

Baltic School District Board Policy Book

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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 maintained 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 in the 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 Department of Education and Cultural Affairs, 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 community adequate opportunity to avail themselves of a free public elementary and secondary education program.

Established by law:

Legal references: United States Constitution, 10th Amendment Constitution of the State of South Dakota Article 8, Section 1; Article 22; Article 26, Section 18.

SDCL 3-6-2

13-5-1; 13-5-2; 13-5-14 TO 13-5-29; 13-6-1 et seq.

CROSS REF.: BB. School Board Legal Status

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, and 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 into the Board. It will be the Board's responsibility to provide the public with accurate and complete information on the schools and the Boards activities.

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

Systems Advisory Committees

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

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

CROSS REF.:: BCF, Advisory Committees to the Board

NONDISCRIMINATION

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

In keeping with these statements, the following will be objectives of the 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 encouraging 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 considered, in all decisions made in which affect disposal, the potential benefits or adverse consequences that those decisions might have on human relations aspect of all segments of society.
- 4.) To initiate a process are reviewing all policies and practices of this school district in order to achieve the greatest extent possible the objectives of this policy.
- 5.) To work toward a more integrated society to enlist the support of individuals as well as that all groups and agencies, both private and governmental, in such effort.

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

LEGAL REF.: Title IV, 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 Amendment 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 REF.: ACA, Nondiscrimination on the Basis of Sex

ACB, Nondiscrimination on the Basis of Handicap

GBA, Equal Opportunity Employment

JB, Equal Educational Opportunities

TITLE IX COMPLIANCE

PERSONNEL/STUDENTS

CIVIL AND LEGAL RIGHTS AND RESPONSIBILITIES

Students, their parents, and employees of the Baltic School District are hereby notified that this school district does not discriminate on the basis of sex and is required by Title IX not to discriminate on the basis of sex in its educational activities and employment practices. Any person having inquiries concerning Baltic School District compliance with the Title IX is directed to contact the Superintendent, Baltic School District, Baltic, South Dakota, telephone (605) 529-5461. The Superintendent has been designated by the Baltic School District to coordinate with the school district's efforts to comply with Title IX.

LEGAL REF.: Title IX, Education Amendments of 1972

GRIEVANCE PROCEDURE

TO MEET THE REQUIREMENTS OF TITLE IX

Title IX of the 1972 Education Amendments prohibits and discrimination on the basis of sex. It states that ...

“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 education program or activity receiving federal financial assistance...”

DEFINITIONS-

A “grievance” under this policy shall mean a complaint which has been filed by a student, or on behalf of a student, by the parents, or by an employee, which alleges discrimination on the basis of sex contrary to the rules of Title IX.

The “grievance procedure” is the administrative procedure for handling of a complaint of discrimination.

An “aggrieved person” is the person filing the complaint.

PURPOSE-

The primary purpose of this procedure is to secure at the earliest level possible the equitable solution to a complaint.

LEVEL I –

And aggrieved person shall first attempt to resolve the complaint informally by discussion with the teacher, principal or supervisor. If informal discussion does not resolve the complaints, the complaint shall be submitted in writing within 30 calendar days of the alleged incident of discrimination to the Title IX Coordinator.

LEVEL II –

The Title IX Coordinator shall attempt to resolve the complaint with the immediate supervisor or other person apparently responsible for the discrimination. This shall be completed within 30 calendar days of the filing of the written complaint with the Title IX Coordinator.

LEVEL III –

If the aggrieved person is not satisfied with the disposition of the grievance at Level II, he or she may transmit it by letter to the Business Manager of the district with a statement of reasons why it’s been appealed. At the next regular meeting, The Board Of Education shall consider the grievance or may designate a committee to hold a hearing or otherwise investigate the grievance. The aggrieved person and the administrator and/or staff member (s) shall have the right to present their position to the Board. The Board and shall make a final decision thereon at the following regular or special board meeting.

LEGAL REFS.: Title IX, Educational Amendments of 1972

CROSS REFS.: AC, Nondiscrimination

SEXUAL HARASSMENT POLICY

POLICY –

It is the districts policy that sexual harassment is unacceptable and shall not be tolerated; been no employee or student of the school district may sexually harassed another. Any employee or student will be subject to disciplinary action for the violation of this policy.

DEFINITION –

Under this policy, any unwelcome sexual advances, solicitation or sexual activity by promise of rewards, coercion of sexual activity by threat of punishment, for verbal remarks, or physical sexual assaults constitute sexual harassment. This conduct has the purpose or effect of unreasonably interfering with in individual's academic or work performance or of creating an intimidating, hostile, or offensive employment or educational environment.

RESPONSIBILITY –

School districts officers, employees and students are responsible for maintaining a working and learning environment free from sexual harassment. Careful scrutiny will be undertaken of allegations of sexual harassment, which may be malicious or ill-founded. Copies of the policy will be available at all administrative offices and given to all certified employees.

COMPLAINTS –

Any employee who believes that he/she has been a subject in the workplace of sexual harassment should report this incident immediately to his/her supervisor. If the immediate supervisor is involved in the activity, the violation should be reported to the next highest level. Students should report such incidents to the guidance counselor and/or the responsible building principal. All reported incidents will be thoroughly investigated. Appropriate corrective action will be taken in all substantiated acts of sexual harassment. Confidentiality consistent with due process will be maintained.

If an employee or student files a written complaint because of dissatisfaction with handling of the complaint, he/she may utilize the grievance procedure established by the school district.

Complaint Policy for Federal Programs

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

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 at the district's central office. The parent or guardian or unaccompanied youth shall be provided with a written explanation of the school's decision including the right of the parent, guardian, or youth to appeal the decision. Students should be provided with all services for which they are eligible while disputes are resolved.

- The superintendent will investigate within one week, the circumstances of the complaint and render a decision, within two weeks, after receipt of the complaint.
- The superintendent will notify the complainant of the decision in writing.
- The complainant will be allowed one week to react to the decision before it becomes final.
- The complainant will either accept or disagree with the decision and will provide such acknowledgement in writing, addressed to the district superintendent.
- If the issue is not resolved with the superintendent, the complaint will be forwarded to the Baltic 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.

First Reading:	September 8, 2008
Second Reading:	October 15, 2008
Adoption:	November 10, 2008

ACCEPTABLE USE OF COMPUTERS, NETWORKS AND TECHNOLOGY POLICY

Access to the Internet is available to students and teachers of the school district. Online resources will facilitate student research, collaboration and publication of classroom projects and assignments. The internet enables worldwide connection to electronic mail, discussion groups, data bases, computer software and informational sources such as libraries and museums. The goal of the district through online resources is to promote educational excellence by facilitating resource sharing, innovation and communication within our own community, our nation and the world

With the access of online resources comes the availability of material that may not be considered to be of educational value in the context of the school setting. On a global network, it is impossible to control all materials and an industrious user may discover controversial information. However, it is the district's belief that the valuable information and interaction on these networks far outweigh the possibility that a user may locate material that is not consistent with the educational goals of the district.

Internet users, like traditional library users, are responsible for their actions in accessing on-line resources

The administration will formulate the necessary regulations to carry out the policy of acceptable Internet use and the consequences if violations occur.

NETWORK USER POLICY

1. Users may not engage in practices that threaten the integrity of the network/Internet access..

2. Users may not use anyone else's password, nor may they share their password with others. You are responsible for your individual account and must take reasonable precautions to prevent others from being able to use your account. Do not provide your password to others. Trespassing in another's folder, work, or files is prohibited. Do not use another individual's account.

3. Transmission of any material in violation of any United States or state regulation is prohibited, including but not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret.

4. Use of the network for commercial activities is generally not acceptable.

5. Use for advertisement or political lobbying is prohibited.

6. Use of the network for, or in support of, any obscene or pornographic purpose is prohibited. This includes, but is not limited to, the retrieving or viewing of any sexually explicit material

7. Only school approved and installed software may be used on district owned computers.

INTERNET USER POLICY

Users of the Internet are responsible for their actions in the use of the Internet. Users may access the Internet for school related activities under staff guidance and supervision.. The District cannot guarantee that you will not encounter inappropriate or

offensive material on the Internet. If offensive material would cause you embarrassment or other damage, you should not use the system.

INTERNET ETIQUETTE

All users of the school district's computers and networks are expected to abide by accepted rules of network etiquette. Breaches can result in harsh criticism by others on the Net and restricted access to some sources on the Internet. These rules of acceptable behavior are as follows:

1. Use of the school district's Internet access is a privilege, not a right.
2. Use of the school district's Internet is voluntary on the part of students, teachers, administration and the community.
3. Be polite and don't become abusive to others.
4. Use appropriate language. Swearing and the use of vulgarities will not be tolerated.
5. Do not reveal your personal address or phone number or that of other students or people.
6. Electronic mail (e-mail) is not guaranteed to be private. People who operate the system have access to the e-mail. Illegal activities may be reported to the authorities. Only South Dakota K-12 DataCenter e-mail accounts may be accessed from the school
7. Communication and information accessible via the network should not be assumed to be private property and is considered property of the school.

INAPPROPRIATE USE

Inappropriate use includes, but is not limited to: intentional uses that violate the law, that are specifically named as violations in this policy, that violate the regulations of the school district or any other use that hampers the integrity or security of the school district's computer network or any computer networks connected to the Internet.

- Users may not download and/or install games, music, videos or other non-academic applications on school computers.
- Users may not add additional hardware, internal or external, to the school's computer systems, including, but not limited to music players, headphones or external hard drives.

VIOLATION CONSEQUENCES

Transmission of any material in violation of any international, United States, or state law is prohibited. This includes, but is not limited to: copyright materials and threatening, harassing or obscene material. Use of the school district Internet access for commercial "for profit" activities or product advertisements is prohibited. Vandalism and mischief while using the school district's Internet access is prohibited. Forgery of electronic mail messages, changing files belonging to users and downloading of any files into the school district's computers is prohibited.

Violations of the law, through the use of the school districts' Internet access may result in disciplinary action or litigation against the offender by proper authorities.

School disciplinary action, including suspension or expulsion, and/or appropriate legal action may be taken.

1. Preliminary determination – The school administrators with the assistance of the teacher will make the initial determination of a policy violation.

2. Student due process – Violations will be accorded due process as per school district policy.

3. Internet Access – The school administrator, as per school district policy disciplinary procedures, may deny, suspend, or revoke any Internet access as deemed appropriate.

Students who wish to use the computers and computer network of the Baltic School District including use of the Internet must sign, and have their parent/guardian sign, the agreement attached to this handbook and return the signed agreement to the school before they will be allowed access to the school computers and network.

First Reading:	January 9, 2008
Second Reading:	February 12, 2008
Adoption:	March 10, 2008

Policy on the Enrollment, Transportation, School of Origin, and the Elimination of Barriers for Children or Youth Experiencing Homelessness including Unaccompanied Youth

The Baltic 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 of segregated services and the elimination of other identified barriers for homeless children and youth.
- provide children or youth experiencing homelessness with services and the elimination of other identified barriers for homeless children and youth including:
 - Transportation services.
 - Educational services for which the child or youth meet the eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965 or similar state or local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency.
 - Programs in vocational and technical education.
 - Programs for gifted and talented students.
 - School nutrition programs.

First Reading: September 8, 2008
Second Reading: October 15, 2008
Adoption: November 10, 2008

PHILOSOPHY AND PURPOSE

There is nothing that will assure a continuous greatness of America more than adequate education of his/her youth, The Baltic Public School District # 49-1 shall strive to enlightened the youth of this district academically, morally, and physically.

The following is the Mission Statement for the Baltic School District:

STUDENTS AND LEARNING

1. Students will acquire strong fundamental academic skills, as a foundation for developing communication, problem solving and technology skills.
2. Students will share in the responsibility for their own learning through self-discipline and motivation.
3. Students will demonstrate high moral character, good citizenship, and pride in self and school.
4. With the support and involvement of parents/guardians, students will come to school ready in mind in body to learn.

TEACHERS AND LEARNING

1. The parents/guardians will be the child's first teacher.
2. Teachers will involve the parents and community in providing a well-rounded education for the students.
3. Teachers will utilize effective teaching methods and will integrate academics with problem solving skills by using real-life and career applications.
4. Teachers will be in all students' ability to learn and succeed, recognizing individual differences in interest and learning styles.
5. Teachers will model and teaching the qualities of good citizenship and high morale character.
6. Teachers will integrate the use of technology throughout the curriculum.
7. Teachers will maintain their professional growth through reading and course work as they continue to evaluate their own effectiveness.

SCHOOL DISTRICT AND COMMUNITY

1. The School District and Community will work hand in hand to provide a safe and secure, violence and drug free environment for learning.
2. The School District and Community will be encouraged to share each other's resources.
3. The School District will support the professional development of its staff.
4. The School District will strive to keep the school's second technologically current.

COCURRICULAR ACTIVITIES

1. Cocurricular activities will be an integral part of the overall educational program.
2. A healthy lifestyle, good sportsmen ship, cooperation, physical skills, teamwork, character development, and self-discipline will be taught.
3. Positive parents and fan involvement, support, and interaction will be encouraged and good sportsmen ship will be expected.

ORGANIZATIONAL CODE OF CONDUCT

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

Employees uncertain about the application or interpretation of any legal requirements should refer the matter to his or her superior, who, if necessary, should seek legal advice.

General Employee Conduct

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

Employees must not engage in sexual harassment, or conduct themselves in a way that could be construed as such, for example, by using inappropriate language, keeping or posting inappropriate materials in the work area, or accessing inappropriate materials on their computer.

Conflicts of Interest

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

Gifts, Entertainment, and Favors

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

Kickbacks and Secret Commissions

The school strictly prohibits the acceptance of kickbacks and secret commissions from suppliers and others. Any breach of this rule will result in immediate suspension and prosecution to the fullest extent of the law.

School District Resources

Assets of the school are for school purposes only and not for personal benefit. This includes the personal use of organization assets, such as computers and other equipment.

Organization Records and Communications

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

Employees must not make or engage in any false record or communication of any kind including false expense, attendance, financial or similar reports and statements.

Privacy and Confidentiality

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

Adopted: 7-26-04

TOBACCO-FREE SCHOOLS

The Baltic School 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 Baltic 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 or during school-sponsored activities is prohibited. This policy shall be in effect at all times and shall apply to all students, employees and visitors.

For the purposes of this policy:

“Tobacco” means any substance or item, in any form, containing tobacco;

“School property” means all district-owned, rented or leased buildings, grounds and vehicles;

“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;

“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 or district employees found in violation of this policy will be subject to appropriate consequences, which may involve a range of enforcement options including disciplinary action and educational alternatives to disciplinary action. Visitors in violation of this policy will result in appropriate sanctions as determined and imposed by the administration, which may include direction to leave school property.

The superintendent shall provide reasonable public notification of the district’s policy, including, but not limited to, inclusion in student and staff handbooks. The superintendent may develop administrative regulations as necessary to implement this policy.

Legal References:

SDCL 13-8-39 (Management of schools by board)

SDCL 22-36-2 (Smoking in public place or place of employment prohibited)

First Reading: September 12, 2011

Second Reading: October 10, 2011

Adoption: November 14, 2011

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

Area of Responsibility

Degree of Success:

Poor, Inadequate, Adequate, Good, Excellent

RELATIONSHIP WITH SUPERINTENDENT

1. Establishes written policies for the guidance of the Superintendent in the operation of the schools. _____
2. Provides the Superintendent with a clear statement of the expectation of performance and personal qualities against which he/she will be measured periodically. _____
3. Engenders confidence in the Superintendent by inviting communication from the Superintendent. _____
4. Reaches decisions only on the basis of study of all available background data and consideration of the recommendation of the Superintendent. _____
5. Requests information through the Superintendent and only from staff members with the knowledge of the Superintendent. _____
6. Provides a climate of mutual respect and trust, offering commendation whenever earned, and constructive criticism when necessary. _____
7. Matters tending to alienate either Board members or Superintendent are discussed immediately rather than being permitted to fester and deteriorate. _____
8. Provides opportunity and encouragement for professional growth of the Superintendent. _____
9. Provides time for the Superintendent to plan. _____
10. Takes the initiative in maintaining a professional salary for the Superintendent, comparable with salaries paid for similar responsibility in and out of the profession. _____
11. Does not overly involve itself in administrative management of the school district and recognizes that distinction between the administration and policies setting. _____

COMMUNITY RELATIONSHIPS

12. Encourages attendance at Board meetings. _____
13. Actively fosters cooperation with various news media for the dissemination of information about the school program. _____
14. Insures a continuous planned program of public information regarding the schools. _____
15. Participates actively in community affairs. _____

16. Channels all concerns, complaints, and criticism and of the school system through the Superintendent for study with the expectation that he/she will report back to the Board if action is required. _____
17. Protects the Superintendent from unjust criticism and efforts of local special interest groups. _____
18. An individual Board member does not commit himself to a position in answer to an inquiry or in public statements unless Board policy is already established and clear or the question addressed to him requires merely a recitation of facts about the school system. _____
19. Encourages to send participation in advisory capacity in a solution of specific problems _____
20. Is aware of community attitudes and specific interest groups which seek to influence the districts program. _____

BOARD MEETINGS

21. Has established written procedures for conducting meetings which include ample provisions for the public to be heard that presents a single individual or group from dominating discussions. _____
22. Conducts its meetings in facilities that allow the division's business affairs to be conducted by the Board and its administrative staff effectively. _____
23. Selects a chairman on the bases of his/her ability to properly conduct a meeting rather than on seniority or rotation. _____
24. New items of a complex nature are not introduced for action if they are not listed on the agenda but are presented for listings on a subsequent agenda. _____
25. Definite action is withheld until asking if there is a staff recommendation and what it is. _____
26. Care is used in criticizing a staff recommendation. _____
27. The privilege of holding over matters for further study is not abused. _____
28. Each member makes a sincere effort to be informed on all agenda items listed prior to the meeting. _____
29. Controversial, complex, or complicated matters are held over or placed on the agenda, for discussion only, prior to consideration for adoption. _____

STAFF AND PERSONNEL RELATIONSHIPS

30. Develops sound personnel policies involving the staff when appropriate. _____

31. Authorizes the employment or dismissal of staff members only upon recommendation of the Superintendent. _____
32. Makes provisions for hearing the complaints of employees to be heard, and after full study, if staff dissatisfaction is found to exist, takes action to correct the situation through appropriate administrative channels. _____
33. Is receptive to suggestions for improvement of the school system. _____
34. Encourages professional growth and increased competency through:
 - A. Attendance at educational meetings _____
 - B. Training on the job _____
 - C. Salary increments which recognize
Training and experience beyond
minimum qualifications for a
given position. _____
35. Makes the staff aware of the esteem in which it is held. _____
36. Provides a written policy protecting the academic freedom of teachers. _____

RELATIONSHIP TO THE INSTRUCTIONAL PROGRAM

37. Understands the instructional program and the general restrictions imposed on it by the Assembly, the State Board of Education, and College and University requirements. _____
38. Realistically faces the ability of the community to support a quality education for its children. _____
39. Resists the efforts of special interest groups to influence the instructional program if the effect would be detrimental to the students. _____
40. Encourages the participation of the professional staff and, in certain instances, the public in the development of the curriculum. _____
41. Weighs all decisions in terms of what is best for the students. _____
42. Provides a policy outlining the district's educational objectives against which the instructional program can be evaluated. _____
43. Keeps abreast of new developments in course content and teaching techniques through attendance and participation in School Board Association conferences and meetings of other educational groups and by reading of selected books and periodicals. _____

RELATIONSHIP TO FINANCIAL MANAGEMENT OF THE SCHOOLS

44. Equates the income and expenditure of the district in terms of the quality of education that should be provided and the ability of the community to support such a program. _____
45. Takes the leadership in suggesting and securing community support for additional financing when necessary. _____

- 46. Establishes written policies which will insure efficient administration of purchasing, accounting, and payroll procedures, and the insurance program. _____
- 47. Authorizes individual budgetary allotments and special non-budget expenditures only after considering the total needs of the district. _____
- 48. Makes provisions for long-range planning acquisition of sites, additional facilities, and plant maintenance. _____

PERSONAL QUALITIES

- 49. A sincere and unselfish interest in public education and in the contribution it makes to the development of children. _____
- 50. Knowledge of the community which the school system is designed to serve. _____
- 51. An ability to think independently, to grow in knowledge, and to rely on the fact rather than prejudice, and a willingness to hear and consider all sides of a controversial question. _____
- 52. A deep sense of loyalty to other Board Members and respect for group decisions cooperatively reached. _____
- 53. A respect for an interest in people and ability to get along with them. _____
- 54. A desire to work through defined channels to authority and responsibility. _____
- 55. A willingness to do for the necessary time to become an effective Board member. _____

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

School Year _____

Area of Responsibility

Degree of Success:

Poor (1), Inadequate (2), Adequate (3), Good (4), Excellent (5)

RELATIONSHIP WITH SUPERINTENDENT

1. Establishes written policies for the guidance of the Superintendent in the operation of the schools. _____
2. 2. Provides the Superintendent with a clear statement of the expectation of performance and personal qualities against which he/she will be measured periodically. _____
3. Engenders confidence in the Superintendent by inviting communication from the Superintendent. _____
4. Reaches decisions only on the basis of study of all available background data and consideration of the recommendation of the Superintendent. _____
5. Requests information through the Superintendent and only from staff members with the knowledge of the Superintendent. _____
6. Provides a climate of mutual respect and trust, offering commendation whenever earned, and constructive criticism when necessary. _____
7. Matters tending to alienate either Board members or Superintendent are discussed immediately rather than being permitted to fester and deteriorate. _____
8. Provides opportunity and encouragement for professional growth of the Superintendent. _____
9. Provides time for the Superintendent to plan. _____
10. Takes the initiative in maintaining a professional salary for the Superintendent, comparable with salaries paid for similar responsibility in and out of the profession. _____
11. Does not overly involve itself in administrative management of the school district and recognizes that distinction between the administration and policies setting. _____

COMMUNITY RELATIONSHIPS

12. Encourages attendance at Board meetings. _____
13. Actively fosters cooperation with various news media for the dissemination of information about the school program. _____
14. Insures a continuous planned program of public information regarding the schools. _____

15. Participates actively in community affairs. _____
16. Channels all concerns, complaints, and criticism and of the school system through the Superintendent for study with the expectation that he/she will report back to the Board if action is required. _____
17. Protects the Superintendent from unjust criticism and efforts of local special interest groups. _____
18. An individual Board member does not commit himself to a position in answer to an inquiry or in public statements unless Board policy is already established and clear, or the question addressed to him requires merely a recitation of facts about the school system. _____
19. Encourages participation in advisory capacity in the solution of specific problems _____
20. Is aware of community attitudes and specific interest groups which seek to influence the districts program. _____

BOARD MEETINGS

21. Has established written procedures for conducting meetings which include ample provisions for the public to be heard that prevents a single individual or group from dominating discussions. _____
22. Conducts its meetings in facilities that allow the division's business affairs to be conducted by the Board and its administrative staff effectively. _____
23. Selects a chairman on the bases of his/her ability to properly conduct a meeting rather than on seniority or rotation. _____
24. New items of a complex nature are not introduced for action if they are not listed on the agenda but are presented for listings on a subsequent agenda. _____
25. Definite action is withheld until asking if there is a staff recommendation and what it is. _____
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27. The privilege of holding over matters for further study is not abused. _____
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29. Controversial, complex, or complicated matters are held over or placed on the agenda, for discussion only, prior to consideration for adoption. _____

STAFF AND PERSONNEL RELATIONSHIPS

30. Develops sound personnel policies involving the staff when appropriate. _____
31. Authorizes the employment or dismissal of staff members only upon recommendation of the Superintendent. _____
32. Makes provisions for hearing the complaints of employees to be heard, and after full study, if staff dissatisfaction is found to exist, takes action to correct the situation through appropriate administrative channels. _____
33. Is receptive to suggestions for improvement of the school system. _____
34. Encourages professional growth and increased competency through:
- A. Attendance at educational meetings _____
 - B. Training on the job _____
 - C. Salary increments which recognize training and experience beyond minimum qualifications for a given position. _____
35. Makes the staff aware of the esteem in which it is held. _____
36. Provides a written policy protecting the academic freedom of teachers. _____

RELATIONSHIP TO THE INSTRUCTIONAL PROGRAM

37. Understands the instructional program and the general restrictions imposed on it by the Legislature, the State Board of Education, and College and University requirements. _____
38. Realistically faces the ability of the community to support a quality education for its children. _____
39. Resists the efforts of special interest groups to influence the instructional program if the effect would be detrimental to the students. _____
40. Encourages the participation of the professional staff and, in certain instances, the public in the development of the curriculum. _____
41. Weighs all decisions in terms of what is best for the students. _____
42. Provides a policy outlining the district's educational objectives against which the instructional program can be evaluated. _____
43. Keeps abreast of new developments in course content and teaching techniques through attendance and participation in School Board Association conferences and meetings of other educational groups and by reading of selected books and periodicals. _____

RELATIONSHIP TO FINANCIAL MANAGEMENT OF THE SCHOOLS

44. Equates the income and expenditure of the district in terms of the quality of education that should be provided and the ability of the community to support such a program. _____
45. Takes the leadership in suggesting and securing community support for additional financing when necessary. _____
46. Establishes written policies which will insure efficient administration of purchasing, accounting, and payroll procedures, and the insurance program. _____
47. Authorizes individual budgetary allotments and special non-budget expenditures only after considering the total needs of the district. _____
48. Makes provisions for long-range planning acquisition of sites, additional facilities, and plant maintenance. _____

PERSONAL QUALITIES

49. A sincere and unselfish interest in public education and in the contribution it makes to the development of children. _____
50. Knowledge of the community which the school system is designed to serve. _____
51. An ability to think independently, to grow in knowledge, and to rely on fact rather than prejudice, and a willingness to hear and consider all sides of a controversial question. _____
52. A deep sense of loyalty to other Board Members and respect for group decisions cooperatively reached. _____
53. A respect for and interest in people and ability to get along with them. _____
54. A desire to work through defined channels of authority and responsibility. _____
55. A willingness to give the necessary time to become an effective Board member. _____

School Board President's Signature

Date

EVALUATION OF THE SUPERINTENDENT

At least once every fiscal year, the School Board shall evaluate and assess in writing the performance of the Baltic School District and the Superintendent. The results of this evaluation shall be discussed with the Superintendent in a closed executive session meeting to be held no later than the last day of January of each fiscal year.

