Canton School District Policies Index

SECTION A: Foundations and Basic Commitments

Section A of the EPS/NSBA policy classification system is a repository for statements related to the district is 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 is other policies.

AA School District Legal Status
ABA Community and Parent Involvement in Decision making (Also KC)
AC Nondiscrimination
ACAA Sexual Harassment Policy
ACAB Prohibition Against Aiding or Abetting Sexual Abuse
AD Educational Philosophy
AE School District Goals and Objectives
AEA Tobacco Free Schools
AFA Evaluation of School Board Operational Procedures (Also BK)
AFA-E Evaluation of School Board Operational Procedures (Also BK-E)
AFB Evaluation of the Chief Executive Officer (CEO)/Superintendent
AFB-E Evaluation of the Chief Executive Officer (CEO)/Superintendent
AFC Evaluation of Professional Staff (Also GCN)
AFC-E Evaluation of Professional Staff (Teachers) (Also GCN-E)
AFD Evaluation of Support Staff (Also GDN)
AFF Complaint Policy for Federal Programs
AFH Evaluation of Principals
AH Conflict Disclosure and Authorization
AH-E(1) Conflict of Interest Request for Waiver
AH-E(2) Conflict of Interest Waiver Authorization

SECTION B: School Board Governance and Operations

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

BABoard Operational Goals
BB School Board Legal Status
BBB School Board Elections
BBA School Board Powers and Duties
BBAA Board Member Authority
BBBA Board Member Qualifications
BBBB Board Member Oath of Office
BBBB-E Board Member Oath of Office
BBE Unexpired Term Fulfillment
BBF-E School Board Member Ethics
BBFA Board Member Conflict of Interest
BCA Board Organizational Meeting
BCC Appointed Board Officials
BCD Board-Chief Executive Officer (CEO)/Superintendent Relationship
BCD-E Board-Chief Executive Officer (CEO)/Superintendent Relationship
BCE Board Committees
BCF Advisory Committees to the Board
BCG School Attorney
BD School Board Meetings
BDA Electronic Communication by Board Members

BDC Executive Sessions
BDDA Notification of Board Meetings
BDDB Board Meeting Agendas
BDDC Agenda Related Supplemental Information
BDDD Quorum
BDDE Rules of Order
BDDF Voting Method
BDDG Minutes
BDDH Public Participation at Board Meetings (Also KD)
BF Board Policy Development
BFB Preliminary Development of Policies
BFC Policy Adoption
BFCA Board Review of Regulations-Approval for Issuance (Also CHB)
BFD Policy Dissemination
BFE Administration in Policy Absence (Also CHD)
BFF Suspension of Policies
BFG/BFGA Policy Review and Evaluation/Manual Accuracy Check
BHA New Board Member Orientation
BHB Board Member Development Opportunities
BHD Board Member Compensation and Expenses
BJ School Board Memberships
BK Evaluation of School Board Operational Procedures (Also AFA)

SECTION C: General School Administration

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

CA Administration Goals
CBG Evaluation of the Superintendent (Also AFB)
CC Administrative Organization Plan
CCB Line and Staff Relations
CE Administrative Councils, Cabinets, and Committees
CF School Building Administration
CH Policy Implementation
CHB Board Review of Regulations-Approval for Issuance (Also BFCA)
CHC Regulations Dissemination
CHCA Approval of Handbooks and Directives
CHD Administration in Policy Absence (Also BFE)
CM School District Annual Report

SECTION D: Fiscal Management

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

DFD Rental and Service Charges
DGD Credit Card Use & Electronic Transactions
DIB Types of Funds
DJ Purchasing
DJA Fiscal Management for Purchasing and Procurement Using Federal Funds
DJB Petty Cash Accounts
DJBA Incidental Accounts
DJC Bidding Requirements

DJD Local Purchasing
DJF Purchasing Procedures
DJG Vendor Relations
DK Payment Procedures
DL Payroll Procedures
DLA Payday Schedules
DLB Salary Deductions
DLC Expense Reimbursements
DLC-R Expense Reimbursements
DM Cash in School Buildings
DN School Properties Disposal Procedure

SECTION E: Support Services

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

EA Support Services Goals
EAA Support Services Priority Objectives
EB Safety Program
EBB Accident Prevention and Safety Procedures
EBBA First Aid
EBC Emergency Plans
EBCA Disaster Plans
EBCB Fire Drills
ECA Buildings and Grounds Security
ECAA Equal Access Policy
ECAB Vandalism
ECB Buildings and Grounds Maintenance
ECB-R Buildings and Grounds Maintenance
ECF Energy Conservation
EDBA Maintenance and Control of Instructional Materials
EEA School Vehicle Safety
EEAC School Bus Safety Program
EEACA Part I - Bus Driver Examination and Training
Part II - Drug and Alcohol Testing for School Bus Drivers
EEACC Student Conduct on School Buses (Also JFCC)
EEAD Special Use of School Buses
EF Food Services Management
EFB Free and Reduced Price Food Services
EFF Lunch Account Balance Policy
EGAA Printing and Duplicating Services-Reproduction of Copyright Materials
EI Insurance Management
EIAA Service Animal Policy
EIBA Indemnification of Employees

SECTION F: Facilities Development

Section F of the EPS/NSBA policy classification system provides a repository for statements on school construction, remodeling and modernizing, temporary facilities, and facilities retirement plans.

FA Facilities Development Goals
FB Facilities Planning
FBA Facilities Inspections
FC Facilities Capitalization Program

FC-E Facilities Capitalization Program-Capital Outlay Certificate
FD Bond Campaigns (Also KBE)
FEA Educational Specifications
FEB Selection of Architect
FEC Facilities Development Plans and Specifications
FECA Site Plans and Specifications
FED Construction Cost Estimates and Determinations
FEE Site Acquisition Procedure
FEFB Contractor's Affidavits and Guarantees
FEFB-E Contractor's Affidavits and Guarantees-Performance Bond
FEG Supervision of Construction

SECTION G: Personnel

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

GBAA Veteran's Preference
GBC Staff Ethics
GBCB Employee Code of Conduct
GBCBB Social Media/Networking Policy
GBEC Alcohol/Drugs
GCBDD Military Leave
GCBDE Family & Medical Leave Act
GCDB Background Check
GCDB-E Non-Criminal Justice Applicants Privacy Rights
GCPD Suspension Without Pay and Dismissal of Professional Staff Member
GCPDA Professional Staff Member Administrative Leave with Pay
GDB Non-Certified Contracts and Compensation

SECTION H: Negotiations

Section H of the EPS/NSBA policy classification system provides a repository for statements pertaining to the process of negotiating with staff units recognized by the school board.

HA Negotiations Goals
HB Negotiations Legal Status
HCDE Administration of Medical Cannabis to Qualifying Students
HD School Board Negotiating Powers and Duties
HE Board Negotiating Agents
HE-R Board Negotiating Agents
HG Staff Negotiating Organizations
HH Privileges of Staff Negotiating Organizations
HJ Negotiations Procedures
HL Preliminary Negotiated Agreement Disposition
HM Announcement of Final Negotiated Agreement
HN Impasse Procedures
HO Staff Job Actions

SECTION I: Instruction

Section I of the EPS/NSBA policy classification system provides a repository for statements on the instructional program: basic programs, special programs, activities programs, instructional resources, academic achievement.

IA Instructional Goals
IAA Instructional Priority Objectives
IAB Middle School Philosophy & Goals
IAC Elementary Philosophy & Goals
IB Academic Freedom
IC/ICA School Year/School Calendar
ID School Day
IE Organization of Instruction
IF Curriculum Development
IFB Pilot Projects
IFD Curriculum Adoption
IGA Basic Instructional Program
IGAA Citizenship Education
IGAB Human Relations Education (Moral/Character Instruction)
IGAC Teaching about Religion
IGAD General and Specific Occupational Education
IGAF Physical Education
IGAG Teaching about Drugs, Alcohol, and Tobacco
IGAH/IGAI Family Life/Sex Education
IGAJ Wellness Plan
IGBB Programs for Gifted Students
IGBC Programs for Disadvantaged Students
IGBG Homebound Instruction
IGBH Alternative School Programs
IGBI Assignment to Alternative Setting
IGC Extended Instructional Programs
IGCA Summer Schools
IGCB Online Learning
IGCD Advanced College Placement (Also LEB)
IGCF* Preschool Programs (Nursery Schools)
IGD Co curricular and Extracurricular Activities
IGDA Student Organizations
IGDB Student Publications
IGDD Student Performances
IGDF Student Fund-Raising Activities
IGDG Student Activities Funds Management
IGDI/IGDJ Interscholastic Athletics
IGDK Student Meal Allowances
IGDL Participation of Alternative Instruction Students
IGE Adult Education Programs
IHA Grouping for Instruction
IHC Scheduling for Instruction
IIA Instructional Materials
IIAA Textbook Selection and Adoption
IIAC Library Materials Selection and Adoption
IIBA Teacher Aides
IIBD School Libraries
IIBE Instructional Television
IIBG Use of Computers and Networks
IIBGB Use of Computers and Networks
IIBGC Cyber Bullying
IIC Community Instructional Resources (Also KF)
IICA Field Trips and Excursions (Overnight Policy)
IICC School Volunteers
IJ Guidance Program
IK Academic Achievement
IKA Grading Systems

IKAB Student Progress Reports to Parents
IKB Homework
IKE Promotion and Retention of Students
IKF/IKFA Graduation Requirements/Early Graduation
IL Testing Programs
ILB State Required Assessments
IM Evaluation of Instructional Programs (Also AFE)
INB Teaching about Controversial Issues
INDA/INDB Patriotic Exercises/Flag Displays

SECTION J: Students

Section J of the EPS/NSBA policy classification system provides a repository for statements concerning students--admissions, attendance, rights and responsibilities, conduct, discipline, health and welfare services. However, all policies pertaining to the instruction of students, and extracurricular programs and the curriculum are filed in the I (Instruction) section.

JA Student Policies Goals
JB Equal Educational Opportunities
JC School Attendance Areas
JD School Census
JEA Compulsory Attendance Ages
JEB Entrance Age
JEC School Admissions (Birth Certificates)
JECA Admission of Resident Students
JECAA Admission of New Residents and Students from Unaccredited Schools
JECB/JECC Admission of Nonresident Students/Assignment of Resident Students
JECB-R Admission of Nonresident Students/Open Enrollment Procedure
JECC Assignment of Resident Students/Open Enrollment
JECE Student Withdrawal from School
JED Student Absences and Excuses
JEDA Truancy
JEDB Student Dismissal Precautions
JEE Student Attendance Accounting
JEF Released Time for Students
JEG Exclusions and Exemptions from School Attendance
JF Student Rights and Responsibilities
JFA Student Due Process Rights
JFB Education of Homeless Students
JFC Student Conduct
JFCC Student Conduct on School Buses (Also EEACC)
JFCC-R Student Conduct on School Buses (Also EEACC-R)
JFCE Student Bullying
JFCE-R Student Bullying - Regulations
JFCG Smoking by Students
JFCH Alcohol Use by Students
JFCI Student Drug Abuse
JFCK Cell Phones and Portable Digital Media Devices
JFE/JFF Pregnant/Married Students
JFG Interrogations and Searches
JFH Student Complaints and Grievances
JFHA Public Complaints about School Personnel and Curriculum Materials
JG Student Discipline
JGB Seclusion and Restraint
JGC Probation of Students
JGD/JGE Student Suspension/Expulsion
JGD/JGE-E Student Suspension/Expulsion
JGD/JGE-E Parent, Guardian or other Responsible Person

JGD/JGE-E Notice to Parent of Special Education Student
JGD/JGE-R Procedures for Student Suspensions and Expulsions
JHCA Physical Examinations of Students and Inoculations of Students
JHCC Communicable Diseases
JHCCA Head Lice
JHCC-R Student Communicable Disease Guidelines
JHCD Administering Medicines to Students
JHCDA Student Self-Administration of Asthma, Anaphylaxis, or Diabetes Medication
JHCDB Epinephrine Auto-Injectors and Nasal Spray
JHCDC Diabetes Healthcare and Insulin Administration
JHCD-R Administering Medicines to Students (Definitions)
JHCD-E(1) Administration of Medical Cannabis to Qualifying Students – Medical Cannabis Administration Plan
JHDCB Epinephrine Auto-Injectors
JHD Student Psychological Services
JHFA Supervision of Students
JHFB Student Safety Patrols
JHG* Reporting Child Abuse
JHGE Reporting Child Abuse
JL Student Gifts and Solicitations
JN Student Fees, Fines, and Charges
JNA Loaning of Textbooks
JOA Student Records
JOA-1 Student Records

SECTION K: School-Community Relations

Section K of the EPS/NSBA policy classification system provides a repository for statements on relations with the general public and with other community and public agencies except other educational agencies and groups.

KA School-Community Relations Goals
KBA Public's Right to Know
KBA-E Application for Access to Public Records
KBC News Media Relations
KBCA News Releases
KC Community Involvement in Decision-making (Also ABA)
KCD Web Design Policy
KD Public Participation at Board Meetings (Also BDDH)
KF Community Instructional Resources (Also IIC)
KG Community Use of School Facilities
KGB Public Conduct on School Property
KG-R Community Use of School Facilities
KH Public Gifts to the Schools
KI/KJ Public Solicitations/Advertising in the Schools
KK Visitors to the Schools
KL Public Complaints
KLB Public Complaints about the Curriculum or Instructional Materials
KLB-E Request for Reconsideration of Instructional Materials
KLD Public Complaints about School Personnel
KMA Relations with Parents Organizations
KMB Title 1 Parent Involvement
KN Relations with Governmental Authorities

SECTION L: Education Agency Relations

Section L of the EPS/NSBA policy classification system provides a repository for statements which concern the district's relationship with other education agencies--other school districts, regional or service districts, private schools, colleges and universities, educational research organizations, and state and national education agencies.

LA Education Agency Relations Goals
LB Relations with Other Schools and School Districts
LBB Cooperative Educational Programs
LEB Advanced College Placement (Also IGCD)
LI Relations with Educational Accreditation Agencies

AA

SCHOOL DISTRICT LEGAL STATUS

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

In South Dakota, the legislature is charged by the Constitution "to establish and maintain a general and uniform system of public schools" which is open to all children and free from sectarian control. The state constitution also calls for a State Board of Education and a state superintendent of elementary and secondary education, who is the executive officer of the state board.

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

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

This school district shall constitute a school corporation under the name of "Canton School District, No. 41-1 of Lincoln County, South Dakota."

Established by law

LEGAL REFS.: United States Constitution, Tenth Amendment
Constitution of the State of South Dakota, Art. VIII, sec.
Art. XXII; Art. XXVI, sec. 18
SDCL 3-6-2
13-5-1; 13-5-2; 12-5-14 to 13-5-29
13-6-1 et seq.
CROSS REF.: BB, School Board Legal Status
Adopted: December 11, 1989
Board Action: 90.109

ABA (Also KC)

COMMUNITY INVOLVEMENT IN DECISIONMAKING

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

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

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

Citizens' Advisory Committees

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

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

CROSS REF.: BCF, Advisory Committees to the Board
Adoption Date: December 11, 1989
Board Action: 90.109

AC

NONDISCRIMINATION

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

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

1. To promote the rights and responsibilities of all individuals as set forth in the state and federal constitutions, pertinent legislation and applicable judicial interpretations.
2. To encourage positive experiences in human values for children and adults who have differing personal and family characteristics or who come from various socioeconomic, racial and ethnic groups.
3. To carefully consider, in all decisions made which affect the schools, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.

Objectives of this policy.

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

LEGAL REFS.: Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1962, as amended by the Equal Employment Opportunity Act of 1972
Executive Order 11246, as amended by E. O. 11375
Equal Pay Act, as amended by the Education Amendments of 1972
Title IX, Education Amendments of 1972
Rehabilitation Act of 1973
Education for All Handicapped Children Act of 1975
Age Discrimination in Employment Law, P.L. 95-256
Constitution of the State of South Dakota, Art. VI
SDCL 13-37
20-12; 20-13

CROSS REFS.: ACA*, Nondiscrimination on the Basis of Sex
ACB*, Nondiscrimination on the Basis of Handicap

FECD*, Facilities Accommodations for the Handicapped
FEFA, Contractor's Fair Employment Clause
GBA, Equal Opportunity Employment
JB, Equal Educational Opportunities
Adoption Date: December 11, 1989
Board Action: 90.109

ACAA

SEXUAL HARASSMENT

It is the policy of the Canton School District that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any of the school district's programs or activities. The district is required by Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106 to not discriminate in such a manner.

1. **Title IX Coordinator**

1.1. **Designation.** The district will designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under this policy, who will be referred to as the "**Title IX Coordinator**." The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment). This report may be made by any means, including but not limited to, in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours).

2. **Definitions.** As used in this policy, the following terms are defined as follows:

2.1. **Actual knowledge** means notice of sexual harassment or allegations of sexual harassment to any district employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only district employee with actual knowledge is the respondent (as that term is defined below). "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator as described in subsection 1.1 above.

2.2. **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

2.3. **Formal complaint** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation of sexual harassment. The only district official who is authorized to initiate the Grievance Process for Formal Complaints of Sexual Harassment against a respondent is the Title IX Coordinator (by signing a formal complaint). At the time of filing a formal complaint with the district, a complainant must be participating in or attempting to participate in the district's education program or activity. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator under subsection 1.1 above, and by any additional method designated by the district. As used in this paragraph, the phrase "document filed by a complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the district) that contains the complainant's physical or digital

signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party under this policy or under 34 C.F.R. part 106, and will comply with the requirements of this policy and 34 C.F.R. part 106, including subsections 5.1.3–5.1.4 and 34 C.F.R. § 106.45(b)(1)(iii).

2.4. **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

2.5. **Consent** for purposes of this policy means the willingness in fact for conduct to occur. An individual may, as a result of age, incapacity, disability, lack of information, or other circumstances be incapable of providing consent to some or all sexual conduct or activity. Neither verbal nor physical resistance is required to establish that an individual did not consent. District officials will consider the totality of the circumstances in determining whether there was consent for any specific conduct. Consent may be revoked or withdrawn at any time.

2.6. **Sexual harassment** means conduct on the basis of sex that satisfies one or more of the following:

2.6.1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;

2.6.2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity;

2.6.3. **Sexual assault**, as defined in 20 U.S.C. § 1092(f)(6)(A)(v), which means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation:

2.6.3.1. **Sex Offenses, Forcible**—Any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent.

2.6.3.1.1. **Rape**—(Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.

2.6.3.1.2. **Sodomy**—Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity

2.6.3.1.3. **Sexual Assault With An Object**—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity

2.6.3.1.4. **Fondling**—The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of

giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity

2.6.3.2. **Sex Offenses, Non-forcible**—(Except Prostitution Offenses) Unlawful, non-forcible sexual intercourse.

2.6.3.2.1. **Incest**—Non-Forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law

2.6.3.2.2. **Statutory Rape**—Non-Forcible sexual intercourse with a person who is under the statutory age of consent

2.6.4. **Dating violence**, as defined in 34 U.S.C. § 12291(a)(10), which means violence committed by a person—

2.6.4.1. who is or has been in a social relationship of a romantic or intimate nature with the victim; and

2.6.4.2. where the existence of such a relationship shall be determined based on a consideration of the following factors:

2.6.4.2.1. The length of the relationship.

2.6.4.2.2. The type of relationship.

2.6.4.2.3. The frequency of interaction between the persons involved in the relationship.

2.6.5. **Domestic violence**, as defined in 34 U.S.C. § 12291(a)(8), which includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

2.6.6. **Stalking**, as defined in 34 U.S.C. § 12291(a)(30), which means engaging in a course of conduct directed at a specific person that would cause a reasonable person to—

2.6.6.1. fear for his or her safety or the safety of others; or

2.6.6.2. suffer substantial emotional distress.

2.7. **Supportive measures** means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing

locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

3. Discrimination Not Involving Sexual Harassment.

3.1. **General Prohibition.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by the district.

3.2. **Specific Prohibitions.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, in providing any aid, benefit, or service to a student, the district will not on the basis of sex:

3.2.1. Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;

3.2.2. Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;

3.2.3. Deny any person any such aid, benefit, or service;

3.2.4. Subject any person to separate or different rules of behavior, sanctions, or other treatment;

3.2.5. Apply any rule concerning the domicile or residence of a student or applicant;

3.2.6. Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;

3.2.7. Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

3.3. **Complaint Procedure.** All complaints regarding any alleged discrimination on the basis of sex, including without limitation violations of this policy, 34 C.F.R. part 106, Title IX, Title VII, or other state or federal law—when the alleged discrimination does not arise from or relate to an allegation of sexual harassment as defined in subsection 2.6 above—shall be addressed pursuant to the district's general complaint procedure, Board Policy AACA-E(1)

4. **Response to Sexual Harassment**

4.1. **Reporting Sexual Harassment.** Any person who witnesses an act of unlawful sexual harassment is encouraged to report it to the District's Title IX Coordinator. No person will be retaliated against based on any report of suspected sexual harassment or retaliation. Any District employee who receives a report of sexual harassment or has actual knowledge of sexual harassment must convey that information to the Title IX Coordinator as soon as reasonably practicable, but in no case later than the end of the following school day.

4.2. **General Response to Sexual Harassment.** When the district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, the district will respond promptly in a manner that is not deliberately indifferent. The district will be

deemed to be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. For the purposes of this policy "education program or activity" includes locations, events, or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurs. The district's response will treat complainants and respondents equitably by offering supportive measures as defined in subsection 2.7 above to a complainant, and by following the grievance process described in section 5 below before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent. The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

4.3. **Emergency Removal.** Nothing in this policy precludes the district from removing a respondent from the district's education program or activity on an emergency basis, provided that the district undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. In the event that the district so removes a respondent on an emergency basis, then the district will provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

4.4. **Administrative Leave.** Nothing in this policy precludes the district from placing a non-student employee respondent on administrative leave during the pendency of a grievance process that complies with section 5 below. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

4.5. **General Response Not Conditioned on Formal Complaint.** With or without a formal complaint, the district will comply with the obligations and procedures described in this section 4.

5. **Grievance Process for Formal Complaints of Sexual Harassment**.

5.1. **General Requirements**.

5.1.1. **Equitable Treatment.** The district will treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following the grievance process described in this section 5 before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies will be designed to restore or preserve equal access to the district's education program or activity. Remedies may include the same individualized services described in subsection 2.7 as "supportive measures"; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.

5.1.2. **Objective Evaluation.** This grievance process requires an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence. Credibility determinations may not be based on a person's status as a complainant, respondent, or witness.

5.1.3. **Absence of Conflicts of Interest or Bias.** The district will require that any individual designated by a recipient as a Title IX Coordinator, investigator, decision-maker, or any person designated by a recipient to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

5.1.4. **Training.** The district will ensure that all individuals or entities described in this Training section 5.1.4 receive training as provided below. Any materials used to train these individuals will not rely on sex stereotypes and will promote impartial investigations and adjudications of formal complaints of sexual harassment.

5.1.4.1. **All District Employees and Board Members**. All district employees and board members will be trained on how to identify and report sexual harassment.

5.1.4.2. **Title IX Coordinators, Investigators, Decision-Makers, or Informal Resolution Facilitators.** The district will ensure that Title IX Coordinators, investigators, decision-makers, or any person designated by the district to facilitate an informal resolution process receive training on:

5.1.4.2.1. The definition of sexual harassment in subsection 2.6;

5.1.4.2.2. The scope of the district's education program or activity;

5.1.4.2.3. How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable; and

5.1.4.2.4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

5.1.4.3. **Decision-Makers.** The district will ensure that decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, as set forth in subsection 5.6.

5.1.4.4. **Investigators.** The district will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in subsection 5.5.8.

5.1.5. **Presumption.** It is presumed that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

5.1.6. **Reasonably Prompt Time Frames.** This grievance process shall include reasonably prompt time frames for conclusion of the grievance process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes. The process shall also allow for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

5.1.7. **Range of Possible Sanctions and Remedies.** Following a determination of responsibility, the district may impose disciplinary sanctions and remedies in conformance with this and the district's student discipline policy, and other state and federal laws. Depending upon the circumstances, these policies provide for disciplinary sanctions and remedies up to and including expulsion.

5.1.8. **Range of Supportive Measures**. The range of supportive measures available to complainants and respondents include those listed in subsection 2.7.

5.1.9. **Respect for Privileged Information.** The district will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

5.2. **Notice of Allegations.**

5.2.1. **Initial Notice.** Upon receipt of a formal complaint, the district will provide the following written notice to the parties who are known:

5.2.1.1. A copy of this policy.

5.2.1.2. Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined in subsection 2.6, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice will include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice will inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, under subsection 5.5.5, and may inspect and review evidence under subsection 5.5.5. The written notice will inform the parties of any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

5.2.2. **Supplemental Notice.** If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the Initial Notice described above, the district will provide notice of the additional allegations to the parties whose identities are known.

5.3. **Dismissal of Formal Complaint.**

5.3.1. The district will investigate the allegations in a formal complaint.

5.3.2. **Mandatory Dismissals.** The district **must** dismiss a formal complaint if the conduct alleged in the formal complaint:

5.3.2.1. Would not constitute sexual harassment as defined in subsection 2.6 even if proved;

5.3.2.2. Did not occur in the district's education program or activity; or

5.3.2.3. Did not occur against a person in the United States.

5.3.3. **Discretionary Dismissals**. The district **may** dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing:

5.3.3.1. The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;

5.3.3.2. The respondent is no longer enrolled in or employed by the district; or

5.3.3.3. Specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

5.3.4. Upon a dismissal required or permitted pursuant to subsections 5.3.2 or 5.3.3 above, the district will promptly send written notice of the dismissal and an explanation of that action simultaneously to the parties.

5.3.5. Dismissal of a formal complaint under this policy does not preclude the district from taking action under another provision of the district's code of conduct or pursuant to another district policy.

5.4. **Consolidation of Formal Complaints.** The district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one respondent, references in this policy to the singular "party," "complainant," or "respondent" include the plural, as applicable.

5.5. **Investigation of Formal Complaint.** When investigating a formal complaint and throughout the grievance process, the district will:

5.5.1. Designate and authorize one or more persons (which need not be district employees) as investigator(s) to conduct the district's investigation of a formal complaint;

5.5.2. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties provided that the district cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party's voluntary, written consent to do so for a grievance process under this section (if a party is not an "eligible student," as defined in 34 CFR 99.3, then the district will obtain the voluntary, written consent of a "parent," as defined in 34 CFR 99.3);

5.5.3. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;

5.5.4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;

5.5.5. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;

5.5.6. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;

5.5.7. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least 10 calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report; and

5.5.8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 calendar days prior to the time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

5.6. **Exchange of Written Questions.** After the district has sent the investigative report to the parties pursuant to subsection 5.5.8, but before reaching a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) will explain to the party proposing the questions any decision to exclude a question as not relevant.

5.7. **Determination Regarding Responsibility**

5.7.1. **Decision-Maker(s).** The decision-maker(s) cannot be the same person as the Title IX Coordinator or the investigator(s).

5.7.2. **Written Determination.** The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker(s) will apply the preponderance of the evidence standard. The written determination will include:

5.7.2.1. Identification of the allegations potentially constituting sexual harassment as defined in subsection 2.6;

5.7.2.2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;

5.7.2.3. Findings of fact supporting the determination;

5.7.2.4. Conclusions regarding the application of the district's code of conduct to the facts;

5.7.2.5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and

5.7.2.6. The district's procedures and permissible bases for the complainant and respondent to appeal.

5.7.3. The district will provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

5.7.4. The Title IX Coordinator is responsible for effective implementation of any remedies.

5.8. **Appeals**. The district will offer both parties the opportunity to appeal from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, on the grounds identified below.

5.8.1. **Time for Appeal.** Appeals may only be initiated by submitting a written Notice of Appeal to the Office of the Superintendent of Schools within ten (10) calendar days of the date of the respective written determination of responsibility or dismissal from which the appeal is taken. The Notice of Appeal must include (a) the name of the party or parties making the appeal, (b) the determination, dismissal, or portion thereof being appealed, and (c) a concise statement of the specific grounds (from subsection 5.8.2 below) upon which the appeal is based. A party's failure to timely submit a Notice of Appeal will be deemed a waiver of the party's right to appeal under this policy, 34 C.F.R. part, 106, and Title IX.

5.8.2. **Grounds for Appeal.** Appeals from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, are limited to the following grounds:

5.8.2.1. Procedural irregularity that affected the outcome of the matter;

5.8.2.2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

5.8.2.3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

5.8.3. As to all appeals, the district will:

5.8.3.1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;

5.8.3.2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;

5.8.3.3. Ensure that the decision-maker(s) for the appeal complies with the standards set forth in subsections 5.1.3–5.1.4.

5.8.3.4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;

5.8.3.5. Issue a written decision describing the result of the appeal and the rationale for the result; and

5.8.3.6. Provide the written decision simultaneously to both parties.

5.9. **Informal Resolution.** The district will not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this section. Similarly, the district will not require the parties to participate in an informal resolution process under this section and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the district:

5.9.1. Provides to the parties a written notice disclosing:

5.9.1.1. The allegations;

5.9.1.2. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations;

5.9.1.3. That at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and

5.9.1.4. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;

5.9.2. Obtains the parties' voluntary, written consent to the informal resolution process; and

5.9.3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

5.10. **Recordkeeping**.

5.10.1. The district will maintain for a period of seven years records of:

5.10.1.1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;

5.10.1.2. Any appeal and the result therefrom;

5.10.1.3. Any informal resolution and the result therefrom; and

5.10.1.4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The district will make these training materials publicly available on its website, or if the district does not maintain a website then the district will make these materials available upon request for inspection by members of the public.

5.10.2. For each response required under section 4, the district will create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the district will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity. If the district does not provide a complainant with supportive measures, then the district will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken.

6. **Superintendent Authorized to Contract.** The board authorizes the Superintendent to contract for, designate, and appoint individuals to serve in the roles of the district's investigator(s), decision-maker(s), informal resolution facilitator(s), or appellate decision-maker(s) as contemplated by this policy.

7. **Access to Classes and Schools**.

7.1. **General Standard.** Except as provided in this section or otherwise in 34 C.F.R. part 106, the district will not provide or otherwise carry out any of its education programs or activities separately on the basis of sex, or require or refuse participation therein by any of its students on the basis of sex.

7.1.1. **Contact sports in physical education classes.** This section does not prohibit separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball, and other sports the purpose or major activity of which involves bodily contact.

7.1.2. **Ability grouping in physical education classes.** This section does not prohibit grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex.

7.1.3. **Human sexuality classes.** Classes or portions of classes that deal primarily with human sexuality may be conducted in separate sessions for boys and girls.

7.1.4. **Choruses.** The district may make requirements based on vocal range or quality that may result in a chorus or choruses of one or predominantly one sex.

7.2. **Classes and Extracurricular Activities.** The district may provide nonvocational single-sex classes or extracurricular activities as permitted by 34 C.F.R. part 106.

8. **Athletics.** It is the policy of the district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, club, or intramural athletics offered by the district, and that the district will not provide any such athletics separately on such basis.

8.1. **Separate Teams.** Notwithstanding the foregoing paragraph, the district may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport.

8.2. **Equal opportunity.** The district will provide equal athletic opportunity for members of both sexes. Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams will not constitute noncompliance with this section.

9. **Certain Different Treatment on the Basis of Sex Permitted.** Nothing herein shall be construed to prohibit the district from treating persons differently on the basis of sex as permitted by Title IX or 34 C.F.R. part 106. For example, and without limiting the foregoing, the district may provide separate toilet, locker room, and shower facilities on the basis of sex, but such facilities provided for students of one sex shall be comparable to such facilities provided for students of the other sex.

10. **Retaliation Prohibited.** Neither the district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, 34 C.F.R. part 106, or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. The district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. § 1232g, or FERPA regulations, 34 C.F.R. part 99, or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to shall be addressed pursuant to Board Policy 2006 (Complaint Procedure).

10.1. **Specific Circumstances**.

10.1.1. The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this section.

10.1.2. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this part does not constitute retaliation prohibited under this section, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

11. **Notification of Policy.** The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the existence of this policy. The requirement to not discriminate, as stated in Title IX and 34 C.F.R. part 106, in the district's education program(s) or activities extends to admission and employment, and inquiries about the application of Title IX and 34 C.F.R. part 106 to the district may be referred to the district's Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

12. **Publication of Policy.** The district will prominently display on its website, if any, and in each handbook that it makes available to applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator(s).

13. **Application Outside the United States.** The requirements of this policy apply only to sex discrimination occurring against a person in the United States.

14. **Scope of Policy.** Nothing herein shall be construed to be more demanding or more constraining upon the district than the requirements of Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106. To the extent that the district is in compliance with Title IX and 34 C.F.R. part 106, then all of the district's obligations under this policy shall be deemed to be fulfilled and discharged.

ACAA-E (1)

SEXUAL HARASSMENT COMPLAINT REPORT FORM
Canton School District

Date Form Completed:_____

Form Completed by:_____

Person Reporting the Sexual Harassment:_____

Address/Phone # of the Person Reporting the Sexual Harassment:
_____
_____
_____

Nature of Complaint: (With specificity, identify the person(s) alleged to have sexually harassed, the conduct which is the basis of the sexual harassment complaint, when/where the conduct occurred, the person(s) alleged to have sexually harassed, witnesses, and any other pertinent information):
_____
_____
_____
_____
_____
_____
_____
_____(use additional sheets if necessary)

_____ _____
School Employee Completing Sexual Harassment Report Form Date

_____ _____
Person Reporting Sexual Harassment Date

ACAB

PROHIBITION AGAINST AIDING OR ABETTING SEXUAL ABUSE

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

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

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

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

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

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

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

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

Adoption Date: July, 2019

AD/AE

EDUCATIONAL PHILOSOPHY

Canton School District

"Helping Each Student Achieve Success"

We Believe:

- Parent and community support and involvement are vital to our school's success.
- Each student should be encouraged and challenged to learn every day.
- Each student has value and can succeed.
- Providing a positive environment, at school and at home, inspires everyone to learn.
- Adults must care about students.
- Learning is a life-long process.

AEA

TOBACCO FREE SCHOOLS

The District recognizes its duty to promote the health and safety of students, staff and citizens on district property and during school-sponsored activities. In accordance with this responsibility, it is the intent of the School Board to establish a tobacco-free school environment that demonstrates a commitment to helping students resist tobacco use and that emphasizes the importance of adult role modeling.

The use, possession, or promotion of tobacco on school property by students, employees, vendors, visitors and invitees is prohibited. Students and employees are also prohibited from using or promoting tobacco at school-sponsored activities off school property. Students participating in school activities are also subject to such rules as may exist pursuant to an applicable activity code of conduct.

For the purposes of this policy:

1. "Tobacco" means any substance or item, in any form, containing tobacco and electronic nicotine delivery devices (e-cigarettes), which may not contain tobacco;
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 or staff 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.

Students violating this policy shall be subject to disciplinary action pursuant to district policy. District employees in violation of this policy will be subject to disciplinary action. Visitors, vendors and invitees in violation of this policy will be subject to appropriate consequences, which may include being directed to leave school property.

The superintendent shall provide reasonable public notification of the district's policy within student and staff handbooks.

LEGAL REFS.: ARSD 61:13:04:18
Adopted: February 13, 1989
Revised: September 13, 2016

AFA (See BK)

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

AFB (See CBG)

EVALUATION OF THE SUPERINTENDENT

AFD

EVALUATION POLICY
DIRECTOR OF BUILDINGS AND GROUNDS, DIRECTOR OF SPECIAL EDUCATION, NETWORK ADMINISTRATOR, SCHOOL NURSE

The purpose of the evaluation for the Director of Buildings and Grounds, Director of Special Education, Network Administrator and School Nurse is to:

A. Assist them the performance of their duties.
B. Provide feedback to the employee on areas of the job that need improvement.
C. Provide feedback on successful aspects of job performance.
D. Provide a basis for determining employment status and salary.

The Head Custodian, Director of Community Education and School Nurse will be evaluated by the superintendent of schools on an annual basis. The evaluation will be discussed with the employee and signed by the employee as well as the superintendent of schools. A copy of the evaluation will be given to the employee. The employee's signature will indicate that a conference was held and a copy of the evaluation was received by the employee. The signature does not indicate agreement. The employee may write a demurral statement to and or all parts of the evaluation within 10 working days following receipt of the evaluation.

Criteria upon which the employees will be evaluated are:

A. Leadership.
B. Organizational management.
C. Initiative.
D. Job Knowledge.
E. Dependability.
F. Cooperation.
G. Judgment.

The forms used to evaluate the Head Custodian, Director of Community Education and School Nurse are enclosed.

AFC (Also GCN and Appendix A)

PERFORMANCE ASSESSMENT - TEACHERS

The Canton Board of Education recognizes that a sound assessment of the performance of the teaching staff is critical in achieving the educational goals of the district. Although teacher evaluation is a complex and subjective endeavor, it is the philosophy of the Canton School District that the performance assessment process shall indicate the effectiveness of the classroom teacher, shall provide direction and development for the school faculty, and shall protect the rights of school district employees.

Nothing in this policy shall be deemed or construed to assure or imply in any manner the renewal of contracts of employees, the right of employees to receive or retain a particular assignment or position, or the establishment of any personal rights not explicitly established by statute or Board policy. Neither shall anything in this policy be deemed or construed to establish in any manner any conditions prerequisite or similar factors relative to nonrenewal of contracts, transfer, assignment, dismissal, or any other personnel procedures relating to employees of the school district.

The district's performance appraisal system has been established to serve the following purposes:

1. To improve instruction and performance;
2. To enhance the implementation of programs and curriculum;
3. To serve as a measurement of professional growth and development;
4. To appraise the level of performance of certificated personnel.
5. To document unsatisfactory performance for dismissal/non-renewal proceedings

Therefore, administrators who evaluate teaching performance must provide guidelines, suggest ways to overcome difficulties, and make recommendations for improving teaching performance regardless of the current quality of performance.

The Board shall, on a yearly basis, consult with the superintendent of schools, principal, and teachers to review and enhance the assessment process outlined in this policy. The focus of this yearly review shall be to improve the effectiveness of the process in meeting the purposes stated above.

The basic requirements of the performance assessment process shall be:

1. There shall be one annual assessment of all full-time and part-time certificated employees of the district, including at least one formal observation, which shall be completed by April 15. Employees who have not achieved continuing contract status will be observed at least two times. This assessment process shall consist of the following components: goal-setting, informal observation, pre-conferencing (optional), formal observation, data gathering and analysis, self-evaluation, conferencing, third party input (optional), and, if appropriate, a specific improvement plan.

2. All supervision and assessment shall be conducted in a fair and friendly manner and shall be based on effective teaching techniques for each staff member's particular position.

3. All data on which an assessment judgment is based shall be documented and available for the teacher's review. No data gathered by electronic means shall be used without the evaluatee's permission; however, teachers are encouraged to videotape their own teaching and invite their supervisor to view those tapes with them.

4. An assessment document shall be prepared in writing. The document shall be specific as to performance strengths and areas of question and shall specifically identify the time of observation and the data sources. It may contain a written improvement plan which includes specific improvements needed and recommendations for improvement.

5. The staff member concerned shall have an opportunity to review the document with the evaluator and both shall sign and date it as evidence of the review (although the signature does not necessarily constitute agreement with the contents of the report). The staff member shall be given the opportunity to make the final comments ("the last word") on the assessment document, and shall receive a copy of the complete final document.

6. An appeals process shall be available in the event that the evaluatee believes the appraisal procedure has been inappropriately applied. The appeals process begins with the evaluatee indicating a desire to appeal and the basis for appeal directly on the completed final evaluation document. The superintendent will respond to the evaluatee in the first step of the evaluation appeals process. If the evaluatee is not satisfied with the superintendent's response in Step 1, the evaluatee may take his/her appeal to the Board of Education in the second step of the appeals process by submitting a request in writing to the superintendent. The decision of the Board of Education is final.

7. All assessors shall be evaluated on their ability to conduct fair, professional, and credible assessments, and shall receive in-service training to enhance their skills of observation, analysis, and conferencing.

CONTRACT REF.: Teacher's Agreement
LEGAL REF.: SDCL 13-43-26
Adoption Date: October 8, 2001

AFD

EVALUATION POLICY
SECRETARIES, COOKS, CUSTODIANS, AND TEACHER AIDES

The purpose of the evaluation for non-teaching employees is to:

A. Assist the employee in the performance of their duties.
B. Provide feedback to the employee on areas of the job that need improvement.
C. Provide feedback on successful aspects of job performance.
D. Provide a basis for determining employment status and salary.

Employee will be evaluated by their direct supervisor or superintendent designee or superintendent. Employees will be evaluated at least once a year or as often as deemed necessary by the supervisor. Evaluations will be reduced in writing and a copy of the evaluation will be presented to the employee at a conference. The evaluation will be signed by the supervisor and employee, but does not necessarily indicate agreement. The employee may write a demurral statement to any or all parts of the evaluation within 10 working days following receipt of the evaluation.

Criteria upon which employees will be evaluated follow:

A. Employees job description. (Written and unwritten)
B. Goals and duties established by the supervisor, administration, and school board.
C. Job knowledge.
D. Efficiency.
E. Initiative.
F. Quality of work.
G. Judgment.

H. Dependability.
I. Cooperation.
J. Punctuality.
K. Other items related to the position.

CONTRACT REF.: Classified Employees' Agreement
Adoption Date: March 13, 1989--December 11, 1989
Board Action: 90.109

AFF

COMPLAINT POLICY FOR FEDERAL PROGRAMS

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

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

The complaint procedure will be as follows:

- The Superintendent will investigate, within one week, the circumstances of the complaint and render a decision, within two weeks, after receipt of the complaint.
- The Superintendent will notify the complainant of the decision in writing.
- The complainant will be allowed one week to react to the decision before it becomes final.
- The complainant will either accept or disagree with the decision and will provide such acknowledgment in writing, addressed to the district Superintendent.
- If the issue is not resolved with the Superintendent, the complaint will be forwarded to the district's Board of Education for further review. The parent or guardian or unaccompanied youth shall be provided with a written explanation of the district's decision including the rights of the parent, guardian, or youth to appeal the decision.

Unresolved complaints may be forwarded by the stakeholder to the South Dakota Department of Education for review. (Consult SD Department of Education Complaint Procedure)

Adoption Date: August 2012

AFH

EVALUATION POLICY FOR PRINCIPALS

The purpose of the evaluation for principals is to:
A. Assist principals in the performance of their duties.
B. Provide feedback to the principal on areas of the job that need improvement.
C. Provide feedback on successful aspects of job performance.
D. Provide a basis for determining employment status and salary.

Principals will be evaluated by the superintendent. Evaluations will be reduced to writing and copies of the evaluation will be presented to the principal at a conference. The evaluation will be signed by the superintendent and the principal. The principal's signature will indicate that a conference was held and a copy of the evaluation was given to the principal. The signature does not indicate agreement. A

principal may write a demurral statement to any or all parts of the evaluation within 10 working days following receipt of the evaluation.

Criteria upon which principals will be evaluated follow:
A. The principal's job description.
B. The goals of the principal as written by the principal and presented to the superintendent at the start of the school year.
C. The goals that have been established by the superintendent for the respective principal.
D. Instructional leadership.
E. Organizational management.
F. Interpersonal relationships.
G. Professional growth.
H. Professional conduct.
I. Communications.

The evaluation instrument shall be a written narrative which includes the criteria upon which principals are evaluated, as previously stated.

A final written recommendation shall be presented by the evaluation to the principal. The recommendation shall consist of one of the following:
1. Recommendation for continued employment.
2. Recommendation for employment with qualifications.
3. Recommendation for non-renewal.

Adoption Date: January 9, 1989--December 11, 1989
Board Action: 90.109

Policy AH

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

"Interest in a contract" is when (1) a School Official, the spouse of a School Official or any other person with whom the School Official lives and 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.

"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 board members, business manager, superintendent, and any other person who has the authority to enter into a contract or spend money on behalf of the school district from having an interest in a contract or receiving a direct benefit from one or more contracts between the school district and a third party, if the total contract amount is more than $5,000 within a 12 month period, unless the School Official discloses to the school board his or her interest in the contract, or in the case of a direct benefit from the contract, discloses the direct benefit and receives school board authorization to receive the benefit.

III. EXCEPTIONS:

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

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

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

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

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

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

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

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

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

IV. DISCLOSURE:

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

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

- the disclosure must be in writing;

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

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

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

V. BOARD ACTION UPON DISCLOSURE:

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

2. Direct benefit from a contract:
   a. the school board shall review the disclosure and decide if the terms of the contract are fair and reasonable, and if the contract is contrary to the public interest.
      - If the school board determines the contract terms from which a direct benefit is derived are fair and reasonable, and that the contract is not contrary to the public interest, the school board shall vote to authorize the School Official to derive a direct benefit from the contract.
      - After the school board authorizes a School Official to derive a direct benefit from a contract, no further disclosure or authorization related to the contract is required unless the contract extends into consecutive fiscal years. If the contract extends into consecutive fiscal years, disclosure must be made at the annual reorganization meeting but no new authorization is required.

   b. If the school board determines the contract terms from which a direct benefit is derived are not fair and reasonable, or is contrary to the public interest, the school board shall vote to not authorize the School Official to derive a direct benefit from the contract. If the school board votes to not authorize a direct benefit, the contract is voidable and subject to disgorgement (i.e., the act of giving up on demand or by legal compulsion something that was obtained by illegal or unethical acts) or the person may resign from the school district.

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

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

   e. No school board member may participate in or vote upon a 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:

   - It is a criminal violation for a School Official to knowingly violate the conflict of interest law.

- A School Official who knowingly violated the conflict of interest law will be removed from office or employment and is disqualified from holding any public office, elective or appointive.
- Any benefit which a School Official derived from the person's knowing violation of the conflict of interest law is subject to forfeiture.
- Any contract made in violation of this policy may be voided by the school board.

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

LEGAL REFS.: SDCL 3-28-6
Adoption Date: September 13, 2016
Revision Date: October 9, 2017

Form AH-E(1)

Conflict of Interest Disclosure

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

_____ _____
(Name) (Date)

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

Identify the following:

(1) All parties to the contract

(2) The person's role in the contract

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

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

(5) The length of time of the contract

(6) Any other relevant information

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

_____
Signature of School Official

Form AH-E(2)

Conflict of Interest Disclosure
SCHOOL BOARD ACTION
CONFLICT OF INTEREST DISCLOSURE
SCHOOL BOARD ACTION

A conflict of interest disclosure of a direct benefit, dated _____,

was received from _____.

The disclosure was considered by the Canton School District School Board

during a meeting held on _____.

BOARD ACTION

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

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

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

Printed Name of School Board President:_____

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

BA

BOARD OPERATIONAL GOALS

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

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

Additionally, the Board commits itself to the following objectives:

1. To interpret the educational needs and aspirations of the community, and to meet them through the formulation of policies that stimulate the learner and the learning process.
2. To continually evaluate the district's educational goals and their implementation in the district schools.
3. To formulate a sound fiscal policy in the interests of fiscal economy.
4. To provide the superintendent with sufficient and adequate guidelines to effectively carry out the goals and objectives of the school district.
5. To maintain effective communication with the public served by the schools, and with staff and students in order to maintain awareness of attitudes, opinions, desires and ideas.

Adoption Date: December 11, 1989
Board Action: 90.109

BB

SCHOOL BOARD LEGAL STATUS

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

As expressed in the law, the Board is the governing board of a school district, and is created

> ". . . for the purpose of organizing, maintaining, and locating schools and for providing educational opportunities and services for all citizens residing within the school district."

The Board will consist of seven (7) members, elected by the registered voters of the district. Except as otherwise provided by law, Board members will hold office for terms of three years.

Established by law

LEGAL REFS.: SDCL 13-8-1 through 13-8-6
13-6-2 et seq.
CROSS REFS.: AA, School District Legal Status
BBA, School Board Powers and Duties
BBB, School Board Elections
Adoption Date: December 11, 1989
Board Action: 90.109

BBA

SCHOOL BOARD POWERS AND DUTIES

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

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

1. To select and employ a superintendent of schools and support him/her in the discharge of his/her responsibilities.
2. To formulate and enact policy and to delegate the application of policies to the superintendent and his/her staff, who will be held responsible for the effective administration and supervision of the entire school system.

3. To provide for the planning, expansion, improvement, financing, construction and maintenance of the physical plant of the school system.
4. To establish and maintain records, accounts, archives, management methods and procedures incidental to the conduct of school business.
5. To approve the budget, financial reports, audits, major expenditures, payment of obligations and policies that enable the administration to formulate regulations and other guides for the orderly accomplishment of business.
6. To estimate and levy taxes for the operation, support, maintenance, improvement and extension of the school system.
7. To adopt course of study, and provide instructional materials.
8. to employee support and certificated personnel to carry out school programs, and provide fair and equitable compensation.
9. To evaluate the educational program to determine the effectiveness with which the schools are achieving the educational purpose of the school system.
10. To provide for the dissemination of school district information to the public and maintain open lines of communication with the community.

LEGAL REFS.: SDCL 13-8-1; 13-8-39
13-10-2 generally, but powers and duties of school boards established throughout Title 13.
Adoption Date: December 11, 1989
Board Action: 90.109

BBAA

BOARD MEMBER AUTHORITY

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

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

LEGAL REF.: 13-8-33
Adoption Date: December 11, 1989
Board Action: 90.109

BBB

SCHOOL BOARD ELECTIONS

The school board shall select the date of the annual school election by resolution no later than the first regular meeting after December 1st of each year. Unless otherwise exempted, the annual school board election shall be held the first Tuesday after the first Monday in June or the first Tuesday after the first Monday in November between the hours of 7:00 a.m. and 7:00 p.m.

In odd-numbered years, the school district may hold the school district election in conjunction with the municipality's election, subject to approval of the governing bodies. Expenses and all other governmental responsibilities of a combined election are to be shared in an agreed upon manner by the governing bodies of the school district and the municipality.

Following each annual school election held pursuant to §13-7-10, the school board, within 60 days of the official canvas, shall include in the school board minutes the following information:

1. The number of registered voters of the school district on the date voter registration closes;
2. The number of registered voters of the school district who voted in the election;
3. The percentage of registered voters of the school district who voted in the election

4. The date of the election, and if the election was held in conjunction with a regular municipal election as provided in §13-7-10.1 in an odd-numbered year, or with the regular June primary or the regular November general election as provided in §13-7-10.3 in an even-numbered year.

If the annual election was not held because there was not a contested vacancy for the school board and no question was submitted to the voters, the school board shall provide that information in the school board minutes.

Notes:
SDCL 13-6-13.1, SDCL 13-8-3 and SDCL 13-8-7.1 address school board member representation areas.
Adoption: August 2026

BBBA

BOARD MEMBER QUALIFICATIONS

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

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

Established by law
LEGAL REFS.: SDCL 3-1-4
3-1A-4 through 3-1A-
12-3-1
13-7-3
CROSS REFS.: BBFA, Board Member Conflict of Interest
GBCA, Staff Conflict of Interest
Adoption Date: December 11, 1989
Board Action: 90.109

BBBB

BOARD MEMBER OATH OF OFFICE

Before taking office, all Board members will take an oath of office as required by law. Newly elected members will take and subscribe to the oath at the first meeting of the school board following the canvas of the vote, at which time they also assume their duties of office. However, in the event the election is held in November, any sitting board member whose term was to expire earlier in that year will have his or her term extended until a board member is elected and qualified. Appointed members will take and subscribe the oath at the meeting following their appointment. All oaths will be filed in the office of the business manager.

Established by law

LEGAL REFS.: Constitution of the State of South Dakota, Article XXI, Sec. 3
SDCL 3-1-5; 3-1-8
13-8-14; 13-8-15
Adoption Date: 0/01/07
Revised: January 5, 2026
Board Action: 90.109

BOARD MEMBER OATH OF OFFICE

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

SOURCE: Associated School Boards of South Dakota
Adoption Date: December 11, 1989
Board Action: 90.109

BBE

UNEXPIRED TERM FULFILLMENT

When a vacancy occurs on the board due to the failure to elect a person to succeed a school board member whose term has expired, or an elected school board member's failure to qualify, or a school board member's resignation, the vacancy shall be filled by all school board members, including the vacating member.

When a vacancy occurs on the board due to death of a board members, is removed from the board pursuant to law, ceases to be a resident of the school district or representation area where elected**, is convicted of any infamous crime or of any offense involving a violation of the member's official oath, has a judgment obtained against the member for breach of the member's official bond, is incapacitated and is unable to attend to the duties of the position, or assumes the duties of an office incompatible with the duties of a school board member, the remaining board members are responsible for the appointment of a new board member.

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

** A school board member who is displaced from the district by flood, tornado, fire, or other natural disaster may continue to serve until the expiration of the member's term.

LEGAL REFS.: SDCL 3-14-1 through 3-14-4; 13-8-25; 13-8-44
Adoption Date: December 11, 1989
Revised: September 13, 2016

BBF-E

SCHOOL BOARD MEMBER ETHICS

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

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

1. I will view service on a school board as an opportunity to serve my community, state, and nation because I believe public education is the best means to promote the welfare of our people and to preserve self government.
2. I will work unremittingly to help the people in my community understand the importance of public education and to support willingly the highest level of education we can afford.

3. I will try to make decisions in terms of the best interests of the educational welfare of children. I will seek to provide an educational opportunity equally open to all children regardless of ability, race, creed, sex or location of residence.
4. I will recognize that my responsibility is not to run the schools but to see that they are well run. I will confine my board action to policy making, planning and appraisal.

5. I will refuse to represent special interests or partisan politics or to use the schools for personal gain or for the gain or friends of supporters.
6. I will arrive at conclusions only after I have discussed matters fully with members of the professional staff and board members. Once a decision has been reached by the majority of the board assembled at the meeting, I will support it graciously.
7. I will recognize that authority vests with the whole board assembled in meeting and that I have no legal status to bind the board outside of a meeting.
8. I will support and protect school personnel in performance of their duties. I will vote only for competent and trained technical and professional personnel who have been properly recommended by the appropriate administrative officer.
9. I will refer all complaints, including my personal criticisms to the appropriate administrative officer and only after failure of administrative solution will discuss such matters at a regular board meeting.
10. I will observe and enforce state laws and regulations pertaining to public education.
11. I will respect the limited intent and scope of executive session and respect privileged communications from executive sessions and other administrative sources.

Adoption Date: December 11, 1989
Board Action: 90.109

BBFA

BOARD MEMBER CONFLICT OF INTEREST

The Board and individual members will follow the letter and spirit of the law regarding conflicts of interest. As public officials holding the respect and trust of the community, Board members will not use the office to personal advantage.

A Board member will not have any direct pecuniary interest in a contract with the school district; nor furnish directly any labor, equipment or supplied to the district; nor be employed for pay as a teacher or substitute teacher in the same school district in which he/she is a board member.

Exceptions to the above involve contracts of less than $5,000 or contracts of less than the amount which would require bidding if no other source of supply is available within the school district and the amount paid is reasonable and other exceptions allowed by law.

Nepotism

Except by unanimous vote of the Board, the Board will not contract with any teacher or other employee if the teacher or other employee is a relative of any Board member by consanguinity within the third degree nor will the Board employ the spouse of a member.

LEGAL REFS.: Constitution of the State of South Dakota, Art. III, sec. 23: Art. VIII, sec.
SDCL 3-16-1; 3-16-2
6-1-2
13-7-3
13-20-2.1
13-21-7
13-43-2
CROSS REFS.: BBBA, Board Member Qualifications
BCC, Appointed Board Officials
Adoption Date: December 11, 1989
Board Action: 90.109
Revised: August 11, 2014

BCA

BOARD ORGANIZATIONAL MEETING

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

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

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

1. Designation of official depository.
2. Designation of the custodians of all accounts.
3. Designation of official legal newspaper.
4. Authorization of continuation of existing funds or accounts and the establishment of any new accounts, if necessary.
5. Setting of date, time and place for regular meetings.
6. Reviewing of bonds for business manager and other bonded personnel.
7. Establishment of advisory committees where applicable.
8. Reviewing of bonds for business manager and other bonded personnel.
9. Appointment of administrator of trust and agency accounts.
10. Appointment of individual authorized to direct federal programs.
11. Authorization of administrator to institute school lunch agreement.
12. Authorization of advertising of bids for materials not already purchased.
13. Re-designation of Robert's Rules of Order or other rules as parliamentary procedure for Board meetings.
14. Investment resolution: Authorization of business manager to invest and reinvest funds in institution which serves greatest advantage to school district.
15. Setting admissions charges for year.
16. Setting closing of school motion: authorization of superintendent to close school in emergency situations and in case of inclement weather and setting chain of command in event superintendent is absent.
17. Setting board member compensation.

LEGAL REFS.: SDCL 13-8-10
13-8-14
13-6-64

Adoption Date: December 11, 1989
Board Action: 90.109

BCB

BOARD OFFICERS

President

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

1. Countersign all orders drawn by the business manager for claims approved by the Board.
2. Appoint of provide for the election of all committees, of which he/she will be an ex-officio member.
3. Confer with the superintendent as may be necessary and desirable on school or related matters.
4. Call special meetings of the Board.
5. Be entitled to vote and discuss on all matters before the Board.

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

Vice-President

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

LEGAL REFS.: SDCL 13-8-10
13-8-26
Adoption Date: December 11, 1989
Board Action: 90.109

BCC

APPOINTED BOARD OFFICIALS

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

Other duties of the business manager include:

1. Keeping an accurate record of the Board proceedings. The business manager will be responsible for the safekeeping of the minutes.
2. Assuming responsibility for a detailed account of all Board business and preparation of periodic and annual reports of the receipts and expenditures of the district.
3. Issuing of all warrants for the payment of verified bills, salaries, and contracts approved for payment by the Board.
4. Publishing proceedings of the Board consistent with laws regarding the publication of Board minutes.
5. Preparing and distributing appropriate communications to Board members in advance of the regularly scheduled meetings.
6. Assuming responsibility for the conduct of school elections.
7. Submitting monthly financial reports.
8. Performing such other duties as the Board may require and as required by law.

