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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 as encompassed within the prohibition of unfair or discriminatory practice based on sex.

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, sex, disability, ancestry, national origin 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
1001 East Main Street
Vermillion, SD 57069
605-677-7000

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

Jason Huska, Vice Principal/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

Jon Frey
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
Amended 7/12/21

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 is involved in the activity, the violation should be reported to the supervisor's immediate supervisor. Students should report such incidents to the guidance counselor and/or the responsible administrator. All reported incidents will be thoroughly investigated and subject 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.

BELIEF STATEMENTS

VISION:

The Vermillion School District will build relationships that empower students to learn and optimize their potential.

MISSION:

Together we connect, inspire and achieve. (CIA)

CORE VALUES:

- Our students are valuable and can be successful.
- Educators serve as positive role models for students by planning and promoting a safe and supportive environment.
- Learning is the responsibility of the student, while education is the responsibility of the parent, the school and the community.

Amended 5/26/1992
Amended 5/27/1997
Reviewed
Revised 12/10/2012
Amended 10/9/18
Amended 5/13/19

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
BDA	Electronic Communication by Board Members
BDB	School Board Meetings – Special Board Meetings – Eliminated on 3/12/2012
BDC	Executive Sessions
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.

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.

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:

- 9. 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;
- 10. 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;

11. 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;
12. 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;
13. when the contract is subject to a public bidding process;
14. when the contract is with the official depository as set forth in SDCL 6-1-3;
15. when the person only receives income or compensation, a per diem authorized by law or reimbursement for actual expenses incurred; or
16. 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.

6. 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.
7. The disclosure must be in writing.
8. 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.
9. 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.
10. 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:

2. 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

- 3. 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.
- 4. 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:

7) all parties to the contract

8) the person's role in the contract

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

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

11) the length of time of the contract

12) 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 their 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 their 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 their 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. Their role is to provide educational leadership for the public school of their community.
6. The school board will require the chief administrator's attendance at all school board meetings except at times when their 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. The school board is the next step of appeal for any controversial issue which cannot be resolved through the regularly constituted administrative channels.

12. 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.
13. 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.
14. 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/negotiations, finance, building/capital improvements and IT community relations, 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**REGULAR MEETINGS**

All regular official School Board meetings will be held on the second Monday of each month, unless otherwise designated at the annual organizational meeting of the Board. July's meeting will be the organizing meeting with election of president, vice president, and business manager as secretary.

The official meetings of the school board are open to the public unless a specific law is cited by the school board to close the official meeting to the public. An official meeting is any meeting of a quorum of the school board at which official business of the school district is discussed or decided, or public policy is formulated, whether in person or by means of teleconference. In the event that a single meeting exceeds four hours in length, board member compensation shall be determined at the school boards annual July organization meeting.

Subject to the following rules, any person may record, through audio or video technology, a school board meeting that is open to the public as long as the recording is reasonable, obvious, and not disruptive.

1. A person who wished to audio or video record some or all of an official school board meeting must inform the school board president/chairperson or superintendent prior to the beginning of the meeting of the person's intent to record. At the beginning of the meeting, the school board president will then inform all persons present of the recording.
2. The quantity and type of recording equipment used shall be subject to the discretion of the school board, and the school board president/chairperson shall have the discretion to exclude or terminate recording of the meeting. This discretion is not to be exercised in an effort to restrict the public's right to be informed of school board meeting proceedings, but only where these rules have been violated.
3. Recording equipment must not produce distracting light or noise, and no artificial lighting device of any device of any kind shall be employed with a video camera.
4. Recording equipment must not obstruct the vision of persons attending the school board meeting and their ability to see all school board members.
5. Any person violating the rules set forth above may be directed to cease the recording or leave the premises.

The School Board shall reserve at every regularly scheduled official meeting a period for public comment, limited at the Board's discretion, but not so limited as to provide for no public comment.

SPECIAL MEETINGS

Special meetings may be called by the President of the Board, or in his or her absence the Vice-President, or a majority of the Board members. Notice stating the time and place of any special meeting and the purpose for its call, will be given each Board member and the Superintendent by the Business Manager, either orally or in writing, in sufficient time to allow each member's presence. No business other than that stated in the notice will be transacted at a special meeting. Local news media that have requested notice will be notified of the special meeting by mail, email, delivered in person or telephone prior to the meeting.

TELECONFERENCE

Any official meeting, including executive meetings, may be conducted by teleconference. A teleconference is an exchange of information by audio, video, or electronic medium, including the internet. A member is deemed present if the member answers present to the roll call conducted by teleconference for the purpose of determining a quorum. Each vote at an official meeting held by teleconference shall be taken by roll call. A teleconference may be used to conduct a hearing. If the school board conducts an official meeting by teleconference, the school board shall provide a place at which the public may listen to and participate in the teleconference meeting. For any official meeting held by teleconference, which has less than a quorum of school board members participating in the meeting who are present at the location open to the public, arrangements shall be provided for the public to listen to the meeting via telephone or internet. The requirement to provide one or more places for the public to listen to the teleconference does not apply to an executive meeting.

Adopted
Amended 11/26/1990
Amended 5/27/1997
Reviewed
Revised 11/14/2005
Revised 3/12/2012
Revised 9/10/2012
Amended 02/10/20

ELECTRONIC COMMUNICATION BY BOARD MEMBERS

An exchange of information by audio, video, or electronic medium, including the internet, by a quorum of the school board and when official business of the school district is discussed or decided, or public policy is formulated, in subject to school district policies BD and BDDA and open meetings laws.

1. Board members shall not use electronic communication as a substitute for discussion or decision-making at regular or special board meetings open to the public.
2. School board members shall not use electronic communications to discuss or reach a consensus, majority opinion or unofficial decision, related to school district business.

EXECUTIVE SESSIONS

All official meetings of the school board are open to the public unless SDCL 1-25-2 and the appropriate subdivision of that statute is cited in a motion to close the meeting to the public.

As permitted by law, the school board may discuss some matters in executive (closed) session. An executive or closed meeting may be held only for the purpose of:

1. Discussing the qualifications, competence, performance, character of fitness of any public officer or employee or prospective public officer or employee. The term "employee" does not include any independent contractor.
2. Discussing the expulsion, suspension, discipline, assignment of or the educational program of a student.
3. Consulting with legal counsel or reviewing communication from legal counsel about proposed or pending litigation or contractual matters, or pertaining to matters to which the attorney-client privilege attaches.
4. Preparing for contract negotiations or negotiating with employees or employee representatives.
5. Discussing marketing or pricing strategies by a board or commission of a business owned by the state or any of its political subdivisions, when public discussion may be harmful to the competitive position of the business.
6. Discussing information related to emergency or disaster response plans or protocols, safety or security audits or review as set forth in SDCL 1-27-1.5(8) and SDCL 1-27-1.5(17).

An executive or closed session may be held only upon a majority vote of the members of the Board present and voting. Discussion during the executive/closed session is limited to the purpose(s) specified in the closure motion(s). Nothing in state law or this policy prevents an executive or closed meeting if the federal or state Constitution or the federal or state statutes require or permit it.

All official actions concerning the matters discussed will be made only at an open official meeting.

By the very nature of the matter discussed in executive/closed session, the matters discussed shall be kept confidential by the Board and Board members (and the administration, as agents of the Board) unless and until allowed to be disclosed publicly by the individual(s) to whom the discussion relates or unless and until authorized or required by law.

It is therefore the policy of the Board that the Board and Board members shall respect the right of privacy of District employees and students, and neither the Board nor individual Board members shall disclose nor convey confidential information regarding District employees or students, the knowledge of which was acquired during executive/closed sessions unless authorized or required by law to disclose the information.

SCHOOL BOARD MEETINGS – AGENDA FORMAT

- I. Call to Order
- II. Attendance
- III. Pledge
- IV. Visitors to be Heard
- V. Agenda Approval/Conflict Disclosure
- VI. Consent agenda (minutes, open enrollment, homeschool, new hires, resignations, and bills)
- 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

Amended 02/10/20

Amended 08/9/2021

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. If discussing complaints or concerns, no identifiable information such as personnel or student names may be used in public comment.

- 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 at 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 Monday of each month at 7:00 p.m. A secondly monthly meeting may be held at discretion of the Board. 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
Amended 10/9/18
Amended 5/13/19

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 work in conjunction with the board president 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 their 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 non-instructional 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, their 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 their contract that their services will not be retained.

EVALUATION PROCEDURE FOR THE SUPERINTENDENT OF SCHOOLS

- I. Expectations of the superintendent

The superintendent's evaluation will be conducted and discussed at or prior to the December school board meeting each year.

 - 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 their 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 their 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 their 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 their 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 their own position on matters under discussion by the board until an official decision has been reached, after which time he/she subordinates their views to those of the board.
 - Is impartial in their 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 their time and energy effectively to their job.
- Demonstrates their 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 their position.
- Maintains poise and emotional stability in the full range of their professional activities.

- Presents and conducts him/herself in a professional manner commensurate with their position in the community.
- Articulates effectively.
- Writes clearly and concisely.
- Speaks well in front of large and small groups, expresses their ideas in a logical and forthright manner.
- Thinks well on their feet when faced with an unexpected or disturbing turn of events in a large group meeting.
- Engages in activities to promote their own professional growth and development.
- Seeks and accepts constructive criticism of their 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

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.

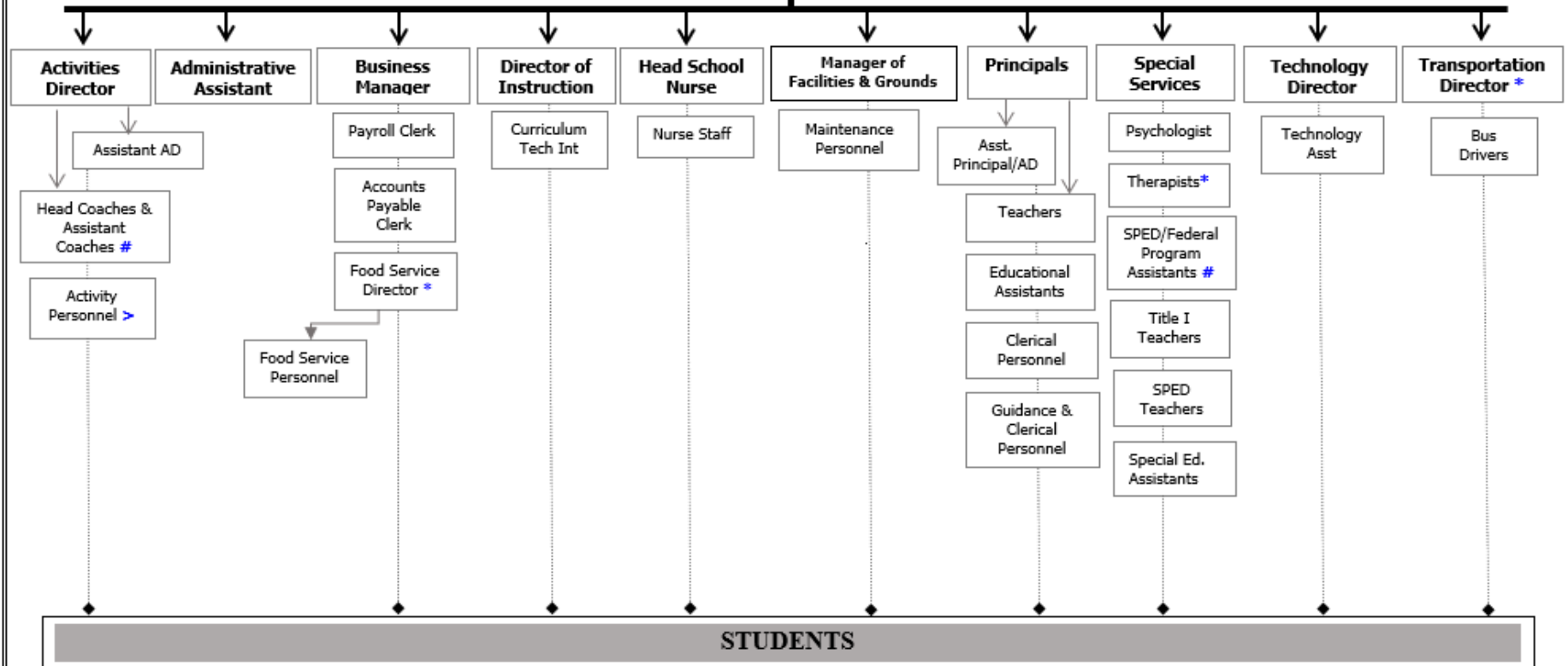
Adopted
Amended 3/11/91
Amended 11/28/94
Reviewed
Amended 10/25/04
Reviewed 12/12/05
Amended 6/23/08
Amended 4/26/10

Vermillion School District Organization Chart

Vermillion Community

School Board

Superintendent of Schools



Amended 9/12/22

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
DN	Investment

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. If building facilities are to be used, appropriate paperwork needs to be completed and approved prior to the event.

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

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.

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. Senior Citizen passes will be distributed from the district. No charge for those 65 and older.

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.

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	\$ 5,000.00 per item
Buildings	\$50,000.00
Building Improvements	\$50,000.00 *
Improvements Other than Buildings	\$50,000.00
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.

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 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 their suspicions to the superintendent of schools.

If the report involves the superintendent of schools, the employee shall report their 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 their 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 business office payroll 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. A copy of such inventory should be given to the building principal at year end checkout. 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.

PURCHASING AND PROCUREMENT PRACTICES -- LOCAL PURCHASING AND QUOTATION PROCEDURES -

In addition to the provisions contained in SDCL ch.6-1, SDCL 6-13-7, SDCL 3-16-7, SDCL 13-20-2.1, SDCL ch. 3-23, or Item: BBFA, the following standard of conduct is enacted pursuant to 2 CFR Part 200.318; [formerly 7 CFR Part 3016:36(b)(3)] to govern Vermillion School District #13-1 purchase and procurement practices.

Notwithstanding the \$5000.00 in a 12-month period provisions of SDCL ch. 3-23 and Item: BBFA regarding disclosure and authorization for conflicts of interest, no school district officer, employee, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from an individual or entity considered for a contract. Said officers, employees, and agents may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

In addition to any sanction or penalty contained in any provision of federal or state law or policy, school district officers, employees, or agents who violate any of these policy provisions may be subject to discipline up and including termination depending on severity and frequency of violation.

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 \$500.00

Separate items (new products and services) that have a value of less than the state minimum requirement for bidding but greater than \$4,000.00 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 their designee, provided the product does not exceed the unexpended amount in the adopted budget object or function code.

Adopted 7/11/88
Amended 9/23/91
Revised 2/13/06
Revised 3/26/12
Amended 5/13/19

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 their 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 30 hours or more per week) classified personnel and employees will be paid directly from the respective employee's timecard (if applicable) with the following conditions:

1. Each employee will receive their 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, 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
Amended 7/13/20

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		18.00
Dinner		28.00
Lodging		175.00 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		14.00
Dinner		20.00
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 district)

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
 Amended 10/15/19

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 for instructional assignments only. 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
Amended 7/13/20

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.

INVESTMENT-**1. SCOPE**

This policy applies to the investment of all funds of the Vermillion School District. Except for funds held in trust or special funds that are otherwise specifically provided for, the Vermillion School District will consolidate the balances from all funds to maximize investment earnings and meet the liquidity requirements of the District subject to the primary objective of providing security of principal.

2. POLICY

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

A) Safety of Principal

Safety of principal is the foremost objective of the investment program. Investments shall be undertaken in a manner that seeks to ensure the preservation of capital in the overall portfolio. The objective will be to mitigate the following risks.

1. Credit Risk

The Vermillion School District will minimize credit risk, which is the risk of loss due to the failure of the investment issuer or backer, by limiting the portfolio to the types of investments listed in section 5. Authorized and Suitable Investments of this policy and diversifying the investment portfolio to diminish the impact of potential losses from any one type of investment or from any one individual issuer.

2. Custodial Credit Risk

The Vermillion School District will minimize Custodial Credit Risk for deposits, which is the risk that in the event of the failure of a depository financial institution the deposits or collateral securities that are in the possession of an outside party would not be able to be recovered, as addressed in section 6. Collateralization.

B) Liquidity

The investment portfolio shall remain sufficiently liquid to meet all operating requirements that may be reasonably anticipated.

C) Return

The investment portfolio shall be designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs. Return on investment is of secondary importance compared to the safety and liquidity objectives described above. The core of the portfolio is limited to relatively low risk investments in anticipation of earning a fair return relative to the risk being assumed.

