extracurricular activities of the Vermillion schools shall have priority, and such leasing of school space shall in no way interfere with the regular school program.

A. The following organizations or groups may be allowed to use the school facilities without charge. Organizations that use the facilities without charge may not charge admission, take a collection, or raise money for the organization’s support while using the school facilities. Deviation from this rule will constitute a rental fee assessed to the organization or prohibition from facility usage. An exception to the above rule includes the school’s booster club organizations.

1. Vermillion Parent-Teacher Association
2. Activities sponsored by the Vermillion School District and approved by the administration.
3. Non-profit organizations, within the Vermillion School District, that promote the best interest and well-being of children.
4. Groups of Vermillion students lead by community adult member(s) whose purpose is to develop skills within the participants.
5. The Vermillion Chamber of Commerce, the Vermillion Junior Chamber of Commerce and similar public groups when there is no admission. If the kitchen is used by groups defined in this paragraph, the regular rental fee for the kitchen facilities will apply.
6. City sponsored parks and recreation activities and programs.

B. Facility Rental

Fine Arts Auditorium

The Vermillion High School fine arts auditorium may be rented by the public for the following activities:

- 1) theatre productions
- 2) musical concerts
- 3) fine arts performances

Other requested uses must be approved by the board of education in order to preserve the physical integrity of the fine arts facility.

The rental fee for use of the fine arts facility shall be \$250.00 per day. The fee allows for use of the lighting system, sound system, and dance studio (green room). The fee does not include the cost of custodial cleanup.

Vermillion High School & Middle School Commons & Kitchen

Rental fee for both commons and kitchen shall be \$150.00 per day. The fee does not include custodial cleanup. Rental fee for the commons only shall be \$100 per day. The fee

does not include custodial cleanup. Use of the kitchen shall require a school district employee at a cost of \$100 if the ovens and dishwasher are to be used.

Rental of the commons includes use of tables and chairs.

Classrooms

Classrooms at all schools may be rented for \$50.00 per day.

Gymnasium

The high school and middle school gymnasiums may be rented at \$150.00 per day. Jolley and Austin School gymnasiums may be rented at \$75.00.

Running Track

The running track may be rented for \$150.00 daily.

All rental fees are exclusive of costs for custodial cleanup necessary for preparation for classes to resume the following day.

C. Other

1. The Vermillion School District will not rent or lease automobiles, tractors, lawn mowers, or other equipment in order to reduce the school liability.
2. The school will not rent chairs, tables, or desks that are to be removed from school premises.
3. The school's rental policy shall include its Dakota Dome contract with the University of South Dakota.
4. Political parties will be permitted to use the school facilities for the regular rental fee.
5. The school board reserves the right to adjust rental fees in unusual or emergency situations.
6. The school board reserves the right to refuse access to its facilities when deemed advisable by the school board for the purpose of preserving or maintaining the physical integrity of school facilities.
7. The business manager or athletic director is responsible for the completion of the lease agreement (KGDA-E) prior to usage of facility by requesting party. The completed form to be filed in the business manager's office.

LEASE AGREEMENT FOR USE OF SCHOOL FACILITIES

School Facility to be used: _____

Fee: _____

Individual/Group requesting facility: _____

By: _____ Title: _____

Date(s): _____ Hours: _____

Rental Regulations – Not inclusive

- A. Facilities cannot be rented or used when such activity conflicts with scheduled Vermillion school activities.
 - B. The group/individual requesting the use of the facilities must abide by policy KGD and the following:
 - 1. Responsible for any damage beyond normal wear on the facilities.
 - 2. Use or consumption of alcoholic beverages or illegal drugs is prohibited on the rented premises and on parking areas.
 - 3. The proper policing of rented facilities and parking lot areas being used by the renting party and their guests.
 - 4. Permission must be granted by the building principal or athletic director prior to set up and usage of P.A. systems.
 - 5. This form must be signed and dated by the requesting group/individual and Vermillion business manager, building principal, or athletic director prior to final approval for use of the requested facility.
 - 6. No food or drink is allowed in the auditorium. The group/individual requesting the use must provide monitors for each doorway to ensure no food or drink is brought in.
-

The undersigned, on behalf of _____ hereby indicates that he/she has read and agrees to comply with the policy and procedures governing the use of school facilities. The undersigned assumes all and exclusive responsibility and liability for any injury to persons, damage to school facilities or school personal property, that may result from use of said facility.