LEGAL REFS.: SDCL 13-8-11
13-8-27; 13-8-28
CROSS REFS.: DH, Bonded Employees and Officers
DIC, Financial Reports and Statements
Adoption Date: December 11, 1989
Board Action: 90.109

BCD

BOARD-SUPERINTENDENT RELATIONSHIP

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

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

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

Adoption Date: December 11, 1989
Board Action: 90.109

BCD-E

BOARD-SUPERINTENDENT RELATIONSHIP

Board Functions	**Superintendent Functions**
Decides the nature and extent the instructional program --requirements for graduation --extracurricular activities --special education	Directs the instructional program --puts curriculum into effect --supervises teachers --classifies pupils --sets up pupil records
Employs personnel	Nominates and assigns all personnel, teaching and non-teaching
Establishes personnel policy --sets qualifications --defines sick leave --defines leave of absence	Administers personnel policy --administers sick leave --arranges for substitutes --keeps personnel records
Adopts the budget, with or without modification	Prepares the budget
Board Functions	**Superintendent Functions**
Adopts salary schedules with or without modification	Prepares and recommends salary schedules
Reviews the monthly receipts and expenditures	Supervises proper accounting procedures and reports
Adopts the school calendar	Prepares the school calendar
Approves purchases of equipment, supplies and textbooks	Recommends purchases of equipment, supplies and textbooks
Purchases sites and adopts building plans	Prepares building plans with assistance of an architect
Adopts public relations policy	Directs the public relations program
Evaluates the school program	Helps board evaluate by submitting studies, reports or surveys

BCE

BOARD COMMITTEES

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

All committees will be appointed by the Board president. The Board president and the superintendent or his/her designee will serve as ex-officio members of all committees. An exception to the above may be the superintendent's representation on a committee to appoint a new school superintendent.

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

LEGAL REF.: SDCL 13-8-26
CROSS REF.: BDC, Executive Sessions
Adoption Date: December 11, 1989
Board Action: 90.109

BCF

ADVISORY COMMITTEES TO THE BOARD

The Board will, when it deems appropriate, appoint citizens committees to counsel and advise the district in planning programs and projects.

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

1. The composition of a citizens committee will be broadly representative and will take into consideration the specific tasks assigned to the committee. Members of the professional staff may be appointed to such committee as members or consultants, as found desirable.
2. All appointments will be made by the Board, which may name a community selection committee to make nominations for the purpose of obtaining broader community presentation. The appointment of any staff members to such committees will be made by the Board upon recommendation of the superintendent.
3. Each committee will be clearly instructed as to—
   a. The length of time each member is being asked to serve.
   b. The service of the Board wishes the committee to render; the extent and limitations of its responsibility.
   c. The resources the Board will provide.
   d. The approximate dates on which the Board wishes to receive major reports.
   e. Board policies governing citizens committees and the relationship of these committees to the superintendent, and other members of the professional staff.
   f. Responsibilities for the release of information to the press.
4. Recommendations of citizens committees will be based on research and fact.
5. A school board possesses certain legal powers and prerogatives which cannot be delegated or surrendered to others. Therefore, all recommendations of a citizens committee must be submitted to the Board for official action.

The Board will have the power to dissolve any advisory committee and will reserve the right to exercise this power at any time during the life of any committee.

Adoption Date: December 11, 1989
Board Action: 90.109

BCG

SCHOOL ATTORNEY

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

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

LEGAL REFS.: SDCL 13-8-39
13-10-2
Adoption Date: December 11, 1989
Board Action: 90.109

BD

SCHOOL BOARD MEETINGS

REGULAR MEETINGS

All regular official School Board meetings will be held on the second Monday of each month.
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.

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.
A person who wishes 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.
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.
Recording equipment must not produce distracting light or noise, and no artificial lighting device of any kind shall be employed with a video camera.
Recording equipment must not obstruct the vision of persons attending the school board meeting and their ability to see all school board members.
Any person violating the rules set forth above may be directed to cease the recording or leave the premises.

SPECIAL MEETINGS

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

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.

LEGAL REFS.: SDCL 1-25-1, 1-25-1.2; 13-8-10
Adoption Date: December 11, 1989
Revised: September 13, 2016

BDA

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, is 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 communication to discuss or reach a consensus, majority opinion or unofficial decision, related to school district business.

Adoption Date: September 13, 2016

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 purposes of:

1. Discussing the character, competence, fitness, performance, or qualifications of any current or prospective public officer or employee , not including an independent contractor;

2. Discussing a student's:
    a. Discipline, expulsion, or suspension;
    b. Assignment or educational program; or
    c. Eligibility to participate in interscholastic activities provided by the South Dakota High School Activities Association.
3. Consulting with legal counsel or reviewing communications 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 that is owned by the state or any of its political subdivisions, if public discussion may be harmful to the competitive position of the business; or

6. Discussing the following information pertaining to the protection of public or private property and any person on or within the property:

    a. Any vulnerability assessment or response plan intended to prevent or mitigate criminal acts;
    b. Emergency management or response;
    c. Public safety information that would create a substantial likelihood of endangering public safety or property, if disclosed;
    d. Communications network schema, computer systems, cyber security plans, passwords, or user identification names;
    e. Guard schedules;
    f. Lock combinations; and
    g. Any blueprint, building plan, or infrastructure record regarding any building or facility which would expose or create vulnerability through disclosure of the location, configuration, or security of critical systems of the building or facility;
7. Discussing any emergency or disaster response plans or protocols, safety or security audits or reviews, or lists of emergency or disaster response personnel or material; and
8. Discussing the location of or listing any:
    a. Ammunition or weapons;

b. Biological, chemical, or nuclear agents; or
c. Other military or law enforcement equipment or personnel.

An executive or closed session may be held only upon a majority vote of the members of the Board present and voting at an otherwise open official meeting. 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 session or closed meeting if the federal or state Constitution or any federal or state statute permits or requires the session or meeting.

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

Notes: Violation of the "Open Meeting Law" can result in personal liability and potential criminal charges.

LEGAL REFS.: SDCL 1-25-1 through 1-25-5
Adoption Date: December 11, 1989
Board Action: 90.109
Updated: August 2026

BDDA

NOTIFICATION OF BOARD MEETING

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

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

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

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

LEGAL REF.: SDCL 13-8-10, 1-25-1.1
Adoption Date: December 11, 1989
Board Action: 90.109

BDDB

BOARD MEETING AGENDAS

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

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

CONSENT AGENDA

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

Any item may be removed from the consent agenda at the request of any school board member. All requests shall be honored and do not require a second by any member or a vote of the entire board. An agenda item removed from the consent agenda will be discussed and acted upon immediately following the consideration of the consent agenda.

LEGAL REFS:	SDCL 1-25-1 – Official meetings open to the public
CROSS REFS:	BD – School Board Meetings
	BDC – Executive Session
	BDDA – Notification of Board Meetings
	BDDH – Public Participation at Board meetings
Adoption Date:	December 11, 1989
Board Action:	90.109
Revised:	December 13, 2010

BDDC

AGENDA-RELATED SUPPLEMENTAL INFORMATION

The proposed agenda for all meetings of the Board will be prepared by the Superintendent in consultation with the Board President.

Items of business may be suggested by any Board member, staff member or citizen of the district. The proposed agenda items must be described in sufficient detail to reasonably inform the public of any official business or public policy intended to be considered at the meeting. The agenda for official school board meetings, other than official meetings held solely for the purpose of meeting in executive session, will allow time for remarks from the public who wish to speak briefly before the Board.

The Board will follow the order of business set up by the agenda unless the order is altered by a majority vote of the members present. Items not on the posted proposed agenda may be discussed and acted upon only if a majority of the Board agrees to consider the item at the time the Board members adopt an amended agenda at the time of agenda adoption.

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

The proposed agenda, together with supporting materials, will be distributed to Board members at least 24 hours prior to regularly scheduled Board meetings to permit them time to give items of business careful consideration.

The supporting material shall either be posted on the school district's website or made available at the

business office at least twenty-four hours prior to the meeting, or at the time the material is distributed to the school board, whichever is later. If the material is not posted on the school district's website, at least one copy of the printed material shall be available in the meeting room for inspection by any person while the school board is considering the printed material. However, the public's right to access printed information does not apply to any material or record that is legally exempt from disclosure.

The Board shall provide public notice, with proposed agenda, that is visible, readable, and accessible for at least an entire, continuous twenty-four hours immediately preceding any meeting, by posting a copy of the notice, visible to the public, at the building in which the Superintendent's office is located. The proposed agenda shall include the date, time, and location of the meeting. The notice shall also be posted on the public body's website upon dissemination of the notice. For special or rescheduled meetings, the information in the notice shall be delivered in person, by mail, by email, or by telephone, to members of the local news media who have requested notice.

LEG REFS.: SDCL 1-27-1.16 (Material relating to agenda to be made available)
SDCL 1-27-1 (Public records open to inspection and copying)
SDCL 1-27-1.1 to 1-27-1.15 (Public Records Law)
USC 20 Section 1232g (FERPA)
Adoption Date: December 11, 1989
Board Action: 90.109
Revised: December 13, 2010
Updated: August 2026

BDDD

QUORUM AND VOTE REQUIRED FOR ACTION

A majority of the school board membership constitutes a quorum for the transaction of school business. Assent of a majority of the members of the school board shall be required to take any official action.

LEGAL REF.: SDCL 13-8-33
CROSS REF.: BDDF, Voting Method
Adoption Date: December 11, 1989
Board Action: 90.109

BDDE

RULES OF ORDER

The Board of Education shall utilize Robert's Rules of Order for Parliamentary Procedure as the guide for conducting official meetings held by the Board of Education. However, in utilizing Robert's Rules of Order for Parliamentary Procedure as a guide it is not intended nor is it required that there be strict compliance with Robert's Rules of Parliamentary Procedure. The Board President/Chairperson shall make all decisions related to parliamentary procedure that may arise during the course of a meeting. Any Board member may appeal the decision of the Board President/Chairperson to the full Board (school board members present at the meeting), and the Board shall, by majority vote, decide the procedural issue or question pending before the Board.

The purpose of parliamentary procedure is:

- to establish guidelines by which the business of the governing board can be conducted in a regular and internally consistent manner;
- to organize the meetings so that all necessary matters can be brought to the Board and that decisions of the Board can be made in an orderly and reasonable manner;
- to insure that members of the Board, concentrating on the substantive issues at hand, have the necessary information to make decisions, and to insure adequate discussion of decisions to be made; and

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

Adoption Date: December 11, 1989
Revised: September 13, 2016

BDDF

VOTING METHOD

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

At the discretion of the president of by the request of a member, a roll call or a show of hands vote will be taken. The votes of all members will be recorded for all motions. On a voice vote, any member may request that his/her vote be recorded.

All motions must be carried by a majority of the School Board membership.

LEGAL REF.: SDCL 13-8-33
Adoption Date: December 11, 1989
Board Action: 90.109

BDDG

MINUTES

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

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

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

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

4. The salaries of all employees will be published after the July organizational meeting, and total payroll by department monthly.

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

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

The Board will approve the minutes of every meeting within 45 days after that meeting. The presiding officer and the business manager will sign the minutes of all regular and special meetings after approval by the Board. Any change or correction in the minutes will be reflected in the minutes of the meeting at which the changes are made.

Following each annual school election held pursuant to §13-7-10, the school board, within 60 days of the official canvas, shall include in the school board minutes the following information:

1. The number of registered voters of the school district on the date voter registration closes;
2. The number of registered voters of the school district who voted in the election;
3. The percentage of registered voters of the school district who voted in the election;
4. The date of the election, and if the election was held in conjunction with a regular municipal election as provided in §13-7-10.1 in an odd-numbered year, or with the regular June primary or the regular November general election as provided in §13-7-10.3 in an even-numbered year.

If the annual election was not held because there was not a contested vacancy for the school board and no question was submitted to the voters, the school board shall provide that information in the school board minutes.

The School Board must include in the minutes of the meeting at which the School Board conducted its annual review of open meeting laws an acknowledgment that the review was completed.

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

Notes: It is advisable to consult with the Department of Legislative Audits relative to the legal rates for publication and the form to be used in publishing since the form used can save the district considerable publishing expenses.
District reorganization plans must also be published in the Board minutes.

LEGAL REFS.: SDCL 6-1-10
13-8-34; 13-8-35; 13-8-36; 13-8-43
Adoption Date: December 11, 1989
Board Action: 90.109
Updated: August 2026

BDDH (Also KD)

PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board welcomes the public to attend its sessions so they may become better acquainted with the operation and programs of the schools. While public participation is encouraged at the meeting, public board meetings are for the school board to conduct its business in public, and are not meetings of the public.

In order to assure that citizens who wish to appear before the Board may be heard, and, at the same time, allows the Board to conduct its meetings properly and efficiently, the following procedures have been adopted:

Public Forum Procedures

1. Each Public Forum participant is required to complete the “Public Forum Sign-In Sheet” which lists the person’s name, address, phone number and topic in which he/she wishes to speak. This must be presented to the Superintendent prior to speaking. Any individual who desires to speak about an item on the agenda is asked to raise his/her hand during the meeting when the agenda item is being discussed.
2. The speaker’s presentation should be as brief as possible. Unless an extension of time is granted by the Chairman, a speaker is limited to 5 minutes.
3. Groups should designate one spokesperson to represent them during the Public Forum.

4. Speakers should not be repetitive in their message and only new information provided.
5. Personnel matters or complaints that directly or indirectly identify an employee shall not be discussed. Such complaints shall be resolved in accordance with the Conflict Resolution policy.
6. Threatening or intimidating remarks will not be allowed.
7. The Board Chairman has the option to stop any speaker that is intimidating, offensive or deals with a personnel matter.
8. Public Forum will be limited to 30 minutes but may be extended for an identified period of time by a vote of the Board of Education.
9. The board will not take formal action on any item brought up in Public Forum. Citizens who desire Board action on an item not on the agenda, will submit the item to the Superintendent's office at least 10 days prior to the meeting of the Board, at which they wish for the item to be considered.

Adoption Date: December 11, 1989
Last Revised: April 11, 2016

BF

BOARD POLICY DEVELOPMENT

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

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

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

The policies of the Board are developed, and are meant to be interpreted, in terms of state laws, regulations of the State Board of Education, and other applicable county, state and federal regulations. The policies are also framed, and meant to be interpreted, in terms of those educational objectives, procedures and practices that are broadly accepted by leaders and authorities in the public education field. Policies adopted by the board shall not be construed so as to create contractual relationships which must be otherwise established.

Access to District Policies is available on the school website www.canton.k12.sd.us.

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

Adoption Date: December 11, 1989
Board Action: 90.109

BFB

PRELIMINARY DEVELOPMENT OF POLICIES

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

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

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

Adoption Date: December 11, 1989
Board Action: 90.109

BFC

POLICY ADOPTION

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

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

1. Information item--distribution with agenda (this may be an announcement that a policy is being developed in a particular area and that interested persons may submit suggestions).
2. First Reading/discussion item--first reading of proposed policy or policies; response from superintendent; report from any Board or advisory committee assigned responsibility in the area; Board discussion and directions for any redrafting.
3. Second Reading/action item--discussion, adoption or rejection.

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

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

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

The Board will readopt its collection of written policies annually at the organizational meeting.

LEGAL REF.: ARSD 24:03:04:08
Adoption Date: December 11, 1989
Board Action: 90.109

BFCA (Also CHB)

BOARD REVIEW OF REGULATIONS
(And Approval for Issuance)

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

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

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

Adoption Date: December 11, 1989

Board Action: 90.109

BFD

POLICY DISSEMINATION

The superintendent is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Board and the rules and regulations need to put them into effect.

Accessibility is to extend at least to all employees of the school system, to members of the Board, and, insofar as conveniently possible, to all persons in the district. Policies are available for viewing on the Canton School Website

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

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

Adoption Date: December 11, 1989
Board Action: 90.109

BFE (Also CHD)

ADMINISTRATION IN POLICY ABSENCE

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

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

Adoption Date: December 11, 1989
Board Action: 90.109

BFF

SUSPENSION OF POLICIES

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

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

Adoption Date: December 11, 1989
Board Action: 90.109

BFG/BFGA

POLICY REVIEW AND EVALUATION/MANUAL ACCURACY CHECK

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

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

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

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

Adoption Date: December 11, 1989
Board Action: 90.109

BHA

NEW BOARD MEMBER ORIENTATION

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

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

The superintendent will be responsible for arranging a conference or conferences with new Board members on the Board's work, objectives and purposes and will discuss the legislative function of the Board with the administrative functions of the superintendent. The new members will be given a tour of the school(s), and provided with a map of the district; past and current surveys and reports on curriculum, teaching standards and certification, school services, facilities, finances, and taxes; a calendar of business; and copies of minutes.

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

Adoption Date: December 11, 1989
Board Action: 90.109

BHB

BOARD MEMBER DEVELOPMENT OPPORTUNITIES

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

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

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

LEGAL REFS.: SDCL 13-8-10.2
Adoption Date: December 11, 1989
Board Action: 90.109

BOARD MEMBER COMPENSATION AND EXPENSES

All board members may receive a per diem within the limits as provided by law for attendance of each meeting of the board. A Board member may receive the per diem only for each meeting actually attended, and also for each day the member was actually engaged in the service of the Board when authorized by the State Board of Finance.

The board set the per diem rate at $40 at the July 10, 2000, meeting.

LEGAL REFS.: Constitution of the State of South Dakota, Art. XXI, sec. 2
Governor's Budget Report (odd-numbered years)
SDCL 4-7-10.4
13-8-10.2
13-8-37; 13-8-38;
Attorney General Opinion #85-27
Adoption Date: December 11, 1989
Board Action: 90.109

BJ

SCHOOL BOARD MEMBERSHIPS

The Board will maintain membership in the Associated School Boards of South Dakota and in other state, regional and national educational organizations for the benefits that can be derived for the district. These institutional memberships will require the superintendent's recommendation and Board approval.

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

LEGAL REFS.: SDCL 13-8-10.1
Adoption Date: December 11, 1989
Board Action: 90.109

BK (Also AFA)

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

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

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

1. Board member involvement in the development of standards by which they will evaluate themselves.
2. Holding the evaluation at a scheduled time and place, with no other items on the agenda, at a study or executive session and with all Board members present.
3. Developing a composite of individual members' opinions, and discussion of the results of a Board as a whole.
4. Supporting each judgment by as much rational and objective evidence as possible.

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

Adoption Date: December 11, 1989

Board Action: 90.109

CA

ADMINISTRATION GOALS

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

The Board will rely on its chief executive officer, the superintendent of schools, to provide the professional administrative leadership that such a goal demands. The design of the administrative organization will be such that all schools are part of a single system subject to the policies set forth by the Board and implemented through a single chief administrator, the superintendent. Within district policies and regulations, principals will be responsible and accountable for the administration of their respective schools.

Major goals of administration in the district will be:

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

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

To implement the management function through a team management approach so as to assure the best and most effective learning programs through achieving such sub-goals as (a) providing leadership in keeping abreast of current educational developments (b) arranging for the staff development necessary to the establishment and operation of learning programs, facilities, equipment, and materials; and (c) providing access to the decision making process for the ideas of staff, students, parents and others.

Adoption Date: January 8, 1990
Board Action: 90.121

CBG (Also AFB)

EVALUATION OF THE SUPERINTENDENT

The purpose of the superintendent evaluation is to:

A. Assist the superintendent in the performance of the duties.
B. Provide a basis for determining employment status and salary.
C. Assist in maintaining open communications with the school board.
D. Provide feedback regarding the successful aspects of job performance.
E. Provide feedback regarding aspects of performance that need improvement.

The superintendent will be evaluated by the school board in a manner determined by the board. Data for the evaluation may be gathered from other administrators, teachers, other school employees, community members and board members. The evaluation will be reduced to writing and presented to the superintendent in an executive session of the school board. The evaluation must be signed by the board chairperson and the superintendent. The superintendent’s signature will indicate that the evaluation and conference took place and that a copy of the evaluation was presented to the superintendent regarding any or all parts of the evaluation within 10 working days following receipt of the evaluation.

The superintendent shall be evaluated at least once each semester during the first two years of employment in the district and at least once each year after the second year of employment.

The criteria upon which the superintendent will be evaluated follow:

A. Relationships with the Board.
B. Community Relationships.
C. Staff and Personnel Relationships.
D. Educational Leadership.

E. Business and Finance.
F. Personal Qualities.

A final written recommendation shall be presented to the superintendent by the board no later than the third Monday in March for continuing contract superintendents and no later than May 1 for superintendents not under continuing contract. The recommendation shall consist of one of the following:

1. Recommendation for continued employment.
2. Recommendation for employment with qualifications.
3. Recommendation for non-renewal.

LEGAL REFS.: SDCL 13-43-9.1; 13-43-12
CROSS REF.: BDC, Executive Sessions
Adoption Date: January 9, 1989
Board Action: 90.109

CC

ADMINISTRATIVE ORGANIZATION PLAN

The central administration will be organized in a manner that assures that the schools will be able to effectively and efficiently carry out programs and respond to any new programs demanded by needs or opportunities, or suggested by research or successful practice. The organization must allow the schools opportunities to address their particular needs and improve existing programs.

The legal authority of the Board will be transmitted through the superintendent along specific paths from person to person through the approved organizational structure.

The organizational structure approved by the Board will represent direction of authority and responsibility; it will not restrict cooperation among staff members at all levels or the flow of ideas necessary in the decision-making processes.

The superintendent will be responsible for keeping the administrative structure of the school district up to date with the changes in goals, curriculum, instructional arrangements, and school services, and will recommend revisions in the structure as necessary to the Board.

Adoption Date: January 8, 1990
Board Action: 90.121

CCB

LINE AND STAFF RELATIONS

All personnel employed by the Board will be responsible to the Board through the superintendent. The Board expects that the superintendent will establish clear understandings on the part of all personnel of the working relationships in the school district.

Personnel will be expected to refer matters requiring administrative action to the administrator to whom they are responsible. The administrator will refer such matters to the next higher administrative authority when necessary. Additionally, all personnel are expected to keep the person to whom they are immediately responsible informed of their activities by whatever means the person in charge deems appropriate.

It is expected that the established lines of authority will serve most purposes. But all personnel will have the right to appeal any decisions made by an administrative officer in accordance with the approved grievance procedures.

Additionally, lines of responsibility and authority do not restrict in any way the cooperative, sensible working together of all people on all professional level? in order to develop the best possible school program. The established lines of authority represent direction of authority and responsibility in the implementation of policy; when the staff is working together to improve the district's programs and operations, the lines represent avenues for a two-way flow of ideas.

LEGAL REF.: ARSD 24:03:04:09
Adoption Date: January 8, 1990

Board Action: 90.121

CE

ADMINISRATIVE COUNCILS, CABINETS, AND COMMITTEES

The superintendent may develop and lead such permanent and temporary councils, cabinets and committees, as he/she deems necessary for proper administration of the school district program.

The groups established or authorized by the superintendent may be ad hoc (for the purpose of studying a particular issue) or may be commissioned to assist in a broad range of studies. Groups will be advisory in nature and will be subject to the same general guidelines on research, and release of information as established for groups advisory to the board.

Adoption Date: January 8, 1990
Board Action: 90.121

CF

SCHOOL BUILDING ADMINISTRATION

Acting with the approval of the superintendent and upon the advice of central office administrators, each principal will be the chief administrator of his/her school. All personnel assigned to his/her building will be directly responsible to him/her. Staff members who work in more than one school will be responsible to the principal of the school during the time they are working in his/her building.

The principal is charged with the supervision and direction of the staff and the students assigned to his/her building, and with care of the school facility and its equipment. He/she will see that the policies and regulations of the district, the directives of its officers, and the guidelines for the instructional program are observed. Within the framework of Board policies and regulations set by the superintendent, the principal may establish and enforce such regulations, as he/she deems advisable for the efficient operation of his/her school.

LEGAL REFS.: ARSD 24:03:04:02
24:03:04:05
24:03:06:10
Adoption Date: January 8, 1990
Board Action: 90.121

CH

POLICY IMPLEMENTATION

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

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

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

Adoption Date: January 8, 1990
Board Action: 90.121

BOARD REVIEW OF REGULATIONS
(And Approval for Issuance)

CHC

REGULATIONS DISSEMINATION

The superintendent will establish and maintain an orderly plan for making regulations known to all staff members, students and the public. A regulation concerning a particular group or groups in the schools will be distributed to the group(s) prior to the effective date of the regulation.

The superintendent will also provide easy access to an up-to-date collection of Board policies and regulations for all employees of the school district, members of the Board and the community at large.

Board members will receive copies of regulations as issued.

Adoption Date: January 8, 1990
Board Action: 90.121

CHCA

APPROVAL OF HANDBOOKS AND DIRECTIVES

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

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

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

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

Adoption Date: January 8, 1990
Board Action: 90.121

CHD (See BFE)

ADMINISTRATION IN POLICY ABSENCE
CK
PROGRAM CONSULTANTS

In situations where knowledge and/or technical skills are needed that cannot be supplied by regular staff positions, technical and consultant assistance may be considered as one alternative for providing the desired service. The service may be provided consistent with budgetary appropriations.

All consultants will be approved by the superintendent prior to the invitation and arrangement for visitation by such person or persons to the school district. Any proposed contracts will be submitted to the Board for approval.

Consultants, whether temporary, part-time or full-time will exercise no administrative authority over the work of employees in the district, but will act only as advisers in those fields in which they are qualified to offer expert assistance.

All supervision of employees will be in the hands of those to whom such responsibility has been specifically delegated by the superintendent.

LEGAL REFS.: SDCL 13-8-39
13-10-2
Adoption Date: January 8, 1990
Board Action: 90.121

CM

SCHOOL DISTRICT ANNUAL REPORT

In accordance with state law, the business manager will prepare an annual report covering the educational and financial activities of the school district, with the assistance of the superintendent. The report will be presented to the Board for its approval.

Upon approval by the Board, the report will be filed for audit on or before August 1 with the State Division of Elementary and Secondary Education.

LEGAL REFS.: SDCL 13-8-47
13-13-37
Adoption Date: January 8, 1990
Board Action: 90.121

DFD

FACILITY USE POLICY

GUIDING PRINCIPLES

The public schools belong to the people of the district, and since plant facilities are established, maintained, and operated by funds largely provided by local taxes, the Board of Education accepts the responsibility for making the public school facilities of the Canton School District available to the community for appropriate activities which do not infringe upon or interfere with the conduct and best interest of the school system. Therefore, the Board actively seeks to respond to the educational, recreational and cultural needs of the total community through the resources of the community schools based upon the following criteria:

1. Any activity connected with a Canton School District program will take precedence over any request for use of the District property for any other purpose. Priority will then first be given to school activities and Community Education activities.
2. The District facilities may be used by other groups or organizations in the community when such use does not conflict with District programs.
3. Each request will be evaluated for the potential damage to the requested facility or equipment. This evaluation may result in special restrictions, fees, or denial of the request.
4. All groups using District assets shall abide by applicable State and Federal laws and Board policy.

It is understood that such use shall be for community purposes or the promotion of community activities and that any program shall have worthwhile educational, recreational, or cultural values and is free from objectionable qualities. It is also understood that District permission to rent or make available District facilities does not imply or infer any endorsement by the District.

APPLICATION PROCEDURES

1. Community groups wishing to use any district facilities are required to complete a Facility Use Request Form (FDF-1) and submit it to the Superintendent at least 72 hours in advance of the event. The Superintendent will then act upon the request following the established policies to ensure that proper activities will be carried on which will not cause damage to facilities or equipment.
2. If the request is approved, the Superintendent will provide the representative of the group making the request with a contract. The contract will contain all fee information as well as all operating procedures that will need to be followed.

3. The applicant shall be held fully responsible for the proper use of the building facilities and the conduct of persons in attendance. All activities must be under the sponsorship and supervision of a competent adult(s) who is directly responsible to the organization. Should damage or theft occur as a result of failure to comply, the individual or organization shall make prompt payment for any assessments levied by the district.
4. All payments for the use of school facilities will be made to the Business Manager of the Canton School District. Failure to make payment within a reasonable length of time, following the use of facilities, shall be considered justification for canceling or with holding permission for subsequent use.

LIMITATIONS AND RESTRICTIONS ON USE OF FACILITIES

Permission will not be granted to any group or individual for the following:
1. Promulgating any theory or doctrine subversive to the laws of the United States or any political subdivision thereof advocating governmental change by violence.
2. Any activity that may violate the canons of good morals, manners, or taste or be injurious to the buildings, grounds or equipment.
3. Any purpose in conflict with school activities.
4. Activities which are discriminatory in the legal sense.
5. Fund raising purposes except those intended to be of a benefit or service to students of the school district or are permitted by special action by the Superintendent or the Board.
6. Public school buildings and classroom equipment may not be used for private teaching for which tuition charge is made either by staff members employed by the school district or by any other outside agencies or persons, unless specifically authorized by the Board of Education.

REASSIGNMENT

No organization or individual having been issued a permit for use of a school facility can sublet or assign any part of the facility to another individual or group.

SMOKING/ALCOHOLIC BEVERAGES

The use of intoxicating liquor shall not be permitted on school property. The Canton School District Board of Education, recognizing that the Surgeon General of the United States has stated that tobacco, tobacco products and tobacco smoke pose a serious threat to the health and well-being of the district's students, employees and patrons, and knowing that these products are detrimental to a healthful and effective operation of the schools, hereby adopts the following policy:
1. The use of all tobacco products is strictly forbidden on school campuses and in all school vehicles.
2. This policy applies to all persons regardless of age and regardless of whether they may legally use the products.

USE OF SCHOOL EQUIPMENT

A request to use public address systems, projection equipment and screens, spotlights, stage sceneries, pianos, tables and chairs, volleyball poles and nets, etc., must be included in the original application for the use of school property.

USE OF SCHOOL CAFETERIAS AND KITCHENS

The use of cafeteria dining rooms may be granted with or without use of kitchen facilities.
1. A regular working supervisor of the cafeteria staff must be present while the kitchen is in use. The said supervisor will be paid the prevailing hourly rate of time and a half and be contacted in this regard by the Superintendent of the school district. The charge will be billed to the organization.
2. The working supervisor shall operate all burners and ovens which may be used and generally supervise the use of the cafeteria and equipment.
3. The group granted the use of the cafeteria would see that tables, floors and equipment are cleaned to the satisfaction of the supervisor. All decorations are to be removed and garbage and waste disposed of at the direction of the supervisor on duty.
4. Children under 12 years old are not allowed in the school cafeteria kitchens.
5. The Food Service Director must be involved in the planning, operation, and supervision of any event which will use the cafeteria kitchen and/or equipment.

CUSTODIAL SERVICES

A school custodian may be assigned for continuous duty during the time the group is using the school facility outside of the regular working hours. The custodian will open the building prior to the time set for the meeting, make any necessary arrangements for the requested facility and be on call should the need arise during the time of the event. No one except qualified custodians shall be allowed to operate or adjust equipment in the building.

Custodians are instructed not to open any areas other than those requested in the application process. Additional space may be arranged by filing an additional application.

BUILDING USE WITHOUT CHARGE

No rental fee shall be charged to the following school affiliated and community youth serving organizations for their regularly scheduled meeting (except a key deposit when necessary):

1. Parent/Teacher Associations, Band Parents, Booster Clubs
2. Boy Scouts/Cub Scouts/Girl Scouts/Brownies/4-H groups
3. Latchkey Activities
4. Organizations or groups which the Board so designates.

If there should be facility use by the above mentioned community groups that requires school employees (custodial or food service) to be present for additional time other than regular employed hours, the organization will be charged according to its regular scale as determined by the policies of the Board of Education.

BUILDING USE SUBJECT TO CHARGE

Charges made for the use of school facilities are not rentals, as that term is generally considered, but are based upon cost of operating expenses that would otherwise have been incurred. This includes items such as utilities, supplies, maintenance of facilities, custodial and cafeteria services, as well as clerical services necessary to process each application. Such charges are subject to change, as the Board of Education may deem necessary. Fees per usage rental period will be charged as indicated below.

A 10% non-refundable fee is necessary in order to reserve the facility for the requested date.
A 50% deposit is required in order to obtain the keys to the facility for the event.

Facility Use Fees

Lawrence Elementary	**Non-Profit Events**	**For-Profit Events**
Classroom(s)	$5/hour	$10/hour
Kitchen/Cafeteria (MPR)	$10/hour	$20/hour
Jacobsen Gymnasium	$25/hour	$50/hour
Middle/High School	**Non-Profit Events**	**For-Profit Events**
Classroom(s)	$15/hour	$30/hour
Cafeteria/Kitchen	$25/hour	$50/hour
Commons/Stage	$25/hour	$50/hour
Auxiliary Gym	$25/hour	$50/hour
Armory Gym (Main Gym)	$25/hour	$50/hour
Performing Arts Center	**Non-Profit Events**	**For-Profit Events**
Base Fee	$200/hour ($100/hr after 2 hrs)	$400/hour ($200/hr after 2 hrs)
Custodians/Supervisors	$30/hour	$30/hour
Light Technician	$25/hour	$25/hour
Sound Technician	$25/hour	$25/hour
Sound Board Usage	$25/hour	$25/hour
Theatrical Lights	$25/hour	$25/hour
Setup Fee (School Personnel)	$25/hour	$25/hour

Legal Reference: SDCL 13-24-20
Last Updated: March 12, 2018

DGD

CREDIT CARD USE AND ELECTRONIC TRANSACTIONS

The District is committed to using its financial resources wisely. The 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 Board authorizes the use of credit card or electronic payment for official district purchases and acquisitions. The Business Manager is responsible for authorization and control of the use of credit card, subject to the final School Board approval of payments. The credit card is for business-related purposes only. It may not be used for personal purchases. The credit card is District property and should be used only for authorized District purchases. 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 also authorized to use the credit card for prepayment of items/services when required by a vendor or in instances of savings to the District. All credit card purchases require prior approval from the Business Manager. The card user shall submit all receipts to the Business Manager when the card is returned. The Business Manager shall audit the charge card receipts, reconcile the charge card statement and process the charges for payment.
The Business Manager is not authorized to use the credit card for purchases greater than $5,000 each. Any cardholder benefits or revenue generated from the use of district-issued credit or purchase cards shall be for the exclusive use of the district. Employees shall reimburse the District for any charges that are disallowed by the employee's supervisor, the Business Manager or the Board.
The Business Manager is authorized to electronically transfer funds for such purposes as may be specifically authorized by the Board.

Legal Reference: SDCL 4-3-27
Date Adopted: August 11, 2014

DIB

TYPES OF FUNDS
School District revenue will be deposited in one of the funds authorized by law.

Sources for School District revenue:

- income from school property;
- borrowing through bonds, capital outlay certificates, or promissory notes;
- local property taxes;
- funds received from federal, state or other political subdivisions;
- funds received from individuals or organizations through paid admission or facility use;
- funds received from fines and penalties;
- funds held in a trustee capacity for others; and
- funds received by the District from any other source.

The following are the primary funds of the School District:

- **General Fund** - The general fund is the fund to meet all the operational costs of the District, excluding capital outlay fund and special education fund expenditures, and to redeem all outstanding warrants against the general fund. The general fund may be used to purchase or lease computer hardware and software.

- **Capital Outlay Fund** -The capital outlay fund is used to pay for:

    - acquisition of land or facilities
    - construction of new facilities
    - additions to and remodeling of current facilities
    - improvement of grounds
    - purchase or lease of equipment
    - installment or lease-purchase payments for the purchase of real property facilities, or equipment, which have a contracted terminal date not exceeding twenty years from the date of the installment contract or lease-purchase
    - payment of premium for property insurance held by the district
    - payment of the principal of and interest on capital outlay certificates
    - purchase of textbooks
    - purchase or renewal of instructional software
    - purchase of warranties on capital assets if the warranties do not include supplies
    - busing contracts, not to exceed fifteen percent of the contract amount, if the District contracts for student transportation
    - mileage reimbursements, not to exceed fifteen percent of the reimbursement costs, if the District reimburses for mileage instead of providing transportation.

Out of the total tax revenues deposited into the capital outlay fund during the current school fiscal year, the Board may transfer up to forty-five percent from the District's capital outlay fund to the District's general fund.

- **Special Education Fund** - The proceeds derived from the special education levy shall be placed in the special education fund and used to pay for the special education of children in need of special education or special education and related services. Money in the special education fund may be expended for the purchase or lease of any assistive technology that is directly related to special education and specified in a student's individualized education plan.

- **Impact Aid Fund** - Funds received from the federal government under the provisions of Title VIII of the Elementary and Secondary Education Act for basic support shall be deposited into the Title VIII of the Elementary and Secondary Education Act (Impact Aid) fund. Transfers shall be made to other District funds authorized by law, and made at the discretion of the Board.

- **Bond Redemption Funds** - Payment of interest and principal on all bonded indebtedness must be paid from bond redemption funds.

- **Enterprise Funds** – Funds from any activity for which a fee is charged are deposited into enterprise fund accounts. Examples of enterprise fund accounts are Food Service Fund, Daycare, Before and After School Programs, Preschool, and other non-credit activities for which

students or parents pay a fee.

- **Fiduciary Funds** - Fiduciary fund accounts are used when the District holds funds in a trustee capacity for others. Examples include: Custodial funds (such as class, booster club and post prom accounts) and Private Purpose Trust Funds (such as scholarship funds).
  Adopted: August 2026

DJ

PURCHASING
All contracts must be approved by the Board in order to be binding on the school district.
The Business Manager will serve as the purchasing agent. The Business Manager will develop and administer the purchasing program for the schools with the assistance of the, Superintendent within the legal requirements and the adopted school budget.

School purchases will be made only on official purchase orders approved for issuance by the appropriate unit head and signed by the Business Manager, with such exceptions as may be made by the latter for emergency purchases.

LEGAL REFS.: SDCL 13-16-22; 13-16-24; 13-20-1; 13-20-3
Adoption Date: January 8, 1990
Revised: September 13, 2016

DJA

Fiscal Management for Purchasing and Procurement Using Federal Funds

Applicability of Policy. This policy applies only to non-construction related purchases undertaken with federal funds, which are subject to the federal Uniform Grant Guidance (UGG) and other applicable federal law, including but not limited to the Education Department and General Administration Regulations (EDGAR) and the United States Department of Agriculture (USDA) regulations governing school food service programs. In the event this policy conflicts or is otherwise inconsistent with mandatory provisions of the UGG, EDGAR or other applicable federal law, the mandatory provisions of the laws shall control.

All other non-construction purchases will be governed by the Board's general purchasing policy, which can be found earlier in this subsection. In the event of a conflict between state and federal law, the more stringent requirement shall apply.

This procurement policy shall govern all purchasing activities that relate to any aspect of the National School Lunch and Breakfast Programs. The district's goal is to fully implement all required procurement rules, regulations and policies set forth in 2 CFR 200, 7 CFR parts 210, 3016 and 3019, and by the South Dakota Department of Education.

Responsibility for Purchasing. The authority to make purchases shall be governed by the district's purchasing policy, which can be found elsewhere in this section. Except as otherwise provided in the district's purchasing policy, the acquisition of services, equipment, and supplies shall be centralized in the administration office under the supervision of the superintendent of schools, who shall be responsible for developing and administering the purchasing program of the school district. Purchases or commitments of district funds that are not authorized by this policy will be the responsibility of the person making the commitment.

Methods of Purchasing. The type of purchase procedures required depends on the cost of the item(s) being purchased.

1. Purchases up to $10,000 (Micro-Purchases)

Micro-purchase means an individual procurement transaction for supplies or services using simplified acquisition procedures, the annual aggregate amount of which does not exceed $10,000. Micro-purchases may be made or awarded without soliciting competitive quotations, to the extent district staff determine that the cost of the purchase is reasonable. For purposes of this policy "reasonable" means the purchase is comparable to market prices for the geographic area.

To the extent practicable, the district distributes micro-purchases equitably among qualified suppliers. The district will follow its standard policy on purchasing, which can be found earlier in this subsection.

2. Purchases between $10,000 and $250,000 (Simplified Acquisition)

Simplified acquisitions are purchases that, in the aggregate amount, is more than $10,000 and less than $250,000 annually. For simplified acquisitions, price or rate quotes shall be obtained in advance from a reasonable number of qualified sources as detailed in the district's standard policies on purchasing and on bid letting and contracts which can be found earlier in this subsection.

3. Purchases Over $250,000

a) Sealed Bids (Formal Advertising)

For purchases over $250,000, the district will generally follow the bidding process outlined in the board's policy on Bidding for Public Improvements.

b) Contract/Price Analysis

The district performs a cost or price analysis in connection with every procurement action in excess of $250,000, including contract modifications. The district will make an independent estimate of costs prior to receiving bids or proposals.

4. Noncompetitive Proposals (Sole Sourcing)

a) Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

1) The procurement transaction can only be fulfilled by a single source.

2) The public exigency or emergency for the requirement will not permit a delay resulting from providing public notice of a competitive solicitation.

3) The federal awarding agency or pass-through entity expressly authorizes written approval of noncompetitive proposals in response to a written request from the district; or

4) After solicitation of a number of sources, competition is determined inadequate.

b) Noncompetitive proposals may only be solicited with the approval of the superintendent or the board. Sufficient and appropriate documentation that justifies the sole sourcing decision must be maintained by the superintendent or designee.

c) A cost or price analysis will be performed for noncompetitive proposals when the price exceeds $250,000.

Use of Purchase (Debit & Credit) Cards. District use of purchase cards is subject to the policy on credit cards.

Federal Procurement System Standards. The district's procurement transactions will be conducted in a manner providing full and open competition consistent with 2 C.F.R §200.319.

The district will maintain and follow general procurement standards consistent with 2 C.F.R. §200.318.

Debarment and Suspension. The district awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, public policy, compliance, proper classification of employees (see the Fair Labor Standards Act, 29 U.S.C. 201, chapter 8), record of past performance, and financial and technical resources when conducting a procurement transaction.

The district may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over $25,000 the district verifies that the vendor with whom the district intends to do business with is not excluded or disqualified. 2 C.F.R. Part 200, Appendix II (1) and 2 C.F.R. §§ 180.220 and 180.300.

The district will verify debarment or suspension by revising the excluded parties list on SAM.gov, collecting a certification through the bidding process, and/or by including a debarment and suspension provision in the bid and contract documents. The Superintendent or his/her designee shall be responsible for such verification.

Settlements of Issues Arising Out of Procurements. The district alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the district of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

Conflict of Interest and Code of Conduct. Board and staff member
conflicts of interest are governed by the district's conflict of interest policies. Purchases covered by this policy are subject to the following additional provisions:

1. Employees, officers, and agents engaged in the selection, award, and/or administration of district contracts which are prohibited from engaging in such actions if a real or apparent conflict of interest is present.

2. 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 a firm considered for a contract.

3. The board may determine at its discretion that a financial interest is not substantial enough to give rise to a conflict of interest.

Favors and Gifts. An employee, officer, agent, and board member of the district may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, except that this provision does not prohibit the receipt of unsolicited items of nominal value. For purposes of this policy, "nominal value" means a fair market value of $25 or less.
Enforcement. Disciplinary Actions including, but not limited to, counseling, oral reprimand, written reprimand, suspensions without pay, or termination of employment, will be applied for violations of such standards by officers, employees, or agents of the district.

Property Classifications. *Equipment* means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the district for financial statement purposes, or $5,000.

Supplies means all tangible personal property other than those described in §200.33 Equipment. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the district for financial statement purposes or $5,000, regardless of the length of its useful life. 2 C.F.R. §200.94.

Computing Devices means machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories (or "peripherals") for printing, transmitting and receiving, or storing electronic information. 2 C.F.R. §200.20.

Capital Assets means tangible or intangible assets used in operations having a useful life of more than one year which are capitalized in accordance with GAAP. Capital assets include:

1. Land, buildings (facilities), equipment, and intellectual property (including software) whether acquired by purchase, construction, manufacture, lease-purchase, exchange, or through capital leases; and

2. Additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance). 2 C.F.R. §200.12.

Inventory Procedure. Newly purchased property shall be received and inspected by the staff member who ordered it to ensure that that it matches the purchase order, invoice, or contract and that it is in acceptable condition.

Equipment, Computing Devices, and Capital Assets must be tagged with an identification number, manufacturer, model, name of individual who tagged the item, and date tagged).

Inventory Records. For equipment, computing devices, and capital assets purchased with federal funds, the following information is maintained in the property management system:

1. Serial number;
2. District identification number;
3. Manufacturer;
4. Model;
5. Date tagged and individual who tagged it;
6. Source of funding for the property;

7. Who holds title;
8. Acquisition date and cost of the property;
9. Percentage of federal participation in the project costs for the federal award under which the property was acquired;
10. Location, use and condition of the property; and
11. Any ultimate disposition data including the date of disposal and sale price of the property.

The inventory list shall be adjusted by the superintendent of schools or his/her designee for property that is sold, lost, stolen, cannot be repaired, or that cannot be located.

Physical Inventory. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years. The Superintendent or his/her designee will ensure that the physical inventory is performed. The physical inventory will generally occur during the months of June or July, but may be conducted during other time periods with the approval of the superintendent.

Maintenance. In accordance with 2 C.F.R. 313(d)(4), the district maintains adequate maintenance procedures to ensure that property is kept in good condition.

Lost or Stolen Items. The district maintains a control system that ensures adequate safeguards are in place to prevent loss, damage, or theft of the property. The district will notify the Federal agency or pass-through entity of any loss, damage, or theft of equipment that will have an impact on the program.

Use of Equipment. Equipment must be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by the federal award, and the district will not encumber the property for any non-federal program use without prior approval of the federal awarding agency and the pass-through entity.

Disposal of Equipment. When it is determined that equipment acquired under a federal award is no longer needed for the original project or program or for other activities currently or previously supported by a federal awarding agency, the Superintendent or his/her designee will contact the awarding agency (or pass-through for a state-administered grant) for disposition instructions.

If the item has a current fair market value of $10,000 or less, it may be retained, sold, or otherwise disposed of with no further obligation to the federal awarding agency or pass-through entity.

Equipment Retention. When included in the terms and conditions of the Federal award, the Federal agency may permit the recipient to retain equipment, or authorize a pass-through entity to permit the recipient to retain equipment, with no further obligation to the Federal Government unless prohibited by Federal statute or regulation.

Financial Management.

Identification. The district will identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Federal program and award identification include, as applicable, the CFDA title and number, federal award identification number and year, name of the federal agency, and, if applicable, name of the pass-through entity.

Financial Reporting. The district will make an accurate, current, and complete disclosure of the financial results of each federal award or program in accordance with the financial reporting requirements set forth in the Education Department General Administrative Regulations (EDGAR).

Accounting Records. The district maintains records which adequately identify the source and application of funds provided for federally assisted activities. These records must contain information pertaining to grant or subgrant awards, authorizations, obligations, unobligated balances, assets, expenditures, income and interest and be supported by source documentation.

Internal Controls. The Superintendent or his/her designee must maintain effective control and accountability for all funds, real and personal property, and other assets through board review and approval of claims, an annual audit of the district's finances pursuant to the applicable federal rules and regulations, and comparison of expenditures and outlays to budgeted amounts. The district adequately safeguards all such property and assures that it is used solely for authorized purposes.

Budget Control. Actual expenditures or outlays will be compared with budgeted amounts for each federal award at least annually and more often as required by law or deemed prudent by the board or administrative staff.

Payment Methods. The district will comply with applicable methods and procedures for payment that minimize the time elapsing between the transfer of funds and disbursement by the district, in accordance with the Cash Management Improvement Act at 31 CFR Part 205. Generally, the District receives payment from the South Dakota Department of Education on a reimbursement basis. 2 CFR § 200.305. However, if the district receives an advance in federal grant funds, the district will remit interest earned on the advanced payment quarterly to the federal agency. The district may retain interest amounts up to $500 per year for administrative expenses. 2 CFR § 200.305(b)(9).

Consistent with state and federal requirements, the district will maintain source documentation supporting the federal expenditures (invoices, time sheets, payroll stubs, etc.) and will make such documentation available for the South Dakota Department of Education to review upon request.

Allowability of Costs. Expenditures must be aligned with approved budgeted items. Any changes or variations from the state-approved budget and grant application need prior approval.

When determining how the district will spend its grant funds, the Superintendent or his/her designee will review the proposed cost to determine whether it is an allowable use of federal grant funds before obligating and spending those funds on the proposed good or service. All costs supported by federal education funds must meet the standards outlined in EDGAR, 2 CFR Part 3474 and 2 CFR Part. The Superintendent or his/her designee must consider these factors when making an allowability determination.

The Superintendent or his/her designee will consider Part 200's cost guidelines when federal grant funds are expended. The Superintendent or his/her designee will also consider whether all state - and District level requirements and policies regarding expenditures have been followed.

Travel Costs. All travel expenses paid with federal grant funds shall meet the federal requirements such as:

1. All travel costs must be reasonable and necessary;
2. All travel costs must be consistent with District policy; and 3. All travel costs must be directly related to the grant award.

In addition, all travel expenses funded with federal grant funds must be preapproved by the District's Business Manager. The state per diem rates for lodging shall be used to determine that maximum amount charged to a federal grant. For reimbursement of meals, the per diem rate and rules set by the State of South Dakota through administrative rule 5:01:02:14 will apply. There will be no reimbursement for

breakfast if the staff member's lodging provides continental breakfast at no cost. For reimbursement for mileage of fuel, the State of South Dakota mileage rate will apply. If a District-owned vehicle is available for travel, the district-owned vehicle must be utilized unless preapproved by the Business Manager. All expenditures claimed by staff must include receipts and a completed voucher.

Required Contract Terms. The non-Federal entity's contracts must contain the applicable provisions required by section 200.326 and described in Appendix II to Part 200—Contract Provisions for non-Federal Entity Contracts Under Federal Awards.

Contracting with Certain Vendors and Buy American. Pursuant to the standards contained in 2 C.F.R. § 200.321, the district will take all necessary affirmative steps to assure that minority businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms are used when possible consistent with state law.

Buy American. The district participates in the National School Lunch Program and School Breakfast Program and is required to use the nonprofit food service funds, to the maximum extent practicable, to buy domestic commodities or products for Program meals. A "domestic commodity or product" is defined as one that is either produced in the U.S. or is processed in the U.S. substantially using agricultural commodities that are produced in the U.S. as provided in 7 CFR 210.21(d).
The district may deviate from this general requirement only if:

- The product is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of a satisfactory quality; or
- Competitive bids reveal the costs of a U.S. product are significantly higher than the non-domestic product.

Record Retention. The district maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; and (6) other records to show compliance with federal program requirements. 34 C.F.R. §§ 76.730-.731 and §§ 75.730-.731. The district also maintains records of significant project experiences and results. 34 C.F.R. § 75.732. These records and accounts must be retained and made available for programmatic or financial audit.

The U.S. Department of Education is authorized to recover any federal funds misspent within 5 years before the receipt of a program determination letter. 34 C.F.R. § 81.31(c). However, if any litigation, claim, or audit is started before the expiration of the record retention period, the records will be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. 2 C.F.R. § 200.333.

Records will be destroyed in compliance with state law and the South Dakota Local Schools Records Retention and Destruction Schedule. This includes the completion of a Records Disposition Report.

Maintenance of Procurement Records. The district must maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.

Retention of procurement records shall be in accordance with applicable law and Board policy.

Privacy. The district has protections in place to ensure that the personal information of both students and employees is protected. These include the use of passwords that are changed on a regular basis; staff training on the requirements of the Family Educational Rights and Privacy Act (FERPA) and State

confidentiality requirements; and training on identifying whether an individual requesting access to records has the right to the documentation.

Adopted on:
Revised on:
Reviewed on:

DJB

PETTY CASH ACCOUNTS
In accordance with law, the Board may establish petty cash accounts for the schools in the district, not to exceed the amount of $100 in each account. This account may be used to validate refunds and minor purchases of the school district.

Expenditures against this account must be itemized, documented with receipts, and will be charged to the applicable fund. After a budget item is exhausted, no expenditures against the item may be made from petty cash.

The Board will authorize an employee in each school to be accountable for the petty cash account. Disbursements from the account will not require Board approval or the signature of the Board president or the business manager.

LEGAL REF.: SDCL 13-18-16
Adoption Date: January 8, 1990
Board Action: 90.121

DJBA

INCIDENTAL ACCOUNTS
(Imprest Fund)
In accordance with law, the Board may establish an incidental account in an amount determined by the Board by setting aside on an imprest basis money from the general fund. This fund may be used for advanced payment or for the claims requiring immediate payment, not to exceed the amount established by the Board.

Expenditures against this account must be itemized, documented with receipts, and will be charged to the applicable fund. After the budget item is exhausted, no expenditures against the item may be made from the incidental account.

All expenditures from this account shall be listed with other bills in the regular school board proceedings.

LEGAL REF.: SDCL 13-18-17
NOTE: *A detailed account of expenditures from the incidental accounts shall be presented at regular intervals not to exceed one month with all vouchers and receipts subject to audit.*
Adoption Date: January 8, 1990
Board Action: 90.121

DJC

BIDDING REQUIREMENTS
The Canton School District will follow all bid laws and requirements as set forth in statute including the most recent South Dakota Local Government Guide for Acquisition, Disposal and Exchanges (Bid Booklet) prepared by SD Department of Legislative Audit

LEGAL REFS.: SDCL 5-18-1; 13-20-3 through 13-20-8; 13-16-6.1
Adoption Date: January 8, 1990
Revised: September 13, 2016

DJD

LOCAL PURCHASING

In awarding a contract, if all things are equal, including the price and quality of the supplies or services, the school district shall give preference:

1. to a public or private nonprofit corporation geographically located in the State of South Dakota that provides services for persons with disabilities and is certified by the Department of Human Services, if the other equal low bid or proposal was submitted by a business that was not a qualified agency;

2. to a resident business if the other equal low bid or proposal was submitted by a nonresident business;

3. to a resident manufacturer if the other equal low bid or proposal was submitted by a resident business that is not a manufacturer;

4. to a resident business whose principal place of business is located in the State of South Dakota, if the other equal low bid or proposal was submitted by a resident business whose principal place of business is not located in the State of South Dakota; or

5. to a nonresident business providing or utilizing supplies or services found in South Dakota, if the other equal low bid or proposal was submitted by a nonresident business not providing or utilizing supplies or services found in South Dakota.

In computing price, the cost of transportation, if any, including delivery, shall be considered.

A resident bidder shall be allowed a preference on a contract against the bid of any bidder from any other state or foreign province that enforces or has a preference for resident bidders. The amount of the preference given to the resident bidder shall be equal to the preference in the other state or foreign province.

Adoption Date: September 13, 2016

DJF

PURCHASING PROCEDURES

All materials to be ordered by the school district staff must be requisitioned through their immediate supervisor (Principal, Business Manager, SpEd Director, Activities Director) for processing by the business office. The business office will maintain a central record system for the purpose of combining orders, avoiding duplication of purchases, taking full advantage of lowered prices for bulk purchasing, to follow up on delayed orders of delivery and to reconcile deliveries to orders before payment is made. This delivery control will be applied to all purchases, regardless of point of delivery.

Principals and department heads will examine carefully all requisitions submitted by teachers, custodians and other employees for supplies, equipment and services. They will be responsible for verifying that items requested are needed before signing the requisition and sending it to the Business Manager.

All orders must include the name and address of the supplier as well as the purchase price.

If any person orders materials other than through the Business Manager's office the person ordering the materials will be individually responsible for the payment of the materials.

Adoption Date: January 8, 1990
Revised: September 13, 2016

DJG

VENDOR RELATIONS

Representatives of entities doing business with the school district or desiring to do business with the district will have a hearing relative to their products the first time they call. Subsequent visits will be acknowledged and interviews granted or not, depending on the circumstances. Personnel charged with the purchasing function will not be required to put their time at the indiscriminate use of sales personnel. Representatives of sales entities will limit their visits to purchasing personnel, and administrative personnel, or if requested to do so, to other groups as determined by the above.

Solicitations

The schools will not solicit nor accept funds or material from vendors, however worthy the purpose.

Adoption Date: January 8, 1990
Board Action: 90.121

DK

PAYMENT PROCEDURES

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

List of accounts payable, including payroll lists, will be certified by the superintendent or business manager to whom the duties have been delegated and approved by the Board. Each registered warrant will be signed by the Board president and the business manager will sign the endorsement statement. Actual invoices, statements and vouchers will be available for Board inspection.

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

The school principals will be responsible for observing budget allocations in their respective schools. Each will also serve as custodian of the activity accounts in his respective school and will be responsible for their proper handling and expenditures.

LEGAL REFS.: SDCL 13-18-9 through 13-18-13
Adoption Date: January 8, 1990
Board Action: 90.121

DL

PURCHASE OF UNCREDITED SERVICE

It was moved by Hall, seconded by Kroger, to adopt the following resolution:

WHEREAS, Senate Bill 23 of the 1996 Legislative Session offers members of tax-qualifying purchase units of the South Dakota Retirement System (SDRS) the option after July 1, 1996, of receiving a tax advantage when purchasing uncredited service in SDRS by making the purchase on a tax-deferred basis;

WHEREAS, the Canton School District wishes to offer this option to its permanent, full-time employees, all of who are members of SDRS.

WHEREAS, the Canton School District agrees to transmit all purchase data by electronic media as required by SD23 and understands that reporting monthly contributions and purchase data on diskette is a condition which must be met in order to participate;

WHEREAS, the Canton School District understands and agrees to the following points:

Employees may purchase uncredited service only with pre-tax dollars deducted from their salaries. No cash purchases will be allowed.

Employees who have an existing contract have two choices – switch to the tax-deferral plan after July 1, or terminate their contract.

All contracts for purchase are irrevocable – i.e., an employee may not suspend payments before the purchase is completed.

Employees may not exceed the IRS maximum annual exclusion allowance.

Employers offering IRS 403 (b) products to their employees are responsible for making certain that 403 (b) amounts combined with contributions to SDRS do not exceed IRS limits.

NOW, THEREFORE, BE IT RESOLVE, that the Canton School District shall become a tax-qualifying purchase unit of the South Dakota Retirement System under the terms and conditions of Senate Bill 23 of the 1996 Legislative Session.

BE IT FURTHER RESOLVED that a copy of this RESOLUTION should be transmitted to the South Dakota Retirement System.

Adoption Date: March 10, 1997
Board Action: 97.142

DLA

PAYDAY SCHEDULES

The School Board has established that all employees will be paid for their services on the twenty-fifth day of each month or the last work day prior to the twenty-fifth if it falls on a weekend or holiday. An exception to the latter would be if financial investments, a state aid payment, or other financial situations prohibit a payday prior to the twenty-fifth of the month.

Employees may elect to be paid on a 12-month or 10-month schedule. Some non-certified personnel will be paid on a 9-month schedule.

Adoption Date: January 8, 1990
Board Action: 90.121

DLB

SALARY DEDUCTIONS

Deductions will be made from the paychecks of all employees for federal income tax, for retirement in keeping with state requirements and for OASI (Social Security).