3. DELEGATION OF AUTHORITY

Authority to manage the investment program is granted to the Business Manager, who shall refrain from personal business activity that could impair his/her ability to make impartial decisions. The Business Manager acting in accordance with written procedures and this investment policy and exercising due diligence shall be relieved of personal responsibility for an individual investment's credit

risk or market price changes, provided deviations from expectations are reported in a timely fashion and the liquidity and the sale of investments are carried out in accordance with the terms of this policy. Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived.

In case of extended leave of absence, the Governing Board shall appoint a replacement Officer.

4. AUTHORIZED FINANCIAL DEALER AND INSTITUTION

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

- First Bank & Trust
- First Dakota National Bank
- CorTrust Bank
- Wells Fargo Bank and
- South Dakota Public Funds Investment Trust (FIT)

5. AUTHORIZED AND SUITABLE INVESTMENTS

The Vermillion School District is empowered by statute to invest in the following instruments:

- Interest bearing checking accounts
- Savings accounts
- Certificates of Deposit (CDs) (SDCL 13-16)
Certificates of Deposit (CDs) purchased through CDARS® (Certificate of Deposit Account Registry Service) (SDCL 4-5-6.1)
- Local Government Investment Pool (SD FIT)
- United States Treasury bills, bonds, and notes (SDCL 4-5-6)

The above listed authorized deposits will be kept in banks in South Dakota as required by SDCL 13-16-15.

6. COLLATERALIZATION

In accordance with the SDCL 4-6A and 51A-10-9 Qualified Public Depositories will furnish collateral in the sum equal to one hundred percent (100%) of the public deposit accounts that exceed deposit insurance. The financial institution shall submit a copy of their collateralization report to the Business Manager.

SDCL 4-6A-3 requires that collateral be segregated by each depository in such manner as approved by the South Dakota Public Deposit Protection Commission. Collateral may not be held in any safety deposit vault owned or controlled either directly or indirectly by the pledging financial institution but must be deposited for safekeeping in a financial institution that is a member of the Federal Reserve.

7. INTEREST EARNED

The interest earned from investments shall be credited to the respective fund (except Agency funds) or the general fund. (SDCL 4-5-9)

Vermillion School District 13-1

SECTION E: Support Services

Section E of this policy classification system provides a repository for statements of non-instructional 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 & Alcohol Testing for School Bus Drivers--Removed 8/10/2020
EEB	Prohibition of Text Messaging and Emailing While Driving During School or Official Federal Grant Business
EEBB	Use of Private Vehicle
EEBC	Parking Fees--Removed 8/10/2020
EGAA	Printing and Duplication Services – Reproduction of Copyright Materials
EGAA-R	Printing and Duplicating Service/Copyright Material
EH	Service Animals at School

Adopted 3/8/2004
Reviewed 3/27/2006
Amended 11/8/2010
Amended 7/12/2011
Amended 1/9/2017
Amended 6/25/18

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 non-curriculum related student groups shall have equal access and a fair opportunity to conduct meetings.

I. Access to Limited Open Forum

- A. The open time for forums shall be before the start of school (7:00am-8:00am) or after school dismisses for the day until 9:00pm. Days will include days school is in session or non-school days with administration approval.
- B. Non-curriculum related student groups that desire to conduct meetings during the limited open forum shall request, in writing, to the 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 non-curriculum 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 nor employees shall promote, lead or participate in any meeting except in a supervisory capacity.
- C. Non-school persons are not allowed to meet with non-curriculum related student groups during the limited open forum unless permission is obtained in advance from the administrator in charge.
- D. No school agent or employee shall be compelled to supervise a meeting of a non-curriculum related student group if the content of the speech at the meeting is contrary to beliefs of the agent or employee.
- E. Non-school persons are not allowed to meet with non-curriculum related student groups during the limited open forum more frequently than 12 times during any school year.

- F. Non-school persons can be denied access to school district property if their behavior is, or reasonably threatens to be, illegal, dangerous or disruptive to other activities.
- G. Non-school persons are not allowed to direct, conduct or control activities of non-curriculum 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

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 drop-off points have been established by the district. Students will be assigned to a pickup or drop-off point. Pickup and drop-off 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 responsibility for the safety of the children in their care. The Vermillion School District contracts their bus services with a qualified vendor. School bus driver examination and training is governed by the school district's contract with the student transportation service provider.

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.

PRINTING AND DUPLICATION SERVICES – REPRODUCTION OF COPYRIGHT MATERIALS

Works Protected by Copyright

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

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

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

District Procedure

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

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

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

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

Vermillion School District 13-1
COPYRIGHT AND FAIR USE GUIDELINES FOR DISTRICT PERSONNEL

Item: EGAA-R

Medium	Specifics	What you can do	Limitations
Printed Material (short)	<ul style="list-style-type: none"> Poem less than 250 words; 250-word excerpt of poem greater than 250 words Articles, stories, or essays less than 2,500 words Excerpt from a longer work (10 percent of work or 1,000 words, whichever is less) One chart, picture, diagram, or cartoon per book or per periodical issue Two pages (maximum) from an illustrated work less than 2,500 words, e.g. a children's book First three numerical unit restrictions above may be expanded to permit completion of unfinished poetry line or prose paragraph 	<ul style="list-style-type: none"> Teachers may make multiple copies for classroom use and incorporate into multimedia for teacher classes. Students may incorporate text into multimedia projects. 	<ul style="list-style-type: none"> Copies may be made only from legally acquired originals. Only one copy allowed per student. Teachers may make copies in nine instances per class per term. Usage must be "at the instance and inspiration of a single teacher," i.e., not a directive from the district. Do not create anthologies. "Consumables," such as workbooks, may not be copied. Do not copy more than one short work or two excerpts from one author's works in any one term.
Printed Material (archives)	<ul style="list-style-type: none"> An entire work Portions of a work A work in which the existing format has become obsolete, e.g., a document stored on a Wang Computer 	<ul style="list-style-type: none"> A librarian may make up to three copies "solely for the purpose of replacement of a copy that is damaged, deteriorating, lost or stolen." 	<ul style="list-style-type: none"> Copies must contain copyright information. Archiving rights are designed to allow libraries to share with other libraries one-of-a-kind and out-of-print books.
Illustrations and Photographs	<ul style="list-style-type: none"> Photograph Illustration Collections of photographs Collections of illustrations 	<ul style="list-style-type: none"> Single works may be used in their entirety, but no more than five images by a single artist or photographer may be used. From a collection, not more than 15 images or 10 percent (whichever is less) may be used. 	<ul style="list-style-type: none"> Although older illustrations may be in the public domain and do not need permission to be used, sometimes they are part of a copyright collection. Copyright ownership information is available at www.loc.gov or www.mpa.org.
Video (for viewing)	<ul style="list-style-type: none"> Videotapes (purchased) Videotapes (rented) DVDs Laserdiscs 	<ul style="list-style-type: none"> Teachers may use these materials in the classroom. Copies may be made for archival purposes or to replace lost, damaged, or stolen copies. 	<ul style="list-style-type: none"> The material must be legitimately acquired. Material must be used in a classroom or nonprofit environment "dedicated to face-to-face instruction." Use should be instructional, not for entertainment or reward. Copying OK only if replacements are unavailable at a fair price in a viable format.
Video (for integration into multimedia or video projects)	<ul style="list-style-type: none"> Videotapes DVDs Laserdiscs Multimedia encyclopedias QuickTime Movies Video clips from the internet 	<ul style="list-style-type: none"> Students "may use portions of lawfully acquired copyright works in their academic multimedia," defined as 10 percent or three minutes (whichever is less) of "motion media." 	<ul style="list-style-type: none"> The material must be legitimately acquired, i.e., a legal copy (not bootleg) or home recording. Copyright works included in multimedia projects must give proper attribution to copyright holder.
Music (for integration into multimedia or video projects)	<ul style="list-style-type: none"> Records Cassette tapes CDs Audio clips on the Web 	<ul style="list-style-type: none"> Up to 10 percent of a copyright musical composition may be reproduced, performed, and displayed as part of a multimedia program produced by an educator or students. 	<ul style="list-style-type: none"> A maximum of 30 seconds per musical composition may be used. Multimedia program must have an educational purpose.
Computer Software (no "fair use" exemption for education)	<ul style="list-style-type: none"> Software (purchased) Software (licensed) 	<ul style="list-style-type: none"> Library may lend software to patrons. Software may be installed on multiple machines and distributed to users via a network. Software may be installed at home and at school. Libraries may make copies for archival use or to replace lost, damaged, or stolen copies if software is unavailable at a fair price or in a viable format. 	<ul style="list-style-type: none"> Only one machine at a time may use the program. The number of simultaneous users must not exceed the number of licenses, and the number of machines being used must never exceed the number licensed. A network license may be required for multiple users. Take aggressive action to monitor that copying is not taking place (unless for archival purposes).
Internet	<ul style="list-style-type: none"> Internet connections World Wide Web 	<ul style="list-style-type: none"> Images may be downloaded for student projects and teacher lessons. Sound files and video may be downloaded for use in multimedia projects (see portion restrictions above). 	<ul style="list-style-type: none"> Resources from the Web may not be reposted onto the Internet without permission. However, links to legitimate resources can be posted. Any resources you download must have been legitimately acquired by the Website.
Television	<ul style="list-style-type: none"> Broadcast (e.g., ABC, NBC, CBS, UPN, PBS, and local stations) Cable (e.g., CNN, MTV, HBO) Videotapes made of broadcast and cable TV programs 	<ul style="list-style-type: none"> Broadcasts or tapes made from broadcast may be used for instruction. Cable channel programs may be used with permission. Many programs may be retained by teachers for years— see Cable in the Classroom (www.ciconline.org) for details. 	<ul style="list-style-type: none"> Schools are allowed to retain broadcast tapes for a minimum of 10 school days. (Enlightened rights holders, such as PBS's Reading Rainbow, allow for much more.) Cable programs are technically not covered by the same guidelines as broadcast television.

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.

a. 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.

b. 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.

c. 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.

2. 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	Alcohol and Drug Abuse and/or Dependence 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	Vice Principal
GCAD	Middle School Principal
GCADAA	Eliminated- board approved 1/11/21
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	Eliminated- board approved 1/11/21

GCAM	District Technology Coordinator
GCAMA	District Technology Assistant
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	Eliminated- board approved 1/11/21
GCAUA	Counselor
GCAUB	Reading Specialist
GCAUC	Social Worker
GCAUD	Behavior Integrationist
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 – Individual Health Insurance Waiver
GCBCC	Eliminated- board approved 1/11/21
GCBCD	School Nurse
G CBD	Sick/Bank: Administration
GCBDA	Cellular Telephones for Administrators and Directors
G CBDGA	Professional Leave Report
GCCA	Certified Staff – New Positions
GCD	Certified Staff Hiring
G CDBA	Hiring and Employment of Immediate Family Members

GCDBE	Family and Medical Leave Act (FMLA Leave) – Certified Staff
GCDBEA	Eliminated- board approved 1/11/21
GCEA	Substitute Teacher
GCN	Evaluation Materials for Certified Staff
GCPB	Interview Process: Stipend
GCPCBA	District Early Retirement Program for Administrators
GCPCBB	Retire/Rehire Policy
GCQAA	Consultation (Certified Staff Activities)
GDA	Eliminated- board approved 1/11/21
GDAA	Library Media Aide
GDAB	Eliminated- board approved 1/11/21
GDAC	Noon Duty Aide
GDAD	Administrative Assistant to the Superintendent
GDAE	Secretary to the Building Administrators
GDAF	Accounts Payable
GDAG	Payroll Clerk
GDABH	Manager of Facilities and Grounds
GDAI	Head Building Custodian
GDAJ	Day/Night Custodian
GDAK	After School Program Director/Coordinator
GDAL	Occupational/Physical Therapy Aide
GDAM	Eliminated- board approved 1/11/21
GDAN	Sign Language Interpreter
GDAO	Special Educational Assistant
GDAP	Curriculum/Technology Integrationist
GDBCA	Clerical Services – Benefits
GDBCB	Custodial Services – Custodial Benefits

GDBD	Support Staff Leaves and Absences
GDBE	Employees: Annual Leave
GDC	Classified Recruiting, Posting of Vacancies & Hiring
GDCBE	Teacher Aides and Tutors
GDD	Holidays: 12 Month Full-Time Employees
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
 Amended 1/11/2021
 Amended 7/12/2021
 Amended 7/12/2022

VETERANS' 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 except for positions listed in SDCL 3-3-6 (department heads, policy forming officials, private secretary, person in confidential relation to the appointed official). For the purposes of this policy, the term "veteran" means any person who is a U.S. citizen and

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 veterans' preference applies, each applicant for employment shall indicate veteran status on an employment application. 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 veterans' 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.

WORKERS' COMPENSATION INSURANCE

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

Any injury sustained for which a claim for workers' 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.

In accordance with SDCL 62-7-1 "an employee entitled to receive disability payments shall, if requested by the employer, submit himself or herself at the expense of the employer for examination to a duly qualified medical practitioner or surgeon selected by the employer, at a time and place reasonably convenient for the employee, as soon as practicable after the injury, and also one week after the first examination, and thereafter at intervals not oftener than once every four weeks. The examination shall be for the purpose of determining the nature, extent, and probable duration of the injury received by the employee, and for the purpose of ascertaining the amount of compensation which may be due the employee from time to time for disability according to the provisions of this title."

USE OF ALCOHOL, DRUGS, AND CONTROLLED SUBSTANCES

Student and employee safety is a paramount concern in the Vermillion School District. The school board hereby commits itself to a continuing good faith effort to maintain a drug-free environment.

A copy of the policy will be given to all present and future employees. Further, the school board recognizes that employees who have an alcohol and/or other drug abuse problem should be encouraged to seek professional assistance. An employee who requests assistance shall be provided a listing of regional treatment facilities or agencies to assist them in choosing of a service provider.

Definitions

For the purposes of this policy, "drugs" means narcotics and controlled substances as defined in federal law or state law. "Drugs" also includes any prescription or over-the-counter drug that does not meet the following four criteria:

1. The employee has a current and valid prescription for the drug, or the drug is sold over-the-counter;
2. The drug is used or possessed for the purpose for which it was prescribed or sold over-the-counter;
3. The drug is used or possessed at the dosage prescribed or recommended; and
4. The drug is used or possessed consistent with the safe and efficient performance of the employee's job duties.

Employee notification requirements

Any employee who is taking a drug or medication, whether or not prescribed by the employee's physician and that which may adversely affect the employee's ability to perform work in a safe or productive manner, is required to report such use to the employee's supervisor. This includes drugs that are known or advertised as possibly affecting judgment, coordination, or any of the senses, including those that may cause drowsiness or dizziness.

Violations

The school board will not tolerate the unlawful manufacture, use, possession, sale, distribution or being under the influence of alcohol and/or other drugs on school property or a school event off school property. Additionally, it shall be a violation of this policy for any employee to manufacture, use, possess, sell, distribute or be under the influence of medical cannabis in any manner inconsistent with South Dakota state law.

Any employee who violates this policy will be subject to disciplinary action which may include dismissal and referral for prosecution.

Violation notification requirements

Each employee of the district is hereby notified that, as a condition of employment, the employee must abide by the terms of this policy and will report to the superintendent any criminal alcohol and/or other drug statute convictions for any alcohol and/or drug violation. Such notification must be made by the employee to the superintendent no later than five (5) days after conviction. Should the affected employee be the superintendent, notification will be made by the superintendent to the school board no later than the next regular school board meeting.

Administrative action upon alleged or proven violations

Should the district receive information concerning an alleged or proven violation of this policy, it will take appropriate disciplinary action within thirty (30) days after receipt of such information. This may include termination of employment, required employee participation in alcohol and/or other drug abuse assistance or rehabilitation programs, and/or referral for prosecution.

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 18 years or older who is offered employment with the school district 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 prospective employee 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. These actions must be taken by a prospective employee within 10 days of any offer of employment or said offer will be deemed revoked. If these actions are timely completed, the school will submit the completed fingerprint cards to the Division of Criminal Investigation before the prospective employee enters into service. The prospective employee'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 or withdrawal of employment offer without further notice or hearing and without liability. 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.

A prospective employee 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 fingerprinting.

Any person employed by a South Dakota school district on July 1, 2000, who remains continuously employed by the same South Dakota school district for consecutive years is not required to submit to a criminal background check as provided in this policy.

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

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

Adopted 6/27/00
Amended 11/12/07
Amended 8/10/15
Amended 1/11/21
Amended 10/11/2022

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, 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 students resist tobacco use in all forms. Therefore, the prevention of tobacco use is part of the elementary and secondary curriculum.

Additionally, smoking and use of tobacco products (smoke or smokeless) 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 their 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 development and 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. Assist in Handles financial arrangements on bid contracts.
10. Responsible for daily receipt deposits.
11. Responsible for monthly reconciliation of all banks accounts.
12. Responsible for coordination of investment of cash.
13. Responsible for closing month end financial reports on the computer.
14. Responsible for state annual report (all sections inclusive of annual accountability and compliance).
15. Responsible for annual independent audit and making sure financial records are done completely and accurately.
16. Responsible for GASB financials and MD&A.
17. Responsible for IDEA Excess Cost Calculations.