In the event that the Board determines that the performance of the Superintendent is unsatisfactory in any respect, it shall describe in writing, in reasonable detail, specific instances of unsatisfactory performance. The evaluation shall include recommendations as to areas of improvement in all instances where the Board deems performance to be unsatisfactory. A copy of the written evaluation shall be delivered to the Superintendent. The Superintendent shall have the right to make a written response to that evaluation. This response shall become a permanent attachment to the Superintendent's personnel file. The Superintendent shall be given a reasonable amount of time, at least thirty calendar days, to correct deficiencies in his or her performance.

Through this process, the Board will strive to accomplish the following:

1. Clarify for the Superintendent his/her role in the school district as seen by the Board.
2. Clarify for all Board members the role of the Superintendent in the light of his/her job description and the immediate priorities among his/her responsibilities as agreed upon by the Board and the Superintendent.
3. Develop harmonious working relationships between the Board and the Superintendent.
4. Provide administrative leadership of excellence for the school district.

Board consensus of the Superintendent's abilities and performance will be put in writing, made available to him/her, and discussed with him/her in an executive session. Re-appointment of the Superintendent shall be accomplished on, or before, the regular March meeting of the Board of Education. If his or her services are no longer desired written notice shall be presented to him or her within seven calendar days of the regular March meeting of the Board.

LEGAL REFS.: SDCL 13-43-9.1; 13-43-12

CROSS REFS.: BDC, Executive Session

Proposed	11-13-00
Revised	12-11-00
Adopted	1-8-01
Reviewed	1-12-09

SUPERINTENDENT EVALUATION FORM
BALTIMORE SCHOOL DISTRICT # 49-1
Adopted on: 10/11/93

Instructions: An attempt has been made to organize the superintendent's responsibilities in seven categories. Each board member is asked to rate the superintendents on each of the items cited in each of the categories on a scale ranging from 1 to 5, the number 1 is the lowest possible score and, connotes gross incompetence. The number 5 indicates excellent or highly commendable performance. Any score of 1 or 2, will be regarded as indicators of unsatisfactory performance; 3 as satisfactory but not commendable; and 4 or 5 as commendable.

Rating A. RELATIONSHIPS WITH THE BOARD

- _____ 1. Keeps the Board informed on issues, needs, and operation of the school system.
- _____ 2. Offers professional advice to the Board on items requiring Board action, with appropriate recommendations based on thorough study and analysis.
- _____ 3. Interprets and executes the intent of Board policy.
- _____ 4. Accepts constructive criticism of his/her work.
- _____ 5. Supports Board policy and actions to the public and staff.
- _____ 6. Has a harmonious working relationship with the Board.
- _____ 7. Understands his/her role in administration of Board policy, makes recommendations for employment or promotion of personnel in writing and with supporting data, and accepts responsibility for his/her recommendations. If the recommendation is not accepted by the board, he/she willingly finds another person to recommend.
- _____ 8. Receives recommendations for personnel from Board members with an open mind but applies the same criteria for his/her selection for recommendation as he/she applies to applications from other sources.
- _____ 9. Accepts his/her responsibility for maintaining liaison between the Board and personnel, working toward a high degree of understanding and respect between the staff and the Board and the Board and the staff.
- _____ 10. Remains impartial toward the Board, treating Board members alike.
- _____ 11. Refrains from criticism of individual or group members of the Board.
- _____ 12. Goes immediately and directly to the Board when he/she feels an honest, objective difference of opinion exists between him/her and any or all members of the Board, in an earnest effort to resolve such differences immediately.

_____ 13 Bases his/her position with regard to matters discussed by the Board upon principle and is willing to maintain that position without regard for its popularity until an official position has been reached, after which time he/she supports the decision of the Board, as long as he/she remains in its employ.

COMMENTS:

RECOMMENDATIONS with Timeline for Improvement:

B. COMMUNITY RELATIONSHIPS

_____ 14. Gains respect and support of the community on the conduct of the school operation.

_____ 15. Solicits and gives attention to problems and opinions of all groups and individuals.

_____ 16. Develops friendly and cooperative relationships with news media.

_____ 17. Participates actively in community life and affairs.

_____ 18. Achieves status as a community leader in public education.

_____ 19. Works effectively with public and private agencies.

_____ 20. Plans the use of school facilities by community groups.

_____ 21. Makes an effort to involve patrons in school district affairs and decisions.

COMMENTS:

RECOMMENDATIONS with Timeline for Improvement:

C. STAFF AND PERSONNEL RELATIONSHIPS

- _____ 22. Develops and execute sound personnel procedures and practices.
- _____ 23. Develops good staff morale and loyalty to the organization.
- _____ 24. Encourages participation of appropriate staff members and groups in planning, procedures, and policy interpretation.
- _____ 25. Takes an active role in development of salary schedules for all personnel, and recommends to the Board the levels which, within budgetary limitations, will best serve the interest of the district.
- _____ 26. At the direction of the Board, meets and confers with leaders of the teachers association representing to the best of his/her ability and understanding the interest and will of the Board.

COMMENTS:

RECOMMENDATIONS with Timeline for Improvement:

D. EDUCATIONAL LEADERSHIP

- _____ 27. Understands and keeps informed regarding all aspects of the instructional program.
- _____ 28. Implements the district's philosophy of education.
- _____ 29. Participates with staff, Board, and community in studying and developing curriculum improvement.
- _____ 30. Organizes a planned program of staff evaluation and improvement.
- _____ 31. Provides democratic procedures in curriculum work, utilizing the abilities and talents of the entire professional staff and lay people of the community.

COMMENTS:

RECOMMENDATIONS with Timeline for Improvement:

E. BUSINESS AND FINANCE

- _____ 32. Keeps informed on needs of the school program -plant, facilities, equipment, and supplies.
- _____ 33. Supervises operations, insisting on competent and efficient performance.
- _____ 34. Determines that funds are spent wisely, and adequate control and accounting are maintained.
- _____ 35. Evaluates financial needs and makes recommendations for adequate financing.

COMMENTS:

RECOMMENDATIONS with Timeline for Improvement:

F. PERSONAL QUALITIES

- _____ 36. Defends principle and conviction in the face of pressure and partisan influence.
- _____ 37. Maintains high standards of ethics, honesty, and integrity in all matters.
- _____ 38. Demonstrates his/her ability to work well with individuals and groups.
- _____ 39. Exercises good judgment and democratic processes in arriving at decisions.
- _____ 40. Possesses and maintains the health and energy necessary to meet the responsibilities of the position.

- _____ 41. Maintains poise and emotional stability in the full range of his/her professional activities.
- _____ 42. Is suitably attired and well groomed.
- _____ 43. Uses language effectively in dealing with staff members, the Board, and the public.
- _____ 44. Writes clearly and concisely.
- _____ 45. Speaks well in front of large and small groups, expressing his/her ideas in a logical and forthright manner.
- _____ 46. Thinks well on his/her feet when faced with an unexpected or disturbing turn of events in a large group meeting.
- _____ 47. Overall performance thus far.

COMMENTS:

RECOMMENDATIONS with Timeline for Improvement:

On the next page, please add any comments. Include any areas you feel more work should be done in or site commendable performance areas. Use additional sheets of paper if they are needed.

(Evaluation Date)

(Board Member Signature)

Date

(Superintendent Signature)

CONFLICT OF INTEREST DISCLOSURE AND AUTHORIZATION

SDCL 3-23-6 states

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

I. DEFINITIONS:

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

II. PROHIBITION:

This policy prohibits School Officials 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:

1. when the person’s relationship to the contract is based solely on the value associated with the person’s publicly-traded investments or holdings, or the investments or holdings of any other person with whom

the board member, business manager, chief financial officer, superintendent, or chief executive officer lives or commingles assets;

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

IV. DISCLOSURE:

A School 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.

1. the disclosure must include the following: (i) all parties to the contract, (ii) the person's role in the contract, (iii) the purpose or objective of the contract, (iv) the consideration or benefit conferred or agreed to be conferred upon each party, and (v) the duration of the contract;
2. the disclosure must be in writing;
3. to the extent circumstances allow, disclosure must be given prior to entering into any contract that requires disclosure, and if circumstances do not permit disclosure prior to entering into the contract then within forty-five days after entering into the contract, and if the contract extends into consecutive fiscal years, disclosure shall also be made at the annual reorganization meeting.
4. The school board will have a regular agenda item at the beginning of the school board meeting agenda at which time the school board will address conflict of interest disclosures.
5. Conflict of interest disclosures 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.
 - i. if the school board determines the contract terms from which a direct benefit is derived are fair and reasonable, and that the contract is not contrary to the public interest, the school board shall vote to authorize the School Official to derive a direct benefit from the contract.
 - ii. After the school board authorizes a School Official to derive a direct benefit from a contract, no further disclosure or authorization related to the contract is required unless the contract extends into consecutive fiscal years. If the contract extends into consecutive fiscal years, disclosure must be made at the annual reorganization meeting but no new authorization is required.
- b. If the school board determines the contract terms from which a direct benefit is derived are not fair and reasonable, or is contrary to the public interest, the school board shall vote to not authorize the School Official to derive a direct benefit from the contract. If the school board votes to not authorize a direct benefit, the contract is voidable and subject to disgorgement (i.e., the act of giving up on demand or by legal compulsion something that was obtained by illegal or unethical acts) or the 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:
 - a. It is a criminal violation for a *School Official* to knowingly violate the conflict of interest law.
 - b. A *School Official* who knowingly violated the conflict of interest law will be removed from office or employment and is disqualified from holding any public office, elective or appointive.
 - c. Any benefit which a *School Official* derived from the person's knowing violation of the conflict of interest law is subject to forfeiture.
 - d. Any contract made in violation of this policy may be voided by the school board.
2. The School District Attorney represents the school district and the school board and may answer questions about the law that address conflict of interest. As the school district attorney does not represent School Officials in their individual capacity, School Officials should consult with their own private attorney related to questions they may have regarding how this policy applies to their individual interests and contracts.

First Reading:	July 17, 2017
Second Reading:	August 14, 2017
Adoption:	September 11, 2017

CONFLICT OF INTEREST DISCLOSURE

Date: _____

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

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

_____ an interest in a contract

_____ a direct benefit from a contract:

Identify the following:

(1) all parties to the contract

(2) the person's role in the contract

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

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

(5) the length of time of the contract

(6) any other relevant information

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

Signature of School Official:_____

First Reading: July 17, 2017

Second Reading: August 14, 2017

Adoption: September 11, 2017

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

Conflict of interest disclosure of a direct benefit, dated _____, was
received from _____.

The disclosure was considered by the Baltic School District School Board during a meeting held
on _____.

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

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

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

Signature of School Board President /Chairperson

Printed Name: _____

Date _____

THIS IS A PUBLIC DOCUMENT

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

First Reading:	July 17, 2017
Second Reading:	August 14, 2017
Adopted:	September 11, 2017

BOARD OPERATIONAL GOALS

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

The board must fulfill these responsibilities by functioning primarily as a legislative body to formulate and adopt policy, and 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 the 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.

SCHOOL BOARD LEGAL STATUS

The school board derives its authority from the Constitution of the State of South Dakota, from the Acts of the State Legislature, the Electorate of the district and the regulations of the State Board of Education and State Board of Vocational Education.

As expressed in the law, the board is the governing board of a school district, and is created
“for the purpose of organizing maintaining, and locating schools and for providing
educational opportunities and services for all citizens residing within the school district.”

The board will consist of five members and elected as set forth by law. Board members will hold office for terms as set by law.

Established by law

LEGAL REF.:SDCL 13-8-1 through 13-8-6

CROSS REFS.: AA, School District Legal Status
BBA, School Board Powers and Duties
BBB, School Board Elections

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.

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

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

Recognizing the authority of the state, the board considers the following 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 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, improvements, financing, construction and maintenance of the physical plants 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, payments of obligations and policies that enable the administration to formulate regulations and other guides for the orderly accomplishment of business.
6. To estimate and set the taxes for the operation, support, maintenance, improvements and extension of the school system.
7. To adopt courses of study, and provide instructional materials.
8. To employ support and certified 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 through-out Title 13.

CROSS REFS.: BB, School Board Legal Status

BOARD MEMBER RESIGNATION/REMOVAL FROM OFFICE

According to the provisions of state law, a vacancy occurs on the school board when an incumbent:

1. Dies.
2. Is removed from office.
3. Fails to qualify as provided by law.
4. Ceases to be a voting resident of the district where elected.
5. Is convicted of an infamous crime or of any offense involving a violation of the official oath of office.
6. Has a judgment obtained against him for breach of official bond.
7. Becomes incapacitated to attend to the duties of a board member.
8. Assumes the duties of an office incompatible with the duties of a school board member.
9. Resigns.

A board members resignation will not be effective until a successor is appointed and qualified as prescribed by law. The resigning member will continue to serve in his official capacity as a board member until that time.

Established by law.

LEGAL REF.: Constitution of the State of South Dakota, Article XVI, Sections 4-8
SDCL 3-17-6 through 3-17-11 13-8-22 through 13-8-24

CROSS REFS.: BBE, Unexpired Term Fulfillment

UNEXPIRED TERM FULFILLMENT

When a vacancy occurs on the board for a reason allowed by law, the remaining board members are responsible for the appointment of a new board member.

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

Established by law.

LEGAL REF.: SDCL 3-14-1 through 3-14-4; 13-8-25; 13-8-44

CROSS REFS.: BBC/BBD, Board Members Resignation/Removal from Office

APPOINTMENT OF BOARD MEMBER

When a vacancy occurs on the board, this information should be made known to the public through regular communication channels.

District residents who are interested in the position, and qualified by law, should submit a written letter to the board indicating their interests and qualifications. The letter should be reviewed by the board as a whole and not more than three finalists selected for further consideration.

The finalists should be invited to meet with the board on an individual basis after which time the appointment shall be made.

Every reasonable effort shall be made to have the full board presence at the time of appointment.

CROSS REFS.: BBFA, Board Member Conflict of Interest

SCHOOL BOARD MEMBER ETHICS

The school board recognizes 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 deal 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 preserves 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 residents.
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 of friends or 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 gracious way.
7. I will recognize that authority vests with the whole the word assembled in meeting and that I have no legal status to bind the board outside of a meeting.
8. I will supports 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 criticism 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 privilege communications from executive sessions and other administrative sources.

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 of respect and trust of the community, board members will not use the office to personal advantage.

A board member will not have any district pecuniary interest in a contract with the school district, nor furnish directly any labor, equipment or supplies 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 contracts are set forth in law.

Nepotism:

The board will not employ 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, except by unanimous vote by the board.

Established by law.

LEGAL REF.; Constitution of the State of South Dakota

Article III, Section 23; Article VIII, Section 17

SDCL 3-16-1; 3-16-2; 6-1-2; 13-7-3; 13-20-2.1

13-21-7; 13-43-2

CROSS REF.: BB, School Board Elections

BBBA, Board Member Qualifications

BBEA, Appointment of Board Members

GBCA, Staff Conflict of Interest

BOARD OFFICERS

President

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

1. Countersign all orders drawn by the business manager for claims approved by the board.
2. Appoint or provide for the election of all committees, of which he/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 that duties and responsibilities of the president in his/her absence. He/she will also perform such duties as may be assigned by the board.

LEGAL REF.; SDCL 13-8-10; 13-8-26

BOARD-SUPERINTENDENT RELATIONSHIP

The board believes that the legislation of policies and 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 data administrative and advisory functions of the board. Planning, policy making and 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.

BOARD-SUPERINTENDENT RELATIONSHIP

Board Functions

Decides the nature and extent
of the instructional program
-- requirements for graduation
-- extra-curricular activities
-- special education

Employs personnel

Establishes personnel policy
-- sets qualifications
-- defines sick leave
-- defines leave of absence

Adopts the budget, with or without
modifications

Adopts salary schedules with or
without modifications

Reviews the monthly receipts and
expenditures

Adopts the school calendar

Approves purchases of equipment,
supplies, and textbooks

Purchases sites and adopts
building plans

Adopts public relations policy

Evaluates the school program

Superintendent Functions

Directs the instructional program
-- puts curriculum into effect
-- supervises teachers
-- classifies pupils
-- sets up pupil records

Nominates and assigns all personnel,
Teaching and non-teaching

Administers personnel policy
-- administers sick leave
-- arranges for substitutes
-- keeps personnel records

Prepares the budget

Prepares and recommends salary schedules

Supervises proper accounting procedures
and reports

Prepares the school calendar

Recommends purchases of equipment,
supplies and textbooks

Prepares building plans with the
assistance of an architect

Directs the public relations program

Helps board evaluate by submitting studies,
reports or surveys

SOURCE: Associated School Boards of South Dakota

BOARD VISITS TO THE SCHOOL

The board encourages its members to visit the district schools and supported school departments. In order to impose some control over school visitations by board members such visits shall be made in accordance with the following guidelines:

1. It is recommended that school visits be scheduled with the building principal whenever practical.
2. The supervisor or principal should accompany the board member on the visit if he/she so desires.
3. Such visits are for the purpose of becoming acquainted with school programs, personnel, operation, and facility.
4. Board members should refrain from giving directions, or making evaluations of personnel or operating procedures during their visit.
5. If the school visit leaves a board member with a concern, this concern should initially be discussed only with the superintendent.

Board members may also have children in the schools and therefore, have parental opportunities to converse with their child's teacher, counselor, or administrator. In those instances, the board members should make it clear that he/she is visiting as a parent and not as a member of the Board of Education.

CROSS REF.: KL, Public Complaints

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 may serve as ex-officio members of all committees.

The functions of committees will ordinarily be fact-finding, deliberative and advisory, and their reports will be made in 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 REFS.; SDCL 13-8 – 26

CROSS REFS.: BDC, Executive Session

ADVISORY COMMITTEES TO THE BOARD

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

The 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 professional staff may be appointed to such committees 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 member 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 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 relationship of these committees to the board as a whole, to individual board members, to the superintendent, and other members of 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 the citizens committee must be submitted to the board for official action.
6. Members of citizens committees mandated by federal statutes to serve categorical programs shall not be appointed by the board of education but will be selected at the local level by established procedures.

District employees shall not serve on the committees for the categorical programs in the individual school where they are employed.

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

CROSS REFS.: ABA, Community Involvement in Decision Making

SCHOOL ATTORNEY

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

It will be the duty of the school attorney (s) 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.

All contacts with the school attorney should originate from the superintendent unless he is/her employment is in question, in which case, contacts should be made by the board president.

LEGAL REFS.: SDCL 13-8-39; 13-10-2

AGENDA PREPARATION AND DISSEMINATION

The agenda for all meetings of the board will be prepared by the superintendent.

Items of business may be suggested by any board member, staff member or citizen of the district. The agenda, however, will always allow suitable time for the remarks of the public who wish to speak briefly before the board.

The board will follow the order of business set up by the agenda unless the order is altered by a majority vote on the members present. Items of business not on the agenda may be discussed and acted upon if a majority of the board agrees to consider the item. The board, however, may not revise board policies or adopt new ones, unless such action has been scheduled.

The agenda, together with supporting materials, will be distributed to board members at least 24 hours prior to the board meeting to permit them to give items of business careful consideration. The agenda will also be made available to the press, representatives of community, staff groups and to others upon request.

PARLIAMENTARY PROCEDURE

The Board of Education shall utilize Roberts' Rules of Order for Parliamentary Procedures 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 Order for 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 before the Board.

The purpose of parliamentary procedure is:

1. to establish guidelines by which the business of the governing board can be conducted in a regular and internally consistent manner;
2. 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;
3. to insure that members of the Board, concentrating on the substantive issues at hand, have necessary information to make decisions, and to insure adequate discussion of decisions to be made; and
4. 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.

First Reading:	September 8, 2014
Second Reading:	October 13, 2014
Adoption:	November 10, 2014

PARLIAMENTARY PROCEDURES GUIDE

1. To obtain the right to speak, address the chairperson and be recognized by the chair before speaking. (Member: "Mr./Madame Chair/President . . ." and Chair/President: "The chair recognizes _____").
2. To introduce a motion, say, "I move that... ."
3. A motion may be withdrawn by the maker with general consent or by majority vote if objection to withdraw is made.
4. To amend a motion, say, "I move to amend the motion by...." Ways of amending are:
 - a) Striking out parts of the motion;
 - b) Inserting one or more words;
 - c) Striking out and inserting; and
 - d) Substituting a new motion.
5. The chair should avoid closing a discussion when members wish to speak. A governing board member may seek to close discussion on a motion and have a vote by making a motion ("I move the previous question"). If there is a second to the motion (the motion is not subject to debate), immediately there is a vote on the motion (to close debate/move the previous question). A two-thirds majority vote is required to pass the motion to close debate, and if the motion passes, the President/Chairperson must put the question to a vote without further debate.
6. A motion to reconsider a decision made by the board must be introduced by one who voted with the prevailing side in that previous vote, but is not in order if any part of the decision has been put into action.
7. If the parliamentary procedure of the board is to be questioned, say, "Point of order!" The chair must allow you to state your point, and then he or she must rule on it – as taken or not taken. If the chair denies a point of order, his or her decision may be appealed and either upheld or not upheld by a majority vote.
8. If you have a question to ask about a matter under discussion or a procedure to be followed, say, "Point of information!" The chair must allow you to state your question and see whether or not the information can be supplied.
9. All members of the board, including the chair, should vote on all matters before the board. A tie vote does not gain a majority and means that the motion is defeated.
10. A legal quorum or action requires the assent of a majority of those members voting.
11. A school board is a public board and the vote of its official actions should be part of the published minutes. A roll call vote may not be necessary. E.g., if at the beginning of the minutes all those present are listed, later a list of those voting nay and any abstentions would be adequate. But it should be clear from the minutes how members of the board have voted. The business manager should rotate the person voting first on a matter before the board.
12. Some boards provide for citizenry comment at some point in the meeting (for example, before or after approval of the agenda, or just before adjournment). In any case, once citizens have their opportunity to speak, they should be allowed to address the board only upon invitation of the chair.
13. The primary vehicle of action is through a motion. The chair may assist the mover with

wording for clarity.

14. Each motion may deal with only one issue or idea. A chair or a member can ask that a motion be rephrased or rewritten or divided into two motions if it deals with two or more different matters.

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

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

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

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

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

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

- a) Lay it on the table;
- b) Postpone action to a certain time or indefinitely;
- c) Refer it to a committee;
- d) Withdraw it from consideration; or
- e) Adjourn the meeting.

21. Debate can be closed formally with a subsidiary motion (to close debate or to move the previous question) and a 2/3 affirmative vote. In cases where the chair believes discussion to have ended, a vote on the main motion may be taken without a formal motion to close debate unless a member objects.

22. Board members need not stand before speaking.

23. A motion once voted down cannot be renewed at the same meeting of the board without the consent of a majority of the members of the board.