In addition, the Board authorizes the following types of deductions from employee salaries, provided the employee has filed the proper permission or payroll withholding:

1. Employee contributions to the health, life, and dental insurance programs and any other similar programs that are or may be approved by the Board.
2. Deductions for tax-sheltered annuity programs.
3. Deductions for cancer insurance.

LEGAL REFS.: SDCL 3-10-1 et seq.
3-11-1 et seq.
3-12-46 et seq.
3-13-39 et seq.

Adoption Date: January 8, 1990
Board Action: 90.121

DLC

EXPENSE REIMBURSEMENTS

Personnel and officials who incur expenses in carrying out their authorized duties will be reimbursed by the district upon submission of a properly filled out and approved voucher and such supporting receipts as required by the business manager. Reimbursement will be in accordance with Board approved travel allowance, which will comply with the limits established by the State Board of Finance.

Such expenses may be approved and incurred in line with budgetary allocations for the specific type of expense. Expenses related to conventions and meetings will be approved by the school administration prior to attendance at such events.

When official travel by personally owned vehicle has been authorized, mileage payment will be made at the rate currently approved by the Board, and in accordance with the State Board of Finance.

LEGAL REFS.: SDCL 3-9-1; 3-9-2; 3-9-5; 3-9-5.1; 3-9-5.2
3-9-8 through 3-9-17
4-7-10.4
Governor's Budget Report, (odd-numbered years)
Adoption Date: January 8, 1990
Board Action: 90.121

DLC-R

EXPENSE REIMBURSEMENTS

School district employees and members of the Board will be reimbursed for certain out-of-pocket costs incurred while traveling out of the district for school-related activities.

Only expenses essential to the purpose of the trip will be reimbursed. Expenditures for home telephone calls, entertainment and similar expenses are personal in nature and are not reimbursable.

Receipts will be required for all expenses of $10.00, other than meals. This includes receipts for airline tickets, motel bills, taxi or other airport transportation, and all other expenditures except meals.

The maximum in-state travel allowance for meals and lodging is as follows:

		Leave Before	Return After
Breakfast	$5.00	5:31 a.m.	7:59 a.m.
Lunch	$9.00	11:31 a.m.	12:59 p.m.
Dinner	$12.00	5:31 p.m.	7:59 p.m.

Lodging $42.00 plus tax or actual cost

The maximum out-of-state travel allowance for meals and lodging is as follows:

Breakfast	$8.00
Lunch	$11.00
Dinner	$17.00
Lodging	$150.00 plus tax or actual cost

Individuals With Special Needs: If an accessible room isn't available at the customary state rate, the individual may be reimbursed up to $100 – for an accessible room 5:01:02:14:01

Mileage allowance when traveling by private automobile will be 37 cents per mile, effective July 1, 2007.

If a school vehicle is available, but the employee desires to drive a personal motor vehicle, the employee shall be paid at the rate of 20 cents per mile.

Approval Date: December 13, 2004
Board Action: 90.121
Amended: September 10, 2007

NOTE: *A regulation involving reimbursement of expenses would not necessarily need board approval. Many boards, however, may wish to review such a statement, if not formally approve or adopt it.*

DM

CASH IN SCHOOL BUILDINGS

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

All moneys collected will be receipted and accounted for and deposited properly.

The amount of money retained overnight in schools will be limited to that needed for day to day operation. All depositories used by the school district will provide for making bank deposits after regular banking hours in order to avoid leaving large sums of money in the building overnight.

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

Adoption Date: January 8, 1990
Board Action: 90.121

DN

SCHOOL PROPERTIES DISPOSAL PROCEDURE

The Board may sell property of the school district that it considers no longer necessary, useful or suitable for school purposes. All property sold must be appraised by three real property owners of the school district. The governing board may employ a person or persons licensed by the state to do fee appraisals in lieu of property owners.

Property appraised for less than $500 may be sold without advertising for bids. Property, including property created as a result of an education program, appraised for more than $500 will be advertised for sale in the official newspaper at least once each week for at least two consecutive weeks, at least 15 days before the sale. The notice of sale will describe the property to be sold, and it will state the appraised value and the time when bids will be opened by the Board. Sealed bids will be filed with the business manager and opened at the Board meeting as specified in the notice.

The Board will sell the property on sealed bids to the highest bidder if the bid is equal to or greater than 90 percent of the appraised value of the property. If the property is created as a result of an educational program the highest bid may be accepted.

In lieu of the acceptance of bids, school property may be sold at public auction. The auction will be advertised by posting notices and newspaper advertising as described above. Property sold at public auction need to be appraised but the board should establish a minimum price.

Any school district library may discard over-duplicated, outdated, inappropriate, or worn library materials in accordance with state laws. Such discarded materials may be given to other libraries or to nonprofit agencies, destroyed, offered for public sale or traded to a vendor for future library material purchasing credits.

By law the district may also exchange or transfer property to the city, town or county within or partly within its boundaries. The terms and conditions of this exchange or transfer will be determined by the Board and the governing board of the respective jurisdiction.

LEGAL REFS.: SDCL 6-13-1 through 6-13-13
13-15-7
13-24-4; 13-24-9
14-2-49

Adoption Date: January 8, 1990
Board Action: 90.121

EA

SUPPORT SERVICES GOALS

Support services are essential to the successful function of a school system. Management of auxiliary operations is therefore an important responsibility of the district administration. The district's central function is education and all support services will be provided, guided and evaluated by this requirement.

In order to provide support services that are truly supportive of the educational program, the Canton School Board establishes these broad goals:

1. To provide a physical environment for teaching and learning that is safe for students, staff, and the public.
2. To provide safe transportation for students to and from school and nutritious meals for students.
3. To provide support services, resources, and assistance to fulfill the needs and promote goals of the educational program.

Adoption date: October 8, 2001
Board Action: 02.37

WASTE REDUCTION AND RECYCLING

The Canton School District will act to make resource conservation an integral part of the physical operation of the school district and of the curriculum. The Canton School District will set an example of stewardship of our natural resources and develop responsible citizenship in our students.

It will be the policy of the Canton School District to implement the following actions:

The school district will integrate the concept of resource conservation into the environmental education curriculum at all levels of the school system.

The school district will decrease the amount of waste of consumable materials by:

reduction of the consumption of consumable materials wherever possible.
full utilization of all materials prior to disposal.
minimization of the use of non-biodegradable products wherever possible.

The school district will cooperate with and participate in recycling efforts when appropriate and when it is consistent with the curriculum course of study,

The school district will purchase, when financially viable, recycled products.

The Canton School Board will actively advocate and support resource conservation practices by the students, staff and the community.

Adoption Date: October 8, 2001
Board Action: 02.37

SAFETY PROGRAM

It is the policy of the Canton School District Board to guard against accidents by taking every reasonable precaution to protect the safety of all students, employees, visitors and others present on district property or at school-sponsored events.

The Board will comply with safety requirements established by governmental authorities and will insist that its staff adhere to recommended safety practices.

The superintendent will have overall responsibility for the safety program of the district. General areas of emphasis will include, but not be limited to: in-service training; accidents record keeping; plant inspection; driver and vehicle safety programs; fire prevention; and emergency procedures and traffic safety programs relevant to students, employees, and the community.

Each principal will be responsible for the supervision of a safety program for his/her school.

The practice of safety will also be considered a facet of the instructional program of the district schools, and the instruction in accident prevention as well as fire prevention, emergency procedures, traffic, bicycle and pedestrian safety, and driver education will be provided in the appropriate grades and classes.

LEGAL REF.: ARSD 61:13
CROSS REF.: EEAC, School Bus Safety Program
GBE, Staff Health and Safety
IGAE, Health Education
JHF, Study Safety

Adoption Date: October 8, 2001
Board Action: 02.37

EBB

ACCIDENT PREVENTION AND SAFETY PROGRAM

Student safety will be considered a part of the general education program. Students in science and industrial arts classes will be given an orientation each semester to familiarize them with the equipment and materials they will be suing and the dangers involved if safety precautions are not taken. Signs will be posted in rooms as a constant reminder of these safety precautions.

By law, every student, teacher, and visitor is required to wear an industrial quality eye protective device when participating or observing any of the following courses:

1. Vocational or industrial arts shops or laboratories involving experience with the following: hot molten metals, milling, sawing, turning, shaping, cutting, grinding or stamping of any solid materials, heat treatment, tempering or kiln firing of any metal or other materials, gas or electric arc welding; repair or servicing of any vehicle, caustic or explosive materials.
2. Chemical or combined chemical-physical laboratories involving caustic or explosive chemicals or hot liquids or solids.

LEGAL REFS.: SDCL 13-24-18.1 through 13-24-18.4
ARSD Article 61.13
Adoption Date: October 8, 2001
Board Action: 02.37

EBBA

FIRST AID

First aide is defined as the immediate and temporary care given in case of an accident or sudden illness, which enables the child to be taken safely home or to a physician. It does not include diagnosis or treatment. The school is responsible for giving first aid or emergency treatment only in case of sudden illness or injury to a pupil or a member of the staff. Any care beyond first aid will not be given.

Each principal will be charged with directing the immediate care of ill or injured persons who come within his/her area of responsibility.

Procedures for the proper handling of emergencies will be developed and made known to the staff at each school. These will incorporate the following requirements:

1. No treatment except first aid is permitted in schools. The school's responsibility is to place the ill or injured student in the care of the home or family physician as soon as possible.
2. Teachers or other trained persons, or bus drivers if the injury occurs on a school bus, will be responsible for administering first aid to students with minor injuries such as scratches, abrasions, bruises, etc.
3. A master first aid kit will be kept and properly maintained in each school and each school bus.
4. No drugs will be administered by school personnel unless authorized by a physician.
5. Parents will be asked to sign and submit an emergency medical authorization with will indicate the procedure they wish the school to follow in event of a medical emergency involving their child.
6. In all cases where the nature of an illness or an injury appears serious, the parent or guardian will be contacted if possible, and instructions on the child's emergency card followed. Thus, in extreme emergencies arrangements usually may be made for a child's immediate hospitalization whether or not the parent or guardian can be reached.
7. No young child who is ill or injured will be sent home alone, nor will an older child unless the illness is minor and the parent of guardian has been informed in advance.

Adoption Date: October 8, 2001
Board Action: 02.37

EBC

EMERGENCY PLANS

The superintendent will develop and maintain an Emergency Planning Guide containing emergency plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, and natural disasters.

The Emergency Planning guide for the district schools will be the official guide for the district in case of fire, civil emergencies, and natural disasters. Policies and procedures set forth in the guide will be followed by all personnel and students.

Building principals will meet all legal requirements for conducting fire and emergency drills to give students practice in moving to designated areas safely under emergency conditions, and to give staff practice in building evacuation responsibilities.

LEGAL REF.: ARSD 14:03:08:03
Note: *Emergency Planning Guide contains plans for: fire, tornado, blizzard, snow, ice, flood and high water, earthquake, civil disturbances, bomb threats and nuclear attacks.*
Adoption Date: October 8, 2001
Board Action: 02.37

EMERGENCY PLAN
CRISIS MANAGEMENT TEAM GUIDELINES

Goal

The following suggested procedures and guidelines are intended to enable the Canton School District to better deal with the unforeseen tragedies that affect the ordinary functioning of the students, their families, and faculty members in the event of crisis or tragic loss.

Purpose

To maintain the orderly operation of the school and to meet the needs of students, their families, and staff in the event of a crisis or tragic loss as defined by the Crisis Management Team.

Objectives

To maintain a safe environment for students and staff.
To meet the special needs of individual students by working with parents, school staff, community and/or specialists.
To communicate with staff, students, parents, and the general public through the most effective and practical methods.
To continue effective instruction and carry out established routines, rules, and regulations.
To present a unified and predictable plan of action by the school in the event of a crisis.

Crisis Team Members and Roles

Superintendent: Coordinating the response of building principals and managing the school's response to the general public and media (see Appendix A, Media Policy)
Principals: Making sure the crisis procedures are in operation in their buildings and initiating a 'chain call' to other Team members when necessary.
Counselors: Working as a team to initiate strategies in the management of the crisis.
Support Staff: School staff and appropriate community members designated by the Crisis Team to facilitate during individual crises. Support staff may include teachers, school nurses, coaches, clergy, consultants, or other individuals deemed appropriate by the Crisis Team.

Procedures (Time Sequence)

The Crisis Team will meet to determine the necessity of initiating any or all of the following procedures. Local authorities or appropriate individuals may be called in to consult with the Team in this decision. Responsibilities will be delegated to individual team members at this time. Appropriate team members will be chosen to make family contact.

Individual building principals and Crisis Team members will meet with staff before school to give teachers facts and answers to their questions; to dispel rumors, initiate strategies to deal with student reactions; and identify 'high risk' students who may be strongly affected.

Principals will meet with their staff to announce funeral arrangements, discuss staff attendance, school policy regarding student dismissal, share new information, and present the plans for the individual classroom meetings.

Immediate friends will be identified and provided counseling. Staff will be directed to heighten their sensitivity to those students.

Principal will make an announcement to the students in their classrooms. Teachers will be in their classrooms during the announcement and will openly acknowledge student feelings, explain the circumstances of the student's death or tragedy dispel rumors, and let students know that counseling is available. (See Appendix B Staff Announcements)

The principal, counselor and appropriate Team members will meet with individual classes to help students better deal with their feelings dispel rumors, offer reassurance, and encourage students to be supportive of their fellow classmates and friends. (See Appendix C Classroom Meeting)

Parents of students identified as 'high risk' will be contacted and offered support from the school.

All building staff are assembled after school to allow for expression of feelings and support, review, and evaluate the days events, compile a list of 'high risk' students and assess their individual needs.

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APPENDIX A
Crisis Situation Media Parameters
All media correspondence, news releases, interviews, etc., will be directed to the Office of the Superintendent of Schools, 800 N. Main.

All questions are to be directed to the Superintendent of Schools or his designee.

All official school district communication will come from the Office of Superintendent.

Cameras will not be allowed within the school building or on school property without the permission of the superintendent of schools or his designee.

Faculty members shall not be interviewed without the permission of the superintendent of schools or his designee.

Students shall not be interviewed within the school or on school property without the permission of the superintendent of schools, his designee, and parents of students.

All members of the media are asked to show consideration for emotional interests of the students by cooperating with above listed procedures.

APPENDIX B
Principal's Announcement (Example)

I feel saddened by the sudden death of one of our students, _____. On behalf of the entire faculty and student body, I wish to express our school's deepest sympathy to relatives and friends who knew and loved _____.
Teachers express appropriate feelings that soon return the classroom to normal activities.

APPENDIX C
Teacher's Response (Example)
I know it may be difficult for some of us to continue our work today, but our counselors have set aside a special time and place for discussion for those who are troubled by this loss.

Students who are feeling troubled by the death of _____ at _____.

Teachers refer individual students who are obviously in need of immediate removal from class to the counselor's office (crying, obviously upset).

The teacher then continues to proceed with his/her usual routine for the day.

APPENDIX D
Staff Response To Visitors (Example)
We feel saddened by the sudden death of one of our students. We are concerned for our students and staff. Further questions are directed to the Superintendent's office.

Adopted: February 13, 1989

EBCB

FIRE DRILLS
A fire drill will be held in each school building twice each semester, or a minimum of four fire drills each school year. The drills may be held during the months of September, October, April, in order to take advantage of the weather.

Definite instructions will be furnished by the principal to teachers and students as to route and manner of exit during fire drills. Special instruction in fire drill procedure will be given to students the first week of school, and the first fire drill of the school year much be held during the first two weeks of school.

Fire drills will be held without warning and will be varied to procedure to give students the experience of varying fire possibilities. Order rather than speed will be stressed in fire drills.

Every teacher will be familiar with the location of fire extinguishers in the building and will be informed regarding the location and operation of fire alarms. Principals will keep a record of fire drills held in their schools, stating the date the drill was held and the time required for evacuation of the building. These reports will be furnished to the superintendent as may from time to time be required.

LEGAL REFS.: ARSD Chapter 61:13:13
ARSD Chapter 24:03:04:08:01
SDCL 13-25-10

Adoption Date: October 8, 2001
Board Action: 02.37

ECA

BUILDINGS AND GROUNDS SECURITY
Buildings constitute one of the greatest investments of the school district. It is in the best interest of students and taxpayers to protect their investment in school district facilities.

Security should mean only maintenance of a secure (locked) building, but also:
1. Minimizing fire hazards.
2. Reducing the probability of faulty equipment.
3. Guarding against the chance of electrical shock.
4. Keeping records and funds in a safe place.
5. Protection against vandalism and burglary.
6. Establishment of procedures for authorization to use faculties.

The superintendent is directed to establish security regulations as may be needed to provide necessary security of the school district faculties.

LEGAL REF.: SDCL 13-32-5
Adoption Date: October 8, 2001
Board Action: 02.37

ECAA

EQUAL ACCESS POLICY
This policy creates a limited forum during which all non-curriculum related student groups shall have equal access and a fair opportunity to conduct meetings.

I. Access to Limited Open forum
   A. The time between the hours of __7:30 am_ and __4:00 pm__ on days during which classes are in session shall be set aside for a limited forum.*

   B. Non-curriculum related student groups that desire to conduct meetings during the limited forum shall make and request, in writing, to the building principal or administrator in charge, to conduct a meeting during the open forum. The request shall include an estimate of the number of students expected to be in attendance at the meeting, dates, and any special equipment needed.
   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, non-curricular 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 non-curricular related student groups meeting during the limited open forum beyond the cost of providing space for meetings.

B. Neither the school district, its agents or employees shall promote, lead or participate in any meeting except in a supervisory capacity.
C. 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 _____ 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.

NOTE: *School boards should determine for themselves what the appropriate time would be for an open forum. Class schedules, bus schedules and extracurricular activity schedules should be considered.
LEGAL REF.: Equal Access Act, 20 U.S.C. Subsections 4071-4074
Adoption Date: October 8, 2001
Board Action: 02.37

ECAB

VANDALISM
Every citizen, employee, and student has the responsibility to report any incidents of vandalism to school property and the name(s) of the person(s) believed to be responsible. The superintendent or designee is authorized to sign a criminal complaint and to press charges.

Any student found guilty of vandalism or defacement of school property will be disciplined in accordance with school district discipline policy.

Parents and students will be made aware of the legal implications involved. Reimbursements will be sought for all or part of any damages.

LEGAL REF.: SDCL 25-5-15
Adoption Date: October 8, 2001
Board Action: 02.37

ECB

BUILDING AND GROUNDS MAINTENANCE
The Board will provide schools that are safe from hazards, sanitary, properly equipped, lighted and ventilated and esthetically suited to promoting the educational process.

The superintendent will have direct supervision of the care of the school plant. He/she will be responsible to the Board for its adequate maintenance.

Each school principal will have responsibility for the school facility and grounds under his/her charge. Principals will carry on a continuous inspection of all buildings, equipment, playgrounds and playground apparatus to discover conditions that may be dangerous to the health, safety or comfort of the students or staff. The principal will supervise the custodial staff of the school in maintaining an adequate program of school care and maintenance.

All employees are encouraged to report promptly to the principal of the school any defects to the building or equipment that could prove injurious to the comfort, health or safety of students and staff.

LEGAL REF.: SDCL 13-24-11
Adoption Date: October 8, 2001
Board Action: 02.37

ECB-R

BUILDINGS AND GROUNDS MAINTENANCE
Principals will carry on a continuous inspection of all buildings, equipment, playgrounds and playground apparatus to discover conditions that might be dangerous to health, safety and comfort of the students or personnel.

Teachers will be responsible for the proper use of buildings, grounds and equipment in the classes that they teach or in the activities for which they are responsible.

Employees will report promptly to the principal of the school or department head any defects in building, furniture, playground apparatus, or other equipment that might prove injurious to the comfort, health, safety of teachers, pupils, or other persons.

CROSS REF.: EC, Buildings and Grounds Management
Adoption Date: October 8, 2001
Board Action: 02.37

ECF

ENERGY CONSERVATION
Declining levels of natural energy resources mandate that the school district develop and implement plans to conserve all forms of energy used in the schools. The need to participate in conserving the nation's energy resources and the economic reality of increased costs of utility services require that an energy conservation program be supported by all school district personnel.

The Board directs the superintendent to develop and implement both immediate and long range plans designed to conserve energy resources by the school district.

Progress reports on the implementation of energy conservation measures will be made to the Board at least annually.

Adoption Date: October 8, 2001
Board Action: 02.37

EDBA

MAINTENANCE AND CONTRTOL OF INSTRUCTIONAL MATERIALS
All instructional materials and equipment of the district will be classified and catalogued according to an acceptable system. Textbooks will be made available to all students in sufficient quantity and at appropriate levels.

All textbooks purchased and in the possession of the district will be district property. Principals will be responsible for textbooks assigned to teachers, and for conducting an inventory of all books at the end of the school year.

Each teacher will keep an accurate record of books issued to their pupils. When a textbook is damaged or lost, the pupil responsible will be required to pay for the damage or another copy.

Every book issued will bear the stamp of the district.

All media materials and equipment will be adequately maintained. Obsolete materials and worn-out equipment will be replaced on a regular basis.

Loan of Textbooks to Nonpublic Schools

In accordance with state law, the Board may approve the loan of nonsectarian textbooks to students enrolled in nonpublic schools in the district.

LEGAL REFS.: 13-24-18;
13-34-16.2; 13-34-16.3;
13-34-23; 13-34-24;
13-34-25
Adoption Date: October 8, 2001
Board Action: 02.37

EEA

SCHOOL VEHICLE SAFETY

The objective of this policy is to reduce or eliminate motor vehicle accidents and associated injuries by following the established safety practices. Compliance with this policy is mandatory for all school staff who drive vehicles for school-related business. Violations of this policy may result in disciplinary action up to and including suspension of driving privileges or termination.
This Policy does not include additional state or local regulations that apply to school bus drivers.

Driver Qualification – All Vehicle Types

All Canton School Dist. 41-1 employees who wish to use a school vehicle or whose job requires them to drive a school fleet vehicle will have their name submitted to the insuring company for a Motor Vehicle Report background check. Employees who fail to meet the following criteria may not be approved:

1. Be at least eighteen years of age.
2. Have at least three years of licensed driving experience.
3. Possess a valid SD driver's license appropriate for the vehicle to be driven.
4. Has not been convicted of any of the following violations within the previous five years:
   - Driving under the influence of alcohol and/or drugs
   - Open container violations
   - Reckless driving
   - Vehicular manslaughter
   - Using a vehicle to commit a felony
   - Hit and run/Leaving the scene of an accident
   - Fleeing/eluding police or resisting arrest
   - Operating a vehicle with a suspended or revoked license
   - Passing a stopped school bus
   - Railroad crossing violation
5. Has not experienced any of the following within the previous three years:
   - Two "at fault" accidents
   - Three moving violations
   - Two moving violations and one "at fault" accident
     Tested positive for drugs or alcohol while employed by the district

No employee or nonemployee (for example, a student or an employee's spouse) is allowed to operate a school fleet vehicle unless the Superintendent of Schools has authorized that person to drive.

Driver Safety Rules

Drivers must obey all state laws and posted signs when operating vehicles. In addition, the following rules must be followed at all times.

Cell Phones and Other Distractions. The use of handheld or hands-free cell phones or other devices that take attention away from driving are prohibited when driving school vehicles. Passengers may use devices only if the use will not be distracting to the driver. Cell phone calls should be made prior to or at the completion of a trip. If a call must be made during a trip, drivers must pull into a safe location and

stop before making the call. If the driver receives an incoming call while driving, they must allow the call to go to voicemail and return the call when stopped in a safe location. Eating while driving is prohibited.

Seat Belts. Seat belts must be properly worn by all drivers and passengers while the vehicle is in operation. Children being transported in a school vehicle other than a school bus must remain properly secured in a child safety seat or booster seat according to state law.

Drugs and Alcohol. Drivers will not operate a motor vehicle at any time while under the influence of alcohol, illegal drugs, medication, illness, fatigue or injury. The sale, purchase, transfer or possession of any controlled substance (except medically prescribed drugs) is strictly prohibited while using a school vehicle, while on the school district premises or while engaged in school district business.

Severe Weather. Extreme caution must be exercised when driving in severe weather conditions. If a driver has any doubt about the safety of travel, they must contact their School Administrator for guidance.

Radar Detectors. The use of radar detectors or any other device with the purpose of detecting or interfering with police radar is prohibited.

Towing. Only vehicles specifically designed and approved for towing may be used to tow trailers of any size or type.

Glass. Damaged glass should be reported immediately to the Superintendent of Schools. To reduce windshield damage, drivers will:

- Keep a safe distance between vehicles, especially on gravel roads
- Use clean, greaseless, dry cloths to wipe the windshield
- Replace worn wiper blades as soon as they begin to streak
- Use plastic or rubber ice scrapers, never metal

Accidents and Citations

Traffic citations must be reported to the School Administration as soon as possible. The Superintendent of Schools will review the driving privileges of any employee charged with a serious offense. Disciplinary action may include warnings, probation or suspension of driving privileges. For those jobs that require operation of a Canton School Dist. 41-1 fleet vehicle, loss of driving privileges may result in termination.

When in an accident, the driver must:

- Stop the vehicle and protect the scene to prevent a secondary accident
- Activate flashers
- Call for medical assistance and assist any injured people, if necessary
- Call the police and School Supervisor as soon as possible
- Locate any witnesses and get important information from them. If possible, get names, addresses and phone numbers
- Exchange pertinent information with other drivers
- Take photos of the accident
- Never admit fault or apologize. Apologies could be interpreted as an admission of fault
- Never argue with other drivers or witnesses
- Never argue with the police
- Never make a statement to the media. Refer them to the School Superintendent
- Never discuss details of the incident with anyone except a representative of Canton School Dist. 41-1 or the police

Vehicle Accident Investigation. Vehicle accident investigations are handled internally and may utilize external documents such as police reports. Vehicle accident reports are to be filled out by the driver

and returned to the Superintendent as soon as reasonably possible. The Superintendent will determine accident preventability and the proper course of disciplinary action that might be necessary. Trends in types of accidents or multiple accidents by the same driver will receive additional scrutiny, as they may signal the need for driver training or changes to driver selection procedures.

Reporting Vehicle Accident Involving Employee Injury
Employees injured on the job are to report the injury to the Business Manager within 72 hours. The Business Manager will follow the established employee injury or accident investigation program. The goal of this reporting and investigation process is not to find fault, but to determine the root cause so that corrective actions can be made in order to prevent future accidents or incidents.

EEAC

SCHOOL BUS SAFETY PROGRAM
In the operation of the district's transportation program, the first consideration will be given to safety.

All buses except those designed for carrying nine or less passengers, and drivers must meet all federal and state requirements, and the drivers must understand all policies and regulations pertaining to school bus operation. All vehicles used to transport passengers will be properly maintained to provide safe and efficient transportation service.

The school superintendent, with assistance from the transportation supervisor, will be responsible for developing regulations for passengers riding the buses and at bus stops.

LEGAL REFS.: ARSD 24:06:01 through 24:06:05
Adoption Date: October 8, 2001
Board Action: 02.37

EEACA

BUS DRIVER EXAMINATION, TRAINING, DRUG/ ALCOHOL TESTING

PART I
BUS DRIVER EXAMINATION AND TRAINING
The driver of a school bus is charged with a serious responsibility for the safety of the children in his care. It is therefore important that school buses only be operated by a properly licensed driver who has passed all examinations prescribed by the statute and the department of public safety.

In application for a CDL bus driver's license and in accordance with state law, each bus driver will be required to have a physical examination every other year.

LEGAL REFS.: SDCL 32-12-76 through 32-12-ll7, ARSD 61:25
Adoption Date: October 8, 2001
Board Action: 02.37

Part II
DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS
The school district shall adhere to federal law and regulations requiring a school bus driver drug and alcohol-testing program. An employee will be prohibited from refusing to take a required test.

NOTE: Implementation of this policy includes the following options:
Option 1: Large school districts with fifty or more covered employees on March 17, 1994, must implement and comply with the new requirements beginning on January 1, 1995. The superintendent or designee shall implement this program.
Option 2: Small school districts with fewer than fifty covered employees on March 17, 1995, must implement and comply with the new requirements beginning on January 1, 1996. The superintendent or designee shall implement this program.
Option 3: For districts that wish to initiate a testing program before the compliance date should seek legal counsel.

LEGAL REFS.: United States Code, Title 49 - 2717 Alcohol and Controlled substances testing (Omnibus Transportation Employee Testing Act of 1991); Code of Federal Regulations, Title 49 - 40 Procedures for Transportation Workplace Drug and Alcohol Testing Programs, 382 Controlled Substance and Alcohol Use and Testing, 395 Hours of Service of Drivers.
CROSS REFS: File: GBEC - Use of Alcohol, Drugs, and Controlled Substance By Employees (Drug-Free Workplace).

Part II
DRUG/ALCOHOL TESTING INFORMATION
49 CFR Parts 382, 391 Subpart H

1991 - Omnibus Transportation Employee Testing Act

January 1, 1995 - Fleet with 50 or more CDL drivers
January 1, 1996 - Fleet with less than 50 CDL drivers

Published in Federal Register, February 15, 1994

DRUG TESTING
Drugs -
- Marijuana
- Cocaine
- Opiates
- PCP
- Amphetamines

Tests - split specimen analysis at DHHS approved lab, results to MRO
- Pre-employment
- Post-accident (tow-away)
- Reasonable suspicion by trained Supervisor
- Random (50%) (may decrease)
- Return to duty/follow-up

ALCOHOL TESTING
Tests - 0.02-0.04% - Hold for 24 Hours
Test - 0.04% or more
- Pre-employment
- Post-accident (tow-away)
- Reasonable suspicion by trained Supervisor
- Random (25%) (may decrease)
- Return to duty/follow-up

tested by Evidential Breath Testing (EBT) device by Breath Alcohol Technician (BAT)

GENERAL
- Any employee testing positive must be evaluated by Substance Abuse Professional (SAP)
- Rehabilitation through Employee Assistance Program (EAP) optional

Part II
DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS
School bus drivers shall be subject to a drug and alcohol-testing program that fulfills the requirements of the Federal Code of Federal Regulations. Other persons who drive vehicles designed to transport 16 or more passengers, including the driver, are likewise subject to the drug and alcohol-testing program.

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

Pre-employment Test
Tests shall be conducted before the first time a driver performs any safety-sensitive function for the district. Any driver who refuses to submit to a pre-employment, post offer test shall not perform safety sensitive functions.
Safety-sensitive functions include on-duty functions performed from the time a driver begins work or is required to be ready to work until he/she is relieved from work and all responsibility for performing work. It includes driving; waiting to be dispatched; inspecting and servicing equipment; supervising; performing or assisting in loading and unloading; repairing or obtaining and waiting for help with a disabled vehicle; performing driving requirements related to accidents; and performing any other work for the district or paid work for any other entity.

Drug and Alcohol Testing For School Bus Drivers
The tests shall be required of an applicant only after he/she has been offered the position.
Exceptions may be made for drivers who have had the alcohol test required by law within the previous six months and participated in the drug-testing program required by law within the previous 30 days, provided that the district has been able to make all verifications required by law.

Post Accident Tests
Alcohol and controlled substance tests shall be conducted as soon after an accident as practicable on any driver:
Who was performing safety-sensitive functions with respect to the vehicle, if the accident involved loss of human life; or
Who receives a citation under state or local law for a moving traffic violation arising from the accident.

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

If an alcohol test is not administered within two hours or if a drug test is not administered within 32 hours, the district shall prepare and maintain records explaining why the tests were not conducted. Tests need not be given if not administered within eight hours after the accident for alcohol or within 32 hours for drugs.

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

Random Tests
Tests shall be conducted on a random basis at unannounced times throughout the year. Tests for alcohol shall be conducted just before; during or just after the performance of safety-sensitive function. Drivers shall be selected by a scientifically valid random process, and each driver shall have equal chance of being tested each time selections are made.

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

Alcohol tests are authorized for reasonable suspicion only if the required observations are made during, just before or just after the period of the workday when the driver must comply with alcohol prohibitions. An alcohol test may not be conducted by the person who determines that reasonable suspicion exists to

conduct such a test. If an alcohol test is not administered within two hours of a determination of reasonable suspicion, the district shall prepare and maintain a record explaining why this was not done. Attempts to conduct alcohol tests shall terminate after eight hours.
A supervisor or district official who makes a finding of reasonable suspicion shall also make a written record of his/her observations leading to a reasonable suspicion drug test within 24 hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

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

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

Employees whose conduct involved alcohol cannot return to duty in a safety-sensitive function until the return-to-duty alcohol test produces a verified result that meets federal and district standards.

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

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

Notifications
Each driver shall receive educational materials that explain the requirements of the Code of Federal Regulations, Title 49, Part 382, together with a copy of the districts' policy and regulations for meeting these requirements. Representatives of employee organizations shall be notified of the availability of this information. The information shall identify:
The person designated by the district to answer driver questions about the material;
The categories of drivers who are subject to the Code of Federal Regulations;
Sufficient information about the safety-sensitive functions performed by drivers to make clear what period of the work day the driver is required to comply with Part 382;
Specific information concerning drivers' conduct that is prohibited by Part 382;
The circumstances under which a driver will be tested for drugs and/or alcohol;
The procedures that will be used to test for the presence of drugs and alcohol, protect the driver and the integrity of the testing process, safeguard the validity of test results and ensure that test results are attributed to the correct driver;
The requirement that a driver submit to drug and alcohol tests;
An explanation of what constitutes a refusal to submit to a drug or alcohol test and the attendant consequences;
The consequences for drivers found to have violated the drug and alcohol prohibitions of Part 382, including the requirement that the driver be removed immediately from safety-sensitive functions and the procedures for referral, evaluation and treatment;
The consequences for drivers found to have an alcohol concentration of 0.02 or greater but less than 0.04; and

Information concerning the effects of drugs and alcohol on an individuals' health, work and personal life; signs and symptoms of a drug or alcohol problems (the driver's or a co-worker's); and available methods of intervening when a drug or alcohol problem and/or referral to management.

Each driver shall sign a statement certifying that he/she has received a copy of the above materials. Before any driver operates a commercial motor vehicle, the district shall provide him/her with post-accident procedures that will make it possible to comply with post-accident testing requirements.

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

The district shall notify a driver of the results of a pre-employment drug test if the driver request such results within 60 calendar days of being notified of the disposition of his/her employment application. The district shall notify a driver of the results of random, reasonable suspicion and post-accident drug tests if the test results are verified positive. The district shall also tell the driver which controlled substance(s) were verified as positive.

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

Enforcement

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

A driver who is tested and found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall not perform or continue to perform safety-sensitive functions including driving a commercial motor-vehicle until the start of the driver's next regularly scheduled duty period, but not less than 24 hours after the test was administered.

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

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

LEGAL REFS: United States Code, Title 49-2717 Alcohol and Controlled Substances Testing (Omnibus Transportation Employee Testing Act of 1991); Code of Federal Regulations, Title 49-40 procedures for Transportation Workplace Drug and Alcohol Testing Programs, 382 Controlled Substance and Alcohol Use and Testing, 395 Hours of Drivers.
Cross Refs.: File: GBEC - Use of Alcohol, Drugs, and Controlled Substance by Employees (Drug-Free Workplace).
Adoption Date: October 8, 2001
Board Action: 02.37

EEACC (See JFCC)

STUDENT CONDUCT ON SCHOOL BUSES

EEAD

SPECIAL USE OF SCHOOL BUSES

Although the regular transportation of students to and from school will always be given first priority, school buses may also be used to take students to and from school-sponsored activities.

Driving regulations, safety rules, and insurance coverage will be the same for special uses as for regular student transportation to and from school.

The transportation supervisor will work with the appropriate school administrators to establish regulations governing transportation for special district programs.

LEGAL REFS.: SDCL 13-29-1
32-32-1; 32-32-2; 32-32-4
CROSS REF.: IICA, Field Trips and Excursions
Adoption Date: October 8, 2001
Board Action: 02.37

EF

FOOD SERVICES MANAGEMENT

The school system will operate a food service program or contract for services for the purpose of providing hot lunches and breakfast.

The cafeteria management staff will be directly responsible to the food service supervisor, hired by the management company, but will cooperate with the principal of the school in matters essential to the proper functioning of the lunch room. The responsibility for control of students using the cafeteria will rest with the building principal, who may assign appropriate staff to provide supervisory control.

The Board will approve the prices set for school lunches and school breakfast.
As required for participation in the National School Lunch Program, the Board agrees to the following regulations:
1. That a “Type A” lunch will be made available for students.
2. That free and reduced price lunches will be offered to qualifying students.

Students will also be permitted to bring their lunches from home and to purchase beverages and incidental items.

LEGAL REFS.: Federal National School Lunch Act of 1946, as amended
Child Nutrition Act of 1966, as amended
Commodity Distribution Program
SDCL 13-35-1 through 13-35-5
ARSD 24:03:09:11
Adoption Date: October 8, 2001
Updated: February, 2019

EFB

FREE AND REDUCED PRICE FOOD SERVICES

The District will take part, as feasible, in the National School Lunch Program and other food programs that may become available to see that all children in the District receive proper nourishment.

As required by law and regulations of the State, the Board will offer free and reduced price lunches and free milk to those qualifying children. If a student is eligible for free or reduced priced meals, no charge will be imposed upon the student for any meals served by the district through the National School Lunch Program or the School Breakfast Program. In accordance with the guidelines for participation in these programs and the wishes of the Board, no child who a teacher believes is improperly nourished will be denied a free lunch, breakfast, milk, or other food simply because proper application has not been received from his parents or guardian.

The Superintendent will establish regulations that conform with requirements for participation in programs for free and reduced price meals and supplementary food. Such regulations will be reported to the Board as needed for its approval.

All financial records of these programs will be kept in a separate account by the treasurer.

Adoption Date: October 8, 2001
Updated: February, 2019
Updated: August 2026

EFF

LUNCH ACCOUNT BALANCE POLICY

A low balance warning will be displayed on the lunch line computer when the family balance is at $10.00 or below. Notice of the family balance will be sent to the parent by e-mail. A negative $10.00 family balance will result in a blocked family account, and the student may be told he will be served a cheese sandwich the following day if money is not deposited on the family account. A written notice will be mailed to the parent, in addition to phone calls or text messaging as needed. After three days of receiving a cheese sandwich, the student will no longer be served and if taking a tray, it may be taken by the cashier.

Adoption Date: August, 2017

EGAA

PRINTING AND DUPLICATION SERVICES
REPRODUCTION OF COPYRIGHT MATERIALS
Works Protected by Copyright

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

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

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

District Procedure

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

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

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

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

LEGAL REF.: PL 94-553 Copyright Law
Adoption Date: October 8, 2001
Board Action: 02.37

EI

INSURANCE MANAGEMENT
The Board has the responsibility to maintain an adequate and comprehensive insurance program to protect the property and equipment under its control and individuals discharging responsibilities for the school district. It will seek adequate appropriations for such coverage. The Board may also authorize and participate in an insurance program for staff members and students.

The responsibility for overseeing the district's total insurance-program will be delegated to the superintendent/designee. The superintendent/designee will prepare for review and approval by the Board, specifications for insurance coverage of various types so that the insurance may be placed by competitive quotations. Any modification of these specifications, which may be considered necessary because of changes in the law or substantial changes in the school district's exposure values, will be brought before the Board for its consideration and action.

LEGAL REFS.: SDCL 3-9-3
13-10-3; 13-10-9
CROSS REFS.: BHE, Board Member Insurance
GBEA, Staff Protection
GCBC, Professional Staff Fringe Benefits
GDBC, Support Staff Fringe Benefits
JHA, Student Insurance Program
Adoption Date: October 8, 2001
Board Action: 02.37

EI

WORKERS' COMPENSATION INSURANCE
All employees are covered by worker's compensation insurance Injuries sustained while on the job are covered by this insurance and will not be covered by the district's group health benefits.

Any such injury must be reported to the Business Manager's office and a claim form shall be filed with the district's worker's compensation insurance carrier. Medical bills for treatment of the injury are to be sent directly to the Business Manager's office.

Any employee who is injured in the line of duty shall receive compensation and expenses as are prescribed by the Worker's Compensation Laws of the State of South Dakota. A copy of such laws shall be maintained in the district's business office.

Payment under disability benefits is not made for lost work time unless an employee is unable to work for seven consecutive days or more. An. employee will be permitted to use personal/family sick leave reserves for any days lost fewer than seven. Thereafter, the employee will not be entitled to compensation from the school district but will receive compensation as prescribed by Worker's Compensation Laws.

Adoption Date: August 11, 1997

SERVICE ANIMAL POLICY

The Canton School District has established the following procedures for the evaluation of any request to bring a service animal into the school district on a regular basis, whether the request is coming from a member of the public, a staff member or from a student.

Definition of a Service Animal

The Americans with Disabilities Act of 2010, under 28 CFR 35.104, define a service animal as follows:

Any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protections or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals of diabetic highs and lows, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, and companionship do not constitute work or tasks for the purposes of this definition.

Admission of Service Animals to Public Events

Individuals with disabilities may be accompanied by their service animal while on district property for events that are open to the general public.

School district staff may inquire of the owner or handler of the animal whether the animal is required because of a disability and the specific tasks that the animal has been trained to perform. Staff may not ask questions about an individual's disability. The district shall not require an owner or handler of a service animal to pay an extra charge for the animal to attend events for which a fee is charged.

Procedures for Admission of Service Animal into the School Building

Prior to the admission of any service animal to be present in the school building on a regular basis, the parent of the student or the individual employee requesting the presence of a service animal must provide written notification of the intent to bring a service animal into the school. The notification must include the following information which will be presented to the building principal for his/her approval:

- Documentation of a diagnosed disability with a statement of medical needs.
- A description of the specific disability related work or task(s) the dog is trained to perform for the individual in school.
- Documentation of appropriate and current vaccinations, a statement of good health and the absence of any parasites from a licensed veterinarian, as well as any required municipal licensure.
- A criminal background check for the handler when the student is not the handler.

No service animal may be brought into any district building by a staff member or student without prior approval. See Appendix A for Annual Registration of a Service Animal.

Responsibility and Care of Service Animal

The Canton School District is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animal's need to relieve itself. The owner or handler of a service animal shall be solely responsible for:

- Supervision and care of the animal, including any feeding, exercising, clean up and stain removal. In the case of a young child or a student with disabilities who is unable to care for or supervise the service animal, the parent is responsible for providing care and supervision of the animal.
- Control of the animal at all times through the use of a harness, leash, tether, or by other effective means.
- Required training for the use of, and inclusion of, the service animal in the school environment will be the responsibility of the parent or their animal's service organization. This includes any training required for the students or staff in that school.

Liability

The staff member owning the service animal or the student/parent owner is liable for any damage to school district or personal property and any injuries to individuals caused by their service animal. The school district is not responsible for any costs related to the service animal. The staff member or student/parent who uses a service animal on school district property will hold the school district harmless, and indemnify the school district from any such damages. See Appendix A for registration of a service animal.

Exclusion of Service Animal

A service animal may be denied access to school property if any of the following occur:

- The dog is not housebroken.
- The dog acts more like a pet than a service animal.
- The dog is not under the control of its handler. The dog must have a harness, leash or other tether, unless the handler is unable because of a disability to use a harness/leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective use of work or tasks. In this case, the handler must use voice control, signal, or other effective means to control the service animal.
- The dog poses a direct threat to the health or safety of others that cannot be eliminated by reasonable accommodations/modifications.
- The inclusion of the dog represents a fundamental alteration or disruption to the learning environment.

If a service animal is excluded, the individual with a disability will still be given an equal opportunity to participate in district services, programs, or activities with appropriate accommodations, modifications, and supports but without the presence of the service animal on the premises.

Appeal Process

Any individual with a service animal who is aggrieved by a decision to exclude, limit, or remove a service animal may appeal that decision to the superintendent. The appeal must be in writing and provide specific and detailed information regarding the basis of the appeal. Decisions made by the Superintendent may be appealed to the Canton Board of Education.

Parents of Non-Service Animal Students

Parents of non-service animal students may request a change of placement for their child if they do not wish to have their child in the same classroom with a service animal.

INDEMNIFICATION OF EMPLOYEES

If a claim or action is instituted against an employee arising out of an act of omission occurring within the scope of his employment, the board will indemnify the employee pursuant to SDCL 3-19 for claims not covered by insurance.

LEGAL REFS.: SDCL 3-19-1, SDCL 60-2-3
Adoption Date: October 8, 2001
Board Action: 02.37

FA

FACILITIES DEVELOPMENT GOALS

The Board accepts the premise that a school building should reflect the philosophical convictions of the school district about education. The Board recognizes, however, that educational programs are neither unchanging or simple to incorporate into a facility plan. Anticipation of program change makes the need for flexible use of buildings necessary.

School buildings will be functionally compatible with desired school experiences. The program, not the physical setting, will dictate the manner in which the building is used.

The Board recognizes that funds are limited, and when planning facilities, priorities must be established to make the best use of the school building dollar. The Board's first objective will be to develop a plan that provides adequate space for each student's educational development. Whenever possible, the cultural as well as educational needs of the community will be considered in planning facility expansion.

Architects retained by the Board will be expected to plan for simplicity of design; sound economics, including low long-range maintenance costs, efficiency in energy needs, low insurance rates; high educational use; and flexibility.

Adoption Date: July 9, 1990
Board Action: 91.7

FB

FACILITIES PLANNING

The Board is responsible for the regular operation and orderly development of its physical plant. For this reason, the Board will concern itself with both short- and long-range planning as it relates to the properties of the school district.

To this end, the Board will follow the policy of having a long-term building program to serve as a guide for capital improvements. In developing a long-range program, the Board, will monitor:

1. The analysis of existing facilities in terms of capacity and function.
2. The projection of life expectancy of facilities and maintenance costs.
3. Enrollment projections and community development patterns.
4. Site availability and acquisition.
5. Changing instructional requirements and services.

This program will be subject to systematic study, revision, and extension from time to time, and the respective construction projects will be acted upon individually when proposed for implementation.

The Board's building program will be designed to provide adequate facilities to conduct approved educational programs for students residing in the district. The building program will be based upon specific Board policies related to curriculum, availability of construction funds, and changes in enrollments.

LEGAL REF.: SDCL 13-24-9
Adoption Date: July 9, 1990

Board Action: 91.7

FBA

BUILDINGS AND GROUNDS INSPECTIONS

The superintendent will be responsible for the general safe operations of the buildings and grounds and will periodically assist in their inspection for safety hazards.

At least annually7, the superintendent will assist an inspector of the department of public safety in the inspection of school buildings and grounds for fire safety hazards.

Violations to fire protection laws and other safety hazards will be reported to the superintendent and corrected to ensure the well-being of all students, staff and the general public on school property.

LEGAL REFS.: SDCL 13-25-3 through 13-25-9
Adoption Date: July 9, 1990
Board Action: 91.7

FC

FACILITIES CAPITALIZATION PROGRAM

To finance the facilities program, the Board, as established by law, may at its discretion authorize an annual tax levy not to exceed 3 dollars per thousand dollars on the taxable valuation of the district for the capital outlay fund. The Board may also issue and sell capital outlay certificates. Money received from the sale of these certificates will also be placed in the capital outlay fund.

Approval to enter into an agreement or issue capital outlay certificates is subject to a referendum, with an election for that purpose to be held on:

- The first Tuesday after the first Monday in March;
- The first Tuesday after the first Monday in June; or
- The first Tuesday after the first Monday in November.

The board may expend money from the capital outlay fund on expenditures for the purchase of land; improvement of grounds; construction of, additions to and remodeling of facilities; or for the purchase of equipment. It may also be used for installment or lease-purchase payments for the purchase of real property, plant or equipment, where the installment or lease purchase contract does not exceed 20 years, for payment of premium for property insurance policy held by the district, and for the payment of the principal and interest of capital outlay certificates. When used for the purchase of capital outlay certificates and the payment of installment or lease-purchase contracts, the total accumulated unpaid principal balances cannot exceed three percent of the taxable valuation. The district may expend from the capital outlay fund up to fifteen percent of a transportation contract if the district contracts for student transportation, or up to fifteen percent of the amount required to reimburse mileage costs if the district reimburses for mileage in lieu of providing transportation. The capital outlay fund may be used to purchase textbooks and instructional software. The capital outlay fund may be used to purchase warranties on capital assets only if the warranties do not include supplies. Any purchase that does not exceed one thousand dollars may be paid out of the general fund.

Construction of new facilities, or of additions to facilities which will require advertising for bids, must have a public hearing at least 10 days prior to the advertisement of any contract specifications. Following this public hearing and approval of the Board, the district may use the capital outlay fund for payment of the new construction or addition, however, the district may not change the originally advertised use of the fund without holding another public hearing.

In accordance with law, the Board will develop and maintain a five-year plan on the annual projected revenues and expenditures for the capital outlay fund. The projected expenditures will itemize the projected costs for new or additional facilities.

LEGAL REFS.: SDCL 13-16-6 through 13-16-9.3
CROSS REF.: FD, Bond Campaigns
Adoption Date: July 9, 1990
Board Action: 91.7
Updated: August 2026

FC-E

FACILITIES CAPITALIZATION PROGRAM
CAPITAL OUTLAY CERTIFICATE

NUMBER _____ DOLLARS _____

UNITED STATES OF AMERICA

STATE OF SOUTH DAKOTA

COUNTY OF _____

School District No.

ISSUE DATE _____

CAPITAL OUTLAY CERTIFICATE

SERIES _____

KNOW ALL MEN BY THESE PRESENTS that the _____ School District No. _____ of _____ County, South Dakota, a duly organized and existing school district, hereby acknowledges itself to be indebted and for value received promises to pay the bearer the sum of _____ DOLLARS on the maturity date as herein set forth on the schedule of payments, or on a date prior thereto on which this Capital Outlay Certificate shall have been duly called by redemption and to pay interest on said principal sum from the date hereof until said principal is paid or until it has been duly called for redemption at the rate of _____ percent per annum payable _____ Bank, _____, _____ State. For the prompt and full payment of such principal and interest as the same becomes due, the full faith, credit and taxing powers of said School District have been and are irrevocably pledged, subject only to the statutory levy limitation on the taxable valuation of the district for the capital outlay fund. Also pledged is any or all of that portion of those monies received in the Capital Outlay fund as property tax replacement necessary to make prompt and full payment of principal and interest as they become due.

This Capital Outlay Certificate is one of an issue of certificates in the total principal amount of _____ all of like date and tenor except as to certificate number, dollar amount and maturity date, issued by said School District for school building purposes and is issued in full conformity with the

constitution and laws of the State of South Dakota and resolutions duly adopted by the School Board of said School District.

After _____ years Capital Outlay Certificates of this issue are subject to redemption and prepayment at the option of the District. A notice of call for redemption shall be mailed thirty days in advance of the date specified for redemption to the bank and to the holder, if known, of each certificate to be prepaid. Holders of Capital Outlay Certificates who wish to receive such notices must register their names, addresses and certificate numbers with the School District Business Manager at _____ South Dakota.

IT IS HEREBY AGREED that all acts, conditions and things required by the Constitution and Laws of the State of South Dakota, to be done and to be performed precedent to and in the issuance of this Capital Outlay Certificate in order to make it a valid and binding general obligation of the district in accordance with its terms have been done and have been performed in regular and due form, time and manner as so required and that the tax has been or will be levied on the taxable property in said School District in an amount to pay the interest when it fails due and also to pay and discharge the principal of this Certificate at maturity, and that this Certificate, together with all other indebtedness of the School District outstanding on this date and on the date of actual issuance and delivery, does not exceed any constitutional or statutory limitation of indebtedness.

IN WITNESS WHEREOF, _____School District No._____, South Dakota, by its School Board has caused this certificate to be executed in its behalf by the signatures of the President of the School Board and the Business Manager and has caused this certificate to be dated _____.

SERIES _____
SCHEDULE OF PAYMENTS

SAMPLE

CERTIFICATE NO.	PRINCIPAL AMOUNT	MATURITY DATE	INTEREST PAYMENT DATES
1	$5,000	July 1, 1980	January 1-July 1
2	5,000	January 1, 1981	" "
3	10,000	July 1, 1981	" "
4	10,000	January 1, 1982	" "
5	15,000	July 1, 1982	" "
6	15,000	January 1, 1983	" "
7	20,000	July 1, 1983	" "
8	20,000	January 1, 1984	" "
9	20,000	July 1, 1984	" "
10	25,000	January 1, 1985	" "
	Total $150,000		

ATTEST:

_____

_____
Business Manager

President of School Board

Current 1981

NOTE: The above model has been drafted to give school district personnel a guideline if they plan to issue capital outlay certificates. It has been reviewed by Gordon O. Hayes, former assistant attorney general, and Elwin Schmidt of DESE Consultative Services.

If you are planning to issue such certificates, ASBSD urges that every district makes sure it meets all of the statutory requirements. To ensure compliance it is advisable to consult with your school attorney and you may also wish to involve a financial consultant.

Adoption Date: July 9, 1990
Board Action: 91.7

FD (Also KBE)

BOND CAMPAIGNS

In accordance with law, the Board by resolution may determine that the district should issue negotiable bonds. These bonds may only be used for the purposes of:

1. Refunding any bonded indebtedness which is or is about to become due and payable or whenever such indebtedness can be refunded at a lower rate of interest to fund any judgment or outstanding warrants:
2. Raising money for any purpose for which the Board is authorized to spend school district funds.

The proposition to issue bonds, except bonds to fund registered warrants or to refund bonded indebtedness, will first be submitted to the electors of the district at a general or special election.

The amount of money borrowed will not exceed the sum of 10 percent of the previous year's assessed valuation.

Established by law

LEGAL REFS.: Constitution of the State of South Dakota, Art. XIII, sec. 4
NOTE: *It is recommended that when a Board decides to issue bonds that it should immediately employ a bonding attorney or secure the services of a bonding broker to handle the bonding broker to handle the bonding in a legal manner.*
Adoption Date: July 9, 1990
Board Action: 91.7

FEA

EDUCATIONAL SPECIFICATIONS

To ensure that facilities are designed and planned to implement the educational program, the superintendent or designee will require that certain educational specifications apply when planning, building or renovating school facilities.

Educational specifications will include:

1. A description of the needs of persons to use the facility.
2. The kinds of educational activities to be provided in the facility.
3. The appropriate kinds and amounts of furniture and equipment needed.
4. The consideration of location of facilities with regard to the educational and administrative needs (e.g.k band room and library; playing fields and locker rooms; front office and general school control; and student traffic patterns).
5. Special site considerations for esthetics, vehicle traffic patterns, cooperative community use, and the like.
6. Required standards of construction to assure that the facility is readily accessible to and usable by handicapped persons.
7. Any other kinds of unique information that will give guidance to an architect in developing facility plans.

Adoption Date: July 9, 1990
Board Action: 91.7

SELECTION OF ARCHITECT

The Board will employ a licensed architect to design the plans of each proposed building, building addition, or extensive renovation. For remodeling or the building of new facilities costing less than $200,000, the Board does not need to hire a qualified licensed architect.

In selecting architects, the following criteria will be considered:

1. Experience in school construction.
2. Evidence of relevant experiences in special situations, such as facilities for the handicapped.
3. Creative design ability.
4. Technical knowledge to control the design so that the best results are obtained for the least amount of money.
5. Executive and business ability to oversee the proper performance of contracts.
6. Proven ability in all of the major phases of planning and construction: predesign planning, schematic design, design development, bidding, construction.
7. Ability and temperament to work cooperatively with others.
8. Willingness to consult with staff on educational specifications.
9. Extend and experience of architectural staff in relation to the scope of the planned project.

The architect will be selected by the Board on the basis of the above criteria and will be employed under a contract which meets the current standards of the American Institute of Architects.

The Board will approve procedures that it will use in the selection of architects and a statement of the architect's responsibilities.

LEGAL REF.: SDCL 36-18-7(6-e)
Adoption Date: July 9, 1990
Board Action: 91.7

FEC

FACILITIES DEVELOPMENT PLANS AND SPECIFICATIONS

Schools are generally planned and designed for educational purposes for many years in the future. To provide long-term usefulness to the district and to justify the expensive investment in a school plant, the following general principles will be applied to the design of new buildings and the renovation of older facilities.

1. **Flexibility:** Versatile construction materials will be used so as to provide a building adjustable to future changes in curriculum and teaching methods.
2. **Durability:** Buildings will be constructed of durable materials. These may not necessarily be expensive; on the other hand, materials of an initial higher cost may be chosen to offset operational or maintenance expense.
3. **Safety:** Construction materials, and architectural and equipment specifications will meet the state safety requirements to ensure the safety of the students and staff, as well as other persons who may use the school facilities.
4. **Expandability:** The building design should provide for the possibility of future addition, while leaving the original concept of the structure intact.
5. **Accessibility:** Buildings should be designed to allow easy flow of traffic for all who use the building. This principle applies not only to vehicular traffic (accessibility to public thoroughfares and ample provision for parking), but also to the establishment of good traffic patterns inside the school.
6. **Environmental:** Aesthetic values and energy conservation measures will be considered in planning the total school environment. In order to provide the best possible learning environment, the surroundings should be comfortable, pleasing, and safe.

Before advertising for bids on the plans and sites for the building or remodeling of school facilities, the Board will submit all plans to the Superintendent of Elementary and Secondary Education for examination and approval.

LEGAL REFS.: SDCL 13-2-4-14; 13-24-16; 13-24-17
13-25-1
ARSD Article 61-13
CROSS REF.: EB, Safety Program
Adoption Date: July 9, 1990
Board Action: 91.7

FECA

NEW SITES FOR SCHOOL BUILDINGS

In accordance with state regulations, school building sites will conform to the following minimum criteria:

1. Primary schools, grades nursery through three—three acres plus one-half acre for each 100 students of planned ultimate enrollment.
2. Elementary schools, grades kindergarten through six, grades four through six, or any two or more consecutive grades including grade five—five acres plus one acre for each 100 students of planned ultimate enrollment.
3. Middle schools, grades five through eight or any combination of two or more consecutive grades including grade seven—seven acres plus one acre for each 100 students in planned ultimate enrollment.
4. Junior high schools, grades seven through nine or any combination including grade nine—eight acres plus one acre for each 100 students in planned ultimate enrollment.
5. Secondary schools, grades nine through twelve, grades ten through twelve, or grades seven through twelve—twelve acres plus one acre for each 100 students in planned ultimate enrollment.
6. Combination schools, grades kindergarten through twelve—fifteen acres plus one acre for each 100 students in planned ultimate enrollment in grades seven through twelve.
7. Vocational technical schools—twenty acres plus two acres for each additional course offering for over five.