The undersigned assumes all and exclusive responsibility for the preservation of order and the sole responsibility for any injury to persons, damage to school facilities or school or personal property, or loss of school or personal property that may result from this use.

The Vermillion School District will not be responsible for any materials, equipment, or personal belongings left in the building. The undersigned agrees to indemnify and hold the Vermillion School District, its agents and servants, and employees harmless from and against all claims and expenses including attorney fees. The undersigned represents that he/she has authority to bind the organization.

Dated this _____ day of _____, 20 ____.

Requesting Group/Individual

Vermillion School District Personnel

(Name)

(School Official)

(By)

(Title)

(Title)

(Date)

Adopted
Amended 4/13/92
Reviewed
Amended 10/11/04
Amended 1/25/2010

LOAN OF SCHOOL PROPERTY

The superintendent, business manager or the head building principal are the persons with the authority to loan school district property. Any property loaned to anyone must be recorded and accounted for in the central office of each building prior to the property leaving the premises. Exceptions to this policy are the normal supplies and materials needed by teachers or administrators to complete school related work at the individual's place of residence.

CONSUMPTION OF ALCOHOL ON SCHOOL GROUNDS

Alcohol consumption by students is strictly prohibited at any time, anywhere on school property.

Alcohol consumption by adult non-students on school property shall be permitted only if:

1. The school board has granted use of school property for any purpose it considers advisable as a community service, pursuant to SDCL 13-24-20, and with prior knowledge that alcohol consumption is contemplated as a result of such use, pursuant to SDCL 35-1-5.3; and
2. The permitted use of school property occurs outside school buildings; and
3. The permitted use of school property does not interfere with school activities; and
4. The governing body of the appropriate political subdivision, in its respective jurisdiction, shall have given prior authorization for issuance of a SDCL 35-1-5.3 permit for such alcohol consumption; and
5. The requesting party executes a written agreement with the school district accepting responsibility for any and all liability from the use of school property, and accepting responsibility for all personal and property damage, and accepting responsibility for the proper policing of leased and/or other areas during the activity. The requesting party shall be responsible for all clean-up.

Nothing in this policy is to be interpreted as an erosion of the legislative requirements and immunities contained in SDCL 35-1-5.3, SDCL 35-11-2, and SDCL 13-24-20.

PUBLIC SOLICITATIONS ON SCHOOL PROPERTY

The soliciting and occupying of the time of teachers and other employees for private business while such employees are on school property or during work hours is forbidden.

Adopted
Amended 4/13/92
Reviewed
Amended 1/25/2010

ADVERTISING IN THE SCHOOLS/SPONSORSHIP PROGRAM

Advertising, distribution of literature, and/or announcements within the school building are prohibited unless approved by the school board, superintendent, or school building principal, or business office subject to the following guidelines:

I. The Vermillion School District establishes an advertising, marketing and sponsorship program designed to provide a mutually beneficial relationship between the district and the business community. It is the goal of this program to raise revenue to support district programs. Official sponsors will receive certain rights and opportunities that may include the right to be an exclusive provider of services or products for the period of time addressed by a sponsorship or advertising contract. It is the goal of the Vermillion School District to provide as many businesses as possible with an opportunity to sponsor school programs.

II. Revenue enhancement through a variety of district wide and district-approved marketing activities, including but not limited to advertising, corporate sponsorship, signage, etc., opportunities is a school board established venture. The mentioned opportunities are subject to certain restrictions as approved by the school board in keeping with contemporary standards of good taste. Such opportunities will seek to model and promote positive values for students of the Vermillion School District through proactive educational advertising of a product. Preferred advertising characteristics include messages that encourage student achievement and the establishment of high standards of personal conduct.

III. All sponsorship or advertising contracts will contain a provision for the district to terminate the contract at any time. There must be a contract with the school district for any sponsorship or advertising that occurs in school buildings or on school grounds.

IV. Revenue derived from advertising and sponsorship programs with the school district or with a booster organization will be formally identified as consideration for advertising rights or sponsorships. Revenues from product sales or advertising activities within a given school or for an activity may be retained by each school and/or activity program. All receipts for a school district fund raising project must be appropriately deposited and distributed from a school district trust and agency account. Booster organization fund raising projects will be deposited according to booster organization policies.