18. Responsible for monthly calculation for Maintenance of Effort compliance.
19. Responsible for fiscal reporting (PPE) requirements of ESSA (Every Student Succeeds Act) implemented in FY19.
20. Responsible for making sure PRF forms are accurate for staffing.
21. Responsible for quarterly Medicaid administration staff pool, calendars and financials submission.
22. Serve on the insurance pool executive board allowing for a voice for our district regarding rate increases. (requested by Bob Mayer, Superintendent)
23. Responsible for submission of salary financial information to set Medicaid rates each school term.
24. Responsible for coordination of Trust & Agency accounts audit.
25. Complete extraordinary cost fund application if necessary.
26. Participate in monthly conference call/webinars from DOE and CANS.
27. Attend semi-annual business manager state meetings.
28. Complete SASD annual salary survey.
29. Responsible for school debt financials.
30. Responsible for Continuing Disclosure Documentation Requirements.
31. Responsible for SAM and EMMA requirements.
32. Responsible for all requirements with Debt rating.
33. Responsible for annual school election.
34. Attend all meetings of the school board or assign meeting to business office staff.
35. Compile data as requested by the superintendent and/or finance committee.
36. Responsible for recording and filing of official documents of the school district.
37. Recommend and oversee personnel employed in the business office.
38. In absence of the superintendent, confer with high school principal regarding system decisions.
39. Grant accounting, reporting, compliance and state desk audits.
40. Responsible for coordination of grant time distribution records and accuracy of payroll according to the grant time distribution records.
41. Responsible for compliance with all CANS requirements and policies.
42. Responsible for food service RFP process and annual contract amendments/changes.
43. Responsible for oversight of the food service program compliance and regulations (school term and summer term).
44. Responsible for school term and summer food service.
45. Responsible for processing food service free and reduced applications and the annual verification requirement.
46. Responsible for completion of Child and Adult Nutrition school term application.
47. Responsible for completion of Child and Adult Nutrition summer term application.
48. Coordinate annual school inventories with building administrators.
49. Maintain district wide inventory of fixed assets (including depreciation).
50. Responsible for routine bid/quote letting and assist in other bid letting requirements.
51. Recommend and monitor insurance needs.
52. Responsible for organization of garbage, fuel, and snow removal quotes.
53. Coordinate with the building principals all after school and community use of the school buildings as per established policies.
54. Maintain and annually update Bank Signature Authority.
55. 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.

Adopted: 10/28/91

Amended: 5/27/97

Amended: 8/11/08

Amended: 12/9/19

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 building as appropriate

PRIMARY FUNCTION: The principal is the professional advisor to the superintendent in matters pertaining to the high school. The principal is responsible for making recommendations 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 high school and has the authority to execute the programs within the building. The principal is the educational and administrative leader of the school and works cooperatively with the faculty, students, support staff, and community to provide a quality education program.

PERFORMANCE RESPONSIBILITIES/DUTIES:

A. ESSENTIAL SKILLS

1. Evaluates staff in accordance with school policy and state law.
2. Provides leadership for curriculum planning and development.
 - a. Monitors the instructional program with the help of the curriculum director and committees.
 - b. Implements the curriculum projects that are results of a team decision-making process.
3. Leads development of instructional programs that are required by state law, administrative rules, and district policies/procedures.
4. Provides leadership for staff development.
5. Provides leadership in completing district goals in accordance with district policy.
6. Conducts meaningful staff and departmental meetings on a periodical basis.
7. Oversees teacher, student, and staff scheduling.
8. Implements and monitors programs and activities that are in the best interest of the students.
9. Oversees the recording, reporting, and monitoring of students' academic progress and records.
10. Coordinates student fund raising projects.
11. Recommends budget expenditures to the superintendent and administers the adopted budget for the school program in cooperation with the business office.
12. Maintains proper budget records and financial controls of the budget, as necessary.
13. Administers appropriate public relations and communication for the school.
14. Oversees the completion of all state and NCA accreditation forms and monitors state and NCA rules and standards as well as other school improvement initiatives.
15. Is responsible for the coordination and supervision of support services according to district policy.
16. Ensures the maintenance of an appropriate inventory of the high school facilities in cooperation with the business office.

17. Oversees the development and implementation of discipline guidelines according to district policy.
18. Collaborates with USD to provide teacher preparation experiences for paraprofessionals and student teacher.
19. Obtains substitute teachers as needed.
20. Is responsible for other duties as assigned by the superintendent of schools.
21. Pursues professional growth opportunities such as attending conferences and on-site professional development programs, reading professional journals, participating in professional organizations.

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

Professional Staff Position: VICE PRINCIPAL

TITLE: Vice Principal

QUALIFICATIONS:

1. South Dakota certificate with a Master's Degree as a Secondary School Principal.
2. Minimum: Master's Degree and three years classroom teaching experience at appropriate level.

REPORTS TO: High School Principal

SUPERVISES: Administrative Assistant

PRIMARY FUNCTION: The vice principal 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 vice principal 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. Coordinates special student programs (work permits, UPP, teacher assistants, etc.)
5. Works toward maintaining good public relations and communication with the community.
6. Pursues professional growth opportunities such as attending conferences, reading professional journals, and/or participating in professional organizations and on-site professional development.
7. Other duties as assigned by the building principal.
8. Other duties may be assigned by the administration.

SHARED RESPONSIBILITIES:

1. With the High School Principal
 - a. recruitment, selection, assignment, and scheduling of the high school staff
 - b. evaluation of the 9-12 instructional staff
 - c. curriculum development and implementation
 - d. recording and reporting of student academic progress
 - e. works toward completion of the district goals
 - f. development of student handbooks
2. With the Activity Director and Athletic Director:
 - a. development of Athletic/Activities handbook
 - b. supervision of students at school activities
 - c. supervision of student eligibility
3. With the Guidance Department:
 - a. student evaluation and placement
4. With the Director of Instruction
 - a. 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 designing and implementing the master schedule for 6-8.
17. Responsible for developing and implementation of discipline guidelines according to district policy.
18. Responsible for appropriate public relations communication within the community.
19. Responsible for the completion of all state and NCA accreditation forms and then the continual monitoring of the state and NCA rules and standards.
20. Responsible for the coordination and supervision of support services according to district policy.
21. Maintains appropriate inventory in respective building(s) in cooperation with the business manager's office.
22. Responsible for developing and implementation of discipline guidelines according to district policy.
23. Responsible for designing and implementing the master schedule for 6-8.
24. Responsible for the enrollment of all students and orientation of students new to the system.
25. Responsible for obtaining substitutes as needed.
26. Coordinates and supervises the student teacher and paraprofessional programs.
27. Coordinates with the business manager all after school and community use for the middle school facilities as per established policies.
28. Responsible for the coordination of the necessary classroom technology.
29. Responsible for other duties as assigned by the superintendent of schools.
30. Pursues professional growth opportunities such as attending conferences, reading professional journals, and/or participating in professional organizations and on-site professional development.
31. Makes home visits as necessary to communicate attendance policy.
32. 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.

Adopted: 10/28/91

Amended

Reviewed

Amended: 8/11/08

Amended: 12/9/19

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. 504 Coordinator for respective building.
26. Coordinates with outside agencies to support students and their family.
27. 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, Schoolwide and Title I, Title VI, ELL, Migrant, Homeless, 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 Schoolwide Title I program. Other program functions include ELL, Title VI, Migrant, and Homeless. The director must work cooperatively with all staff, students, parents, Department of Education 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, and 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. Private School consultation and services through IDEA and Title programs.
17. Attend B-3 meetings as needed.
18. 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.
 - i. Crisis Prevention Intervention (CPI), ensure all building teams are trained yearly.
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 Infinite Campus
 - c. Verify child count in a timely manner.
5. Compliance Review
 - a. Prepare material for a 5 year compliance review for special education.
 - b. Coordinate review team.
 - c. Develop a corrective action plan based on the review and confer with building principals/staff regarding implementation.
 - d. Title 1 compliance review (documentation uploaded yearly, audit as required by the DOE)
 - e. Title VI yearly report
6. Budget
 - a. Recommend budget expenditures and is responsible for complying with the adopted budget for special education and Title Programs.
 - b. Review and approve capital outlay request and arrange for purchase order processing.
 - c. Apply for the following monies:
 - i. IDEA grant (guide principals on schoolwide plans)
 - ii. Consolidated application
 - iii. Title VI grant
 - d. Oversee process of filing for Medicaid reimbursement
7. Evaluations
 - a. Evaluate special education teachers, paraprofessionals, and staff in ELL and Title VI programs.
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.
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.

Adopted: 10/28/91
Amended: 5/8/95
First Reading: 5/12/97
Second Reading: 5/27/97
Amended: 8/11/08
Amended: 12/9/19

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. School Improvement Team | |
| 2. Language art/reading Committee | 8. Vocational Ed Committee |
| 3. Social Studies " | 9. Fine Arts " |
| 4. Mathematics " | 10. Physical Ed & Health" |
| 5. Science " | 11. Multicultural " |
| 6. Technology/Computer " | 12. Various Grants |
| 7. World Language " | 13. 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. Maintains proper budget records and financial controls of the budget as necessary.
22. 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.

Adopted 10/28/91
First Reading 5/12/97
Second Reading 5/27/97
Amended 8/11/08

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. Provide guidance and supervision to maintenance personnel to insure activity facilities are safe and healthy.
12. Provide and monitor training to insure certification of activity personnel.
13. Coordinate the award programs with each coach for their respective sport.
14. Manage all financial reporting to the business manager of the high school activities programs.
15. Additional duties as assigned by the superintendent of schools as per contract.

EVALUATION: Job performance will be evaluated by the superintendent.

Adopted: 8/29/88
Amended: 8/12/91
First Reading: 5/12/97
Second Reading: 5/27/97
Amended: 8/11/08
Amended: 9/12/16
Amended: 12/9/19

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 students; to motivate students to develop skills, attitudes, and knowledge needed to provide the necessary foundation for appropriate education, in accordance with each student'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. In accordance with established building policies and procedures, develop reasonable rules of classroom behavior and procedure and maintain order in the classroom in a fair and just manner.
7. Maintain an online gradebook with regular updates, 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 student.
16. Translate lesson plans into developmentally appropriate learning experiences.

17. Establish and maintain standards of student behavior to achieve an effective learning atmosphere.
18. Evaluate students' academic and social growth, keep accurate records, and prepare progress reports.
19. Identify student 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. Pursue 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.

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/Building Principals

SUPERVISES: Technology Assistant

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 and Curriculum Integrationist.
4. Review and evaluate new 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. Assist staff with Student Information System, including, but not limited to, Messenger, Online Registration, and Lunch.
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 administration for the school district.
3. Facilitate and coordinate district technology purchasing.
4. Provide hardware and software maintenance on devices and equipment.
5. Facilitate and coordinate technology staff development with Curriculum Integrationist and Curriculum Director.

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. Webmaster for Vermillion School District Website.
9. Manage deployment of hardware, software, and curriculum licensing.
10. SD Stars Coordinator.
11. Google G-Suite and Office 365 Administrator.
12. Setup and manage live stream and display board for activities.
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.

First Reading: 9/25/95
Second Reading: 10/10/95
First Reading: 5/12/97
Second Reading: 5/27/97
Amended: 8/11/08
Amended: 12/9/19

DISTRICT TECHNOLOGY ASSISTANT

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 and student 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.
8. Help set up and run streaming camera
9. Set up and run Daktronics computer/video board.
10. Assist with athletics software and hardware-Hudl.
11. Administer and help maintain Infinite Campus.

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, promote equitable access and encourage reading.
3. Maintains an inviting and engaging learning atmosphere and climate.
4. Provides students and faculty with reference and individual reader's advisory services to encourage lifelong readers and independent users and producers of information.
5. Administers the annual library budget and coordinates requisition of library materials.
6. Coordinates procedures for selection/deselection of library materials.
7. Provides instruction in the use of databases, library resources, and technology following SD state standards.
8. Assist faculty in the selection of library materials and digital resources to support and enrich their curriculum.
9. Maintains a working knowledge of books, authors, and other print and digital resources to assist students with reading selections.
10. Pursues professional growth opportunities such as attending conferences, reading professional journals, and/or participating in professional organizations and on-site professional development.
11. Design and lead professional development sessions for faculty.
12. Develops collaborative relationships with faculty and administration to support district initiatives.
13. 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(s), 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. Responsible to ensure that all service providers (to include classroom teachers and related service providers) are complying with each student's IEP.
3. Manage a student caseload in regard to IEP/ISP development and implementation.
4. Monitor the special education process from identification to referral, evaluation, and placement.
5. Participate in TATs, Multidisciplinary Team meetings, IEP/ISP meetings, and parent conferences.
6. Schedule all meetings that involve the student and the student's team prior to/on an IEP, to include initial referral for testing (TAT), IEP meetings, and progress meetings throughout the school year.
7. Implement and/or support regular education teachers with curricular and instructional modifications.
8. Serve on district committees as assigned.
9. Train/mentor educational assistants and teacher interns.
10. Participate in supervisory duties: playground, bus, school building.
11. Plan for student transitions for all students; coordinate job skills in the community for older students.
12. Administer testing for screenings, initial and three-year reevaluations; present and interpret results; answer questions.
13. Conduct home visits, scheduled or as needed.
14. Complete forms correctly and in a timely manner.
15. Be knowledgeable about disabling conditions and issues, eligibility criteria, rules and regulations regarding funding sources, district comprehensive plan.
16. 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 Master's 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:

School psychologists apply their knowledge of both psychology and education through consultation and collaboration with teachers, school administrators, parents, and community providers. They participate in effective data-based decision-making using a foundation of assessment and data collection. School psychologists engage in specific services for students, such as direct and indirect interventions that focus on academic skills, learning, socialization, and mental health. School psychologists provide services to schools and families that enhance the competence and well-being of children, including promotion of effective and safe learning environments, prevention and remediation of academic and behavior problems, response to crises, and improvement of family-school collaboration.

1. Demonstrate communication, report writing and consultation skills.
2. Demonstrate psychological assessment skills: interviewing, observing, diagnosing, and interpreting data.
3. Assists students in succeeding academically, socially, and emotionally.
4. Demonstrate knowledge of state and federal rules and regulations regarding special education and assessment procedures.
5. Evaluates students using appropriate testing, observation, and supplementary information provided by records and outside agencies.
6. Employs practices that promote home, school and community partnerships and enhance learning and mental health goals for students.
7. Participates in multidisciplinary meetings to review evaluation results, integrate findings with other disciplines, offer recommendations, and develop IEP's and intervention plans to achieve goals.
8. Maintains student service, administrative and other departmental records in accordance with the District, State, and Federal policies.
9. Demonstrate the ability to schedule appointments and meet deadlines.
10. Be able to travel between school buildings.
11. Be able to present information and respond to questions.
12. Pursues professional growth opportunities such as attending conferences, reading professional journals, and/or participating in professional organizations and on-site professional development.
13. 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. 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.
3. Provide detailed psychoeducational and/or behavioral prescriptions for children with disabilities.
4. Consult with teachers and other school personnel regarding behavioral management and learning issues.
5. Provide assistance with treatment and intervention services, i.e. counseling.
6. Be a liaison between the school district and other mental health agencies/resources.
7. Perform other duties and functions as requested by the Director of Special Education: attend monthly staff meetings.
8. 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 5/27/97
Amended: 8/11/08
Amended: 12/9/19

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 and neurological 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.

First Reading: 5/12/97
Second Reading: 5/27/97
Amended: 8/11/08
Amended: 12/9/19

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 by parents and staff.
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.

First Reading 5/12/97
Second Reading 5/27/97
Amended 8/11/08
Amended 1/11/2021

PROFESSIONAL POSITION: SCHOOL RESOURCE OFFICER (SRO)**QUALIFICATIONS:**

1. Certification as a law enforcement officer in the state of South Dakota in accordance with SDCL ch. 23-3.
2. Attendance and completion of 40 hours of School Resource Officer training.
3. Experience in the field of education is not necessary SRO duties but is preferred.
4. Such additional 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 or Vermillion Police Chief, whomever is their employer. 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 middle and high schools 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.

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 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, SDCL 9-29-1 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, the Clay County Sheriff, and Vermillion Police Chief.
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. Benefits are provided to the SRO by Clay County or the City of Vermillion.
2. Salary and work year to be established by the Clay County Sheriff or the City of Vermillion.

EVALUATION: Job performance will be evaluated by the Clay County Sheriff or Vermillion Police Chief or in accordance with employer entity policy as the case may be as SRO employer.