Deviations from the above minimum site criteria must be approved by the Board and Superintendent of Elementary and Secondary Education.

LEGAL REFS.: SDCL 13-24-14
ARSD 24:04:01
CROSS REF.: FEE, Site Acquisition Procedure
NOTE: *The above policy statement includes site requirements for all possible groupings of instruction. An individual district need only mention in its policy statement the particular site requirements for the instructional groupings it has approved. See policy statement coded IHA, Grouping for Instruction.* The cross reference is to a related category in the EPS classification system.
Adoption Date: July 9, 1990
Board Action: 91.7

FED

CONSTRUCTION COST ESTIMATES AND DETERMINATIONS

Preliminary and Final Estimates

After the architectural firm has been selected, a cost ceiling estimate indicating the maximum cost of the new construction of remodeling project will be submitted by the architect. Then after final plans have been made concerning building design and building size or remodeling needs a final cost estimate will be drawn up by the architect.

Periodic and Final Computations During Construction

At regular intervals during the construction period, the school superintendent, business manager, the architect, the contractor, construction superintendent, and, if necessary, the school attorney will review

earlier projected costs and actual construction expenditures to determine the financial position of the project at that particular point. Upon completion of the project, a final computation of building expenditures will be made to determine the cost of each aspect of the total building project or remodeling program.

Adoption Date: July 9, 1990
Board Action: 91.7

FEE

SITE ACQUISITION PROCEDURE

Priorities based upon student population, location, and education needs will be established well in advance in order that proper locations for school sites might be acquired. Sites will be acquired in advance of time for construction to allow adequate time for the completion of topography studies and other preliminary work. Eminent domain action for the acquisition of property for school site purposes will be executed only after negotiations fail and all other avenues to the solution have been exhausted.

To acquire a school site, the Board may exchange property with the state and any municipality or organized township or county within or partly within the boundaries of the school district under the terms and conditions determined by the respective governing bodies.

LEGAL REFS.: 13-24-1 through 13-24-4
Adoption Date: July 9, 1990
Board Action: 91.7

FEFB

CONTRACTOR'S AFFIDAVITS AND GUARANTEES

The Board will require a contractor, before commencing building, remodeling or improvement of a school site, to furnish a performance bond for the faithful performance of the contract. The bond will contain the provisions required by law and be in a form prescribed by the district.

The Board may waive the deposit when the improvement does not exceed the amount of $25,000. The requirement of a performance security may also be waived by the school board if the procurement meets the requirements established pursuant to law for an emergency procurement.

LEGAL REFS.: SDCL 5-18-3; 5-18-6; 5-21-1
Adoption Date: July 9, 1990
Revised: September 13, 2016

FEFB-E

CONTRACTOR'S AFFIDAVITS AND GUARANTEES

PERFORMANCE BOND

Bond No. _____ Premium _____

KNOW ALL MEN BY THESE PRESENTS, we _____ of _____, state of _____ as principal, and _____

_____, state of _____

as surety, are held and firmly bound unto the State of South Dakota in the sum of _____ _____Dollars ($), lawful money of the United States, to be paid to the State of South Dakota, for the payment of which we bind ourselves, our heirs, our successors and assigns, our executors and administrators, jointly and severally, by these presents. WHEREAS, the principal has entered into a contract with the State of South Dakota, through its Office of Purchasing and Printing, of Pierre, South Dakota on the _____day of _____, ____, to perform, furnish and deliver the supplies, labor, material, equipment and commodities specified in the schedule annexed hereto and incorporated by reference herein_____

_

NOW THEREFORE, the conditions of the above obligations are such that the Principal shall well and truly comply with the terms of said contract and perform all of the conditions thereof, and in each and every case in which the said Principal shall fail to fulfill any or all parts of the contract then this bond and the surety thereon shall be responsible to the State of South Dakota for the full payment of the full value of the supplies, equipment and commodities specified in the schedule annexed hereto needed to complete the contract.

Sealed with our seals and dated at _____, state of _____

this _____ day of _____, ____.

_____PRINCIPAL

(company name)

_____

By:_____

Countersigned (signature) (title)

(Resident South Dakota Agent, exempt if premium is $40.00 or less)

SURETY

_____

_____

Bonding agent

(company name)

_____ By:

_____

Address

(signature) (title)

Certification of Authority To Bind Corporation

(If Principal signature is other than Corporation Officer)

STATE OF _____)

)s.s

COUNTY OF _____)

This is to certify that _____, _____, for

(name) (title)

_____ has authority to execute bonds on behalf of our corporation.

Signed: _____
Corporate officer/title

Subscribed and sworn to before me this _____ day of _____, A.D. 19 _____.
My commission expires

_____

_____
Notary Public

Adoption Date: July 9, 1990
Board Action: 91.7

FEG

SUPERVISION OF CONSTRUCTION

The Board will appoint a construction superintendent for any remodeling, addition or new construction project. The construction superintendent will be a competent person who may or may not be otherwise employed by the school district to be certain that the interests of the public are protected and that the contractor complies strictly with the approved plans and specifications. The construction superintendent will report regularly to the Board, to keep it informed of construction progress.

The contractor will retain supervision of the actual construction and the workers whom he/she has employed to complete the actual building of the structure.

LEGAL REF.: SDCL 13-20-9
Adoption Date: July 9, 1990
Board Action: 91.7

GBAA

VETERAN'S PREFERENCE

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

(1) has served the full obligation for active duty, reserve, or National Guard service in the military, or received an early discharge for a medical condition, hardship, reduction in force, or at the convenience of the military; and

(2) has been separated or discharged from such service honorably or under honorable conditions.

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

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

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

the disability, the veteran's spouse is entitled to the preferences given to the veteran if the spouse possesses the qualifications and business capacity necessary to discharge the duties of the position involved.

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

LEGAL REFS.: 3-3-1; 3-3-2
Adoption Date: September, 13, 2016

GBC

STAFF ETHICS

School employees hold positions of public trust. High standards of honesty, integrity, and fairness are to be exhibited by each school district employee when involved in any school district activity. Ethical behavior by staff is required and expected at all times while fulfilling one's employment responsibilities and when at all school functions.

District employees are required and expected to:

1. treat students, parents, fellow employees, and community members with respect. Conduct which is prohibited includes, but is not limited to:
- inappropriate verbal, visual or physical conduct, including jokes that demean an individual or group of individuals, spreading gossip about any individual, threatening another individual and all types of bullying behavior;
- without proper authorization and authority violating another person's right of privacy and/or intentionally invading another person's personal space;
- knowingly falsely blame an individual for conduct not done by the person.

2. promote a safe, nurturing, and positive school and work environment. Conduct which is prohibited includes, but is not limited to:
- any conduct that is severe and objectively offensive so that it creates or results in an intimidating, hostile or offensive work or learning environment or has the purpose or effect of substantially or unreasonably interfering with an employee's or student's performance;
- threatening, harassing, punishing or retaliating behavior against students and/or other employees.

3. maintain confidentiality concerning students, families and employees.

4. act in a manner consistent with District policies, legal and contractual standards, responsibilities, and obligations.

5. model and promote appropriate dress and language.

6. report to a school administrator knowledge of mismanagement, waste of funds, misuse of school property, abuse of authority, threats to safety, violations of policies and regulations, or other conduct that damages integrity or reputation of the school district.

7. refrain from using school employment to promote personal political and/or religious views.

In addition to the foregoing, the District, within this policy, adopts and incorporates into this policy as if set forth in full, the South Dakota Department of Education Professional Teachers Ethics as set forth in ARSD 24:08:03. The Professional Teachers Ethics as incorporated into this policy applies to:

- Teachers - a person charged with responsibility in the field of education and certified by the secretary of the Department of Education as a teacher or other specialist employed or contracted to provide services in an educational setting,
- Education Specialists - a person with specialized training or licensure, not serving as a classroom teacher, but employed or contracted to provide services in an educational setting, and
- Noncertified Educators - a person charged with responsibility in the field of education who is not certified by the secretary of the Department of Education as a teacher, administrator, or other education specialist, but who is employed or contracted to provide services in an educational setting.

Furthermore, the District, within this policy, adopts an incorporates into this policy as if set forth in full, the South Dakota Department of Education Professional Administrators Ethics as set forth in ARSD 24:11:03. The Professional Administrators Ethics as incorporated into this policy applies to:

- the Superintendent,
- the Business Manager, and
- all other educational administrators.

Any employee who believes a staff member has engaged in conduct which violates the code of conduct shall immediately report the alleged misconduct to their immediate supervisor. If the concern/complaint involves the individual's immediate supervisor, the complaint may be filed with any administrator within the school district.

All complaints will be investigated and should the investigation result in a determination of unethical behavior by a school employee such unethical behavior shall constitute just cause for discipline, up to and including termination of employment. A complaint reported which was intentionally and knowingly false will result in disciplinary action being taken against the person or persons involved in the false complaint being made.

Legal References:
SDCL 13-43-25 (Rules of Commission)
Adoption Date: August, 2012
Revised: September 13, 2016

GBCB

Employee Code of Conduct

Canton School District employees hold positions of public trust. They are responsible for the education of students and serve as examples and role models to students. All employees are responsible for the integrity and the consequences of his or her actions. The highest standards of honesty, integrity, and fairness must be exhibited by each employee when engaging in any activity involving the District and its students. Employee conduct should be such as to protect the person's integrity and/or reputation and that of the District. An unwavering commitment to honorable and ethical behavior by staff is expected.

Employees shall perform their jobs in a competent and ethical manner without violating the public trust or applicable law, policies, and regulations. It is not practical or possible to enumerate all situations that might fall under the guidelines of this policy. In addition to other policies, regulations, and approved practices that have been established, the absence of a law, policy, or regulation covering a particular situation does not relieve an employee from the responsibility to exercise the highest ethical standards at all times.

Any person who believes staff has engaged in conduct which violates the code of conduct may report the alleged misconduct to their immediate supervisor.

District employees are expected to:

1. Treat students, parents, fellow employees, and community members with dignity and respect. Conduct not meeting this expectation includes, but is not limited to:
    - Refusing to communicate or speak with another individual
    - Offensive verbal, visual or physical conduct
    - Threatening another individual
    - Invading another's privacy
    - Purposely invading an individual's personal space
    - Knowingly blaming other individuals for mistakes they did not make
    - Spreading gossip about an individual
    - Taking credit for another individual's work or ideas
    - Jokes that demean an individual or group of individuals
    - Any type of "bullying" behavior.
2. Promote a safe, nurturing, and positive school and work environment. Conduct not meeting this expectation includes, but is not limited to:
    - repeated verbal, non-verbal, written or electronic communication
    - any conduct that is severe and objectively offensive so that it creates or results in an intimidating, hostile or offensive work environment or has the purpose or effect of substantially or unreasonably interfering with an employee's or student's performance.
3. Maintain confidentiality concerning students, families and employees.
4. Demonstrate knowledge of and act in accordance with District policies and procedures, as well as legal and contractual standards, responsibilities, and obligations.
5. Demonstrate a commitment to learning and professional growth.
6. Model and promote appropriate language. Conduct not meeting this expectation includes, but is not limited to:
    - Name calling
    - use of nicknames that may be offensive
    - Repeated negative comments about others orally or in writing.
7. Commit to reporting to direct supervisor any gross mismanagement, significant waste of funds, abuse of authority, threats to safety, violations of policies and regulations, or other conduct that damages integrity or reputation.
8. Abstain from threatening, harassing, punishing or retaliating behavior against students and/or other employees.
9. Engage in conduct that follows generally recognized professional principles.

Unethical conduct includes, but is not limited to:

1. Any conduct that seriously impairs the employee's ability to function professionally in his/her employment position;
2. Conduct that is detrimental to the health, welfare, discipline or morals of students;
3. Conduct which is offensive to the ordinary dignity, decency and morality of others;
4. Failure to cooperate with the District in inquiries and/or investigations or hearings; and
5. Deliberately falsifying information.

Any violation of the Code of Conduct shall be considered just cause for discipline, up to and including termination of employment.

Legal Reference:
ARSD 24:08:01 Definitions
ARSD 24:08:03 Code of Professional Ethics
ARSD 24:11:03 Code of Professional Ethics
Adoption Date: August, 2012

SOCIAL MEDIA/NETWORKING POLICY

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

Social media includes, but is not limited to, social networking platforms such as Facebook, Twitter, LinkedIn, and other collaborative sites, mobile phones, interpersonal sites such as photo sharing websites, publishing websites, audio/video websites, and other interactive platforms designed for users to collaborate.
The Superintendent will ensure that staff members are informed of the importance of maintaining proper decorum when using technology as well as in person. Proscribed conduct involving social media/ networking sites include:

- Improper fraternization with students.
- Staff members providing private phone numbers without prior approval of the district.
- Inappropriate email or phone contact with students.
- Posting items containing inappropriate sexual content.
- Posting items exhibiting or advocating illegal use of drugs or alcohol.
- Listing students as “friends” on networking sites without first informing his/her supervisor of the site and providing the supervisor with a link to the site.
- Failing to keep the security setting high on these sites to prevent non-authorized persons from accessing the site.
- Communication that engages in personal or sexual harassment, unfounded accusations, or remarks that would contribute to a hostile work or education environment (racial, sexual, religious, etc).
- Any behavior not in agreement with any officially promulgated ethical standards for that class of employee.

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

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

Adoption Date: August, 2012

GBEC

USE OF ALCOHOL, DRUGS, AND CONTROLLED SUBSTANCES

Student and employee safety is a paramount concern to the school board. Employees under the influence of alcohol and/or other drugs are a serious risk to themselves, to students, and to other employees. Therefore, the school board will not tolerate the unlawful manufacture, use, possession, sale, distribution, or being under the influence of alcohol and/or other drugs on school property or at 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. Each employee of the

district is hereby notified that, as a condition of employment, the employee must abide by the terms of this policy and will report to the superintendent any criminal alcohol and/or other drug statute convictions for any alcohol and/or drug violation. Such notification must be made by the employee to the superintendent no later than five (5) days after conviction. Should the affected employee be the superintendent s/he will report to the Board no later than the next regular meeting of the Board.
Within thirty (30) days after receipt of information concerning an alleged or proven violation(s) of this policy, the district will take appropriate disciplinary action, which may include termination of employment, requiring the employee to participate in alcohol and/or other drug abuse assistance or rehabilitation programs, and possible referral for prosecution.

The school board recognizes that employees who have an alcohol and/or other drug use/abuse problem should be encouraged to seek professional assistance. An employee who requests assistance shall be provided a listing of the regional treatment facilities or agencies to assist him/her in their choice of a service provider.
If there is reason to suspect that a staff member is under the influence of alcohol and/or illegal drugs, the staff member will not be allowed on school property or to participate in school activities. Staff members will be subject to discipline for arriving at school or at a school activity under the influence of alcohol and/or an illegal drug. For the purposes of this policy, "illegal drug" means narcotics, drugs and controlled substances as defined in federal law or state law. "Illegal 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.

Any staff member who is taking a drug or medication, whether or not prescribed by the staff member's physician, which may adversely affect that staff member's ability to perform work in a safe or productive manner is required to report such use of medication to his or her 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.
The school board hereby commits itself to a continuing good faith effort to maintain a drug-free environment.

A copy of this policy shall be given to all present and future employees.
Adoption Date: 11/8/21

GCBDD

MILITARY LEAVE

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

employee should provide notice as far in advance as is reasonable under the circumstances. All requests for military leave will be submitted to the Superintendent or Superintendent's designee accompanied by copies of the proper documentation showing the necessity for the military leave request.
To qualify for USERRA's protections, a service member must be available to return to work within certain time limits. These time limits for returning to work depend (with the exception of fitness-for-service examinations) on the duration of a person's military service.
If the length of service was 30 days or less, the person must report to the District by the beginning of the first regularly scheduled work period that begins on the next calendar day following completion of service, after allowance for safe travel home from the military duty location and an 8-hour rest period.

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

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

Disability-related service: The reporting or application deadlines are extended for up to two years for persons who are hospitalized or convalescing because of an injury or illness incurred or aggravated during the performance of military service. The two-year period will be extended by the minimum time required to accommodate a circumstance beyond an individual's control that would make reporting within the two-year period impossible or unreasonable.

Unexcused Delay: A person's reemployment rights are not automatically forfeited if the person fails to report to work or to apply for reemployment within the required time limits. In such cases, the person will be subject to the disciplinary procedures established in the negotiated agreement or respective employee handbook.
Individuals performing military duty of more than 30 days may elect to continue employer sponsored health care for up to 24 months; however, the individual is required to pay 102 percent of the full premium. For military service of less than 31 days, health care coverage is provided as if the service member had remained employed. South Dakota Retirement System shall be done pursuant to USERRA and SDRS requirements.

NOTE:
Military Leave Pay is a mandatory subject of collective bargaining. USERRA does not require an employer to pay employment wages while an employee is on military leave. Whether or not to pay wages, and if wages are paid under what circumstances, will need to be negotiated with CEA this Spring.

GCBDE

FAMILY & MEDICAL LEAVE ACT

The Family and Medical Leave Act ("FMLA") provides eligible employees the opportunity to take unpaid, job-protected leave for certain specified reasons. The maximum amount of leave an employee may use is either 12 or 26 weeks within a 12-month period depending on the reasons for the leave.

Employee Eligibility
To be eligible for FMLA leave, you must:

1. have worked at least 12 months for the District in the preceding seven years (limited exceptions apply to the seven-year requirement); and

2. have worked at least 1,250 hours for the District over the preceding 12 months.

All periods of absence from work due to or necessitated by service in the uniformed services are counted in determining FMLA eligibility.

Conditions Triggering Leave
FMLA leave may be taken for the following reasons:

- birth of a child, or to care for a newly-born child (up to 12 weeks);
- placement of a child with the employee for adoption or foster care (up to 12 weeks);
- to care for an immediate family member (employee's spouse, child, or parent) with a serious health condition (up to 12 weeks);
- because of the employee's serious health condition that makes the employee unable to perform the employee's job (up to 12 weeks);
- to care for a covered Service Member with a serious injury or illness related to certain types of military service (up to 26 weeks) (see Military-Related FMLA Leave for more details); or
- to handle certain qualifying exigencies arising out of the fact that the employee's spouse, son, daughter, or parent is on covered active duty or call to covered activity duty status in the Uniformed Services (up to 12 weeks) (see Military-Related FMLA Leave for more details).

The maximum amount of leave that may be taken in a 12-month period for all reasons combined is 12 weeks, with one exception. For leave to care for a Covered Service Member, the maximum combined leave entitlement is 26 weeks, with leaves for all other reasons constituting no more than 12 of those 26 weeks.

Definitions
A "Serious Health Condition" is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the continuing treatment requirement includes an incapacity of more than three full calendar days and two visits to a health care provider or one visit to a health care provider and a continuing regimen of care; an incapacity caused by pregnancy or prenatal visits, a chronic condition, or permanent or long-term conditions; or absences due to multiple treatments. Other situations may meet the definition of continuing treatment.

Identifying the 12-Month Period
The District measures the 12-month period in which leave is taken by the "rolling" 12- month method, measured backward from the date of any FMLA leave with one exception. For leave to care for a covered servicemember, the District calculates the 12-month period beginning on the first day the eligible employee takes FMLA leave to care for a covered servicemember and ends 12 months after that date. FMLA leave for the birth or placement of a child for adoption or foster care must be concluded within 12 months of the birth or placement.

Using Leave
Eligible employees may take FMLA leave in a single block of time, intermittently (in separate blocks of time), or by reducing the normal work schedule when medically necessary for the serious health condition of the employee or immediate family member, or in the case of a covered service member, his or her injury or illness. Eligible employees may also take intermittent or reduced-scheduled leave for military qualifying exigencies. Intermittent leave is not permitted for birth of a child, to care for a newly-born child, or for placement of a child for adoption or foster care. (Refer to Fact sheet #28F) Employees who require intermittent or reduced-schedule leave must try to schedule their leave so that it will not unduly disrupt the District's operations.

Use of Accrued Paid Leave
The District requires the employee to use accrued paid leave (such as sick leave, personal leave, or vacation), concurrently with your FMLA leave.

Maintenance of Health Benefits
If you and/or your family participate in our group health plan, the District will maintain coverage during your FMLA leave on the same terms as if you had continued to work. If applicable, you must make arrangements to pay your share of health plan premiums while on leave. In some instances, the District may recover premiums it paid to maintain health coverage or other benefits for you and your family. Use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of your leave.

Notice and Medical Certification
When seeking FMLA leave, you are required to provide:

1. sufficient information for us to determine if the requested leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that you are unable to perform job functions, a family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. You must also inform the District if the requested leave is for a reason for which FMLA leave was previously taken or certified. If the need for leave is foreseeable, this information must be provided 30 days in advance of the anticipated beginning date of the leave. If the need for leave is not foreseeable, this information must be provided as soon as is practicable and in compliance with the District's normal call-in procedures, absent unusual circumstances.

2. medical certification supporting the need for leave due to a serious health condition affecting you or an immediate family member within 15 calendar days of the District's request to provide the certification (additional time may be permitted in some circumstances). If you fail to do so, we may delay the commencement of your leave, withdraw any designation of FMLA leave or deny the leave, in which case your leave of absence would be treated in accordance with our standard leave of absence and attendance policies, subjecting you to discipline up to and including termination. Second or third medical opinions and periodic re-certifications may also be required;

3. periodic reports as deemed appropriate during the leave regarding your status and intent to return to work; and

4. medical certification of fitness for duty before returning to work, if the leave was due to your serious health condition. The District will require this certification to address whether you can perform the essential functions of your position.

Failure to comply with the foregoing requirements may result in delay or denial of leave, or disciplinary action, up to and including termination.

Employer Responsibilities
To the extent required by law, the District will inform employees whether they are eligible under the FMLA. Should an employee be eligible for FMLA leave, the District will provide him or her with a notice that specifies any additional information required as well as the employee's rights and responsibilities. If employees are not eligible, the District will provide a reason for the ineligibility.
The District will also inform employees if leave will be designated as FMLA-protected and, to the extent possible, note the amount of leave counted against the employee's leave entitlement. If the District determines that the leave is not FMLA-protected, the District will notify the employee.

Job Restoration
Upon returning from FMLA leave, eligible employees will typically be restored to their original job or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions.

Failure to Return After FMLA Leave
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 FMLA entitlement), will be subject to

the District's standard leave of absence and attendance policies. This may result in termination if you have no other District-provided leave available to you that applies to your continued absence. Likewise, following the conclusion of your FMLA leave, the District's obligation to maintain your group health plan benefits ends (subject to any applicable COBRA rights).

Other Employment
The District strongly discourages employees from holding other employment during any absence, including FMLA leave.

Fraud
Providing false or misleading information or omitting material information in connection with an FMLA leave will result in disciplinary action, up to and including immediate termination.

Employers' Compliance with FMLA and Employee's Enforcement Rights
FMLA makes it unlawful for any employer to interfere with, restrain, or deny the exercise of any right provided under FMLA, or discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

While the District encourages employees to bring any concerns or complaints about compliance with FMLA to the attention of the Human Resources Department, FMLA regulations require employers to advise employees that they may file a complaint with the U.S. Department of Labor or bring a private lawsuit against an employer.

Further, FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

MILITARY-RELATED FMLA LEAVE
FMLA leave may also be available to eligible employees in connection with certain service related medical and non-medical needs of family members. There are two forms of such leave. The first is Military Caregiver Leave, and the second is Qualifying Exigency Leave. Each of these leaves is detailed below.

Definitions
A "covered servicemember" is either: (1) a current servicemember of the Armed Forces, including a member of the National Guard or Reserves, with a serious injury or illness incurred in the line of duty for which the servicemember is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list; or (2) a "covered veteran" who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness.

A "covered veteran" is an individual who was discharged under conditions other than dishonorable during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran. The period between October 28, 2009 and March 8, 2013 is excluded in determining this five-year period.

The FMLA definitions of "serious injury or illness" for current service members and veterans are distinct from the FMLA definition of "serious health condition." For current service members, the term "serious injury or illness" means an injury or illness that was incurred by the member in the line of duty while on active duty in the Armed Forces or that existed before the beginning of active duty and was aggravated by such service, that may render them medically unfit to perform the duties of their office, grade, rank or rating.

For covered veterans, this term means a serious injury or illness that was incurred in the line of duty while on active duty in the Armed Forces or that existed before the beginning of active duty and was aggravated by such service and manifested itself before or after the individual assumed veteran status, and is: (1) a continuation of a serious injury or illness that was incurred or aggravated when they were a member of the Armed Forces and rendered them unable to perform the duties of their office, grade, rank or rating; (2) a physical or mental condition for which the covered veteran has received a VA Service Related

Disability Rating (VASRD) of 50 percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for caregiver leave; (3) a physical or mental condition that substantially impairs the veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service or would be so absent treatment; or (4) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

"Qualifying exigencies" include activities such as short-notice deployment, military events, arranging alternative childcare, making financial and legal arrangements related to the deployment, rest and recuperation, counseling, parental care, and post-deployment debriefings.

Military Caregiver Leave

Unpaid Military Caregiver Leave is designed to allow eligible employees to care for certain family members who have sustained serious injuries or illnesses in the line of duty while on active duty. Military Caregiver Leave is a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered servicemember during a single 12-month period.

To be "eligible" for Military Caregiver Leave, the employee must be a spouse, son, daughter, parent, or next of kin of the covered servicemember. "Next of kin" means the nearest blood relative of the servicemember, other than the servicemember's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the servicemember by court decree or statutory provisions; brothers and sisters; grandparents; aunts and uncles; and first cousins; unless the servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of Military Caregiver Leave. The employee must also meet all other eligibility standards as set forth within the FMLA Leave policy.

An eligible employee may take up to 26 workweeks of Military Caregiver Leave to care for a covered servicemember in a "single 12-month period." The "single 12-month period" begins on the first day leave is taken to care for a covered servicemember and ends 12 months thereafter, regardless of the method used to determine leave availability for other FMLA-qualifying reasons. If an employee does not exhaust his or her 26 workweeks of Military Caregiver Leave during this "single 12-month period," the remainder is forfeited.

Military Caregiver Leave applies on a per-injury basis for each servicemember. Consequently, an eligible employee may take separate periods of caregiver leave for each and every covered servicemember, and/or for each and every serious injury or illness of the same covered servicemember. A total of no more than 26 workweeks of Military Caregiver Leave, however, may be taken within any "single 12-month period."

Within the "single 12-month period" described above, an eligible employee may take a combined total of 26 weeks of FMLA leave including up to 12 weeks of leave for any other FMLA-qualifying reason (i.e., birth or adoption of a child, serious health condition of the employee or close family member, or a qualifying exigency). For example, during the "single 12-month period," an eligible employee may take up to 16 weeks of FMLA leave to care for a covered servicemember when combined with up to 10 weeks of FMLA leave to care for a newborn child.

An employee seeking Military Caregiver Leave may be required to provide appropriate certification from the employee and/or covered servicemember and completed by an authorized health care provider within 15 days. Military Caregiver Leave is subject to the other provisions in our FMLA Leave Policy (requirements regarding employee eligibility, appropriate notice of the need for leave, use of accrued paid leave, etc.). Military Caregiver Leave will be governed by, and handled in accordance with, the FMLA and applicable regulations, and nothing within this policy should be construed to be inconsistent with those regulations.

Qualifying Exigency Leave

Eligible employees may take unpaid "Qualifying Exigency Leave" to tend to certain "exigencies" arising out of the covered active duty or call to covered active duty status of a "military member" (i.e. the employee's spouse, son, daughter, or parent). Up to 12 weeks of Qualifying Exigency Leave is available in any 12-month period, as measured by the same method that governs measurement of other forms of FMLA leave within the FMLA policy (with the exception of Military Caregiver Leave, which is subject to a maximum of 26 weeks of leave in a "single 12-month period"). Although Qualifying Exigency Leave may be combined with leave for other FMLA-qualifying reasons, under no circumstances may the combined total exceed 12 weeks in any 12-month period (with the exception of Military Caregiver Leave as set forth above). The employee must meet all other eligibility standards as set forth within the FMLA policy.

Persons who can be ordered to active duty include active and retired members of the Regular Armed Forces, certain members of the retired Reserve, and various other Reserve members including the Ready Reserve, the Selected Reserve, the Individual Ready Reserve, the National Guard, state military, Army Reserve, Navy Reserve, Marine Corps Reserve, Air National Guard, Air Force Reserve, and Coast Guard Reserve.

A call to active duty refers to a *federal* call to active duty, and *state* calls to active duty are not covered unless under order of the President of the United States pursuant to certain laws.

Qualifying Exigency Leave is available under the following circumstances:

(1) Short-notice deployment. To address any issue that arises out of short notice (within seven days or less) of an impending call or order to covered active duty.

(2) Military events and related activities. To attend any official military ceremony, program, or event related to covered active duty or call to covered active duty status or to attend certain family support or assistance programs and informational briefings.

(3) Childcare and school activities. To arrange for alternative childcare; to provide childcare on an urgent, immediate need basis; to enroll in or transfer to a new school or daycare facility; or to attend meetings with staff at a school or daycare facility.

(4) Financial and legal arrangements. To make or update various financial or legal arrangements; or to act as the covered military member's representative before a federal, state, or local agency in connection with service benefits.

(5) Counseling. To attend counseling (by someone other than a health care provider) for the employee, for the military member, or for a child or dependent when necessary as a result of duty under a call or order to covered active duty.

(6) Temporary rest and recuperation. To spend time with a military member who is on short-term, temporary rest and recuperation leave during the period of deployment. Eligible employees may take up to 15 calendar days of leave for each instance of rest and recuperation.

(7) Post-deployment activities. To attend arrival ceremonies, reintegration briefings and events, and any other official ceremony or program sponsored by the military for a period of up to 90 days following termination of the military member's active duty status. This also encompasses leave to address issues that arise from the death of a military member while on active duty status.

(8) Parental care. To care for the military member's parent who is incapable of self-care. The parent must be the military member's biological, adoptive, step, or foster father or mother, or any other individual who stood in loco parentis to the military member when the member was under 18 years of age.

(9) Mutually agreed leave. Other events that arise from the military member's duty under a call or order to active duty, provided that the District and the employee agree that such leave shall qualify as an exigency and agree to both the timing and duration of such leave.

An employee seeking Qualifying Exigency Leave may be required to submit appropriate supporting documentation in the form of a copy of the military member's active duty or rest and recuperation orders or other military documentation indicating the appropriate military status and the dates of active duty status, along with a statement setting forth the nature and details of the specific exigency, the amount of leave needed and the employee's relationship to the military member, within 15 days. Qualifying Exigency Leave will be governed by, and handled in accordance with, the FMLA and applicable regulations, and nothing within this policy should be construed to be inconsistent with those regulations.

Limited Nature of This Policy

This Policy should not be construed to confer any express or implied contractual relationship or rights to any employee not expressly provided for by FMLA. The District reserves the right to modify this or any other policy as necessary, in its sole discretion to the extent permitted by law. State or local leave laws may also apply.

Adoption Date: April 11, 2016

GCDB

EMPLOYEE BACKGROUND CHECK

Policy Statement

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

In accordance with law and to protect the district's students, criminal background checks on persons who are employed in the district, who volunteer two or more times during the school year, or are employed by an entity which provides the District direct or indirect student services shall be required. The criminal background investigation shall be done by means of fingerprint checks by the Division of Criminal Investigation. If no disqualifying record is identified at the state level, the fingerprints shall be forwarded by the Division of Criminal Investigation to the Federal Bureau of Investigation for a national criminal history record check. The district and district employees will comply with state and federal law, rules, procedures and policies regarding the receipt, use and dissemination of criminal history record information of any individual.

Designations

1. The Superintendent, as the Agency Representative, is responsible for signing the SD Division of Criminal Investigation (SDDCI) User Agreement on behalf of the District.
2. The Superintendent shall be the District's Point of Contact (POC) and Noncriminal Agency Coordinator (NAC) to act as the primary contact person for the District, shall serve as the liaison between the District and SD Division of Criminal Investigation, and will fulfill all responsibilities of the POC/NAC, including but not limited to being the contact person when SDDCI sends out Audit information, shall be the contact person when an onsite Audit is scheduled.
3. The Business Manager is designated to be the Local Agency Security Officer (LASO) to act as liaison with SDDCI to ensure the agency is in compliance with security procedures. The LASO shall be knowledgeable in CHRI, policies and mandated rules and regulations as well as knowledge of IT security procedures. The LASO shall actively represent the District in all matters pertaining to information security, dissemination of information security alerts and other material within the District, and responsible for contacting SDDCI if there has been misuse of CHRI.

Criminal Background Checks

1. Each person over eighteen years of age hired by the district, who is a volunteer that that has unsupervised contact with students, or is employed by an entity which provides the District direct or indirect student services shall be required to submit to a criminal background investigation.
2. The school district shall submit completed fingerprint cards to the SD Division of Criminal Investigation and the Federal Bureau of Investigation for a national criminal history record check before the prospective new employee or volunteer enters into service.
3. The employee or volunteer shall be responsible for completing the necessary procedures and paperwork and for the initial costs of the background check. The district shall reimburse new employees for all costs associated with such testing provided the individual has passed the criminal background check and is eligible for employment with the district.
4. Any person hired to officiate, judge, adjudicate, or referee a public event sponsored by a school district is not required to submit to a criminal background investigation.
5. Any person whose employment or status as a volunteer is subject to the requirements of this section may enter into service on a temporary basis pending receipt of results of the criminal background investigation. The District may, without liability, withdraw its offer of employment or terminate the temporary employment or status as a volunteer without notice if the report reveals a disqualifying record.
6. The criminal investigation required by this section with respect to a student teacher completing requirements for teacher certification shall be conducted by the District, and the District may rely upon the results of that investigation for employment of that person as an employee of the district. Results of a criminal background investigation conducted by another South Dakota public school district of a student teacher, hired by the District, may be relied upon by the District.
7. A District employee who is employed simultaneously with another school district is only required to obtain one criminal background investigation, if the background investigation was conducted less than five years before the person was first employed by the District.
8. The District shall run a SD DCI background check on employees of or applicants for employment with a contractor that does business with the district if the person will be working on school property. The contractor shall be responsible for the cost of the criminal background check.
9. The District may consider any criminal conviction in making a hiring decision. The District has the sole and absolute discretion to determine whether the results of a criminal background investigation disqualify a person from employment within the District.
10. Should an applicant be disqualified from employment due to the results of a criminal background check, the District shall inform the applicant that the criminal background check results prohibit the District from employing the person. The District will not delay the employment hiring decision solely because the applicant seeks to correct his or her FBI criminal history record information (CHRI).
11. Before a person's conditional employment is terminated as a result of the person's CHRI, the District shall inform the person whose conditional employment is subject to termination that the criminal background report reveals a conviction which prohibits the District from employing the person, and inform the person of his or her right to appeal the accuracy or completeness of the CHRI to the SDDCI or FBI. Employees shall be afforded procedural due process consistent with their employment status (i.e., whether the person is an employee-at-will, a school-year employee, or a ten month or twelve month employee) should termination of conditional employment be a possibility following the District's receipt of the CHRI.
12. All employees and other persons required to submit to a criminal background check pursuant to this policy must notify the district in writing if they are convicted of any offense of domestic violence, child abuse, sex offense, drug (including marijuana) or any felony offense. This notification must be made as soon as possible, but no later than five business days after the event.
13. The District reserves the right to require any employee or volunteer to submit to additional criminal background checks at the district's expense. The district reserves the right to require any employee of an entity which provides the District direct or indirect student services to submit to additional criminal background checks which shall be at the entity's or person's expense.
14. As required by state law, SDCL 13-10-15, if, as the result of a criminal conviction the school board suspends an employee without pay, or an employee resigns, or an employee is terminated, the superintendent shall within ten days of the date of the suspension or the date the employment is severed report the circumstances and the name of the employee to the S.D. Department of Education.

Disqualifying Events:

For purposes of this policy, the term conviction means a plea or verdict of guilty or a conviction following a plea of nolo contendere (no contest) in this state or any other state. No person may be employed by the District, either directly or by contract, and no person employed by a contract provider and who would have direct student responsibilities may provide direct student services, if the person has been convicted of a:

- **Crimes of Violence:** murder, manslaughter, rape, aggravated assault, riot, robbery, burglary in the first degree, arson, kidnapping, felony child abuse, or any other felony in the commission of which the perpetrator used force, or was armed with a dangerous weapon, or used any explosive or destructive device.
- **Sex Crimes:** include but are not limited to rape; felony sexual contact with a minor under sixteen; sexual contact with a person incapable of consenting; aiding or abetting sexual abuse as defined in Board Policy ACAB; possessing, manufacturing, or distributing child pornography; or any sexual exploitation of a minor.
- **Drug Related:** Possession, distribution or trafficking a controlled substances or distribution of marijuana.
- **Moral Turpitude:** Moral turpitude is defined “an act done contrary to justice, honesty, principle, or good morals, as well as an act of baseness, vileness, or depravity in the private and social duties which a person owes to his fellow man or to society in general.

Confidentiality and Security

1. Information received by the district pursuant to a criminal background check is confidential. Only authorized persons within the district may access, view or use CHRI. Authorized persons may not share or otherwise disclose information contained in CHRI to unauthorized persons unless explicitly allowed for in this procedure.
2. Unless otherwise allowed by law, the District will only use this information for the district's internal purposes in determining the suitability of an applicant, employee, or other worker on district property.
3. The district may note in an employee's or applicant's personnel file that a background check was completed and if the person was disqualified by the CHRI for employment or assignment. The District will keep the CHRI in a separate file in a location that is only accessible to persons who need to know the information to carry out their responsibilities with the District.
4. Individuals that have access to CHRI will receive CJIS security training provided by SD DCI. Once the individual has completed the CJIS online training and has taken the test each individual will receive and acknowledge in writing the receipt of the following: (1) User Rules of Behavior Acknowledgement form, (2) CHRI Disciplinary Policy, and (3) Acknowledgment Statement of Misuse. The District will keep a copy of the signed documents in each individual’s personnel file.
5. The District will not disseminate CHRI across state lines.
6. FBI rules prohibit the District from providing a copy of the FBI CHRI to the person who is the subject of the criminal background check.
7. The District will not provide auditors access to CHRI unless the auditor is authorized by the SDDCI or the FBI.
8. The results of the background investigation done by the District shall be transferred to another South Dakota public school district if the other public school district, or current District employee, submits a written request to the District that the results be transferred to the other public school district. The District employee who was the subject of the criminal background investigation must sign a written release authorizing the transfer. The information can only be sent by U.S. Mail.
9. Employees who fail to keep background check results confidential or fail to follow this policy or any laws or rules regarding the access, receipt, use or dissemination of CHRI as required by law will be subject to disciplinary action up to and including termination. Unauthorized requests, receipts, release, interception, dissemination or discussion of CHRI may also result in criminal prosecution.

Updated: July, 2019

NONCRIMINAL JUSTICE APPLICANT'S PRIVACY RIGHTS

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

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

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

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

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

GCPD

SUPSENSION WITHOUT PAY AND DISMISSAL OF PROFESSIONAL STAFF MEMBER

Suspension without pay and dismissal of professional staff members is the responsibility of the Board and will conform with the conditions and procedures specified in state law.

An employee may be suspended without pay or an employee's contract may be terminated at any time, or non-renewed in the case of continuing contract status, for just cause including:

- plain violation of contract;
- gross immorality;
- incompetency or neglect of duty;
- poor performance;
- unprofessional conduct;
- insubordination;
- violation of any policy or regulation of the school district;
- neglect.

The Superintendent will give notice of the intent to recommend suspension without pay or termination. The notice must specify the grounds for the recommendation, and inform the right to request a hearing.

Legal Reference: 13-43-6.1

Adoption Date: September 13, 2016

GCPDA

PROFESSIONAL STAFF MEMBER ADMINISTRATIVE LEAVE WITH PAY

The placement of a professional staff member on administrative leave with pay will be governed by the applicable collective bargaining agreement. In the absence of an applicable collective bargaining agreement provision, this policy will apply.

When there is reasonable cause to suspect employee 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, the employee may be placed on paid administrative leave by the superintendent. Placement on paid administrative leave is for the purpose of stabilizing the situation and shall not constitute disciplinary action taken by the employer. While on paid administrative leave the employee will be temporarily disengaged from their responsibilities until the matter which resulted in the placement on paid administrative leave is concluded. An employee on paid administrative leave shall continue to receive all benefits of employment. The employee on paid administrative leave may subsequently be reinstated to his/her responsibilities or be notified of a recommendation that he/she be suspended without pay or a recommendation that his/her employment with the District be terminated

Adoption Date: September 13, 2016

GDB

NON-CERTIFIED CONTRACTS AND COMPENSATION

Non-certified staff employees are employees-at-will pursuant to SDCL 6-4-4 (i.e., an employment having no specified term may be terminated at the will of either party on notice to the other, unless otherwise provided by statute).

Non-certified staff employment contracts will identify the employee's hourly rate of pay. Any reference to pay on a monthly basis or over a nine or twelve month period is given in order that the employee may be aware of the monthly and annual compensation should neither party terminate the contract. The Employment Agreement will additionally identify applicable employment benefits. Non-certified staff employees shall not work in excess of forty (40) hours per work week without prior written approval from employee's supervisor.

The Board will establish the rate of pay for the full-time, part-time and substitute support staff, including secretarial staff, aides, custodians, maintenance, bus drivers and cafeteria workers.

In establishing salaries for support staff personnel, the Board will take into account the responsibilities of the position, the qualifications needed, past experience of the individual, and years of service in the district.

Legal Reference: SDCL 6-4-4
Adoption Date: September 13, 2016

HA

NEGOTIATIONS GOALS

The Board recognizes that education is a public trust; it therefore is dedicated to providing the best possible educational opportunities for the young people of this community. In negotiations, this objective may be best attained if there is a climate of mutual trust and understanding between the negotiating parties.

The Board believes that public education will be served by establishing procedures that provide an orderly method for the Board and representatives of the staff to discuss matters of common interest.

It is further recognized that nothing in negotiations should compromise the Board's legal responsibilities, nor should any employee's statutory rights and privileges be impaired.

Adoption Date: November 13, 1990
Board Action: 91.103

HB

NEGOTIATIONS LEGAL STATUS

The Board negotiates salary and other conditions of employment with employee groups, subject to requirements and limitations set forth in the state law. Under the South Dakota Compiled Laws, public employees—including members of the teaching profession—may join or refuse to join, without prejudice, any organization for professional or economic improvement.

Representatives of the teachers and the Board will meet at reasonable times to negotiate with respect to rates of pay, wages, hours of employment, and other conditions of employment; to confer in good faith; and to attempt to negotiate an agreement.

Support personnel are given the right to organize and to join any employee organization and to bargain collectively through representatives of their own choosing. The Board has the duty to confer in good faith with respect to wages, hours, and other conditions of employment, and to attempt to negotiate an agreement.

These laws state further that anything therein "does not compel either party to agree to a proposal or require the making of a concession."

LEGAL REFS.: SDCL 3-18-2; 3-19-3; 3-18-8
Adoption Date: November 13, 1990
Board Action: 91.103

HCDE

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 a 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 student's 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 acknowledgement 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 medical cannabis.

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 a 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.
Adoption Date: 11/8/21

HD

SCHOOL BOARD NEGOTIATING POWERS AND DUTIES
The Board has a duty to bargain in good faith with recognized staff units on wages and other conditions of employment. It also has the privilege to refuse to negotiate in certain areas.

The Board will not:
1. Interfere with, restrain, or coerce employees in the exercise of their right to organize.
2. Dominate, interfere or assist with the formation, existence, or administration of any employees' bargaining agent, or contribute to its financial support.
3. Discriminate in employment or tenure or in any condition of employment to encourage or discourage membership in any employment organization.
4. Discharge or discriminate with regard to any employee because he/she signed or filed any affidavit, petition, or complaint pursuant to the negotiations law.
5. Refuse to negotiate in good faith.
6. Fair or refuse to comply with any provision of state law relating to negotiations.

LEGAL REF.: SDCL 3-18-3.1
Adoption Date: November 13, 1990
Board Action: 91.103

HE

BOARD NEGOTIATING AGENTS
The Board is ultimately responsible for negotiating with employee units. Prior to commencement of any negotiations, the Board will decide whether to appoint a labor lawyer, a professional negotiator, or a representative from within the school district to serve as the Board's chief negotiator. The balance of the Board's negotiating team will be appointed by the Board. Not more than three Board members will be included on the negotiating team. Other Board members may be appointed as alternates. The chief negotiator will select an alternate to fill a team vacancy. The fee or salary for a professional negotiator will be established by the Board at the time of appointment.

Negotiations will be conducted only as directed by the Board. No agreement will be effective until the Board has accepted it and officially designated its representatives to sign it.

The superintendent will act in an advisory capacity to assist the negotiating agents with clarification of the rules and regulations of the district. He/she may be asked to take notes of the negotiations for the Board.

Adoption Date: November 13, 1990
Board Action: 91.103

HE-R

BOARD NEGOTIATING AGENTS
<u>Appointment of a Professional Negotiator</u>

The negotiator's fees or salary will be established at the time of appointment.

The duties of the negotiator will be mutually agreed upon, and may include the following:
1. Serve as chief spokesperson in negotiations with recognized bargaining units to arrive at a mutually satisfactory agreement on wages, hours, and working conditions of employees represented by the units, and at any fact finding proceedings related thereto.
2. Direct accumulation of necessary data needed for negotiations, such as comparative information.
3. Follow guidelines set forth by the Board as to acceptable agreements and will report on the progress of negotiations.
4. Make recommendations to the Board as to acceptable agreements.
5. Interpret the signed negotiated agreements to administrators.
6. Serve as the official designee of the superintendent when the grievance procedure reaches the level of the superintendent.
7. Plan, organize, direct, and represent the district in arbitrations involving agreements.

Adoption Date: November 13, 1990
Board Action: 91.103

HG

STAFF NEGOTIATING ORGANIZATIONS
The following organizations have been recognized as the official representatives of the various classifications of employees in the district for negotiating with the Board:

---Canton Education Association: Representing those employees defined as teachers.

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

Adoption Date: November 13, 1990
Board Action: 91.103

HH

PRIVILEGES/RESPONSIBILITIES OF STAFF NEGOTIATING ORGANIZATIONS
In accordance with state law, recognized employee organizations or their agents will not:
1. Restrain or coerce an employee in the exercise of the rights guaranteed to the employee by state law.
2. Restrain or coerce an employer in the selection of his representative for the purpose of negotiating or the adjustment of a grievance.
3. Cause or attempt to cause an employer to discriminate against an employee due to membership or nonmembership in an employee organization, or to whom membership in such organization has been denied or terminated for some reason.
4. Refuse to negotiate collectively in good faith with an employer.

Established by law

LEGAL REF.: SDCL 3-18-3.2; 3-18-3.3
Adoption Date: November 13, 1990
Board Action: 91.103

HJ

NEGOTIATIONS PROCEDURES

Following the granting of recognition to an organization to represent an employee unit, the Board, through its designated representatives, will meet with the representatives of the organization to negotiate and attempt to reach agreement on matters pertaining to salaries, terms, and conditions of employment, and processing of alleged grievances.

Initiation of Negotiations. The Board will make an effort to begin negotiations well in advance of contract issuance. A written request to begin negotiations will be sent to the employee unit representatives, and reasonable time will be given to the representatives to respond to the Board's request.

Time and Place of Negotiations. Negotiations meetings will be scheduled at times which will interfere least with t\school schedules and the educational program. They will be conducted at times and places mutually agreeable to the negotiators named by each team. At the first meeting, the date and location of the subsequent meeting will be scheduled, and so on. Meeting schedules will be realistic.

Conduct of Negotiations. Individual Board members cannot negotiate privately with representatives of any employee unit. Each negotiating team will be limited to a specific number of individuals determined jointly by the Board and the negotiating organization.

During negotiations, the representatives of the Board and the organizations will present relevant data, exchange points-of-view, and make proposals and counterproposals. Upon the request of either team, the other will make available for inspection its records and data pertinent to the subject of negotiations.

Formal negotiations meetings will be conducted in open session, unless closed session is jointly agreed upon by the negotiating teams.

It is the responsibility of each negotiations team to keep its own records of the proceedings. No electronic recording devices will be allowed by the Board.

If one team calls for a caucus, that team will move to another location for its caucus. Each team will determine which representatives may be present at its caucus.

Communications. Press releases regarding negotiations progress are the responsibility of each team. The teams may agree to issue joint releases. The Board will have the responsibility of communicating on a continuous basis to the community.

Reaching Agreement. All tentative agreements will be written and initialed by spokespersons of the respective negotiating teams. Agreements will be tentative until approved by the employee organization and adopted by the Board.

CONTACT REFS.: Teachers' Agreement
Classified Employees' Agreement
Adoption Date: November 13, 1990
Board Action: 91.103

GUIDELINES FOR NEGOTIATIONS

1. Salary and other financial comparisons between the current budget year and the upcoming budget year shall be based on the assumption that all the staff employed for current budget year will be re-employed for the upcoming budget year with one additional year of service.
2. Prior to the start of the negotiations process for the upcoming budget year, both parties shall agree on the financial and other numbers related current budget year.
3. All proposals for changing, adding, or deleting from the existing agreement shall be presented in writing by either party to the negotiations process. No proposals by either party shall be considered until it is presented in writing. An ongoing, written record of the progress of the official positions of both parties shall be kept through the course of the negotiation process.

4. Even though tentative agreement may have been reached on one or more individual items being negotiated, final agreement has not been reached on any of them until final agreement has been reached on all items.
5. For the entire period of time during which negotiations are being conducted, information concerning the progress of the negotiations process to be released to the media, or any other entity outside the school district, shall be jointly approved by both parties to the negotiations.
6. Either party may request a caucus at any time during the negotiations process.
7. Although invited observers may attend negotiations sessions, only official appointed members of either negotiating team may participate in the discussion.
8. Face-to-face discussions within the negotiations process shall remain civil and as amicable as possible, keeping in mind that throughout the negotiations process, and especially once agreement has been reached, both parties are part of the same team dedicated to educating the youngsters within the Canton School District.

Adoption Date: October 8, 2001
Board Action: 02.37

HL

PRELIMINARY NEGOTIATED AGREEMENT DISPOSITION
If a tentative settlement is reached between an employee organization and the Board, the designated representatives of both parties will recommend ratification by their respective groups. If either the Board or the employee organization membership fails to ratify the tentative agreement, negotiations will be continued in an effort to work out differences locally, prior to declaring impasse and commencing conciliation or fact-finding procedures.

LEGAL REF.: SDCL 3-18-7
Adoption Date: November 13, 1990
Board Action: 91.103

HN

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

If neither party requests intervention by the Division of Labor and Management within 10 days after impasse is reached, the Board will assume negotiations are completed and will institute the provisions of the Board's last offer.

Within five days of receipt of a fact-finders report, both parties will meet to discuss the report.

In case of failure to reach agreement after full use of conciliation and mediation, the Board will be responsible to make such decisions necessary for the operation of the school system.

LEGAL REFS.: SDCL 3-18-8.1
60-10-1; 60-10-2
Adoption Date: November 13, 1990
Board Action: 91.103

HO

STAFF JOB ACTIONS
By state law, it is illegal for any employee of the district to engage in a strike, withhold services, be absent without leave or authorization, or decline to perform all of his/her duties and responsibilities.

So that the educational programs of the district will function without interruption, the Board will ensure that contracts that are in force with the district are fulfilled. If necessary, legal recourse will be taken by the Board to fulfill its obligations and responsibilities to the citizens of the district.

Any employee who is disruptive to the educational programs of the district and/or violates the provisions of their contract with the district is subject to the legal recourses available to the Board.

It is the responsibility of every administrator to ensure that the obligations and responsibilities of the Board are fulfilled as the Board directs.

LEGAL REFS.: SDCL 3-18-9 through 3-18-17
Adoption Date: November 13, 1990
Board Action: 91.103

IA

DISTRICT EDUCATIONAL PHILOSOPHY AND GOALS
PHILOSOPHY AND GOALS

The Canton School District shall provide students with an equal educational opportunity to receive a comprehensive education within his/her own limits, individual needs, and the resources available within the district. To this end, the educational program shall provide a sturdy foundation for personal growth in an effort to develop productive, contributing members for a democratic society.

To ensure that this philosophy is effectively implemented, the following goals shell serve as a basis for the educational program provided to the District's children:

1. To develop responsible citizens who learn to accept their individual rights and responsibilities respect the rights and views of others, and learn to work and lad within our democratic society.
2. To develop fundamental (basic) learning and life skills; which can be effectively used in school and in society. Fundamental and life skills shall include, but are not limited to: communications, mathematics, reading, listening, writing, and logical thought processes.
3. To promote an appreciation for, and an understanding of, the visual, performing, and spoken arts.
4. To develop appropriate life-long mental and physical health habits and to encourage a satisfying use of leisure time.
5. To provide students with an opportunity to develop as individuals, establish a well-defined personal values system, and acquire and polish the social and academic skills which form a foundation for a lifetime of learning.
6. To provide students with an opportunity to acquire knowledge and skills that contributes to an understanding of, and a respect for, the various cultures and civilizations of the world.
7. To encourage and motivate students to develop strong individual characters, apply the knowledge and skills they have acquired and establish appropriate problem solving and decision making processes.
8. To provide an educational program; which is designed to address the individual needs, interests, and abilities of the students and provides equal opportunities for success.

Adoption Date: May 14, 1990
Board Action: 90.183

IAA

HIGH SCHOOL PHILOSOPHY AND GOALS
PHILOSOPHY

Canton High School shall provide an educational program and a learning environment which are designed to foster personal growth and a positive self-image; prepare students for future learning experiences in post-secondary institutions and/or life after high school; and continue to promote an understanding of, and an appreciation for, the world in which we live. To those ends, the educational program offered to high school students shall emphasize the continued refinement and mastery of

learning and life skills and the continued exploration of new areas of knowledge, interests, and study as they develop into responsible young adults and contributing members in a democratic society.

GOALS

1. To promote the acquisition, refinement, and mastery of necessary knowledge, skills, and abilities in each of the academic and extracurricular areas which are a part of the educational program.
2. To provide a curriculum and learning environment which makes implementation of the district's educational philosophy and attainment of district and curriculum are goals possible.
3. To provide educational experiences which build on the knowledge, skills, and appreciation acquired in the elementary and junior high school programs in an effort to prepare high school students for successful living and learning experiences in post-secondary schools and/or their life in today's world.
4. To promote appropriate personal growth, development, and awareness in academic and extracurricular endeavors as the students continue to explore various aspects of the world in which they live.
5. To provide learning, research, and problem solving opportunities which allow students to identify individual talents and interests, acquire new knowledge and skills, and explore various methods for finding and reporting answers to questions and solving the problems which confront them.
6. To emphasize the importance of developing appropriate and acceptable self-evaluation skills and the ability to accept constructive criticism as a means for self-improvement.
7. To provide students with an opportunity to develop confidence in their ability to utilize the learning, social, and life skills they have acquired in order to ensure that they have the opportunity to reach their true potential and learn to appreciate the world around them.

Adoption Date: May 14, 1990
Board Action: 90.183

IAB

MIDDLE SCHOOL PHILOSOPHY AND GOALS

PHILOSOPHY

Canton Middle School shall provide an educational program and a learning environment which foster personal growth; serve as a bridge between elementary school and high school; and assist students in their transition from childhood, through adolescence, to adulthood. To this end, the total educational program provided to junior high students shall emphasize the refinement and mastery of basic educational and life skills and an exploration of new areas of knowledge, interest, and study.

GOALS

1. To promote the acquisition, refinement, and mastery of necessary skills and knowledge in each of the curricular and extracurricular areas offered by the educational program.
2. To provide students with a variety of appropriate learning experiences which are designed to expand their knowledge and interest base.
3. To promote appropriate personal growth, development, and awareness in academic and extracurricular endeavors as the students explore the world in which they live.
4. To provide learning, research, and problem solving opportunities which allow students to identify individual talents and interests, acquire new knowledge and skills, and explore various methods or finding answers to questions and solving the problems which confront them.
5. To provide educational experiences which build on the basic skills acquired in the elementary school program in an effort to prepare junior high students for successful learning experiences in high school and their life in today's world.
6. To provide a curriculum and environment; which makes implementation of the district's educational philosophy and attainment of district and curriculum area goals possible.

Adoption Date: May 14, 1990
Board Action: 90.183

CANTON ELEMENTARY SCHOOLS
PHILOSOPHY AND GOALS STATEMENT

Canton Elementary Schools have been established to provide for the educational, physical, emotional, psychological, social, moral, ethical and personal needs of the students they serve. To achieve this goal, the elementary schools' philosophy shall include the following:

The elementary schools will provide a variety of learning experiences that foster concrete and relevant applications of learning experiences. This learning will promote an understanding of themselves and their present and future environment.

The elementary schools will provide a learning environment in which students can demonstrate leadership and citizenship and apply these to their community, school, family and personal lives. They will also develop the ability to distinguish between right and wrong and examine their own conduct and its relationship to the society in which they live.

The elementary schools will recognize the ability of each student and strive to provide equal opportunity for them to succeed at the appropriate level. The students will develop an understanding the respect for those cultural, racial, social and religious differences among themselves and other generations in their society. The school will work with parents/guardians to provide assistance, guidance and a curriculum that is strong in basic skills that will encourage students to perform to the best of their ability.

The elementary schools will encourage students to gain an understanding of their self-worth self-confidence, positive attitudes, goal setting skills, feelings, personal dignity, the productive use of leisure time and how the development of the foundations of these skills affect the quality and conduct of their lives.

Mutual efforts and cooperation of students, parent/guardians, teachers, administrators, other staff members, school board, and the entire community are vital and necessary for the accomplishment of these goals. This is the purpose and the challenge for the Canton Elementary Schools.

Adoption Date: May 14, 1990
Board Action: 90.183

IB

ACADEMIC FREEDOM

Academic freedom may be defined as the right of qualified scholars in their own field of expertise to pursue the search for truth in its many forms, and to make public their methods and findings. It is the right of qualified teachers to encourage freedom of discussion of controversial questions in the classroom, and to develop in students a love of knowledge and a desire to search for truth. The teachers should keep in mind that academic freedom is not a guaranteed political right, but rather a necessary condition for the successful practice of the academic profession in a free society.

The board believes, however, that academic freedom also carries with it academic responsibility, which is determined by the basic ideals, goals, and institutions of the local community as they are expressed in the goals and objectives of the school district.