24. If any member acts in any respect in a disorderly manner, it shall be the privilege of any member, and the duty of the President to call him or her to order.

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

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

27. When the chair has commenced taking a vote no further debate or remark shall be admitted, unless there has evidently been some mistake, in which case the mistake shall be rectified, and the chair shall recommence taking the vote.

28. The Board President/Chairperson has the primary responsibility for conducting the meeting.

First Reading:	September 8, 2014
Second Reading:	October 13, 2014
Adoption:	November 10, 2014

VOTING METHOD

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

Any board action may be taken if it is approved by a majority of members elect.

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

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

LEGAL REF: SDCL 2-14-15; SDCL 13-8-10; SDCL 6-17-17

First Reading:	7-9-07
Second Reading:	8-14-07
Adoption:	9-10-07

PUBLIC PARTICIPATION AT BOARD MEETINGS

The School Board recognizes and respects the input which may be provided by the public on school district matters. The Board also recognizes and respects the distinction between a school board meeting and a public meeting.

- At a school board meeting which is open to the public, members of the public may be present, observe and listen to the school board conduct its business and may speak during the school board meeting consistent with this policy.
- At a public meeting/hearing there is usually one topic to be presented by the District and discussed. The public is given the opportunity to speak and be heard on the topic which is the reason for the public meeting. This type of meeting allows for public participation under the rules designed specifically for that meeting and is not subject to this policy.

Policy BDDH, Public Participation at Board meetings, applies only to topics addressed in open/public at a school board meeting. Matters addressed in executive session pursuant to SDCL 1-25-2 are not open to the public.

Persons speaking during the Public Forum at a school board meeting shall not cause public inconvenience, annoyance, or alarm to the school board or any person, and shall not engage in threatening behavior, make unreasonable noise, be disruptive, boisterous, argumentative, or threatening, shall not make comments which are disrespectful to one or more persons, and shall not use profanity.

The time designated for Public Forum on the agenda shall be immediately before the adoption of the meeting agenda by the school board.

In order to assure that the Board may conduct its meetings in a respectful and efficient manner, the procedure for public participation at regularly scheduled monthly school board meetings is as follows:

1. Agenda and Non Agenda Items:

- a. Before the meeting is called to order, an individual who desires to speak at a school board meeting must verbally or in writing inform the Superintendent, the Business Manager or the Board President of the person's desire to speak and the topic upon which the person intends to speak. The requesting party must sign a form (prepared by the school district) with their name, address, email and topic to be addressed.
- b. During the time designated for Public Forum the Board President will recognize the person who signed up to speak and the person may speak on the topic according to the rules set forth in this policy.
- c. A speaker shall be granted 5 minutes to present comments to the school board. Upon receiving a request for an extension of time from the speaker, the school board, upon a motion being made and passed by a majority of school board members present and voting, may grant an additional amount of time not to exceed 5 minutes. Additional extensions may be granted only upon a two-thirds vote of school board members present and voting.
- d. Should a number of persons wish to address the school board on the same agenda item, or should the comments become repetitious, the School Board President, in the President's sole discretion, may shorten the time for comments to two minutes per person in order that persons wishing to address the school board may be heard and still allow the school board sufficient time to conduct its agenda business.

2. Adding an Item to the School Board Meeting Agenda in Order to Request Specific School Board Action:

- a. Any person or delegation (with one person being the spokesperson for the delegation) making a specific request to the school board which would require formal action by the school board must present a written request to the Superintendent for the item to be placed on the school board meeting proposed agenda. The written request must be submitted to the Superintendent at least five calendar days before the school board meeting.
- b. The specific request to add an item to the agenda shall clearly identify what is being requested and why, signed by the person making the request, and include the person's name, address, email and telephone number.
- c. The Superintendent will forward the request to the School Board President and the Board President will decide whether the item will be placed on the proposed agenda. Whether any item is to be addressed at the school board meeting is determined by a majority of school board members at the beginning of the school board meeting when the school board adopts the proposed agenda as printed or adopted after being modified.
- d. If the item on the meeting agenda is adopted by the school board, the person or spokesperson for the delegation who has submitted the request for specific school board action will be granted 10 minutes to explain the request to the school board. Upon receiving a request for an extension of time from the speaker, the school board, upon a motion being made and passed by the majority of school board members present, may grant an additional amount of time not to exceed 5 minutes. Additional extensions may be granted only upon a two-thirds vote of school board members present and voting.
- e. In the sole discretion of the school board, requests to the school board for specific action submitted after the proposed agenda has been posted may be:
 - deferred until the next regular meeting or a special school board meeting, or
 - added to the meeting agenda for discussion purposes only, or
 - added to the agenda for discussion and possible action.

3. Authority of Presiding Officer:

The Board vests in its presiding officer the authority to terminate the right of any person to speak at the end of the time granted pursuant to provision 1.d, provision 1.e. or provision 2.d. as set forth in this policy. The presiding officer may also terminate the right of a person to speak at a school board meeting should the person cause public inconvenience, annoyance, or alarm to the school board or any person, engage in threatening behavior, make unreasonable noise, disturb or be disruptive of an official school board meeting, or when comments are disrespectful to one or more persons, boisterous, argumentative, threatening, or contain profanity. If deemed necessary by the presiding officer, the presiding officer may contact local law enforcement to have a person removed from the school board meeting as it is a violation of law for a person to intentionally cause or create a risk of serious public inconvenience, annoyance, alarm or disturbance at a school board meeting.

First Reading: February 13, 2017 Second Reading: March 13, 2017 Adoption: April 10, 2017

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 school.

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

It is the board's intention that its written policies serve as guidelines 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 of education have full force and effect of law, and shall be adhered to.

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.

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 groups.

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 committee.

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, three (3), 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: 1st reading of proposed policy (s); distribution with agenda (this will be an announcement that a policy is being developed in a particular area and that interested persons may submit suggestions).
2. Discussion item: 2nd reading of proposed policy (s); response from superintendent; report from any board or advisory committee assigned responsibility in the area; board discussion and direction for any re-drafting.
3. Board action: adoption or rejection may be taken by the board.

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 made available to the community, staff and students.

The board will re adopt its collection of written policies annually at the organizational meeting.

LEGAL REFS.: ARSI 24:03:04:08

**BOARD REVIEW OF REGULATIONS
(And Approval for Issuance)**

The board reserves the right to review administrative regulations at its discretion, but it will review 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 codification system selected by the board. Those officially approved by the board will also be marked; all others appearing in this manual will be considered approved providing they are in accordance with the accompanying board policy.

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 feels will be in harmony with the overall policy of the board. However, the superintendent will not be free to act when the action involves a duty of the board that by law cannot be delegated.

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.

SUSPENSION OF POLICIES

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

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

BOARD MEMBER DEVELOPMENT OPPORTUNITIES

Board members will be encouraged to participate in meetings and activities of area, state and national school board 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 developments 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; 13-9-4

SCHOOL BOARD CONFERENCES, CONVENTIONS AND WORKSHOPS

In recognition of the need for continuing in-service training and development for its members, the board encourages the participation of all members at appropriate school board conferences, workshops and conventions.

Funds for participation at such meetings will be budgeted for on an annual basis. When funds are limited, the board will designate which of its members would be the most appropriate to participate at a given meeting.

Transportation:

1. Out-of-state: coach class air-fare at lowest available rates or equivalent in mileage;
2. In state: established district mileage rate;
3. Fees and registration as required for participation and meetings;
4. Hotel or motel at a single room rate;
5. Meals at district rate;
6. Daily meeting rate to be paid for actual days of meeting and travel, but in no event more than two (2) travel days will be allowed.
7. Receipts for hotel/motel accommodations and for transportation costs, other than Fares, shall be submitted with expense vouchers.
8. Expenses shall be submitted and accounted for with the business manager within 30 days of the date of completion of such travel.

When a conference, convention or workshop is not attended by the full board, those who do participate will be requested to share information, recommendations, and materials acquired at the next meeting.

SCHOOL BOARD MEMBERSHIP

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

The material 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

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

The board will review its performance each January 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 should 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 board members' opinions, and discussion of the results of a board as a whole;
4. Supporting each judgment with as much rationale 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 area of excellence, strengthening of adequate or weak areas and elimination of those areas no longer applicable to its performance.

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 instruct and to higher student motivation and achievement.

The board will rely on its chief executive office, the superintendent of schools, to providing 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, principles will be responsible and accountable for the administration of their respective schools.

Major goals of administration in the district will be:

1. To manage the districts various units and programs effectively;
2. To provide professional advice and counsel to the board and to any advisory group established by board action;
3. To implement the management function through a team management approach so as to assure the best and most effective learning programs through achieving such sub-goals as (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 that better meet more learner needs; (c.) coordinating cooperative efforts at improvement of learning programs, facilities, equipment, and materials; and (d.) providing access to the decision-making process for the ideas of staff, students, parents and others.

SUPERINTENDENT JOB DESCRIPTION
BALTIMORE SCHOOL DISTRICT #49-1

GENERAL ADMINISTRATION

1. He/She shall be ex-official member of the Board of Education and shall attend all regular and special meetings of the Board except when his/her appointment is under consideration, or when excused by the Board.
 - Shall prepare the agenda for the meetings of the School Board and have all necessary data and materials present for the meetings.
 - Shall keep board members informed on all matters between meeting via written or verbal communication.
2. He/She is the executive officer of the Board of Education and shall be responsible to it for the execution of its policies and the observance of its rules.
 - May delegate authority, but is responsible to the Board for the results produced.
 - Shall develop a school philosophy in cooperation with the wishes of the staff, Board, and school patrons.
 - Shall seek the advice of the Board President concerning school business for which there is no policy or precedent to follow.
 - Shall have the authority to grant requests to excuse employees from work according to his/her best judgement and policy.
 - Shall be the authorized representative along with the Business Manager for: 1.) All Title programs; 2.) The Food Service program; 3.) All Special Education programs; 4.) All Federal and State Grants; and 5.) All other units of government.
 - Shall delegate emergency administrative duties and responsibilities to an executive committee in his/her absence. The committee shall be composed of the Elementary Principal, Secondary Principal, Business Manager, and/or designee. He/she shall notify the Business Manager when it is necessary for him/her to be absent from the city for more than two consecutive days at a time.
 - Shall close school according to his/her best judgement due to weather or road conditions, school activities, or staff meetings. Parents shall receive due and proper notice of the closing.
 - Shall ensure that all reports conform to State and Federal laws/regulations and are completed accurately and submitted on time.
 - Shall ensure that a system of reports to keep parents informed of the attendance, scholarship, deportment, and health of their child is completed accurately.
 - Shall update the Board of Education policy book on an annual basis.
 - Shall be responsible for the submission of the SIMS Report to the South Dakota Department of Education and Cultural Affairs.
 - Shall see that supervisors, principals, teachers and other employees keep the necessary local, county, state and federal records.

3. He/She shall provide educational leadership for the Board, staff members, community and State.
 - Shall be responsible for developing a comprehensive program of education for the community. Every effort should be made to use the talents of the school staff, student body, and the community in the development of the program.
 - Shall hold meetings to formulate plans, and to instruct and lead staff members including principals, supervisors, teachers, custodians, bus drivers, and other employees. Also, he/she shall hold administrative staff meetings on a regular basis.
 - Shall report to the Board monthly about the school affairs, recommendations for the Board's consideration, and any pertinent information.
 - Shall prepare reports, conduct studies, and make recommendations as requested by the School Board, or as he/she deems necessary for the general welfare and efficient operation of the school.
 - Shall keep himself/herself and the Board informed concerning educational issues by visiting other school districts, circulating questionnaires, attending educational meetings, workshops, conventions, short courses, and reading educational literature. Provisions for expenses at such attendance will be authorized through the budget.
 - Shall prepare and present a school calendar for Board approval, as outlined in the Teacher Negotiations agreement.
 - Shall plan, coordinate, and lead a broad and continuing public relations program for the school system.
 - Shall assist the principals and staff in developing general and specific discipline policies.
 - Shall suspend and/or recommend expulsion of students guilty of gross disobedience or infraction of known school rules. This must be within the guidelines of School Board Policy, State and Federal Laws.
 - Shall administer and execute all local, state, and federal school laws.
4. He/She shall recommend to the Board building alterations, additions, purchase of equipment, and the improvement of the grounds and shall be responsible for supervising and administering Capital Outlay improvements.
5. He/She shall be in direct charge of buildings and grounds.
6. He/She will share responsibility with the Elementary Principal, Secondary Principal, and Activities Director in supervising all home varsity athletic contests and other co-curricular activities. If in attendance, he/she shall assist in the supervision of all activities that Baltic students are involved in.
7. He/She shall advocate Board decisions, even when his/her advice was contrary to adopted policy and actions. He/she shall refrain from sharing opposing views outside the Board meeting.
8. He/She shall perform such other duties as assigned by the School Board.

PERSONNEL

1. He/She shall make all personnel recommendations for the Boards' consideration including, but not limited to, employment, promotion, dismissal, and assignment.
 - Shall represent the Board in dealing with staff.
 - Shall recommend to the Board any changes in salary schedules of employees and any other contracts or agreements involving the schools district.
 - Shall attend all teacher negotiations meetings and act as a consultant to the school board on all teacher negotiations items.
 - Shall see that the work of all employees is evaluated in accordance with the policies of the district.
 - Shall be responsible for periodic evaluation of: the Secondary Principal, Elementary Principal, the Principal's teaching assignment and/or coaching assignment(s) if applicable, the Business Manager; the Head Custodian; the Head Bus Driver; the Head Cook, the Superintendent's Secretary, the Activities Director, and the Activities Director's coaching assignment(s) if applicable.
 - Shall see that manuals are prepared and updated for teachers, support staff, and students.
 - Shall interpret to staff, Board Policies and rules relating to personnel, pupils, and operation of the school.
 - Shall develop an in-service training program for improvement and upgrading personnel.
 - Shall direct and coordinate the program of recruitment of qualified applicants for certified and non-certified employment in the district.
 - Shall promote the involvement of the Secondary Principal, the Elementary Principal and /or supervisor or designee in the interviewing and selection process.

FINANCIAL/BUDGET

1. He/She shall be responsible for preparing and recommending to the Board a tentative budget in May, and a final budget prior to the August School Board Meeting.
 - Shall approve directly or indirectly, all expenditures of school money, subject to board approval.
 - Shall ensure that all purchases are within the amounts provided for in the budget.
 - Shall, when necessary, make cost studies before purchasing items.

CURRICULUM

1. He/She shall possess knowledge of curriculum planning and development including the ability to:
 - Design curriculum and strategic plans for elementary school, middle school, and secondary school students that enhance teaching and learning in multiple contexts.
 - Identify instructional objectives and assessment procedures for curriculum units.
 - Align and sequence curriculum by using valid and reliable performance indicators and by testing procedures to measure performance outcomes.
 - Describe the proper use of learning and information technologies.

QUALIFICATIONS

1. The Superintendent shall be properly certified to the standards prescribed by the Department of Education and Cultural Affairs of the State of South Dakota.
2. The minimum qualifications for the position shall be a Masters Degree with a major in educational administration and supervision.
3. He/She shall have demonstrated qualities of leadership, executive ability, personality, and character consistent with the position and should set a high standard in the field of public relations.
4. He/She shall speak well in front of large and small groups, and express ideas in a logical and forthright manner. He/She shall think well on his/her feet when faced with an unexpected or disturbing turn of events.

APPOINTMENT

1. The Board of Education may appoint the Superintendent for a term of not more than three years. If, at any time, his/her services are unsatisfactory, he/she shall be notified in writing and given an opportunity to correct the situation. If conditions are not corrected, he/she shall be given written notice of non-renewal in accordance to the Codified Laws of South Dakota.
2. Re-appointment of the Superintendent shall be accomplished on, or before, the March meeting of the Board of Education, or written notice that his/her services are no longer desired shall be presented to him/her at that time.

Adopted 2-14-00

RECRUITMENT AND APPOINTMENT OF SUPERINTENDENT

The appointment of a superintendent is a function of the board. The board will conduct an active search to find the person it believes can most effectively translate into action and the policies of the board and aspirations of the community and the professional staff.

The board may seek the advice and counsel of interested individuals or of an advisory committee, or it may employ a consultant to assist in the selection. However, final selection will rest with the board after a thorough consideration of qualified applicants.

Following the screening of applicant credentials the board will invite the most desirable applicants for a personal interview.

A vote of the majority of the board at a meeting for which due notice has been given of the intended action will be required for the appointment of the superintendent.

LEGAL REFS.: ARSD 24:03:04:01

SUPERINTENDENT'S CONTRACT/COMPENSATION AND BENEFITS

The appointment of the superintendent will be secured through an explicit contractual agreement which shall state the terms of the contract, compensation and other benefits, including vacation period, and other conditions of employment. The contract will meet all state legal requirements and will protect the rights of both the board and the superintendent.

The salary of the superintendent, additional benefits, including group life and health insurance, participation in tax-sheltered annuity programs, retirement programs, as well as vacation entitlement, and other leave will be determined at the time of his/her appointment (or re-appointment) and will be part of his/her written contract.

LEGAL REFS.:	SDCL	3-10-2 et seq.;	3-11-1 et seq.;	3-12-46 et seq.
		3-12A-1 et seq.;	13-10-3;	13-10-4;
		13-10-9	13-10-10	

CROSS REFS.:	GCB-1, Administrative Contract Provisions

ADMINISTRATIVE EARLY RETIREMENT POLICY

The Baltic School District Health Care Plan shall permit administrative early retirees to remain in the School District group insurance plan under the following conditions:

Eligibility:

The retiree must have been a benefited employee of the school district for a minimum of 72 cumulative months immediately prior to retirement and be an active member of the School Districts Healthcare Plan for the 72 months immediately prior to retirement. The retiree must also be eligible for benefits under the Rule of 85 of the South Dakota Retirement System. The retiree has 30 days subsequent to the last day of employment to elect to remain on the plan. A retiree electing to discontinue coverage must sign a waiver to that effect. The benefits will be the same for Retirees and Active Employees. Further, the retiree may take on a dependent.

Duration:

A continuation of benefits may be purchased after retirement by plan participants who have qualified for participation and such continuation must terminate at age 65, or at the time the retiree participant becomes entitled to Medicare. (In the event that the Federal Government changes the entitlement age for Medicare, this Plan will abide by Federal Government requirements.)

Coverage will terminate if the retiree, or dependent is eligible for coverage under another group health care plan. If medical coverage is terminated, late application for enrollment shall not occur.

Costs:

A retired employee will pay 100 % of the healthcare cost. The dependents will also be responsible for 100 % of the additional healthcare cost. Premium payments must be submitted to the School District Business Manager's office not later than the 15th of the month preceding the month of coverage. Nonpayment of premiums shall result in immediate loss of coverage. Multiple month advance payments will be accepted. There will be no other fees to the retiree or any of their eligible dependents that may be added.

Approved: 2-8-99
Revised: 7-14-03

ADMINISTRATIVE ORGANIZATION PLAN

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

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

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

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

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 levels in order to develop the best possible school program. The 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 REFS.: ARSD 24:03:04:09

School District Residents

Board of Education

Business Manager

Superintendent of Schools

Director of Food Service

Secretary

Elementary Principal

Maintenance
Director

Secondary
Principal

Food Service Workers

Elementary Teachers

Director of Busing

Elementary Aides

Bus Drivers

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 the 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

APPROVAL OF HAND BOOKS 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 the district-wide policies and regulations; it is also important that all handbooks bear the name of the district or one of its schools be of a quality that reflects credit on the district. Therefore, board approval is required for all staff and student handbooks.

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

FISCAL MANAGEMENT GOALS

The Board recognizes that money and money management compose the foundational support of the whole school program. To make that support as effective on as possible, the board intends:

1. To encourage advance planning through the best possible budget procedures;
2. To explore all practical sources of dollar income;
3. To guide the expenditure of funds so as to extract the greatest educational returns;
4. To expect top-quality accounting and reporting procedures;
5. To maintain a level of expenditure needed to provide high quality education without imposing an excessive tax burden on the community.

BUDGET DEADLINES AND SCHEDULES

Preparation of the annual budget will be scheduled in stages throughout the school year with attention to certain deadlines established by law and board policy.

The following will serve as a guideline in the scheduling of the budget:

January	Budget preparation begins.
March	Annual audit is requested.
May	The proposed budget for the next fiscal year will be considered at the regular board meeting.
July 15	Deadline for budget hearing
August 31	Deadline for board approval of budget for at the anticipated obligations of each fund for the fiscal year by resolution, the school board will adopt a levy in school budget for each fund.
August 31	Deadline for reporting to the county auditor the levy in dollars adopted by board, on the forms prescribed by the county auditor.
October 1	Deadline for submission of amended budget.

In accordance with law, any changes in the proposed budget incorporated. into the final budget, will be published in the September board meeting minutes.

Established by law and Board Policy.

LEGAL REFS.: SDCL 13-11-2; 13-11-3; 13-11-3.1

CROSS REFS.: DBH, Budget Adoption Procedures

BUDGET PLANNING

Budget planning for the district will be an integral part of program planning so that the annual operating budget may effectively express and implement all programs and activities of the school system. Budget planning will be a year-round process involving broad participation by administrators, supervisors, teachers, and other personnel throughout the school system.

The superintendent, in cooperation with the business manager, will have overall responsibility for budget preparation, including the construction of, and adherence to, a budget calendar. Principals will develop and submit the advice and suggestions of staff members.

The budget request will reflect the principle's judgment as the most effective way to use resources in achieving progress toward educational objectives of the school.

The board will give careful consideration to budget request, review all locations for fairness and for their consistency with educational priorities of the school system.

LEGAL REFS.: SDCL 13-11-2

BUDGET ADOPTION PROCEDURES

Adoption of the budget is solely the responsibility of the board. The board will adopt the budget following the public hearing for the proposed budget. The proposed budget and time of budget hearing will be published in the official newspaper.

If, as a result of the public hearing, it should be determined that certain changes in the budget are necessary, these changes will be made before the budget is adopted. Adoption of the budget by the board will be by roll call vote.

Following the adoption of the budget by the board, the tax levy in dollars will be reported to the county auditor on the appropriate forms.

LEGAL REFS.: SDCL 13-11-2 through 13-11-3.2

CROSS REFS.: DBC, Budget Deadlines and Schedules

BUDGET IMPLEMENTATION

The district budget serves as the control to direct and limit expenditures. Overall responsibility for this control rest with the board, who delegates responsibility to the superintendent for establishing procedures for budget control and reporting throughout the district.

The superintendent is authorized to spend money called for in the budget classification without further approval of the board. School board approval must be secured to expend money in excess of major budget classification.

AUTHORIZED SIGNATURES

The business manager will draw and sign all checks or warrants for the payment of verified vouchers approved for payment by the Board. Every check or warrant will be countersigned by the president or any Board member designated by the Board. In the absence of the Board president, the vice-president shall have the authority to countersign checks. The check or warrant will specify the person, firm or corporation to whom paid.

No check or warrant will be drawn by the business manager except for the indebtedness incurred prior to its issue and upon the presentation of an itemized invoice, duly verified. The invoice and verification will be retained by the business manager and placed on file in his office.

1st Reading: June 9, 2014

2nd Reading: July 14, 2014

Adoption: August 11, 2014

INVENTORIES

The school district shall annually cause an inventory of personal property to be made and placed on file with the business manager by August 1st. Personal property with an original value greater than \$300 shall be included in the inventory as required by SDCL 5-24-1.1.

General fixed assets are divided into five (5) main classes: land, building, improvements other than buildings, equipment, and construction work in progress. Fixed assets may be marked by a permanent method of identification. Periodic inventories should be taken by personnel designated by the superintendent or business manager. Generally accepted accounting principles require that each school adopt a dollar value indicating which fixed assets should be capitalized.

LEGAL REFS.: SDCL 5-24-1; 5-24-3; 13-16-6

CAPITAL OUTLAY FUND ACQUISITION

In the acquisition of, or additions to real property, plant, or equipment, any expenditure of three-hundred dollars (\$300.00) or more, shall be paid from the Capital Outlay fund as required by SDCL 13-16-6. The three-hundred dollar (\$300.00) limitation shall be applied to the total of each asset type on an invoice. Equipment purchases per invoice of that \$300.00 may be acquired from either the General or Capital Outlay fund.

AUDITS

For any necessary reason an audit of the books of any school district may be called at any time by the board or the electors of the district by petitions signed by 20 percent (20%) of the resident taxpayers of the district as shown by the assessment roles of the proceeding year, or the Auditor General.

It will be the policy of the district to have an annual audit of all funds.