Revenues will be used to:

- A. Enhance student achievement;
- B. Assist in the maintenance of existing district programs;
- C. Provide scholarships for students participating in athletic, academic and activity programs who demonstrate merit and financial need, or
- D. Provide new programs.

V. Competition between vendors desiring to sell products or services to students must be referred by individual school building principals to the business office for resolution. The business office may resolve competitive disputes by negotiations, written quotations or formal competitive bids.

VI. The business office will administer all advertising, sponsorship and product agreements of a district-wide nature.

VII. Appropriate opportunities for marketing activities include but are not limited to:

- A. Fixed signage;
- B. Banners, electronic message boards;
- C. District publications;
- D. Television and radio broadcasts in compliance with SDCL 13-1-57, 58 and 59;
- E. Athletic facilities (stadiums, athletic fields, and gymnasiums);
- F. District projects;
- G. Facilities usage beyond traditional use (i.e., concerts, rallies, etc.);
- H. School district website, and
- I. Individual school publications (when not in conflict with current contracts).

VIII. Advertising will not be allowed in classrooms and corporate-sponsored curriculum materials are subject to the requirements of all district policies.

IX. Individual schools may not enter into any advertising or sponsorship agreements which involve signage in the school building without prior approval of the superintendent.

X. When seeking district-wide revenue enhancements, there will be no interference with current school/school district advertising and marketing programs (i.e., yearbook advertising, cafeteria contracts with food providers, etc.).

XI. The following restrictions govern revenue enhancement activities. Revenue enhancement activities will not:

- A. Promote hostility, disorder or violence;
- B. Attack ethnic, racial or religious groups;
- C. Discriminate, demean, harass or ridicule any person or group on the basis of gender;
- D. Be libelous;
- E. Inhibit the functioning of the school and/or school district;
- F. Override the school/school district identity;
- G. Promote, favor, or oppose the candidacy of any candidate for election, adoption of any bond/budget issues or any public question submitted at any general, county, municipal, or school election;
- H. Be obscene or pornographic as defined by prevailing community standards throughout the district;
- I. Promote the use of drugs, drug paraphernalia, alcohol, tobacco, firearms, weapons, or illegal materials, or certain products that create community concerns. Any business that promotes or markets alcohol, tobacco, or illegal materials, may be withheld superintendent approval;
- J. Promote any religious or political organization, or
- K. Use any district or school logo without prior approval.

XII. Use of school bulletin boards remains the province of the school building principal but material posted is subject to the same guidelines contained in Section XI above. School-related organizations (including but not limited to PTA) may, with the principal's permission, use the school's bulletin boards to disseminate information such as membership, activities, schedules and events.

XIII. The school board may approve advertising in school district facilities, on school district property, or on the school district web site. Any approval will state precisely where such advertising may be placed and the duration of the advertising. The restrictions in Section XI above will apply. Advertising will not be allowed outside the specific area approved by the school board. Any advertising must be approved by written agreement between the school board and advertising organization or business.

XIX. Donations which include or carry advertisements must be approved by the school board.

XX. The school district or a school may acknowledge a donation it has received from an organization by displaying a "donated by," "sponsored in part by," or similar by-line with the organization's name and/or symbol on the item. Examples include activity programs or yearbooks.

XXI. Contracts for computers or related equipment or services that require advertising to be disseminated to students will not be entered into or permitted unless done pursuant to and in accordance with state laws.

XXII. The inclusion of advertisements in school district publications, in school district facilities, or on school district property does not constitute approval and/or endorsement of any product, service, organization, or activity. Approved advertisements will not imply or declare such approval or endorsement.

XXIII. Advertising revenues must be accounted for and reported in compliance with state laws. A periodic report shall be made to the school board by the superintendent regarding the scope and amount of such revenues.

Adopted
Amended 4/13/92
Reviewed
Amended 1/25/2010
Amended 11/11/2013

VISITORS IN THE SCHOOLS

Visitors must have permission from the building administrator to be in school buildings or on school grounds. Any visitor should be asked whether or not this permission has been obtained. If not, the visitor shall be accompanied to the administrative office located closest to that particular school building or grounds in order that the required permission be obtained. If permission is not attained and the visitor refuses to leave, the police should be contacted.

This policy does not apply to extracurricular activities that are open to the public.

This policy is designed for protection of the students and district employees.

PUBLIC COMPLAINTS

Constructive criticism of the schools will be welcomed by the board when it is motivated by a sincere desire to improve the quality of the educational program or to equip the schools to do their tasks more effectively.