As a consequence of its responsibility to guarantee academic freedom to both students and teachers, the board expects that:

1. All classroom studies will be curriculum-related, and will be presented factually, objectively, and impartially.
2. Teachers will create and maintain an atmosphere of open-mindedness and tolerance.

3. Teachers will not attempt directory of indirectly to limit or control the students' judgment concerning any issue, but will make certain that full and fair consideration is given to the subject and that facts are carefully examined as to their accuracy and interpretation.

While the Board intends to protect teachers from any undue restraint that interferes with their classroom duties, the ultimate responsibility for determining curriculum, textbooks, and teaching methods must rest with the Board. It also expects that when controversial issues are presented, the maturity and intellectual grasp of students will be taken into account.

CROSS REF.: INB, Teaching About Controversial Issues
Adoption Date: May 14, 1990
Board Action: 90.183

IC/ICA

SCHOOL YEAR/SCHOOL CALENDAR
The school calendar for the ensuing year will be prepared by the superintendent and submitted to the Board for approval prior to July 1 of each year. The school calendar will meet or exceed the minimum number of instructional days required by law.

The calendar sets forth the days schools will be in session, holidays and vacation periods, in-service training days, teacher orientation days, and days of reports to parents, and other such designations as the superintendent of Board deems appropriate.

LEGAL REFS.: SDCL 13-26-1 through 13-26-6
CONTRACT REFS.: Teachers' Agreement
CROSS REF.: ID, School Day
NOTE: *Calendar Negotiation - Removed*
Adoption Date: May 14, 1990
Board Action: 90.183

ID

SCHOOL DAY
It is the responsibility of the Board to establish the beginning and dismissal times at the various schools levels. These hours will satisfy the time requirements established by state law.

The administration is authorized to make minor changes in opening and closing times to facilitate the scheduling of transportation; however, any major changes in schedules are subject to Board approval.

LEGAL REF.: SDCL 13-26-1
Adoption Date: May 14, 1990
Board Action: 90.183
IE

ORGANIZATION OF INSTRUCTION
The Board is responsible for public education, kindergarten through grade 12, throughout the district. It also has assumed responsibilities for community education and preschool services in the district.

The grouping and housing of instructional levels in school facilities throughout the district, and the administration of the instructional program, will be according to plans developed by the superintendent and the administrative staff and approved by the Board.

LEGAL REFS.: SDCL 13-33-3

ARSD 24:03:06:12
Adoption Date: May 14, 1990
Board Action: 90.183

IF

CURRICULUM DEVELOPMENT

Rapid social change, technological development, and expansion of knowledge are facts of contemporary life. Public education must respond appropriately. Therefore, it is imperative that individual schools, the school system as a whole and the Board continuously review and evaluate existing programs and practices, and adjust, modify, or change them as found advantageous in effectively meeting the needs of students and the expectations of the community. Therefore, the Board expects:

1. The administration and faculty to be perpetually sensitive to changing conditions that may require changes in curriculum.
2. All programs to be under continuous evaluation to see that they meet the needs of children.
3. The school system to undertake intensive curriculum evaluation and revision in certain areas from time to time as the need for this is demonstrated.

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

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

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

Adoption Date:
Board Action:

IFB

PILOT PROJECTS

The professional staff of the school district will be encouraged to seek improvement of the educational program of the schools through all appropriate means, including carefully designed experimental or pilot programs.

A pilot program is defined as a new major program, planned on a limited scale and implemented to determine the degree to which the program would be applicable for future large-scale district adoption. Pilot programs may be approved by the Board for one, two or three years. Board approval will be required to move any pilot program to regular status or to extend the approval time for pilot programs. Modifications of present programs are not considered to be pilot programs.

The superintendent will submit to the Board status reports and evaluations on all such programs at least once a year. The responsibility for conducting the evaluations will be assigned to persons other than those who have designed or carried out the program.

Adoption Date:
Board Action:

IFD

CURRICULUM ADOPTION

The Board will rely on its professional administrators to design and implement instructional programs and courses of study that will forward the educational goals of the school district.

The superintendent will have authority to approve new programs and courses of study after such changes have been thoroughly studied and found to support educational goals. The Board itself will consider, and officially adopt, new programs and courses only when they constitute an extensive alteration in instructional content or approach. (An example might be the adoption of an innovative sequential program in a basic subject-matter area for all elementary grades.)

However, the Board wishes to be informed of all new courses and substantive revisions in curriculum. It desires to receive reports on changes under consideration, and an annual report on programs and courses offered in the schools. Its acceptance of these annual reports, including a listing of the high school program studies, will constitute its official adoption of the curriculum.

Adoption Date:
Board Action:

IGA

BASIC INSTRUCTIONAL PROGRAM

The District shall provide instruction in conformity to the accreditation standards adopted by the South Dakota Board of Education Standards. Instruction shall be such that it promotes a mastery of the English language in oral and written communications. There shall also be regular courses of instruction in the Constitutions of the United States and the State of South Dakota.

Character development instruction shall be given to impress upon the minds of the students the importance of citizenship, patriotism, honesty, self-discipline, self-respect, sexual abstinence, respect for the contributions of minority and ethnic groups to the heritage of South Dakota, regard for the elderly, respect for authority.

Instruction in prenatal human growth and development shall be provided as part of the health or science curriculum, using resources recommended by the South Dakota Board of Education Standards.

The District shall incorporate within the curriculum those necessary CPR skills and utilize the resources and training available to assist school as identified by the Secretary of Education.

To provide the required cardiopulmonary resuscitation (CPR) skills instruction, the District shall use either of the following:

1. An instructional program developed by the American Heart Association or the American Red Cross; or

2. An instructional program that is nationally recognized and based on the most current American Heart Association guidelines for CPR and emergency cardiovascular care.

The use of hands-on practicing to support cognitive learning in order to perform hands-only CPR and in the use of an AED shall be incorporated into the instruction.

A certified teacher is not required to be an authorized CPR or AED instructor to facilitate, provide, or oversee the CPR instruction. However, any CPR course that results in the students earning a CPR course completion card shall be taught by an authorized CPR or AED instructor.

LEGAL REFS.: SDCL 13-3-48
13-33-1; 13-33-11
ARSD 24:03:06:01; 24:03:06:03; 24:03:06:07; 24:03:06:08; 24:03:06:09
Adoption Date: May 14, 1990
Board Action: 90.183
Updated: August 2026

IGAA

CANTON SCHOOL DISTRICT CITIZENSHIP EDUCATION

It is a prime responsibility of the district to help students understand, appreciate, and feel a responsibility to perpetuate our American heritage, customs, traditions, and ideals. Therefore, the Board directs that students will be instructed in the history and the Constitution of the United States, the history and constitution of the state of South Dakota, and the general principles of free government so they can comprehend the rights, duties, and dignity of American citizenship. Also, students will be instructed on the proper manner to honor, respect, and display the flag of the United States.

The following citizenship education activities will be made available at the appropriate grade level on a regular basis:

Learning and reciting the Pledge of Allegiance.
Learning and singing a variety of patriotic songs, including the National Anthem.
Listening to or reading stories about famous and/or historical facts or events.
Participating in student government activities.
Participating in a wide variety of local, state, and national government classroom simulations that include, but are not limited to mock elections, mock trials, and/or mock legislatures.
Participating in patriotic exercises and observances in the classroom and/or in conjunction with school programs and events deemed appropriate for the occasion.
Participating in any other activity that will lead to making students aware of their responsibility for the preservation of a free and democratic society as citizens of the United States.

Individual staff members who wish to provide a citizenship program different from the activities outlined above should submit such programs in writing to the building administrator in charge of instruction.

LEGAL REFS.: SDCL 13-33-4; 13-33-5; 13-33-12; 13-33-13
CROSS REF.: INDA, Patriotic Exercises
Adoption Date: May 14, 1990
Board Action: 90.183

IGAB

HUMAN RELATIONS EDUCATION

(Moral Instruction)

Although the home and the church, as well as other community institutions, play an important role in contributing to the moral attitude of students, the Board recognizes that the schools may also influence a student's attitude and thinking.

In accordance with state law, the district will provide special moral instruction intended to impress upon the minds of students the importance of truthfulness, temperance, purity, public spirit, patriotism, respect for honest labor, obedience to parents, respect for the contributions of minority and ethnic groups to the heritage of South Dakota, and due deference to old age.

In developing curriculum for various courses, the superintendent and the professional staff will keep in mind lessons which can contribute to the moral instruction of the students. In addition, through the

performance of their own activities staff members should keep in mind that they serve as role models for the students, and instruct students in these areas.

The Board will encourage parents and other community members to join them in providing guidance to students to enable them to develop their own code of ethics.

LEGAL REFS.: SDCL 13-33-5; 13-33-6
Adoption Date: May 14, 1990
Board Action: 90.183

IGAC

TEACHING ABOUT RELIGION

The Board recognizes that religious education is the responsibility of the home and church. Within the school district, neither the Board nor any of its employees will promote any particular religious belief or non belief. All students and staff members will be encouraged to appreciate and be tolerant of an individual's religious views. In the spirit of tolerance, students and staff members may be excused from participating in school activities—such as holiday assembly programs—which may be contrary to their religious beliefs.

The Board, however, realizes the importance of religion in history, culture, and the arts cannot be ignored and should have a place in education. A distinction will be made, however, between the studies as part of the curriculum and the celebration of religious holidays in a manner that is devotional, or doctrinal, or both. The distinction rests on whether the purpose or effect of such practices is the advancement of religion.

All efforts will be made to make opening prayers, invocations, benedictions, etc., ecumenical in nature at all school events when such prayers are appropriate.

The superintendent will develop administrative regulations what will include guidelines which are in consonance with the philosophy that religion in the schools must be educational in nature, and that the schools must be sensitive to all beliefs.

LEGAL REF.: SDCL 13-33-9
Adoption Date: May 14, 1990
Board Action: 90.183

IGAD

OCCUPATIONAL EDUCATION

Consistent with its commitment to meet the instructional needs of students, the Board recognizes that the goal of occupational-vocational education is to develop productive citizens. In meeting this goal, it is essential to provide the district's students with necessary decision-making and job-entry level skills.

Occupational-vocational education will be an integral part of the general curriculum in the high school, and also will be provided for post-secondary and adult students. The rules and regulations for carrying out an efficient occupational-vocational program will be in accordance with those established by the State Board of Vocational Education. The program will be geared to technological and economic conditions and changes and, as a core component of comprehensive education, will share with other aspects of the high school curriculum the purpose of development of character and attitudes as well as skills.

In an effort to meet the occupational-vocational training needs of regular high school students, adults, post-secondary students, and others identified by their needs, the district may provide programs in the following educational areas:

1. Agricultural.
2. Business and office.
3. Health occupations.
4. Home economics.

5. Trade and industrial.
6. Available testing such ASVAB—Armed Services Vocational Battery.
7. JPTA – Job Partnership Training Act.

Guidance and counseling services will be provided each occupational-vocational student throughout his/her program and when the time comes for placement in his/her chosen career.

LEGAL REFS.: SDCL 13-39.1.2 et seq.
ARSD Chapter 61:13:14
CROSS REF.: LBB, Cooperative Educational Programs
NOTE: *In accordance with state law, a school district may contract for any service in connection with programs for occupational-vocational training of residents within the district. See SDCL 13-39-27.*

In addition, school boards of two or more school districts may submit to the State Board of Vocational Education a proposed plan to establish a multidistrict secondary occupational-vocational education center. Upon approval of the Board of Vocational Education, all participating school districts must enter an agreement of participation which must receive a vote of approval of the school board of each participating district. This multi-district secondary occupational-vocational education center will be operated by a center board, consisting of members of the boards of the participating school districts, and appointed by their respective school boards.

These multi-districts are subject to the rules adopted by the State Board and to the same statutory requirements as school districts. The center board has the same power, authority, responsibility, and obligations as a school board, except for the authority to levy taxes and issue bonds.

A school district that contracts for occupational-vocational services, of that participates in a multidistrict occupational-vocational education center, should indicate such in its policy statement under this code.

This category also may be used for career education, vocational education, or both. If you do not wish to combine policies in these areas, add a new sub-code to the IGAD sequence for file purposes. The first available sub-code for a locally devised category is IGADB*.

Adoption Date: May 14, 1990
Board Action: 90.183

IGAF

PHYSICAL EDUCATION

It is the Board's belief that the following basic aims and objectives of the physical education program will contribute to the following goals:

1. Aiding the development of the entire student so that a well-trained mind may function properly in a healthy body.
2. Encouraging student participation in vigorous physical activity while in school and to teach the skills of those activities so that they will have a carry-over value from later activities in everyday life.
3. Increasing appreciation of physical fitness and its importance in regard to good health.
4. Impressing upon students the importance of integrating one's mind, body, and attitude in preparing to face the obligations of complex society.

Adoption Date: May 14, 1990
Board Action: 90.183

IGAG

TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO

The Board views with grave concern the serious implications of drug, alcohol, and tobacco use by young people in the school district. In keeping with its primary responsibility—the education of youth—the Board charges the professional staff of the district to continue to investigate the causes of student and school staff involvement with drugs and alcohol, and to develop suitable preventive measures however and whenever feasible.

The Board and the professional staff will continue to seek ways to educate students and school staff of the district about the dangers of the illegal use of drugs and the abuse of alcohol; they will support the majority of our students and staff who are resisting such use. Instructional units will include sessions about the causes and effects of drugs and alcohol abuse, especially in young people.

The following objectives must be realized if the goal of minimizing drug and alcohol abuse is to be achieved:

1. Students must be encouraged to identify the problem and its causes, and to organize to solve it.
2. They should understand the nature of legal and illegal drugs.
3. They must be encouraged to develop a set of values and behavioral insights which will give them a deeper understanding of themselves and society.
4. They must be encouraged to identify the variety of alternative forms of behavior, other than drug or alcohol abuse, which are available to satisfy their needs.
5. They must be encouraged to make constructive decisions concerning the use of drugs and alcohol.

While the Board in no way condones the abuse of illegal or harmful substances, it is in the interest of students and staff health that an “ombudsman” climate be created in the schools so that people with problems may seek and receive help.

CROSS REFS.: JFCH, Alcohol Use by Students
JFCI, Drug Abuse by Students
Adoption Date: May 14, 1990
Board Action: 90.183

IGAH/IGAI

FAMILY LIFE/SEX EDUCATION

The Board believes that the purpose of family life and sex education is to help students acquire factual knowledge, attitudes, and values that will result in behavior that contributes to the well-being of the individual, the family, and society.

Helping students attain a mature and responsible attitude toward human sexuality is a continuous task of every generation. Parents have the prime responsibility to assist their children in developing moral values. The schools should support and supplement parents’ efforts in these areas by offering students factual information and opportunities to discuss concerns, issues, and attitudes inherent in family life and sexual behavior, including traditional moral values.

In addition to the requirements listed below, the customary policies and regulations concerning the approval of new curriculum content, units, and materials will apply to any course(s) dealing with family life and sex education offered by the district:

1. Instructional materials to be used in family life/sex education will be available for review by the parent of guardian during school hours.
2. If, after review of materials used and a conference with the instructor and principal, a parent requests that his child not participate in a given aspect of the course, an alternate educational assignment will be arranged for the student with the approval of the principal.
3. Teachers who provide instruction in family life/sex education will have professional preparation in the subject area, either through preservice or in-service education.

Adoption Date: May 14, 1990
Board Action: 90.183

CANTON SCHOOL DISTRICT WELLNESS POLICY

Wellness Council Members:

Superintendent
Elementary Principal
Middle/High School Principal
Food Service Manager
School Nurse
Physical Education Teacher
Teacher/Student Council Advisor
Student Council President
School Board Chairman
Parent/Community Member

Rationale

Studies show that students who eat breakfast have better nutrition, fewer sick days, fewer disruptive behaviors, and better school performance. In addition, the increasing rates of overweight and obesity among youth threaten to jeopardize the future health and productivity of our children. Will academic success become more and more difficult for students to attain as lifestyle choices diminish a child's ability to learn? Will the students of today be the first generation to have a shorter life expectancy than their parents? Do over nourished and malnourished children face similar adversities?

Belief Statement

The Canton School District believes that a healthy school environment goes beyond school meals in the cafeteria. Living a healthy lifestyle and maintaining a healthy weight requires a combination of healthy food choices, knowledge of nutrition, and appropriate amounts of physical activity. Because of this, nutrition education and physical activity should be incorporated into the school day whenever possible. The Canton School District also believes that the healthy, nutritionally astute, and physically active child is more likely to be academically successful.

Policy Implementation

The Wellness Committee will meet annually to review the Wellness Policy, determine any needs, develop goals and objectives, and assess the effectiveness of the Wellness Plan. It shall be the responsibility of the Canton School Nurse to communicate progress made towards the goals/objectives set by the Wellness Council to all stakeholders in the Canton School District.

Wellness Components

The Wellness Policy of the Canton School District addresses four main components of wellness:

1. Nutrition Education
2. Physical Activity and Physical Education
3. Nutrition Standards
4. Other School-Based Activities.

Nutrition Education Component

Nutrition Education Goal

The primary goal of nutrition education is to provide students with the knowledge and skills necessary to promote their health and, in turn, influence students' lifelong eating behaviors. To address this component, nutrition education will be integrated into the existing curriculums throughout the various grade levels. Nutrition promotions are messages targeted to a specific audience to inspire/motivate them to take action and will be incorporated into the school day as often as possible.

Nutrition Education Guidelines

- Nutrition education provides consistent scientifically-based nutrition messages throughout the school, classrooms, cafeteria, home, community, and media.
- Nutrition education is part of health education classes and/or stand alone classes.
- Nutrition education is included in the scope and sequence of the curriculum in core subjects such as math, science, language arts, social sciences, and elective subjects.
- The school cafeteria serves as a "learning laboratory" to allow students to apply critical thinking skills taught in the classroom.
- Nutrition education follows the SD Health Education Standards and addresses nutrition concepts progressively in grades K through 12.
- Nutrition education provides enjoyable, developmentally appropriate, culturally relevant, and participatory activities (e.g. contests, promotions, taste testing, farm visits, and school gardens).
- Nutrition education offers information to families that encourages them to teach their children about health and nutrition.
- Nutrition education will be provided by staff members who are adequately prepared.

Physical Activity Component

Physical Activity Goal

The primary goal for the school's physical activity component is to provide opportunities for every student to develop the knowledge and skills for specific physical activities, maintain physical fitness, regularly participate in physical activity, reduce sedentary time and provide health education in order to instill an understanding of the short and long-term benefits of a physically active and healthful lifestyle.

Physical Activity Guidelines

- All students in grades K-5 will receive physical education a minimum of 60 minutes per week. Students in grades 6-8 will receive physical education on average minimum of 100 minutes per week. All high school students are required to complete the state mandated .5 credit of physical education. Students with disabilities and/or special health-care needs will be included in regular physical education classes to the extent possible.
- Students will spend at least 50% of physical education class time participating in moderate to vigorous physical activity.
- The physical education curriculum should demonstrate progression and sequence and be consistent with South Dakota and/or National Physical Education standards for Pre-K through grade 12.
- All physical education will be taught by a highly qualified physical education teacher as required by the SD Department of Education.
- Physical education classes teacher-to-student ratios should be equivalent to those of other subject area classes in the school.
- Student participation in other activities involving physical activity (e.g., interscholastic or intramural sports) will not be substituted for meeting the physical education requirement.
- Opportunities for physical activity are incorporated into other subject areas when feasible (e.g. math, language arts, science, and social studies).
- All elementary (K-5) school students will have at least 30 minutes a day of supervised recess, preferably outdoors, during which students are encouraged (verbally and through the provision of space and equipment) to engage in moderate to vigorous physical activity, unless excused by classroom teacher.
- When feasible, recess will occur prior to lunch to ensure appropriate healthful food intake.
- Recess or other physical activity will not be canceled in order to make up lost instructional time.
- Extended periods of inactivity, two hours or more, are discouraged. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, students will be given periodic breaks during which they are encouraged to stand and be moderately active.
- When appropriate, physical activity will be encouraged during transition, break, and free time.
- The Canton Middle/High School will offer interscholastic sports programs and other activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.
- The Canton School District will educate and encourage participation in community or club activities.
- After-school childcare and enrichment programs will provide and encourage (verbally and through the provision of space, equipment, and activities) daily periods of moderate to vigorous physical activity for

all participants. • When possible school spaces and facilities will be available to students, staff, and community members before, during, and after the school day; on weekends; and during school vacations. • Schools will educate the community, including parents and staff, about utilizing the facility. These spaces and facilities also will be available to community agencies and organizations offering physical activity and nutrition programs.
• Encourage active transportation (walking, biking, etc..) to and from school as healthy alternatives.

Nutrition Standards Component

Nutrition Standards Goal

Students' life-long eating habits are greatly influenced by the types of foods and beverages available to them. Foods of good nutritional content including fruits, vegetables, low-fat dairy foods, and low-fat grain products will be available wherever and whenever food is sold or otherwise offered at school during the normal school day. Examples may include a la carte, snacks, vending machines, fund raising activities, parties, celebrations, and other school-sponsored events.

Nutrition Standards Guidelines

Food Service Program and A La Carte

- The school food service program will operate in accordance with the National School Lunch Act and the Child Nutrition Act of 1996 as amended and with applicable laws and regulations of the state of South Dakota. All schools will comply with USDA regulations and state policies.
- Procedures will be in place for providing information to families, upon request, about the ingredients and nutritional values of the foods served.
- The Canton School District will offer varied and nutritious food choices that are consistent with the federal government's Dietary Guidelines for Americans.
- Menus will be planned with input from students, family members, and other school personnel and will take into account students' cultural norms and preferences.
- Students with special dietary needs (e.g. diabetes, celiac sprue, allergies,) will be accommodated as required by USDA regulation.
- A la Carte items available during the school day will meet the Standards for Food and Beverages set forth in this document.
- The food service department will not offer or serve extra portions unless sold as a la carte.

Eating Environment

- Students and staff will have adequate space to eat meals in clean, safe, and pleasant surroundings and will have adequate time (seat time of 10 minutes for breakfast and 20 minutes for lunch).
- Lunch will be scheduled in the middle of the school day as possible to eat, relax and socialize.
- Safe drinking water and convenient access to facilities for hand washing and oral hygiene will be available during all meal periods.

Snacks, Parties and Celebrations

- A daily milk break will be offered to all students in grades K-3.
- Schools will limit celebrations and/or parties that involve food during the school day. The Canton School District will disseminate a list of healthy party ideas to parents and teachers.
- Healthy choices of food and beverages that meet the Standards for Food and Beverages will be available at school sponsored events outside the school day.

Vending Machines and Concessions

- Food and beverages sold or served on school grounds or at school sponsored events during the normal school day will meet the Dietary Guidelines for Americans and the Standards for Food and Beverages.
- Vending machines that contain food items that do not meet the Standards for Food and Beverages will not be available to students during the school day.
- Vending services at the Middle School and High School level will consist of only nutritious beverages and snacks.
- Pop will not be allowed in any student-accessed vending machines.

- Healthy choices of food and beverages that meet the standards will be made available in concession stands at co-curricular and extra-curricular events that occur outside the school day.

Recommended Food and Beverage Items

Granola Bars	Whole-Grain Fruit Bars	Nut Mix
Trail Mix – plain	Fresh Fruits/Vegetables	Dried Fruits
Low Sodium Jerky	Low-Fat Yogurt	String Cheese
1% or Skim Milk	Frozen Fruit Bars	Plain Water

Allowable Food and Beverage Items

Nuts with Sugar Covering (honey-roasted)	Popcorn with Hydrogenated Fats
Animal/Graham Crackers	Pretzels
Low-Fat Ice Cream, Sherbet Bars	Peanut Butter and Crackers
Low-Fat Pudding	Baked Chips and/or Corn Nuts

Other School-Based Activities Component

Other School-Based Activities Goal

The Canton School District shall create an environment that provides and demonstrates consistent wellness messages, is conducive to healthy eating and being physically active, and contributes to forming healthy life-long habits for students, staff and community.

Other School-Based Activities Guidelines

Employee Wellness

- School Wellness Policy provides staff opportunities to participate in physical activities and healthy eating programs.
- School staff will serve as role models and will practice healthy eating, physical activity, and other activities that support staff and student wellness.

Professional Development

- The Canton School District will strive to provide ongoing professional development regarding the impact of nutrition and physical activity on academic performance to teachers, administrators and other staff members.
- The Canton School District will strive to provide nutrition and physical education for students, parents, and where appropriate, for community members.

Convenient and Safe Drinking Water

- The Canton School District will promote drinking water as an essential component of wellness by making drinking fountains available in convenient and varied locations throughout each building.
- The consumption of water will be encouraged throughout the school day.

Rewards, Incentives, Consequences

- Rewards and incentives will be given careful consideration as to the messages they send to the students receiving them. The use of food as a reward or incentive in the classroom will be limited, and other, more appropriate rewards may be used (e.g., free time, pencils, bookmarks).
- Food will not be withheld from students as a consequence for inappropriate behavior or poor academic performance.
- Withholding meal time will not be used as a punishment.

Fundraising

- All organization affiliated with the school must obtain approval from the central office before initiating any fundraising activities. An approval form is available on the school website.

- Organizations associated with the Canton School District that want to utilize food as part of their fundraiser will be encouraged to use items that support a healthy lifestyle (fruit/vegetable sales, meats, soup suppers, etc.)
- The sale of food or beverages as a fundraiser will not take place from one hour before and one hour after the breakfast and lunch service.
- The Canton School District will make available a list of ideas for healthy lifestyle fundraising activities.

Use of School Facilities Outside of School Hours

- School space and facilities will be made available to students, staff and community members outside the normal school days .
- The facilities will also be made available to community agencies and organizations offering physical activity and nutrition/health programs.
- The District will educate the community, including parents and staff, about utilizing the facility.
- School policies concerning safety will apply at all times.

Safe Routes to School

- The District will access and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school.
- When appropriate, the District will work collaboratively with other intergovernmental agencies to help promote safety. (Lockdown drills, fire drills, severe weather preparedness).
- The school district will encourage students to use public transportation when available and appropriate for travel to and from school.

Legal References

Child Nutrition and Women, Infants, and Children Reauthorization Act 2004
PL 108-265
The Healthy Hunger Free Kids Act of 2010

Board Action:

Adopted: May 9, 2006

IGBB

PROGRAMS FOR GIFTED STUDENTS

Students with superior academic ability will be given an opportunity for greater educational challenge by means of district programs for the gifted.

Academically gifted students are those who have been identified as being capable of more challenging work than that offered in the regular curriculum.

The parent or guardian of any gifted student must grant his/her consent as a prerequisite for the student's participation in the program for the gifted.

Included among offerings for gifted students may be:

Special classes organized for gifted students.
Special counseling or instruction outside regular classes.
Enrichment in regular classes.
Tutoring and correspondence course.
Advanced grade or class placement.
Attendance in college or junior college classes.

LEGAL REFS.: SDCL 13-33-14
ARSD 24:05:07:14
24:05:08:05

REF.: Policy JECCA

NOTE: *Programs for gifted children are mandated by state law for students in grades 1 - 12.*

Adoption Date: May 14, 1990
Board Action: 90.183

IGBC

Canton School District Policy on
Enrollment, Transportation, School of Origin,
And the Elimination of Barriers for Children or Youth
Experiencing Homelessness including Unaccompanied Youth

The Canton School District policy is to:

- Ensure the immediate enrollment of children or youth experiencing homelessness until all enrollment records may be secured, i.e. academic records, medical records, proof of residency, or other documentation.
- Keep a child or youth experiencing homelessness in the school of origin, except when doing so is contrary to the wishes of the child's or youth's parent or guardian.
- Ensure the elimination of stigmatization or segregated services and the elimination of other identified barriers for homeless children and youth.
- Provide children or youth experiencing homelessness with services comparable to services offered to other students in the school including the following:
    - Transportation services
    - Educational services for which the child or youth meets the eligibility criteria, such as services provided under Title 1 of the Elementary and Secondary Education Act of 1965 or similar State or local programs, education 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.

Adoption Date: July 13, 2009

IGBG

HOMEBOUND INSTRUCTION

The Board will provide, as appropriate, homebound instruction for students who are expected to be out of school for an extended period of time due to illness or injury, upon the request of the parents and with the approval of the family physician.

In each case, the physician must certify that the student will be unable to attend school for the length of time specified and that he/she is capable of receiving home instruction.

Upon the recommendation of the building principal to the superintendent, either a homebound instructor will be employed, or a classroom teacher will provide instruction after regular school hours with compensation set by the Board. Courses and methods of instruction will be consistent with those provided in the regular school setting.

Home instruction will be given only on those days when school is in session. The superintendent will approve each application before home instruction can commence.

Home instruction will be terminated when the student is capable of returning to school, based on recommendations of the student's parents, the family physician, and the homebound instructor.

Adoption Date: May 14, 1990
Board Action: 90.183

IGBH

ALTERNATIVE SCHOOL PROGRAMS

Some children have great difficulty coping with the conventional school program and, as a result, will drop out of school. Some children require more support and direct supervision than is reasonably available in conventional school settings. Some children require a special focus on life skills and an appropriate vocational involvement, along with a highly structured academic experience.

Therefore, the Board will provide alternative education programs where these needs have been identified, where establishment of such programs is feasible, and where the proposed programs fall within the function normally associated with the public school system.

These alternative educational programs will seek to provide an appropriate academic, social, and vocational experience to aid these young people either to reenter the regular school system, move into another educational setting, or prepare them for successful employment.

REF.: Policy JECE
Adoption Date: May 14, 1990
Board Action: 90.183

IGBI

Policy IGBI: ASSIGNMENT TO ALTERNATIVE SETTING

The Board or its designee may assign a student to an alternative setting to receive instruction when that student has displayed aggressive or violent behavior that disrupts the school or affects a health or safety factor of the school. This option may be utilized only when the school board or its designee determines the district's student discipline policies do not provide a sufficient option based on the student's actions and education needs. The assignment to such alternative setting may not limit open enrollment options or conflict with any IDEA or Section 504 provisions.
Adopted: August 2026

IGC

EXTENDED INSTRUCTIONAL PROGRAMS

The Board recognizes that learning can and does exist beyond the confines of the school walls, and that students may participate in diverse learning programs throughout the school year. Upon recommendation of the superintendent, the Board may award credit for promotion and/or graduation through the results of proficiency testing, correspondence courses, life experiences, work experiences, and other informal educational endeavors. In awarding credit for such programs and experiences, the Board will use the following guidelines:

1. That the course be accepted as responsive to the learner's needs.
2. That it be administered by pre-approved and responsible persons or organizations, which meet the standards for accreditation described in state law.
3. That the individual request has the approval of the building principal, and the superintendent.

LEGAL REFS.: ARSD 24:03:06:14
Adoption Date: May 14, 1990
Board Action: 90.183

IGCA

SUMMER SCHOOLS

The Board will conduct summer school sessions as a supplement to the instruction offered during the school year, when funding for such programs is available and the need is established.

In general, no tuition is charged students who are residents of the district; whose need for a summer program has been identified by teachers; and, who have been recommended for enrollment in the

program to the superintendent by the appropriate building principal. Special activities or programs for which a fee is to be charged may be conducted only with the approval of the Board and in compliance with state law.

The summer program will be designed to include enrichment, remedial, and recreational experiences.

Summer school will be under the direction of a summer school principal appointed by the Board. Teachers for summer sessions will be recruited from the district staff insofar as possible. The Board will set summer salaries and make appointments upon the recommendation of the superintendent.

LEGAL REF.: SDCL 13-33-3
Adoption Date: May 14, 1990
Board Action: 90.183

IGCB

ONLINE LEARNING

Online Learning includes both distance and virtual learning courses where students gain access to classes via the internet. Online learning provides instruction, assignments, assessments and other resources electronically to students who are not physically present in the traditional classroom setting.

A student enrolled in an online learning course may receive high school credit for work completed provided:

- The course is offered by an institution accredited by the state department of education or regional accrediting agencies similar to the North Central Association.
- The course is facilitated by a certified instructor.
- The curriculum taught aligns to the South Dakota Content Standards.
- The building principal approves the course in advance.

A student must be enrolled in the Canton School District before given access to an online course. Grades earned in an approved online course count towards a student's grade point average, class rank, and eligibility for athletic and extra-curricular activities. Students taking online classes are expected to use the state webmail system (www.K12.sd.us). In addition, students enrolled in any online program offered through the Canton School District are required to participate in all state mandated assessments.

To maintain instructional momentum, students are required to make adequate progress in their online courses. Any student who fails to earn one (1.0) unit of graduation credit per quarter will be placed on a "Plan for Success". The success plan will identify any obstacles to learning, an action plan including assistance to be offered, and a timeline for improvement. Students who fail to meet the requirements stipulated in the plan will be dropped from their specific online program.

Date adopted: August 11, 2014

IGCF

PRESCHOOL PROGRAMS

The Board recognizes the critical importance of the early years in determining the educational development of children. In so far as resources permit, and self-care needs of young children will be encouraged. In using resources, including available space, first priority will be assigned to the regular school program for grades K through 12.

Preschool school programs will meet all state requirements and follow a comprehensive, sequential curriculum which is geared to the individual child and emphasizes educational purposes. It will provide a variety of opportunities for growth in areas of language arts, mathematics, science, art, and music.

Eligibility will be limited to children who will be at least two and a half years old, and who live in the attendance areas of the specific schools included in the nursery school program. At the time of registration, parents or guardian of the child must submit a birth certificate and immunization record.

LEGAL REF.: ARSD 24:03:09:01 et seq.
Adoption Date: May 14, 1990
Board Action: 90.183

IGCD (Also LEB)

ADVANCED COLLEGE PLACEMENT

The Board recognizes that there may be some high school students who exhibit exceptional academic progress and who are capable of performing college-level work while enrolled in high school. In order to encourage these students to enroll in advanced courses.

Advanced placement courses may be offered by the district provided a sufficient number of students request a particular course and qualify for it, and that a staff member qualified to teach it is available.

If a particular course is not offered by the district, a qualified high school student may enroll in a college-level course offered by an approved nearby college or university, and may be released from high school attendance for such hours as required for the college course(s). If the student wishes to receive high school credit for the course, he/she may request permission from his/her principal, who will recommend to the superintendent that the course apply to high school graduation requirements.

Adoption Date: May 14, 1990
Board Action: 90.183

IGD

COCURRICULAR AND EXTRACURRICULAR ACTIVITIES

The Board, in the interest of affording students attending its schools the highest level of educational experience obtainable, believes that student activities are an essential part of deliberate education. Such activities form a logical adjunct to the required or general curriculum and the elective or special curriculum.

Recognizing that student activities are a legitimate part of the school program, the Board has established the following criteria which all student activity programs must meet:

1. Student activities must have educational value for students.
2. Student activities must be in balance with other curricular offerings in the schools.
3. Student activities must be managed in a professional manner.

The following guidelines will govern the student activities programs:

1. Student activities are those school activities that are voluntarily engaged in by students, have the approval of the school administration and are sponsored by the faculty, and do not carry credit toward promotion or graduation.
2. Each school, under the direction of the principal and professional staff, may have a student activity program. This program shall be designed to stimulate student growth and development by supplementing and enriching the curricular activities.
3. Each activity should be designed to contribute directly to the educational, civic, social, ethical and leadership development of students involved.
4. The student activity program should receive the same attention in terms of philosophy, objectives, social setting, organization, and evaluation that is given the regular school curriculum.
5. Each school may develop definite written guidelines and procedures regulating the creation, organization, administration, and dissolution of student activity programs.
6. The expenses involved in participating in any student activity and in the total program for a school year should be set so that a majority of the students may participate without financial strain.

7. Activities must be open to all students, regardless of race, religion, sex, national origin, or handicaps.
8. Activities must not place undue burdens upon students, teachers, or schools.
9. Activities should be held on nonschool time or at an appropriate designated school time.
10. Activities at any level should be unique, not duplications of others already in operation.

In addition to the above guidelines district high schools will abide by the rules and bylaws of the South Dakota High School Activities Association, (SDHSAA). Membership in the SDHSAA will be renewed annually by approval of the Board.

LEGAL REFS.: SDCL 13-36-4
ARSD 24:03:06:11
CROSS REF.: IDG subcodes (all relate to co-curricular and extracurricular activities)
Adoption Date: May 14, 1990
Board Action: 90.183

IGDA

STUDENT ORGANIZATIONS

Student organizations have an important place in the educational program of our schools. When properly organized and operated they:

1. Extend and reinforce the instructional program.
2. Give students practice in democratic self-government.
3. Build student moral and spirit of positive support for the school.
4. Honor outstanding student achievement.
5. Provide wholesome social and recreational activities.

In recognition of the potential educational value of student organizations, the Board authorizes the establishment of such according to the following guidelines:

1. The organization or club must have a regularly employed school staff member as an advisor.
2. The organization must have a direct relationship to or be an extension of some school class, area, or department.
3. The objectives of the organization must respond to an educational need of students in the public schools.
4. There must be enough student interest to warrant the formation or continuance of the organization.
5. The future status of an existing or proposed organization must be recommended by the school principal to the superintendent and then by the superintendent to the Board.

The Board will approve the formation or dissolution of all student organizations according to the above guidelines.

Adoption Date: May 14, 1990
Board Action: 90.183

IGDB

STUDENT PUBLICATIONS

Students will enjoy the constitutional rights of freedom of expression. They will have the right to express their views in speech, writing, or through any other medium or form of expression within limitations comparable to those imposed on all citizens but specifically designed for children and youth in a school setting.

The Board will encourage student publications not only because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism, but also because they provide an opportunity for students to express their views.

All student publications will be expected to comply with the rules for responsible journalism. This means that libelous statements, unfounded charges and accusations, obscenity, defamation of persons, false statements, material advocating racial or religious prejudice, hatred, violence, the breaking of laws and school regulations, or materials designed to disrupt the educational process will not be permitted.

The superintendent will establish guidelines that are in keeping with the above and provide for the review of the content of all student publications prior to their distribution.

Review of content prior to publication is not censorship, but part of the educational process as this concerns student publications. It can be pointed out to students, as it frequently is to journalists, that a publisher (in this case, the school system) enjoys freedom to determine what it will and will not publish.

Distribution of Literature

Students have a right to the distribution of literature on school grounds and in school buildings, except when the principal prohibits such distribution due to noncompliance with rules for responsible journalism. The principal may require that no literature be distributed unless a copy is submitted in advance.

The time, place, and manner of distribution of literature will be reasonably regulated by the principal.

Adoption Date: May 14, 1990
Board Action: 90.183

IGDD

STUDENT PERFORMANCES

The Board recognizes that worthy and appropriate educational values accrue from student participation in civic and community affairs. Teachers will be encouraged to provide students for public performance when:

1. Such performances fit both the aims of the schools and the needs of the students.
2. Such performances are free from the kinds of appeals, and pressures that limit the best development of participants.
3. No student is excluded because of race, color, creed, religion, sex, handicap, national origin, or ancestry.

Students may perform where admission fees are charged only if the proceeds are used by charitable, educational, or civic purposes. Payment for performances may be accepted by the school but not by the individual students. Costs directly related to performances, the supervision of the students, liability protection for the participants will be responsibilities of the school district.

Approval for all public performances will be given by the superintendent when the above criteria have been met.

Adoption Date: May 14, 1990
Board Action: 90.183

IGDF

STUDENT FUND-RAISING ACTIVITIES

Fund raising and money drives will not be encouraged unless there is justification for purpose and the need is adequate.

Justified fund-raising will be permitted for school classes or groups of students, under the sponsorship of a faculty member, provided they are approved by the superintendent and that benefits derived there from will be made available to all members of the class or group. Guidelines pertaining to fundraising activities follow:

1. A schedule of fundraising activities should be organized so that activities are spread evenly throughout the school year.
2. Fundraising products which are sold to the public should be of good quality and sold at a fair price.
3. A reasonable profit is made from a sale.
4. Product to be sold should be purchased locally, if the product is competitively priced with other vendors.

No project will be allowed that will involve the servitude of an individual.

No lottery will be permitted, including bingo.

There will be no solicitation of donations of any kind from students.

A categorical, itemized accounting of money raised at school or in connection with the school other than money deposited in the extracurricular account which is the responsibility of the building principals, will be submitted by the principal to the business manager, to be filed with the district financial records.

Adoption Date: May 14, 1990
Board Action: 90.183

IGDG

STUDENT ACTIVITIES FUNDS MANAGEMENT

The Board authorizes the establishment and maintenance of a student activity fund for each school which will be the only authorized depository fund for student clubs or organizations. The principal of the school will be responsible for the proper administration of the financial activities of each student activity account in accordance with the provisions of state law and appropriate accounting practices and procedures. All payments made from the student activity fund will have the prior approval of the faculty advisor and of the principal.

The annual school district audit will include an audit of student organization funds. Payment for the audit will be made from district funds.

Reserves will be limited to amounts estimated as necessary for the beginning of the following year's operation.

Money raised by student organizations must be expended for the benefit of students.

All fund-raising projects must be approved in advance by the organization advisor and the principal. This approval will be based upon the intended usage of the funds raised; the nature of the fund-raising activity and the degree to which the proposed activity fulfills the purposes of the organization.

When appropriate, the principal may require the faculty advisor to submit for approval a yearly budget listing proposed activities and projected expenditures and income.

LEGAL REFS.: SDCL 13-16-19 through 13-16-21
Adoption Date: May 14, 1990
Board Action: 90.183

IGDI/IDGJ

INTERSCHOLASTIC ATHLETICS

The Board believes that students benefit from the experiences made possible through participation in interscholastic sports. Learning how to deal with success and failure, developing self-discipline, experiencing the successes of teamwork, and developing physical skills are some of the benefits which can come from these programs.

All interscholastic programs will require Board approval and will operate under the general supervision of the superintendent. Qualified personnel will be assigned to supervise and coach the various sports as needed.

Membership of the district or an individual school in an interscholastic athletic association or league will be subject to annual approval by the Board. The Board will review the constitution and bylaws of any such organization, and its rules and regulations for member teams, before granting approval.

It is the practice of the Board to maintain membership for the district schools in the South Dakota High School Activities Association (SDHSAA). In the conduct of interscholastic athletic programs, the rules, regulations, and limitations outlined by that association will be followed.

Eligibility requirements for participating in athletic programs will be set by the school administration with the approval of the Board and will conform with regulations of the SDHSAA. They will include the requirements that a student have the written permission as physically fit for the sport by the school physician or his personal physician.

Parents are strongly encouraged to purchase health and accident insurance for students who choose to participate in interscholastic athletics. The school purchases student Accident Assurance, which serves as a supplement to other forms of primary insurance.

LEGAL REF.: ARSD 24:03:06:02
Adoption Date: May 14, 1990
Board Action: 90.183

IGDK

STUDENT MEAL ALLOWANCE POLICY

Students will be reimbursed for certain out of pocket meal costs incurred while traveling out of the district for certain school related activities.

The maximum student meal cost allowance follows:

Breakfast: $3.00
Lunch: $5.00
Dinner: $7.00

The following district meal time schedules will be used in determining meal allowances:

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.

All student meals will be paid by the school district during the time when students participate in preapproved and district authorized state events and activities sponsored by the High School Activities Association.

When students participate in our-of-district activities related to conference competition, regional competition, and area competition, which are approved and sanctioned by the board or administration, the following rules will be applied for student meals:

1. The student will pay for their first meal as noted in the student meal cost allowance and district meal time schedule.
2. The school district will pay for the second meal as noted in the student meal cost allowance and district meal time schedule.
3. Meal costs beyond the second meal as per student meal cost allowance and district meal time schedule will be paid by the school district.
4. Student meal allowances will be provided for only state competition at the elementary and junior high levels.

Adoption Date: May 14, 1990
Board Action: 90.183

IGDL

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 team, 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.

Adoption Date: 11/8/21

IGE

COMMUNITY EDUCATION PROGRAMS

The Board recognizes that education is a life-long process, and that it has an educational responsibility to the entire district. Accordingly, community education courses will be provided to meet the needs of the district for basic education, general and academic education, occupational education, and development of special interests in various arts, crafts, recreation, etc.

The community education program will be administered by the superintendent and will be supported by a combination of district funds, state and federal aid, and fees. Tuition charges will be approved by the Board.

LEGAL REFS.: SDCL 13-28-35
13-33-3
Adoption Date: May 14, 1990
Board Action: 90.183

IHA

GROUPING FOR INSTRUCTION

The school district may group students in order to increase the effectiveness of each teacher and to make it possible for the teacher to individualize instruction by narrowing the range of student needs within a particular class. Assignment of students to classes should be done on the basis of what is best for the individual student. Students may be assigned to class groups and sections in a manner that will best promote their general growth and development, as well as their intellectual achievement.

Good teaching and good administration takes into account the importance of parental under-standing and acceptance of the grouping procedure used in the school. The school principal should cooperate with parents and teachers and other staff members in the most effective placement of students in classes. The assignment of classes to teachers is the responsibility of the principal working in cooperation with the superintendent and the teachers concerned.

Grouping within the classroom may be desirable and teachers should be encouraged to carry out this procedure. Grouping should be flexible. Some children may be grouped together for one activity and almost immediately following they may be regrouped for another activity. Children may not, however, remain in the same groups throughout the school year.

New instructional arrangements will be reported to the Board, used on a trial basis, and evaluated before being instituted on a wide or permanent basis.

Adoption Date: May 14, 1990
Board Action: 90.183

IHC

SCHEDULING FOR INSTRUCTION
A primary function of a classroom program is to promote the most effective use of time available. It will be the principal's responsibility to see that a satisfactory instructional program is scheduled for each student in his/her school building. This schedule should meet the time requirements for courses as set by state regulation. It should also provide for the most effective use of a student's time in relationship to his/her goals, and within the framework of practicable school operation.

Adoption Date: May 14, 1990
Board Action: 90.183

IIA

INSTRUCTIONAL MATERIALS
The Board believes that materials appropriate to the needs of the school program must be available to each student and teacher. These will be furnished by the Board subject to budgetary constraints.

The task of selecting instructional materials and programs will be delegated to the professional staff of the school system. Since instructional programs and materials are of great importance, only those that meet the following criteria will be approved by the Board:

1. They must present balanced views of international, national, and local issues and problems of the past, present and future.
2. They must provide materials that stimulate growth in factual knowledge, literary appreciation, aesthetic, and ethical values.
3. They must help students develop abilities in critical reading and thinking.
4. They must help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.
5. They must provide for all students and effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, or physical disabilities.
6. They must allow sufficient flexibility for meeting the special needs of individual students and groups of students.

LEGAL REF.: SDCL 13-34-11
CROSS REF.: KLB, Public Complaints about the Curriculum or Instructional Materials
Adoption Date: May 14, 1990
Board Action: 90.183

IIAA

TEXTBOOK SELECTION AND ADOPTION
The Board will officially adopt textbooks and textbook programs for use in the district schools upon the recommendation of the superintendent.

Responsibility for the review and selection of textbooks to be recommended will rest with textbook and/or curriculum committees as appointed by the superintendent of his/her designee. Membership on such committees shall include representation by teachers who will use the texts, administrators, and other staff members as found desirable. Students and parents may be asked to serve.

Principles that apply generally to the selection of instructional materials and library materials will apply to the selection of textbooks and books. The South Dakota Board of Education will have the power to

review any books or other instructional material selected for use in the district schools. Additionally, basic textbooks and textbook programs will be chosen:

To advance the educational objectives of the school system and particular objectives of the course or program.

To contribute toward continuity, integration, and articulation of the curriculum.

To establish a general framework for the particular course or program.

Since the instructional purposes of textbooks, as stated above, are of such importance, particular care will be taken in their selection as to content.

Although many points must be examined, the Board directs the staff to be particularly mindful of the following considerations:

1. The needs of all learners, including slow learners and the exceptionally able, must be provided for.
2. Insofar as possible, multiethnic materials which depict a pluralistic society should be selected.
3. Attention should be given to sex roles depicted in the materials.
4. The textbook or textbook program should lead the student and teacher beyond the textbook into a wide variety of other materials and educational experiences.
5. If the textbook deals with problems and issues of our times, it should present and encourage examination of all points of view.
6. Because textbooks are selected for several years' use, special attention shall also be given their physical characteristics durability, format, and price.

LEGAL REF.: SDCL 13-34-11
CROSS REF.: Lending textbooks to nonpublic schools
Adoption Date: May 14, 1990
Board Action: 90.183

IIAC

LIBRARY MATERIALS SELECTION AND ADOPTION

The Board endorses the School Library Bill of Rights, as adopted by the American Library Association, which asserts that the responsibility of the school library is to:

1. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. Provide a background of information that will enable students to make intelligent judgments in their daily lives.
4. Provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
5. Provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
6. Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

Initial purchase suggestions for library materials may come from all personnel—teachers, coordinators, administrators. Students will also be encouraged to make suggestions. The librarian will be responsible for evaluation and recommendation of all library materials recommended to be included in the school library. Final approval and authority for distribution of funds will rest with the building principal, subject to the approval of the superintendent and in keeping with the Board-approved budget.

Gifts of library books will be handled in line with Board policy on complaints about instructional materials.

CROSS REF.: KLB, Public Complaints About the Curriculum or Instructional Materials
Adoption Date: May 14, 1990

Board Action: 90.183

IIBA

TEACHER AIDES

In approving the employment of instructional or teacher aides in the schools, the Board believes that their services will permit:

1. Teachers more time to devote to actual instruction.
2. More effective grouping for instructional purposes.
3. Wider use of audio-visual equipment in the classrooms.
4. Greater individualized attention for meeting pupil needs.
5. More effective group instruction.

The use of instructional aides will be individually determined and will require a written recommendation from the appropriate school building administrator and approval by the superintendent. Official appointment to such a paid position will be made by the Board acting upon the recommendation of the superintendent.

Instructional aides should not be given responsibility and duties which are properly and/or legally those of a regularly employed and certificated professional staff member, except in cases of emergencies.

LEGAL REF.: ARSD 24:03:05:06
CROSS REF.: GDA, Support Staff Positions
Adoption Date: May 14, 1990
Board Action: 90.183

IIBD

SCHOOL LIBRARIES

The Board recognizes that an effective school library media center is an important and integral part of the instructional resources of each elementary and secondary school. Consequently, the school district will provide and maintain adequate school library media centers.

Materials in school libraries will include a full range of print and audio-visual media. Library services will include instruction and help in the use of library resources. A school librarian will be employed in accordance with state regulations. The school librarian and assistants will act as teachers in the use of these resources.

The school librarian, together with the school principal and superintendent, will develop such teaching programs and rules for library use as necessary to ensure maximum use of the library services and materials, and control of material.

The superintendent, will annually request funds from the Board as the superintendent may deem necessary, to maintain library services at a high level.

LEGAL REFS.: SDCL 13-1-31
ARSD 24:03:05:04
24:03:07:01 through 24:03:07:03

IIBE

INSTRUCTIONAL TELEVISION

The Board recognizes that instructional television can provide educational experiences and cultural involvement for students and adults alike. Therefore, the Board endorses the use of instructional television as an integral part of the school curriculum when practical.

When using instructional television in addition to general curriculum materials, a teacher should keep in mind that the program should be suitable to the maturity level of the students, and that the subject matter should be of specific interest to the class curriculum.

Cultural and enrichment television presentations of general interest to the community may also be used for instructional purposes to supplement the curriculum materials. Before the viewing of such a program, the teacher should determine whether the format and content of the program is suitable for students.

Adoption Date: May 14, 1990
Board Action: 90.183

IIBG

ACCEPTABLE TERMS AND CONDITIONS FOR USE OF THE INTERNET & DISTRICT NETWORKS

Please read the following carefully before signing this document.

The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. These guidelines are provided here so that you are aware of the responsibilities you are about to acquire. In general this required efficient, ethical and legal utilization of the network resources. If a Canton student violates any of these provisions, his or her account will be terminated and future access could be denied and the school district's discipline policy shall be applied. The signature(s) at the end of this document is legally binding and indicates that the parties who have signed have read and agreed to the terms and conditions and understand its significance.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. The Canton School District has taken some precautions to restrict access to controversial materials. However, on a global network it is impossible to control all materials and an industrious user may discover controversial information.

Internet -Terms and Conditions

1) **Acceptable Use** -The use of your account must be in support of education and research and consistent with the educational objectives of the Canton School District. Use of another organization's network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any US or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities by Canton School District users is not acceptable. Use for product advertisement or political lobbying is also prohibited.

2) **Privileges** -The use of Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The District administration will deem what is inappropriate use and their decision is final. Also, the system administrators may close an account at any time as required. The administration, faculty, and staff of Canton School District may request the system administrator to deny, revoke, or suspend specific user accounts. Student accounts are subject to review by district personnel and are not considered private or confidential.

3) **Netiquette**- you are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

a) Be polite. Use appropriate language. Do not use abusive, vulgar communications with others. No swearing or cursing may be used.
b) Do not give your home address or phone number to others nor share your password with anyone.

Electronic mail is not guaranteed to be private. Anonymous messages may not be sent.

a. Do not use the network in a way that would disrupt the network nor interfere with others' use of the building's or district networks.
b. All communications are the property of the author and can be used only with permission.
c. The network may not be used for any illegal activity nor may it be used for private financial gain.
d. No one may gain unauthorized access to resources or entries on the network for which they are not authorized. The Canton schools' network may not be used to invade any other networks.
e. Home pages may be created when authorized by the building administrator and network administrator. Location for storage of the Home Page shall be set by district policy.

4) **Warranties**- The Canton School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The Canton School District will not be responsible for any damages you suffer. This includes loss of data resulting from delays, no deliveries, miss-deliveries, or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. The Canton School District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

5) **Security**- Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on Internet or any District network, you must notify a system administrator. Do not share or demonstrate the problem to other users. Do not use another individual's account without written permission from that individual. Attempts to login to Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to Internet or other District networks.

6) **Vandalism**- Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet, or any of the above listed agencies or other networks that are connected to the Internet backbone. This includes, but not limited to, the uploading or creation of computer viruses. International damage to equipment or software and other forms of vandalism shall result in the cancellation of computer privileges and the districts discipline policy shall be invoked.

7) **Updating Your User Information** -Internet may occasionally require new registration and account information from you to continue the service. You must notify Internet of any changes in your account information (address, etc.) Currently, there are no user fees for this service.

8) **Exception of Terms and Condition** -All terms and conditions as stated in this document are applicable to the Canton School District. These terms and conditions reflect the entire agreement of the parties and supersede all prior oral or written agreements and understandings of the parties. These terms and conditions shall be governed and interpreted in accordance with the laws of the State of South Dakota and the United States of America.

I understand and will abide by the above terms and conditions for Internet. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked; school disciplinary action may be taken and/or appropriate legal action.

****

User's Full Name (please print): _____

User's Signature: _____Date: ___/___/___

Home Address: _____

Home Phone: _____Work Phone: _____ I am in the ____grade.

****

PARENT OR GUARDIAN (*If You are under the age of 18 a parent or guardian must also read and sign this agreement.*)

As the parent or guardian of this student I have read the terms and conditions for Internet and network access. I understand that this access is designed for educational purposes and that the Canton School District has taken available precautions to eliminate controversial material. However, I also recognize it is impossible for Canton School District to restrict access to all controversial materials and I will not hold them responsible for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

Parent or Guardian (please print):
_____

Signature: _____Date: ___/___/___

_____ **No** I DO NOT WANT MY CHILD TO INDEPENDENTLY USE THE INTERNET. (This does not apply to direct classroom instruction where the teacher uses the Internet as a classroom demonstration or in a situation where the students are using computers and being supervised by District staff in the directed use of specific Internet sites as part of the class curriculum.)

Adoption date: October 8, 2001
Board Action: 02.37

IIBGB

INTERNET SAFETY INSTRUCTION

The board is committed to providing a safe learning environment that prepares students for a rapidly changing world. To ensure that students safely and appropriately benefit from the district's technology resources, the district shall provide Internet safety instruction to all students. The district's internet safety curriculum shall include, but is not limited to:

- Instruction concerning appropriate online behavior including interacting with other individuals on social networking website and in chat rooms;
- Cyberbullying awareness and response.

It shall be the duty of the superintendent to ensure that Internet safety instruction is integrated into the district's instructional program.

Legal References:
FCC Order and Report 11-125 (Education componet to CIPA)
Adoption Date: August 2012

IIBGC

Cyber Bullying
Cyber bullying is all form of harassment over the Internet or other forms of electronic communications, including cell phones. Students and staff will refrain from using communication devices or District property to harass or stalk another. The District's computer network and the Internet, whether accessed at school or away from school, during or after school hours, may not be used for the purpose of cyber

bullying. All forms of cyber bullying are unacceptable and viewed as a violation of this policy and the District's acceptable computer use policy and procedures.

Users are responsible for the appropriateness of the materials they transmit. Hate mail, harassment, discriminatory remarks, or other anti social behaviors are expressly prohibited. Cyber bullying includes, but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or website postings, including blogs. It is also recognized that the author (poster or sender) of the inappropriate material is often disguised (logged on) as someone else.

Students and community members, who believe they have been victims of such misuses of technology, as described in this policy, should not erase the offending material from the systems. A copy of the material should be brought to the attention of a principal or teacher.

In situations in which cyber bullying originated from a non-school computer, but brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly interrupts or severely impedes the day to day operations of a school. In addition, such conduct must also violate a school policy. Such conduct includes, but is not limited to, threats, or making threats off school grounds, to harm a member of the school staff or a student.

Malicious use of District's computer system to develop programs or to institute practices that harass other users to gain unauthorized access to any entity on the system and/or change the components of an entity on the network is prohibited.

Disciplinary action may include, but is not limited to, the loss of computer privileges, detention, suspension, or expulsion for verified perpetrators of cyber bullying. In addition, when any kind of threat is communicated or when a hate crime is committed, it shall be reported to local law officials.

Adopted:
Effective:

IIC (Also KF)

COMMUNITY INSTRUCTIONAL RESOURCES

Helping each child develop to his/her full potential and become a contributive citizen to this community are important objectives of this district's educational program.

Toward these ends, the Board will encourage administrative and instructional personnel to rely on the community as one available educational tool. The administration will direct the development of a community instructional resources program designed to involve the citizens, the institutions, and the environment of our community in the education of its children.

The superintendent will have supervisory control over the community resources program, which will include the school volunteer service. Members of the staff and of the community will be encouraged to offer their ideas and services through the channels developed by the administration. Community resource files may be developed, noting contracts for voluntary assistance, program contribution, and an evaluation of the effectiveness of each contribution.

From time to time, each school principal may be asked to provide the superintendent with a summary of the extent and effect of using such volunteers.