LEGAL REFS.: SDCL 4-11-4; 4-11-5; 4-11-12 through 4-11-19
 13-16-28

Distance Learning Policy

The administration of Baltic School District recognizes the significance of organizing the distance education initiatives of the institution so that a well-coordinated program will be delivered. Coordination of distance education initiatives is required to provide the resources and assistance for faculty, to provide support services for distance education students, to maximize the use of school resources with a minimum of duplication, and to ensure consistent and fair policies and procedures related to faculty and students. Organized and well-coordinated programs facilitate and strengthen the school's image as an innovative and technologically sound institution.

Rapid advancements in technology will undoubtedly create new methods for providing and delivering distance education. Therefore, policies and procedures that impact distance education will continuously change and these guidelines reflect the latest developments at the time of printing. As changes occur that are internally developed, required by the South Dakota Department of Education, this document will be revised to incorporate those changes.

Academic:

1. Academic calendar: Starting dates for DDN classes as well as other holidays, in-service days, or non-class days will be based upon Baltic School District 49-1's calendar.
2. Late Starts: If the Baltic School District 49-1 starts late, it would attempt to teach any DDN classes that are scheduled with any adjustments that may be necessary.
3. School cancellation: When the Baltic School is cancelled or closed due to inclement weather or unforeseen circumstances, DDN classes are cancelled. The teacher will determine necessary class adjustments for that particular day.
4. Course quality: We adhere to the state standards and aligned course guidelines.
5. Course and program evaluation: This program will follow the established course assessments for Baltic School District 49-1.
6. Credits earned: Students will receive one (1/2) credit per semester at Baltic High School.
7. Grading: Students will be graded according to the Baltic School District 49-1 established four-point grade system.
8. Admission: Enrollment will be determined by the space available and by meeting the minimum requirements (grade level; prerequisites) for the course.
9. Curriculum review: All courses offered will follow the established curriculum review procedure.
10. Approval process: The requesting district will assure that students have the class pre-requisite requirements and the ability necessary to be successful in the program.
11. Class sizes/sites: There will be a limit set for the number of remote sites for any generated DDN course. The number of students will be determined by the DDN facility, with the maximum being a total of 25 students for all sites combined enrollment.

Fiscal, Geographic, and Governance:

1. Tuition rates for courses received: Tuition rates for DDN and Internet courses provided to the Baltic School from other sites will be approved by the Baltic School District Board of Education at the yearly budget review. The deadline for registration is approximately two (2) months prior to the start of the class. Registration is considered complete when the Baltic

School District 49-1 principal receives the student's registration form and sends confirmation to the provider.

2. Tuition rates for courses generated: Tuition rates for DDN and Internet courses generated at Baltic and delivered to other schools will be approved by the Baltic School District Board of Education at the yearly budget review. The fee does not include materials or textbooks. The deadline for registration is approximately two (2) months prior to the start of the class. Registration is considered complete when the Baltic School District 49-1 principal receives the student registration form from the prescribing school and the prescribing school principal sends written confirmation.
3. Contracts with collaborative associations: Partnerships and associations will be considered. A cooperative agreement may be with, but is not limited to, surrounding school districts:
4. Board oversight: The policy will be Baltic School District 49-1 School Board approved.
5. Administration cost: Video tapes: The sole purpose of the tapes is for instruction. Sale, taping or reuse of material is prohibited without the permission of the teacher and the Baltic School District 49-1.

A teacher may be paid a stipend per semester or per hour based on the type of class.

Compensation will be determined and negotiated by the Baltic School District School Board.

A stipend/extra duty pay will be determined by the Baltic School District Board on a yearly budget review to be paid for delivery of a class during normal/outside class instruction.

Release time for training instructors and class preparation will be determined by the Baltic School District 49-1. Teachers new to the interactive system will receive training prior to teaching. Training for instructors will follow the DTL Academy curriculum as designed by the state of South Dakota. The opportunity to do visitation to other sites doing similar instruction is possible.

Professional leave will be at the discretion of the site administrator. Baltic School District 49-1 will pay the cost of substitute pay and transportation to visit another site.

6. Course offerings: Course offered via the DDN, Internet, and other distance mediums will be selected by the school administrator and approved by the Board of Education.
7. DDN facility use for other than Baltic School District faculty or enrolled students of the Baltic School District:

All users will be required to have an on-staff facilitator.

The facilitator compensation will be the sole responsibility of the individuals using the DDN facility. The rate of compensation will be agreed upon between the facilitator and users.

If courses extend over multiple dates a responsible adult enrolled in the course may be appointed to serve as facilitator by the school administrator.

Faculty:

1. Class requirements, grading, make-up requirements, schedules, etc. will be provided by the teacher. These policies will be the policies of Baltic School District 49-1; if you have questions, see your local site administrator.
2. The rate for the teacher stipend will be negotiable and approved by the Baltic School District 49-1 Board of Education.

Site Coordinator/Designee:

1. The high school principal will be designated as the site coordinator for primary contact for all matters dealing with DDN courses. Duties may be completed by someone other than the site

coordinator; however, the site coordinator should be responsible for the coordination of the actions.

2. Site coordinator responsibilities include:

- a. Provide names, addresses and phone numbers of coordinator for contact information provided to all schools.
- b. Supervise the set up of classroom, ensuring cameras and microphones are operational.
- c. Collect assignments from students and fax, mail, or deliver, copy and distribute the materials to students as required by the host teacher.
- d. Collect assignments from students and fax, mail, or deliver them to the host teacher as required.
- e. Safeguard all testing materials received from the host teacher.
- f. Provide supervision of students during testing as needed.
- g. Assist students in contacting host teacher outside of normal class time by phone or conference.
- h. Receive updates and information regarding further programs; distribute this information within school district as needed.
- i. Participate in meetings for administrators to exchange information.
- j. Inform host teacher of any special health or learning disability needs of remote students.
- k. Inform host teacher of any disciplinary actions regarding remote students.
- l. Contact DDN for technical difficulties.
- m. Coordinate the taping of classes for known absences when remote site does not have class and class is still being conducted by the host.
- n. Make contacts as needed with the host teacher at beginning or end of each class.
- o. Ensure each student signs a student policy and maintain a copy within students' records.

Student Responsibilities, Expected Behaviors, and Consequences:

1. Student Responsibilities: The following procedures will ensure effective classes:

- a. Leave microphones on mute when not speaking.
- b. Assume you are on camera at all times and can be recorded; therefore, act appropriately.
- c. Each school has a local class facilitator/coordinator who will assist you in collection of papers, tests, etc. and getting additional help as you request.
- d. Notify the teacher at the start of the class if you need to be excused.
- e. Class requirements, grading, make up requirements, and policies will be that of the host school.
- f. Each student will sign a student contract.
- g. Handouts and materials will be provided to you by your site coordinator or available online.
- h. It is your responsibility to have materials as provided; see your coordinator or principal for assistance.
- i. Your coordinator will be responsible for mailing, faxing, or delivering materials; however, you are responsible to turn in these items to the coordinator by the due date. Whenever possible, work will be emailed or submitted online.
- j. On the first day of class, teachers will give alternatives for contacting him/her for assistance.
- k. In the event that the network should fail or disconnect, contact your coordinator or principal immediately for assistance.
- l. If you have any questions in regard to student guidelines or procedures, contact your site coordinator, principal or teacher.

2. Student Behavior: This document enables students and parents to clearly understand the responsibilities of a distance learner. If students have any questions, they should contact a teacher, a system administrator, or school administrator. Each student taking a class will sign a student contract which outlines expected behavior.

Students taking DDN courses must be aware that:

- a. Insubordination will not be tolerated. Insubordination has been defined as anything that interferes with teaching or learning in the classroom.
- b. Inappropriate language or gestures will not be tolerated. The two-way audio/video classes may be taped.
- c. Students will handle the equipment in the classroom appropriately.
- d. The student will pay a portion of the cost to repair or replace any equipment damage for which he/she is responsible.
- e. Students will schedule make-up work and tests with the teacher.
- f. Students will follow classroom rules as specified by the teacher.
- g. The distance learning classrooms will be monitored.

3. Consequences for Unacceptable Behavior:

The following disciplinary action will be taken for students who violate the above rules:

First Offense: The student will be given a verbal warning and informed that his/her behavior is inappropriate.

Second Offense: The student will be informed that his/her behavior is inappropriate, and a letter explaining the incident will be sent to the parents/guardians through the student's principal. The parents will be informed that a repeat offense will result in loss of the privilege of participating in the course.

Third Offense: The student will be removed from the course permanently and will receive no credit for the class.

Severe Misconduct: May result in immediate dismissal from the class and disciplinary action according to the local school district's policies.

Because of the remote delivery of this instruction, by necessity, the local school district administrators and the on-site facilitator have the ultimate responsibility for monitoring the students' behavior and assuring their compliance with the district's regulations and the above-stated behavior standards.

First Reading: January 9, 2007

Second Reading: February 12, 2008

Adoption: March 10, 2008

Signature Form

The signatures below affirm that we have read, discussed, and understand the Student Responsibilities, Expected Behaviors, and Consequences Section of the Distance Learning Policy and agree to follow the outlined procedures. This signature form also authorizes and gives consent to the Baltic School District 49-1 for distance learning classes to record and play back any likeness, image, voice and performance; and any and all materials furnished by me on film, tape, or otherwise during the school year. I understand that this access is designed for in school educational purposes only. I give these rights freely and without compensation now or in the future.

Student Signature: _____

Date _____

Parent Signature: _____

Date _____

Baltic School Distance Learning Contract

Student's Name: _____

Class: _____ Period: _____

PURCHASING

The function of purchasing is to serve the educational program by providing the necessary supplies, equipment and services.

The board declares its intention to purchase competitively without prejudice and to seek maximum educational value for every dollar expended. The board will abide by the letter and the spirit of all laws and regulations relating to purchases by the school district and the control of the its finances and property. All contracts must be approved by the board in order to be binding on the school district.

Within the framework of applicable law and regulations, purchases and use of materials and manpower will be made in accordance with good business practices with the primary purpose of serving the instructional program.

The superintendent will serve as the purchasing agent. He/she will develop and administer the purchasing program for the schools with the assistance of the business manager, within the legal requirements and the adopted school budget.

School purchases will be made only on official purchase orders approved for issuance by the appropriate unit head and by the superintendent, with such exceptions as may be the latter for emergency purchases and those made with petty cash funds.

LEGAL REFS.: SDCL 13-16-22; 13-16-24; 13-20-1; 13-20-3

PURCHASING PROCEDURES

All materials to be ordered by the school district staff, whether for local or out-of-town orders, must be requisition through the superintendent's office 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 lower prices for bulk purchasing, to follow-up on delayed orders of delivery and to reconcile deliveries of orders before payment is made. This delivery control will be applied to all purchases, regardless of point of delivery.

Principles 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 superintendent.

All orders must include the name and address of the supplier as well as the purchase price. If exact price is unavailable, an estimate of cost should be given.

If any person orders material other than through the superintendent's office he/she will be responsible for their payment.

CASH ADVANCE PURCHASING POLICY

Recognizing the potential cost savings to the school district, certain purchases to board designated cash advance purchase vendors may be expended from the school Trust and Agency imprest fund and approval by the board of education at the next regularly scheduled meeting. The following criteria must be met for such purchases to occur:

1. The purchase must be pre-authorized by the superintendent or business manager;
2. Current budget must exist to cover the expense; and
3. Items purchased must be inventoried immediately after purchase by the Superintendent or Business Manager.

Vendors must be approved by the Board of Education prior to purchases being made.

Procedures for the use of such cash advance purchase vendors will be reviewed annually by the Board of Education and business manager.

CASH ADVANCE PURCHASING PROCEDURES

Administrators/employees of the school district may purchase for the school district from cash advance vendors if the following procedures are followed:

1. Items to be purchased must be listed on a request form, which would indicate the items, estimated cost per items, and estimated total purchase cost. The list must be presented to the business office one business day prior to the trip, to be reviewed by the superintendent or business manager.
2. The business office will check the purchases against the current budget to confirm that there is adequate budget to purchase the item.
3. Prior to delivery of the purchase items to the school or department, the purchases must be compared against the request form and itemized cash register tape from the vendor at the business office. A physical inventory of the items purchased will be made by the superintendent or business manager.

Purchases must be for school supplies and equipment only, since these purchases qualify for tax exempt status and will be paid directly to the cash advance purchase vendor or reimbursed to the school district administrator/employee upon completion of the procedure above.

Any personal items purchased by the administrator/employee must be receipted and paid for separately.

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. Reimbursements will be in accordance with board approved travel allowance.

Such expenses may be approved and incurred in line with budgetary allocations for the specific type of expense.

When official travel by personally own 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)

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 telephone calls home, entertainment and similar expenses are personal in nature and are not reimbursable.

Receipts will be required for all expenses over \$5.00, other than meals. This includes receipts for airline tickets, motel bills, taxi and other airport transportation, and all other expenditures except meals.

The maximum travel allowance for meals and lodging will be state rates for in-state travel.

CASH IN SCHOOL BUILDINGS

Money collected by school district employees and by student treasures' 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 money collected will be receipted, accounted for and deposited properly.

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

CREDIT CARD USE POLICY

The Business Manager, with approval of the Superintendent, is authorized to issue credit cards on an as-needed basis to teachers, administrators, and school board members. Each credit card so issued shall be for a specific reason and a limited period of time. A written record of all cards issued, to whom, for what purpose, and a return date shall be recorded. The available credit line for any card issued under this policy, shall not exceed \$5000.

A. School credit cards may be used for the following purposes:

1. Transportation, meals, lodging, and emergency items related to the purpose of school travel in an amount not to exceed rates established by the District or approved by the Business Manager or Superintendent.
2. Purchase materials, supplies, or equipment when authorized by the Business Manager or Superintendent.
3. Emergency purchases for school-related items where there is insufficient time to follow regular procedures for purchase orders and vouchers.

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

1. The purchase is for a school-related purpose authorized under this policy; and;
2. The person has submitted signed receipts and such other documentation as the Business Manager may require prior to the credit card bill being presented to the Business Manager for payment.

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

D. Any credits earned such as frequent flyer miles or other things of value received as a result of the use of the District's credit card will be solely for the benefit of the District.

E. The School Board has determined neither credit card nor debit cards may be used as payments owed to the District.

CREDIT CARD ISSUANCE AGREEMENT

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

Signed this _____ day of _____, 20____.

RECIPIENT

Credit Card Number: _____

Date Issued: _____

Return Date: _____

Credit Limit: _____

Purpose of Issuance: _____

First Reading:	June 11, 2001
Second Reading:	July 9, 2001
Adoption:	August 13, 2001

FISCAL ACCOUNTING AND REPORTING

BASIS OF ACCOUNTING

The government-wide financial statements will be prepared using the economic resources measurement focus and the accrual basis of accounting as will the proprietary fund and fiduciary fund financial statements. Governmental fund financial statements will be reported using the current financial resources measurement focus and the modified accrual basis of accounting.

REVENUE AVAILABILITY CRITERION

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

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

FIXED ASSETS

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

<u>Classification</u>	<u>Value in Excess of</u>
Land	All
Buildings	\$25,000
Improvement Other than Buildings	\$25,000
Equipment and Vehicles	\$ 5,000 per item
Food Service Equipment	\$ 1,000 per item

Depreciation

Straight line depreciation will be used.

OPERATING vs. NONOPERATING REVENUES AND EXPENSES

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

GASB AND/OR FASB

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

CASH AND CASH EQUIVALENTS

The entity's cash and cash equivalents are considered to be cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition.

SPENDING PRIORITY

The entity will spend fund dollars in the following priority: 1st – Restricted Funds, 2nd – Committed Funds, 3rd – Assigned Funds, 4th – Unassigned Funds.

Revisions-First Reading	November 11, 2013
Revisions-Second Reading	December 9, 2013
Revisions-Adoption	January 14, 2014

HEALTH INSURANCE POLICY ON LATE ENROLLEES

Effective December 12, 2006, the Baltic School District will not allow late entrants to participate in the group health insurance plan unless there is a qualifying event. Employees who denied coverage for themselves or their eligible dependents at the time they became eligible can enroll only during the open enrollment period in June of each year. Documentation must show prior credible coverage within the last 63 days or a pre-existing waiting period may apply.

First Reading:	October 9, 2006
Second Reading:	November 13, 2006
Adoption:	December 11, 2007

Eligibility for Group Health Insurance and Contribution for Such

The Baltic School District may elect to provide group health insurance to employees, and if so, the following rules will govern participation in the group plan.

1. An employee must average 20 hours or more per week for the nine-month school year to be eligible to participate in the group health insurance program.
2. An employee must average 30 hours or more per week for the nine-month school year for the district to contribute to the cost of the group health insurance premium.
3. For employees who average more than 20 hours per week during the nine-month school year but less than 30 hours per week the district will contribute a pro-rated amount towards the cost of participation in the group health insurance program based on the FTE of the employee. The FTE for classified employees will be based on 40 hours per week.
4. Health insurance coverage will begin on the first day of the month following the first day of employment. For example, an employee whose first day of work is August 20th will have health insurance coverage beginning September 1st.
5. For classified employees who terminate employment with the district, the district will cease contributing to the cost of health insurance and health insurance coverage will terminate on the first day of the month following the last day of employment. For example, a classified employee whose last work day is May 20th will no longer have health insurance coverage through the school district health plan beginning June 1st. If upon termination an employee chooses to take the COBRA option, the coverage would continue according to COBRA regulations but at employee expense.
6. Classified employees who sign a work agreement to return the next school year will have their health insurance benefits including the school district contribution to the monthly premium continue over the summer months. If a classified employee who signed a work agreement to return the next school year fails to report to work the next school year, the employee will owe to the school district the amount the district contributed for that employee to the health insurance plan for the months of June, July, and August.
7. The amount of the district contribution will be determined during contract negotiations.

First Reading:	May 13, 2013
Second Reading:	June 10, 2013
Adoption:	July 2, 2013

Baltic School District 49-1
DEFERRED COMPENSATION PLAN POLICY

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

Certified Teacher Salary Payment Option Policy

Each **contracted certified teacher** of the Baltic School District will have the option of being paid on a 10 month period beginning in September and ending in June of a school year, or a 12 month period beginning in September and ending in August of a school year. Each teacher must complete a **Notice for Salary Payment Option** form and return it to the business office by August 1, 2008 or upon initial employment. This form shall remain in effect until changed by the teacher in writing by filing a replacement **Notice for Salary Payment Option** form with the business office. No teacher may change their Contract Salary Payment Option after August 1st of any given year, making the stated payment option final and irrevocable for that year from September 1st through August 31st.

Payment for unused sick leave, extra duties, and compensation for lost prep time

Payment for unused sick leave will be made in June of each school year or the first payroll following a staff member's resignation if resignation is received after June 1. Payment for extra duties will be made in December and May of each school year. Payment for compensation for lost prep time will be made in December and June of each school year.

Board members, Administrators, Other salaried employees, Classified (Hourly) and Noncertified Co-curricular Employees' Salary Payment Policy

School board members will receive all compensation for a given school year July through December meetings in the December payroll and January through June meetings in the June payroll of that school year with no opportunity to elect otherwise.

Administrators will receive compensation in 12 equal monthly installments with no opportunity to elect otherwise consistent with the effective dates of their contract. Other salaried employees, not covered under the negotiated agreement, will receive all compensation in 12 equal monthly installments with no opportunity to elect otherwise consistent with the effective dates of their contract.

Classified employees (hourly) will receive compensation monthly for the hours worked in the previous month with no opportunity to elect otherwise. Hourly pay period cut off dates will be the end of the month.

Non-certified co-curricular employees (includes off staff) will receive compensation in two equal installments during the sport/activity season with no opportunity to elect otherwise. All sport/activity non-certified or off staff coaching/advisor salaries will be paid half midway through the season and half at the completion of the season.

First Reading: April 14, 2008
Second Reading: May 12, 2008
Adoption: June 5, 2008

FRAUD POLICY

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

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

Forgery or unauthorized alteration of any document or account belonging to the district.

Forgery or unauthorized alteration of a check, bank draft, or any other financial document.

Misappropriation of funds, securities, supplies, or other assets.

Impropriety in handling money or reporting financial transactions.

Profiteering because of insider information of district information or activities.

Disclosure of confidential and/or proprietary information to outside parties.

Acceptance or seeking of anything of material value, other than items used in the normal course of advertising, from contractors, vendors, or persons providing services to the district.

Destruction, removal, or inappropriate use of district records, furniture, fixtures, or equipment.

Failure to provide financial records to authorized state or local entities.

Failure to cooperate fully with any financial auditors, investigators or law enforcement.

Other dishonest or fraudulent acts involving district monies or resources.

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

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

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

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

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

Reporting

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

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

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

Investigation

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

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

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

Records shall be maintained for use in an investigation.

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

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

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

Confidentiality

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

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

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

Prevention

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

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

Payments – Payments shall be made only by checks. No cash transactions shall be permitted. Check signers shall be approved annually by the Board and will consist of persons not involved in the transaction. All checks shall have at least two (2) signatures, except for checks written out of the Trust and Agency account, which will have one signature.

Bank Reconciliation's – After Bank statements and cancelled checks are reconciled by the business manager, the superintendent will review the bank statements.

Access to Checks – Physical and electronic access to school district checks and accounts shall be limited to those employees with designated business functions.

Capital Assets – The business office shall maintain updated lists of district capital assets.

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

First Reading: October 15, 2008
Second Reading: November 10, 2008
Adoption: December 8, 2008

The Baltic School District recognizes that, periodically, certain grants from public and private sources become available to help support specific programs and operations of the school district. While grant funding sources may be a valuable supplement to the school district and its educational programs, grant proposals may require monetary or in-kind contributions by the school district. Therefore, prior to submitting an application for any new grant funds, the grant writer must submit a copy of the grant application to the superintendent for approval. Only after receiving final approval may the grant writer actually submit the grant application. Approval of any grant funding through this process verifies the school district's commitment to accept and implement the terms of the grant.

On-gong grants, combined applications for US Department of Education Title programs, and any other federal aid are excluded from this approval process.

First reading:	May 11, 2009
Second reading:	June 11, 2009
Adoption:	July 13, 2009

ACTIVITY TRUST AND AGENCY ACCOUNTS

At times, it may be advantageous for activity advisors/coaches to establish financial accounts separate from the district's general fund budget to promote or benefit their activity. One example of this is a basketball coach who has a "Basketball Fund" into which he or she deposits revenue from camps, individual or small group lessons, or other fundraising activities; and out of which he or she pays advisors/coaches including him or herself, or purchases items or participates in activities to promote the activity.

An activity advisor or coach who establishes such an account outside the auspices of the school district business office shall be considered an "independent contractor" for whom the following will be required:

1. When using school district equipment and/or facilities, a School Facilities Usage Application (File KG-2) must be submitted and must be approved prior to using the facilities.
2. Use of facilities and equipment must be approved by, and scheduled with the district activities director.
3. Fees must be paid as outlined in the Community Use of School Facilities Administrative Regulations (File KG). The superintendent may waive any or all of the fees.
4. Parents/guardians of participants must be informed in writing that participants are not covered by school district insurance, and parents/guardians must sign off that they were informed of such and that they will not hold the Baltic School District or any of its officers liable for any incidents that occur as a result of participation in the activity.

Activity advisors/coaches may request to establish a Trust and Agency account for his or her activity. If approved, the following will apply.

1. All revenue must be submitted to the school district business manager who will deposit the funds in the activity account. At the time of the submission, the advisor/coach must include a written statement of the amount and source of the money being submitted for deposit.
2. Requests for disbursements from the activity account must be submitted in writing to the business manager who will write checks paid to the person/entity as indicated in the request.
3. Payments to personnel for services rendered such as paying coaches for working at a camp will be run through the school district payroll, which means that social security and teacher retirement (if applicable) benefits will be applied. Personnel who are not current Baltic School District employees will be required to become employees by completing the appropriate paperwork with the business manager.
4. Disbursements will be made out of the school district general fund, which will be reimbursed from the Trust and Agency activity account including the cost of social security and teacher retirement (if applicable) benefits.
5. School Facilities Usage Applications (File KG-2) need not be submitted, although use of facilities and equipment must be approved by, and scheduled with the district activities director.
6. All fees will be waived.
7. If the activity is approved by the activities director, the school district's liability insurance will provide coverage for the activity with the exception of coverage for individual participants.