Whenever a complaint is made directly to the board as a whole or to an individual board member, the individual or group involved will be advised to take their concern to the appropriate staff member.

The board believes that complaints and grievances are best handled and resolved as close to their origin as possible, and that staff should be given every opportunity to consider the issues and attempt to resolve the problem prior to involvement by the board. Therefore, the proper channeling of complaints involving staff, instruction, discipline, or learning materials will be as follows:

1. teacher (coach/director)
2. principal
3. superintendent
4. board

If a complaint, which was presented to the board and referred back through proper channels, is adjusted before it comes back to the board, a report of the disposition of the matter will be made to the board by the superintendent.

The board expects the professional staff to receive complaints courteously and to make a proper reply to the complainant.

Matters referred to the superintendent and/or board are requested to be in writing and should be specific in terms of action desired.

Concerns about board actions or board operations are welcome anytime.

COMPLAINT RESOLUTION PROCEDURE

Step 1

The patron will meet with the proper school personnel as outlined in the channeling of complaints procedure to resolve the issue. If the issue is not resolved at the lowest possible level, the patron may take the complaint to the next level. Whenever a complaint about staff, instruction, discipline, or learning materials is received from a patron of the Vermillion School District by the school board, a board member, or an employee, shall refer the complainant to the district policy.

Step 2

The principal/director will meet with the patron and employee involved individually or jointly in an attempt to resolve the problem. If resolution involved is agreeable to the patron, the principal will make a written report. If no agreement is reached, the principal will render a decision in writing and a copy will be given to the patron, employee, and superintendent. Within 15 days the patron or employee may go to Step 3 by writing to the superintendent.

Step 3

The complaint with the principal's action will be given to the superintendent. The superintendent will meet with the patron, employee, and principal together or individually. If a resolution is reached, the superintendent will write a report, notifying the patron, employee, and principal. If no agreement is reached, the superintendent will render a decision in writing and deliver it to the patron, employee, and principal. The patron or employee, within 15 days, may go to Step 4 by notifying the superintendent.

Step 4

The school board will consider the complaint while meeting in executive session (if dealing with personnel). The superintendent will provide the board with any written reports which contains the complaints, the employee's response, principal's decision, and superintendent's decision. At this hearing, the patron will explain the complaint, the superintendent will explain the administrator's response, and the employee will explain their response. The school board will render its decision which will be implemented by the superintendent.

Adopted
Amended 4/13/92
Amended 7/12/99
Reviewed
Amended 1/25/2010

DISTRICT 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 resolve 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 the 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, guardian, or unaccompanied youth shall be provided with a written explanation of the district's decision including any rights the parent, guardian, or youth may have to appeal the decision.

Unresolved complaints may be forwarded by the person aggrieved to the South Dakota Department of Education for review. (Consult SD Department of Education Complaint Procedure)

CHURCHES: RELATIONS WITH – SCHEDULING OF ACTIVITIES

Organized school activities shall not be held on Sunday without the permission of the superintendent of schools.

Wednesday night shall be considered church night. Organized school activities shall not be scheduled after 6:00 p.m. on Wednesday nights.

Adopted
Amended 4/13/92
Reviewed
Amended 1/25/2010

RELATIONS WITH POLITICAL ORGANIZATIONS (PUBLIC FUNDS)

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

Legal Ref.: Hatch Act (5 U.S.C. 1501-1508 and Intergovernmental Personnel Act of 1970, as amended by Title VI of Civil Service Reform Act Public Law 95-454 Section 4728); Davis Bacon Act; SDCL 12-25-2.

Adopted 9/28/92
Amended
Reviewed
Amended 1/25/2010

Vermillion School District 13-1

SECTION L: Education Agency Relations

Section L of this policy classification system provides a repository for statements which concern the district's relationship with other education agencies – other school districts, regional or service districts, private schools, colleges and universities, educational research organizations, and state and national education agencies.

- LB** Relations with Non-Public Schools
- LB-E** Textbook Loan Form For Non-Public Students
- LC** Educational Research Agencies (Relations with)
- LEA** Student Teaching and Internships – Eliminated on 12/14/2009.
- LG** Mentor-Teacher Plan – Eliminate on 12/14/2009.