Adoption Date: May 14, 1990
Board Action: 90.183

CO-CURRICULAR ACTIVITY TRANSPORTATION and OVER NIGHT LODGING

It shall be the policy of the Canton School District that student-participants in school sponsored co-curricular activities will be allowed release from school transportation to his or her parent/guardian following the conclusion of an event, excluding district, regional, or state competitions. Said release is contingent upon submission of a completed release form to the activity advisor and "physical" transfer of the student-participant directly to the parent/guardian. Student-participants representing the Canton School District in a district, regional, or state competition shall remain with the school team or group from the Canton departure through the return to the school following conclusion of the event. The school district administrators and respective co-curricular activity advisor shall determine when overnight lodging will occur.

Adoption Date: November 13, 2003
Board Action:

IICC

SCHOOL VOLUNTEERS

The School Board recognizes the need to develop a volunteer program to support district instructional programs and extracurricular activities. The purpose of the volunteer program will be to:
1. Assist employees in providing more individualization and enrichment of instruction.
2. Build an understanding of school programs among interested citizens, thus stimulating widespread involvement in a total educational process.
3. Strengthen school/community relations through positive participation.

A volunteer is a person who works on an occasional or regular basis at school sites or other educational facilities to support the efforts of professional personnel. Such an adult volunteer worker will serve in that capacity without compensation or employee benefits of any type, except for Workers' compensation as per SDCL 62-1-5.1. In addition, all volunteers who have unsupervised contact with students will be required to submit to a criminal background check prior to starting any volunteer work.

Volunteers will work with students under the immediate supervision and direction of a certificated person and are expected to comply with all rules and regulations set forth by the district. Volunteers are immune from civil liability in any action brought in any court in this state on the basis of any act or omission resulting in damage or injury if:
(1) The individual was acting in good faith and within the scope of such individual's official functions and duties; and
(2) The damage or injury was not caused by gross negligence or willful and wanton misconduct by such individual.

Parents or legal guardians who occasionally visit their child during non-instructional times are not considered volunteers under this Policy.

LEGAL REFS.: SDCL 62-1-5.1
SDCL 47-23-39
SDCL 47-23-30
SDCL 47-23-29
Adoption Date: May 14, 1990
Revised: October 9, 2017

IJ

GUIDANCE PROGRAM

A guidance program will be incorporated into the curriculum to aid students in making informed and responsible decisions and in using effective decision making process.

The major objective of the guidance program is to help each child make the best of his/her educational opportunities toward a normal, useful, and happy life.

The program will be directed toward the growth and improvement of all pupils in the school, recognizing, however, that some pupils are in greater need of individual guidance than others.

The program will attempt to provide for each pupil a sense of belonging, self-respect, emotional security, achievement and recognition. It will help students develop an appreciation and understanding of the world in which they live by providing a classroom and school environment in which effective learning and good behavior takes place.

A program with a positive approach to social behavior will be provided for students.

LEGAL REFS.: ARSD 24:03:05:03
24:03:06:04

Adoption Date: May 14, 1990
Board Action: 90.183

IK

ACADEMIC ACHIEVEMENT

The philosophy of the Board concerning academic achievement is based on the premise that students have diverse capabilities and interests and individual patterns of growth and learning.

Therefore, the Board feels it important that teachers have adequate, appropriate and accurate knowledge of each student through tests and observations of students' intelligence, achievement, work habits, skills, health, and home environment.

The Board recognizes that many factors which cannot be clinically tested—attitude toward others and work habits, for example—may influence a student's success in school as much as his/her knowledge of subject areas.

In fairness to each student, achievement will be judged by assessing his/her work in relation to his/her own progress, and also in terms of his/her degree of mastery of the course work in relation to his/her peer group.

Adoption Date: May 14, 1990
Board Action: 90.183

IKA

GRADING SYSTEMS

The Canton School Board believes that evaluating and reporting student achievement are ways by which schools and students account to parents/guardians and the community for the effectiveness of the educational experiences. Evaluation must be based on reasonable and clearly understood standards of student performance. Reporting of student achievement must honestly and realistically convey the strengths and weaknesses of student performance.

It is the philosophy of this Board that students will respond more favorably to positive reinforcement than to the threat of failure. The district, therefore, will seek to make achievement both recognizable and possible for its students, and will emphasize achievement in its processes of evaluating student performance. In order to implement this philosophy, the following administrative guidelines have been developed and are to be incorporated into the district's grading procedures:

- The grade must reflect the student's performance based on the learning standards.

- Permits the individual student to maintain dignity even when academic weaknesses are being presented.

- Teachers should provide opportunities which encourage and permit students to make up past deficiencies in their performance without penalty.

- Grades need to be recorded and communicated to students in a timely manner.

- The final grade must include multiple factors such as exams, quizzes, homework, performance in activities, supplemental work, make-up work, projects, and reports.

- Inform parents/guardians through both formal and informal ways when a student's work and performance become unsatisfactory or show marked or sudden decline.

- Notify parents/guardians formally or informally with information when a student is performing well.

The grading system will evaluate and report student progress. These records and reports of individual students will be kept in a form which will be meaningful to parents as well as for teachers.

Kindergarten will only use the following coded system to report student progress:
S – Satisfactory
I – Improving
N – Needs Improvement
U - Unsatisfactory
X – Does not apply at this time

Letter grades will only be assigned in the following content areas in the elementary school. All other content areas in the elementary will report progress through a coded system.
Grades 1-2 = Math, Reading and Spelling
Grade 3 = Math, Reading, E/LA and Spelling
Grade 4—5 = Math, Reading, E/LA, Science, Social Studies and Spelling.

Grades 1-12 will use the following grading scale:

A	100-95	D+	73-71
A-	94-92	D	70-68
B+	91-89	D-	67-65
B	88-86	F	64-0
B-	85-83		
C+	82-80		
C	79-77		
C-	76-74		

The Board will approve the grading and reporting system as developed by the faculty, upon the recommendation of the superintendent. The Board will support administration and professional staff efforts to find better ways to measure and report student progress.
The Board recognizes that any grading system, however effective, is subjective in nature, but will urge all faculty members to conduct student evaluations as objectively as possible.

Adoption Date: May 14, 1990
Board Action: 90.183
Revised August 11, 2014

STUDENT PROGRESS REPORTS TO PARENTS

The Board feels that it is essential for parents to be kept fully informed of their student's progress in school.

The type of progress reports sent to parents will be devised by the professional staff and school principal. Report cards will be uniform throughout the district at comparable grade levels except as special forms may be developed for special programs or new forms used on a temporary basis.

Report cards will be distributed on a nine-week basis. The nine-week grade will be based on many factors, such as: basal text assignments, both oral and written; class participation; special assignments; research; activities of various types and kinds; special contributions. Supplementary reports may be required for students in

Adoption Date: May 14, 1990
Board Action: 90.183

IKB

STUDENT HOMEWORK

The Board believes that homework—when carefully planned, properly aligned to learning outcomes and tailored to the needs of individual student—has a purpose in the educational program. Homework is designed to help students learn by providing practice in the mastery of skills, experience in data gathering and integration of knowledge, and an opportunity to remediate learning problems. To this end, the administration will develop regulations for the assignment of homework according to these principles:

- Homework should be a properly planned part of the curriculum extending and reinforcing the learning experience provided in the classroom.
- The educational objectives for all assignments are clearly communicated to students/parents and support appropriate learning goals. (The homework assigned is important and worth the time.)
- Homework assignments are a teaching strategy. As such, homework should never be relied upon as an assessment as to what a child actually knows. Homework should help prepare the student for the assessment.
- In assigning homework, a teacher should consider a student's age and mastery of skills; his/her need for play time; and/or his/her out-of-school responsibilities and activities, which often aid a student in developing his/her interests or tastes.
- Homework should reflect or reinforce concepts already introduced in class and should encourage application of real world concepts.
- Because retention increases with short, intense practice periods distributed over time, homework assignments must be designed with this in mind.
- Timely feedback to students and/or parents should follow all homework assignments.
- Students will be evaluated on the accuracy of their homework. The Canton School District will not grade assignments based merely on completion.
- Homework should help develop the student's responsibility by providing an opportunity for the exercise of independent work and judgment. Students who fail to complete assignments by the due date will be required to do so without a reduction to the grade.
- Requiring students to correct other student's graded work is prohibited by FERPA.
- Families have a major influence on their children's achievement in school and throughout life. To help support our families, the district prohibits homework from being due on Thursday.
- Homework should not be confused with makeup work or given to compensate for students' absences.
- Under no circumstances should homework be given as busy work or for disciplinary purposes.

Adoption Date: May 14, 1990

Board Action: 90.183
Revised: August 11, 2014

IKE

PROMOTION AND RETENTION OF STUDENTS

The administration and teaching staff must strive to create plans of instruction and instructional organization that will permit students to progress through school according to their needs and abilities.

Students will normally progress annually from grade to grade. However, exceptions to this general policy may be made when it becomes evident that a student should proceed more slowly.

Retention will not be used until other possibilities have been exhausted, including special help, and remedial work.

In all cases of retention, parents must be informed of such possibility well in advance (usually by the third reporting period) and a conference with them sought. In all instances, the advice and help of the guidance counselor and other special school personnel will be used by teachers.

Although teachers may recommend retention, all retention's (as well as promotions) will be assigned by the school principals. Teachers, in recommending retention's and principals in assigning them, will give the reasons why they feel the student should repeat.

The principal will take particular care in assigning more than one retention during a child’s elementary school life. The superintendent must approve a second retention assigned any student.

Adoption Date: May 14, 1990
Board Action: 90.183

GRADUATION/EARLY GRADUATION

Participation in Graduation Ceremonies

In order to be able to participate in the graduation ceremony, a senior must be within one (1) credit of the 24 total credits needed completing all graduation requirements, be currently enrolled in school and be enrolled in summer classes to finish the required work.

Early Graduation

As a general rule, the school board, administration, faculty, and guidance counselor are not in favor of early graduation, except in cases for students with extenuating circumstances. Students that desire to graduate earlier than the typical four-year program must follow the prescribed procedures below.

1. A student must indicate at spring class registration, prior to their senior year, their intentions and make preliminary arrangements with the guidance counselor. The guidance counselor will work with the student to build their senior schedule.
2. The student must have an extenuating circumstance in order to submit an early graduation request.
3. The student must not need more than 4 total credits at the end of their Junior year in order to graduate and must be on pace to receive their high school diploma, meeting all requirements for graduation.
4. In order to be considered and eligible for a CHAWK Advantage award, a student must have completed at least 7 semesters of courses.
5. A telephone or personal conference must be held with the student, his or her parent/guardian, guidance counselor and/or the high school principal regarding the early graduation request.
6. The student and parent/guardian must attach a statement to the early graduation request stating the extenuating circumstances, indicating the reasons for the early graduation request.
7. The early graduation request form must be signed by the student, parent/guardian, guidance counselor, high school principal, and superintendent to grant permission for the early graduation request. The Board of Education has final approval on granting the early graduation request.
8. If advanced plans for early graduation are not submitted by the student prior to their senior year, the student must have their early graduation request submitted no later than the third day of school if they plan to graduate at semester time.
9. The high school master schedule of classes will not be changed to accommodate early graduation requests.
10. Student schedules will only be changed to meet emergency situations that may arise.
11. Graduation exercises only occur once per year, at the end of the school year (generally on a Saturday in May).

LEGAL REFS.: ARSD 24:03:06:05; 24:03:06:06
Adoption Date: May, 1990
Last Updated: August, 2018

TESTING PROGRAMS

The Board believes that a program of group testing can provide a meaningful source of information about the curriculum and overall student achievement. The Board, therefore, authorizes a program of group testing to help accomplish the following objectives:

1. To evaluate strengths and weaknesses of the current curriculum and instruction to identify areas needing change.
2. To compare achievement of district students with themselves and with students nationally as one means to evaluate student growth.
3. To provide a degree of diagnostic instructional information to teachers about the group(s) of students they work with.
4. To provide general information about a student's probable attitude for school-related tasks.
5. To provide one basis for longitudinal study of student achievement.

Information gained through the use of group tests will be used to design educational opportunities for students to better meet their individual and collective needs. The Board views such information gathering as a primary function of the public schools. Therefore, individual permission of parents will not be required for the administration of these group tests.

The Board recognizes that all tests provide only a limited source of information about an individual student. Information drawn from group tests will therefore be used only in conjunction with all other information known about a student in advising the student or assisting the student in improving his work.

Records of the results of group tests shall be maintained in accordance with the Board's policy on student records.

Adoption Date: May 14, 1990
Board Action: 90.183

ILB

STATE REQUIRED ASSESSMENTS

The Superintendent is charged with the administration of all state assessments. As a valuable measurement of student progress, results of state assessments will be shared with the Board so the Board can use accurate and up-to-date data in district decision making.

If the Superintendent has sufficient evidence that cheating on a state-required academic test occurred; the Superintendent shall investigate the circumstances. The Superintendent shall report the findings of the investigation to the South Dakota Department of Education. The Superintendent will also make a formal report the Board, excluding any personally student identifiable information of students involved.

Cheating is defined as any form of academic dishonesty or cheating, including the unauthorized knowledge of the achievement test by a student or providing unauthorized access to secure test questions or tampering or altering of student answer sheets by school district personnel.

Student and staff handbooks will contain information what constitutes cheating and communicate the possible personal and district sanctions.

The District shall not collect information that is not necessary for the determination of student academic progress, state and federal reporting requirements, other duties prescribed to the District, or for the calculation of funding for public education.

Pursuant to such procedures as established by the South Dakota Department of Education, the parent of a student to whom an assessment is administered pursuant to state law or the eligible student may request to inspect and review the assessment of the student after it is scored and the results are provided to the parent or eligible student. The law requires the Department of Education, to provide through its website information to parents and eligible students regarding the process and procedures for the inspection and review as authorized by law. The District will also provide parents and eligible students information regarding the process and procedures for the inspection and review as authorized by law. The parent or eligible student shall be provided with access to the assessment in a secured environment within a reasonable period of time, but not more than forty-five days after the request is received. The term, parent, and the term, eligible student, are as defined in state law.

Legal Reference: SDCL 13-3-55.2
Procedure: http://doe.sd.gov/Assessment/TestReview.aspx
Adoption Date: September 13, 2016

IM (Also AFE)

EVALUATION OF INSTRUCTIONAL PROGRAMS

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

Elements of this evaluation may include:

1. Testing programs such as nationally standardized general achievement tests, national standardized tests in specific subject areas, and tests administered by other agencies.
2. Study of school achievement records.
3. Extent of and trends in admissions to colleges and universities.
4. State education department specialists and services.
5. Evaluation by other organizations and agencies.

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

CROSS REF.: IFC, Pilot Project Evaluation
Adoption Date: May 14, 1990
Board Action: 90.183

INB

CANTON SCHOOL DISTRICT
TEACHING ABOUT CONTROVERSIAL ISSUES

Background – Preparation for effective citizenship is accepted as one of the most important purposes of the Canton School District. The instructional program developed to achieve this purpose properly places great emphasis upon our American heritage, the rights and privileges we enjoy as citizens, and the citizenship responsibilities that must be assumed in maintaining a free society. In preparing for effective citizenship, it is frequently necessary, often imperative, that students investigate in an intelligent manner, issues that are controversial. The democratic process of decision-making essential to a free society depends on this rational and objective approach to controversy.

Statement – In considering controversial issues, it shall be the purpose of the District to recognize the student's rights:

1. To study a controversial matter, which has political, economic or social significance, and concerning which at appropriate level, he/she should begin to have an opinion.
2. To have free access to all relevant information, including the material that circulates freely in the greater community.
3. To study under competent instructors in an atmosphere of freedom from bias and prejudice. To form and express his/her own opinions on controversial issues in a civil manner without jeopardizing his/her relations with his/her teacher or the school.
4. To refuse information or materials, or to refuse to discuss issues which he/she or his/her parent/guardian find completely incompatible with their family values.
5. This policy shall be applicable to all instructional materials, LMC resources, presenters and speakers, demonstrations, as well as, instructional practices.

Application:

1. The approach of the teacher to controversial topics must be impartial and objective.
2. Teachers should use the following criteria for determining the appropriateness of certain issues for consideration as part of the curriculum.
    a. The treatment of the issue in question must be within the range, knowledge, maturity and competence of the students.

   b. There should be study materials and other learning aids available from which a reasonable amount of data pertaining to all aspects of the issue could be obtained.
   c. The consideration of the issue should require only as much time as needed for satisfactory study of the class, but sufficient time should be provided to cover the issue adequately.
   d. The issue should be current, significant, real, and important to the students and teacher. Significant issues are those, which in general concern considerable numbers of people, are related to basic principles, or at the moment are under consideration by the public, political bodies or the mass media.
3. In discussing controversial issues, the teacher should keep in mind that:
   a. The classroom is a forum and not a committee for producing resolutions or dogmatic pronouncements.
   b. The class should feel no responsibility for reaching any agreement or consensus.
   c. The regular school curriculum should be enhanced and not disrupted by study of such issues.
4. It is the teacher's responsibility to bring out the facts concerning controversial questions. He/she has the right to express his/her opinion, but in doing so, it is important that the students understand that it is an opinion, and is not to be accepted by them as an authoritative answer.
5. The principal bears a major responsibility for the administration and supervision of the curriculum, including the selection of materials and methods of instruction. He/she must be continuously aware of what is being taught or presented in his/her school.
6. A teacher who is in doubt concerning the advisability of discussing certain issues in the classroom should confer with his/her principal as to the appropriateness of doing so. If the principal and the teacher are unable to agree, and the teacher wishes to pursue the issue, it should be referred to the Superintendent.
7. A student, parent/guardian or other citizen of Canton may challenge the inclusion of or presenting of specific issues and/or instructional materials as follows:
   a. The complainant should first review the district's policy regarding controversial issues carefully scrutinizing the Statement and Application sections of the policy.
   b. After careful review, if the complainant still desires to protest the advisability of teaching or presenting said controversial issue of using said instructional material, he/she should file the attached Request for Review of Instructional Material and/or Teaching of a Controversial Issue form with the respective school principal. The complaint could involve the teaching of a specific issue, instructional(s), method of presentation, procedure(s) of discussion, speakers, etc.
   c. Upon receipt of Request for Review form, the Principal shall meet with the teacher(s) involved, the complainant and other appropriate parties to determine if there is a solution to the issue. If the issue is resolved at the principal's level, the initial complaint form will be filed with the Superintendent's office appropriately recorded as resolved. In the case that the complainant is not satisfied with the resolution at the Principal's level, a form would be forwarded to the Superintendent's Office.
   d. The superintendent shall meet with the principal, the complainant and other appropriate parties to determine if there is a solution to the issue. When a complaint reaches the Superintendent's level, the Board shall be provided with a brief characterization of the issues and notice that a complaint is being processed. If no mutually agreeable solution is possible, the complainant may take the issue to the School Board.
   e. The School Board will review the matter in open session providing all concerned parties a full hearing. After careful consideration, the Board will take whatever action it deems appropriate. The Board's decision shall be final.
8. Materials, presentations, procedures, speakers, etc., already in place when a Request for Review is filed shall remain in place while the review is being processed in accordance with this policy. Materials, presentations, procedures, etc. which are being newly introduced to the educational programs will not be utilized until the Request for Review process is completed.
9. When a request for Review is received by the Superintendent he/she shall notify the Board members about the essence of the request. However, since the Board is the final arbitrator in such situations,

the Board should not be given the full details about the review, or engage in a discussion of such a review until said issue comes before the Board as set forth in 7e) above.

10. School principals shall annually provide notification to all students and parents that this policy exists and how to file a Request for Review.

REVEIEWED AND REVISED:
1st Reading:
Public Hearing:
Approved by School Board: July 12, 2010

INDA/INDB

PATRIOTIC EXERCISES/FLAG DISPLAYS

The American flag will be flown from the mast at each school every day that school is in session. The principal is responsible for flying the flag on school days. A small flag and standard is furnished for each classroom and must be unfurled and in evidence each school day. The 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.

LEGAL REFS.: SDCL 13-24-17
13-33-5; 13-33-6
Adoption Date: May 14, 1990
Board Action: 90.183
Revised: August 11, 2014

JA

STUDENT POLICIES GOALS

The student is the focal point of all operations of a school district.

Consequently, the Board will spend much of its time in study, deliberation, and policy formulation on matters directly related to students.

The Board and staff will work together to establish an environment conducive to the very best learning achievements for each student through meeting the following goals regarding students.

1. To tailor the learning program in order to provide appropriately for each student according to his/her specific background, capabilities, learning styles, interests, and aspirations.
2. To protect and observe the legal rights of students.
3. To enhance the self-image of each student by helping him/her feel respected and worthy through a learning environment that provides positive encouragement through frequent success.
4. To provide an environment of reality in which students can learn personal and civic responsibility for their actions through meaningful experiences as school citizens.
5. To deal with students in matters of discipline in a fair and constructive manner.
6. To provide for the safety, health, and welfare of students.
7. To promote faithful attendance and good work.

Adoption Date: March 12, 1990
Board Action: 90.149

JB

EQUAL EDUCATIONAL OPPORTUNITIES

All students of the district will have equal educational opportunities. The Board will not discriminate on the basis of race, color, creed, religion, sex, handicap, economic status, national origin, or ancestry in its policies or programs.

To accomplish this policy on nondiscrimination, the Board will make every effort to provide all students equal access with respect to admission or membership in school-sponsored organizations, clubs, or activities; access to facilities; distribution of funds; academic evaluations; or any other aspect of school-sponsored programs or activities.

The Board recognizes, however, that in implementing this policy children vary widely in capabilities, interests, and social and economic background, and that no two children can be treated exactly alike if the fullest development of each is to be achieved.

LEGAL REFS.: Civil Rights Act of 1964, as amended in 1972, Title VI, Title VII
Executive Order 11246, 1965, amended by Executive Order 11375
Education Amendments of 1972, Title IX (P.L. 92-318)
45 CFR, Parts 81, 86 (Federal Register, June 4, 1975, August 11, 1975
Education for All Handicapped Children Act (P.L. 94-142)
Section 504 of the Vocational Rehabilitation Act of 1973
SDCL 13-28-5; 13-28-6; 13-28-14

CROSS REFS.: AC, Nondiscrimination
IGBA, Programs or Handicapped Students
JFA, Student Due Process Rights

NOTE: *The cross references are to related codes in the EPS classification system.*

Adoption Date: March 12, 1990
Board Action: 90.149

JC

SCHOOL ATTENDANCE AREAS

The Board will determine attendance areas for the various schools of the district, as recommended by the superintendent. In recommending boundary lines, the superintendent will take into consideration the best of use of school facilities, the equalization of enrollments in classrooms, natural barriers, and traffic hazards and patterns. Except as the foregoing factors influenced boundary lines, the areas established should permit each student to attend the district's school nearest his/her place of residence.

Students are expected to attend the school in the area in which they live, with such individual exceptions as fall within Board policy or may be made in the best interests of the student and/or the school.

Individual school attendance boundaries may be changed as population warrants or as capacities of buildings require adjustments of student loads.

LEGAL REFS.: SDCL 13-23-1 through 13-23-3; 13-23-9
CROSS REF.: JECC, Assignment of Students to School
Adoption Date: March 12, 1990
Board Action: 90.149

JD

SCHOOL CENSUS

As established by law, a school board may direct the business manager or his/her designee to take the census of any children under nineteen years of age residing in the school district. The census will be taken before the first Monday in May, and will show the name of the child, date of birth, place of birth, age as of August 31, residence of the child as of April 1, the name of the parent or guardian, and other data.

A copy of the census will be placed in the office of the business manager for use by the school district.

LEGAL REFS.: SDCL 13-22-1
Adoption Date: March 12, 1990
Board Action: 90.149

JEA

COMPULSORY ATTENDANCE AGES

Under South Dakota law, a child who is at least six (6) years old by the first day of September, but who has not exceeded the age of eighteen (18) is of compulsory school age. It is the responsibility of every person having under their control a child between those ages to see to the child's attendance at school, either public, nonpublic, or alternative instruction, until the child has reached the age of eighteen (18), unless excused.

All children shall attend kindergarten prior to age seven. Any child who transfers from another state may proceed in a continuous educational program without interruption if the child has not previously attended kindergarten.

Any person who does not see to the school attendance or alternate instruction of a child in their care may be guilty of a misdemeanor and if convicted, may be subject to a fine as established by law.

No student will be denied the right of attending school without due process of law.

SCHOOL-BASED GED PROGRAM

Students enrolled in high school may be eligible for a school-based GED preparatory program if they meet the following criteria:

- Sixteen or seventeen years of age, and
- The student must present written permission from the student's parent or guardian and one of the following:

1. Verification from a school administrator that the child will not graduate with the child's cohort class because of credit deficiency;
2. Authorization from a court services officer;
3. A court order requiring the child to enter the program;
4. Verification that the child is under the direction of the Department of Corrections; or
5. Verification that the child is enrolled in Job Corps as authorized by Title I-C of the Workforce Investment Act of 1998, as amended to January 1, 2009.

Adoption Date: 11/8/21

JEB

ENTRANCE AGE

Kindergarten

All children entering kindergarten for the first time must be five years of age on or before September 1. When a child has been enrolled in kindergarten prior to moving to the district and does not meet South Dakota entrance age requirements, a conference involving the building principal, the teacher, and the parent will be held. The parent will be informed that the child will be placed in kindergarten on a trial basis until such time as the principal and teacher can determine whether the welfare of the child can best be served by retaining him/her in school or by withholding admission until the following school year. In most cases, the trial period will not exceed two or three weeks.

First Grade

All children entering first grade must be six years of age before September 1, or successfully completed kindergarten. First grade transfer students who do not meet state age requirements will be handled in the same manner as the kindergarten students. A student not yet prepared for the first grade may be placed in kindergarten.

Any child who transfers from another state may proceed in a continuous educational program without interruption.

A birth certificate will be required for a student who enters school for the first time.

LEGAL REF.: SDCL 13-28-2
Adoption Date: March 12, 1990
Board Action: 90.149

JEC

SCHOOL ADMISSIONS

In accordance with state law, all persons five (5) years old by September 1st and under twenty-one (21) years of age and all veterans (except dishonorably discharged veterans) who are residents of the district will be eligible to attend the public schools free of charge, if they have not already received a high school diploma.

Upon registration, all new students will be required to present:

1. Proof of date of birth through a birth certificate or affidavit in lieu of birth certificate. An affidavit is defined as a sworn written statement made on oath, usually before a notary public or other authorized person.
2.
3. Record of immunizations and a health certificate from a licensed physician.

4. Proof of School District residency, including physical address, if requested.

LEGAL REFS.: SDCL 13-28-5; 13-27-3.1; 13-28-7.1; 13-28-14
ARSD 24:03:09:09
Adoption Date: March 12, 1990
Revised: September 13, 2016

JECA

ADMISSION OF RESIDENT STUDENTS

The legal residence of a student, for the purpose of claiming free school privileges will mean the legal residence or domicile of the student's parents or legal guardian.

The parents or legal guardian may not establish residency in a district for the sole purpose of obtaining free schooling in that district.

A child's school residence may not change during the school fiscal year unless the child ceases to be enrolled in the school of the district.

When a child is residing in a foster home on a permanent or temporary basis, the child has school residence in the district where the parents or guardian reside unless upon request of the person with

whom the child is living the superintendent of elementary and secondary education, as permitted by law, assigns school residency to the district where the foster home is located.

Established by law

LEGAL REFS>: SDCL 13-24-19
13-38-9; 13-28-10; 13-28-10.1
CROSS REF.: JEC, School Admissions
Adoption Date: March 12, 1990
Board Action: 90.149

STUDENTS ENROLLING FROM ALTERNATIVE INSTRUCTION AND UNACCREDITED SCHOOLS

An elementary aged child who has been attending an unaccredited school in another state or country or has been receiving alternative instruction and seeks to enroll in the District shall be placed at the child's demonstrated level of proficiency as established by the standardized test administered to enrolled students in that grade in this District. Such child's placement may be in one grade level higher than warranted by the child's chronological age assuming entry into the first grade at age six and annual grade advancement thereafter. After initial placement the child may be advanced according to his or her demonstrated performance.

A child of secondary school age who has been attending an unaccredited school in another state or country or has been receiving alternative instruction who seeks to enroll in the District shall be placed in English and math at the level of achievement demonstrated by standardized tests administered to enrolled students of that age, and in all other subjects on a review of transcripts according to this policy. The child's placement may be in one grade level higher than warranted by the child's chronological age assuming entry into the first grade at age six and annual grade advancement thereafter. After initial placement the child may be advanced according to his/her demonstrated performance.
Procedures for determining units of credit for high school age students who have attended an unaccredited school or alternative program:

1. The principal shall appoint a credit review committee consisting of the high school staff deemed appropriate, and the parents or guardians. The purpose of the credit review committee is to make recommendations to the principal regarding which high school credits should be awarded to the applicant for work completed in the unaccredited school or alternative instruction program.

2. The credit review committee shall ensure that the student enrolling has completed at least one standardized achievement test in the areas of English and Math selected by and administered by the school district.

3. The credit review committee shall recommend to the principal units of credit for English and Mathematics based on the student's composite Subtest achievement scores in Reading (English) and Mathematics as deemed appropriate by the committee.

4. The credit review committee shall recommend to the principal units of credit for subjects other than English and Mathematics based upon factors, including but not limited to the following: classes taken, transcripts, class or course syllabus for each course taken, and District approved minimum competency tests in particular subject areas.

5. Should there not be a consensus within the credit review committee, the committee shall submit to the principal the differing recommendations and the rationale for each recommendation given.

6. Upon receipt of the credit review committee recommendations, the principal shall determine which credits are to be applied for purposes of grade and class placement and toward graduation credits.

7. All students who have attended an unaccredited school or alternative program and enrolling in the District shall be required to meet District graduation requirements before being issued a diploma.

Any parent or guardian who is dissatisfied with the District's placement of the child may appeal it to the secretary of the Department of Education.
The following procedure shall be used to address an appeal of the Principal's placement decision.

1. The appeal shall be in writing. The appealing party must attach the Principal's written decision.

2. In the Superintendent's sole discretion, the Superintendent may (a) meet and discuss the matter with the Complainant, (b) meet and discuss the matter with the Complainant and Principal, or (c) meet and discuss the matter with the Principal.

3. Within fourteen (14) calendar days from the date the appeal was filed with the Superintendent, the Superintendent shall render a decision in writing. The time frame for rendering a decision by the Superintendent may be extended by the Superintendent for good cause and upon written notification to the Complainant and Principal; the notification shall identify the reason for the extension and the date on or before which the decision shall be rendered. The Complainant and Principal shall receive copies of the decision. The Superintendent may uphold, reverse or modify the Principal's decision. The Superintendent may also refer the matter back to the Principal for further investigation. The Principal may uphold, modify or reverse his or her initial decision. After a matter has been referred back to the Principal, and the Principal rendered a second decision, that decision may also be appealed to the Superintendent.

4. The Superintendent's decision may be appealed by the Complainant to the Secretary of Education within (10) ten calendar days of receipt of the Superintendent's written decision.
Adoption Date: 11/8/21

JECAC

TRANSFER FROM AN ACCREDITED SCHOOL

Grade placement shall be the responsibility of the principal. Students transferring into the system from accredited schools will be placed in the same grade level as in the school from which they transferred.

Upon recommendation of the Superintendent, the Board may award credit for promotion and/or graduation through the results of proficiency testing, correspondence courses, and other educational endeavors during the regular school year which are not within the school curriculum. In awarding credit, the course or program must be pre-approved by the Principal, Superintendent and Board.

The District shall accept transfer credits earned by a student outside the regular school year for any course taken by the student from another school accredited by the South Dakota Department of Education.

The District shall accept the transfer credits only if the parents or emancipated student notifies the high school principal in writing, prior to taking the course(s) for which credit is to be received. The notification must include the student's name, the starting and ending dates for each course to be taken, the school accredited by the South Dakota Department of Education from which the course is to be taken, and provide documented verification of enrollment or registration for the course. The course syllabus must be attached to the notification.

If the school fails to receive such prior written notice, the school shall refuse to accept the credits.

If, upon review of the coursework for which transfer credit is sought, the principal determines that the course rigor is not sufficient to meet the graduation requirements established by the South Dakota Board of Education or by the District, the transfer credits earned by the student for the course will count as elective credits, but the course will not count as a course required for graduation.

If the principal determines that the credit(s) do not meet graduation requirements, the principal shall notify the student in writing and explain the reason for that determination and to cite the provisions of formally adopted school policy that apply.

The following procedure shall be used to address an appeal of the Principal's decision.

1. The appeal shall be in writing. The appealing party must attach the Principal's written decision.

2. In the Superintendent's sole discretion, the Superintendent may (a) meet and discuss the matter with the Complainant, (b) meet and discuss the matter with the Complainant and Principal, or (c) meet and discuss the matter with the Principal.

3. Within fourteen (14) calendar days from the date the appeal was filed with the Superintendent, the Superintendent shall render a decision in writing. The time frame for rendering a decision by the Superintendent may be extended by the Superintendent for good cause and upon written notification to the Complainant and Principal; the notification shall identify the reason for the extension and the date on or before which the decision shall be rendered. The Complainant and Principal shall receive copies of the decision. The Superintendent may uphold, reverse or modify the Principal's decision. The Superintendent may also refer the matter back to the Principal for further investigation. The Principal may uphold, modify or reverse his or her initial decision. After a matter has been referred back to the Principal, and the Principal rendered a second decision, that decision may also be appealed to the Superintendent.

4. The Superintendent's decision may be appealed by the Complainant to the School Board within (10) ten calendar days of receipt of the Superintendent's written decision.

The following procedure shall be used to address an appeal of the Superintendent's decision.

1. An appeal to the School Board shall be in writing. The Complainant must attach the complaint, the Principal's written decision if a decision was rendered, the appeal to the Superintendent, the response to the appeal, and the Superintendent's decision.

2. The appeal must be filed with the President/Chairperson of the School Board or Business Manager within ten (10) calendar days of Complainant's receipt of the Superintendent's written decision.

3. The School Board shall schedule a date, time and location for the appeal hearing.

OPEN ENROLLMENT POLICY

This policy is enacted to fairly allow admission and assignment of both resident and non-resident students in the Canton School District.

The board will accept all students from other districts wishing to enroll, providing the Canton School District's facilities can accommodate the students without adversely affecting the quality of the educational program. This determination will be based upon criteria adopted by the board, see Section C below, and is subject to the following conditions:

A. GENERAL PRINCIPLES

1. A student who is legal resident of another South Dakota district seeking to transfer to the Canton School District must make application on forms provided by the Department of Education and Cultural Affairs. The application must be made by an-un-emancipated student's parent or guardian or by the emancipated student. (The parent with the authority to request enrollment is the resident custodial parent.)
2. The application for open enrollment will be approved or disapproved by the Canton School Board and the applicant and resident district will be notified of the decision within five days of the decision. Applications will be reviewed in the order received.
    A. Open enrollment applications maybe e acted on anytime during the year.
    B. The application may be withdrawn by the applicant prior to the approval of the request and upon notification of the district to which the student applied.
    C. Once approved by the Canton School District, the applicant's intent to enroll obligates the student to attend school in the Canton School District for the next school year, unless the two boards agree in writing to allow a student to return to the original district or if the parent, guardian, or student changes residence to another district. Students, once accepted under this, may continue enrollment for subsequent years without reapplication. Enrollment procedures for resident students apply to non-resident student in subsequent school years.
3. Once enrolled in the Canton School District, the enrollment will continue unless a bona fide change of residence occurs or a subsequent transfer application is received.
4. The Canton School District will accept credits granted for any courses successfully completed in another accredited district. The Canton School District may award a diploma to a non-resident only if the student satisfactorily meets the Canton School District's graduation requirements.
5. Transportation of non-resident students to the school is the responsibility of the applicant. Both the resident and non-resident districts may provide transportation of non-resident students if approved. The receiving district may charge a reasonable fee if the student elects to use the transportation services offered by the receiving district.

B. SPECIAL EDUCATION STUDENTS

Both state and federal law require that the resident district be responsible for providing a free and appropriate public education for students in need of special education and related services. All applications for transfer of a student who is currently on an Individualized Educational Plan (IEP) will first be considered by the Coordinator of Special Education and possibly, a placement committee, if deemed necessary by the Coordinator. The placement committee will include representatives of both resident and non-resident districts. In addition to the other considerations of the 1997 Open Enrollment Act, the following additional considerations will apply:

1. An IEP team consisting of representatives from both the resident and nonresident districts will determine if the nonresident district can provide an appropriate instructional program and facilities, possibly including transportation, to meet the student's needs.
2. If the request to transfer is granted, the non-resident district is responsible for the provision of a free appropriate public education for the student in need of special education and related services, if required.
3. Notwithstanding the provisions of 13-28-45, the individualized education program team shall also determine whether the student in need of special education requires transportation as a related

service. If so, the non-resident district shall provide or ensure the provision of transportation with the boundaries of the attendance center to which the student is assigned.

4. If a parent or guardian of a student in need of special education or special education and related services requests to transfer the student back to the resident district, the individualized education program team shall consider the request.

C. CRITERIA FOR MAKING TRANSFER DETERMINATIONS

The criteria will be available to any individual so requesting. Discrimination based upon race, gender, religious affiliation, or disability is prohibited. All members of the same family residing in the same household will be treated the same.

1. The criteria for approval will be established based on the capacity of each of the following elements within the district. The criteria should be adopted or amended prior to acting upon any request for the subsequent year.
    a. Programs;
    b. Classes;
    c. Grade levels;
    d. Buildings;
    e. Pupil/teacher ratio.
2. The Department of Education and Cultural Affairs has authority to promulgate rules setting forth procedural and administrative requirements of the open enrollment program. The school district shall follow any and all such rules and procedures.
   (Note: As of September 2000, no rules have been proposed.)
3. The board may deny applications for any of the following reasons:
    a. Any criterion established in paragraph C-1 is violated;
    b. The applicant is under suspension or expulsion in the resident district;
    c. The applicant has been convicted of possession, use, or distribution of any controlled substance, including marijuana and is under suspension pursuant to SDCL 13-32-43; (SDCL 1332-9)
    d. The applicant has been convicted of a weapons charge relating to the schools and is under suspension pursuant to SDCL 13-42-43.

D. MISCELLANEOUS PROVISIONS

1. The district will make relevant information about the district, schools, programs, policies, and procedures available to all interested people.

LEGAL REF.: SDCL 13-27-1,13-27-3,13-27-29,13 28-21 ARSD 24-03-02-01
Adoption Date: March 12, 1990 Board Action: 90.14

JECC

ASSIGNMENT OF STUDENTS TO SCHOOLS

The Board has the authority to make assignments and distribute the students residing within the district to the schools. In assigning students to the schools, the Board shall take into consideration its duty to provide an education within the guidelines of the state board of education's accreditation rules, the wishes of the parents or guardians of the child being assigned and the district patrons, the miles and time involved in transporting the child to school, and the educational and financial impact on the district.

Any parent of guardian who is not satisfied with the decision of the Board, may, within 30 days, request a hearing before the Superintendent of Elementary and Secondary Education. The DESE Superintendent's decision is final, unless the matter is appealed to the courts.

Established by law

LEGAL REFS.: SDCL 13-28-15; 13-28-19
CROSS REFS.: AC, Nondiscrimination

JB, Equal Educational Opportunities
Adoption Date: March 12, 1990
Board Action: 90.149

JECE

STUDENT WITHDRAWAL FROM SCHOOL

Student withdrawal from school may be classified into two categories: Those who transfer to another school system, either public or private, and those who choose to drop out of school.

If a student wishes to withdraw from school to transfer to another school district he/she should see the principal who will instruct him/her as to procedure. When transferring to another school, a student should make arrangements with the office to forward credits to the proper school. All outstanding obligations to the school the student is currently enrolled in must be satisfied before credits can be transferred.

The Board is very concerned about those students who may permanently withdraw from school. The Board believes a high school diploma signifies the minimum preparation for life. Consequently, students who withdraw from school may have less than a minimum preparation. Therefore, the Board strongly urges every teacher, guidance counselor, principal, parent, and citizen to exert all influence to keep all students in school through high school graduation.

The instructional staff should be alert to at-risk students and do everything possible to give the necessary guidance to such students. The regular school program should be organized and modified to suit the student's needs and aspirations. Conferences with parents may be necessary and encouraged. All students should be asked to notify the principal before withdrawing. The school should keep in contact with students who have withdrawn.

Students who are 16 years of age, and who have parent/guardian written approval to withdraw, may withdraw from school. Each student will be informed of his/her right to be readmitted to school upon request.

Students seeking readmittance to the district schools will be permitted to reenroll at the beginning of established semesters, and will be required to provide notification of their intent to reenroll one week prior to the start of a semester.

Adoption Date: March 12, 1990
Board Action: 90.149

JED

STUDENT ABSENCES AND EXCUSES

A student's contribution to and achievement in class are directly related to attendance. Both students and parents must understand that students miss a vital portion of their education when they are absent from school.
While it is true that written work can be completed for make-up, class instruction or presentations, discussions, some audio-visual presentations, or student-teacher interaction can never be made up.
Certain absences of students will be excused by the principal on receipt of a written, signed explanation from the parent or guardian. These absences will include:

1. Illness or quarantine;
2. Bereavement or serious illness in family;
3. Weather so inclement as to endanger the health of the child;
4. Observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the school administrator. Also with such approval, students may be eligible to be counted for school attendance for up to five days each term if an excuse from actual school attendance is requested by a parent or guardian for attendance at a state or nationally recognized youth program of educational value or for the purpose of working as a precinct election official if the student is at least eighteen years old.
In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justifiable. Any absence other than excused absence is considered truancy.
Adoption Date: 11/8/21

JEDA

TRUANCY

Through cooperation with parents, strict adherence to regulations in regard to tardiness and unexcused absence, and diligence in investigating the causes of absence, the Board will endeavor to reduce tardiness and truancy.

The district truancy officer will be responsible for enforcing the compulsory attendance laws which require regular attendance, provide for penalties if parents and guardians do not carry out their responsibilities, and establish procedures for referral of a truant student to juvenile authorities.

LEGAL REFS.: SDCL 13-27-14; 13-27-16; 13-27-18 through 13-27-21;
13-27-24 through 13-27-28
CROSS REF.: IGBA, Programs for Handicapped Students
JEA, Compulsory Attendance Ages
NOTE: *Each year, as established by law, a school board will employ a truancy officer. If a school fails to employ a truancy officer, the president of the school board will act as the truancy officer (SDCL 13-27-14).*
Adoption Date: March 12, 1990
Board Action: 90.149

JEDB

STUDENT DISMISSAL PRECAUTIONS

Students in any school, grade, or class may not be dismissed before the regular hour of dismissal except with the approval of the superintendent or his/her designee.

A teacher may not permit any individual student to leave school prior to the regular hour of dismissal except by permission of the principal.

No student will be permitted to leave school prior to the dismissal hour in the company of anyone other than a school employee, or parent of the child, unless the permission of the parent has been first secured. If a policeman or court official requests the dismissal of a pupil during school hours, he/she must have a warrant or written request by parents before the student is dismissed.

Grades 7-12 have an open noon hour which means that students in grades 11 -12 may leave the school for lunch purposes. The open noon hour is an acceptable reason for students to leave the school premises.

CROSS REF.: JFG, Interrogations and Searches
Adoption Date: March 12, 1990
Board Action: 90.149

JEE

STUDENT ATTENDANCE ACCOUNTING

The Board recognizes the importance of student accounting. Accurate information regarding the whereabouts of school-age children, both public and private, is essential to the operation of the school district.

As required by state law, the Superintendent will be responsible for an accurate record of the attendance or nonattendance of all students who are enrolled in school. The school district truancy officer will also keep a record of all those children who are required by law to be enrolled in school and who do not attend, or whose attendance is irregular.
Adoption Date: 11/8/21

JEF

RELEASED TIME FOR STUDENTS

The Board will permit students, with the written consent of their parents or legal guardians, to receive moral or religious instruction at a suitable place away from the school, as designated by the religious group.

Students will be excused from school for such purposes no more than one hour per week. Release time may accumulate up to four (4) hours of excused leave time to be taken consecutively on any one (1) day or two (2) hours to be taken on any two (2) days.

The superintendent is instructed to establish regulations, governing the attendance of students and their reporting for such instruction.

Students enrolled in the district normally will not be released from school for private instruction in music, gymnastics, or other activities. The discretion of the building principal, however, may be exercised in unique or unusual circumstances.

LEGAL REF.: SDCL 13-33-10
Adoption Date: March 12, 1990
Board Action: 90.149

JEG

EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

GED PROGRAM: Students aged 16 years of age or older will be exempt from compulsory attendance provided they are enrolled in and participating in a school-based or school contracted Graduate Equivalency Degree (GED) program . The student must present written permission from the student's parent or guardian and meets one or more of the following five conditions:

1. Verification from a school administrator that the child will not graduate with the child's cohort class because of credit deficiency;
2. Authorization from a court services officer;
3. A court order requiring the child to enter the program;
4. Verification that the child is under the direction of the Department of Corrections; OR
5. Verification that the child is enrolled in Job Corps as authorized by Title I-C of the Workforce Investment Act of 1998, as amended January 1, 2009.

RELIGIOUS EXEMPTION AFTER EIGHTH GRADE: A child of compulsory school age who has successfully completed the first eight grades is excused from compulsory school attendance if:

1. The child or the parents of the child are members of a recognized church or religious denomination that objects to the regular public high school education; and

2. The recognized church or religious denomination either individually or in cooperation with another recognized church or religious denomination provides a regularly supervised program of instruction in which each child participates in learning activities appropriate to the adult occupation that the child is likely to assume in later years.

STUDENT EXCUSED BECAUSE OF ILLNESS IN FAMILY: The School Board may excuse a child from school attendance because of serious illness in his immediate family, making his presence at home an actual necessity, or his presence in school a menace to the health of other pupils. The School Board may require the submission of medical evidence as a condition of granting an excuse pursuant to this section.

STUDENT EXCUSED TO ATTEND STATE OR NATIONALLY RECOGNIZED YOUTH EVENTS, AND WORK AS PRECINCT ELECTION OFFICIAL: A 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.

Adoption Date: 11/8/21

JF

STUDENT RIGHTS AND RESPONSIBILITIES

The Board recognizes that it has the responsibility to assure students the legal rights that are theirs by virtue of guarantees offered all persons under the federal/state constitutions and statues. In connection with rights are responsibilities that must be assumed by students.

A student is responsible for the way he/she exercises his/her rights, and he/she must accept the consequences of his/her actions and recognize the boundaries of his/her 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 rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.
2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.
3. The right to due process of law with respect to suspension and expulsion.
4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.
5. The right to privacy, which includes privacy in respect to the student's school records.

As part of the educational process, students should be made aware of their legal rights and of the legal authority of the Board to make, and delegate authority to its staff to make, rules regarding orderly operation of the schools.

CROSS REFS.: IGDB, Student Publications
JF subcodes, (all relate to student rights and responsibilities)
Adoption Date: March 12, 1990
Board Action: 90.149

STUDENT DUE PROCESS RIGHTS

All students are entitled to due process when they are subjected to disciplinary actions such as suspension or expulsion. The Board and school officials have the legal authority to deal with disruptive students and student misconduct. Due process, in the context of the administrative proceedings carried out by school authorities, refers to the hearing procedures established by the State Board of Education.

Due process procedures will conform to the following basic practices:

1. They must be fair.
2. They must apply equally to all.
3. They must be enforced in a fair manner, which involves:
   --adequate and timely notice and an opportunity to prepare a defense.
   --an opportunity to be heard at a reasonable time and in a meaningful manner.
   --the right to a speedy and impartial hearing on the merits of the case.

LEGAL REFS.: SDCL 13-32-4
ARSD 24:07:01 et seq
CROSS REF.: JGD/JGE, Student Suspension/Expulsion
NOTE: *Articles 24:07 of the Administrative Rules of South Dakota provide two sets of procedures: One is for short-term suspensions, and one for long-term suspensions or expulsions. The short-term procedure applies to suspensions or expulsions from school or class for five days or less; the long-term procedure applies for more than five days.*
Adoption Date: March 12, 1990
Board Action: 90.149

EDUCATION OF HOMELESS CHILDREN

The McKinney-Vento Homeless Assistance Act guarantees rights and services to remove educational barriers for homeless children and youth.

A homeless child is a child without permanent housing who:

- lives on the streets;
- stays in a shelter, mission, single room occupancy facilities, abandoned building or vehicle; or
- is in any other unstable or non-permanent situation.

The Board will appoint a liaison for homeless children. Every homeless child is entitled to equal access to the same free, appropriate public education as provided to other students. The District will strive to ensure the enrollment and attendance of homeless children not currently attending school. The District will enroll a child who is homeless regardless of residence and irrespective of whether the homeless child is able to produce records normally required for enrollment.

Homeless children will have access to services comparable those offered to other students, including but not limited to:

- Transportation services;
- Educational services for which a student meets eligibility criteria (e.g., Title I);
- Educational programs for students with disabilities and limited English proficiency;
- Programs in vocational and technical education;
- Programs for gifted and talented students; and
- School nutrition program.

The District will strive to ensure the enrollment and attendance of homeless children not currently attending school.

The District will review and revise as necessary those policies, rules or procedures that may be barriers to enrollment of homeless children. In reviewing and revising such procedures, the District will consider issues of transportation, immunization, residence, birth certificates, school records, and other documentation.

Dispute Resolution Process

The McKinney-Vento Homeless Assistance Act guarantees rights and services to remove educational barriers for homeless children and youth. The District has developed a dispute resolution process for when parents, guardians, or unaccompanied youth and schools, disagree on the eligibility, enrollment, or educational placement of homeless children and youth. The designated District Homeless Liaison is responsible for carrying out the dispute resolution process in an expeditious manner.

The District will provide a written explanation of the decision to the parent or, in the case of an unaccompanied youth, to the unaccompanied youth. The written explanation must include a description of the parent's or unaccompanied youth's right to appeal the decision. When a dispute arises over eligibility, enrollment, or school selection, the child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute.

Should a dispute occur regarding eligibility, enrollment, or school selection of a homeless child or youth, the dispute process as outlined in regulation JFB-R(1) must be used.

Legal Reference: USC Title 42 §11431
Last Revised: February, 2017

JFB-R(1)

EDUCATION OF HOMELESS CHILDREN
Dispute Resolution

The McKinney-Vento Homeless Assistance Act guarantees rights and services to remove educational barriers for homeless children and youth. The District has developed a dispute resolution process for when parents, guardians, or unaccompanied youth and schools, disagree on the eligibility, enrollment, or educational placement of homeless children and youth. The designated District Homeless Liaison is responsible for carrying out the dispute resolution process in an expeditious manner.

The District will provide a written explanation of the decision to the parent or, in the case of an unaccompanied youth, to the unaccompanied youth. The written explanation must include a description of the parent's or unaccompanied youth's right to appeal the decision. When a dispute arises over eligibility, enrollment, or school selection, the child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute.

Should a dispute occur regarding eligibility, enrollment, or school selection of a homeless child or youth, the following process must be used:

- **Level 1**: If a parent or unaccompanied youth wishes to appeal a District Homeless Liaison's decision related to a student's eligibility, enrollment, or educational placement, the case is appealed to the District Superintendent or the Superintendent's designee (who may not be the District Homeless Liaison).

- **Level 2**: If the appeal is unresolved, the case is appealed to the School Board.
- **Level 3**: If the appeal continues to be unresolved, the case is appealed to the McKinney-Vento State Coordinator.

Every effort should be made to resolve the complaint or dispute at the local level before it is brought to the South Dakota Department of Education.

Initiation of the Dispute Resolution Process

If a parent or unaccompanied youth wishes to appeal the District Homeless Liaison's decision related to a student's eligibility, enrollment, or educational placement:

1. The parent or unaccompanied youth must file a request for dispute resolution with the District Homeless Liaison by:
    a) submitting a form that initiates the dispute resolution process;
    b) the request for dispute resolution must be submitted by the parent or the unaccompanied youth to the District Homeless Liaison within fourteen (14) calendar days of receiving notification that the District intends to enroll the student in a school other than the one requested by the family or the unaccompanied youth;

2. The District's Homeless Liaison must log their receipt of the appeal, including the date and time, with a written description of the situation and the reason for the dispute, and a copy of the complaint must be forwarded to the District Superintendent within seven (7) calendar days of receipt of the notice of appeal.

Level 1: Appeal to the Superintendent: The following procedure shall be used to address an appeal of the District's Homeless Liaison's decision:

A. The appeal shall be in writing using Exhibit JFB-E(1).
B. Upon receipt of an appeal, the Superintendent will, within fourteen (14) calendar days, meet and discuss the matter with the appealing party and the District's Homeless Liaison.
C. Within fourteen (14) calendar days from the date the appeal was filed with the Superintendent, the Superintendent shall render a decision in writing. The time frame for rendering a decision by the Superintendent may be extended by the Superintendent for good cause.
D. The Superintendent may uphold, reverse or modify the Liaison's decision. The Superintendent may also refer the matter back to the Liaison for further investigation. The Liaison may uphold, modify or reverse his or her initial decision. After a matter has been referred back to the Liaison, and the Liaison rendered a second decision, that decision may also be appealed to the Superintendent.
E. The Superintendent's decision may be appealed to the School Board within fourteen (14) calendar days of receipt of the Superintendent's written decision. If the Superintendent does not render a written decision within the required time frame the matter may be appealed to the School Board pursuant to Step 3.

Level 2: Appeal to the School Board: The following procedure shall be used to address an appeal of the Superintendent's decision made in Level 1, or if the Superintendent failed to render a decision in the required time frame:

A. An appeal to the School Board shall be in writing using Exhibit JFB-E(2).
B. The appeal must be filed with the President/Chairperson of the School Board or Business Manager within fourteen (14) calendar days of receipt of the Superintendent's written decision, or within fourteen (14) calendar days of the deadline for the Superintendent's written decision, whichever comes first.
C. Upon receipt of an appeal to the School Board, the School Board shall schedule a date, time and location for the appeal hearing.
D. The following procedure shall be applicable at the appeal hearing before the School Board:
    1) The School Board shall appoint a school board member or a person who is not an employee of the school district as the Hearing Officer.
    2) Within thirty (30) calendar days of an appeal being filed with the School Board, the School Board shall conduct a hearing in executive session.
    3) The appealing party and the Superintendent each have the right to be represented at the hearing.

4) The School Board shall make a verbatim record of the hearing by means of an electronic device or a court reporter. This record and any exhibits must be sealed and must remain with the Hearing Officer until the appeal process has been completed.
5) The issue on appeal is whether the Superintendent's decision should be upheld, reversed or modified by the School Board; in the absence of a decision by the Superintendent, the School Board will make a decision on the merits of the complaint.
6) All parties shall be given the opportunity to make an opening statement.
7) Both parties shall have the opportunity to present their case and ask questions of the other's witnesses. The Hearing Officer and school board members may ask questions of any witness.
8) All witnesses must take an oath or affirmation administered by the School Board President/ Chairperson, Hearing Officer or other person authorized by law to take oaths and affirmations.
9) The Hearing Officer shall admit all relevant evidence. The Hearing Officer may limit unproductive or repetitious evidence. The strict rules of evidence do not apply.
10) Both parties shall be given the opportunity to make a closing statement.
11) After the evidentiary hearing, the School Board shall continue to meet in executive session for deliberations. No one other than the Hearing Officer may meet with the Board during deliberations. During deliberations, the Board may seek advice from an attorney who did not represent any of the parties in the hearing. Consultation with any other person during deliberation may occur only if a representative of both parties are present. The Board may, in its sole discretion, continue the proceedings and make a final decision on the appeal at a later date.
12) Within twenty (20) calendar days of the hearing, the School Board shall render its decision and issue its written Findings of Fact, Conclusions of Law and Decision. The time frame for rendering a decision may be extended by the Board President for good cause and upon written notification to the parties.
13) The decision of the School Board must be based solely on the evidence presented at the hearing and must be formalized by a motion made in open meeting. The Board will reconvene in open session. The Board may uphold, reverse, or modify the Superintendent's decision, or render a decision on the merits of the complaint in the absence of a Superintendent's decision. Findings of Fact, Conclusions of Law and Decision, consistent with the Board motion, shall be in writing and approved by the Board. The Complainant, Employee, Principal and Superintendent will receive copies after the Findings of Fact, Conclusions of Law and Decision are approved by the School Board.
14) If the party appealing the Superintendent's decision to the School Board is dissatisfied with the School Board's decision, that party may appeal the decision by filing an appeal with the South Dakota Department of Education.

JFB- E(1)

EDUCATION OF HOMELESS CHILDREN
Dispute Resolution Appeal to the Superintendent

The Liaison must provide a written explanation of the decision to the parent or, in the case of an unaccompanied child, to the unaccompanied child. If a parent or unaccompanied child wishes to appeal a District Homeless Liaison's decision related to a child's eligibility, enrollment, or educational placement, the case is appealed by submitting this completed form to the District's Homeless Liaison who shall forward it to the Superintendent. The appeal must be filed within 14 calendar days of receipt of the Liaison's decision.

I/We appeal the Liaison's Level 1 decision for the following reason(s): [With specificity, state how or why the Liaison's decision is believed to be wrong]:

_____
_____
_____
_____
_____
_____

_____
_____
_____
_____
_____
_____
_____
_____.

PLEASE ATTACH A COPY OF THE LIASION'S WRITTEN DECISION WHICH IS BEING APPEALED.

_____ _____
Date Parent or Unaccompanied Child

_____ _____
Date Received District Homeless Child Liaison

_____ _____
Date Received Superintendent

JFB-E(2)

EDUCATION OF HOMELESS CHILDREN
Dispute Resolution Appeal to the School Board

An appeal of the Superintendent's decision must be filed with the President/Chairperson of the School Board or Business Manager within 14 calendar days of receipt of the Superintendent's written decision (or within 14 calendar days of the deadline for the Superintendent's written decision, whichever comes first).

I/We appeal the Superintendent's Level 2 decision for the following reason(s): [With specificity, state how or why the Superintendent's Decision is believed to be wrong]:

_____
_____
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_____
_____.

ATTACH A COPY OF THE LIAISON'S DECISION, APPEAL TO THE SUPERINTENDENT, AND THE SUPERINTENDENT'S DECISION.

_____ _____
Date Parent or Unaccompanied Child

_____ _____

Date Received Board President/Chairperson – Business Manager

JFC

STUDENT CONDUCT

Students in the district schools are expected to act in such fashion that their behavior will reflect favorably on the individual student and on the school; will show consideration for fellow students; and will create a harmonious school atmosphere. To accomplish this, all students must recognize their individual responsibilities and obligations and discharge them in accordance with the school regulations.