First reading:	November 11, 2015
Second reading:	December 14, 2015
Adoption:	January 11, 2016

SUPPORT SERVICES GOALS

Support services are essential to the successful function of the school system. Management of auxiliary operations is, therefore, an important responsibility of the district administration. It should be remembered, however, that education is the district's central function; 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 board establishes these brought goals:

1. To provide a physical environment for teaching and learning that is safe for students, staff, and 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 need and promote the goals of the educational program.

Early Graduation (This will be included in the secondary student handbook)

Early graduation is defined as graduating prior to the completion of 8 consecutive semesters of high school beginning with the first semester of a student's freshman year in high school. Early graduation will be allowed under the following guidelines:

1. Early graduation is only allowed at the end of the sixth or seventh semester.
2. All requirements for Baltic High School graduation of the student's freshman class cohort must have been met.
3. Students interested in early graduation must meet with the principal, counselor and at least one parent/guardian to develop a plan for early graduation. The plan must be developed and approved by the superintendent prior to the start of the proposed last semester of high school.
4. Diplomas will only be awarded at the end of a semester, and then only to students who completed their last semester as a full-time Baltic High School student.
5. Students who complete their work and are eligible for early graduation may participate in traditional graduation exercises at the end of the school year.
6. No separate graduation exercise will be provided for early graduates.
7. Early graduates will be included in the class rank of the class with which they are eligible to participate in graduation exercises.
8. According to the definition of valedictorian and salutatorian, early graduates are not eligible for those awards.
9. Early graduates lose all student privileges upon graduation including, but not limited to, participation in homecoming, prom, sports, and fine arts activities.
10. Those graduating in six semesters are eligible to apply for the State of South Dakota "Jump Start" Scholarship program that awards money to those graduating in three years. For more information, visit the S.D. Department of Education website at doe.sd.gov.

Following is the current policy on valedictorian and salutatorian from the secondary student handbook.

VALEDICTORIAN AND SALUTATORIAN

The Board of Education wishes to recognize those students who have attained and maintained superior levels of academic achievement. As part of that recognition, a valedictorian and salutatorian will be named each year from the graduating members of the senior class. The valedictorian shall be the member of the senior class with the highest cumulative GPA through eight semesters of high school. The salutatorian will be the student with the second highest GPA through eight semesters of high school. To be considered for these awards, a student must have attended Baltic High School for their entire senior year and have met all Baltic graduation requirements. One exception to this final requirement would be if a family physically moves into the Baltic School District after the first day of the student's senior year. Students who open enroll or transfer to Baltic from a non-accredited alternative educational setting after the first day of the student's senior year are not eligible for these awards. These awards will be presented during graduation ceremonies.

First reading:	July 11, 2011
Second reading:	August 8, 2011
Third reading:	September 12, 2011
Adoption:	October 10, 2011

SAFETY PROGRAM

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

The board will comply with safety requirements established by governmental authorities and will insist that its staff adhered to recommended safety practices as these pertain, for example to the school plant, special areas of instruction, student transportation, school sports, and occupational safety.

The superintendent will have overall responsibility for the safety program of the district. General areas of emphasis will include, but not be limited to: in-service training; accident record-keeping; plant inspection; drivers and vehicle safety programs; fighter 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 their school.

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

Efforts directed toward the prevention of accidents will succeed only to the degree that all staff members and students recognize that preventing accidents is a daily operational responsibility.

LEGAL REFS.: ARSD 61:13

CROSS REFS.: EEAC, School Bus Safety Program
JHF, Student Safety

WEAPONS POLICY

POSSESSION OR USE OF A WEAPON

PROHIBITION: No student shall carry, have in his or her possession, store, keep, leave, place or put into the possession of another student any weapon on any school premises, in any school vehicle or any vehicles used by the school or for the school purposes, in any school building or other building or premises used for school function, whether or not any person is endangered by such actions. For purposes of this policy, the term “weapon” shall include:

- a. any controlled weapon including a firearm silencer, machine gun, or short shotgun as those terms are defined in SDCL 22-1-2(17), (23) and (46);
- b. any “dangerous weapon” or “deadly weapon”, including any firearm, knife or device, instrument, material or substance whether animate or inanimate, which is calculated or designed to inflict death or serious bodily harm, or by the manner in which it is used is likely to inflict death or serious bodily harm;
- c. any “destructive device” including any bomb, grenade, explosive missile or similar device or any launching device therefore or any breakable container which contains flammable liquid with a flash point of 150 degrees Fahrenheit or less and has a wick or similar device capable of being ignited. For purposes of this policy, this term includes fireworks, rifles used for sporting purposes and other devices which would otherwise be excluded under the definition found in SDCL 22-1-2 (13);
- d. any “explosive” including any substance, or combination of substances, that is used for the purpose of detonation and which, upon exposure to any external or internal force or condition, is capable of a relatively instantaneous release of gas and heat, including fireworks;
- e. any “firearm” including any weapon from which a projectile or projectiles need be discharged by gun powder. As used in this provision, the word “gun powder” includes any propellant that upon oxidization emits heat and light and is commonly used in firearm cartridges;
- f. any “ballistic knife” including any knife encased in a tubular metal sheath which when removed, uncovers a detachable blade that can be propelled by a spring mechanism operated at the push of the button;
- g. any “knife”, “club”, “numchuck”, or similar item which is designed to, intended to, or used in such a manner as to incapacitate or cause any bodily injury or any threat of bodily injury.

This policy does not apply to starting gun while in use at athletic events and supervised school or sessions for training in the use of firearms.

PENALTY: Referral to the Board of Education for appropriate disciplinary action up to and including expulsion. Unless there are unusual mitigating factor, the penalty for the offense will be expulsion.

LOOK-ALIKE WEAPONS

PROHIBITION: No student shall carry, have in his or her possession, store, keep, leave, place or put into the possession of another student any look-alike weapon on any school premises, in any school vehicle or any vehicle used by the school or for school purposes, in any school building or other buildings or premises used for school functions, whether or not any person is endangered by such actions. “Look-alike weapon” means any item which resembles or appears to be a weapon, including but not limited to squirt guns, water rifles or pistols, slingshots, toy guns, toy grenades or other similar items.

First offense—the principal shall have the authority to determine the extent and nature of the disciplinary action based upon the student’s age, the actions of the student in possessing and using the look-alike weapon and proximate resemblance to a real weapon. The disciplinary action which may be imposed includes, but is not limited to: conferences with the student and parent; detention; suspension for up to six (6) days; and referral to the Board of Education for disciplinary action including long-term suspension and expulsion.

Second offense and all subsequent offenses—referred to the Board of Education for disciplinary action.

Adoption: August, 1993

FIRST AID

The school is responsible for giving first aid or emergency treatment only in cases of sudden illness or injury to the pupil or a member of the staff. Further medical attention in the case of the pupil is a responsibility of the parents or guardian, or the person designated for emergencies, as in the case of a member of the staff, or particular individual.

First aid is defined as the immediate and temporary care given in case of an accident or sudden illness, which enables the child to be taken safely home or to a physician. It does not include diagnosis or treatment. Any care beyond first aid will not be given.

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

At each school, procedures for the proper handling of such emergencies will be developed and made known to the staff. These will incorporate the following requirements:

1. No treatment except first aid is permitted in schools. The school's responsibility is to place the ill or injured student in the care of the home or family physician as soon as possible.
2. Teachers or other trained persons, or bus drivers, if the injury occurs on a school bus, will be responsible for administering first aid. First aid is defined as the immediate temporary care given in case of an accident or sudden illness, which enables the child to be taken safely home or to a physician.
3. A master first aid kit will be kept and properly maintained in each school and in each school bus.
4. No drugs will be administered by school personnel unless authorized by a physician (see policy File: JHCD-1 and 2).
5. Parents will be required to sign and submit an emergency medical authorization form, which will provide emergency telephone numbers and such other information as the administration may deem advisable. It is parent's responsibility to provide the school district with updated information on the medical authorization form when the information changes. In all cases where the nature of an illness or an injury appears serious, the school district shall contact the emergency response center, and the school district shall contact the ambulance service which it feels is appropriate in the circumstances. The parent (s) or guardians (s) shall be responsible for the cost of such services.
6. In all cases, where the nature of an illness or an injury appears serious, the parent or guardian will be contacted. However, in extreme emergencies, arrangements 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 any older child unless the illness is minor and the parent or guardian has been informed in advance.

FIRE DRILLS

A fire drill shall be held in each school building a minimum of four (4) times during a school year. The majority of these drills may be held during the month of September, October, April, and May, in order to take advantage of the weather.

Definite instructions will be furnished by the principal to teachers and students as to route and manner of exit during fire drills. Special instruction in fire drill procedures will be given to students the first week of school.

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

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

EMERGENCY CLOSINGS

The superintendent may close the district schools or dismissed them early when hazardous weather or other emergencies threaten the health or safety of students and personnel. The superintendent may delegate this authority to another staff member in the event of his/her absence.

Schools will not be closed merely to avoid inconvenience. However, the superintendent may excuse all students from attending school, delay the opening hour, or dismiss students early. The superintendent also has the responsibility to see that administrative, supervisory, and operational activity is continued to the extent possible. Therefore, its conditions affect only a single school, only that school will be closed.

In making the decision to close schools, the superintendent will consider many factors, including the following principal ones that relate to the safety and health of children:

1. Weather conditions, both existing and predicted;
2. Driving, traffic, and parking conditions affecting public and private transportation facilities;
3. Actual occurrence or imminent possibility of any emergency condition that would make the operation of schools difficult or dangerous.
4. Inability of teaching personnel to report for duty, which might result in inadequate supervision of students.

The superintendent will weigh these factors and take action to close to schools only after consultation with traffic and weather authorities.

Students, parents, and staff will be informed early in each schools year of the procedures that will be used to notify them in case of emergency closing. When schools are closed for emergency reasons, staff members will comply with board policy reporting for work.

Anytime school is dismissed due to inclement weather, teachers shall not be required to report to their duty stations.

Baltic School District Postponements

Should inclement weather require that school is dismissed early or the entire school day is cancelled, all co-curricular activities including practices, contests, performances, etc. will be cancelled with the exception of district, region or state contests/activities. In such situations, the district, region or state officials responsible for those contests/activities will decide if the contest/activity is to take place and participation of students will be based on their decision. In such cases, the school administration will announce whether or not the contest/activity will take place.

In situations where inclement weather requires school to start late, all after school or evening co-curricular activities will take place as scheduled. Decisions on whether activities scheduled for before school or during the school day will take place will be made by the administration on a case by case basis.

When school has been closed due to the expectation of inclement weather, and the situation does not result in potentially dangerous travel conditions, the superintendent or his/her designee will have the authority to waive the cancellation of co-curricular activities as described in the first paragraph.

First reading:	June 13, 2011
Second reading:	July 11, 2011
Adoption:	August 8, 2011

VANDALISM

Buildings and material contents constitute one of the greatest investments of the school district. It is in the best interest of pupils and the taxpayers to protect that investment adequately.

Every citizen, every student, every staff member, and member of the police department are urged by the board to cooperate in reporting any incidents of vandalism to school property and the name (s) of each person (s) believed to be responsible. Each employee will report to the building administrator, every incident of vandalism known to him/her and, if known, the names of those responsible.

The superintendent is authorized to sign a criminal complaint and to press charges and may delegate authority to sign such complaints and to press charges.

Any student found guilty of any form of vandalism or the defacement of school property will be disciplined in conformance with school district policy.

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

LEGAL REFS.: SDCL 25-5-15; 13-32-5

BUILDINGS 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 goals of the school.

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.

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, and/or safety of teachers, pupils, or other persons.

LEGAL REFS.: SDCL 13-24-11

STUDENT TRANSPORTATION SERVICES

The major purpose of schools transportation is to get students who live an unreasonable walking distance from school, to school and back in an efficient, safe, and economical manner. Other purposes include the provision of transportation for academic field trips indirect support of the curriculum, and transportation for support of the coal curricula program (athletics, music, drama, etc.).

District busses will be provided by the board for the transportation of students to and from school. However, as it is impractical to transport certain special education students by regular bus, they may be transported by other conveyance. The transportation supervisor, working in conjunction with school principals and under the supervision of the superintendent will be responsible for the day-to-day operations of the schools transportation system and the scheduling and routing of all buses, bus stops, in all regulations of the program.

Management of the schools transportation program will meet the following criteria:

1. Adequacy: Does the program provide both necessary and sufficient transportation to and from school and for all other school programs?
2. Safety: Does the scheduling and operation of the program take into consideration hazards, potential dangers to pupils, and all other appropriate safeguards?
3. Economy: is the program operated in the most efficient manner possible after considering the constraints imposed by criteria of adequacy and safety?

Evaluation: the school transportation program will be monitored by the principles and the transportation director or their designee as subjected to periodic evaluations by them as necessary.

LEGAL REFS.: SDCL 13-29

Baltic School District
DISTRICT TRANSPORTATION

The Board has established this transportation policy to be used by the administration for individual patron's request for route adjustments and changes. The transportation services shall be managed in a responsible and economical manner. The administration may act on these matters, as they deem appropriate.

1. Students who reside more than five miles from the school of assignment will be provided transportation free of charge as per state law.
2. Transportation may be provided for students who live within the five-mile radius of their assigned school. Student safety will be considered in all transportation decisions. The district shall establish scheduled bus routes for the transportation of the district's students.
3. For students residing within five miles of the school, the district reserves the right to restrict the age eligible for either free or fee-based bussing.
4. Transportation of students with special needs will be in accordance with their individual educational plans.
5. There shall be one pick-up location and one drop-off location for all students transported, unless otherwise approved by the superintendent.
6. For in-town bussing, pick up and drop off points will be established based on the number of students in an area, safety concerns, and any other factors deemed relevant by the administration.
7. In-town bussing will be limited to students in grades PK-6 with students in grades 7-12 not allowed to ride.
8. With the establishment of housing developments in the rural areas of the school district, bus stops shall be established within the normal rural bus schedules. The bus stops will be at the main entrance to the development unless the administration determines that safety concerns require stops at alternative locations. One factor that will be considered when establishing bus stops is whether the roadway meets all township/county requirements for a roadway and is maintained by the township/county.

First Reading:	May 9, 2011
Second Reading:	June 13, 2011
Adopted:	July 11, 2011
Revision-First Reading	May 12, 2014
Revision-Second Reading	June 9, 2014
Revision-Adoption	July 14, 2014

SCHOOL BUS SCHEDULING AND ROUTING

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

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

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

LEGAL REFS.: SDCL13-29-2 through 13-29-4

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 (9) or less passengers, and drivers must meet all federal and state requirements, and drivers must understand all policies and regulations pertaining to school bus operation. All vehicles used to transport children will be properly maintained to provide safe and efficient transportation service with a minimum of delays and disruptions due to mechanical or equipment failure.

The school superintendent, with assistance from the transportation director, will have the responsibility for developing safety regulations to be followed by the passengers, including rules of student conduct during transportation and at bus stops. It is absolutely necessary that students riding the school buses conduct themselves in an orderly manner and that all safety regulations are observed.

LEGAL REFS.: ARSD 24:06:01 through 24:06:05
 SDCL 13-29-6

CROSS REFS.: EB, Safety Program

BUS DRIVER EXAMINATION IN TRAINING

The driver of the school bus is charged with the serious responsibility for the safety of the children in his/her care. It is, therefore, important that school buses only be operated by a properly license driver who has passed all examinations prescribed by the statute and the Department of Public Safety.

In application for a bus driver's license and in accordance with state law, each bus driver will be required to have an annual physical exam.

LEGAL REFS.: SDCL 13-32-2; 32-12

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 15 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

Drug tests shall be conducted before the first time a driver performs any safety-sensitive functions include on-duty functions performed from the time a driver begins work or is required to be to work until he/she is relieved from work and all responsibility for performing work. It includes driving; waiting to be dispatched; inspection and servicing equipment; supervising; performing or assisting in loading and unloading; repairing or obtaining and awaiting 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

A mandatory drug and alcohol test shall be required of an applicant only after he/she has been offered a position.

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

Post Accident Tests

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

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

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

If an alcohol test is not administered within two hours or if a drug test is not administered within 32 hours, the district shall prepare and maintain records explaining why the test was not conducted. 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 test will validate only the alcohol test and cannot be used to fulfill controlled substance testing obligations.

Random Test

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 district's alcohol or drug prohibitions. This reasonable suspicion must be based on specific, contemporaneous, articulated 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 work day when the driver must comply with alcohol prohibitions. An alcohol test may not be conducted by the person who determines that reasonable suspicion exists to conduct such a test. If an alcohol test is not administered within two hours of a determination of reasonable suspicion, the district shall prepare and maintain a record explaining why this was not done. Attempts to conduct alcohol tests shall terminate after eight hours.

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

Return-to-Duty Tests

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

Employees whose conduct involves drugs cannot return to duty in a safety-sensitive function until the return-to-duty alcohol test produces a verified negative result.

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

Records

Employee drug and alcohol test results and records shall be maintained under strict confidentiality and released only in accordance with law. Upon written request, a driver shall

receive copies of any records pertaining to his/her use of drugs or alcohol, including any records pertaining to his/her drug or alcohol tests. Records shall be made available to a subsequent employer or other identified persons only as expressly requested in writing by the driver.

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 employees organization for meeting these requirements. Representatives of employee organizations shall be notified of the availability of this information. The information shall identify:

1. The person designated by the district to answer driver questions about the material;
2. The categories of drivers who are subject to the Code of Federal Regulations;
3. Sufficient information about the safety-sensitive functions performed by drivers to make clear what period of the work day the driver is required to comply with Part 382;
4. Specific information concerning drivers conduct that is prohibited by Part 382
5. The circumstances under which a driver will be tested for drugs and/or alcohol.
6. The procedures that will be used to test for the presence of drugs and alcohol, protect the driver and the integrity of the testing process, safeguard the validity of test results and ensure that test results are attributed to the correct driver;
7. The requirement that a driver submit to drug and alcohol tests;
8. An explanation of what constitutes a refusal to submit to a drug or alcohol test and the attendant consequences;
9. The consequences for drivers found to have violated the drug and alcohol prohibitions of Part 382, including the requirement that the driver be removed immediately from safety-sensitive functions and the procedures for referral, evaluation and treatment;
10. The consequences for drivers found to have an alcohol concentration of 0.02 or greater but less than 0.04; and
11. Information concerning the effects of drug and alcohol on an individuals' health, work and personal life; signs and symptoms if a drug or alcohol problem (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 requests such results within 60 calendar days of being notified of the disposition of his/her employment application.

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

Drivers shall inform 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 test 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 Substance 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 Substances by Employees (Drug-Free Workplace).

Adoption Date: December 11, 1995

PART II
DRUG/ALCOHOL TESTING INFORMATION

49 CFR PARTS 382, 391 Subpart H

1991- Omnibus Transportation Employee Testing Act

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 decline)

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 a Substance Abuse Professional (SAP)

Rehabilitation through Employee Assistance Program (EAP) is optional

SOURCE: Associated School Boards of South Dakota

Adoption Date: December 11, 1995

STATEMENT CERTIFICATION FORM

I, the undersigned have received, read, and understand the above materials, Files EEACA, EEACA-1, EEACA-2, and EEACA-3.

Bus Driver Signature

Date

Supervisor Signature

Date

Adoption Date: December 11, 1995

TRANSPORTATION OF TRANSFER STUDENTS
BALTIMORE SCHOOL DISTRICT 49-1

The first and main purpose of Baltimore School District transportation services is to provide transportation to and from school for students who reside within the boundaries of the Baltimore School District. While the transportation to school of transfer students, including open enrollment students, is the responsibility of the parent or guardian of the transfer student, the district may elect to provide transportation of transfer students under the following guidelines.

1. Requests to transport transfer students must be submitted in writing to the superintendent on the Request for Transportation of Transfer Student form.
2. Requests will be considered on a case-by-case basis taking into account factors such as deviation from existing bus routes, length of routes, bus capacity, and number of children being transported.
3. Parents requesting such transportation will be informed in writing whether or not their request is approved.
4. The school district reserves the right to assess a reasonable fee to transport transfer students with said fee to be established annually by the Baltimore Board of Education at its annual meeting in July.
5. The school district reserves the right to discontinue transporting transfer students if it is in the best interests of the Baltimore School District.
6. All school district policies governing transportation of resident students shall also apply to transfer students.
7. The parent/guardian of the transfer student must designate at the beginning of the school year, or when first enrolling their student in school, the residence, of a Baltimore district student who normally rides the bus, at which they want their student to be picked up or drop off.
8. No reimbursement will be made to parents who transport transfer students.
9. In instances of unscheduled late starts or early dismissals possibly due to inclement weather, the parent/guardian of transfer student will not receive special notification of such and, those parents who provide their own transportation to and from school will be responsible to drop off or pick up their students.
10. The parent/guardian of the transfer student assumes all responsibility for their student prior to pick up and after drop off.

LEGAL REFS: SDCL 13-28-45

Adopted: 6-9-03

REQUEST FOR TRANSPORTATION OF TRANSFER STUDENTS

This form is to be completed by parents of transfer students who request that the Baltic School District provide transportation services to and from school. The form must be submitted to the superintendent of the Baltic School District who will either approve or deny the request.

1. Date of Request _____ 2. School Year _____

3. Name and Grade of Transfer Student(s) _____

4. Name of Parent(s)/Guardian(s) _____

5. Address of Parent(s)/Guardian(s) _____
 (Physical address-no PO Box #)

6. Telephone # of Parent(s)/Guardian(s) _____

7. Address Where Student Will Be Picked Up or Dropped Off (If different than address of parent/guardian, physical address-no PO Box)

8. Signature of Parent/Guardian _____

This section to be completed by school personnel.

1. Date Request Received _____

2. Request _____ Approved
 _____ Denied

3. Reason for denial _____

 Signature of Superintendent

 Date

Adopted: 6-9-03

STUDENT CONDUCT ON SCHOOL BUSES

When a child is riding, boarding, were leaving the bus, the bus driver has supervisory control over the students and may exercise reasonable and necessary physical punishment to maintain that control.

In view of the fact that a bus is an extension of the classroom, the board will require children to conduct themselves in the bus in a manner consistent with established standards for classroom behavior.

In cases when a child does not conduct themselves properly on a bus, such instances will be brought to the attention of the building principal and transportation supervisor by the bus driver. The building principal will inform the parents immediately of the misconduct and request their cooperation in checking the child's behavior.

Children who become a serious disciplinary problem on the school bus may have their riding privileges suspended by the principal. In such cases, the parents of the children involved become responsible for seeing that their children get to and from school safely.

Buses are provided for those students whose distance from school, or health, make this service essential. Misconduct on buses will not be tolerated and will result in forfeiture of the privilege 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 disturbances 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. Pupils must be on time at the designated bus stops; the bus cannot wait beyond its regular time schedule for tardy pupils.
2. Pupils must not stand in the traffic claims while waiting for the bus.
3. Bus riders should not move to board a bus until it is completely stopped and the door is open.
4. Students shall ride on their assigned buses unless directed otherwise by the administration or driver.
5. Students will enter the bus in an orderly fashion and go directly to a seat. Students must stay in their seats and in a sitting position when the bus is in motion
6. Pupils must occupy the seat assigned to them, if seats are assigned
7. The same courteous conduct as is expected in the classroom must be observed while on the bus. Ordinary conversation is permitted. Shouting, screaming, smoking, running, fighting, vulgar talk, and pushing are not permitted.
8. Pupils must refrain from unnecessary conversation with the driver. His/her job requires they are full attention.
9. Bus riders should leave their seats only after the bus has, to a complete stop at their bus stop.
10. Pupils will assist the driver in keeping the interior of the bus clean, sanitary, and in orderly condition. Pupils must not throw waste paper or rubbish on the floor or out of the window of the bus.

11. Pupils will not open or close the windows without the permission on the bus driver.
12. Pupils must not, at any time, put hands, arms, or heads out of the bus windows.
13. All articles such as athletic equipment, books, musical instruments, etc., must be kept out of the aisles of the bus.
14. Any damage to the bus will be paid for by the rider inflicting the damage and will be subject to suspension or expulsion from school.
15. A driver may set additional rules, subject to approval by the director of transportation, if conditions warrants.

LEGAL REFS.: SDCL 13-32-2

CROSS REFS.: JFCC, Student Conduct on School Buses

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, an insurance coverage will be the same for the special uses as for regular student transportation to and from school. Regular bus drivers will, whenever possible, be given priority in assignments.