TITLE: COUNSELOR

QUALIFICATIONS:

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

REPORTS TO: Building Principal

PRIMARY FUNCTION: 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.
10. Assists students and parents in making decisions related to course selection and programs of study.
11. Assists students in planning a course of action and verification of credits earned toward graduation requirements.
12. Assists students in career exploration and decision making
13. Assists students in making post-high school plans such as applications for admission, financial aid, school visitation, shadowing or employment
14. Helps students obtain employment and/or prepare for employment
15. Promotes equality information to increase the students understanding as it relates to racism, sexism, disadvantaged, handicapped, limited-English speaking and students with special needs
16. Collaborates with staff and administrators in planning, evaluating, and revising the building counseling program
17. Pursues professional growth

EVALUATION:

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

TITLE: 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. Help homeroom teachers with math groups, if there is time in our schedule.
17. Other duties may be assigned by administration.

TITLE: SOCIAL WORKER

QUALIFICATIONS:

1. Bachelor's/Master's Degree in Social Work from a Social Work program that is accredited by the Council on Social Work Education (CSWE).
2. Two years of experience providing clinical interventions to children and families.

REPORTS TO: Superintendent under the direction of the Building Principals.

PRIMARY FUNCTION: The School Social Worker acts as a liaison between the home, school, and community organizations. Manage the Family Outreach program by providing direct and indirect interventions to address barriers that interfere with student achievement. Support students and families cope with socioeconomic challenges, family trauma, and disabilities. Organize services for students and families and provide crisis interventions. Collaborate with the administration team to engage families in their students' education.

PERFORMANCE RESPONSIBILITIES:

A. Essential Skills:

1. Knowledge of child abuse/neglect, social-emotional developmental phases, and adverse childhood experiences.
2. Ability to travel between and among school sites throughout the district and to students' homes, as necessary.
3. Respond and maintain documentation of family outreach referrals from school administration, school counselors, teachers, and parents.
4. Identify strategies to support students and families manage issues occurring in the home that affect or hinder academic progress.
5. Maintain existing partnerships and cultivate new relationships with community organizations and mental health professionals to provide resources to students and families.
6. Collaborate with community agencies providing in-school counseling/case management services and monitor their practices to ensure compliance to district regulations and policies.
7. Conduct home visits as a method to access the family in response to school referrals.
8. Serve as an active member of the Clay County child protection team and attend monthly meetings.
9. Collaborate with school counselors in developing and implementing effective social and behavioral interventions for students and work in partnership with staff and administration in planning, evaluating, and revising the district counseling program.
10. Document interactions and interventions provided to student and families and maintain reports that track the progress of the Family Outreach program.
11. Assist the district's efforts in enforcing school board regulations for excessive absences and truancy.
12. Promote equality of information, cultural inclusion, and trauma informed practices while upholding the ethical standards of the social work profession and confidentiality of student information.
13. Participate in professional development activities aimed at current trends and best practices for the provision of comprehensive school social work services.

EVALUATION:

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

Professional Staff Position: Behavior Integrationist

TITLE: Behavior Integrationist

QUALIFICATIONS:

1. Bachelor's degree in education/psychology, sociology, counseling, or social work preferred.
2. Experience in a behavioral treatment facility may be considered in lieu of a degree.
3. Experience with behavior management. May be required to physically manage students. Computer competency in word processing, data bases, and spreadsheets.

REPORTS TO: Building Principal

PRIMARY FUNCTION: As a member of the counseling department, the primary goal is to help students with issues that affect their school performance and behavior. They may hold sessions with students one on one or hold sessions with a group or class. The behavior integrationist will help with student behavior interventions, data collection, and provide training for staff.

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS/DUTIES:

1. Identifies strengths of children and positive reinforcement and motivation techniques for individuals.
2. Works with individual students in 1:1 and small group settings to reinforce behavioral goals/objectives outlined by the IEP and carryover of group counseling concepts.
3. Assesses individual student needs, providing input with the team in creating and implementing the IEP related to behavioral and emotional needs.
4. Assesses impending agitation and escalation of behavioral change and participates in the behavioral management of these students. Is alert to potential problems.
5. Maintains accurate records of behavior incidences, documenting promptly all pertinent information.
6. Supervises time-out and other behavior interventions.
7. Interacts with team members to provide a positive and challenging environment for students to achieve their individual goals and objectives.
8. Establishes a positive rapport with students, co-workers and parents which conveys enthusiasm and caring.
9. Works cooperatively with team members to outline a behavior plan and evaluate the plan's appropriateness and need for modifications. Demonstrates knowledge of behavioral strategies.
10. Shares responsibility and offers assistance to co-workers.
11. Communicates clearly with students, co-workers, and parents.
12. Shares appropriate information with supervisor and co-workers through behavior documentation and participation in team meetings.
13. Coordinates transportation
14. Dispenses medications under direction of nurse.
15. Maintains the confidentiality of students and families.
16. Maintains record of physical management of students.
17. Knowledge of district policies, rules, and regulations.
18. Performs other duties as assigned by the supervisor.

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

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 July 1, 2020:

SDCL 13-43-6.1. Just cause for termination or nonrenewal of teacher. A teacher may be terminated, by the school board, at any time for just cause 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. A school district may nonrenew a teacher who is in or beyond the fourth consecutive term of employment as a teacher with the school district pursuant to SDCL 13-43-6.3 for just cause, 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 intention to recommend nonrenewal– Opportunity for hearing –Time limitations. If nonrenewal of a teacher is contemplated under SDCL 13-43-6.1, the superintendent or chief executive officer shall give written notice of an intention to recommend nonrenewal to the teacher and school board; a written statement of the reasons for the recommendation; 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 nonrenewal should not occur; and the opportunity to be represented. The teacher shall request the hearing as provided in SDCL 13-43-6.9. The school board shall conduct the hearing not sooner than fourteen days, nor later than forty-five days, after receipt of the teacher's request for hearing. The parties may waive the time limitations provided for in this section.

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 school board may or may not renew the teacher's contract. The superintendent or chief executive officer 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

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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. On or before April fifteenth, the superintendent or chief executive officer shall notify the teacher and the school board in writing of the recommendation to not renew the teacher's contract.

Acceptance by the teacher of an offer from the district to enter into a new contract with the teacher shall be in the manner specified in the offer. Failure of the teacher to accept the offer in the manner specified constitutes the termination of the existing contract between the teacher and the district at the end of its term.

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.

SDCL 13-43-6.7 Written notice of recommendation for termination—Content—Hearing—Action. If termination of a teacher is contemplated under SDCL 13-43-6.1, written notice of a recommendation for termination shall be presented to the teacher and the school board by the superintendent or chief executive officer. The recommendation shall state the reason or reasons upon which the recommendation is based, and the effective date of the recommended termination.

In addition, the notice shall identify the following rights:

- (1) Access to the teacher's employment records;
- (2) Upon request, a hearing before the school board to present reasons in person or in writing why the termination should not occur; and
- (3) The right to be represented at the hearing at the teacher's cost.

The school board shall conduct the hearing, no sooner than fourteen days, and no later than forty-five days, after receipt of the written request for a hearing. The parties may waive these time limitations. If no hearing is requested by the teacher within the time and manner provided in SDCL 13-43-6.9, the right to a hearing shall be deemed waived by the teacher; and the school board shall thereafter act on the recommendation without further notice or hearing.

SDCL 13-43-6.8 Evidence of delivery of notification of intention to recommend nonrenewal or termination. Delivery of any notification to the teacher pursuant to SDCL 13-43-6.2 or SDCL 13-43-6.7 shall be established by certified mail with return receipt signed by the teacher, personal delivery evidenced by a receipt signed by the teacher, or affidavit of personal service made by a person authorized to effect personal service.

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SDCL 13-43-6.9 Evidence of delivery of written request for a hearing. Delivery of a written request for a hearing provided by SDCL 13-43-6.2 or SDCL 13-43-6.7 shall be established by certified mail with return receipt signed by the superintendent, chief executive officer, or board member, or a person authorized to accept certified mail for the district, or personal delivery evidenced by a receipt signed by the superintendent, chief executive officer, or board member, or an affidavit of personal service upon the district made by a person authorized to effect personal service no later than fifteen days after receipt of the notice by the teacher.

BREAKING OR JUMPING CONTRACT:

SDCL 13-42-10 Suspension of refusal to issue or renew certificate for breach of contract. The secretary may suspend or refuse to issue or renew any certificate for a period not to exceed one year for breaking a contract with a school. However, the secretary may not suspend the certificate if the school board or governing body collects liquidated damages pursuant to the terms of the contract. In order to initiate proceedings pursuant to this section, the school board or governing body employing the certificate holder shall file a complaint pursuant to SDCL 13-42-12.

**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.

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. Request of re-enrollment will be determined in reverse order of the waiver form most recently accepted by the school board.

Signature

Date

PROFESSIONAL POSITION: SCHOOL NURSE

QUALIFICATIONS:

1. Current RN license from the state of South Dakota.
2. Current Healthcare Provider CPR certification.
3. Experience in the field of Public Health shall be preferred but is not required.

REPORTS TO: Superintendent

PRIMARY FUNCTION: The School Nurse addresses the physical, mental, emotional and social health needs of students to support their achievement by providing healthcare through assessment, intervention, and follow-up for all children in the school setting. The School Nurse acts as a liaison between the School District, Parents, and Medical Providers to manage acute and chronic health conditions in the school setting to support student success.

A. SKILLS AND ABILITIES

1. Knowledge in the principles and practice of:
 - Growth and development
 - Health appraisal and assessment
 - Child abuse and neglect recognition and intervention
 - First aid and emergency medical care
 - Systems theory and family/group dynamics
 - Teaching and learning theory
 - Crisis management and response
 - Substance abuse and recognition/intervention
 - Patterns of coping, health counseling
 - Statistics and research
 - Epidemiology, illness prevention/wellness
 - Basic computer skills
 - Oral and written communication skills
2. Ability to establish and maintain comprehensive school health program.
3. Ability to utilize the nursing process, including data collections, nursing diagnosis, planning intervention, and evaluations.
4. Ability to be self-directed and work independently as well as collaborate with other professionals as a team.

B. RN ADMINISTRATIVE DUTIES:

1. Assist in the development of goals supportive of school improvement.
2. Assist in the development of district and school health policy.
3. Conduct yearly staff education regarding AED's, First Aid, Epi Pens, School Health Exclusions, etc.
4. Coordinate staff health screenings and provide nursing services related to screenings when needed.
5. Act as the primary contact and coordinator with other health agencies.
6. Manage student medication administration and delegate when appropriate within the parameters of nursing scope of practice.
7. Oversee unlicensed personal care para-professionals, unlicensed diabetic aides, and unlicensed medication aides to ensure student safety and policy compliance.
8. Coordinate unlicensed personnel certification for Unlicensed Medication Aides (UMA) and Unlicensed Diabetic Aides (UDA) through the South Dakota Board of Nursing.
9. Complete yearly audits of all Kindergarten, 6th Grade, and out-of-state transfer students for immunization compliance and submit to the State of South Dakota in accordance with South Dakota Law

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10. Keep current on evidence based Best Practice guidelines for school health and implement these practices when possible.
11. Pursue professional growth opportunities such as attending conferences, reading professional journals, and/or participating in professional organizations and on-site professional development.
12. Act as a member of the Vermillion School District Wellness Committee
13. Act as a member of the community Child Protection Team.
14. Act as a member of the Sanford Fit Kids Committee.
15. Act as a member of 504 and IEP teams for medically involved students and advise modification of the educational program to meet health needs of individual students.

C. ESSENTIAL NURSING DUTIES:

1. Establish and maintain an appropriate working relationship with students, staff, parents, medical professionals, and community members.
2. Provide emergency medical care to injured students and staff as needed.
3. Provide care to students and staff who present with an acute illness.
4. Authorize exclusion and readmission of students in connection with infectious and contagious diseases.
5. Assume authority, in the absence of a physician, for the care of a student who has suffered an injury or emergency illness.
6. Identify students with medical conditions, coordinate care while at school by collaborating with parents/guardians and involved medical professionals. Develop and implement Individualized Health Care Plans.
7. Maintain an accurate, updated list of students with health conditions and/or medications in each building.
8. Observe and assess students on a regular basis to detect health needs and refer a student and their parent/guardian to other resources in the community to obtain services necessary for the health of the student.
9. Serve as a resource and consultant to staff relative to health issues.
10. Review student immunizations for compliance and refer for updates when needed. Keep records current in Infinite Campus.
11. Coordinate and document yearly school health screenings and make medical referrals when needed.
12. Administer medications and treatments prescribed by physicians according to school policy. Keep accurate records of medication/treatments as prescribed.
13. Assist school personnel in maintaining sanitary standards in the schools.
14. Provide education to students and families regarding student health matters.
15. Conduct home visits as needed.
16. Participate in in-service training program.
17. Other duties as assigned by the administration.

D. 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.

Adopted: 3/17/88

Amended: 9/23/91

First Reading: 5/12/97

Second Reading: 5/27/97

Amended: 8/11/08

Amended: 12/9/19

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 weblink.

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 one (1) day 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 one (1) year 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 their occurred sick leave in the sick leave bank upon their 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 superintendent and business manager 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
Amended 1/11/2021
Amended 10/11/2022

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,-Activities Director, School Nurse, Director of Special Services, Director of Technology, Technology Assistant, Curriculum/Technology Integrationist, Social Worker, After School Program Director, and Head Custodians.

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. (10 month-School Nurse, Technology Assistant, Curriculum/Technology Integrationist, and Social Worker) (12 month-Superintendent, Business Manager, Director of Instruction, Principals, Activities Director, Director of Special Services, Director of Technology, After School Program Director, and Head Custodians)

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)?

Adopted 10/28/91

Amended

Reviewed

Amended 11/12/07

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

No candidates will be hired without a personal interview.

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)

This policy is drafted in accordance with 29 CFR §§825.100 to 825.803 (specific direct citations are included where applicable).

An eligible employee is entitled to a combined total (paid and unpaid) of twelve (12) weeks FMLA 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),
4. The employee's own serious health condition or illness, or
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.

FMLA leave may be either paid, unpaid, or a combination of paid and unpaid leave. Whenever an employee requests leave for an FMLA covered event, the employee will be required to exhaust all paid leave for which they are eligible prior to being placed in unpaid leave status. Whether the leave is paid or unpaid, it will be counted toward the employee's 12-week entitlement in any given year.

In the event any current applicable sick leave, family illness and sick leave bank accumulated leave, annual leave, personal leave, or vacation leave 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 accumulated leave, annual leave, personal leave, or vacation leave policies shall prevail.

The term "eligible employee" for the FMLA leave purposes leave means an employee who has been employed (1) for at least 12 months by district with respect to whom FMLA leave is requested, (2) for at least thirty (30) hours per week, and (3) for at least 1,250 hours of service with district 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, 42 minutes per week).

Any employee who fails to return to work as scheduled after FMLA leave or exceeds the 12-week FMLA entitlement (or in the case of military caregiver leave, the 26-week FMA entitlement), will be then subject to the district's employer standard attendance policies. This may result in termination of employment if the employee has no other employee-provided leave available to him/her that applies to the continued absence. Likewise, following the conclusion of FMLA leave, the employee's obligation to maintain the employee's group health plan benefits ends (subject to any applicable COBRA rights). Once an employee returns to work and meets the eligibility requirements for health insurance, health 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, family illness and sick leave bank accumulated 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.

FAMILY AND MEDICAL LEAVE ACT (FMLA LEAVE)

The employee must first use and count all applicable and available accrued paid leave, including vacation, sick leave, family illness and sick leave bank accumulated 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.

In the case of birth, adoption, or foster placement, the FMLA leave entitlement for childcare 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 family illness and sick leave bank accumulated leave policy requirements, 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.

Special Rules:

Section 1 - Special rules for school employees, definitions.

(a) Certain special rules apply to district employees of as employees of local educational agency, which includes elementary and secondary schools under district's jurisdiction, and private elementary and secondary schools. The special rules do not apply to other kinds of educational institutions, such as colleges and universities, trade schools, and preschools.

(b) The special rules affect the taking of intermittent leave or leave on a reduced leave schedule or leave near the end of an academic term (semester), by "instructional employees." "Instructional employees" are those whose principal function is to teach and instruct students in a class, a small group, or an individual setting.

FAMILY AND MEDICAL LEAVE ACT (FMLA LEAVE)

This term includes not only teachers, but also athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. It does not include, and the special rules do not apply to, teacher assistants or aides who do not have as their principal job actual teaching or instructing, nor does it include auxiliary personnel such as counselors, psychologists, or curriculum specialists. It also does not include cafeteria workers, maintenance workers, or bus drivers.

(c) Special rules which apply to restoration to an equivalent position apply to all employees of district.