Any of the following actions will subject a student to suspension, expulsion, or other school disciplinary measure:

PART I
School Board Code Prohibiting Serious Student Misconduct

RULE 1. DISRUPTION OF SCHOOL

A student shall not by his or her conduct intentionally cause or participate in causing the substantial and material disruption or obstruction of any lawful mission, process or function of the school.

Neither shall a student urge other students to engage in any conduct for the purpose of causing the substantial and material disruption or obstruction of any lawful mission, process or function of the school.

While this list is not intended to be exclusive, the following conduct when done for the purpose of causing a substantial and material disruption or obstruction of any lawful mission, process or function of the school; illustrate the kinds of conduct prohibited herein:

1. Occupying any school building, school grounds, or part thereof with intent to deprive others of its use.
2. Blocking the entrance or exit of any school building or corridor or room therein with intent to deprive others of lawful access to or from, or use of, the building or corridor or room.
3. Setting fire to or substantially damaging any school building or property.
4. Firing, displaying or threatening use of firearms, explosives, or other weapons on the school premises.
5. Preventing or attempting to prevent by physical act the convening or continued functioning of any school, class or activity or of any lawful meeting or assembly on the school campus.
6. Preventing students from attending a class or school activity.
7. Except under the direct instruction of the principal, blocking normal pedestrian or vehicular traffic on a school grounds.
8 Continuously and intentionally making noise or acting in any manner so as to interfere seriously with the teacher's ability to conduct his/her class.

RULE 2. ACTS AFFECTING PROPERTY

Intentionally causing, attempting or threatening damage to property; intentionally stealing, threatening or attempting to steal property; or intentionally participating in such acts by students is prohibited as follows:

1. All school property of property of school personnel at any time or place (whether on or off school grounds).
2. Private property either on the school grounds or during a school activity, function or event off school grounds.

RULE 3. ACTS AFFECTING PERSONS

Intentionally causing, attempting or threatening physical injury to persons; intentionally harassing persons; or intentionally participating in such acts by students shall be prohibited as follows:

1. School personnel at any time or place (whether on or off school grounds).

2. Other than school personnel either on the school grounds or during a school activity, function or event off school grounds.

RULE 4. WEAPONS AND DANGEROUS INSTRUMENTS

Student shall not knowingly posses, handle or transmit any object that can reasonably be considered a weapon when he is on the school grounds or when he is off the school grounds at any school activity, function or event.

This rule does not apply to normal school supplies like pencils or compasses but does apply to any firearm, any explosive including firecrackers, any knife other than a small penknife, and other dangerous objects of no reasonable use to the pupil at school.

RULE 5. NARCOTICS, ALCOHOLIC BEVERAGES AND STIMULANT DRUGS

A student shall not knowingly possess, use, transmit or be under the influence of any drug or substance prohibited by law, such as but not limited to narcotic drugs, hallucinogenic drugs, amphetamine, barbiturate, marijuana, or any alcoholic beverage or intoxicant of any kind when he is on the school grounds or when he is off the school grounds at any school activity, function or event.

Use of a drug authorized by medical prescription from a registered physician shall not be considered a violation of this rule.

RULE 6. REPEATED SCHOOL VIOLATIONS

A student shall not repeatedly fail to comply with directions of teachers, student teachers, substitute teachers, teachers aides, principals or other authorized school personnel during any period of time when he is properly under the authority of school personnel, nor shall a student repeatedly fail to comply with rules, regulations, policy, orders and instructions given by the school board or the personnel authorized to act on behalf of the school board.

RULE 7. DEFINITIONS

As used in the rules the following terms shall have the following meanings:

School personnel- All persons permanently or temporarily employed by the school district in any capacity whatsoever, school board members, and any other persons performing services in connection with operation of the school or any school functions in a capacity other than that of an employee.

Intentionally- Shall include both an act done with design and an act which could reasonably be expected to result in the prohibited conduct.

RULE 8. PRESUMPTION

If a student is present at the time any prohibited conduct occurs it shall be presumed that the student participated in such prohibited conduct, which presumption may be rebutted.

PART II
PROCEDURES

SECTION I. INVESTIGATION

The principal, or his/her designee, shall investigate matters of student discipline and misconduct as they relate to violations of rules, regulations or policies of the school. A determination shall be made as to whether suspension or expulsion proceedings should be instituted, and if so, whether they should be for short-term suspension, long-term suspension or expulsion. If the principal witnesses student misconduct he/she may initiate proceedings without further investigation.

SECTION II. SHORT-TERM SUSPENSION

Short-term suspension may be invoked for misconduct constituting violation of school rules when the seriousness of such misconduct is not deemed by the principal sufficient to warrant instituting proceedings for long-term suspension or expulsion. No short-term suspension proceedings shall be instituted during the last ten (10) days of the school year without approval of the superintendent. Short-

term suspension may be invoked prior to or concurrently with the invocation of long-term suspension or expulsion proceedings.

SECTION III. LONG-TERM SUSPENSION

Long-term suspension may be invoked for misconduct constituting violation of school rules when the seriousness of such misconduct is deemed by the principal sufficient to invoke long-term suspension or expulsion procedures.

Any misconduct occurring after a student has been suspended for a total of ten (10) school days during the semester during which such misconduct occurs shall be reported to the superintendent with recommendation by the principal as to whether short-term suspension, long-term suspension or expulsion proceedings should be instituted.

SECTION IV. HEARING

Proceedings for both short and long-term suspension and for expulsion and hearings in connection therewith shall be instituted and conducted according to the rules adopted by the State Board of Education pursuant to SDCL 13-32-4 and in affect at the time of such proceedings.

In addition to school disciplinary measures some of the above actions are subject to punishment through civil authorities.

The previous prohibited actions will be printed in a handbook or other publication and made available to students and parents.

School building administrators will not recommend a student for suspension or expulsion, except as the student has engaged in one of the prohibited actions mentioned above or other acts of misconduct while on school property or taking part in a school activity off school grounds.

LEGAL REFS.: SDCL 13-32-5; 13-32-6; 13-32-7; 25-5-15
CROSS REFS.: ECAB, Vandalism
JG, Student Discipline, and subcodes (all relate to discipline)
Adoption Date: March 12, 1990
Board Action 90.149

STUDENT CONDUCT ON SCHOOL BUSES

When a child is riding, boarding, or leaving the bus, the bus driver has supervisory control over the student and may exercise reasonable, necessary and legal discipline to maintain that control and to provide for the safety of the bus operation.

In view of the fact that a bus is an extension of the classroom, the Board will require children to conduct themselves in the bus in a manner consistent with established standards for classroom behavior.

In cases when a child does not conduct himself properly on a bus, such instances will be brought to the attention of the building principal and transportation supervisor by the bus driver. The transportation supervisor will inform the parents immediately of the misconduct and request their cooperation in checking the child's behavior.

Children who become a serious disciplinary problem on the school bus may have their riding privileges suspended by the principal. In such cases, the parents of the children involved become responsible for seeing that their children get to and from school safely.

The transportation supervisor shall adopt rules of conduct while riding school buses and parents and students will be informed of these regulations at the beginning of each school year. Parents will be asked to return signed forms indicating that the regulations have been received and read.

LEGAL REF.: SDCL 13-32-2
Adoption Date: March 12, 1990
Board Action: 90.149

JFCC-R (Also EEACC-R)

STUDENT CONDUCT ON SCHOOL BUSES

Buses are provided for those students whose distance from school or health makes this service essential. Misconduct on buses will not be tolerated and will result in forfeiture of the privileges of riding.

Students are expected to discipline themselves and comply with the instructions of the bus operator. The driver will be in full charge of the bus and the passengers. There must be no disturbance of any kind that might distract the driver and imperil the safety of the passengers.

Students will observe the following rules of conduct while riding school buses.

1. Be on time. The bus cannot wait and be expected to maintain its schedule.
2. Wait on the side of the road until the bus comes to a complete stop and the driver opens the door.
3. Stay in your seat at all times until the bus has come to a complete stop in front of the school where you are to depart to your respective building.
4. Keep your head, hands and feet inside the bus at all times. Do not holler out the bus windows while the bus is moving.
5. Keep the bus clean. No gum, food, or drinks on the buses. Put all waste papers and garbage in the receptacle.
6. Be courteous to your bus driver at all times. He has direct authority over all his passengers while you are riding the bus.
7. When school is dismissed for the day, wait on the sidewalk at the school loading zone until the bus comes to a complete stop and the driver opens the bus door.
8. If you do not plan to ride the bus on a particular day or days, please phone either your bus driver, ABC Inc. (phone 764-8000), or the stop before yours on the bus route and have them tell the bus driver.
9. If parents want their children to ride on a different bus, the child must have a signed permission slip from the parents.
10. The bus driver will have a copy of these rules posted in his bus at all times.
11. Don't lose your riding privilege by failing to comply with the above listed rules.

Parents and students will be informed of these regulations at the beginning of each school year, and parents will be asked to return signed forms indicating that the regulations have been received and read.

LEGAL REF.: SDCL 13-32-5
Adoption Date: March 12, 1990
Board Action: 90.149

JFCE

STUDENT BULLYING

The Canton School District is committed to maintaining a constructive, safe school climate that is conducive to student learning and fostering an environment in which all students are treated with respect and dignity.

Persistent bullying can severely inhibit a student's ability to learn and may have lasting negative effects on a student's life. The bullying of students by students, staff or third parties is strictly prohibited and shall not be tolerated.

Bullying consists of physical, verbal, written or electronic conduct directed toward a student that is so severe, pervasive and objectively offensive that it:

1. has the purpose of effecting or creating an intimidating, hostile or offensive academic environment, or
2. has the purpose or effect of substantially or unreasonably interfering with a student's academic performance which deprives the student access to educational opportunities.

This policy is in effect while students are on property within the jurisdiction of the board; while students are in school-owned or school-operated vehicles; while students are attending or engaged in school-sponsored activities; and while students are away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school district.

It shall be the responsibility of the superintendent to develop administrative regulations, in accordance with this policy, to protect the district's students from the harmful effects of bullying. Regulations accompanying this policy shall include, but are not limited to:

1. Additional definitions, if necessary, to assist in the implementation of this policy;
2. A procedure to report incidents of bullying;
3. A process to investigate reported acts of bullying;
4. A procedure, consistent with district policy, to provide appropriate consequences for any individual found to have engaged in bullying;
5. A statement prohibiting retaliation against individuals who, in good faith, report acts of bullying; and
6. A process to inform staff, students and parents of the district's bullying prevention policies and efforts.

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

Adoption Date: August 2012

JFCE-R

STUDENT BULLYING - REGULATION

A. DEFINITIONS

1. **Bullying**: For the purposes of this policy, "bullying" means any physical, verbal, written or electronic conduct directed toward a student that is so severe, pervasive, and objectively offensive that it:
   a. has the purpose of effecting or creating an intimidating, hostile or offensive academic environment, or
   has the purpose or effect of substantially or unreasonably interfering with a student's academic performance which deprives the student access to educational opportunities.

   Bullying may include, but is not limited to the following behaviors and circumstances:
   a. Verbal, nonverbal, physical or written harassment, hazing, or other victimization that has the purpose of causing injury, discomfort, fear, or suffering to the victim;
   b. Repeated remarks of a demeaning nature that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
   c. Implied or explicit threats concerning grades, achievements, property, etc. that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
   d. Demeaning jokes, stories, rumors or activities directed at a student that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim; or
   e. Unreasonable interference with a student's performance or creation of an intimidating, offensive or hostile learning environment.

2. **Electronic**: For the purposes of this policy, "electronic" means any communication involving the transmission of information by wire, wireless broadband, radio, optical cable or similar means. "Electronic" includes, but is not limited to, communication via electronic mail, internet-based communications, pager service, cell phones, electronic text messaging or similar technologies.

3. **Third Parties**: For the purposes of this policy, "third parties" includes, but is not limited to, school volunteers, parents, school visitors, service contractors or others engaged in District business, such as employees of business or organizations participating in cooperative work programs with the District, and others not directly subject to District control at inter-district and intra-district school events.

B. REPORTING

Any individual who believes a student has been the victim of bullying, as defined above, by students, staff or third parties shall report the alleged acts immediately. The report shall be on a form available from the building principal or from the district office. A report may be made anonymously, although disciplinary action may not be based solely on an anonymous report. At the time a report is made, district staff may request any evidence of the alleged bullying, including, but not limited to, letters, tapes, pictures or electronic communication devices.

1. **Designated Personnel**. The building principal is designated to receive written reports of bullying at each school building. Reports may also be received by the Dean of Students or an alternate, as designated by the building principal. If the complaint involves the building principal, the complaint shall be filed directly with the superintendent. In such cases that a report alleges bullying performed by the superintendent, the building principal shall reasonably and promptly notify the Board Chair.
2. **Confidentiality**. The District will attempt to respect the confidentiality of the report and the individual(s) against whom the report is filed, consistent with district policy, legal obligations and the necessity to investigate allegations of bullying and take disciplinary action when the conduct has occurred.
3. **Procedure**. Any individual filing a report of bullying will be asked to put the facts surrounding the conduct in writing on a form provided by the District. The form shall include, but is not limited to: individual's name and address; date of the incident; description of the incident; name of any witnesses; and signature of the complainant.
4. **Required Reporting**. If any accusations include possible criminal activity, the administration shall comply with all mandatory state reporting requirements.

C. INVESTIGATION

Upon receipt of a written report, the building principal or designee shall be responsible for reasonably and promptly conducting and investigation to determine whether an alleged act constitutes a violation of this policy. At the building principal's discretion, an investigation may be conducted by an alternate investigator as designated by the building principal. After completion of the investigation, the investigating party shall provide written conclusions and findings to the building principal and superintendent.

The investigation may consist of personal interviews with individuals named in the report and any others who may have knowledge of the alleged incident(s) or circumstances giving rise to the report. The investigation may also consist of any other methods deemed appropriate by the investigating party.

In addition, the District may take immediate steps, at its discretion, to protect students and employees pending completion of an investigation.

D. PROHIBITION AGAINST RETALIATION

The District prohibits retaliation against any person who, in good faith, makes a report of alleged bullying conduct or who retaliates against any person who, in good faith, testifies, assists, or participates in any investigation, proceeding, or hearing related to a report of bullying.

Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment. If any student who has, in good faith, reported bullying or has testified, assisted or participated in an investigation, believes that he or she has been retaliated against because of his or her participation, he or she should follow the procedures set forth above.
Any charge of bullying found to have been intentionally dishonest or made maliciously without regard for truth is subject to disciplinary action consistent to district policy.

E. CONSEQUENCES
Any individual found to have violated this policy will be subject to discipline consistent with district policy. The District will take action it deems necessary and appropriate, up to and including expulsion, dismissal or appropriate sanction determined and imposed by the administration or the Board. Individuals may also be referred to law enforcement.

F. NOTIFICATION
The district's bullying prevention efforts shall be annually discussed with students and staff and the district's policy and regulation shall be incorporated into the appropriate district handbooks, which shall be made available to district staff, students and parents.

Adoption Date: August 2012
Updated Date: March 2023

SMOKING, USE OF TOBACCO PRODUCTS AND USE OF CERTAIN NICOTINE DELIVERY PRODUCTS ON SCHOOL PROPERTY AND IN SCHOOL OWNED VEHICLES

Introduction
The U.S. Surgeon General has warned the citizens of the United States about the hazards of smoking and the use of tobacco products. Tobacco products contribute to various health problems; however, some of the most noteworthy include the following: heart attacks, high blood pressure, stroke, emphysema, and cancer. A byproduct of tobacco, smoke, can affect non-smokers in a similar manner when smoke is inhaled over a period of time.
The Canton School Board is dedicated to a comfortable, healthy, safe, and productive environment for its students, staff, patrons, and visitors. The school board believes that education is a key element in establishing appropriate patterns of behavior related to good health. The school board also recognizes the importance of adults modeling appropriate health related behavior for students at school.

Use of Tobacco and Simulated Smoking Products
No person shall be allowed to use on school property or in school vehicles; tobacco products of any kind, devices that simulate the act of smoking, or devices that have the capability of delivering nicotine or other chemicals to the user through inhalation. Inhalers prescribed for medical use are exempt from the policy. This policy applies but is not limited to teachers and other school employees, students, patrons, and visitors.
The school board issues this policy in an attempt to preserve the health, safety, and environment to all people who use the school and attend school activities at Canton School District.

LEGAL REFS.: ARSD 61:13:04:18
Proposed: January 9, 1989
Adopted: February 13, 1989
Board Action: 90.149
Updated: March 10, 2014

ALCOHOL USE BY STUDENTS

The following document outlines policy on student use of alcohol and other drugs in the school district. This policy is in effect on premises owned, leased or maintained by the school district, at all school-related activities on and off campus, on vehicles used to transport students to and from school or at other activities and in vehicles parked on school property. Students and parents/guardians are expected to know and understand the policy provisions and its mandatory nature. A copy of the policy will be provided to all students and parents.

POLICY

A student shall not possess, use, distribute, transfer, conceal, sell, attempt to sell, deliver, give, exchange or be under the influence of alcohol, illicit drugs, narcotics, dangerous or illegal chemical substances. Students shall not engage in alcohol and/or other drug use/abuse, nor possess paraphernalia specific to the use of alcohol and/or other drugs.

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

DISCIPLINARY SANCTIONS AND IMPLEMENTATION PROCEDURES

A. The following procedures will be used in dealing with possession, use, or being under the influence of alcohol and other drugs. State and federal regulations regarding special education students will be followed.

First Offense:

1. The administration will notify the parent(s)/guardians(s) and schedule a conference;
2. The administration shall suspend the student for ten (10) days in compliance with student due process procedures;
3. The administration shall notify available law enforcement authorities;

The suspension of a student who completes a drug/alcohol assessment from a certified or licensed addition counselor or a licensed physician trained in chemical dependency and recommended program, if any, will be commuted to three (3) days, provided the assessment and program are completed, unless good cause is shown to and approved by the administration, within twenty (20) school days. Fees for this assessment and treatment are the responsibility of the student and family.

Upon receipt of appropriate authorization, the agency or professional will notify the school administration in writing that the student has been evaluated and to comply successfully, completed any recommended treatment program.

Second Offense:

1. The administration will contact the parent(s)/guardian(s) and schedule a conference.
2. The administration shall notify available law enforcement authorities.
3. The administration shall suspend for ten (10) days in compliance with student due process procedures.

A long-term suspension hearing shall be scheduled before the school board pursuant to due process rules for long-term suspension. The administration will recommend to the school board that the student be suspended for ninety (90) school days. The ninety (90) day suspension for a second offense may be reduced to ten (10) school days if the student completes an accredited intensive prevention or treatment program. Fees for this assessment and/or treatment are the responsibility of the student and family.

Subsequent Offenses:

1. The administration will contact the parent(s)/guardian(s) and schedule a conference.
2. The administration shall notify available law enforcement authorities.
3. The administration shall suspend for ten (10) days in compliance with student due process procedures.
4. An expulsion hearing shall be scheduled before the school board pursuant to due process rules for expulsion. The administration will recommend to the school board that the student be expelled.

B. Distributing (supplying free or selling) Alcohol and Other Drugs or Material Represented to be a Controlled Substance - (all occurrences):

1. The administration will contact the parent(s)/guardian(s) and schedule a conference.
2. The administration shall notify available law enforcement authorities.
3. The administration shall suspend for ten (10) days in compliance with student due process procedures.

4. A long-term suspension hearing shall be scheduled before the school board pursuant to due process rules for long-term suspension. The administration will recommend to the school board that the student be suspended for up to ninety (90) school days.
5. A second offense for distributing alcohol or drugs shall result in an expulsion hearing being scheduled before the school board and the administration will recommend the student be expelled for one year.
6. State and federal regulations regarding special education students will be followed.

USE OF ALCOHOL SENSORS

In keeping with its commitment to protect all pupils and the school community from the harm of alcohol use, the Board authorizes the Superintendent, Principals, and designee(s), to use a portable breath test (PBT) and passive breath alcohol sensor device (PBASD) to screen for evidence of breath alcohol. The purpose for using a PBT and PBASD is to protect pupils who may be under the influence of alcohol, other pupils, staff and community members attending school events and to deter the use of alcohol by pupils. As PBT and PBASD implementation is intended primarily as a deterrent to student and youth alcohol use, nothing set forth in this policy precludes school district personnel from using the power of observation and professional judgment when there is reasonable suspicion of youth alcohol consumption.

The Board authorizes PBT and PBASD screening of students during the school day upon reasonable suspicion that a student may have consumed alcohol, and of attendees before, during and after school activities/events including, but not limited to dances, athletic events, proms, class trips, drama productions, graduation ceremonies, or school assemblies.

Procedurally, district personnel will not vary from the normal course of action outlined in Policy JGD: Student Suspension or Expulsion when evidence of alcohol consumption is derived from a PBT, PBASD reading or personal observation.

If the PBT or PBASD screening indicates the presence of alcohol on District student, the matter shall be reported to the Principal or designee and law enforcement. District students violating this policy will be disciplined according to the discipline procedures outlined in this policy and other relevant policies. School age persons from other districts attending school and district sponsored events who are suspected of alcohol consumption will be reported to the Principal or designee and law enforcement.

The Board shall provide notices to students, staff, parents and guardians of this policy.

Adoption Date: 11/8/21

JFCI

STUDENT DRUG ABUSE

The Board recognizes its share of the responsibility for the health, welfare, and safety of the students who attend the district's schools. The Board is concerned about the community problem of drug abuse and further recognizes that the use of drugs, including but not limited to, narcotics, depressants, and other controlled substances illegally and/or inappropriately constitutes a hazard to the positive development of students. Including the abuse of over the counter and prescription drugs. Therefore, the district's policy on drugs requires:

1. The education of students to bring about awareness and understanding of the dangers inherent in the use of controlled drugs.
2. The provision in each school of counseling services that will make it possible for drug-troubled students to seek and get counseling any time without fear of reprisal and with assurance of the confidentiality of the counseling.
3. Emergency health and safety care which may be in order for students under the active influence of drugs at school or in connection with any school activity.
4. Close cooperation by school officials with parents or guardians of students seriously suspected or reliably reported to be illegally involved with controlled drugs. This requires that parents/guardians be notified and conferences with them arranged when suspicion of drug abuse in any form (use, possession, or distribution) is sufficiently founded. This is intended as a time when school officials may work with parents or guardians without involving law enforcement agencies and without taking disciplinary action.

5. The prohibition of the use, possession, or distribution of illegal drugs on school property or in connection with any school activity. Violation of this provision must be reported to the proper law enforcement agency and is cause for suspension from school.

The superintendent will be responsible for developing legally sound procedures for implementation of this policy.

NOTE: All new policies must be board approved.
Adoption Date: March 12, 1990
Board Action: 90.149

JFCK

CELL PHONES AND PORTABLE DIGITAL MEDIA DEVICES

The Canton School District, as part of a commitment to upholding academic integrity and providing a safe learning environment free from distraction, limits student use of cellular phones and portable digital media devices.

Students may possess cellular phones and portable digital media devices on school property, while in school-owned or school-operated vehicles and while students are attending or engaged in school-sponsored activities, subject to limitations of this and other policies and regulations of the District.

Students found in violation of this policy shall be subject to appropriate disciplinary action, up to and including expulsion. Severe violations of this policy involve highly inappropriate activities including, but not limited to:

1. Electronic communication that contains inappropriate content, profanity, intimidation or threats to others;
2. Sexting, which includes intentionally creating, producing, distributing, presenting, transmitting, posting, exchanging, disseminating, or possessing, through any computer or digital media, any photograph or digitized image or any visual depiction of a person in any condition of nudity, or involved in any prohibited sexual act;
3. Academic dishonesty or cheating;
4. The use of camera or recording features of cellular phones and portable digital media devices in restrooms, locker rooms or for any use constituting an invasion of any person's reasonable expectation of privacy;
5. Communicating in any way with outside groups or individuals to participate in violent acts or other inappropriate or unlawful activities on school property or at school-sponsored activities;
6. Refusal to relinquish phone to persons of authority upon request.

This policy shall not be interpreted to justify unreasonable searches of cellular phones or other digital media devices by school personnel. Any search of a student's cellular phone or portable digital media device by school personnel shall be:

- Justified at its inception and based on reasonable grounds that the search would reveal evidence of a student's severe violation of this policy;
- Reasonably related to its objectives and not excessively intrusive in light of the nature of the infraction; or
- Conducted in accordance with district policy and procedures.

As necessary for the implementation of this policy, the superintendent may establish regulations, consistent with this policy, further limiting or prohibiting the possession and use of cellular phones or portable digital media devices.

The District assumes no responsibility for loss, damage or theft of cellular phones and digital media devices, whether in the possession of students, on school property or if confiscated by school personnel pursuant to this policy.

PREGNANT/MARRIED STUDENTS

The marriage or pregnancy of students will not affect their rights to receive a public education; their privileges as students of the district; nor their opportunities to take part in any extracurricular activities or honors offered by the school.

Girls who become pregnant and wish to remain in school will be permitted to do so with the approval of their physician. The physician will state whether or not attendance and full participation in the regular school program is medically advisable. If continued attendance is not advised by the physician, the principal is authorized to make special arrangements for the instruction of the student and to provide an educational program designed to meet her special needs.

Adoption Date: March 12, 1990
Board Action: 90.149

JFG

INTERROGATIONS AND SEARCHES

Searches by Staff

The right of inspection of students' school lockers is inherent in the authority granted school boards and administrators. Lockers remain the property of the school district and the school district has the right of access to these lockers at any time for any reason. This authority may be exercised as needed in the interest of safeguarding children and their own and school property.

Whenever school authorities have any cause to believe that articles may be in a locker, desk, or other storage space which constitute contraband or are in violation of a school rule, a search will be made.

The following rules apply to the search of school property assigned to a specific student (locker, desk, etc.), and the seizure of items in his/her possession:

1. There should be reasonable cause for school authorities to believe that articles are kept in the locker, desk, or other storage space whose possession constitutes a crime or rule violation.
2. Search of an area assigned to a student should be for a specifically identified item, and should be conducted in his/her presence and with his/her knowledge.
3. General housekeeping inspection of school property may be conducted with reasonable notice.
4. Illegal items (drugs, weapons, etc.) or other possessions reasonably determined to be a threat to the safety or security of others may be seized by school authorities at any time.

Searches of Student Property by Police

A proper search warrant is required for any search of a student's personal property kept on school premises; however, upon notification to the administration, if the police have reason to believe any item that might pose an immediate threat to the safety or security of others is kept in a student locker, desk, or other storage space, searches may be conducted without a previously issued warrant.

Interviews by Police

The school district has physical custody of students during the school day and during hours of approved extracurricular activities. School authorities stand in place of the parents (in loco parentis) to the students and thus have responsibility regarding the circumstances under which access to students is allowed. Therefore:

1. When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the school principal or his designee will cooperate. An effort will be made to contact the student's parent or guardian so that the responsible individual may be notified of the situation.
2. School officials will follow the instructions of the authorities in suspected child abuse cases. School officials will not block this kind of investigation.
3. If custody and/or arrest is involved, an effort will be made to contact the student's parent or guardian.

Adoption Date: March 12, 1990
Board Action: 90.149

JFH

STUDENT COMPLAINTS AND GRIEVANCES

The Board recognizes that there may be conditions in the school district that are in need of improvement and that students should have some means by which their concerns may be effectively expressed, considered, and dealt with fairly. Such means, if well conceived and understood in advance, can do much to maintain harmonious relationships between the schools, students, and community.

The Board desires student complaints and grievances to be resolved through orderly processes and at the lowest possible level, but that channels be provided for eventual hearing by the Board in instances when this becomes necessary. Therefore:

1. Any student or his/her parents or guardian will be provided the opportunity to discuss with the student's teacher a decision or situation which he/she considers unjust or unfair,
2. If the incident remains unresolved, the student or his/her parents or guardian or the teacher, may bring the matter to the principal's attention for his/her consideration and action.
3. The student may also bring a matter of general student concern to the attention of class officers or the student council (in grades and schools where such are elected) for possible presentation to the principal.
4. If the matter is still unresolved after the procedure outlined above, it may be brought to the superintendent of his/her consideration.
5. Complaints that remain unresolved following any action of the superintendent may be referred in writing to the Board for review.

Appeal may be taken from the Board's decision as permitted by law.

Adoption Date: March 12, 1990
Board Action: 90.149

JFHA

PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL

The Board places trust in its employees and desires to support their actions in such a manner that employees are freed from unnecessary, spiteful, or negative criticism and complaints.

Whenever a complaint is made directly to the Board as a whole or to a Board member as an individual, it will be referred to the school administration for study and possible solutions. The individual employee involved will be advised of the nature of the complaint and will be given every opportunity for explanation, comment, and presentation of the facts as he sees them.

If it appears necessary, the administration, the person who made the complaint of the employee involved may request an executive session of the Board for the purposes of fuller study and a decision by this body. Generally, all parties meeting for the purposes of presenting additional facts, making further explanations, and clarifying the issues. Hearsay and rumor will be discounted, as well as emotional feelings except those directly related to the facts of the situation.

The Board will conduct such meetings in as fair and just a manner as possible. The parties may agree upon a disinterested third party to act as a moderator to help them reach a mutually satisfactory solution. The Board shall however, reserve the right to determine what, if any, action is to be taken.

Any parent, guardian, or other person who upbraids, insults, or abuses any teacher or other employee on school property or in the presence of students will be prosecuted by the Board under the provisions

of law. School employees shall be indemnified for the cost of legal services in defending suits arising from the performance of their assigned duties unless liability is established based upon the employee's own gross negligence, willful misconduct, or unlawful conduct.

Adopted: October 10, 1988
Adoption Date: March 12, 1990
Board Action: 90.149

JFHA

COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS

The Board reserves to itself the final responsibility for all instructional materials used and curriculum taught in the district schools. The Board recognizes that without a free and vigorous exchange of ideas, learning and teaching cannot take place effectively.

The board also recognizes that district residents have a right to express concerns about the educational programs of their schools. When citizens have concerns about particular courses or instructional materials, these concerns should be stated in writing, carefully considered, and accorded the courtesy of a prompt reply by school personnel. All such replies will be based on the instructional goals of the district, upon course objectives and standards, and upon the criteria for selection of instructional materials.

Staff members will attempt to accommodate serious religious or moral objections to particular instructional materials by providing alternate materials whenever possible. However, attempts by parents or students to control what others read and study will be subject to careful scrutiny and question by school employees and the Board.

1. The material in question should first be discussed with the teacher or librarian who will report the results of this meeting in writing to the principal. During that initial meeting between the complainant and teacher and/or librarian relevant data will be collected concerning the objections and grounds for the complaint will be determined. If satisfaction is not reached, the complainant may continue with Step 2.
2. The principal will meet to discuss the material with the complainant and the teacher or librarian. The results of the meeting will be reported in writing to the superintendent. If satisfaction is not gained, the complainant will be requested to complete the form, "Request for Reconsideration of Instructional Materials," before proceeding to Step 3.
3. The superintendent will appoint a review committee composed of the following members:
   -The building principal.
   -The building librarian.
   -Two building teachers.
   -Three adult citizens.
   The committee members will be requested to read or view the material and response to the complainants' answers to the questions on the form "Request for Reconsideration of Instructional Materials." The recommendation of the committee will be sent to the complainant by the superintendent. If the complainant is not satisfied, he may continue with Step 4.
4. The superintendent will meet with the complainant to resolve the problem. If an impasse has developed, the matter is to be directed to the Board in Step 5.
5. The complainant will appear before the Board as the final step in the request for reconsideration of instructional materials.

Adoption Date: October 10, 1988—March 12, 1990
Board Action: 90.149

JFHA

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 the 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 instruction, discipline, or learning materials will be as follows:

1. Teacher.
2. Principal.
3. Superintendent.
4. Board.

If a complaint, which was presented to the Board and referred back through the 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 and then placed in the official files.

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 must be in writing and should be specific in terms of the action desired.

Exceptions to this policy will be made when the complaints concern Board actions or Board operations only.

Adoption Date: October 10, 1988—March 12, 1990
Board Action: 90.149

JFHA

COMPLAINT RESOLUTION PROCEDURE

Whenever a complaint about a School Employee is received from a Patron of the District by the School Board or a Board member, a copy of the policy and procedure for the resolution of the complaint shall be given to the Patron.

STEP 1
The Patron will meet with the School Employee to resolve the issue. If the issue is not resolved, the Patron may put the complaint in writing and submit it to the Principal. A copy of the complaint will be given to the Employee by the Principal. The Employee may respond in writing.

STEP 2
The Principal meets with the Patron and Employee individually or jointly in an attempt to resolve the problem. If resolution is agreeable to the patron and the Employee, a report and implementation procedure will be made in writing by the Principal and delivered to the Superintendent and School Board. If no agreement is reached, the Principal will render a decision in writing. A copy will be given to the Patron and Employee. Within 30 days, either the Patron of the Employee may go to Step 3 by writing to the superintendent.

STEP 3
The complaint with the Principal's action is given to the Superintendent. The Superintendent will meet with the Patron, Employee and Principal together or individually. If resolution is reached, the Superintendent writes a report and implementation and notifies the Patron, Employee, Principal and School Board. 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 may within 30 days go the Step 4 by notifying the Superintendent.

STEP 4

The School Board will consider the complaint while meeting in executive session. The Superintendent will provide the Board with the file packet which contains the complaint, 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. The school employee will be allowed to appear at the hearing, at their request, at the appropriate time. The School Board will render its decision which will be implemented by the Superintendent. The patron or the employee may appeal this decision within 90 days to the Circuit Court as per SDCL 13-46.

Adoption Date: October 10, 1988—March 12, 1990
Board Action: 90.149

JFHA

COMPLAINT RESOLUTION FORM

_____ _____ _____

Name of Complaint Address Phone Number

Please complete the following information and respond to all questions. Attach additional pages, if necessary.

Please state or describe your concerns, being as specific as possible as to times, events, people involved, etc.:

Please list or describe the action which you feel is necessary or required to resolve this situation:

_____ _____

Signature Date

Adoption Date: October 10, 1998—March 12, 1990
Board Action: 90.149

Sample Complaint Policy for Federal Programs

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

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

The superintendent will investigate, within one week, the circumstances of the complaint and render a decision, within two weeks, after receipt of the complaint.

The superintendent will notify the complainant of the decision in writing.
The complainant will be allowed one week to react to the decision before it becomes final.
The complainant will either accept or disagree with the decision and will provide such acknowledgment in writing, addressed to the district superintendent.

If the issue is not resolved with the superintendent, the complaint will be forwarded to the district's Board of Education for further review. The parent or guardian or unaccompanied youth shall be provided with a written explanation of the district's decision including the right of the parent, guardian, or youth to appeal the decision.

Unresolved complaints may be forwarded by the stakeholder to the South Dakota Department of Education for review. (Consult SD Department of Education Complaint Procedure)

JG

STUDENT DISCIPLINE

Staff and students share responsibility for maintaining a climate in which education can be pursued. What is best for the individual must be balanced with what is most desirable for the entire school population.

The following principles will be observed by the school staff in maintaining student control and discipline in the schools:

1. It is believed that most individuals modify behavior faster under praise than by criticism. Therefore, the general approach to discipline will be a positive one. This will include attempting to identify the social, emotional, and academic problems that underlie a student's poor attitude or misconduct, and striving to meet his/her social, emotional, and academic needs.
2. Every individual needs to feel worthy and accepted as a person. In criticizing a student for his/her conduct or attitude and in taking disciplinary action, teachers and other staff members will endeavor to show him/her that it is his/her behavior that is objectionable, not the student himself/herself.

3. The best discipline is self-discipline. Modes of student control over classroom management will offer students the freedom to acquire self-control and self-discipline. This freedom will be extended in keeping with the student's maturity.

Within the above guidelines and specific policies regulating conduct and disciplinary action, the superintendent will set up procedures for dealing with disciplinary problems.

The Board extends to all of its school employees, professional and nonprofessional, the authority to enforce policy and regulations governing student behavior. Students will comply with the directions given them by staff members.

CROSS REFS.: JFC, Student Conduct
JG, subcodes (all relate to student discipline)
Adoption Date: March 12, 1990
Board Action: 90.149

JGB

Seclusion and Restraint

The Canton School District will notify the parent or guardian of the student, unless the student is emancipated, of an incident requiring the use of restrain or seclusion. This notice will occur within the school day if school is in session that day.

No employee of the Canton School District will use the method of prone restraint, defined as physical pressure applied to any part of the student's body to keep the student in a face down position on the floor of other surface, except when that use is necessary and reasonable in manner and moderate in degree. In addition, no student will be placed in involuntary confinement in a locked room alone unless there is a clear and present danger.

Legal Reference: SDCL 13-32-20
Adopted Date: August 13, 2018

JGC

Student Discipline-Bully Prevention

Persistent bullying can severely inhibit a student's ability to learn effectively or a member of the staff's ability to do their job. The negative effects of bullying can have an impact on a person for their entire life. We are committed to providing a caring, friendly and safe environment of all of our students so they can learn in a relaxed and secured atmosphere. Bullying of any kind is unacceptable. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

Bullying is repeated and intentional harmful behavior initiated by one or more students and directed toward another student. Bullying exists when a student with more social and/or physical power deliberately dominates and harasses another who has less power. Bullying is unjustified and typically repeated. Bullying differs from conflict. Two or more students can have a disagreement or a conflict. Bullying involves a power imbalance element where a bully targets a student who has difficulty defending himself or herself.

The forms of bullying:

Physical-involves harmful actions against another person's body
Verbal-involves speaking to a person or about a person in an unkind or hurtful way
Emotional-involves behaviors that upset, exclude, or embarrass a person
Sexual-involves singling out a person because of gender and demonstrates unwarranted or unwelcome sexual advances
Racial-involves rejection or isolation of a person because of ethnicity

The school board expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with proper regard for the rights and welfare of other students and staff.

The school board believes that standards for student behavior must be set cooperatively through interaction among the students, parents and guardians, staff and community members of the school district, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well for district and community property on the part of students, staff, and community members.

The school board requires its school administrators to develop and implement procedures that ensure both the appropriate consequences and remedial responses to a student or staff member who commits one or more acts of harassment or bullying.

The school board requires the principal and/or the principal's designee at each school to be responsible for receiving complaints alleging violation of this policy. All school employees, students, parents, visitors or any other member of the community are required to report alleged violations to the school principal. The school principal and/or principal's designee are to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or principal's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident.

The superintendent and/or designee shall develop an annual process for discussing the school district policy on bully prevention with student and staff. The school district will incorporate information regarding this policy in each school handbook.

Adopted:
Effective:

JGD/JGE

STUDENT SUSPENSION/EXPULSION

Serious breaches of standards of behavior may result in suspensions or expulsions from school. By law, the Board has the authority to suspend or expel beyond five days students for violation of school rules or policies, or for insubordination or misconduct. The superintendent or the building principal may suspend a student for five or less days.

Generally, a suspension may be imposed when a student's behavior creates a threat to his/her own or other's safety. Behavior such as fighting or committing an assault on another; stealing; vandalism; possessing weapons, explosives or other prohibited materials; making false alarms or bomb threats; lewd or threatening behavior or language; or possession of beer or alcoholic beverages or drugs on the school premises or at school activities may result in suspensions.

Students who are guilty of continued serious misconduct which results in repeated suspension and who therefore interfere with the opportunity of other students to carry on their learning activities may be recommended to the Board for expulsion from school.

Hearing procedures as established by state regulations will be followed for all students who receive short or long-term suspensions or expulsion.

Short-term suspension is defined as five or less days. Long-term suspension is defined as more than five days.

LEGAL REFS.: SDCL 13-32-4; 13-32-5
ARSD 24:07:01
24:07:02
24:07:03
24:07:06
24:07:08
CROSS REFS.: JFA, Student Due Process Rights
JFC, Student Conduct
Adoption Date: March 12, 1990
Board Action: 90.149

NOTICE OF HEARING ON LONG TERM SUSPENSION OR EXPULSION

TO: _____, Pupil

_____, Parent

_____, Parent

Information has been presented to me indicating the above named pupil may have been guilty of sufficiently serious violations of school policies, rules and regulations to require the school board to consider either a long-term suspension or expulsion from school. You are hereby notified that hearing with respect to the matter will be held as follows:

1. The rule, regulation or policy allegedly violated is:

2. Hearing will be held on the _____ day of _____, 20____, at _____ o'clock _____ ___.M. at room _____ in the High School Building, Canton, South Dakota.

3. School board's hearing procedure shall be as follows:
   (a) A school board member or a school board designee who is not an employee of the school district shall be appointed as presiding officer;
   (b) Each party may make an opening statement;
   (c) Each party may introduce evidence, present witnesses, and examine and cross-examine witnesses;
   (d) Each party may be represented by an attorney;
   (e) The administration shall present its case first;
   (f) The hearing shall be closed to the public and there shall be no verbatim record by mechanical or electronic means;

   (g) Witnesses may be present only when testifying. All witnesses shall take an oath or affirmation to be administered by the school board president or business manager;
   (h) Each party may raise objections; however, objections shall be limited to relevancy and scope of the question;
   (i) All relevant evidence shall be admitted; however, unproductive or repetitious evidence may be limited by the presiding officer;
   (j) The presiding officer may ask questions of witnesses and may allow school board members to interrogate witnesses;
   (k) Each party may make a closing statement;
   (l) After the hearing, the school board shall continue to meet in executive session for deliberation. No one other than the presiding officer of the hearing shall meet with the school board during deliberation. The school board may seek advice during deliberation. The school board may seek advice during deliberation from an attorney not present at the hearing. Consultation with any other person during deliberation shall occur only if a representative of the pupil is present; and
   (m) The decision of the school board shall be based solely on the evidence presented at the hearing and shall be formalized by a motion made in open meeting. The motion shall omit the name of the pupil and shall state the reason for the board's action. The pupil or pupil's parents shall be notified in writing of the decision. The notice shall state the length of the suspension or expulsion.
4. The reason for the disciplinary proceedings is that according to the information furnished me the rule, regulation or policy indicated above was violated in that:

5. Pupil's records are available at the school for examination by the pupil's parents of their authorized representative. (authorization form to release records is enclosed)
6. Pupil and parents may present witnesses at the hearing. Pupil (if of the age of majority or emancipated) of parents may waive the right to a hearing in writing to the Superintendent. If the hearing is not waived, it will be held on the date, time, and place set forth herein unless a different date, time, and place are agreed to by the parties.

Dated _____, 20 _____.

_____
Superintendent of Schools
Canton High School
800 N. Main
Canton, South Dakota 57013

JGD/JGE-E (1)

ADMISSION OF SERVICE

The undersigned hereby admits due and timely service of the above and foregoing Notice of Hearing by receipt of a true and correct copy thereof this _____ day of _____, 20 _____.

_____
Pupil

_____
Parent

_____
Parent

Adoption Date: March 12, 1990
Board Action: 90.149

JGD/JGE-E (2)

WAIVER OF HEARING ON LONG TERM SUSPENSION OR EXPULSION

TO: Superintendent of Schools and School Board
School District No. 41-1
Canton, South Dakota

I certify that I am the parent or guardian of _____, pupil, and that I have received Notice of Hearing on Long Term Suspension or Expulsion of said pupil setting forth the following:

1. The rule, regulation or policy allegedly violated;
2. The date, time and place for the hearing;
3. A description of the hearing procedure;
4. The reason for the disciplinary proceedings;
5. A statement that the pupil's records are available at the school for examination by the pupil's parents or their authorized representative; and

6. A statement that the pupil may present witnesses.

I request that the hearing specified in said Notice of Hearing be waived.

Date _____, 20 ____.

_____
(Signature of parent or guardian)

_____
(Address)

NOTE: A student 18 years of age or older or emancipated, may sign on his/her own behalf.
Adoption Date: March 12, 1990
Board Action: 90.149

DECISION ON LONG TERM SUSPENSION OR EXPULSION

Hearing having been conducted by the School Board of the School District No. 41-1, Canton,

South Dakota, on _____, 20 ____, at the High School in Canton, South Dakota,

regarding the long term suspension or expulsion from school of
_____,

pupil, you are notified that the School Board has made the following decision:

ACTION TAKEN:

REASON FOR ACTION:

Dated _____, 20 _____.

_____
Superintendent of Schools
School District No. 41-1
Canton, South Dakota

Adoption Date: March 12, 1990
Board Action: 90.149

AUTHORIZATION TO RELEASE RECORDS

I certify that I am the parent or guardian of _____,

pupil, and in connection with Hearing on Long Term Suspension or Expulsion of said pupil, I hereby authorize School District No. 41-1 of Canton, South Dakota, to permit my representative, _____ _____ to view the school records of the above named student, including academic and disciplinary records, and to have copies made at his expense.

_____
(Signature of parent or guardian)

_____
(Address)

NOTE: *A student 18 years of age or older or emancipated, may sign on his/her own behalf.*
Adoption Date: March 12, 1990
Board Action: 90.149

JGD/JGE-R (5)

ARTICLE 24:07

CANTON SCHOOL DISTRICT
STUDENT DUE PROCESS

Chapter
24:07:01 General provisions.
24:07:02 Short-term suspension hearing procedure.
24:07:03 Long-term suspension hearing procedure.

CHAPTER 24:07:01
GENERAL PROVISIONS

Section
24:07:01:01 Definitions.

24:07:01:01. Definitions. Terms used in this article, unless the context plainly requires otherwise, mean:

(1) “Expulsion,” the action of the school board to terminate a pupil’s membership in school for a period of time not to extend beyond the end of the school year;
(2) “Long-term suspension,” the exclusion by the school board of a pupil from a class or classes for more than five school days;
(3) “Parent,” a parent, guardian, or person in charge of a pupil;
(4) “Policy,” a rule, regulation, or standard enacted by a school district board;

(5) “Short-term suspension,” the exclusion of a pupil by a principal or superintendent from a class or from school for not more than five school days.

Source: 1 SOR 24, effective September 5, 1974; 8 SDR 15, effective August 19, 1981; 11 SDR 96, 11 SDR 96, 11 SDR 112, effective July 1, 1985.
General Authority: SDCL 13-32-4.
Law Implemented: SDCL 13-32-4.

CHAPTER 24:07:02
SHORT-TERM SUSPENSION HEARING PROCEDURE

Section
24:07:02:01 Short-term suspension hearing procedure.

24:07:02:01. Short-term suspension hearing procedure. If a short-term suspension from a class,

classes, or school is anticipated because of a pupil’s violation of a rule, regulation, or policy, the principal or superintendent shall give oral or written notice to the pupil as soon as possible after discovery of the alleged violation, stating the basis for the suspension. The pupil shall be given the opportunity to answer the charges. When a pupil is suspended following the hearing, the parent shall be given oral notice, if possible, and sent a written notice; however, a pupil shall not be removed from the school premises before the end of the school day without contacting a parent.

Source: 1 SDR 24, effective September 5, 1974; 8 SDR 15, effective August 19, 1981; 11 SDR 96, 11 SDR 112, effective July 1, 1985.
General Authority: SDCL 13-32-4.
Law Implemented: SDCL 13-32-4.

CHAPTER 24:07:03
LONG-TERM SUSPENSION HEARING PROCEDURE

Section
24:07:03:01 Written report required.
24:07:03:02 Notice of hearing.
24:07:03:03 Right of waiver.
24:07:03:04 Hearing procedure.
24:07:03:05 Repealed.
24:07:03:06 Right of appeal.
24:07:03:07 Attendance policies.
24:07:03:08 Referral to placement committee of expelled or long-term suspended pupils.

24:07:03:01. Written report required. If a long-term suspension or expulsion is anticipated because of a pupil’s violation of a rule, regulation, or policy, the principal shall file a written report with the superintendent by the end of the school day following the day of discovery of the alleged violation.

Source: 1 SDR 24, effective September 5, 1974; 8 SDR 15, effective August 19, 1981; 11 SDR 96, 11 SDR 112, effective July 1, 1985.
General Authority: SDCL 13-32-4.
Law Implemented: SDCL 13-32-4.

24:07:03:02. Notice of hearing. If the superintendent deems that there are grounds for a long-term suspension from a class or classes, or for expulsion from school, the superintendent may exclude the pupil from a class or classes before the hearing by using the short-term suspension procedure in 24:07:02:01. The superintendent shall give notice of the necessity for the hearing in writing to each school board member. A written notice shall be given to the pupil's parents. The parent's notice shall contain the following minimum information:

(1) The rule, regulation, or policy allegedly violated;
(2) The date, time, and place for the hearing;

(3) A description of the hearing procedure;
(4) The reason for the disciplinary proceedings;
(5) A statement that the pupil's records are available at the school for examination by the pupil's parents or their authorized representative; and
(6) A statement that the pupil may present witnesses.

Source: 1 SDR 24, effective September 5, 1974; 8 SDR 15, effective August 19, 1981; 11 SDR 96, 11 SDR 112, effective July 1, 1985.
General Authority: SDCL 13-32-4.
Law Implemented: SDCL 13-32-4.

24:07:03:03. Right of waiver. The pupil, if of the age of majority or emancipated, or the pupil's parent may waive the right to a hearing in writing to the superintendent. If the hearing is not waived, the hearing shall be held on the date, time, and place set in the notice unless a different date, time, are agreed to by the parties.

Source: 1 SDR 24, effective September 5, 1974; 8 SDR 15, effective August 19, 1981; 11 SDR 96, 11 SDR 112, effective July 1, 1985.
General Authority: SDCL 13-2-4.
Law Implemented: SDCL 13-32-4.

24:07:03:04. Hearing procedure. The school board shall constitute the hearing board and shall conduct the hearing in the following manner:

(1) A school board member or a school board designee who is not an employee of the school district shall be appointed as presiding officer;
(2) Each party may make an opening statement;
(3) Each party may introduce evidence, present witnesses, and examine and cross-examine witnesses;
(4) Each party may be represented by an attorney;
(5) The administration shall present its case first;
(6) The hearing shall be closed to the public and there shall be no verbatim record by mechanical or electronic means;
(7) Witnesses may be present only when testifying. All witnesses shall take an oath or affirmation to be administered by the school board president or business manager;
(8) Each party may raise objections; however, objections shall be limited to relevancy and scope of the question;
(9) All relevant evidence shall be admitted; however, unproductive or repetitious evidence may be limited by the presiding officer;
(10) The presiding officer may ask questions of witnesses and may allow other school board members to interrogate witnesses;

(11) Each party may make a closing statement;
(12) After the hearing, the school board shall continue to meet in executive session for deliberation. No one other than the presiding officer of the hearing shall meet with the school board during deliberation from an attorney not present at the hearing. Consultation with any other person during deliberation may occur only if a representative of the pupil is present; and
(13) The decision of the school board shall be based solely on the evidence presented at the hearing and shall be formalized by a motion made in open meeting. The motion shall omit the name of the pupil and shall state the reason for the board's action. The pupil or pupil's parents shall be notified in writing of the decision. The notice shall state the length of the suspension or expulsion.

Source: 1 SDR 24, effective September 5, 1974; 8 SDR 15, effective August 19, 1981; 11 SDR 112, effective July 1, 1985.
General Authority: SDCL 13-32-4.
Law Implemented: SDCL 13-32-4.

24:07:03:05. Decision must be based on evidence. Repealed.

24:07:03:06. Right of appeal. An adverse decision to the student by the school board may be appealed to a court of law.

Source: 1 SDR 24, effective September 5, 1974; 11 SDR 96, 11 SDR 112, effective July 1, 1985.
General Authority: SDCL 13-32-4.
Law Implemented: SDCL 13-32-4.

24:07:03:07. Attendance policies. No attendance policy may exclude a pupil from a class or from school for more than five days without providing due process procedures pursuant to this chapter.

Source: 8 SDR 15, effective August 19, 1981; 11 SDR 96, 11 SDR 112, effective July 1, 1985.
General Authority: SDCL 13-32-4.
Law Implemented: SDCL 13-32-4, 13-32-4.1.

24:07:03:08. Referral to placement committee of expelled or long-term suspended pupils. When a pupil identified as in need of special assistance or prolonged assistance pursuant to SDCL 13-37-1 is expelled or subjected to long-term suspension, a referral shall be made by the superintendent to the district's placement committee. The placement committee shall determine whether the action, behavior, or activity which resulted in the long-term suspension or expulsion is the result of the pupil's handicapping condition. If the placement committee determines that the long-term suspension or expulsion is the result of the pupil's handicapping condition. If the placement committee determines that the long-term suspension or expulsion of a pupil is based upon action, behavior, or activity by the pupil arising from the pupil's handicapping condition, the placement committee shall immediately prepare a revised individual educational plan to provide educational services to the pupil. The pupil's long-term suspension or expulsion shall terminate upon implementation of the pupil's revised individual educational plan.

Source: 8 SDR 15, effective August 19, 1981; 11 SDR 96, 11 SDR 112, effective July 1, 1985.

General Authority: SDCL 13-32-4.
Law Implemented: SDCL 13-32-4.

Revised through July 1, 1985

JHCA

PHYSICAL EXAMINATIONS OF STUDENTS/INOCULATIONS OF STUDENTS

The Board encourages parents and students to preserve and protect each student's general health. The Board will, therefore, recommend that each child should have a complete physical examination by a licensed physician upon entrance to the kindergarten or first grade, and upon entering fourth, eighth and twelfth grades. All new entrants to the school system will also receive a recommendation for a physical examination.

Any child entering school or an early childhood program in the District, 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;

Any child entering an early childhood program, kindergarten, sixth grade, and any student transferring into the District, shall present such certification as required by the S.D. Department of Health regulations unless a medical or religious exemption authorized by Department of Health regulations applies.

Physical examinations may also be required for all students who participate in interscholastic athletics and other school activities.

Annually, students may also be subject to routine health screenings for hearing and visual acuity, and dental, scoliosis, and communicable diseases.

Pursuant to state law, the school board or superintendent may, with the concurrence of the county health officer, exclude from school attendance a student who is determined to be a risk or nuisance to the health of other students or school employees due to the presence of infectious disease or communicable parasite. A student may be readmitted when the school board or school superintendent, with the concurrence of the county health officer, determines that the state of communicability or infectiousness no longer exists.

LEGAL REFS.: SDCL 13-28-7.1; 13-28-7.2
ARSD 24:03:09:09
Adoption Date: March 12, 1990
Revised: September 13, 2016

JHCC

STUDENT COMMUNICABLE DISEASES

Students who are afflicted with a communicable contagious, and/or infectious disease and who are infected with communicable parasites or who are liable to transmit such a disease or parasite may be excluded from school attendance.

The board recognizes the need and right of all children to receive free and appropriate education. The board further recognizes its responsibility to provide a healthy environment for all students and school employees.

A determination of whether an infected student be excluded from the classroom or school activities shall be made on a case-by-case basis, under the direction of the principal/building administrator or designee, with concurrence of the County Health Officer.

In situations where the decision requires additional expertise and knowledge, the building administrator will refer the case to an advisory committee for assistance in the decision making.

The advisory committee may be composed of any or all of the following:

1. a representative from the State Health Department;
2. the student's physician;
3. the student's parents or guardian(s);
4. the school principal or designee;
5. the school health service's supervisor;
6. the superintendent or designee; and
7. primary teacher(s).

In making the determination, the advisory committee shall consider;

1. the behavior, developmental level, and medical condition of the student;
2. the expected type(s) of interaction with others in the school setting;
3. the impact on both the infected student and others in that setting;
4. the South Dakota Department of Health guidelines and policies; and
5. the recommendation of the County Health Officer, which may be controlling.

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

If it is determined that the student will not be permitted to attend classes and/or participate in school activities, arrangements will be made to provide an alternate educational program. If that requires personal contact between student and school employees, only trained volunteer employees shall be utilized.

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

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

Health guidelines for school attendance are established and interpreted within the context of the case. The guidelines are not inclusive but are available to be used as a resource. School personnel will refer to school health professionals for specific judgments in interpreting the guidelines.

Instruction in appropriate handling of blood and body fluids will be provided. Hand washing after contamination, food preparation and health/hygiene care performed in different sink and work areas, maintenance cleaning and other personal hygiene measures are part of creating a health environment.

LEGAL REF.: SDCL 13-28-7.3
REFERENCE: **Control of Communicable Diseases**, 14th Ed., 1985—Abram S. Benenson, Editor.
Adoption Date: March 12, 1990
Board Action: 90.149

STUDENT COMMUNICABLE DISEASE GUIDELINES

Numerous communicable diseases may affect a school-age population and/or school staff. Some of these have a high degree of communicability. Some are life threatening in nature. Some are both.

Disease and Incubation* Period	Rules for School Attendance
Acquired Immune Deficiency Syndrome (AIDS) 6 months-five years	Determination will be made by the Advisory Committee as outlined in the Communicable Disease policy.
Chicken Pox 14-21 days	The student may attend school after all pox are dry and scabbed.
Cytomegalovirus (CMV) Salivary Gland Viruses	The student may attend school. Precautions should be taken by contacts with immunosuppression as anti-cancer or organ transplants as well as anyone with suspected or known pregnancy. Good hand washing in all cases should eliminate risk of transfer of infection.
Fifth Disease (Erythema Infectiosum) 6-14 days	The student may attend school with physician's permission.
Giardiasis (Intestinal Protozoan Infection) 5-25 days or longer	The student may attend school if the student practices independent and hygienic bathroom skills. Other students may attend school after the third day or drug treatment. Good hand washing in all cases should eliminate risk of transfer of infection.
Herpes Simplex 2-12 days	The student may attend school during an active case if the student has the ability and practices personal hygiene precautions and the area of lesion is covered.
Impetigo variable 4-10 days	The student may attend school if treatment is verified and covered or dry.
Infectious Hepatitis 15-40 days Average 25 days	The student may attend school with physician's written permission and if the student has the ability to take appropriate personal hygiene precautions.
Measles (Red, Hard, Rubeola, 7-day) 8-14 days	The student may attend school after a minimum of 7 days. Students who have had contact with measles may attend school if immunization is up to date.
Infectious Mononucleosis (Glandular Fever) 2-6 weeks	The student may attend school with physician's permission. The student may need adjusted school days and activities.
Mumps 12-21 days	The student may attend school after swelling has disappeared.
Pediculosis (Lice, Crabs)	The student may attend school after treatment. After repeated infestation of the same student, the student may be excluded until all nits are

	removed.
Pink Eye (Conjunctivitis)	The student may attend school after the eye is clear, under treatment or with physician's written permission.
Plan tar's Wart	The student may attend school. Students should not be permitted to walk barefoot.
Ring Worm (Scalp, Body, Athlete's Foot)	The student may attend school if the area is under treatment and covered. Restrict known cases of athlete's foot from pools and showers until under treatment.
Rubella (3-day German measles) women. 14-21 days	The student may attend school after a minimum of 4 days. Prevent exposure of pregnant
Scabies (7-year itch, Mites)	The student may attend school after treatment.
Streptoccal Infections (Scarlet Fever, Scarletina, Strep Throat) 1-3 days	The student may attend school 24 hours after initiating oral antibiotic therapy, and clinically well.