TEXTBOOK LOAN POLICY

TEXTBOOK LOAN ARRANGEMENTS FOR NON-PUBLIC SCHOOL STUDENTS:

The Vermillion School District 13-1 will loan without charge to all persons ages five through nineteen who are either enrolled in a public school, or in a non-public school, or who are engaged in a course of instruction pursuant to SDCL 13-27-3 within the district, or who are residing in the district but are not enrolled in any such school or engaged in any such course of instruction, such nonsectarian textbooks and text-related workbooks designed for individual use as are normally furnished by the district to individual students enrolled in public schools of the district. All such textbooks and text-related workbooks shall be approved by the school board.

The district's school administration shall assure that textbooks loaned are nonsectarian in nature.

The amount of money expended per student in the applicable budget year for purchasing textbooks for loan purposes shall not exceed the annual per student cost for textbooks purchased for students enrolled in the district.

PROCEDURES:

Textbook Arrangements for Non-Public School Students

1. The district's school administration will review textbooks requested for loan and will recommend to the superintendent those titles which are nonsectarian in nature and such are normally furnished by the district to individual students enrolled in the public schools.
2. The district's district's school administration will direct and supervise the program of loaning textbooks.
3. Students or their parents or guardians shall request by title and level the textbooks to be loaned to them prior to June 1 for the ensuing school year. Requests for books for new students should be submitted as early as possible. The form requesting the loan of textbooks will be provided by the public schools.
4. Textbooks loaned to students attending non-public schools will be from one year to another and stored in the school where students are in attendance.
5. Annual inventories of loaned textbooks will be conducted by the non-public school and reported to administration.
6. The district policy and regulations on disposition of school district property will be followed.
7. Replacement costs for textbooks lost or damaged beyond normal wear will be collected by the school administration or homeschool student custodians where the student attends and shall be remitted to the business manager of the public schools.

First Reading 5/27/1997
Second Reading 6/9/1997
Revised 12/14/2009
Revised 12/10/2012

EDUCATIONAL RESEARCH AGENCIES (RELATIONS WITH)

The Vermillion School District Recognizes the importance of relevant and valid educational research. The primary mission of the schools, however, is:

TO EMPOWER ALL STUDENTS TO MAXIMIZE THEIR SUCCESS IN OUR GLOBAL COMMUNITY. Therefore, the district's cooperation in research studies needs to be undertaken in the context of this primary responsibility. The procedure to exercise is as follows:

1. Proposal forms are to be obtained from Director of Instruction by the person conducting the research.
2. Proposals are then sent to the Director of Instruction.
3. Recommendation from the Director of Instruction is sent to appropriate building administrator(s).
4. Director of Instruction upon consultation with the building principal will then approve or disapprove the proposal.
5. The accompanying form will be used for all research project requests.

7. What is your estimated time line for each step involving the public schools?

8. Describe the benefit of your research to the Vermillion School District.

9. Will the school district receive a copy of the results?

DISTRICT RESEARCH REVIEW COMMITTEE

PURPOSE: To review research proposals within the Vermillion School District and make recommendations to approve or deny requests to building principals.

Step 2 as Listed in Board Policy LC

Proposal sent to the District Research Review Committee.
This Committee is comprised of representatives from the elementary, middle, and high School levels. Proposals will be evaluated within the established criteria.

Forward Completed Packets to:
Kim Johnson, Director of Instruction
Vermillion Public Schools
17 Prospect St.
Vermillion, SD 57069

Meeting Times and Dates:
As needed and determined by the Committee.

Criteria to be utilized:

1. Applicant has followed proper procedure, has contacted the building principals involved with the study, and has obtained Human Subjects approval.
2. Requests by undergraduate and graduate students to gather information for a single class will not normally be allowed.
3. Careful planning and review of the literature is evident.
4. There is potential for improving educational programs.
5. Materials and activities are appropriate for the students involved.
6. There is no serious interruption of the school program.
7. Planning has been completed well in advance to avoid schedule conflicts.
8. Confidentiality of all personal data (student and staff) is ensured.
9. There is no expense to the Vermillion School District.
10. Study for dissertation, thesis or final research papers for the master's degree will be considered.
11. Scholarly research activities by faculty of the Vermillion School District is encouraged.

RESEARCH APPLICANT

Name: _____

Signature: _____

Address: _____

Telephone: _____ Email: _____

VERMILLION SCHOOL DISTRICT REPRESENTATIVE

Name: _____

Signature: _____

Address: _____

Telephone: _____ Email: _____