29 CFR § 825.600

Section 2 - Special rules for school employees, limitations on intermittent leave.

(a) Leave taken for a period that ends with the school year and begins the next semester is leave taken consecutively rather than intermittently. The period during the summer vacation when the employee would not have been required to report for duty is not counted against the employee's FMLA leave entitlement. An "instructional employee" who is on FMLA leave at the end of the school year must be provided with any benefits over the summer vacation that employees would normally receive if they had been working at the end of the school year.

(1) If an eligible "instructional employee" needs intermittent leave or leave on a reduced leave schedule to care for a family member with a serious health condition, to care for a covered servicemember, or for the employee's own serious health condition, which is foreseeable based on planned medical treatment, and the employee would be on leave for more than 20 percent of the total number of working days over the period the leave would extend, district may require the employee to choose either to:

(i) Take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or

(ii) Transfer temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits, and which better accommodates recurring periods of leave than does the employee's regular position.

(2) These rules apply only to a leave involving more than 20 percent of the working days during the period over which the leave extends. For example, if an "instructional employee" who normally works five days each week needs to take two days of FMLA leave per week over a period of several weeks, the special rules would apply. Employees taking leave which constitutes 20 percent or less of the working days during the leave period would not be subject to transfer to an alternative position. Periods of a particular duration means a block, or blocks, of time beginning no earlier than the first day for which leave is needed and ending no later than the last day on which leave is needed and may include one uninterrupted period of leave.

(b) If an "instructional employee" does not give required notice of foreseeable FMLA leave (see 29 CFR § 825.302) to be taken intermittently or on a reduced leave schedule, district may require the employee to take leave of a particular duration, or to transfer temporarily to an alternative position. Alternatively, the employer may require the employee to delay the taking of leave until the notice provision is met.

29 CFR § 825.601

Section 3 - Special rules for school employees, limitations on leave near the end of an academic term.

FAMILY AND MEDICAL LEAVE ACT (FMLA LEAVE)

(a) There are also different rules for "instructional employees" who begin leave more than five weeks before the end of a term, less than five weeks before the end of a term, and less than three weeks before the end of a term. Regular rules apply except in circumstances when:

(1) An "instructional employee" begins leave more than five weeks before the end of a term. District may require the employee to continue taking leave until the end of the term if -

(i) The leave will last at least three weeks, and

(ii) The "instructional employee" would return to work during the three-week period before the end of the term.

(2) The "instructional employee" begins leave during the five-week period before the end of a term because of the birth of a son or daughter; the placement of a son or daughter for adoption or foster care; to care for a spouse, son, daughter, or parent with a serious health condition; or to care for a covered servicemember. District may require the "instructional employee" to continue taking leave until the end of the term if -

(i) The leave will last more than two weeks, and

(ii) The "instructional employee" would return to work during the two-week period before the end of the term.

(3) The "instructional employee" begins leave during the three-week period before the end of a term because of the birth of a son or daughter; the placement of a son or daughter for adoption or foster care; to care for a spouse, son, daughter, or parent with a serious health condition; or to care for a covered servicemember. District may require the "instructional employee" to continue taking leave until the end of the term if the leave will last more than five working days.

(b) For purposes of these provisions, academic term means the school semester, which typically ends near the end of the calendar year and the end of spring each school year. In no case may a school have more than two academic terms or semesters each year for purposes of FMLA. An example of leave falling within these provisions would be where an employee plans two weeks of leave to care for a family member which will begin three weeks before the end of the term. In that situation, district could require the employee to stay out on leave until the end of the term.

29 CFR § 825.602

Section 4 - Special rules for school employees, duration of FMLA leave.

(a) If an employee chooses to take leave for periods of a particular duration in the case of intermittent or reduced schedule leave, the entire period of leave taken will count as FMLA leave.

(b) In the case of an employee who is required to take leave until the end of an academic term, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. District has the option not to require the employee to stay on leave until the end of the school term. Therefore, any additional leave required by district to the end of the school term is not counted as FMLA leave; however, district shall be required to maintain the employee's group health insurance and restore the employee to the same or equivalent job including other benefits at the conclusion of the leave.

29 CFR § 825.603

FAMILY AND MEDICAL LEAVE ACT (FMLA LEAVE)

Section 5 - Special rules for school employees, restoration to an equivalent position.

The determination of how an employee is to be restored to an equivalent position upon return from FMLA leave will be made on the basis of "established school board policies and practices, private school policies and practices, and collective bargaining agreements." The "established policies" and collective bargaining agreements used as a basis for restoration must be in writing, must be made known to the employee prior to the taking of FMLA leave and must clearly explain the employee's restoration rights upon return from leave. Any established policy which is used as the basis for restoration of an employee to an equivalent position must provide substantially the same protections as provided in the Act for reinstated employees. See § 825.215. In other words, the policy or collective bargaining agreement must provide for restoration to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment. For example, an employee may not be restored to a position requiring additional licensure or certification.

29 CFR § 825.604

Adopted 1/10/94
Amended
Reviewed
Amended 1/28/08
Amended 2/12/18
Amended 1/11/21
Amended 7/12/2021

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	<input type="checkbox"/>	<input type="checkbox"/>		
Expected				
Low			<input type="checkbox"/>	<input type="checkbox"/>

Summative Effectiveness Rating Categories	
<input type="checkbox"/>	Exceeds Expectations
<input type="checkbox"/>	Meets Expectations
<input type="checkbox"/>	Below Expectations
<input type="checkbox"/>	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 will coincide with the end of the school term, unless a different date is determined to be in the best interest of the district.
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, or regular retirement, and are retiring at the minimum age set by state retirement system and meet district years of employment 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 their 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. 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
Amended 2/8/2021

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 or other 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.

CONSULTATION FORMS/OFFICE OF THE SUPERINTENDENT**Notice of Intent to Engage in Consultation Service**

Organization, Firm or Grant for which service will be performed:

Type of service to be performed:_____

Will this private activity result in additional compensation?_____

Dates of Service:_____

Are school district facilities, equipment, personnel or supplies to be used?_____

If yes, give brief description of usage and method for reimbursing the district._____

Such activity will not interfere with my assigned responsibilities and duties when I am not absent from the district.

Name

Applicant's Signature

Date Applied

Principal

Received / Date Approval

Superintendent

Received / Date Approval

When activity is completed, please send form to office of the superintendent and a copy to the principal's office.

Actual date of service:_____

Actual hours spent:_____

Applicant signature:_____

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: 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 as needed.
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. Make deposit for Preschool and After School Program (as needed) using ProCare.
29. 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 as needed.
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. Demonstrate knowledge in computer and calculator.
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. Ability to complete SD Med Aide training and certification.
22. Ability to work cohesively with outside agencies and schools.
23. Ability to work with teachers to find substitutes for their classes according to their leave request.
24. Ability to make and prepare deposits.
25. Other duties may be assigned by the administration.

B. OTHER SKILLS/DUTIES:

1. Ability to enter student information into a template to prepare sports programs.
2. Ability to work efficiently with money to prepare for home sporting events.
3. Other 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 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 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 distribution 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. Acts as telephone receptionist.
17. 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. 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 meet 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.
4. Responsible for closing payroll month end/quarter end/calendar year end/fiscal year end, W-2 and 1095's.
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: MANAGER OF FACILITIES 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 non-school 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 extracurricular 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. Operates and maintains security equipment and opens and secures buildings as required.
24. Perform evaluations of all custodial staff.
25. 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. 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. Maintain routine maintenance on furnace and air conditioning systems, boiler systems, door locks and hinges, and the custodial cleaning equipment.
9. Capable to lift and transfer 50 pounds in order to move supplies and equipment.
10. Maintain 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 and vacuum 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.

**PROFESSIONAL STAFF POSITION: After School Program Director (ASPD)
After School Program Coordinator (ASPC)**

**TITLE: After School Program Director (ASPD)
After School Program Coordinator (ASPC)**

QUALIFICATIONS: The Program Director (ASPD) helps with day to day activities, must be 18 years old and be certified in cardio-pulmonary resuscitation (CPR) through an entity that provides hands-on skills testing as part of the training.

The Program Coordinator (ASPC) is responsible for program planning and staff supervision, must be 18 years old and meet one of the following requirements:

1. Have a bachelor's degree in the field of education or human development;
2. Have a valid Child Development Associate (CDA) credential, or a similar credential with emphasis in the care of school age children, and one year of verifiable experience caring for and supervising four or more school-aged children;
3. Have two years of college coursework in the field of education with emphasis in the areas of preparing and implementing lesson plans, human growth and development, behavior management, interpersonal communication, art education, music education, physical education, and recreation and one year of verifiable experience caring for and supervising four or more school-aged children; or
4. Have four years of verifiable experience in the care and supervision of four or more school-aged children in a child care setting, which children were not related to the individual providing care.

REPORTS TO: Business Manager
Superintendent

PRIMARY FUNCTION: Oversees administration of K-5's after school and summer programs. Key spokesperson for the program operation.

PERFORMANCE RESPONSIBILITIES:

1. Works on-site during all after school programs hours and adequate summer program hours as determined by administration. Create and maintain a safe, fun and engaging educational environment for children. Ensure that the facility and all areas used for program are kept safe, properly cleaned, items are put away and facility is securely closed and locked at the end of the day. Arranges for transportation when necessary. (ASPD) (ASPC)
2. Maintain positive relationships with parents by communicating with families, providing program information and giving student updates. Address any behavioral issues in a timely and in an appropriate manner. Provide parents with on-site schedule in all avenues of communication possible. (ASPD) (ASPC)
3. Comply with all state and federal guidelines for licensure. (ASPD) (ASPC)
4. Collects and maintains enrollment information. Maintain after school program accounting and attendance software. Responsible for all aspects of tuition, including billing, collection, record keeping, distribution of receipts and answer questions making sure that all fees are paid promptly. Prepare deposits in a timely manner and submit to business office. (ASPD) (ASPC)

5. Hires, coordinates, trains and evaluates personnel. Arranges training that will meet the requirements of all staff. Prepare, distribute and monitor staff schedules to ensure that the center is sufficiently staffed according to staff-child ratios as defined by licensing requirements. (ASPC)
6. Coordinates and oversees all projects and activities for all sites. Ensure staff are present and interacting with children at all times. Document daily attendance of children and ensure that parents are contacted if children are absent without prior notification. Be the contact person for all sites whenever there is a problem or question. (ASPD) (ASPC)
7. Build a positive relationship with community members, business and other groups for the purpose of activity planning and fundraising. (ASPD) (ASPC)
8. Establish written reporting procedures for suspected child abuse or neglect and ensure that the procedures are understood by all staff members with prompt documentation and reporting of all suspicions of child abuse or neglect to the Department of Social Services. (ASPD) (ASPC)
9. Perform any other duties assigned. (ASPD) (ASPC)

EVALUATIONS:

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

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 to children

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: SIGN LANGUAGE INTERPRETER

QUALIFICATIONS: Certified by the state of South Dakota as a Level II or above sign language 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 in service 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.

TITLE: SPECIAL EDUCATION EDUCATIONAL ASSISTANT

QUALIFICATIONS:

1. Possess a high school diploma or equivalency.
2. Must have completed one of the following: the state approved Paraprofessional assessment, 48 college credit hours, or a two-year degree or higher.
2. Prefer a valid teaching certificate and/or some experience working with children.

REPORTS TO: Special Education Teacher
Director of Special Services

PRIMARY FUNCTION: Will provide assistance to children who need specialized instruction or assistance in a variety of different situations.

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.

PROFESSIONAL STAFF POSITION: CURRICULUM /TECHNOLOGY INTEGRATIONIST

TITLE: Curriculum Technology Integrationist

QUALIFICATIONS:

1. South Dakota teaching certificate and five years of classroom experience (administrative endorsement desired).
2. Proficiency in and/or knowledge of curriculum development.
3. Proficiency in and/or knowledge of staff development.
4. Proficiency in and/or knowledge of data analysis.
5. Proficiency in teaching experience; network, hardware, and software management experience preferred.

REPORTS TO: Curriculum Director

PRIMARY FUNCTION: Work with curriculum director and technology director to enhance curriculum and instruction through technology integration.

PERFORMANCE RESPONSIBILITIES:

A. ESSENTIAL SKILLS/DUTIES:

1. Provides training for teaching staff in the areas of on-line curriculum development, methodology, and assessment.
2. Gathers and provides resources to assist teachers in integrating technology into classroom.
3. Assists with the infusion of technology into each curricular area.
4. Assists in the installation of curriculum related software.
5. Maintains awareness of new technology and potential use.
6. Teaches technology curriculum.
7. Facilitate and coordinate all formal efforts of the professional staff in curriculum development projects.
8. 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.
9. Keep abreast of developments in curriculum and instruction, and furnish leadership in determining their appropriateness for the district educational program.
10. Guide development, implementation, and evaluation of preservice and staff development programs for professional personnel.
11. Study, evaluate, and recommend adoption of new instructional materials, methods, and programs.
12. Interpret the curriculum and its philosophy to the school board, the administration, the staff, and the general public.
13. Lead administrators and instructional staff in a data driven school improvement process.
14. 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

C. OTHER SKILLS/DUTIES:

6. Facilitation
7. Consensus-building
8. Communication: Written and Oral
9. Team-Building
10. Research

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. 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.

Adopted
Amended 6/26/95
Reviewed
Amended 12/10/07
Amended 6/9/08
Revised 4/22/13
Amended 10/9/18

BENEFITS FOR CLASSIFIED STAFF

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, dental and life 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 must be with the school district for at least twenty (20) years of service.
 - b) 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.
 - c) 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

Amended 1/11/20

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 their 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 in weblink.

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:

- A. Participation in the sick leave bank shall be mandatory for new employees employed after November 30, 1991.
- B. Each classified staff member contributes a minimum of one (1) day 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.
- C. 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.
- D. Employees may not become a receiving member of the bank until they have completed one (1) year of employment.
- E. No single individual may receive more than ten (10) days from the bank in any one (1) year.
- F. 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.
- G. 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 their accrued sick leave in the sick leave bank upon their 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
Amended 1/11/2021
Amended 10/11/2022

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 7/1/95
Amended 10/25/93
Amended 3/25/97
Amended 7/11/94
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
 - d) 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.
 - e) 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:

INTERPERSONAL SKILLS - PARENTS

The ability to relate effectively with parents and the public.

_____ Not observed

_____ Consistently meets standards

_____ Needs improvement

_____ Superior

Comments:

INTERPERSONAL SKILLS – STUDENTS

The ability to relate effectively with the students.

_____ Not observed

_____ Consistently meets standards

_____ Needs improvement

_____ Superior

Comments:

Attendance Record:

Number of days absent during the past twelve month's _____

Explanation (optional) _____

Performance Conference held on _____

It is understood that in signing this performance appraisal form, the employee acknowledges having seen and discussed its contents. Signing of the form by the employee does not necessarily mean agreement. However, refusal to sign the form in no way invalidates the report or its contents.

This performance appraisal form for classified staff is to be used for information and improvement purposes only and does not create an employment status for classified staff other than as at-will employee.

Signature of Employee

Date

Signature of Supervisor

Position /Title

Signature of Administrator

Additional 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 nurses.
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 workplace, 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)
COVID-19	2-14 days	Exclude based on current CDC and SD Department of Health guidelines.
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	Viral, bacterial,	Employee may work with conjunctivitis) allergic conjunctivitis as long as they follow strict hand washing protocols. 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
Amended 7/12/2021

PERSONNEL COMMUNICABLE DISEASE—HANDLING BODY FLUIDS

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 appropriate commercial cleaner.
3. Disposable materials and body fluids must be sealed in a plastic bag, marked as contaminated, and disposed of by custodial staff.
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 of the above steps previously.

Adopted 11/23/92
Amended
Reviewed
Amended 12/10/07
Amended 2/8/2021

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 and Human Relations 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

Vermillion School District 13-1

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 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 K-8 Math
2016-2017	6-8 Science 9-12 Math
2017-2018	9-12 Science 9-12 World Language
2018-2019	K-8 Reading/Language Arts
2019-2020	K-5 Social Studies 9-12 English/Language Arts
2020-2021	6-8 Science 6-12 Social Studies
2021-2022	Career & Technical Education (CTE) Business Computer/Technology Visual Arts
2022-2023	K-12 Math

Series purchase applies to the following year.

Adopted 1/10/94
Revised 1/26/98
Amended 11/10/2008
Amended 11/10/2009
Amended 9/12/2022

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 may with parent permission, 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.

Dual Credit Parent Permission

Vermillion High School offers opportunities for students who meet admission standards to enroll in public postsecondary institutions in South Dakota and simultaneously earn credits for both their high school diploma and postsecondary degree or certificate.