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

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

LEGAL REF.: SDCL 13-28-7.3
Adoption Date: March 12, 1990
Board Action: 90.149

JHCCA

POLICY AND PROCEDURES RELATED TO HEAD LICE

1. School principals, school secretaries, and selected staff members should be trained by public health personnel or others with expertise to examine children's hair for the presence of head lice. These school staff members should then train all teachers to recognize head louse infestation.
2. Any found infested should be managed as described below.
3. During the school year, any child who shows signs of infection (i.e., scratching) should be examined by the teacher or nurse, and if head lice are suspected, the identification should be confirmed by the principal, school secretary, or other staff member trained to do so.
   The infested child should then be sent home with an appropriate note to parents describing the recommended treatment procedure. The parent may then contact the family physician for a prescription for a pediculocidal product or obtain an over-the-counter product directly from the local pharmacist.
4. A child sent home for head louse infestation should be readmitted on the following day provided he/she presents evidence of treatment with an approved product. Evidence may consist of (a) a box top, label, or other identifying item from an approved product, or (b) a note from a parent specifying the product used.
5. The child should then remain in school without restriction. In 7 to 10 days, the child should be reshampooed as described above. After 10 days have elapsed, if evidence of the second treatment has not been presented, the child should again be excluded.
   An important element to consider, especially with school children, is that the presence of nits following treatment does not necessarily indicate continuing infestation. Although vigorous combing can often removed many of the nits, it is virtually impossible to remove them all. If the

hair has been shampooed with an appropriate pediculocidal product, and there are no evident adult nymphs present, the child should be considered non-infested.

Attempts to remove all the nits by combing usually only frustrate the parent, and can be quite uncomfortable and distressing to the child.

6. Additional important control measures in schools are the avoidance of shared garments, shared pillows, shared coat hooks, and the like. Hats and coats should be stored separately, when possible, in individual lockers, and if not, on wall hooks at least 12 inches apart, or on seat backs. Sharing of personal articles such as combs, brushes, and towels should be discouraged.

Control of head lice in school and group situations is based on the premise that the recognition of head louse infestation does not require medical or nursing expertise and can be performed adequately by an appropriately trained lay person. This makes it possible to deal with head louse infestation with minimal interruption in the child's schoolwork and avoids the necessity of involvement of professional health personnel in a trivial problem. The State Department of Health recommends that schools not require a "note" from the physician or public health nurse before readmitting a child send home for head louse infestation; the evidence of treatment described above should be sufficient for readmission.

On those occasions when the family physician is consulted about head louse infestation in the family, it is important to remember the social connotations of head lice. The family should be reassured that head lice are not an indication of poor personal hygiene and that socioeconomic factors have little bearing on infestation. Indeed, head lice have been found both in public schools and in the most expensive private schools in Mississippi. Careful explanation of this to families can avoid much emotional trauma.

Occasionally, children in the family will be repeatedly infested because inadequate control measures are taken in the home among household contacts. In such cases, the public health nurse may be a valuable resource in resolving the problem.

Adoption Date: November 13, 1986—March 12, 1990
Board Action: 87.114—90.149

JHCD

ADMINISTERING MEDICINES TO STUDENTS

School personnel shall not administer prescription or nonprescription medication to students unless appropriate administration cannot reasonably be accomplished outside of school hours.

For purposes of this policy, the term "medication" includes both prescription medication and nonprescription medication, but does not include medical cannabis. The administration of medical cannabis shall be in accordance with the Board's policy on administration of medical cannabis to qualified students.

Students will not be permitted to take medication while at school unless the administration of such medicine is coordinated by the school district nurse acting under specific written request of the parent or guardian and under the written instructions of the student's physician.

When such a request is made by a parent or guardian, a full release from the responsibilities pertaining to the administration and consequences of such medications must also be presented to the principal by the student's parent or guardian.

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. The Consent for Medication Administration must be 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.

When medication is brought to school for a student, the student's teacher, building principal, nurse or secretary will be made aware that the student will be taking medication. If a child has medication at school without prior notification the parent/guardian will be contacted. Medications should be transported to and from school by a 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 the original pharmacy labeled container. The label must specify the student's name, name of the medication, 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.

Adoption Date: 11/8/21

JHCDA

STUDENT SELF-ADMINISTRATION OF ASTHMA, ANAPHYLAXIS, OR DIABETES MEDICATION

"Self-administration of prescription medication" means a student's discretionary use of prescription asthma, anaphylaxis, or diabetes medication.

Any student with asthma, anaphylaxis, or diabetes 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 licenses 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, anaphylaxis, or diabetes, 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.

Adopted: August 2026

JHCDB

EPINEPHRINE AUTO-INJECTORS AND NASAL SPRAY

The District may acquire and maintain a stock of epinephrine auto-injectors or nasal spray pursuant to a prescription issued by an authorized health care provider for use in an emergency situation of a severe allergic reaction causing anaphylaxis.

All epinephrine auto-injectors or nasal spray must be stored in a locked medicine cabinet, managed by the school nurse or school personnel trained in administration of epinephrine auto-injector, nasal spray or administration of medication. Epinephrine auto-injectors or nasal spray 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.

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 epinephrine auto-injectors or nasal spray, or shall be required to administer epinephrine auto-injectors or nasal spray, without the employee's consent. Any school nurse, or other designated school personnel authorized by the School Board, may:

(1) administer an epinephrine auto-injector or nasal spray to a student in accordance with a prescription specific to the student on file with the school;

(2) administer an epinephrine auto-injector or nasal spray to any student during school hours if the school nurse or designated school personnel believe that the student is experiencing anaphylaxis in accordance with a standing protocol from an authorized health care provider, regardless of whether a student has a prescription for an epinephrine auto-injector or nasal spray or has been diagnosed with an allergy.

(3) prior to administering an epinephrine auto-injector or nasal spray 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 and nasal spray;

(c) to know the procedure for storage of an epinephrine auto-injector and nasal spray; 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 District or the School Board that makes available or possesses or epinephrine auto-injectors or nasal spray 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 or nasal spray that may constitute ordinary negligence; however, this immunity does not apply to an act or omission constituting gross, willful, or wanton negligence.

The District, through the student handbooks and such other means as identified by the Superintendent, shall notify the parents or guardians of each student about the policy.

Adopted: August 2026

JHCDC

DIABETES HEALTH CARE AND INSULIN ADMINISTRATION

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.

ASBSD sample policy JHCD: Administration of Medications to Students, shall also apply to the administration of health care services for students with diabetes to the extent Policy JHCD is consistent with and not contradictory to this policy.

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 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 practicing and employed as a certified diabetes educator (CDE) or RN currently employed as a school nurse must be identified to be the delegating nurse to train, test competency, and oversee the process. In many cases, the delegating nurse will communicate with the student and UAP during the school day via video conferencing. The delegating nurse will be referred to as the "virtual nurse" in this policy.
    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 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 the school provides diabetes care through a UAP, the school shall decide, after consulting with the parents/guardians, what health care provider or school nurse will provide the virtual nurse support should the school utilize a UAP to provide the necessary care. The school shall then work with that agency to provide video conference calls to the virtual nurse. A secure internet connection shall be used to dial into the virtual nurse, and which shall provide sufficient clarity so the virtual nurse can see the glucose meter and insulin pump screen, insulin pen doses, and insulin syringe lines. A dedicated tablet, laptop, or desktop with video capacity to support calls used to provide services pursuant to this policy shall be securely stored when not in use by the student and UAP.
D. If diabetes care is to be provided by a UAP, the virtual nurse must be available during school hours and must initiate a weekly interaction with UAP and student(s). The virtual nurse will maintain appropriate documentation related to interactions and weekly logs.
E. 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 or Virtual 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 for 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.
F. 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.
G. 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. The training will include 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.
H. 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. The election

should be made in writing and shall specify the circumstances under which the parent or guardian will provide care and the circumstances, if any, under which school personnel will provide care.

Adopted: August 2026

CONTINUOUS GLUCOSE MONITORING (CGM)

A. Students with diabetes who use a continuous glucose monitoring (CGM) system shall be permitted to use the CGM and related equipment during the school day and at school-sponsored activities as authorized by the student's Diabetes Medical Management Plan (DMMP).

B. The DMMP shall identify whether diabetes treatment decisions may be based on CGM readings alone or whether confirmation with a blood glucose meter is required. The DMMP shall also identify the student's level of independence with CGM monitoring, the circumstances under which school personnel are expected to respond to CGM alerts, and the appropriate treatment or follow-up actions.

C. Students who are capable of independently managing their CGM shall be permitted to monitor, respond to alerts, and perform diabetes care as authorized by their DMMP. Students who require assistance may have CGM alerts monitored or addressed by trained school personnel in accordance with the DMMP and applicable South Dakota Board of Nursing requirements.

D. The District may provide a District-owned device for the purpose of accessing or monitoring a student's CGM system or for communication. District-owned devices used for diabetes care shall be securely stored when not in use. School personnel shall not install CGM applications on personal devices for the purpose of monitoring a student's diabetes.

E. The District shall make reasonable efforts to provide access to District internet services when needed for CGM monitoring; however, the District cannot guarantee uninterrupted internet connectivity, continuous monitoring of CGM data or trends, or uninterrupted operation of a CGM system or related device.

F. School personnel shall not insert, replace, or repair CGM sensors or insulin pump infusion sets. Parents/guardians are responsible for providing and maintaining the student's CGM equipment and supplies necessary for diabetes care at school.

G. If a CGM system is unavailable, malfunctions, loses connectivity, or provides information that is inconsistent with the student's symptoms, school personnel shall follow the student's DMMP, including any instructions regarding use of a blood glucose meter or other backup method of monitoring.

H. School personnel shall respond to CGM alerts and diabetes-related emergencies in accordance with the students' DMMP, their level of training, and applicable District emergency procedures. A student experiencing severe hypoglycemia shall not be left unattended, and emergency glucagon shall be administered when authorized and indicated pursuant to this policy and the student's DMMP.

ADMINISTRATION OF MEDICAL CANNABIS TO QUALIFYING STUDENTS – Medical Cannabis Administration Plan

Just the form that allows for record keeping.

JHCD-R

MEDICATION ADMINISTRATION

Any medication that is ordered by a physician that is to be administered by school personnel must be given according to the following procedures:

1. Prescribed medicine must be in a container provided by the pharmacy with a label that includes date, student's name, dosage and doctor's name.
2. A written note from parent/guardian must accompany the medicine stating instructions for giving and times of administration.
3. The permission note will be kept with the medicine until treatment is completed. After which the note will be filed in the health record of the student.
4. A record shall be kept when the medication is given, noting the date, time and initials of the person who administered it.
5. If medicine is for emergency use only, parents must demonstrate proper procedures to the person responsible and leave complete written instructions provided by the physician for administration.

Non-prescription medication may be administered by school personnel with the parent/guardian's signed permission for the treatment of: sore throat, cough, headache, stomachache, or menstrual cramps. The permission slips will be filed in the health record of the student.

Adoption Date: March 12, 1990
Board Action: 90.149

JHD

STUDENT PSYCHOLOGICAL SERVICES

A teacher or administrator may not refer a student for psychiatric treatment either within or outside the school without the prior written consent of the student's parent or legal guardian.

Established by law

LEGAL REF.: 13-32-3
Adoption Date: March 12, 1990
Board Action: 90.149

JHDCB

EPINEPHRINE AUTO-INJECTORS

The Canton School District may acquire and maintain a stock of epinephrine auto-injectors pursuant to a prescription issued by an authorized health care provider for use in an emergency situation of a severe allergic reaction causing anaphylaxis.

All epinephrine auto-injectors must be stored in a secured medicine cabinet, 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.

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 epinephrine auto-injectors, or shall be required to administer epinephrine auto-injectors, without the employee's prior written consent. Any school nurse, or other designated school personnel authorized by the School Board, 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) administer an epinephrine auto-injector to any student during school hours if the school nurse or designated school personnel believe that the student is experiencing anaphylaxis in accordance with a standing protocol from an authorized health care provider, regardless of whether a student has a prescription for an epinephrine auto-injector or has been diagnosed with an allergy.

(3) 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 District 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 District, through the student handbooks and such other means as identified by the Superintendent, shall notify the parents or guardians of each student about the policy

JHFA

SUPERVISION OF STUDENTS

When students are in school, engaging in school-sponsored activities, or traveling to and from school on school buses, they are responsible to the school, and the school is responsible for them. School personnel assigned to their supervision serve in loco parentis.

The Board expects all students to be under assigned adult supervision at all times when they are in school, on school grounds, traveling under school auspices, or engaging in school-sponsored activities. School personnel assigned this supervision are expected to act as reasonably prudent adults in providing for the safety of the students in their charge.

In keeping with this expected prudence, no teacher or other staff member will leave his/her assigned group unsupervised except as an arrangement has been made to take care of an emergency.

During school hours, or while engaging in school-sponsored activities, students will be released only into the custody of parents or other authorized persons.

The school administration will assure that anyone who wishes to contact a student during the school day is doing so for proper reasons.

LEGAL REF.: SDCL 13-32-1
Adoption Date: March 12, 1990
Board Action: 90.149

STUDENT SAFETY PATROL

Safety patrols may be organized by school principals with the approval of the superintendent. The safety patrols will instruct, direct, and control students in crossing streets only in the immediate vicinity of the school. Members of safety patrols will have no authority over any person other than pupils. They will serve only with the consent of their parents or guardians, and will, at all times, be under the charge of a teacher or other responsible adult adviser appointed by the principal. The safety patrols will be supervised by the principals in each building.

To protect the health and safety of all adults and student safety patrols, the Board may purchase health, accident, and liability insurance.

LEGAL REF.: SDCL 13-32-8
Adoption Date: March 12, 1990
Board Action: 90.149

JHG

REPORTING CHILD ABUSE

The term, 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 child's 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, sexual exploitation, or human trafficking 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; 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.

Any teacher, other school employee, or coach of school activities, who suspects that a child under 18 years of age has been neglected or abused by a parent or other person, will report orally or in writing this information to the building Principal or Superintendent. The Principal or Superintendent shall immediately report this information to the state's attorney, the department of social services, or to local law enforcement. The reporting person who witnessed the disclosure or evidence of the abuse or neglect must be available to answer questions when the initial report is made. If the Principal or

Superintendent does not confirm to the reporting person within 24 hours that the report has been submitted, the reporting person will report the information directly to the state's attorney, the department of social services, or to local law enforcement.

The report will contain the following information: name, address, and age of child; name and address of parent or caretaker; nature and extent of injuries or description of neglect; and any other information that might help establish the cause of injuries or condition.

Reporting persons will not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect. It is not the responsibility of the reporting person to prove that the child has been abused or neglected, or to determine whether the child is in need of protection, but only to report suspicions of abuse or neglect.

Anyone who participates in making a report in accordance with the law and in good faith is immune from any civil or criminal liability that may otherwise arise from the reporting, or from any resulting judicial proceeding, even if the suspicion is proved to be unfounded.

Information or records concerning reports of suspected abuse or neglect are confidential. The release to persons other than those provided by law is a class one misdemeanor. Failure to make a report of abuse or neglect is a class one misdemeanor.

LEGAL REFS.: SDCL 26-8-6
26-10-10; 26-10-11; 26-10-12; 26-10-12.2;
26-10-12.3; 26-10-14

NOTE: *The state's attorney for each county can be notified at the county courthouse. The asterisk following code JHG indicates that the code is not in the standard EPS classification system but has been added to accommodate a special term and statement related to Student Welfare, coded JH. Such codes vary from district to district.*

Adoption Date: March 12, 1990
Board Action: 90.149
Updated: August 2026

JHG-E

REPORTING CHILD ABUSE

Date:

To:

Subject: Notification of Child Abuse Report

Re:

In compliance with the law (SDCL 26-8-6, 26-10-10, 26-10-11 and 26-10-12) you are hereby notified that the report of suspected child abuse you have requested on has been filed with the Lincoln County State's Attorney, Department of Social Services, and the County Sheriff. This report and notification is CONFIDENTIAL.

Principal
Canton Public Schools

cc: Staff Member
Principal

Adoption Date: March 12, 1990
Board Action: 90.149

STUDENTS GIFTS AND SOLICITATIONS

Solicitations

The solicitation of donations and contributions from students will be restricted to fund-raising drives approved by the superintendent.

Any outside organization desiring to distribute flyers or other materials to students in connection with fund-raising drives may do so only with the approval of the superintendent.

Gifts

Students will be discouraged from the routine presentation of gifts to district employees. The Board welcomes letters to staff members expressing gratitude or appreciation.

CROSS REFS.: GBI, Staff Gifts and Solicitations
IGDF, Student Fund-Raising Activities
KI, Public Solicitations
KJ, Advertising in the Schools
Adoption Date: March 12, 1990
Board Action: 90.149

JN

STUDENT FEES, FINES, AND CHARGES

It is a responsibility of the Board to assure that the children of the district are provided with free public education. Therefore, no fee or required course, or for materials or activities that are part of a course requirement. Neither may a fixed activity fee be required of all students, replacing any school district materials or property that is lost or damaged through the student's negligence.

Certain fees and charges, however, may be established under the following conditions:

1. When established to pay for optional activities that are not part of the regular school program, nor essential to success in a course.
2. When established to pay for materials that are optional for use in a course, and when grades or credit are not dependent on their use.
3. When established to pay for materials that will result in shop products, clothing, or other items that the student will take home for personal use.

Certain other items or equipment required of students for personal use may be purchased by the school system and rented to the student. When these are no longer needed by the student, they may be returned to the school, with a refund of the rental fee, dependent upon their condition.

The Board will annually review a list of fees and charges proposed at the various school levels. In making recommendations, school administrators will consider the cost of the time and bookkeeping involved in collecting fees and rental charges for minor items.

LEGAL REF.: SDCL 13-34-16.2; 13-34-16.3; 13-34-23
Adoption Date: March 12, 1990
Board Action: 90.149

JNA

LOANING OF TEXTBOOKS

Textbooks will be loaned to children ages 5 through 19 who are enrolled in the Canton School District or in a school supervised in accordance with Chapter 13-4 (nonpublic school) or who are engaged in a course of instruction pursuant to 13-27-3 (child excused from school attendance because being otherwise

provided with competent instruction). Written request by the child or the child's parent or guardian must be made prior to May 1st preceding the school term of use.

Textbooks loaned shall be the same textbooks normally used by the students enrolled in the Canton Schools.

If new textbooks must be purchased to meet the request of children not enrolled in the Canton Schools, the school board may limit the number of textbooks per student to be purchased for loan to the same amount of new textbooks that is furnished to the students enrolled in the Canton Schools.

LEGAL REF.: SDCL 13-34-23; 13-34-24
Adoption Date: March 12, 1990
Board Action: 90.149

JOA

STUDENT RECORDS - NOTICE OF DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA) requires that the school district, with certain exceptions, obtain written consent from a student's parent or guardian prior to the disclosure of personally identifiable information from a student's education records. However, the district may disclose appropriately designated "Publication Information" without written consent, unless a student's parent/guardian has advised the district to the contrary in accordance with district procedures. The primary purpose of Publication Information is to allow the district to include pertinent information about a student in certain school publications and press releases. Examples of Publication Information include but are not limited to:

1. A playbill, listing student's name and role in a dramatic production or musical performance;
2. The Annual Yearbook;
3. Honor roll or other recognition lists;
4. Graduation programs;
5. Sporting Programs which disclose grade, height and weight of team members.
6. Stats records to news outlets.

Student "Directory Information", which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, federal law requires local educational agencies receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with directory information including names, addresses and telephone listings. State law requires districts to provide, by November first of each year, a list of students by name in grades seven to twelve, inclusive, together with their mailing addresses, to the Executive Director of the SD Board of Regents and to each post-secondary technical institute located in the state. Because of this, the Canton School District has designated the following information as Directory Information:

1. student's name;
2. address;
3. telephone listing;
4. name(s) of parent(s)
5. e-mail address;
6. date and place of birth;
7. the most recent educational agency or institution;
8. major field of study;
9. grade level:
10. dates of attendance:

Parents/Guardians who do not want the district to release directory information about their student without their prior written consent must notify the Canton School District in writing by September 1 of each school year.

School districts, state education agencies, and the U.S. Department of Education all offer assistance about FERPA. Before contacting Federal officials, however, you can often get a direct and immediate response from your local or state education officials.

The Family Policy Compliance Office can be reached at the following address;

U.S. Department of Education
600 Independent Avenue, SW
Washington, DC 20202-4605
(202) 260-3887

Adopted: January, 1988
Last Revised: January 8, 2018

JOA-(1)

STUDENT DIRECTORY INFORMATION
OPT OUT FORM

Dear Parent/Guardian:

Pursuant to the federal and state law, the Canton School District must disclose to military recruiters and institutions of higher learning, upon request, the names, addresses, telephone numbers and related directory information of middle/high school students.

The district provides parents/guardians and 18-year old students the right to request that the district not release such information without their prior written consent.

Parents/guardians or eligible 18-year old students wishing to exercise their option to withhold their consent to disclose Directory Information to military recruiters and institutions of higher learning must sign the form below and return it to their Principal by September 1.

Denial of Consent for the Release of Student Directory Information

Please do not include my student's information in the following:
(Check all that apply)

_____ School Publications (Yearbook, Programs, Honor Roll, etc……)

_____ Directory Information to institutions of Higher Learning.

_____ Directory Information to Military Recruiters.

_____ _____
Print Name of Student Grade

_____ _____

Parent's/Guardian Signature (or 18 Year-Old Student) Date

KA

SCHOOL-COMMUNITY RELATIONS GOALS

The Board believes that responsible management of the school district requires that current laws, standards, attitudes, and philosophies of education be presented to the community on a continuing basis. The Board also recognizes that as elected representatives of the people it must consider the needs and desires of the community in establishing educational policy. In order to meet both of these aims, it is essential that effective two-way communication be maintained with the community.

The basis for an effective community relations program is to be found in the following statements of Board attitudes:

1. The community will be encouraged to participate and actively assist in the future planning of the school district.
2. All avenues of communication available will be used, when appropriate.
3. Special attention will be given to effective internal communication among the Board, administration, the staff, and students, to assure the full understanding of existing programs and to elicit reports and recommendations on those in effect, as well as those which should be considered.

The Board is devoted to the development and maintenance of a comprehensive year-round community relations program to assure a full appreciation of the educational program and the problems of the district, and to provide for the broadest participation of all—Board, staff and community, in seeking the solution to problems and in promoting the continuing improvement of the education available to the residents of the community.

Adoption Date: July 9, 1990
Board Action: 91.7

KBA

PUBLIC'S RIGHT TO KNOW

The Board is a public servant, and its meetings and records will be a matter of public information except as such meetings and records pertaining to individual personnel and other classified matters.

The Board supports the right of the people to know about these programs and services of their schools and will make every effort to disseminate information. All requests for information will be acted on fairly, completely, and expeditiously.

The official minutes of the Board, its written policies and regulations, and its financial records will be open for inspection at the office of the superintendent by any citizen desiring to examine them during hours when the office is open. No records pertaining to individual students or staff members will be released by the superintendent or other persons responsible for the custody of confidential files for inspection by the public or unauthorized persons. The exception to this will be information about an individual employee (or student) that has been authorized in writing for release by the employee (or student, or student's parent) and student directory information as noted in policy JO.

Each building administrator is authorized to use all means available to keep parents and others in the particular school's community informed about the school's program and activities.

LEGAL REFS.: SDCL 13-8-36; 13-8-43
CROSS REFS.: BDDG, Minutes

GBL, Personnel Records
JO, Student Records
Adoption Date: July 9, 1990
Board Action: 91.7

KBA-E

APPLICATION FOR ACCESS TO PUBLIC RECORDS

Name of Individual/Agency requesting records:

_____

Mailing Address of Individual/Agency requesting records:

_____ (Street Address/PO Box)

_____ (City, State, Zip Code)

_____ (Electronic Mail Address)

Please describe the public records being requested:

_____ _____
Signature of Individual/Agency Date of Request

NOTE: The charge for copying records, not exceeding 9 x 14 inches, shall be 25 cents per page and an administrative fee will be accessed accordingly. Individuals or Agencies requesting materials be sent via US Postal system may be charged for postage. No fee may be charged for the electronic transfer of any minutes of open meeting actions that were recorded in the last three years.

KBC

NEWS MEDIA RELATIONS

The superintendent or designee will coordinate all activities relating to the publication of information concerning the schools or the appearance of news releases relating to school personnel or activities.

In addition to the use of the official newspaper as required by state law for specific announcements, the public schools will use all media available, both public and private, and the school media to keep the public informed as fully as possible on school matters.

The Board welcomes the active participation of newspapers, magazines, radio, television, and other mass communication media in promoting the cause of good education in the district and state.

Suggestions and advice from representatives of such media as how best to facilitate the flow of information to them by the Board and personnel of the school district will be welcomed.

Newscasts, spot announcements, sports and media coverage of other school activities and programs must be presented in the public interest. Identification of the schools with the promotion of any commercial or political enterprise will not be permitted.

Adoption Date: July 9, 1990
Board Action: 91.7

KBCA

NEWS RELEASES

The superintendent or designee will be the press liaison for coordinating the release of information concerning the school district and the actions of the Board. The Board president will be the official spokesperson for the Board, except as this duty is delegated to the superintendent or designee.

The superintendent or designee will work in cooperation with the administrative staff, and the school principals regarding news releases. He/she will assure that each school in the district has equitable news media coverage.

While it is impossible to know how news releases will be treated by the press, every possible effort should be made to obtain coverage of school activities and personnel which will create and maintain a dignified and professionally responsible image for the school system.

Adoption Date: July 9, 1990
Board Action: 91.7

KC (Also ABA)

COMMUNITY INVOLVEMENT IN DECISION MAKING

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

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

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

Citizens' Advisory Committees

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

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

CROSS REF.: BCF, Advisory Committees to the Board
Adoption Date: December 11, 1989
Board Action: 90.109

KCD

WEB DESIGN POLICY

The Canton School District recognizes the importance of hosting a reliable website that clearly and accurately communicates information to its stakeholders. The website also serves as a potential marketing tool to attract families to our school and community. To this end, the Superintendent will designate an individual who will be responsible for continually updating and maintaining the District's website with the compensation for this position to be set by the Canton Board of Education.
The individual appointed will be responsible for maintaining the following information on the District Website

- Publish notices at required by state law (School Board Agenda, Official Meeting Minutes, Election Results, etc.…);
- Update District Policies;
- Create a calendar of school activities and events;
- Promote individual/group student achievements;
- Advertise Employment Opportunities;
- Create hyperlinks to organizations or websites outside the school that support the school's academic program or are associated with the District;
- Remove any "dead" links immediately and respond to issues with site functionality;
- Links to teacher webpages and also staff and faculty contact information;
- Links to forms (ex: Extra-Curricular Participation Forms, Course Registration, Open Enrollment, Transcript Requests, Free/Reduced lunch, etc…) that can reduce the costly reproduction of paper copies.

Adopted Date: August, 2018

KD (Also BDDH)

PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board welcomes the public to attend its sessions so they may become better acquainted with the operation and programs of the schools. While public participation is encouraged at the meeting, public board meetings are for the school board to conduct its business in public and are not meetings of the public.

In order to assure that citizens who wish to appear before the Board may be heard, and, at the same time, allows the Board to conduct its meetings properly and efficiently, the following procedures have been adopted:

Public Forum Procedures

10. Each Public Forum participant is required to complete the "Public Forum Sign-In Sheet" which lists the person's name, address, phone number and topic in which he/she wishes to speak. This must be presented to the Superintendent prior to speaking. Any individual who desires to speak about an item on the agenda is asked to raise his/her hand during the meeting when the agenda item is being discussed.
11. The speaker's presentation should be as brief as possible. Unless an extension of time is granted by the Chairman, a speaker is limited to 5 minutes.
12. Groups should designate one spokesperson to represent them during the Public Forum.
13. Speakers should not be repetitive in their message and only new information provided.
14. Personnel matters or complaints that directly or indirectly identify an employee shall not be discussed. Such complaints shall be resolved in accordance with the Conflict Resolution policy.
15. Threatening or intimidating remarks will not be allowed.
16. The Board Chairman has the option to stop any speaker that is intimidating, offensive or deals with a personnel matter.

17. Public Forum will be limited to 30 minutes but may be extended for an identified period of time by a vote of the Board of Education.
18. The board will not take formal action on any item brought up in Public Forum. Citizens who desire Board action on an item not on the agenda, will submit the item to the Superintendent's office at least 10 days prior to the meeting of the Board, at which they wish for the item to be considered.

Adoption Date: December 11, 1989
Last Revised: April 11, 2016

KF (Also IIC)

COMMUNITY INSTRUCTIONAL RESOURCES

Helping each student develop to his/her full potential and become a contributive citizen to this community are important objectives of this district's educational program.

Toward these ends, the Board will encourage administrative and instructional personnel to rely on the community as one available educational tool. The administration will direct the development of a community instructional resources program designed to involve the citizens, the institutions, and the environment of our community in the education of its students.

The superintendent will have supervisory control over the community resources program, which will include the school volunteer service. Members of the staff of the community will be encouraged to offer their ideas and services through the channels developed by the administration. Community resource files will be developed, noting contacts for voluntary assistance, program contribution, and an evaluation of the effectiveness of each contribution.

From time to time, each school principal may be asked to provide the superintendent with a summary of the extent and effect of using such volunteers.

Adoption Date: May 14, 1990
Board Action: 90.183

KG

COMMUNITY USE OF SCHOOL FACILITIES

Since the district schools belong to the people of the school district, and since the district plant facilities are established, maintained, and operated by funds largely provided by local taxes, the Board accepts the responsibility for making its plant facilities available for use by responsible organizations, associations, and individuals of the community. These activities may not infringe upon nor interfere with the conduct and best interests of the school district or its programs.

The superintendent will develop regulations to be approved by the Board for the use of these facilities. The schedule of rental fees will be determined by the Board.

Prohibited Activities

The following activities will be prohibited on school grounds or in school facilities.

1. Promulgating any theory or doctrine subversive to the laws of the United States or any political subdivision thereof advocating governmental change by violence.
2. Any activity that may violate the cannons of good morals, manners or taste, or be injurious to the buildings, grounds or equipment.
3. Any purpose in conflict with school activities.
4. Commercial advertising.
5. Fund-raising campaigns except as permitted by board policy or special action of the Board.
6. Activities which are discriminatory in the legal sense.

Permission may be granted by the Board to allow local colleges and universities, which may charge tuition, or school personnel to use district facilities for staff improvement or in-service training. Other

private teaching, either by staff members employed by the school district or by any other outside agencies or persons, for which tuition is charged will require Board approval before facilities may be used.

Granting of Approval
The superintendent is authorized to approve and arrange for scheduling the use of school facilities by qualified applicants who satisfy the above purposes and limitations.

Right is reserved by the Board to revoke any such permit, without liability, should such action be deemed necessary or desirable.

Applicants will be required to submit a statement declaring that to the best of their knowledge their projected use is legal. Applicants requesting permission to use a school building will be held responsible for the preservation of order and for any damage to school facilities. The person signing the application will agree to replace or pay for all damages or lost equipment or material when directed to do so by the school administration.

The school district shall not be held liable for any suit for damages which might arise as the result of such use or occupancy.

LEGAL REF.: SCDL 13-24-20
Adoption Date: July 9, 1990
Board Action: 91.7

KG-R
See Also DFD

COMMUNITY USE OF SCHOOL FACILITIES
All requests for use of school facilities by any outside organization wishing to use buildings after school hours are to be made in duplicate on forms provided by the school business office. School facilities are available to school district, nonprofit organizations and groups which are not objectionable in nature, provided the organization abides by the regulations below unless waived by school authorities for the particular meeting.

It is to be understood that school activities will take precedent over any other activities and the use of buildings will be so scheduled. The Boy Scouts, Girl Scouts, and similar youth groups are responsible only for custodial services.

Charges
All organizations that qualify to use school facilities may be charged the established rental fees. All rental fees will be paid at the time the contract is signed.

An extra charge will be made for the use of a gymnasium when an audience is present and bleachers are used. Extra charges may also be assessed when using stage lighting or scoreboard controls, the public address system or food preparation equipment. In addition, the school district may assess an hourly rate for personnel needed to operate this equipment.

If it is necessary for the school district to employ custodial help on an overtime basis, the school district to employ custodial help on an overtime basis, the school district to employ custodial help on an overtime basis, the school district may charge the hourly rate for overtime commensurate with the current custodial contract in addition to any rental fee charged.

School facilities may not be used free of charge for private gain.

Equipment Use

Putting up decorations or moving pianos or other school furniture is prohibited unless special permission is granted by the building principal or designee. The use of tacks, nails, or anything which may mar the walls is prohibited.

Special scenery, properties, or other non-school materials brought to the school by the organization will not be stored in the building, and must be removed within 24 hours unless special permission has been granted by the principal.

LEGAL REF.: ARSD 61:13:04:18

NOTE: *Although many regulations in this category include the fee schedule for use of various facilities, it is recommended that such schedules be included in the policy manual as an exhibit document, coded KG-E, because of their changing nature.*

This is an area in which the school board officially needs to approve regulations. There may be additional procedural regulations required to be followed by the principal of the school facility being used, which are purely administrative.

Adoption Date: July 9, 1990

Board Action: 91.7

KGB

PUBLIC CONDUCT ON SCHOOL PROPERTY

Although the Board welcomes the use of its facilities for public events, and public visitations to the schools, the Board expects all visitors to abide by acceptable rules of conduct. To maintain public order on school property the Board prohibits the following conduct or acts on school property by students, teachers, staff members, licensees or invitees:

1. The willful physical injury of any person or the threat to use force which would result in such injury.
2. The harassment or coercion of any person.
3. The willful damage to, or destruction of, property.
4. The willful disruption of the orderly conduct of classes or of any other school program or activity.
5. The entry of any school building or upon any portion of the school premises unless such entry is made in connection with official business with the district or to attend an activity or function authorized thereby.
6. The willful interference with the lawful and authorized activities of others.
7. The possession, consumption, or exchange of alcoholic beverages, unauthorized drugs, or narcotics on school property.
8. The possession or use of a knife, razor, ice pick, explosives, loaded cane, sword cane, machete, pistol, rifle, shot gun, pellet gun, air gun, or any other object that reasonable can be considered a weapon, on property of the school district.
9. The violation of any federal or state statute, local ordinance, or Board policy.
10. The refusal or failure of any person to comply with a lawful order or direction of an official of the school district in the performance of his/her duties.
11. The distribution or posting of any written material, pamphlets, or posters without the prior written approval of the superintendent.

Enforcement and Penalties

Any violation of the above shall be reported immediately to the building principal. He/she will investigate the case thoroughly and make a written report to the superintendent.

Penalties that may be imposed by the principal and/or the superintendent include:

1. A reprimand.
2. An order by violators to leave school property immediately.
3. A call to police and a specified charge made under the penal code.

Other Penalties

The penalties mentioned above are not considered to be inclusive or to preclude in any way the prosecution and conviction of any person for the violation of any federal or state law or local ordinance and the imposition of a fine or penalty provided for therein.

Adoption Date: July 9, 1990
Board Action: 91.7

KH

PUBLIC GIFTS TO SCHOOLS

Gifts, grants, bequests, or other devises to the schools or any school department may be accepted by action of the Board and will become district property. All gifts will be accepted in the name of the school district, but may be designated for use in a particular school or department. All items must be of legitimate use in the school program.

Gifts may not be accepted if there is excessive cost of maintenance or installation. Where installation is required, the gift will be installed under the supervision of district personnel.

The Board is under no obligation to replace the gift if it is destroyed or becomes worn out.

The Board is under no obligation to replace the gift if it is destroyed or becomes worn out.

The Board welcomes gifts of books and other materials to school libraries provided they meet the same standards of selection as those applied to the purchase of library materials. School libraries may dispose of gifts at their discretion (for example, if the book is out-of-date or in poor physical condition).

The Board directs the superintendent to assure that an appropriate expression of thanks is given all donors.

LEGAL REF.:	SDCL 13-14-5
CROSS REF.:	IIAC, Library Materials Selection and Adoption
Adoption Date:	July 9, 1990
Board Action:	91.7

KI/KJ

PUBLIC SOLICITATIONS/ADVERTISING IN THE SCHOOLS

Soliciting

No person will sell or offer for sale within school buildings or on school property any articles or services, or solicit contributions, except those approved by the superintendent or the Board. This policy does not prohibit any school fund-raising activity authorized by the Board and the school administration.

Salespeople are prohibited from talking to teachers at any time during the school day. Salespeople representing educational companies may be granted this opportunity by making arrangements through the principal‘s office, at a time that will not interfere with the classroom work of the teacher.

The school directory or lists of pupils and staff will not be made available to any outside person or agency. An exception to this policy is directory and public information as stated in policy JO.

Distribution of Literature

Printed or written matter of any nature will not be distributed to students in the schools or on school grounds without prior approval of the superintendent. In cases where the nature of the material or its ultimate intent are in doubt, it will be presented to the Board for approval.

Advertising

No notices or advertisements by or in behalf of persons not officially connected with the schools will be distributed in any school building except by permission of the superintendent or Board. All notices, even by school personnel, will be cleared by the building principal and, in case of doubt, by the superintendent.

Charity Fund-Raising

The administration may select a special fund or charity project which is considered important. Approval for such a project must be secured form the superintendent.

This policy should not be construed as preventing a teacher from using instructional or informational materials even though the materials might include reference to a brand, a product, or a service.

LEGAL REF.: SDCL 13-26-7
CROSS REF.: JO, Student Records
Adoption Date: July 9, 1990
Board Action: 91.7

KK

VISITORS TO THE SCHOOLS

The Board and staff of the school district welcome members of the community and other interested persons to visit the district schools. School improvements often come from suggestions originating in such visits.

The superintendent will encourage visitors to observe schools; provide for appropriate hospitality for visitors; channel expressions of approval as well as constructive criticism to the Board; ensure that such visits will enhance the effect of the educational program.

All visitors must report to the school office and receive the principal's permission to be on the school grounds. Any person on school property who has not registered with the school office will be requested to report to the principal's office for permission to remain. Any request to be on school property for any purpose deemed by the school principal or his/her assistant to be disruptive of the educational process will be denied permission to remain.

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

Adoption Date: July 9, 1990
Board Action: 91.7

KL

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 the 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 instruction, discipline, or learning materials will be as follows:

1. Teacher.
2. Principal.
3. Superintendent.

4. Board.

If a complaint, which was presented to the Board and referred back through the 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 and then placed in the official files.

The Board expects the professional staff to receive complaints courteously and to make a proper reply to the complainant.

Matters referred to the superintendent an/or Board must be in writing and should be specific in terms of the action desired.

Exceptions to this policy will be made when the complaints concern Board actions or Board operations only.

LEGAL REF.: SDCL 13-46-1
Adopted: October 10, 1988
Adoption Date: July 9, 1990
Board Action: 91.7

COMPLAINT RESOLUTION PROCEDURE

Whenever a complaint about a School Employee is received from a Patron of the District by the School Board or a Board member, a copy of the policy and procedure for the resolution of the complaint shall be given to the Patron.

STEP 1

The Patron will meet with the School Employee to resolve the issue. If the issue is not resolved, the Patron may put the complaint in writing and submit it to the Principal. A copy of the complaint will be given to the Employee by the Principal. The Employee may respond in writing.

STEP 2

The Principal meets with the Patron and Employee individually or jointly in an attempt to resolve the problem. If resolution is agreeable to the Patron and the Employee, a report and implementation procedure will be made in writing by the Principal and delivered to the Superintendent and School Board. If no agreement is reached, the Principal will render a decision in writing. A copy will be given to the Patron and Employee. Within 30 days, either the Patron or the Employee may go to Step 3 by writing to the Superintendent.

STEP 3

The complaint with the Principal's action is given to the Superintendent. The Superintendent will meet with the Patron, Employee and Principal together or individually. If resolution is reached, the Superintendent writes a report and implementation and notifies the Patron, Employee, Principal and School Board. 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 may within 30 days go to Step 4 by notifying the Superintendent.

STEP 4

The School Board will consider the complaint while meeting in executive session. The Superintendent will provide the Board with the file packet which contains the complaint, 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. The school employee will be allowed to appear at the hearing, at their request, at the appropriate time. The School Board will render its decision which will be implemented by the Superintendent. The patron or the employee may appeal this decision within 90 day to the Circuit Court as per SDCL 13-46.

Adopted: October 10, 1988

Adoption Date: July 9, 1990
Board Action: 91.7

KL-E

COMPLAINT RESOLUTION FORM

_____ _____ _____

Name of Complainant Address Phone Number

Please complete the following information and respond to all questions. Attach additional pages, if necessary.

Please state or describe your concerns, being as specific as possible as to times, events, people involved, etc.:

Please list or describe the action which you feel is necessary or required to resolve this situation:

_____ _____

Signature Date

Adopted: October 10, 1988
Adoption Date: July 9, 1990
Board Action: 91.7

KLB

PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS

The Board reserves to itself the final responsibility for all instructional materials used and curricula taught in the district schools. The Board recognizes that without a free and vigorous exchange of ideas, learning and teaching cannot take place effectively.

The Board also recognizes that district residents have a right to express concern about the educational programs of their schools. When citizens have concerns about particular courses or instructional materials, these concerns should be stated in writing, carefully considered, and accorded the courtesy of a prompt reply by school personnel. All such replies will be based on the instructional goals of the district, upon course objectives, and upon the criteria for selection of instructional materials.

Staff members will attempt to accommodate serious religious or moral objections to particular instructional materials by providing alternate materials whenever possible. However, attempts by parents or students to control what others read and study will be subject to careful scrutiny and question by school employees and the Board.

1. The material in question should first be discussed with the teacher or librarian who will report the results of this meeting in writing to the principal. During that initial meeting between the complainant and teacher and/or librarian relevant data will be collected concerning the objections and grounds for the complaint will be determined. If satisfaction is not reached, the complainant may continue with Step 2.

2. The principal will meet to discuss the material with the complainant and the teacher or librarian. The results of the meeting will be reported in writing to the superintendent. If satisfaction is not gained, the complainant will be requested to complete the form, "Request for Reconsideration of Instructional Materials," before proceeding to Step 3.

3. The superintendent will appoint a review committee composed of the following members:

   -The building principal.
   -The building librarian.
   -Two building teachers.
   -Three adult citizens.

   The committee members will be requested to read or view the material and respond to the complainants' answers to the questions on the form, "Request for Reconsideration of Instructional Materials." The recommendation of the committee will be sent to the complainant by the superintendent. If the complainant is not satisfied, he may continue with Step 4.

4. The superintendent will meet with the complainant to resolve the problem. If an impasse has developed, the matter is to be directed to the Board in Step 5.

5. The complainant will appear before the Board as the final step in the request for reconsideration of instructional materials.

CROSS REFS.:	IIA, Instructional Materials
	IIAA, Selection and Adoption of Textbooks
	IIAC, Selection and Adoption of Library Materials
Adopted:	October 10, 1988
Adoption Date:	July 9, 1990
Board Action:	91.7

KLB

CONTROVERSIAL ISSUES POLICY

Background – Preparation for effective citizenship is accepted as one of the most important purposes of the Canton School district. The instructional program developed to achieve this purpose properly places great emphasis upon our American heritage, the rights and privileges we enjoy as citizens, and the citizenship responsibilities that must be assumed in maintaining a free society. In preparing for effective citizenship, it is frequently necessary, often imperative, that students investigate in an intelligent manner, issues that are controversial. The democratic process of decision-making essential to a free society depends on this rational and objective approach to controversy.

Statement – In considering controversial issues, it shall be the purpose of the District to recognize the student's rights:

1. To study a controversial matter, which has political, economic or social significance, and concerning which at the appropriate level, he/she should begin to have an opinion.
2. To have free access to all relevant information, including the material that circulates freely in the greater community.
3. To study under competent instructors in an atmosphere of freedom from bias and prejudice.
4. To form and express his/her own opinions on controversial issues in a civil manner without jeopardizing his/her relations with his/her teacher or the school.

5. To refuse information or materials, or to refuse to discuss issues which he/she or his/her parent/guardian find completely incompatible with their family values.
6. This policy shall be applicable to all instructional materials, LMC resources, presenters and speakers, demonstrations, as well as, instructional practices.

Application:

1. The approach of the teacher to controversial topics must be impartial and objective.
2. Teachers should use the following criteria for determining the appropriateness of certain issues for consideration as part of the curriculum.

a) The treatment of the issue in question must be within the range, knowledge, maturity and competence of the students.

b) There should be study materials and other learning aids available from which a reasonable amount of data pertaining to all aspects of the issue could be obtained.

c) The consideration of the issue should require only as much time as is needed for a satisfactory study of the class, but sufficient time should be provided to cover the issue adequately.

d) The issue should be current, significant, real, and important to the students and teacher. Significant issues are those, which in general, concern considerable numbers of people, are related to basic principles, or at the moment are under consideration by the public, political bodies or the mass media.

1. In discussing controversial issues, the teacher should keep in mind that:
   a) The classroom is a forum and not a committee for producing resolutions or dogmatic pronouncements.
   b) The class should feel no responsibility for reach any agreement or consensus.
   c) The regular school curriculum should be enhanced and not disrupted by study of such issues.
2. It is the teacher's responsibility to bring out the facts concerning controversial questions. He/she has the right to express his/her opinion, but in doing so, it is important that the students understand that it is an opinion, and is not to be accepted by them as an authoritative answer.
3. The principal hears a major responsibility for the administration and supervision of the curriculum, including the selection of materials and methods of instruction. He/she must be continuously aware of what is being taught or presented in his/her school.
4. A teacher who is in doubt concerning the advisability of discussing certain issues in the classroom should confer with his/her principal as to the appropriateness of doing so. If the principal and the teacher are unable to agree, and the teacher wishes to pursue the issue, it should be referred to the Superintendent.
5. A student, parent/guardian or other citizen of Canton may challenge the inclusion of or presenting of specific issues and/or instructional materials as follows:
   a) The complainant should first review the district's policy regarding controversial issues carefully scrutinizing the Statement and Application sections of the policy.
   b) After careful review, if the complainant still desires to protest the advisability of teaching or presenting said controversial issue of using said instructional material, he/she should file the attached Request for Review of Instructional Material and/or Teaching of a Controversial Issue form with the respective school principal. The complaint could involve the teaching of a specific issue, instructional(s), method of presentation, procedure(s) of discussions, speakers, etc.

c) Upon receipt of Request for Review form, the Principal shall meet with the teacher(s) involved, the complainant and other appropriate parties to determine if there is a solution to the issue. If the issue is resolved at the principal's level, the initial complain form will be filed with the Superintendent's office appropriately recorded as resolved. In the case that the complainant is not satisfied with the resolution at the Principal's level, a form would be forwarded to the Superintendent's office.

d) The superintendent shall meet with the principal, the complainant and other appropriate parties to determine if there is a solution to the issue. When a complaint reaches the Superintendent's level, the Board shall be provided with a brief characterization of the issues and notice that a complaint is being processed. If no mutually agreeable solution is possible, the complainant may take the issue to the School Board.

e) The School Board will review the matter in open session providing all concerned parties a full hearing. After careful consideration, the Board will take whatever action it deems appropriate. The Board's decision shall be final.

6. Materials, presentations, procedures, speakers, etc., already in place when a Request for Review is filed shall remain in place while the review is being processed in accordance with this policy. Materials, presentations, procedures, etc. which are being newly introduced to the educational programs will not be utilized until the Request for Review process is completed.
7. When a request for Review is received by the Superintendent he/she shall notify the Board members about the essence of the request. However, since the Board is the final arbitrator in such situations, the Board should not be given the full details about the review, or engage in a discussion of such a review until said issues comes before the Board as set forth in 7e) above.
8. School principals shall annually provide notification to all student and parents that this policy exists and how to file a Request for Review.

REVIEWED AND REVISED:
1st Reading:
Public Hearing:
Approved by School Board:

REQUEST FOR REVIEW
TEACHING MATERIALS AND/OR TEACHING OF A CONTROVERSIAL ISSUE

1. Request Initiated By: _____

2. Telephone Number: _____

_____

3. Address: _____

4. Complaint Represents: Self Organization or Group (please identify)

_____

5. Description of controversial material or controversial issue

_____

_____

6. Did you read, see, and/or hear the entire content of the materials or issue presented?

_____

7. What do you consider to be objectionable or inappropriate about the material or issue presented?

_____

_____

8. What are your objections to the student's exposure to this material or to the issue addressed?

_____

_____

_____

9. What suitable material would you recommend be used?

_____

_____

Signature: _____

KLB-E

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

_____ _____ _____

Name of Complainant Address Phone

Please complete the following information and respond to the questions. Attach additional pages, if necessary.

Author _____

Title _____

Where was this material used?

School Teacher Class Grade Level

1. To what in the material do you object? What grounds? For whom? Please be specific.

2. Did you read, view, or listen to the entire material? _____
   If not, what parts didn't you?

   What value is there in this material?

   What do you feel might be the result of using this material?

3. Are you aware of any judgment of this material by professional critics?

4. What do you believe is the theme or purpose of this work?

5. Are you aware of the teacher's purpose in using this material?

6. What would you prefer the school do about this material?

7. What work of equal value would you recommend in place of this material?

8. What law do you feel has been violated? How?

9. Additional comments.

_____ _____
Signature of Complainant Date

Adopted: October 10, 1988
Adoption Date: July 9, 1990
Board Action: 91.7

KLD

PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL

The Board places trust in its employees and desires to support their actions in such a manner that employees are freed from unnecessary, spiteful, or negative criticism and complaints.

Whenever a complaint is made directly to the Board as a whole or to a Board member as an individual, it will be referred to the school administration for study and possible solutions. Policy KL notes the proper channels for resolving complaints and grievances. The individual employee involved will be advised of the nature of the complaint and will be given every opportunity for explanation, comment, and presentation of the facts as he sees them.

If it appears necessary, the administration, the person who made the complaint or the employee involved may request an executive session of the Board for the purposes of fuller study and a decision by this body. Generally, all parties involved, including the school administration, will be asked to attend such a meeting for the purposes of presenting additional facts, making further explanations, and clarifying the issues. Hearsay and rumor will be discounted, as well as emotional feelings except those directly related to the facts of the situation.

The Board will conduct such meetings in as fair and just a manner as possible. The Board may request a disinterested third party to act as a moderator to help it reach a mutually satisfactory solution.

Any parent, guardian, or other person who upbraids, insults, or abuses any teacher or other employee on school property or in the presence of students will be prosecuted by the Board under the provisions

of law. School employees who are sued as a consequence of performing their assigned duties will be provided full legal services, unless suit is based upon gross negligence or willful misconduct of the employee.

LEGAL REF.: SDCL 13-32-6
CROSS REFS.: BDC, Executive Sessions
GCPD, Suspension and Dismissal of Professional Staff Members
JFA, Student Due Process Rights
Adopted: October 10, 1988
Adoption Date: July 9, 1990
Board Action: 91.7

KMA

RELATIONS WITH PARENTS ORGANIZATIONS

The Board is aware of the constructive role which the parent/teacher groups can play in the school system. The effective leadership provided by these organizations is valuable to the improvement of educational programs and community support of the schools. The Board will offer these groups its full cooperation, and urges parents, teachers, and administrators to become enthusiastic participants.

The parent-teacher association (PTA) may be of service to the schools in each area of the district by fostering community undertakings, encouraging social activities, working for needed legislation, discovering and reporting facts which lead to community or school improvements, studying school problems, supporting school projects, and cooperating with other community agencies.

Each school may set up its own form of parent-teacher association. Before official recognition, their organizational plan and rules of operation must be approved by the Board. The association membership may then form its own committees, plan its own programs, study projects, and other activities in line with Board policies. Resolutions of a school's parent-teacher association will be accepted by the Board for processing and consideration when such resolutions have been adopted by a majority of the members present at an official meeting.

CROSS REF.: ABA, Community Involvement in Decisionmaking (Also KC)
Adoption Date: July 9, 1990
Board Action: 91.7

KMB

TITLE I PARENT INVOLVEMENT

The Canton Board of Education endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school, and community. In this policy, the word "parent' also includes guardians and other family members involved in supervising the child's education.

Pursuant to federal law, the district will develop jointly with, and distribute to parents of children participating in the Title I program a written parent involvement policy.

A meeting of the parents of participating Title I students will be held annually to explain the goals and purposes of the Title I program. Parents will be given the opportunity to participate in the design, development, operation, and evaluation of the program for the next school year and to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs. Parents will be encouraged to attend the meeting and to become involved.

In addition to the required annual meeting, at least one (1) additional parent meetings shall be held for parents of children participating in the Title I program. Notices will be sent to the parents and articles will

appear in the local newspaper advising parents and interested persons of the meetings. These meetings shall be used to provide parents with:

- Information about programs provided under Title I;
- A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
- Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
- The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program to the district level.
- Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

The parents of children identified to participate in Title I programs shall receive from the school principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Parents will be advised of their children's progress on a regular basis. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their children's progress. Parents will also receive inflation and training that will assist them in helping their children at home and at school.

Each school in the district receiving Title I funds shall jointly develop with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting state standards. The compact shall:

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the state's academic achievement standards;
- Indicate the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time; and
- Address the importance of parent-teacher communication on an on-going basis, with at minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

Legal References: PL 103-382 (Improving America's Schools Act)
PL 107-110 (No Child Left Behind Act of 2001)

Adoption Date: August 13, 2007

KN

RELATIONS WITH GOVERNMENTAL AUTHORITIES

The schools serve the children, the parents, and all the residents of the school district, and it is to their interest to relate the functions of the Board to other agencies concerned with the security, safety, health, and well being of the citizenry.

Therefore, the Board directs its administrative staff to inform the elected and appointed officials of the local and county governmental units of the desire to plan cooperatively for the improvement of services to residents.

The Board and its administrative officers welcome all who seek to serve the residents of the area and to participate with them in the planning and execution of such projects as will be mutually beneficial.

Adoption Date: July 9, 1990
Board Action: 91.7

LA

EDUCATION AGENCY RELATIONS GOALS

The Board will cooperate to the fullest possible extent with other school districts and with other local, state, and regional agencies and organizations in the solution of educational problems of common concern. This cooperation will extend to such areas as research, exchange of information and data, coordination of curriculum, coordination of school calendars and activities, and construction of facilities that may be efficiently used on a cooperative basis, and any other activity where it may be advantageous to serve a broader area than one district.

In carrying out this policy, the superintendent will include in his/her recommendations to the Board, an evaluation of the desirability and feasibility of cooperation with other agencies, in endeavors which could benefit the district.

Adoption Date: November 13, 1990
Board Action: 91.103

LB

RELATION WITH OTHER SCHOOLS AND SCHOOL DISTRICTS

The Board will cooperate and may develop contracts with the state, its agencies and institutions, and any political subdivision for educational purposes and services. These contracts may be developed:

1. To share the services of employees with other school districts.
2. To provide for educational services with the Bureau of Indian Affairs, or any other federal department or agency.
3. To provide for elementary and secondary education for students who reside within the district of a bordering state.
4. To provide joint educational services for students who reside within the district with students who reside within a bordering state's school district.
5. To provide educational services for grades 7-12 within this district and an adjacent school district. Both districts will operate grades 1-6 in the home district.

Tuition for students taught under contractual educational arrangements will be charged as provided by law. As also provided by law, approval for entrance into these contractual arrangements will be received from the superintendent of elementary and secondary education as needed.

LEGAL REFS.: SDCL 13-15-1 through 13-15-14
CROSS REFS.: IGAD, Occupational Education
JECB, Admission of Nonresident Students
JECBB, Admission of Interdistrict Transfer Students
Adoption Date: November 13, 1990
Board Action: 91.103

LBB

COOPERATIVE EDUCATIONAL PROGRAMS

In accordance with law, the Board may establish a cooperative educational unit with one or more school districts. This unit will be considered a legal entity, which may carry out the services of the cooperative agreement, but which will have no authority to levy taxes or issue bonds.

Similarly, by law, cooperative special education units may be established by the Board with one or more school districts. The guidelines developed by the State Board of Education will be followed for the establishment and operation of this cooperative unit.

LEGAL REFS.: SDCL 13-5-31; 13-5-32
13-37-14.2
ARSD Chapter 24:09:02
CROSS REFS.: IGAD, Occupational Education
IGBA, Programs for Handicapped Students
Adoption Date: November 13, 1990
Board Action: 91.103

LEB (Also IGCD)

ADVANCED COLLEGE PLACEMENT

The Board recognizes that there may be some high school students who exhibit exceptional academic progress and who are capable of performing college-level work while enrolled in high school. In order to encourage these students to their fullest capabilities, assistance will be given to these students to enroll in advanced courses.

Advanced placement courses may be offered by the district provided a sufficient number of students request a particular course and qualify for it, and that a staff member qualified to teach it is available.

Any student in grades eleven and twelve may enroll in not more than two courses per fall or spring semester which are offered at an institution of higher education or postsecondary vocational education institution. The student shall obtain the school district's approval of the postsecondary course prior to enrolling in the course. If approved, the student shall receive full credit toward high school graduation as well as postsecondary credit for the postsecondary course. The resident school district is not responsible for any costs involved with attendance at the postsecondary institution by a student enrolled in the district. The student is responsible for any additional fees and costs with attending a postsecondary institution in accordance with this section. If a failing grade is received in a postsecondary course under this section, the student receiving the failure is no longer eligible to enroll for postsecondary courses under this section.

LEGAL REF.: SDCL 13-28-37
Adoption Date: November 13, 1990
Board Action: 91.103

LI

RELATIONS WITH EDUCATION ACCREDITATION AGENCIES

The district's schools will meet the requirements and standards for both basic approval and accreditation by the State Board of Education. Accreditation is required in order for the district to be eligible to receive general support foundation program funds.

In addition, each of the district's schools will seek the highest status of membership in the North Central Association of Colleges and Schools, by cooperating in the Association's evaluations of the district schools and considering the Association's recommendations.

LEGAL REFS.: SDCL 13-1-12
13-3-47
13-13-18
ARSD 24:03:01 et seq.
Adoption Date: November 13, 1990
Board Action: 91.103