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

OUT-OF-DISTRICT TRAVEL REIMBURSEMENT
Special Education Parents/Guardians

- I. In the absence of school district sponsored transportation, the district will provide parents/guardians of transportation compensation at the rate established by the State Board of Finance. This reimbursement will cover:
 - A. Parent/guardian transportation of the students to the out-of-district facility;
 - B. School district and out-of-district facility approved home goings;
 - C. I.E.P. conferences held at the out-of-district facility;
 - D. I.E.P. of agreed parent/guardian visitations of their child while at the out-of-district facility.
- II. The district will provide parent/guardian reimbursement for reasonable lodging and meal expenses incurred for any of the trips incurred under Section I and of this policy, whether or not district transportation is provided. Lodging will be reimbursed up to state approved rates while meals will be approved up to school district approved rates. Parent/guardians should retain receipts for these expenses to be turned into the district for reimbursement.
- III. All trips must receive prior approval from the director of special education.
- IV. Parents/guardians must complete and sign a reimbursement voucher by the last working day of each month in which expenses are incurred. This may be done in office of the district director of special education.
- V. Reimbursement will be made the following month after the first regular monthly board of education meeting.

LEGAL REFS.: SDCL 13-37-8.9; 13-30-3; 3-9-1

FOOD SERVICES MANAGEMENT

The board considers the practice of serving food at school primarily a convenience for parents, children, and school management; secondarily, as a means of encouraging good health habits.

The school system will operate a school lunch program in each school, which will be under the supervision of the dietitian/supervisor.

The cafeteria staff in each building will be directly responsible to the building principal, but will cooperate with the dietitian/supervisor of the school district in matters essential to the proper functioning of the food services program. The responsibility for control of students using the cafeteria will rest with the building principal, who may assign appropriate staff to provide supervisory control.

As required for participation in the National School Lunch Program, the Board agrees that “type A” lunch be made available for students.

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

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 for all children in the district to receive proper nourishment.

The school district will provide lunches where applicable, to students without cost, or at a reduced cost should the students fall under guidelines for participation in the program. All financial records of these programs will be kept in a separate account by the business manager.

POLICY FOR ADULT MEALS

1. Only employees of the food service department shall eat meals free in the school cafeterias. (A food service employee shall be defined as an employee who receives all or part of his/her salary from the food service budget or an employee who contributes a vital service to the food service department.) The final decision as to whether a certain employee qualifies as a food service employee rests with the superintendent of schools.
2. All other employees including school board members, shall purchase meals. This policy shall remain in force on all days meals are served including holiday meals.
3. Persons not employed by the school district shall not eat in the school cafeterias except in the following cases:
 - A. Inspectors or reviewers who request to be served;
 - B. Other visitors who might happen to be at a school when meals are served;
 - C. Parents eating with their children of staff member.In any case, these visitors shall pay the current price for adult meals serve to employees. Visitors may pay in cash to persons responsible for collection of meal money.
4. Groups of parents, senior citizens, and/or business people may be invited to eat lunch at the discretion of the food service supervisor and/or superintendent of schools. Any invitation shall be district-wide and shall originate from the food service department or superintendent's office.
5. No food shall be provided for employees of the school district, parent-teacher conferences, or other meeting unless authorized by the food service supervisor and the superintendent of schools.

ADMINISTRATIVE RULE
PRINTING AND DUPLICATING SERVICE/COPYRIGHT MATERIAL

Purpose:

The Board recognizes that the United States: makes it illegal for anyone to duplicate copyrighted materials without permission. The board further realizes that severe penalties are provided for unauthorized copying of audio, visual, or printed materials unless the copying falls within the balance of the “fair use” doctrine. PL 94-553, Section 107

Definition:

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

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

Authority:

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

Permitted Copies –

- A. Multiple copies, not exceeding more than one per pupil, may be made for classroom use or discussion if the copying meets the tests of “brevity, spontaneity and cumulative effect”, set by the following guidelines. Each copy must include a notice of copyright.
 1. Brevity –
 - A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words.
 - Complete articles, stories or essays of less than 2500 words or excerpts from prose works not more than 1000 words or 10 % of the work, whichever is less, may be copied; in any event, the minimum is 500 words;
 - Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph;

- One chart, brass, diagram, drawing, cartoon or picture per book, book or periodical issue, may be copied. “Special” works cannot be reproduced in full; this includes children’s books combining poetry, prose or poetic prose.

2.Spontaneity –

Should be at the “instance and inspiration” of the individual teacher.

3.Cumulative Effect –

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

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

Prohibited Copies –

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

LEGAL REFS.: Federal Regulations PL 94-553

PRINTING AND DUPLICATION SERVICES
REPRODUCTION OF COPYRIGHT MATERIALS

Works Protected by Copyright

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

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

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

District Procedure

Copyright materials, be they print or non print, 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 sanctioned illegal duplication in any form. Employees who willfully disregard the districts copyright position are in violation of board policy and the law and assume all liability and responsibility related thereto.

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

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

LEGAL REFS.: PL 94-553 Copyright Law

POLICY ON SOFTWARE COPYRIGHT

It is the intent of the school district to adhere to provisions of copyright laws in the area of microcomputer software. It is also the intent of the district to comply with the license agreements and/or policy statements contained in the software packages used in the district. In circumstances where the interpretation of the copyright law is ambiguous, the district shall look to the applicable license agreement to determine appropriate use of the software (or the district will abide by the approved Software Use Guidelines).

The school district recognizes that computer software piracy is a major problem for the industry and that violations of copyright law contribute to higher costs and greater efforts to prevent copying and/or lessen incentives for the development of effective educational uses of microcomputers. Therefore, in an effort to discourage violation of copyright laws and to prevent such illegal activities:

1. The ethical and practical implications of software piracy will be taught to educators and school children in all schools in the district.
2. District employees will be informed that they are expected to adhere to Section 117 of the 1976 Copyright Act as amended in 1980, governing the use of software.
3. When permission is obtained from the copyright holder to use software on a disk-sharing system, efforts will be made to secure this software from copying.
4. Under no circumstances shall illegal copies of copyrighted software be made or used on school equipment.
5. The superintendent of schools is designated as the only individual who may sign license agreements for software for schools in the district. Each school using license software should have a signed copy of the software agreement.
6. The principal at each school site is responsible for establishing practices which will enforce this district copyright policy after school level.

Communication Services Regulation

In lieu of using a School District provided cellular phone, the Maintenance/Transportation Supervisor, Superintendent, Business Manager, Activities Director, Elementary and/or Secondary Principal, and Technology Administrator may request a personal cellular phone stipend in the amount of \$40.00 per month.

First reading and Adoption:	10-12-09
Revision-first reading:	8-13-12
Revision-second reading:	9-10-12
Revision-third reading:	10-8-12
2 nd Revision-first reading:	9-9-13
2 nd Revision-second reading & adoption:	10-14-13

INSURANCE MANAGEMENT

The board has a 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

LEGAL REFS.: SDCL 3-9-3; 13-10-3; 13-10-9

BALTIC SCHOOL DISTRICT
SERVICE ANIMAL POLICY

The Baltic School District has established the following procedures for the evaluation of any request to bring a service animal into the school district, either as a member of the public, as a staff member or as a student.

Definition of a service animal

The Americans with Disabilities Act of 2010, under 28 CFR 35. 104, define a service animal as follows: [A]ny dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed must be directly related to the handler's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, and companionship do not constitute work or tasks for the purposes of this definition.

A miniature horse may be permitted for use as a service animal if the animal has been individually trained to do work or perform tasks for the individual's benefit. The district will consider the type, size and weight of the miniature horse and whether the facility can accommodate these features. The district will also consider whether the handler has sufficient control of the horse and if the animal is housebroken. Finally, the district will also consider whether the presence of a miniature horse compromises legitimate safety requirements that are necessary for safe operations. Reference: 28 CFR 34.136(i)(2).

Admission of service animals to public events

Individuals with disabilities may be accompanied by their service animal while on district property for events that are open to the general public. This right of access does not extend to the schools generally or to other activities not open to the general public. School district staff may inquire of the owner or handler of the animal whether the animal is required because of a disability and the specific tasks that the animal has been trained to perform. Staff may not ask questions about an individual's disability. The district shall not require an owner or handler of a service animal to pay an extra charge for the animal to attend events for which a fee is charged.

Procedures for admission of service animal into the school building

Prior to the admission of any service animal to be present in the school building on a regular basis, the parent of the student or employee requesting the presence of a service animal must provide written notification of the intent to bring a service animal into the school. The notification must include the following information:

- 1) Whether the animal is required because of a disability
- 2) A description of the specific disability related work or task(s) the animal is trained to perform for the individual in school, and

3) Documentation of appropriate and current vaccinations, a statement of good health and the absence of any parasites from a licensed veterinarian, as well as any required municipal licensure.

No service animal may be brought into any district building by a staff member or student without prior approval.

Responsibility and care of service animal

The Baltic School District is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animal's need to relieve itself. The owner or handler of a service animal shall be solely responsible for:

- 1) Supervision and care of the animal, including any feeding, exercising, clean up and stain removal. In the case of a young child or a student with disabilities who is unable to care for or supervise the service animal, the parent is responsible for providing care and supervision of the animal.
- 2) Control of the animal at all times through the use of harness, leash, tether or by other effective means.

Liability

The staff member owning the service animal or student/parent owner is liable for any damage to school district or personal property and any injuries to individuals caused by their service animal. The staff member or student/parent who uses a service animal on school district property will hold the school district harmless, and indemnify the school district from any such damages. See Appendix A for registration of a service animal.

Exclusion of service animal

A service animal may be denied access to school property if any of the following occur:

- 1) The animal is not housebroken.
- 2) The animal is not under the control of its handler. The service animal must have a harness, leash or other tether, unless the handler is unable, because of a disability to use a harness leash, or other tether, or the use of a harness, leash or other tether would interfere with the service animal's safe, effective use of work or tasks. In this case, the handler must use voice control, signal or other effective means to control the service animal.
- 3) The animal poses a direct threat to the health or safety of others that cannot be eliminated by reasonable modifications.
- 4) The inclusion of the animal represents a fundamental alteration to the learning environment.

If a service animal is excluded, the individual with a disability will still be given an equal opportunity to participate in district services, programs or activities with appropriate accommodations, modifications, and supports but without the presence of the service animal on the premises.

Appeal process

Any individual with a service animal who is aggrieved by a decision to exclude, limit or remove a service animal may appeal that decision to the superintendent. The appeal must be in writing and provide specific and detailed information regarding the basis of the appeal.

Appendix A - Service Animal Registration Form

Owner

Student (if applicable)**Type of Service Animal:** _____ **Name of Animal:** _____

I have read and understand the Baltic School District Service Animal Policy. I will abide by the terms of the policy.

I understand my service animal may be excluded from district property if any of the following occur:

1) The animal is not housebroken.

2) The animal is not under the control of its handler. The service animal must have a harness, leash or other tether, unless the handler is unable, because of a disability to use a harness leash, or other tether, or the use of a harness, leash or other tether would interfere with the service animal's safe, effective use of work or tasks. In this case, the handler must use voice control, signal or other effective means to control the service animal.

3) The animal poses a direct threat to the health or safety of others that cannot be eliminated by reasonable modifications.

4) The inclusion of the animal represents a fundamental alteration to the learning environment. I understand I am responsible for any and all damage to school district property, personal property, and any injuries caused by my service animal. I agree to indemnify, defend and hold harmless the Baltic School District from and against any and all claims, actions, suits, judgments and demands brought by any party arising on account of, or in connections with, any activity of or damage caused by my service animal.

OWNER**BALTIC SCHOOL DISTRICT**

Signature of owner

Signature of District Representative

Date: _____

Date: _____

First Reading: September 11, 2017

Second Reading: October 10, 2017

Adoption: November 13, 2017

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 priorities of the school district.

To this end, the board will follow the policy of having before it at all times, a long-term building program to serve as a guide for capital improvements. In developing a long-range plan, the board will monitor:

1. That evaluation of existing facilities in terms of capacity and function;
2. The projection of life expectancy of facilities and maintenance costs;
3. Enrollment projections and community development patterns;
4. The site availability and acquisitions;
5. Changing instructional requirements and services.

This program will be subject to systematic study, revision, and extension from time to time, and the respective construction projects will be acted upon individually when proposed for implementation.

The board's building program will be designed to provide adequate facilities to conduct full-time elementary and secondary education programs for all students residing in the district. The building program will be based upon specific board policies that have been and will continue to be modified to conform to changes in the curriculum, availability of construction funds, and changes in enrollments.

LEGAL REFS.: SDCL 13-24-9

PERSONNEL POLICY GOALS

The board recognizes that a dynamic and efficient staff dedicated to education is necessary to maintain a constantly improving educational program. The board is interested in its personnel as individuals, and it recognizes its responsibility for promoting the general welfare of the staff.

The board's specific personnel goals are:

1. To recruit, select, and employ the best qualified personnel to staff the school system.
2. To provide staff compensation and benefit programs sufficient to attract and retain qualified employees.
3. To provide programs for all employees to improve their performance and overall rate of retention and promotion of staff.
4. To conduct an employee appraisal program that will contribute to the continuous improvement of staff performance.
5. To deploy personnel so as to ensure their skills are used as effectively as possible.
6. To develop the quality of human relationships necessary to obtain maximum staff performance and satisfaction.
7. To help all employees realize that the efficient and courteous performance of their assignment has a positive impact on the public support of education in the district.

EQUAL OPPORTUNITY EMPLOYMENT

The board subscribes to the fullest extent to the principle of the dignity of all people and of their labors and will take action to ensure that applicants are employed, assign, and promoted without regard to their age, race, creed, color, sex, marital status, political affiliation, or national origin. Every available opportunity will be taken in order to assure that each applicant for a position is selected on the basis of qualifications, merit, and ability.

LEGAL REFS.: Civil Rights Act of 1964, as amended in 1972, Title VII
 Executive Order 11246, 1965, as amended by Executive Order 11375
 Equal Employment Opportunity Act of 1972, Title VII
 Education Amendments of 1972, Title IX (P.L. 92-318)
 45 CFR, Parts 81, 86 (Federal Register June 4, 1975, August 11, 1975)
 Rehabilitation Act of 1973
 SDCL 13-43-17 through 13-43-25.1

CROSS REFS.: AC, Non-discrimination

FAMILY AND MEDICAL LEAVE
(All Employees)

The district shall comply with the mandatory provisions of the Family and Medical Leave Act of 1993. The superintendent shall administer leave policies adopted by the board, setting forth the rights and procedure granted by the Act, and shall ensure compliance with those policies either personally, by delegation, or by some combination of personal oversight and delegation. An eligible employee must have been employed by the District for at least one thousand two hundred fifty (1250) hours during the previous twelve (12) months.

(Adoption Date) 12/13/93

LEGAL REFS.: P.L. 103-3, "Family and Medical Leave Act of 1993"

FAMILY AND MEDICAL LEAVE (FMLA Leave)
(Professional Staff)

An eligible employee is entitled to up to a combining the total (paid and unpaid) of twelve (12) weeks of FMLA Leave per year for:

1. The birth and first-year care of a child;
2. The adoption or foster placement of a child;
3. The illness of an employee's spouse, parent, or child; or
4. The employee's own illness.

The employee must first use and count all available accrued paid leave, including vacation, sick leave, and personal leave, before using the unpaid leave. During the period of FMLA Leave, the employee is entitled to the continuation of all fringe benefits. Employees will still earn sick days and vacation days while on FMLA Leave. The District will continue to pay its portion of the health insurance, and it will be the employee's responsibility to continue to pay for his or her portion. Upon return to work, the employee will be entitled to his or her same position or an equivalent position with equivalent pay, except that return to work during the last two (2) or three (3) weeks of a semester is subject to certain restrictions. See special rules below.

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

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

The District, at the request of the employee, may agree that the employee may take leave intermittently or on a reduced hours basis in connection with the birth, adoption or foster placement of a child. This is subject to the recommendations of the administrator or supervisor and he at the request of the employee.

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

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

If any employee fails to return to work after the leave period has expired, unless the absence is due to continued family or personal illness or other circumstances beyond the employee's

control, the District will require the employee to reimburse the District's share of the health insurance premiums paid while the employee was on FMLA Leave.

Special Rules:

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

The superintendent or designate will work individually with an employee who wants to apply for FMLA Leave. FMLA request forms are available from the central office.

Adoption Date 12/13/93

LEGAL REFS.: P.L. 103-3, "Family and Medical Leave Act of 1993

STAFF ETHICS

An effective educational program requires the services of men and women of integrity, high ideals, and human understanding. To maintain and promote these essentials, all employees of the district are expected to maintain high standards in their school relationships. The standards include the following:

The maintenance of just and courteous professional relationships with students, parents, staff members, and others.

The maintenance of their own efficiency and knowledge of the developments in their fields of work

The transaction of all official business with the properly designated authorities of the school system.

The establishment of friendly and intelligent cooperation between the community and the school district.

Favorable representation of the school district at local events that are in recognition of the school's contributions to the community.

Placement of the welfare of children as the first concern of the school district, thus appointments to positions and promotions must be based solely on merit. The use of pressure on school officials for appointment or promotion is unethical

Restraint from using school contracts and privileges to promote partisan politics, sectarian religious views, or selfish propaganda of any kind.

Directing any criticism of other staff members or of any department of the school district toward the improvement of the school district. Such constructive criticism is to be made directly to the particular school administrator who has the administrative responsibility for improving the situation and then to the superintendent if necessary.

LEGAL REFS.: SDCL 13-43-25

CROSS REFS.: GBC Subcodes – GBCA, Staff Conflict of Interest

STAFF CONFLICT OF INTEREST

Employees of the board will not engage in or have a financial interest, directly or indirectly, in any activity that conflicts (or raises a reasonable question of conflict) with their duties and responsibilities in the school system.

Employees will not engage in work of any type where information concerning customer, clients, or employer originates from any information available to them through school sources.

Employees will not sell textbooks, instructional supplies, equipment, reference books, or any other school products to the schools in the district. They will not furnish the names of students or parents to anyone selling these materials.

Neither the spouse of a board member, nor any person who is related to a board member within the third degree of consanguinity, will be employed in the district, except by a unanimous vote by the board.

LEGAL REFS.: Constitution of the State of South Dakota, Article VIII, Section 17
 SDCL 13-20-2.1; 13-43-1; 13-43-2

CROSS REFS.: BBBA, Board Member Qualifications
 BBFA, Board Member Conflict of Interest
 GBC, Staff Ethics

STAFF CONDUCT

All staff members have a responsibility to familiarize themselves with and abide by the laws of the state as these affect their work, the policies of the board, and the regulations designed to implement them.

In the area of personal conduct, the board expects that teachers and others will conduct themselves in a manner that not only reflects credit to the school district, but also sets forth a model worthy of emulation by students.

All staff members will be expected to carry out their assigned responsibilities with conscientious concern.

Essential to the success of ongoing school operations and instructional program are the following specific responsibilities, which will be required of all personnel:

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

LEGAL REFS.: SDCL 13-8-44; 13-43-28

CROSS REFS.; GBC, Staff Ethics

BALTIC SCHOOL DISTRICT

SECTION 504

POLICY AND PROCEDURES

INTRODUCTION

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with disabilities in any program receiving federal financial assistance. The purpose of this handbook is to provide educators with information pertaining to the mandates set forth in Section 504 of the Rehabilitation Act of 1973. It is also designed to inform you of your responsibilities pertaining to Section 504 of the Rehabilitation Act of 1973. This handbook provides essential Section 504 steps and procedures. It includes an appendix of forms used by the district. If you have questions about any of the material contained in this handbook, you should contact your district's Section 504 Coordinator.

SECTION 504 - THE LAW

Section 504 of the Rehabilitation Act states:

“No otherwise qualified individual with disabilities in the United States shall solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance under any program or activity conducted by any Executive Order (29 USC 794).”

Section 504 of the Rehabilitation Act defines a person with a disability and a qualified person with a disability as anyone whom:

1. has a mental or physical impairment which substantially limits one or more major life activities:

*“Major life activities” include functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. When a condition **does not** substantially limit a major life activity, the person **does not** qualify under Section 504.*

2. has a record of such an impairment; or

Record of impairment means medical or psychological records exist of the disability.

3. is regarded as having such an impairment.

The second and third prong of the definition only become effective if because of the “record” or “history” discrimination occurs. Regarded as having an impairment means that a perception exists that a person is disabled, even though there may be no medical or psychological evidence to support the perception.

PROCEDURAL REQUIREMENTS OF SECTION 504

To ensure that the Baltic School District is complying with Section 504 of the Rehabilitation Act of 1973, the Baltic School District will:

1. Provide *Written Assurance of Nondiscrimination* whenever the Baltic School District receives federal money.
2. Designate an *Employee to Coordinate Compliance* with Section 504 of the Rehabilitation Act of 1973 (if there are more than 15 employees). [34 CFR 104.7 (a)]
3. Provide *Grievance Procedures* to resolve complaints of discrimination (if there are more than 15 employees); this does not apply to denial of employment. [34 CFR 104.7 (b)]
4. Provide *Notice* to students and parents. A separate notice will be available for employees, unions, and professional organizations of nondiscrimination in admission or access to, treatment and employment in, its programs or activities. *Notice will be included in student/parent handbook.*
5. Annually *notify* persons with disabilities and their parents or guardians of the Baltic School District's responsibilities under Section 504.
6. *Provide parents or guardians with Procedural Safeguards:*
 - A. notice of their rights;
 - B. an opportunity to review relevant records;
 - C. an impartial hearing. Parents or guardians will be notified of their right to request a hearing regarding the identification, evaluation, or educational placement of individuals with disabilities; and
 - D. review procedures
7. Conduct a *self-study* of the Baltic School District facilities and programs and policies to evaluate.

STEP 1: WRITTEN ASSURANCE OF NONDISCRIMINATION

Whenever the Baltic School District applies for state or federal monies, it will sign off on assurances that it does not discriminate on the basis of sex, race, or disability.

STEP 2: SECTION 504 COORDINATION

The Director of the Prairie Lakes Educational Cooperative will serve as the Baltic School District's Section 504 Coordinator. The Section 504 Coordinator's responsibilities include:

- * Establishment and monitoring of the district's Section 504 referral/identification/review process.
- * Maintaining data on Section 504 referrals.
- * Staff and parent awareness and training activities concerning Section 504 requirements.
- * Implementation of Section 504 grievance procedures.
- * Serve as the district's liaison with the Regional Office for Civil Rights.

STEP 3: GRIEVANCE POLICY AND PROCEDURES

The Baltic School District does not discriminate on the basis of a disability, race, color, national origin, sex, or age in access to employment in admission or access to, or treatment or employment in, its programs and activities. Any persons having inquiries concerning the school's compliance with the regulations implementing Section 504 is directed to contact:

Director of the Prairie Lakes Educational Cooperative
Section 504 Coordinator for the Baltic School District
Lowry Hall
Dakota State University
Madison, SD 57042
605-256-5555

who has been designated by the Baltic School District to coordinate efforts to comply with the regulations regarding nondiscrimination.

Section I

If any person believes that the Baltic School District or any of the district's staff has inadequately applied the regulations of Section 504 of the Rehabilitation Act of 1973, he/she may bring forward a complaint, which shall be referred to as a grievance, to the school district's Section 504 Coordinator. It should be understood by the individual(s) involved, that a complaint can be made to the Office of Civil Rights without going through the school district's Section 504 of the Rehabilitation Act of 1973 grievance procedures. The grievance procedures are to provide for prompt and equitable resolution of a complaint.

Section II

The person who believes he/she has a valid basis for a grievance will discuss the grievance informally and on a verbal basis with the Baltic School District's Section 504 Coordinator, who will in turn investigate the complaint and reply with an answer to the complaint. The grievance should be presented to the Section 504 Coordinator as soon as possible after

the person knew or should have known the basis for a grievance may exist. The Complainant may initiate formal procedures according to the following steps:

Step 1

A written statement of the grievance signed by the Complainant will be submitted to the school district's Section 504 Coordinator within five (5) business days of receipt of answers to the informal complaint. The Section 504 Coordinator will further investigate the matters of grievance and reply in writing to the Complainant within (5) business days.

Step 2

If the Complainant wishes to appeal the decision of the school district's Section 504 Coordinator, the Complainant may submit a signed written statement of appeal setting forth the reason(s) the Complainant does not agree with the Coordinator's determination, to the Superintendent of Schools within five (5) business days after receipt of the Coordinator's response. The Coordinator and Superintendent cannot be the same individual. The Superintendent will meet with all parties involved, formulate a conclusion, and respond in writing to the Complainant within ten (10) business days.

Step 3

If the Complainant remains unsatisfied, he/she may submit a signed written statement of appeal setting forth the reason(s) the Complainant does not agree with the Superintendent's determination to the school district Board of Education within five (5) business days of his/her receipt of the Superintendent's response in step two. In an attempt to resolve the grievance, the Board of Education will meet with the concerned parties and their representatives within forty (40) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal will be sent to each concerned party within ten (10) business days of this meeting.