Dual credit courses are offered by the postsecondary institution's faculty members, are governed by the postsecondary institution's policies, and follow the postsecondary institution's established processes for admissions, registration, billing and grade reporting. Courses include college-level content and subject matter; students choosing to participate will be held to the same expectations and standards as college students.

I, _____ (students name) understand that I am taking dual credit coursework in order to replace high school graduation requirements. If I fail, drop or withdraw from the dual credit course, graduation requirements will not be met, and I will be ineligible to earn my diploma from Vermillion High School until the graduation requirements are met.

Dual Credit course (e.g. PSYCH 101) _____

Vermillion high school course (e.g. Speech 1705-5) _____

Student: _____ Signature: _____

Parent: _____ Signature: _____

Date: _____

Adopted

Amended 1/10/94

Reviewed

Amended 1/26/09

Amended 6/24/14

Amended 10/10/17

Amended 12/9/19

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 their 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.

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.

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- 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.

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 videotaped 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 their behavior is inappropriate and their 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 baccalaureate 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.

CO-CURRICULAR 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

Alternative instruction students are allowed to participate in school-sponsored activities and activities sanctioned by the South Dakota High School Activities Association within the school district in which the student resides. Alternative instruction student participants have the same rights and responsibilities as enrolled students.

As a condition of participation, the alternative instruction student must fulfill the following conditions:

1. If participating in South Dakota High School Activities Association sanctioned activities, demonstrate compliance with Chapter I, Part IV: Student Eligibility and Chapter II, Part I: Further Eligibility Requirements for Athletic Contests of the SDHSAA By Laws by annually submitting the SDHSAA Eligibility Checklist for Alternative Instruction Students.
2. Provide to the District a copy of a transcript of the previous semester's completed coursework issued by the parent, guardian, or other person in control of the child. The transcript must be provided prior to the current season of the sport or activity in which the alternative instruction child is participating.
3. Provide proof of age of the child by submitting to the District the child's birth certificate or affidavit in lieu of a birth certificate.
4. Comply with all the District's eligibility requirements. Scholastic/academic eligibility shall be verified per the District's administrative policy following the same procedure used to accept credits towards graduation when an alternative instruction student requests a transfer to the district.
5. Satisfy the responsibilities and standards of behavior and performance, including enrollment in a related class, full participation in a course, or practice requirements, as expected of other student participants as a condition for both the initial acceptance and continued membership in the activity including, but not limited to:
 - a. All the District codes of conduct will be applicable.
 - b. All the District's academic and non-academic training rules and reporting timeline requirements will be applicable. In addition, the South Dakota High School Activities Association transfer and non-academic eligibility rules will be applicable to activities sanctioned by the SDHSAA.
 - c. In order to be eligible to audition for and participate in Region Music Contests, All-State Chorus, All State-Orchestra or All-State Band, the student must be currently enrolled and attending the District's parallel musical organization (if one exists) i.e. vocal music, instrumental music, orchestra.

- d. A student who is a member of a high school team may not participate in games, practice, tryouts, etc. in that particular sport during the same season on an independent or non-high school teams, or as a member of any "All-Star" team, or completely unattached on an individual basis.
 - e. All references to calendar shall refer to the District's calendar.
6. An enrolled student who leaves an accredited program during the school year and who will be provided alternative instruction shall be ineligible for interscholastic activities for the balance of the current season of the sport or activity the student is participating in at the time of notification of alternative instruction.

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>
2019-2020	1. Girls Basketball 2. Wrestling (1 set) 3. Boy's Tennis
2020-2021	1. Football 2. Junior High Volleyball 3. Junior High Track
2021-2022	1. Girls/Boys Soccer 2. Girls Tennis 3. Track/Cross Country
2022-2023	1. Wrestling (1 set) 2. Junior High Football 3. Golf
2023-2024	1. Volleyball 2. Boys Basketball
2024-2025	1. Girls Basketball 2. Junior High Basketball
2025-2026	1. Junior High Track 2. Junior High Volleyball
2026-2027	1. Boys/Girls Soccer 2. Boys/Girls Tennis 3. Track/Cross Country
2027-2028	1. Football

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

Amended 5/9/22

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 their 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 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, activities director, 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.
- 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.

ACTIVITIES: RULES AND REGULATIONS

- 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 their 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.
 - b) In a situation where a student participates in more than one activity during the same season, the student will serve the appropriate suspension for each individual activity.
 - c) In addition to the number of activities the student will be suspended from, the student will be required to successfully complete an educational component provided by Student Services. The student will not regain eligibility until the program is successfully completed.

2.	<u>Activity</u>	<u># of events</u>	<u># of events missed</u>	
			1 st offense	2 nd offense
	Football	9	2	4
	Basketball	20	4	8
	Tennis	12	3	6
	Boy's Golf	11	3	6
	Girl's Golf	11	3	6
	Cross Country	8	2	4
	Wrestling	14	3	6
	Gymnastics	10	2	4
	Volleyball	18	3	6
	Track	11	3	6
	Dance Team	11	3	3
	Soccer (club)	12	3	6
	Bowling (club)	12	3	6
	Baseball (club)	21	4	8
	Softball (club)	12	3	6
	Swimming (club)	10	2	4
	Band	12	3	6
	Vocal Competition	8	2	4
	Oral Interp.	8	2	4
	Debate	9	2	4

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, (Ref to Appendix A) 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 (Ref to Appendix A) 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 (Ref to Appendix A) 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

Amended 4/14/2020

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) _____

1. 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) _____

What brought this title to your attention? _____

Have you read or viewed this work in its entirety? ☐ Yes ☐ No

Have you been able to discuss the material with the librarian or teacher? ☐ Yes ☐ No

Have you been able to learn what book reviewers have written about this work? ☐ Yes ☐ No

Would you like the librarian to give you a written summary of what reviewers have written about this book or material? ☐ Yes ☐ No

To what do you object? Please be specific and cite exact passages.

What do feel might be the result of using this item?

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: _____

Address: _____

Phone Number: _____ email: _____

Emergency Contact Person: _____ Relationship: _____

Address: _____

Where do you plan to volunteer? _____ What activity do you plan to help with? _____

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 or 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		Course Planning Guide	
English/Language Arts		9th Grade Courses	
English I	1	English I (or Honors Eng I)	English I (or Honors Eng I)
Composition/ Speech	.5 + .5	Math	Math
Am. Lit/ Lang. Skills	.5 + .5	Physical Science	Physical Science
(or) Am. Heritage	(1)	Healthy Lifestyles	Geography
Brit Lit or W. Lit +	.5		
English Elective	.5		
(or) AP Lit	(1)		
Total	4		
Math		10th Grade Courses	
Algebra I	1	Speech	Composition
Algebra II	1	Math	Math
Geometry	1	Biology	Biology
Total	3	World History	
Science			
Physical Science	1		
Biology	1		
Chemistry or Physics	1		
Total	3		
Social Studies		11th Grade Courses	
Geography	.5	Am. Lit (or Am Heritage)	Lang. Skills (or Am Heritage)
World History	.5	U.S. History (or Am Heritage)	U.S. History (or Am Heritage)
U.S. History	1	Chemistry, Physics, Prin. of Tech or Applied Bio/Chem	Chemistry, Physics, Prin. of Tech or Applied Bio/Chem
(or) Am. Heritage	(1)	Math	Math
U.S. Government	.5		
Social Studies elective	.5		
Total	3		
PE/Health		12th Grade Courses	
Healthy Lifestyles	.5	Brit Lit/World Lit (or AP Lit)	English Elective (or AP Lit)
Physical Education elective	.5	Social Studies Elective	Government
Total	1	Personal Finance/Econ	
Fine Arts			
Fine Arts electives	1		
Total	1	Add'l Coursework Required for SD Opportunity Scholarship	
Computer		Math:	1 additional year for a total of 4 credits
Computer Applications	.5	Science:	1 additional year for a total of 4 credits
Total	.5	AND (for 2011, 2012, 2013 graduates):	
Personal Finance		Other: World Language – 2 units	
Personal Finance or Economics	.5	AND (for 2014, 2015, 2016 graduates):	
Total	.5	Other: Approved CTE course or World Language – 2 units any combination	
Other			
Career Technical Education (or) World Language (or) Add'l Math/Science Electives (or) Capstone Exp/Service Learning (beginning 2013)	1		
Total			
Total Credits			
Required Credits	17		
Electives Credits	5		
Total	22		

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.

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.

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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
JEAA	Students Alternative Instruction
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 Policy
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

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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
JHCDE	Administration of Medical Cannabis to qualifying students
JHCDE-E(1)	Medical Cannabis Administration Plan
JHCE	Student Accident or Illness Guidelines
JHCF	Diabetes/Insulin Policy
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 and Supervision of Students
JHFD	Student Automobile Use
JHFE	Cheerleader Safety Policy
JHFF	Student Health: Concussions
JJA	Fund Raising: Student Organizations
JJB	Fund Raising by Outside Agencies

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JN	Supplies: Assessments
JNA	Children’s Internet Protection Act
JNAB	Electronic Devices Policy
JNAC	Network Acceptable Use Policy (Previously named- iPad Policies and Procedures)
JNAC-A	Policy on iPad Lease Charges
JOA	Family Educational Rights and Privacy Act (FERPA) –Notice of Rights-Student Records
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—Eliminated 7/12/2021
JOD	Promotion to First Grade without Attending Kindergarten
JOE	Student Meal and Lodging Policy for State Contests
JOF	Exclusion for Illness
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 Policy
JOI	Student Pregnancy and Marital Status Policy Guidelines
JOJ	Information Disclosure Consent Form
JOK	Gender Equity and Access
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
Amended	2/8/2021
Amended	7/12/2021
Amended	9/13/2021

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.

Adopted 8/1974

Amended 3/11/1991

Reviewed

Amended 11/13/2006

Amended 1/9/2017

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.

Students Alternative Instruction

Children of compulsory school age must regularly attend school, either public, nonpublic, or alternative instruction.

Notification:

Notification of alternative instruction must be submitted on the South Dakota Department of Education notification form that declares the child will be provided with alternative instruction. The notification may be submitted electronically through the SD Department of Education's online system or by providing the completed paper notification form to the District or the SD Department of Education. If the District receives a completed paper notification form, the District will date and sign or stamp the form acknowledging receipt of the notification and provide a copy to the parent, guardian or other person having control of the child. The District will then provide the completed paper notification form to the SD Department of Education. The notification will be kept confidential.

The alternative instruction notification shall be submitted to the SD Department of Education or the District within thirty (30) days from the first time the child begins an alternative instruction program, enrolls in a public or nonpublic school, or moves to a different school district.

Upon filing of a notification with the SD Department of Education or the District from the parent, guardian or other person having control of the child, the South Dakota Department of Education or the District has been notified that the child is being provided with alternative instruction.

Enrollment on Partial Basis:

Upon request from a child's parent or legal guardian, the District will admit a child who is a resident of the District who is being provided alternative instruction to enroll in one or more classes, while receiving alternative instruction for the balance of his or her education. Upon enrollment, the partially enrolled alternative instruction students must comply with the District's rules and procedures and have the same rights and responsibilities as publicly enrolled students.

Open Enrollment:

School board approval is required in order for a nonresident alternative instruction student to be enrolled in the District, in accordance with the District's open enrollment policy.

Note: the DOE form, Alternative Instruction Notification, can be found on the SD DOE website under "Home School".

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 & ACADEMICS PROGRAM (RAAP)

The **Responsible Attendance & Academics Program** is an incentive program for students at Vermillion High School available to eligible 10th, 11th, and 12th grade students.

• FIRST SEMESTER INCENTIVE:

- Eligible students who meet all four qualifying criteria (below) will receive a 5% bonus on their semester test in each class in which they are RAAP eligible.
- All students will take final exams in first semester classes.

• SECOND SEMESTER INCENTIVE:

- Eligible students who meet all four qualifying criteria (below) will receive a 5% bonus on their semester test in each class in which they are RAAP eligible,
OR
- The student will have the option of taking their semester exam. A student who chooses not to take the semester test will receive their current earned grade in the class. If the student chooses to take the semester test, the score will count only if it improves the student's final grade. Any score that would result in a lower grade in the class will be disregarded.

Qualifiers for the incentive must:

1. Be in the third semester of high school or beyond (10th, 11th, & 12th grade), and
2. Have no unexcused absences from the class, and
3. Have no more than three (3) late or missing assignments in class, during the semester, and
4. Have no documented discipline referrals in any class during the semester. *

Clarifications:

- School related absences (academic, athletic, or activity) will not count against a students' absences total.
- The classroom teacher may extend a deadline thereby removing a "late" or "missing" assignment as a disqualifier.
- Juniors and seniors will be permitted college visitation days provided the visitation is scheduled through the VHS Student Services Office and/or verified proof of the visit is provided to Student Services.

ATTENDANCE POLICY

- Students who are assigned Saturday School/Detention/ISS or OSS time for **attendance/discipline violations** in a semester will automatically lose their RAAP eligibility for all classes, that semester. *
**Minor classroom infractions would result in loss of RAPP in only that class.*
- Any student that has an **unexcused absence** in a class will lose RAAP **in that class automatically**.

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
Amended 8/9/2021

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 as encompassed within the prohibition of unfair or discriminatory practice based on sex.

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, sex, disability, ancestry, national origin 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
1001 East Main Street
Vermillion, SD 57069
605-677-7000

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

Jason Huska, Vice Principal/Activities Director
Vermillion High School
1001 East Main Street
Vermillion, SD 57069
605-677-7035

Vermillion School District 13-1**Item: JFAB and AC**

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

Jon Frey
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
Amended 7/12/21

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. The general rule is that shorts and skirts should reach mid-thigh and not be shorter than the student's extended fingertips.
- Garments that are cut low and/or 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 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. Sweaters and sweatshirts are acceptable.
- No hats, hoods, caps, bandanas, sunglasses, or gloves may be worn while in school.
- Students may not wear bicycle chains, wallets with chains attached, any 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 must be on time at the designated bus stops. The bus cannot wait beyond its regular time schedules for tardy students.
2. Designation of Pick-Up/Drop-Off Location. At the start of each school year, the parent/guardian will designate one pick-up and one drop-off location for their child(ren), on a normal school day. The bus company cannot be expected to modify their schedules daily to facilitate several locations. It is understood that there may be a change during the school year where a child is picked up or delivered due to moving, changing day cares centers, etc. These occasional changes can readily be handled and need to be discussed with the transportation supervisor as they arise.
3. No extra riders (kids or adults) will be allowed unless approved by both the school personnel and the transportation supervisor.
4. Bus riders should not move to board a bus until it is completely stopped and the door is open.
5. Students will not open or close the windows of the bus without permission of the bus driver. Students must not, at any time, put hands, arms, or heads out of the bus windows.
6. The same courteous conduct as expected in the classroom must be observed while on the bus. Ordinary conversation is permitted. Shouting, screaming, running, fighting, vulgar talk and pushing are not permitted.
7. Students shall not possess or distribute pornographic material.
8. Students will assist the driver in keeping the interior of the bus clean, sanitary, and in orderly condition. Students must not throw trash inside or out the windows of the bus.
9. Any damage to the bus will be paid for by the rider inflicting the damage and will be subject to suspension or expulsion from the bus or school until the restitution is made and suspension is served.
10. Students must respect and obey the driver at all times.
11. Any form of harassment, hazing, or bullying (either verbal, physical, or electronic) will not be tolerated. Harlow's Bus Company firmly believes that these types of behaviors 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 a weapon is strictly prohibited on the bus.
14. A driver may set additional rules, subject to approval by the director of transportation and school administrator, if conditions warrant

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.

Adopted

Amended 10/25/93

Reviewed 3/17/94

Reviewed 12/11/06

Amended 5/10/10

Amended 12/12/11

Amended 10/9/18

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 in-service 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.

Adopted 11/14/94

Amended

Reviewed

Amended 12/11/06

Amended 6/25/18

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
Amended 12/11/06

SEARCHES AND INTERROGATIONS

School Searches

School lockers and desks are school property loaned or rented to the student for their convenience. Students' book bags, 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, book bags, 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 book bags, 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 their locker or desk. The student will also be present during any search of the student's book bag, backpack, purse, vehicle, cellular phone, or other possessions.

An adult witness will be present during the search.

The student will be requested to open their locker, desk, book bag, backpack, purse, vehicle, cellular phone, or other possession. If the student refuses, the school authority may open.

- D. School authorities may make, without prior notice to students and without their presence, inspections arising out of emergency situations.
- E. 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.
- F. 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 their 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 or when school is in soft lockdown. 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.

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
Amended 7/12/2021

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 their 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 unharmed 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 6/25/18

Vermillion School District 13-1

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Item: JGD

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.

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 OF STUDENTS

South Dakota Codified Law (SDCL 13-28-7.1) requires that any child entering school or early childhood program in this state, shall, prior to admission, be required to present to the appropriate school authorities certification from a licensed physician that the child has received or is in the process of receiving adequate immunization against poliomyelitis, diphtheria, pertussis, rubeola, rubella, mumps, tetanus, meningitis, and varicella, according to recommendations provided by the Department of Health. The Department of Health may modify or delete any of the required immunizations. As an alternative to the requirement for a physician's certification, the child may present.

1. Certification from a licensed physician stating the physical condition of the child would be such that immunization would endanger the child's life or health; or
2. A written statement signed by one parent or guardian that the child is an adherent to a religious doctrine whose teachings are opposed to such immunization.

Failure to complete necessary immunizations may result in exclusion from school until the requirement is met. Exclusion from school for failure to complete health requirements does not exempt a child from mandatory school attendance. Truancy procedures will be followed.

Adopted 11/11/85
Reviewed 3/24/94
Amended 11/10/97
Reviewed 1/8/2007
Amended 7/12/2021

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 student. 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.
- **COVID-19:** exclude based on current CDC and SD Department of Health guidance, see doh.sd.gov.
- **Diarrheal diseases:** exclude while symptomatic only if person is unable to practice independent hygiene.
- **Haemophiles influenzae type B, invasive (Hib):** exclude until after the child has been cleared by a physician.
- **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 until fever has been absent for 24 hours in an unmedicated state. FundraiHealth and CDC 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 5 days of appropriate antibiotic treatment. If appropriate antibiotic treatment is not received, exclude until 21 days after onset of symptoms.
- **Pinkeye, 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 12 hours of antibiotic treatment.
- **Tuberculosis:** exclude until a physician, concurring with the SD Department of Health, states the child 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
Amended 7/12/2021

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

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 appropriate commercial cleaner.
3. Disposable materials and body fluids must be sealed in a plastic bag, marked as contaminated, and disposed of by custodial staff.
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.

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.

Emergency medication administration may be delegated to a non-licensed staff member that has been trained to handle and administer the medication in an emergency situation.

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, and however, any disciplinary action may not limit or restrict the student's immediate access to the medication.

ADMINISTRATION OF MEDICAL CANNABIS TO QUALIFYING STUDENTS

The School District restricts the administration of medical cannabis during school hours and at school-sponsored activities unless, in accordance with a practitioner's recommendation, administration of medical cannabis cannot reasonably be accomplished outside of school hours or school-sponsored activities. The District permits students with a valid registry identification card for medical cannabis under South Dakota law to be administered medical cannabis on school property or at a school-sponsored activity by their parent/guardian or other registered designated caregiver in accordance with this policy and South Dakota law. In order for a parent/guardian or other designated caregiver to administer medical cannabis to a qualifying student, the District will require the following to be provided initially and thereafter at the beginning of each school year and at any time when the qualifying student's administration of medical cannabis changes:

- Presentation of the student's valid State of South Dakota Department of Health approved registry identification card or nonresident card with the State of South Dakota Department of Health's confirmation of registration (a copy of which will be kept by the school in the student's educational record);
- Presentation of the State of South Dakota Department of Health approved caregiver's card showing his/her status as the registered designated caregiver for the qualifying student (a copy of which will be kept by the school in the student's educational record); and
- A written dated and signed certification by the qualifying student's recommending practitioner that also includes the dosage, frequency or time of administration, and length of time between dosages.

The parent/guardian or other registered designated caregiver is the only person who may provide, administer, or assist the student with the consumption of medical cannabis. Schools will not store, and school personnel will not administer, medical cannabis.

Administration of medical cannabis to qualifying students shall be in accordance with this policy. Administration of all prescription and nonprescription medications to students shall be in accordance with applicable law and the District's policy concerning the administration of medications to students.

Definitions

The following definitions apply for purposes of this policy:

1. "Designated location" means a location identified in writing by the school district in its sole discretion and may include a location on the grounds of the school in which the student is enrolled, upon school property in South Dakota, as that term is defined herein, or at a school-sponsored activity in South Dakota.
2. "Permissible form of medical cannabis" means non-smokable products such as oils, tinctures, edible products, or lotions that can be administered and fully ingested or absorbed in a short period of time. Patches and other forms of administration that continue to deliver medical cannabis to a qualified student while at school may be appropriate for students who receive ongoing adult assistance or on a case-by-case basis as determined by the district when adequate protections against misuse may be made. Smoking or vaping medical cannabis is strictly prohibited and is not permissible form of medical cannabis for students in a school setting under any circumstances.
3. "Designated caregiver" means the qualifying student's parent, guardian, or other responsible adult over twenty-one years of age who is the qualifying student's registered designated caregiver and who has a caregiver's card approved by the South Dakota Department of Health. In no event shall another student be recognized as a designated caregiver. A designated caregiver is the only individual permitted to possess and administer to a qualifying student. Any designated caregiver seeking access

to school property or school-sponsored activity for purposes of this policy must comply with the Board's policy and/or procedures concerning visitors to school and all other applicable policies.

4. "School property" means any school premises, vehicle, or building, or on or in any premises, vehicle, or building used or leased for the school district's functions.
5. "Qualifying student" means a student who possesses a valid registry identification card approved by the State of South Dakota Department of Health for the use of medical cannabis.
6. "Written certification" means the completed South Dakota Department of Health form dated and signed by a physician who is licensed with authority to prescribe drugs to humans, stating that in his/her professional opinion the patient is likely to receive a therapeutic or palliative benefit from the medical use of cannabis to treat or alleviate the patient's debilitating medical condition or symptom associated with the debilitating medical condition. The document must specify the patient's debilitating medical condition and that it is made in the course of a bona fide practitioner-patient relationship.

Permissible administration of medical cannabis to a qualifying student

A qualifying student's designated caregiver may administer a permissible form of medical cannabis to a qualifying student in a designated location if all of the following parameters are met:

1. The qualifying student's parent/guardian provides the following to the school before the administration of medical cannabis is allowed on school property or at a school-sponsored activity and thereafter at the beginning of each school year and at any time when the qualifying student's administration of medical cannabis changes:
 - a. The qualifying student's valid registry identification card from the State of South Dakota Department of Health or nonresident card with the State of South Dakota Department of Health's confirmation of registration authorizing the student to receive medical cannabis;
 - b. The completed and signed Form JHCDE-E(1)(Medical Cannabis Administration Plan);
 - c. The designated caregiver(s) card approved by the State of South Dakota Department of Health; and
 - d. Written certification dated and signed by the students' recommending practitioner that also includes the dosage, frequency or time of administration, and length of time between dosages.
2. The qualifying student's parent/guardian provides written notice to the school within ten (10) days of any of the following:
 - a. Change in a designated caregiver;
 - b. The student ceases to have a debilitating medical condition, as that term is defined in South Dakota law; or
 - c. The registry identification card is void, expired or revoked.
3. In the event that a new registry identification card is issued, the qualifying student's parent/guardian provides the new card to the school district within ten (10) days of the issuance of the card;
4. The qualifying student's parent/guardian signs the written acknowledgment in Form JHCDE-E(1)(Medical Cannabis Administration Plan) assuming all responsibility for the provision, administration, maintenance, possession, storage and use of medical cannabis under state law, and releases the district from liability for any claim or injury that occurs pursuant to this policy;

5. The qualifying student's parent/guardian or designated caregiver shall be responsible for providing the permissible form of medical cannabis to be administered to the qualifying student, shall transport it in a container that meets the packaging and labeling requirements specified by the South Dakota Department of Health, and shall not at any given time possess on school property an amount of medical cannabis that exceeds the qualifying student's prescribed daily dosage;
6. The district will determine the location and the method of administration of a permissible form of medical cannabis so to not create risk of disruption to the educational environment or exposure to other students;
7. After administering the permissible form of medical cannabis to the qualifying student, the student's designated caregiver shall remove any remaining medical cannabis from the school property or school-sponsored activity;
8. The written dated and signed plan contained in Form JHCDE-E(1)(Medical Cannabis Administration Plan) is prepared that identifies the form, designated location(s), and any protocol regarding administration of a permissible form of medical cannabis to the qualifying student.

Additional parameters

School personnel, in their role as employees of the school district, will not under any circumstances:

1. Assist a qualifying student or his/her designated caregiver in obtaining, administering, or using medical cannabis;
2. Store or hold medical cannabis in any form;
3. Ensure the qualifying student is properly using the medical cannabis as instructed by his/her recommending practitioner; or
4. Serve as the qualifying student's designated caregiver of medical cannabis.

This policy conveys no right to any student or to the student's parents/guardians or other designated caregiver to demand access to any general or particular location on school property or at a school-sponsored activity to administer.

When a school-sponsored activity occurs at another South Dakota public school, the location identified by that school will serve as the designated location for the designated caregiver's administration of medical cannabis.

This policy shall not apply to school property or school-sponsored activities located outside of the state of South Dakota, on federal property or any other location that prohibits cannabis on its property.

Permission to administer medical cannabis to qualifying student may be limited or revoked if the qualifying student and/or the student's parent/guardian or other designated caregiver violates this policy or demonstrates an inability to responsibly follow this policy's parameters.

No student is permitted to possess or self-administer medical cannabis. Qualifying students with a valid registry identification card who possess or self-administer cannabis may be subject to discipline just as any other student without a valid registry identification card would be. Student possession, use, distribution, sale or being under the influence of cannabis inconsistent with this policy may be considered a violation of Board policy concerning drug and alcohol involvement by students or other Board policy and may subject the student to disciplinary consequences, including suspension and/or expulsion, in accordance with applicable Board policy.

If the federal government indicates that the District's federal funds will be lost or have been lost by this policy, the Board declares that this policy shall be suspended immediately and that the administration of any form of medical cannabis to qualifying students on school property or at a school-sponsored event shall not be permitted. The district shall post notice of such policy suspension and prohibition in a conspicuous place on its website.

Medical Cannabis Administration Plan

Before the administration of medical cannabis on school property or at a school-sponsored activity, at the beginning of each school year and at any time when the qualifying student's administration of medical cannabis changes, the student's parent/guardian must complete and submit to the district this form, the student's registry identification card, the designated caregiver(s) card, and a written signed certification¹ by the recommending practitioner that also includes the dosage, frequency or time of administration, and length of time between dosages.

To be completed by the parent/ guardian:

Name of Qualifying Student²: _____

School: _____ Grade: _____

Name and Phone number of Student's Designated Caregiver(s)³: _____

By initialing the following statements and signing below, the undersigned parent/guardian hereby acknowledges:

_____ I have read and agree to comply with the procedure regarding the administration of medical cannabis to qualifying students as outlined in Policy JHCDE.

_____ I assume all responsibility for the provision, administration, maintenance, possession, storage and use of medical cannabis to my child.

_____ I understand that no school personnel are required to administer medical cannabis to my child, and that only a registered designated caregiver will be allowed to administer medical cannabis to my child.

_____ I understand that I or the designated caregiver for my child will not at any time possess on school property an amount of medical cannabis that exceeds my child's prescribed daily dosage, that it will be transported in a container that meets the packaging and labeling requirements specified by the South Dakota Department of Health, and that as soon as I or my child's designated caregiver administer the dosage of medical cannabis, I or my child's designated caregiver must remove any remaining cannabis from the school property or school-sponsored activity.

_____ I understand that the district will determine a designated location and any protocols regarding the administration of medical cannabis to my child and that this plan does not allow for the administration of medical cannabis on federal property or any location that prohibits cannabis on its property.

_____ I agree to notify the School District of any change in circumstances as outlined in Policy JHCDE.

_____ I understand that permission to administer medical cannabis in accordance with this plan may be revoked for the failure to comply with the procedure, rules, or requirements of the administration of medical cannabis to qualifying students or other policies.

By signing below, I hereby release and hold harmless the School District, its officers, agents, employees, and volunteers from any and all liability, damages, injury, or other legal claims which I now have or may hereafter have arising out of the administration of medical cannabis to my child.

Date: _____

Signature of parent or guardian

¹ "Written certification" means the completed South Dakota Department of Health form dated and signed by a physician who is licensed with authority to prescribe drugs to humans, stating that in his/her professional opinion the patient is likely to receive a therapeutic or palliative benefit from the medical use of cannabis to treat or alleviate the patient's debilitating medical condition or symptom associated with the debilitating medical condition. The document must specify the patient's debilitating medical condition and that it is made in the course of a bona fide practitioner-patient relationship.

² "Qualifying student" means a student who possesses a valid registry identification card approved by the State of South Dakota Department of Health for the use of medical cannabis.

³ "Designated caregiver" means the qualifying student's parent, guardian, or other responsible adult over twenty-one years of age who is the qualifying student's registered designated caregiver and who has a caregiver's card approved by the SD Department of Health. In no event shall another student be recognized as a designated caregiver. A designated caregiver is the only individual permitted to possess and administer to a qualifying student.

To be completed by school:

I have received the following:

_____ Student's registry identification card approved by the State of South Dakota Department of Health authorizing the administration of medical cannabis to the student. The expiration date is: _____

_____ The designated caregiver(s) card approved by the State of South Dakota Department of Health authorizing the administration of medical cannabis to the student.

_____ Written certification signed by the recommending practitioner that also includes the dosage, frequency or time of administration, and length of time between dosages.

The student's identified designated caregiver's administration of the permissible form of medical cannabis in the designated location has been conditionally approved as follows:

Permissible form(s)⁴ of medical cannabis to be administered:

☐ Oil/Lotion ☐ Tincture ☐ Edible Product ☐ Other: _____

Administration method to be used: _____

Dosage Amount: _____ Time(s) to be Administered: _____

Location of administration⁵ on school property or at a school-sponsored activity:

Date: _____

Name and Signature of Nurse: _____

Name and Signature of Administrator: _____

Copies of the current registry identification card and the registered designated caregiver(s) card will be retained in the student's educational record and updated as needed:

Provide copies of the Administration Plan to:

- Parent/Guardian
- Designated Caregiver (if different than parent/guardian)
- School Principal
- Student's Teacher(s)
- School Nurse

STUDENT ACCIDENT OR ILLNESS GUIDELINES

An accident report should be completed for every accident that takes place on school property, or that involves a school vehicle, students or staff on school-sponsored trips, or staff members on authorized school business trips. Such accident reports are required whether or not there is an injury or damage immediately evident. All accidents to students should be reported to the principal or supervisor.

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 Sanford/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 Sanford/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.

STUDENT ACCIDENT REPORT

Should a student have an accident which requires special first aid attention and parent notification, an accident report should be filled out by the person in charge when accident occurs.

ACCIDENT REPORT
VERMILLION PUBLIC SCHOOLS

Student's Name: _____ Grade: _____ Age: _____

Address: _____ Telephone Number: _____

School: _____ Date Accident Occurred: _____

Time and place of accident: _____

Describe Accident and Cause: _____

Nature of Injury: _____

Action taken (immediate First Aid): _____

Teacher/Staff on duty at the time of the accident: _____

Parents notified: YES / NO TIME: NAME OF PERSON NOTIFIED:

Parent Response: _____

Signature of Person filing report

Adopted 4/11/94
Amended
Reviewed
Reviewed 1/8/2007
Amended 7/12/2021

DIABETES/INSULIN POLICY

The School Board recognizes the need of some students to receive special medical services prescribed by the physician during the school day in order for the students to have meaningful access to an educational program.

Parents/guardians of students requiring physician prescribed services at school shall inform school personnel of the needs of the student. Parents/guardians shall be responsible for providing appropriate forms, equipment and supplies necessary for the special medical procedure prescribed by the physician. Physician prescribed services will be provided by the school nurse or qualified staff.

Communication between the prescribing physician and/or parent/guardian and school personnel is recognized to be important if maximum gains of the physician prescribed services are to be achieved. The parent/guardian shall grant the school nurse or school health designee authorization to speak directly with the student's physician related to the prescribed services.

1. PURPOSE:

The purpose of this policy is to establish procedures in the District for the administration of health care services for each student with diabetes as prescribed by that student's personal physician. The goal of this care is to maintain blood glucose levels within a student's target range and to enable a student with diabetes to safely and fully participate in the educational program.

2. CARE TO BE PROVIDED:

A. Diabetes care may be provided by a school nurse, if available, or by an Unlicensed Assistive Personnel (UAP) who volunteers to provide diabetes care and who has been trained pursuant to ARSD Ch. 20:48:04.01.

B. The delegation of insulin administration to an Unlicensed Assistive Personnel (UAP) is authorized by the South Dakota Board of Nursing rules, ARSD 20:48:04.01. A registered nurse (RN), holding an active South Dakota or multi-state compact RN license, currently employed as a school nurse must be identified to be the delegating nurse to train, test competency, and oversee the process. The delegating nurse will be available by phone to communicate with the student and UAP during the school day.