Step 4

The person can file a complaint with the Office of Civil Rights at any time before or during the grievance procedures: U.S. Department of Education, Office for Civil Rights, 10220 North Executive Hills Boulevard, 8th Floor, Kansas City, Missouri 64153-1367, (816)880-4202, TDD (816)891-0582, Fax (816)891-0644.

The school district's Section 504 Coordinator, on request, will provide a copy of the district's Section 504 grievance procedure and investigate all complaints in accordance with this procedure. A copy of each of the Acts and the regulations, on which this notice is based, may be found in the Section 504 Coordinator's Office and the Superintendent's Office.

STEP 4: NOTICE TO STUDENTS-PARENTS AND EMPLOYEES

The superintendent will provide an annual non-discrimination notice to parents and students. This notice will be included in the student/parent handbook. It may also be included in the district's back to school information in order to ensure that all students and parents have been notified. The superintendent will keep on file in his/her office, documentation of this annual notice.

The superintendent will provide an annual non-discrimination notice to school district employees. This will be posted in each school district attendance site, in areas that are readily available to all district personnel. The superintendent will keep on file in his/her office, documentation of this annual notice.

Notice of Non-Discrimination

Applicants for admission and employment, students, parents, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the Baltic School District are hereby notified that the Baltic School District does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning the school's compliance with the regulations in implementing Section 504 of the Rehabilitation Act of 1973, is directed to contact:

Director, Prairie Lakes Educational Cooperative
Section 504 Coordinator for the Baltic School District
Lowry Hall
Dakota State University
Madison, SD 57042
605-256-5555

who has been designated by the school to coordinate efforts to comply with the regulations regarding non-discrimination.

STEP 5: NOTICE TO INDIVIDUALS WITH DISABILITIES AND PARENTS

The superintendent will annually notify persons with disabilities and their parents or guardians of the Baltic School District's responsibilities under Section 504.

NOTICE SECTION 504 OF THE REHABILITATION ACT OF 1973

School: Baltic School District

Date: _____

Section 504 is an Act, which prohibits discrimination against individuals with disabilities in any program receiving federal financial assistance. The Act defines a person with a disability as anyone whom:

1. *has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing learning, and working);*
2. *has a record of such impairment; or*
3. *is regarded as having such an impairment.*

In order to fulfill obligations under Section 504, the Baltic School District has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in any of the programs and practices of the school system.

The school district has responsibilities under Section 504, which include the obligation to identify, evaluate, and if the student is determined to be eligible under Section 504, to provide appropriate educational services. If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to a hearing with an impartial hearing officer.

The Family Educational Rights and Privacy Act (FERPA) also specifies rights related to educational records. This Act gives the parent or guardian the right to: 1) inspect and review his/her child's educational records; 2) make copies of these records; 3) receive a list of all individuals having access to those records; 4) ask for an explanation of any item in the records; 5) ask for an amendment to any record on the grounds that it is inaccurate, misleading, or violates the child's rights; and 6) a hearing on the issue if the school refuses to make the amendment.

If there are questions, please feel free to contact:

Director, Prairie Lakes Educational Cooperative
Section 504 Coordinator for the Baltic School District
Lowry Hall
Dakota State University
Madison, SD 57042

605-256-5555

STEP 6: SECTION 504 PROCEDURAL SAFEGUARDS

School: Baltic School District

Date: _____

The following is a description of student and parent rights granted by federal law. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

YOU HAVE THE RIGHT TO:

1. Have your child take part in, and receive benefits from public education programs without discrimination based on a disability.
2. Have the school district advise you as to your rights under federal law.
3. Receive written notice with respect to identification, evaluation, or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with other students without disabilities to the maximum extent appropriate. It also includes the right to have the district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to students without disabilities.
6. Have your child receive accommodations under Section 504 of the Rehabilitation Act of 1973.
7. Have evaluation, educational, and placement decisions made based upon a variety of information sources, and by individuals who know your child, the evaluation data, and placement options.
8. Have transportation provided to a school placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by the school district.
9. Give your child an equal opportunity to participate in non-academic and extracurricular activities offered by the school district.
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program, and placement.
11. Obtain copies of educational records at a reasonable cost if the fee would effectively deny you access to the records.
12. Receive a response from the school district to reasonable requests for explanations and interpretations of your child's records.
13. Request an amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school district refuses this request, it will notify you within a reasonable period of time, and advise you of the right to a hearing.
14. Request mediation or an impartial due process hearing related to decisions regarding your child's identification, evaluation, educational program, or placement. You and your child may take part in the hearing and have an attorney represent you.
15. Ask for payment of reasonable attorney fees if you are successful in your claim.

16. File a local grievance or complaint to the Office of Civil Rights in Denver, Colorado.

17. Sources for you to contact for additional assistance in understanding your rights:

South Dakota Advocacy Services
221 South Central
Pierre, SD 57501
1-800-658-4782 (voice/TTY)
or
605-224-8294

South Dakota Parent Connection
3701 W. 49th Street, Suite 200 B
Sioux Falls, SD 57106
1-800-640-4553

Office of Civil Rights
U.S. Department of Education
10220 North Executive Hills Boulevard
8th Floor
Kansas City, Missouri 64153-1367
816-880-4202
816-891-0582 (TDD)
816-891-0644 (Fax)

The person at the school who is responsible for Section 504 compliance is:

<u>Director of the Prairie Lakes Educational Cooperative</u>	<u>605-256-5555</u>
Section 504 Coordinator	Telephone Number

* These rights are to be sent only if the student is not being evaluated for special education services and with any prior notice in regards to the identification, evaluation, and placement for Section 504 services only.

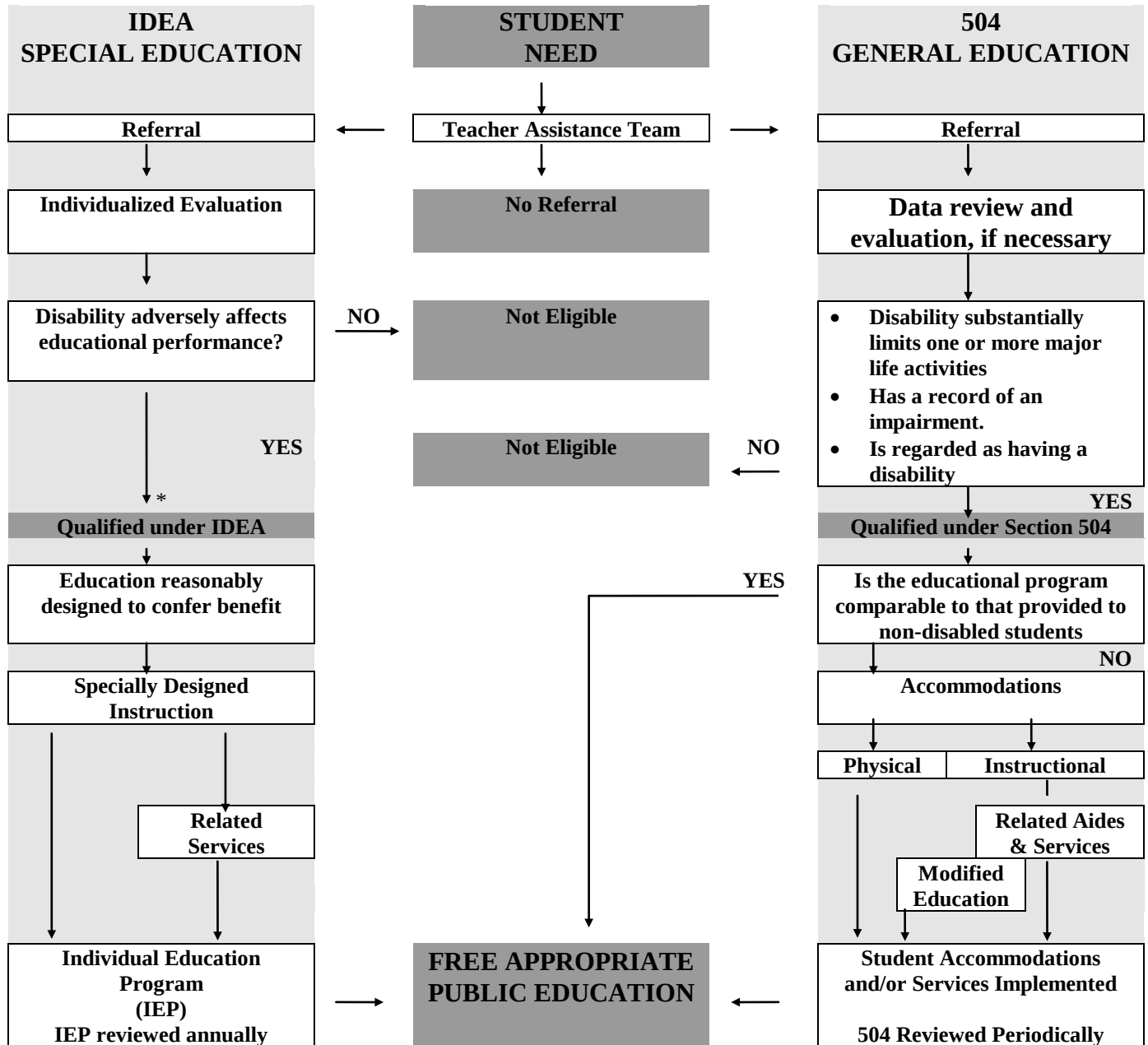
STEP 7: SELF-EVALUATION

A self-evaluation for possible discrimination of school district facilities, programs and policies has been completed by the Baltic School District. The Baltic School District has developed a transition plan that outlines how the district will eliminate any forms of discrimination. The self-evaluation plan and transition plans are on file and can be viewed at the Office of the Superintendent during regular business hours.

SECTION 504 CONSIDERATIONS

1. Section 504 requires accommodations and services.
2. Current drug use is not considered a disability. An individual who has stopped using drugs and/or alcohol and is undergoing rehabilitation could be protected.
3. Section 504 requires notice to the parent or guardian with respect to identification, evaluation, and placement.
4. Parental permission is required for evaluation or reevaluations.
5. Notice is required before a “significant” change in placement.
6. Evaluation draws on information from a variety of sources in the area of concern; decisions made by a group knowledgeable about the student, evaluation data, and placement options. Requires parental notice and consent.
7. Section 504 requires periodic re-evaluations.
8. Re-evaluation is required before a significant change in placement.
9. Section 504 does not contain a provision for independent evaluations at the district’s expense. However, the district should consider other evaluations and information regarding the student.
10. When interpreting evaluation data and making placement decisions, Section 504 requires the district to:
 - * Draw information from a variety of sources.
 - * Requires periodic re-evaluations and re-evaluations before a significant change in placement.
 - * Ensure that the placement decision is made by a group of persons including those who are knowledgeable about the child, the meaning of the evaluation data and placement options.
 - * Ensure that the student is educated with his/her non-disabled peers to the maximum extent appropriate.
11. Accommodations should be reviewed periodically.
12. The district must provide for an impartial hearing if parents or guardians disagree with the identification, evaluation, or placement of the student with a disability.

PLACEMENT PROCESS



APPENDIX

**SECTION 504
DISCRIMINATION GRIEVANCE
Filing Form**

Date: _____

Name of Person Filing Grievance _____

Title: _____

School: _____

Place where you may be reached _____

Address: _____

Phone: _____

SUMMARY OF GRIEVANCE:

If others are affected by the possible violation, please give their names and/or positions:

Please describe any corrective action you wish to see taken with regard to the possible violation.
You may also provide other information relevant to this grievance.

Signature of Person Filing Grievance

Date

Signature of Person Receiving Grievance

Date

Notice of Non-Discrimination

Applicants for admission and employment, students, parents, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the Baltic School District are hereby notified that the Baltic School District does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning the school's compliance with the regulations in implementing Section 504 of the Rehabilitation Act of 1973, is directed to contact:

Director, Prairie Lakes Educational Cooperative
Section 504 Coordinator for the Baltic School District
Lowry Hall
Dakota State University
Madison, SD 57042
605-256-5555

who has been designated by the school to coordinate efforts to comply with the regulations regarding non-discrimination.

**BALTIC SCHOOL DISTRICT
NOTICE
SECTION 504 OF THE REHABILITATION ACT OF 1973**

Date: _____

Section 504 is an Act, which prohibits discrimination against individuals with disabilities in any program receiving federal financial assistance. The Act defines a person with a disability as anyone whom:

1. *has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working);*
2. *has a record of such impairment; or*
3. *is regarded as having such an impairment.*

In order to fulfill obligations under Section 504, the Baltic School District has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in any of the programs and practices of the school system.

The school district has responsibilities under Section 504, which include the obligation to identify, evaluate, and if the student is determined to be eligible under Section 504, to provide appropriate educational services. If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to a hearing with an impartial hearing officer.

The Family Educational Rights and Privacy Act (FERPA) also specifies rights related to educational records. This Act gives the parent or guardian the right to: 1) inspect and review his/her child's educational records; 2) make copies of these records; 3) receive a list of all individuals having access to those records; 4) ask for an explanation of any item in the records; 5) ask for an amendment to any record on the grounds that it is inaccurate, misleading, or violates the child's rights; and 6) a hearing on the issue if the school refuses to make the amendment.

If there are questions, please feel free to contact:

**Director, Prairie Lakes Educational Cooperative
Section 504 Coordinator for the Baltic School District
Lowry Hall
Dakota State University
Madison, SD 57042**

605-256-5555

**SECTION 504
REFERRAL**

Student:_____ Date:_____

School:_____ Date of Birth:_____

Parent:_____ Phone:_____

Address_____ School:_____

Teacher_____ Grade:_____

Referred by_____

Position:_____

1. Reason for referral: _____

2. Accommodations and interventions attempted (attach appropriate documentation):_____

3. Has the student ever been referred, evaluated, and/or received services from special education?

____YES____NO If yes, explain:_____

4. Referral action: _____

Principal's Signature

Date

Section 504 Coordinator

Date

SCHOOL DISTRICT SECTION 504 SERVICES

Parent Rights Brochure Enclosed _____ Initial _____

PARENTAL PRIOR NOTICE For Evaluations/Reevaluations

Student's Name	Grade	Birthdate	Social Security #	Age	Sex
Address		Home Phone		Today's Date	

PURPOSE OF NOTICE: (Check those that apply)

☐ Referral for an evaluation	☐ Determination of the educational placement for your student
☐ Evaluation of your student's Section 504 needs	☐ Amendment of your student's Section 504 Plan
☐ A discussion of your student's evaluation results	☐ A change in the Section 504 accommodations/services now being provided to your student
☐ Determination of your student's eligibility for Section 504 protections	☐ Other issues, specifically: _____
☐ Reevaluation of your student's continued need for Section 504 protections	
☐ Development of a Section 504 Plan for your student	

- ☐ For the reason(s) noted above, the district proposes to initiate/change the following course of action:
- ☐ For the reason(s) noted above, the school district is declining to initiate/change the following course of action:

The reason(s) why this course of action is being proposed or declined: _____

The following options and programs were considered by the district and for the reasons noted here, they were rejected: _____

The following school district reports, observations, records, academic tests, evaluations or developmental screening activities provide the basis for the school district's decision. Also listed here are the types of assessments or reports the district proposes to use to determine your child's eligibility/continuing eligibility for Section 504 protection/accommodations or the appropriate Section 504 Plan for your student:

Noted below are other factors which relate directly to the actions the district plans to take or actions the district declines to take:

PERMISSION FOR EVALUATION/REEVALUATION

Person(s) requesting evaluation _____ Date: _____/_____/_____
Administrator's Signature _____ Date: _____/_____/_____

The school district must gather important information in order to develop the best possible program to meet your child's educational needs. The school district's policy requires that you approve any testing and/or other evaluation of your child. Below you will find the types of tests that will be conducted, with your consent, by a qualified examiner. If you have any questions concerning the tests or the parent rights brochure enclosed, contact the school principal immediately.

TYPES OF TESTS: (Check Test(s) to be given)

☐ Achievement Test(s)	☐ Perceptual Test(s)	☐ Physical Therapy Test(s)	☐ Developmental Tests
☐ Intelligence Test(s)	☐ Language Test(s)	☐ Occupational Therapy Test(s)	☐ Medical Test(s) (related to child's disability)
☐ Personality Test(s)	☐ Speech Test(s)	☐ Vocational Test(s)	☐ Other Test(s)
☐ Behavioral Test(s)	☐ Hearing Test(s)		
☐ Adaptive Behavior Test(s)	☐ Vision Test(s)		

PARENT/GUARDIAN CONSENT:

ARSD 24:05:30:17. Consent "Consent" means that the parents have been fully informed of all information relevant to the activity for which consent is sought, in the native language, or other mode of communication; the parents understand and agree in writing to the carrying out of the activity for which consent is sought, and the consent describes that activity and lists any records which will be released and to whom; and the granting of consent by the parent is voluntary and may be revoked in writing at any time.

I have been fully informed of all information relevant to the evaluation and hereby give my consent for the evaluation of the above named child.

Signature of Parent/Guardian _____ Date ____/____/____ Home Phone _____

Address _____ Work Phone _____

Please return this form to:

Phone number: _____

As this written notice is an initial referral for an evaluation, a notification of a Section 504 program meeting, a request for permission to reevaluate your child, or registration of a complaint, a copy of all procedural safeguards afforded you is enclosed. As the parent of a child with a disability, you are afforded certain rights under Section 504 of the Rehabilitation Act. Please read the provided copy of procedural safeguards and parental rights prior to our scheduled meeting. We will review these safeguards at our meeting. Additional sources for you to contact to obtain assistance in understanding your rights are attached.

*****FOR SCHOOL USE ONLY*****

Date received by the school district: _____ from parent or guardian.

Revised 7/98

PARENTAL PRIOR NOTICE FOR MEETINGS

Student's Name	Grade	Birthdate	Social Security #	Age	Sex
Address			Home Phone	Today's Date	

PURPOSE OF NOTICE: (Check those that apply)

☐ Referral for an evaluation ☐ Evaluation of your student's Section 504 needs ☐ A discussion of your student's evaluation results ☐ Determination of your student's eligibility for Section 504 protections ☐ Reevaluation of your student's continued need for Section 504 protections ☐ Development of a Section 504 Plan for your student	☐ Determination of the educational placement for your student ☐ Amendment of your student's Section 504 plan ☐ A change in the Section 504 accommodations/services now being provided to your student ☐ Other issues, specifically: _____ _____ _____

- ☐ For the reason(s) noted above, the district proposes to initiate/change the following course of action:
- ☐ For the reason(s) noted above, the school district is declining to initiate/change the following course of action:

The reason(s) why this course of action is being proposed or declined: _____

The following options and programs were considered by the district and for the reasons noted here, they were rejected: _____

The following school district reports, observations, records, academic tests, evaluations or developmental screening activities provide the basis for the school district's decision. Also listed here are the types of assessments or reports the district proposes to use to determine your child's eligibility/continuing eligibility for Section 504 protection/accommodations or the appropriate Section 504 Plan for your student:

Noted below are other factors which relate directly to the actions the district plans to take or actions the district declines to take:

PROPOSED MEETING ARRANGEMENTS

We will be meeting at: _____ (Place)
on _____ (Date) starting at _____ (Time).

Presently, we anticipate that _____,
_____, _____,
_____, _____, will be meeting with us.

Representatives from the following agencies will also be invited to attend: _____,
_____.

If the proposed meeting date, time and place are convenient for you, please initial and date this form and bring it with you to the meeting: _____ (Parent's initials) _____ (Date). If these arrangements are not convenient for you, please call us at the number listed below.

As this written notice is an initial referral for an evaluation, a notification of a Section 504 program meeting, a request for permission to reevaluate your child, or registration of a complaint, a copy of all procedural safeguards afforded you is enclosed. As the parent of a child with a disability, you are afforded certain rights under Section 504 of the Rehabilitation Act. Please read the provided copy of procedural safeguards and parental rights prior to our scheduled meeting. We will review these safeguards at our meeting. Additional sources for you to contact to obtain assistance in understanding your rights are attached.

Please call _____ at _____ between the hours of _____ and _____ if you have any questions about the information provided above or the enclosed parental rights brochure.

*****FOR SCHOOL USE ONLY*****

This parental notice/consent form was received by the district on: _____ (Date)

Revised 7/98

**BALTIC SCHOOL DISTRICT
SECTION 504
ACCOMMODATION PLAN**

Page 1 of 2

Name: _____ DOB: _____ Sex: ____ Grade: _____

Address (Street, City, State, Zip): _____

School: _____ Case Manager: _____ Date: _____

I. TEAM MEMBERS

Name and Position

II. EVALUATION INFORMATION CONSIDERED:

III. DETERMINATION OF HANDICAP: _____ NO _____ YES

Check all the reasons/criteria which apply: (a student qualifies for 504 with only one criteria checked)

_____ 1. Has a physical or mental impairment, which substantially limits one or more life activities:

_____ 2. Has a record of such impairment;

_____ 3. Is regarded as having such an impairment.

Identify impairment: _____

Identify life activity: _____

COMPARABILITY TEST

If student is determined to have a disability, what are those deficits where compensation is needed in order to provide, as nearly as possible, educational opportunity equal to the educational opportunity accorded to similarly situation non-disabled students? Comparability Test is not a "test" in the usual meaning of the term. It is a considered comparison.

	Identify the areas ¹ where student does not appear to have equal opportunity.	Describe the nature of the deficit(s).	Describe the relative degree of the deficit as compared with non-disabled students.
1.			
2.			
3.			
4.			
5.			

¹ Areas may include, but not limited to, subjects, components thereof, any life activity, physical/mental condition, functions considered school sponsored activity, etc.

**BALTIC SCHOOL DISTRICT
SECTION 504
ACCOMMODATION PLAN**

Page 2 of 2

Differentiate areas impacted by unequal opportunity owing to disability (from page 1) into instructional adaptations or physical adaptations:

1. Describe INSTRUCTIONAL adaptations, modifications, or accommodations to be provided. Attach goals and objectives if appropriate.

	AREA	ADAPTATIONS, MODIFICATIONS, ACCOMMODATIONS (INSTRUCTIONAL)	PERSON RESPONSIBLE
A.			
B.			
C.			
D.			
E.			
F.			

2. List/Describe any PHYSICAL accommodations necessary. (Does not include INSTRUCTIONAL interventions.)

	AREA	ADAPTATIONS, MODIFICATIONS, ACCOMMODATIONS (INSTRUCTIONAL)	PERSON RESPONSIBLE
A.			
B.			
C.			

3. By item identification number (1 and/or 2 above), specify beginning and ending date of accommodations.

<u>1A. begins</u>	<u>ends</u>	<u>2.A.begin</u>	<u>ends</u>
<u>1B. begins</u>	<u>ends</u>	<u>2B. begins</u>	<u>ends</u>
<u>1C. begins</u>	<u>ends</u>	<u>2C. begins</u>	<u>ends</u>
<u>1D. begins</u>	<u>ends</u>		
<u>1E. begins</u>	<u>ends</u>		
<u>1F. begins</u>	<u>ends</u>		

4. Monitoring Schedule - When will this plan be reviewed?

Month:_____ Day:_____ Year:_____

Signature of Case Manager

Date

(Unless otherwise transmitted and documented, mail copy of plan with attached statement of rights under Section 504. Retain copy in student records.)

SECTION 504 PROCEDURAL SAFEGUARDS

School: Baltic School District

Date: _____

The following is a description of student and parent rights granted by federal law. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

YOU HAVE THE RIGHT TO:

1. Have your child take part in, and receive benefits from public education programs without discrimination based on a disability.
2. Have the school district advise you as to your rights under federal law.
3. Receive written notice with respect to identification, evaluation, or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with other students without disabilities to the maximum extent appropriate. It also includes the right to have the district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to students without disabilities.
6. Have your child receive accommodations under Section 504 of the Rehabilitation Act of 1973.
7. Have evaluation, educational, and placement decisions made based upon a variety of information sources, and by individuals who know your child, the evaluation data, and placement options.
8. Have transportation provided to a school placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by the school district.
9. Give your child an equal opportunity to participate in non-academic and extracurricular activities offered by the school district.
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program, and placement.
11. Obtain copies of educational records at a reasonable cost if the fee would effectively deny you access to the records.
12. Receive a response from the school district to reasonable requests for explanations and interpretations of your child's records.
13. Request an amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of

your child. If the school district refuses this request, it will notify you within a reasonable period of time, and advise you of the right to a hearing.