1. If a student with diabetes needs assistance with care for that condition at school or school-related events, and the services of a UAP is needed, the school shall seek school employees to volunteer to provide that care. The employee must be willing to accept the delegated task of insulin administration. No employee shall be required to be a UAP as a condition of employment. The employee must meet the South Dakota Board of Nursing's Medication Administration training requirements as set forth in ARSD Ch. 20:48:04.01, which training shall be provided at school expense.

2. Employees who provide diabetes care as a UAP shall be provided liability insurance through the school's insurance coverage for incidental medical malpractice liability, and the school shall defend and indemnify the employee for any and all costs for which the employee may be liable, provided the UAP's actions were consistent with the training received.

C. If diabetes care is to be provided by a UAP, the school nurse must be available during school hours and must initiate a weekly interaction with the UAP and student(s). The school nurse will maintain appropriate documentation related to interactions.

D. To the extent that the student is not able to perform this care independently, diabetes care provided by the school UAP shall be under the supervision of a school nurse and may include:

1. Checking blood glucose level at the times and under the circumstances specified;
2. Responding to blood glucose monitoring results;
3. Administering insulin through the insulin delivery system the student uses;
4. Administering oral diabetes medication;
5. Administering glucagon and taking the additional actions set out in the DMMP;
6. Checking ketones;
7. Recording blood glucose monitoring results and medication dosages and frequency in the weekly log; and
8. Following instructions regarding meals, snacks, and physical activity.

E. If a student becomes unconscious or unresponsive due to severe hypoglycemia, school employees shall take actions as specified in the student's DMMP and contact 911. No student experiencing hypoglycemia shall be left unattended or shall be sent alone to another location to receive care.

F. All school employees who have primary responsibility for a student with diabetes at any time during the school day or during school-sponsored activities may receive training covering basic information about diabetes and its management, how to recognize symptoms of hypoglycemia and hyperglycemia, and which school employees should be contacted for assistance in providing diabetes care.

G. Notwithstanding the other provisions in this section, a parent or guardian may elect to perform diabetes care for his or her child at school or during school-sponsored activities.

3. DIABETES MEDICAL MANAGEMENT PLAN (DMMP)

A. The parent of a student with diabetes who requests services from the school must provide written physician's orders (Diabetes Medical Management Plan, or "DMMP"), signed by the student's physician. The DMMP identifies the health care need of, and services to be provided to, a student with diabetes. If the DMMP changes, the parents/guardians shall provide a copy of the changed DMMP, signed by the student's physician, to the principal or principal's designee, and to the UAP. The parents/guardians shall authorize the school nurse or the principal authorization to speak directly with the student's physician related to DMMP. The DMMP must contain:

1. A statement that indicates whether the parents are able to make changes to the DMMP without physician authorization.
2. A statement that the student has been trained on the proper and safe use of medication and supplies needed at school, such as syringes and needles, if the child is to carry such supplies at school.
3. A statement as to which, if any, diabetes care tasks the student is capable of performing without assistance, which of these tasks require assistance from school personnel, and which of these tasks the student is unable to perform.
4. If the student requires assistance from the UAP with blood glucose or ketone monitoring.
5. If the student requires assistance from the UAP with insulin, glucagon or other medication administration at school, the medication to be taken, the timing of medical administration, and instructions for calculating the proper doses.

B. Once the school receives a copy of the DMMP, the school shall develop and implement a Student Health Plan (SHP) for the student with diabetes that incorporates the provisions of the DMMP. The plan shall specify which school personnel or unlicensed assistive personnel (UAP) will provide diabetes care to the student, if needed. The school may use an individualized Student Health Plan or include the DMMP in a student's Rehabilitation Act Section 504 (504 Plan) or include the DMMP in a student's Individualized Education Program (IEP).

C. All supplies and equipment needed by the school to provide diabetes care, including insulin, glucagon, blood glucose meters, and test strips, shall be provided by the student's parent or guardian.

D. The school may consult with a physician of its own choosing related to any DMMP.

4. SELF-MONITORING AND TREATMENT

Where a student's DMMP indicates that the student is able to perform specific diabetes care tasks independently, the student shall be permitted to perform these tasks independently while in school and while participating in school-sponsored activities. If specified in the student's DMMP, the student shall be permitted to possess on his or her person all supplies, and equipment needed to perform diabetes care.

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 cannot 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. Parents/Guardians shall identify any allergies or medical health safety plans when completing online student registration. 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 requested 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. 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
 ____ diabetes

____ anaphylaxis
 ____ 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 the child or has subjected the child to mistreatment or abuse.
2. who lacks proper parental care through the actions or omissions of the parent, guardian, or custodian;
3. whose environment is injurious to the child's welfare;
4. whose parent, guardian, or custodian fails or refuses to provide proper or necessary subsistence supervision, education, medical care or any other care necessary for the child's health, guidance, or well-being;
5. who is homeless, without proper care, or not domiciled with the child's parent, guardian, or custodian through no fault of the child's 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 the child's intellectual or psychological capacity evidenced by an observable and substantial impairment in the child's ability to function within the child's normal range of performance and behavior, with due regard to the child's culture;
8. who is subject to sexual abuse, sexual molestation as defined in SDCL 22-22-24.3, or sexual exploitation by the child's parent, guardian, custodian, or any other person responsible for the child's care.
9. who was subject to prenatal exposure to abusive use of alcohol, marijuana, or any controlled drug or substance not lawfully prescribed by a practitioner as authorized by SDCL Chs. 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. SDCL 26-8A-3 requires reports 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 keep the report confidential as provided in SDCL 26-8A-13, except as otherwise provided in SDCL Chs. 26-7A or 26-8A and 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.

Adopted 4/11/94
Amended
Reviewed
Amended 1/22/2007
Amended 7/12/2021

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.

Students on fieldtrips or sport activities will be expected to ride to and from events with school personnel. Students may not be allowed to ride home with a person other than their parent/guardian. In rare circumstances with administration approval other "allowable" adults will be considered.

Adopted
Amended 10/25/93
Reviewed
Amended 1/22/2007
Amended 7/12/2021

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 tie 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 physical activity after receiving written clearance to return to play from a licensed health care provider trained in the evaluation and management of concussions and submitting a Return to Activity Permission form signed by the student's parent/guardian.

FUND-RAISING**D. 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.

E. Non-School District Sponsored Activities:

4. 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.
5. Communications relative to these fund raisers are not to be distributed to the students during the time dedicated for student instruction.
6. 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. If building facilities are to be used, appropriate paperwork needs to be completed and approved prior to the event.

F. 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
Amended	7/12/2021

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 Light speed 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 school buildings.

The school district will educate all students about appropriate online behavior, including interacting with other individuals on social networking websites, applications, and discussion boards 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 Tanager Character Class (elementary levels), Tech Mods (middle school), and any instructed computer classes.

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 or cloud.
- 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 DEVICE LEASE CHARGES

All fees shall be paid in advance prior to distribution of devices.

The following amounts will be assessed middle or high school students as coverage for unintentional damaged to school issued device. If the device is lost, the student is responsible for the full replacement amount:

	<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 middle or high school students qualifying for free or reduced-price meals as coverage for unintentional damaged to school issued device. If the device is lost, the student is responsible for the full replacement amount:

	<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 device 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, 1001 East Main 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
Amended	7/12/2021

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

A. *Consent* before elementary school or secondary school student are required to submit to a survey, analysis, or evaluation that concerns one or more of the following protected areas of ("protected information survey") funded in the whole or in part of a program of the U.S. Department of Education (ED). The prior written consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, the prior written consent of the parent is required if the ED survey, analysis, or evaluation concerns:

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);

B. *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 collected from students for marketing or to sell or otherwise distribute the information to others. (this does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services, for, or to, students or educational institutions.)

C. *Inspect*, upon request and before administration of use-

1. Protected information surveys of students and surveys created by a third party;
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 from the parents to a student who is 18 years old or an emancipated minor under state law.

Prior consent or opt-out 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 or opt-out 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.

In the case of ED-funded survey, analysis or evaluation, the student shall not participate if the school does not receive the required written consent. Denials of consent shall be reflected if the form is returned and in which consent is denied, or when the form is not returned at all. 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.

In the case of non-ED funded surveys, analysis or evaluation, the student must affirmatively opt-out by returning the form in which consent is denied by parents or unemancipated minor or by emancipated minor or student age 18 or older.

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 written consent or opt-out 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, or

Prior written consent or opt-out 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 a Department of Education funded 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 in which consent is denied, or if the form is not returned at all. Written consent is required prior to a student participating in a survey, analysis or evaluation addressing one or more of the topics identified above and in no case shall consent be presumed.

If the survey, analysis, or evaluation is **not funded** by Department of Education in whole or in part, the student shall participate in the survey, analysis or evaluation **unless** the form is returned not authorizing the student participation.

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
Amended	7/12/2021

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, 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

Student records include grades, attendance records, standardized test scores, health reports, teachers' comments regarding the child and psychological evaluations.

Administrative Rule 24:43:09:02 of the State of South Dakota requires the keeping of a permanent record of each student'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 schools 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 aged 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 person, 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
Amended 7/12/2021

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 their 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 their peers and their 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 Interp. –

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 Interp. 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
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A head coach or activities director may decide to stay an extra night if weather conditions make travel conditions hazardous and unsafe.

EXCLUSION FOR ILLNESS

In an effort to prevent the spread of illness, students or staff who exhibit flu-like symptoms (fever of 100.4 degrees or more) 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 and recommends follow up with provider.

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.

HOMELESS STUDENT ENROLLMENT AND SERVICES

To the extent practical and required by law the Vermillion School District will:

- Ensure the immediate enrollment of homeless children or youth residing in Vermillion School District 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 of 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 found in KLA (written explanation of complaint to superintendent. A copy of the complaint policy will be provided to any homeless individual presenting a complaint.

ANTI-BULLYING OF STUDENTS

Bullying 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, or assisting or participating in a bullying investigation or proceeding.

This policy applies while students are on school property or at a school bus stop; while in school-owned, school-operated or school contracted vehicles including a school bus; while attending or engaged in school-sponsored activities, or while using school equipment.

Neither the physical location nor the time of day of any incident involving the use of computers or other electronic devices is a defense to any disciplinary action taken by the school district for bullying conduct defined above.

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.

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 act to investigate all complaints (formal or informal, verbal or written) alleging bullying. All documentation associated with a complaint shall be maintained by the building principal. Anonymous reports of bullying are permitted, although formal disciplinary action may not be based solely on an anonymous report.

This policy may not be interpreted to prohibit civil exchange of opinion or debate protected under the state or federal constitution if the opinion expressed does not otherwise materially or substantially disrupt the education process or intrude upon the rights of others.

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 other District personnel receiving a report, or who witness bullying, should 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 in his/her building who is the designated investigator. An 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, electronic or digital messages or pictures. Information received during the investigation is kept confidential to the extent possible.

The principal or the alternate investigator, with permission from the principal, has the authority to initiate an investigation in the absence of a written complaint.

INVESTIGATION PROCEDURE

The investigator will reasonably and promptly commence the investigation upon receipt of the complaint. The length of the investigation is governed by the facts and complexity of each individual case but should be completed within 30 days of the complaint. The superintendent may approve an extension in special circumstances. The investigator will interview the complainant and the alleged perpetrator. The alleged perpetrator may file a written statement in response to the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of the investigation, the investigator will make written findings and conclusions as to each allegation of bullying. 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 to the extent possible;
- Complaints must be taken seriously and promptly investigated.
- No retaliation will be permitted against complainant/individuals involved in the investigation process, and
- Retaliators will be investigated and disciplined in the same manner as those accused of bullying up to and including suspension and expulsion.

VERMILLION SCHOOL DISTRICT STUDENT SOCIAL MEDIA POLICY

The Vermillion School District recognizes and supports its students' 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 on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom unless the student requests voluntarily to participate in a separate portion of an educational program or activity offered by the school, the instructional portion of which will be equivalent to that offered to other 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, childbirth, false pregnancy, termination of pregnancy or recovery therefrom 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.

Source: 34 CFR 106.40

INFORMATION DISCLOSURE CONSENT FORM SCHOOL YEAR: _____**FOR SHARING INFORMATION WITH OTHER PROGRAMS**

To save you time and effort, the information you gave on your Free and Reduced-Price School Meals Application may be shared with other programs for which your child may qualify. Parents or guardians are not required to sign this form unless you want your child to participate at a reduced rate in one or more of the other programs. The child's name and status will be used either in print, electronic communications or by other means. The information will be used to facilitate the child's enrollment in other programs or to receive goods such as a bus pass, eye exam vouchers, reduced prices for school programs, ACT testing waivers, free resources and services through our Family Outreach program.

The Vermillion School District may offer free or reduced-cost services to qualifying students. If you would like your child to be considered for any free or reduced-cost services below based upon your Free and Reduced-Price School Meals Application, please indicate so below. Your consent allows for your child's name and status to be shared between offices in print, electronic, or other forms of communication. Check YES OR NO for each program that applies for each child. Parents or guardians are not required to give consent or sign this form. Submission or non-submission of this form does not change the free or reduced-price meal status for your child.

Child's Name	School	Bus Passes	Eye Exam Vouchers	ACT Testing Waivers	Angel Fund	Family Outreach Program
		YES NO	YES NO	YES NO	YES NO	YES NO
		YES NO	YES NO	YES NO	YES NO	YES NO
		YES NO	YES NO	YES NO	YES NO	YES NO
		YES NO	YES NO	YES NO	YES NO	YES NO
		YES NO	YES NO	YES NO	YES NO	YES NO
		YES NO	YES NO	YES NO	YES NO	YES NO
		YES NO	YES NO	YES NO	YES NO	YES NO

This consent can only be signed by the parent or guardian of the applicant household. I, the undersigned, grant permission for the release of any of my personal records regarding my lunch application. I understand that this does not allow the individual(s) to make changes to my account, but only have access to the information.

Parent/Guardian Name

Date

Parent/Guardian Signature

Phone Number

GENDER EQUITY AND ACCESS

Gender identity means a gender related identity of a person, regardless of the person's assigned sex at birth. The Vermillion School District has established this policy to both foster an educational environment that is safe and welcoming for all students as well as comply with local, state, and federal law.

Procedure: Communication with the school is key. The district will make arrangements with students regarding dress code, restroom, and participation in activities. These arrangements should be based on the student's or parent's wishes, be minimally burdensome, and be appropriate under the circumstances. The determination of consistently asserted gender may be determined in collaboration of any the following—parent/guardian, counselor, building administrator, and physician. As part of this process, the District may request documentation from the student or parents.

Confidentiality: A student has a right to keep their status as a transgender student private at school. The District shall keep this information confidential and staff shall not disclose this information unless legally required.

Communications and Publications: Pronouns and Name Changes –Pronouns used should be the choice of the student. A legal name change is not required for a student to use the preferred name for class lists, student activities, yearbook publications, etc. However, a student's legal name must be indicated in the student's official records. The District may list the student's preferred name in the official records by listing it next to the student's legal name with asterisks next to it until a legal name change is made.

Restroom and Locker Room: All students should have access to a restroom or locker room that is safe, comfortable, and convenient. Absent a compelling, specific, and documented concern for safety, the District shall permit a student to use the restroom or locker room for the gender with which they consistently, persistently, and insistentlly identify.

Activities: A student shall be permitted to participate in interscholastic activities for the gender with which that student consistently identifies (assuming the student is eligible otherwise), subject to the policies of the South Dakota High School Athletic Association and any compelling safety concerns.

This policy does not prohibit any facility within the Vermillion School District from maintaining separate toilet facilities, locker rooms, or living facilities for the different sexes so long as comparable facilities are provided.

Overnight accommodations will be handled on a case-by-case basis.

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.

Adopted
Amended 4/13/92
Reviewed
Amended 1/25/2010

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

TEXTBOOK LOAN FORM FOR NON-PUBLIC STUDENTS

NAME OF SCHOOL _____

TITLE OF TEXTBOOK _____

AUTHOR _____

PUBLISHER _____

COPYRIGHT DATE _____

SUBJECT _____

GRADE LEVEL _____

SCHOOL YEAR _____

Book #	Student Signature	Student Address	Received		Returned	
			Date	Student Initial	Date	Tcher Initial

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.

RESEARCH APPLICATION FORM

Name: _____

Date: _____

Address: _____

Telephone: _____

Instructions:

1. Complete the application form.
2. Include a copy of your Human Subjects Approval.
3. Include a copy of your proposal and/or abstract.
4. Send two copies of items one through three to:

Kim Johnson, Director of Instruction
Vermillion Public Schools
17 Prospect St.
Vermillion, SD 57069

Research Information

1. Why are you conducting this research project?

2. What is your problem statement?

3. What are your Research Questions?

4. Estimated amount of teacher contact time required: _____

5. Estimated amount of student contact time required: _____

6. Number of follow-up activities: _____

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: _____