14. Request mediation or an impartial due process hearing related to decisions regarding your child's identification, evaluation, educational program, or placement. You and your child may take part in the hearing and have an attorney represent you.
15. Ask for payment of reasonable attorney fees if you are successful in your claim.
16. File a local grievance or complaint to the Office of Civil Rights, U.S. Department of Education, 10220 North Executive Hills Boulevard, 8th Floor, Kansas City, Missouri 64153-1367, (816)880-4202, TDD (816)891-0582, Fax (816)891-0644.
17. **Sources for you to contact for additional assistance in understanding your rights:**

South Dakota Advocacy Services
221 South Central
Pierre, SD 57501
1-800-658-4782 (voice/TTY)
or
605-224-8294

South Dakota Parent Connection
3701 W. 49th Street, Suite 200 B
Sioux Falls, SD 57106
1-800-640-4553

Office of Civil Rights
U.S. Department of Education
10220 North Executive Hills Boulevard
8th Floor
Kansas City, Missouri 64153-1367
816-880-4202
816-891-0582 (TDD)
816-891-0644 (Fax)

The person at the school who is responsible for Section 504 compliance is:

Director of the Prairie Lakes Educational Cooperative
Section 504 Coordinator

605-256-5555
Telephone Number

**BALTIC SCHOOL DISTRICT
SECTION 504
REVIEW OF SERVICES**

Student:_____

Date:_____

PURPOSE OF MEETING: It is necessary to periodically review the student's progress under Section 504 and make recommendations to continue, modify, or terminate the program(s).

DISCUSSION OF PROGRESS: _____

RECOMMENDATION:

- ☐ Continue present services with no changes.
- ☐ Modify the present program (specify below).
- ☐ Exit from program based upon the following evaluation results.

DISCUSSION OF RECOMMENDATIONS: _____

The following members of the Section 504 committee agree with the recommendations:

Team Signatures

Position

Date

SEXUAL HARASSMENT AND INTIMIDATION POLICY (For Students and Employees)

1. BASIC POLICY

The Baltic Public School District # 49-1 is committed to a positive and productive working and learning environment free from discrimination. Discrimination adversely affects morale and interferes with employee and student ability to work and learn. The district prohibits sexual harassment by intimidation of its employees or students, whether committed by a co-worker, supervisor, subordinate, contractor, volunteer or students, and finds such behavior just cause for disciplinary action. The district will not tolerate such behavior between members of the same or opposite sex. The district will take prompt, effective, equitable and remedial action on reports, complaints, and grievances of sexual harassment or intimidation (including informal reports of the inappropriate sexual or gender-directed conduct) which come to the attention of the district.

The district prohibits RETALIATION against any employee or student because he or she has made a report of alleged sexual harassment, or against any employee or student who has testified, assisted, or participated in the investigation of a report. Retaliation is itself a violation of federal and state regulation prohibiting discrimination and will lead to disciplinary action against the offender.

This policy applies to individuals attending any events on district property, whether or not district-sponsored, and to any school-sponsored events, regardless of location.

2. DEFINITION

Sexual harassment is generally defined as unwelcome sexual advances, requests for favors and other verbal, nonverbal or physical conduct of a sexual or gender-directed nature when:

1. Submission is made either explicitly or implicitly a term or condition of an individual's employment for education.
2. Submission to or rejection of that conduct or communication by an individual is used as a factor in decision affecting that individual's employment or education; or
3. That conduct or communication has to purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or of creating an intimidating, hostile or offensive employment or educational environment.

An "intimidating, hostile or offensive employment or educational environment" means an environment in which:

1. Any unwelcome behavior with sexual connotation makes a student or employee feel uncomfortable, humiliated, or embarrassed, or
2. Any aggressive, harassing behavior in the workplace or school is directed toward an individual based on their sex and interferes with their ability to perform at work or school

The following are some examples of sexual harassment or intimidation:

1. Sexual advances which are unwanted (this may include situations which began as reciprocal, but later ceased to be reciprocal).
2. Sexual gestures, verbal abuse, sexually-oriented jokes, innuendo or obscenities.
3. Displaying of sexually suggestive objects, pictures, cartoons, or posters.
4. Sexually suggestive letters, notes, threats, or invitation.

5. Employment for educational benefits affected in exchange for sexual favors.
6. Physical conduct such as assault, attempted rape, impeding or blocking movement, or unwelcome touching.
7. Hazing, or daring to perform in unsafe work or learning practices, particularly directed toward students or employees in nontraditional or athletic settings.

3.PREVENTION

It is the policy of this district to provide regular in-service education and training about sexual harassment and intimidation for employees and students.

Sexual harassment prevention training may be included in staff and student orientation, and students, employees, parents and caregivers may be actively involved in the development of the district's sexual harassment prevention program.

4.REPORTING

Students or employees who believe they may have been harassed or intimidated should contact a counselor, the Title IX Coordinator, or first level supervisor who is not involved in the alleged harassment.

5.INFORMAL AND FORMAL RESOLUTION OF COMPLAINTS

INFORMAL: the district is committed to the proper and equitable resolution of all reports or complaints. An individual may voluntarily choose informal measures, but will be informed of the options and the timelines available to them in informal complaints procedures. The following informal steps may be tried if the individual chooses, and if the harassment is not severe.

1. Inform the individual that he or her behavior is unwelcome, offensive or inappropriate. Confrontation is not required, however, it may be accomplished in a letter developed with assistance of a counselor or coordinator.
2. Notify a counselor, Title IX Coordinator, or other trusted adult. Early reporting assists in stopping the unwanted behavior.
3. Keep notes, journal, or a record of dates, times, places, witnesses, and description of each incident. Save all notes and records in a safe place.
4. Request a copy of the district's sexual harassment policy so that reporting processes are clear.

FORMAL: at any time, an individual may choose to initiate a formal procedure to resolve the problem. At no time shall an individual's attempt at informal resolution be used to delay or excuse the district's responsibility to investigate reports of harassment in a prompt and equitable manner, with or without a formal complaint.

All individuals are permitted and encouraged to have a friend or adviser present with them for moral support during any stage of the reporting and investigation. Once a report or complaint has been filed with the Title IX Coordinator or other designated administrator, a confidential and expeditious investigation shall begin following the procedures outlined in DISTRICT'S GRIEVANCE PROCEDURE (attached).

6.CONFIDENTIALITY

A report of sexual harassment or intimidation and investigation are to be kept in strictest confidence, where practical, for the protection of all parties involved.

The district's obligation to investigate and take corrective action may supersede an individual's right to privacy.

Pending the completion of the investigation, however, the superintendent may take any action necessary to protect the alleged victim, or other employees or students consistent with requirements of applicable regulations and statutes, if any.

7.SANCTIONS

Consistent with the requirements of applicable regulations or status, the superintendent may take such action as deemed necessary and appropriate after the completion of investigation. All parties involved in the investigation shall be notified of the decision of the superintendent (by registered mail).

The final disposition of the case may be by action of the Board of Education if there is a recommendation for non-renewal or employment termination or expulsion. But due process rights of all individuals will be protected.

A substantiated charge against an employee of the district shall subject the employee to disciplinary action in accordance with any appropriate employee contract, up to and including discharge. A substantiated charge against the students shall subject that student to student disciplinary action including suspension or expulsion, consistent with the district's student discipline policy.

8.FALSE ACCUSATIONS

Persons perpetrating false or fabricated accusations will be held responsible for their actions, and may be subject to disciplinary action as listed in SANCTIONS, above.

9.SPECIAL EDUCATION STUDENTS

While an individual's disability may not be used to excuse his or her sexually harassing behavior, problems involving students with disabilities shall be handled through the students IEP Team in accordance with all appropriate and applicable statutes and regulations.

10.NOTIFICATION

Notice of this policy, the districts prevention plan, and grievance procedure shall be posted in pertinent locations in all district buildings, including information on how to receive copies. Notice shall also be included in student, family, and staff handbooks, and updated annually with the names, locations and numbers of contact persons through the district.

11.REMEDIATION

Students and staff targets of harassment, and witnesses of harassment will be provided counseling and other support services available from staff of the district to help deal with the effects of harassment.

12.CONTACTS

Names, office locations and phone numbers of the District Title IX Coordinator and others designed to provide information and assistance include:

Title IX Coordinator: Robert A. Sittig Phone: 605/529-5461

Building Contacts: Building Principal

13.OTHER SOURCES OF ASSISTANCE

State Human Rights Agency: SD Division of Human Rights

222 E. Capitol, Suite 11

Pierre, SD 57501-5070

Telephone: 605/773-4493

U.S. Dept. of ED Office for Civil Rights, Regional Office:

OCR Denver Office, Federal Building

1244 Speer Blvd.

Denver, CO 80204-36582

303-844-2991 or TDD 303-844-3417

State Department of Education: Equal Education Opportunities Office

700 Governors Drive,

Pierre, SD 57501-2293

Telephone: 605/773-4257

Adoption: December 12, 1994

SECTION 504
AND
SEXUAL HARASSMENT AND INTIMIDATION
GRIEVANCE POLICY AND PROCEDURE

I. POLICY

It is the policy of the Baltic School District # 49-1 to providing a learning and working environment free from discrimination. To that end, the district requests students, parents and staff to assist the Superintendent and the Board of Education in identifying barriers to a discrimination-free learning and working environment in our schools. The following grievance procedure is provided as an avenue for the processing of complaints toward the prompt, equitable and appropriate elimination of unlawful discrimination from the learning and working environment.

II. DEFINITIONS

- A. Grievance: a complaint alleging a violation of any policy, procedure, or practice which would be prohibited by Title IX, Section 504 and other federal and state civil rights laws, rules, and regulations.
- B. Title IX: of the Education Amendments of 1972, the 1975 and 1980 implementing regulations, in any memoranda, directives, guidelines, or subsequent legislation or regulation that may be issued.
- C. Section 504: of the Rehabilitation Act of 1973.
- D. Federal and State Civil Rights Laws, Rules and Regulations: 1964 Civil Rights Act, Title VI, Title VII as amended, Title IX, Age Discrimination Act of 1967 and 1975 as amended, Equal Pay Act of 1963, Section 504 and the SD Human Relations Act, SDCL 20-13.
- E. Grievant (s): a student, parent, guardian or employee of the school district who submits a grievance.
- F. Baltic School District # 49-1, P.O. Box 309, Baltic, SD 57003-0309
- G. Title IX – Title IX / Section 504 Coordinator: the employee designated to coordinate the district's efforts to comply with equity regulations and facilitate processing of complaints (hereafter Coordinator). NOTE: The district may authorize others to conduct investigations of complaints.
- H. Day: a working day; the calculation of days in grievance processing shall exclude Saturday's, Sunday's and school holidays.

III. BASIC PROCEDURAL RIGHTS: applicable to all levels of the grievance process.

- A. The Title IX (or Title IX / Section 504) Coordinator (or authorized individual) shall receive complaints, actively and independently investigate the merits of the complaints and assist the parties in prompt, and equitable resolution of complaints. The Coordinator may be utilized as a resource by any party at any level of this procedure.
- B. This procedure does not deny the right of the grievant to file formal complaints with other state and federal agencies (SD Division of Human Rights or about U. S. Department of Education Office for Civil Rights) or to seek private counsel for complaints alleging discrimination.

- C. In investigation of sexual harassment or sexual intimidation, it is recommended that the grievant be accompanied by a friend, parents or adviser of their own choosing for support during any part of the process.
- D. Retaliation against any person filing a grievance or any person participating in the investigation or resolution of a grievance is a violation of law and constitutes the basis for filing a separate grievance.
- E. If a grievance is taken to the Board of Education for a formal contested case hearing, parties shall have the right to representation, to present witnesses and evidence and to question opposing witnesses.
- F. It is the policy of this district to process all grievances in any confidential manner, to the extent possible.
- G. The District Superintendent, building principal or a board member of the district may request that. The Title IX Coordinator or any other authorized individual conduct an investigation of suspected violation of Title IX. The investigator will prepare a report as outlined in Level 2 of the grievance process.

III. PROCESS

Level 1: Principal or Immediate Supervisor (Informal and optional—may be bypassed by grievant)

Many problems can be solved by any informal meeting with the parties and the principal or Coordinator. An exception is that complaints of sexual harassment should be discussed with the first line supervisor or administrator that is not involved in the alleged harassment. Persons filing complaints of sexual harassment should never be forced to confront the alleged harasser. Further, handling of complaints through informal measures should not be used to impede the prompt resolution of the complaint, and grievant may bypass informal measures at any time to file a formal complaint.

Level 2: Title IX (Title IX / Section 504) or Other Authorized Grievance Coordinator

If the complaint or issue is not resolved at Level 1, the grievant may file a written grievance stating: 1) the nature of the grievance; 2) the remedy requested, and 3) be signed and dated by the grievant. The Level 2 written grievance must be filed with the Coordinator (or designated person) within sixty (60) days of the event or incident, or from the date the grievant could reasonably have become aware of such recurrence.

The Coordinator (or designated person) has authority to investigate already grievances. The Coordinator will submit a written report of the investigation with the Superintendent within fifteen (15) days after receipt of the written grievance. The Coordinator's report will include the following:

1. A clear statement of the allegations of the grievance and remedy sought by the grievant.
2. A statement of the facts as contended by each of the parties.
3. A statement of the facts as found by the Coordinator and identification of evidence to support each fact.
4. A list of all witnesses interviewed and documents reviewed during the investigation.
5. A narrative describing attempts to resolve the grievance.

6. The Coordinator's conclusion as to whether the allegations in the grievance are meritorious.
7. If the Coordinator believes the grievance is valid, the Coordinator will recommend appropriate action to the Superintendent.

The Superintendent will publish a decision within ten 10 days of receipt of report. Copies of the Superintendent's decision will be sent by certified mail to both parties to document receipt of the written decision.

Any recommended actions that are not under appeal will be implemented by the district within sixty (60) days, unless with reasonable justification communicated to all parties.

Level 3: The Board Of Education

If either party is not satisfied with the recommendations from Levels 2, either party may make a written appeal within ten (10) days of receiving the decision of the Superintendent to the Board of Education. On receipt of the written appeal the matter shall be placed on the agenda of the Board of Education for consideration at their next regularly scheduled meeting, but not later than thirty (30) days from the date of the appeal. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting.

After a hearing a decision shall be made. The decision of the Board of Education will be final.

IV. OTHER OPTIONS

At any time during this process, a grievant may file a complaint with the South Dakota Division of Human Rights (222 E. Capitol, Suite 11 c/o 500 E. Capitol Ave. Pierre, SD 57501-1070), OR with the U.S. Department of Education, Office for Civil Rights, Denver Regional Office, Federal Building, 1244 Speer Blvd., Denver, CO 80204-36582, OR take private legal action.

With questions or complaints CONTACT:

Robert A. Sittig
601 5th Street
P.O. Box 309
Baltic South Dakota 57003-0309
Telephone: 605/529-5461

TECHNICAL ASSISTANCE AVAILABLE: Division of Human Rights, 222 E. Capitol, Suite 11 c/o 500 E. Capitol Ave. Pierre South Dakota 57501-5070
Telephone: 605/773-4493 OR State Department Of Education, Equal Education Opportunities Office 700 Governors Drive, Pierre, SD 57501-2293
Telephone: 605/773-4257

SECTION 504 AND
SEXUAL HARASSMENT AND INTIMIDATION
GRIEVANCE FILING FORM

DATE _____

Your Name _____

Your school and / or position _____

Place where you may be reached
Address _____

Phone _____

THE FACTS (Please describe what happened in factual detail. Please identify witnesses or others who were present. Describe the impact this had on you. Please identify any person (s) you believe may be responsible. Use additional paper if needed.)

If others are affected by the possible violation, please give their names:

PAST HISTORY: (Please describe any past incidents that you believe are related to this grievance. Use additional paper if needed.)

SUGGESTED REMEDY: (Please describe any corrective action (“remedy”) you wish to see taken with regard to the possible violation. You may also provide other information relevant to this grievance. Use additional paper if needed.)

Signature of Grievant

Date

Signature of Person Receiving Grievance

Date

STAFF-STUDENT RELATIONS/ SOCIAL NETWORKING POLICY

Employees are prohibited from establishing personal relationships with students that are unprofessional and thereby inappropriate. Examples of unprofessional relationships include, but are not limited to: employees fraternizing or communicating with students as if employees and students were peers such as writing personal letters or emails; “texting” students; calling students on cell phones or allowing students to make personal calls to them unrelated to homework or class work; sending inappropriate pictures to students; discussing or revealing to students inappropriate personal matters about their private lives. If a student reveals inappropriate personal matters about themselves, the staff member should report that incident to the Principal or School Counselor.

Employees who post information on Facebook, MySpace or similar web sites that include inappropriate personal information such as, but not limited to: provocative photographs, sexually explicit messages, posting items exhibiting or advocating the use of illegal drugs or alcohol, or anything students are prohibited from doing must understand that if students, parents or other employees obtain access to such information, their case will be investigated by school and district officials and if warranted will be disciplined up to and including termination, depending upon the severity of the offense. In addition, staff may not post pictures of students on personal networking sites, they may not refer to specific students by name, and they may not include information that would identify individual students. Notwithstanding the foregoing, it is allowable for staff members to post pictures on personal networking sites of students in a public setting such as, but not limited to, sporting events or music concerts.

This policy does not preclude employees from setting up professional accounts (i.e. cell phone, Facebook, email, etc.) in which they communicate assignments, activity schedule changes and/or other professional and/or school related information. Staff may only post pictures, names, or personally identifiable information of students on professional accounts if the parent/guardian has given such permission as part of the Website Publishing Permission Agreement included in the annual student registration packet.

Additionally, certified personnel, depending upon the severity of the offense, may have their case forwarded to the South Dakota Department of Education for review and possible further sanctions.

First Reading:	March 15, 2011
Second Reading:	April 11, 2011
Adoption:	May 9, 2011
Revision First Reading:	January 14, 2013
Revision Second Reading:	February 11, 2013
Revision Third Reading:	March 11, 2013
Revision Adoption:	April 8, 2013

PERSONNEL COMMUNICABLE DISEASE

The Board recognizes its responsibility to provide a healthy environment for students and school employees.

The determination of whether an infected employee may be excluded from work activities shall be made on a case-by-case individual basis, under the direction of the superintendent of schools or his/her designate.

In situations where the decision requires additional knowledge and expertise, the superintendent will refer the case to a team for assistance in decision-making.

The team may be composed of:

1. Representation from the State Health Department
2. The employee's physician
3. The employee and/or representative
4. The school principal
5. School health services supervisor
6. Superintendent or designee
7. Other appropriate school personnel

In making the determination, the team shall consider:

1. The physical condition of the school employee
2. The expected type (s) all the interaction with others in the school setting
3. The impact on both the infected school employee and others in that setting
4. The South Dakota Department of Health policies and guidelines

The team may officially request assistance from the State Health Department. (See State Department Of Health Implemented Policy, dated 3/12/86.)

If the employment of an infected employee is to be interrupted or discontinued, the employee shall be entitled to use benefits as outlined in the Negotiated Agreement.

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

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

It is recognized that personal hygiene measures are part of creating a healthy environment. Thus good hand washing techniques are imperative in the school setting. Thorough maintenance cleaning his part of this environment. Instruction in appropriate handling of blood and body fluids will be provided.

EMPLOYEE COMMUNICABLE DISEASE GUIDELINES

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

Disease and Incubation Period*	Rules for Work Attendance
Acquired Immune Deficiency Syndrome (AIDS) 6 months-5 years	Determination should be made by the team process as outlined in the Communicable Disease Policy. The State Department Of Health guidelines on AIDS shall be used as reference.
Chicken pox 14-21 days	The employee may attend work after all pox are dried and scabbed
Cytomegalovirus (CMV) Salivary Gland Viruses	The employee may attend work. Precautions should be taken by contacts with immune suppression as an 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.
Giardiasis and Infectious Enteric Diseases 5-25 days or longer	The employee may attend work. Food handlers must remain at home until they have three (3) negatives stools specimens. Good hand washing in all cases should eliminate risk of transfer of infection.
Herpes Simplex 2-12 days	The employee may attend work during an active case. Good hand washing in all cases should eliminate risk of transfer of infection
Impetigo 4-10 days (variable)	The employee may attend school if under treatment and dry. Infected area must be kept covered.
Infectious Hepatitis 15-14 days Average = 25 days	The employee may attend work as directed by the physician. Appropriate personal hygiene precautions should eliminate risk of transfer of infection. Special consideration will be given to "food handlers".
Measles (Red, Hard, Rubeola, 7-day) 8-14 days,	The employee may work after a minimum of seven (7) days. Employees who have had contact with measles may attend work if the employee has had the measles or if immunization is up-to-date.
Infectious Mononucleosis (Glandular Fever) 2-6 weeks	The employee may attend work as directed by the physician.
Mumps 12-21 days	The employee may attend work after swelling has disappeared.
Pediculosis (Lice, Crabs)	The employee may attend work after treatment.

Pink Eye (Conjunctivitis) 5-12 days	The employee may attend work after the eye is clear, under treatment or with physician's written permission.
Planter's Wart	The employee may attend work.
Ring Worm (Scalp, Body, Athlete's Foot)	The employee may attend work if the area is under treatment. Infected area must be kept covered. Person must avoid showers.
Rubella (3-day, German Measles) 14-21 days	The employee may attend work after a minimum of four (4) days. Present exposure of pregnant women.
Scabies (7-year itch, Mites)	The employee may attend work after treatment
Streptococcal Infections (Scarlet Fever, Scarletina, Strep Throat) 1-3 days	The employee may attend work 24 hours after initiating oral antibiotic therapy, isn't running a fever and is 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 or symptom of disease.

LEGAL REFS.: SDCL 13-28-7.3; 13-43-3 through 13-43-3.3; 1-27-3
 ARSD 24:03;09;10

POLICY FOR HANDLING BLOOD AND OTHER BODY FLUIDS

The proper handling of blood and other body fluids is important in maintaining a clean, disease free environment. Therefore, all school employees will receive instruction when they are hired, and annually thereafter, regarding the proper handling of blood and other body fluids. The instruction will be provided by the employee's supervisor and will include the following information:

Food Service Workers –

1. All epidemiologic and laboratory evidence indicates that bloodborne and sexually transmitted infections are not transmitted during the preparation of serving food or beverages.
2. Food service workers are to follow recommended standards and practices of good personal hygiene and food sanitation as outlined in the Food Service Sanitation Handbook.
3. Food service workers are to exercise care to avoid injury to hands when preparing food. Should such an injury occur, food contaminated with blood will be destroyed.
4. Any equipment contaminated with blood or other body fluids will be cleaned with soap and water or a detergent and a disinfectant solution is to be used to disinfect the item.
5. Disposable rubber or similar impervious material gloves are to be used when cleaning any surface that has been contaminated with blood or other body fluids.
6. Proper procedure for putting on and removing gloves will be taught. After gloves are removed, hands must be thoroughly washed with soap and water.

Custodial Staff -

1. Disposable rubber or similar impervious material gloves are to be used when cleaning any surface that has been contaminated with blood or other body fluids.
2. Proper procedure for putting on and removing gloves will be taught. After gloves are removed, hands must be thoroughly washed with soap and water.
3. Surfaces which may be exposed to blood or other body fluids are to be cleaned and treated with a disinfectant solution (1: 10 dilution of household bleach).
4. Any vomitus or body fluid on carpeting is to be treated with dry deodorizer followed by hot water extraction.
5. Any potentially infective waste will be contained and transported in clearly identified heavy impervious material.
6. Waste which cannot be flushed down the toilet need be disposed love in regular trash pick ups, using a plastic liner in the trash can and a tight fitting lid.
7. Blood or other body fluids may be carefully poured down a drain connected to a sewer system.

Administrators/Teachers/Secretaries/Teachers Aides –

1. If possible, do not handle blood or other body fluids. Call the custodian.
2. If you must handle human body fluids, follow procedures delineated for custodial staff.

Coaches –

1. Athletes are to be provided individual, disposable drinking containers during practices and athletic events.

2. If possible, do not handle blood or other body fluids. However, if you must handle human body fluids, followed procedure delineated for custodial staff.
3. In August, before the start of student athletic/activities, the Activities Director will providing each activity coach/director with a copy of the South Dakota High School Activities Association Policy Regarding Presence of Blood During Interscholastic Contests or Practices.

School employees are directed to adhere to that policy. Any question (s) about the SDHSAA policy will be addressed to the Activities Director.

References-Federal Register Volume 52, Number 210

USE OF ALCOHOL, DRUGS, AND CONTROLLED SUBSTANCES BY EMPLOYEES
(Drugs Free Workplace)

Students and employee safety is a paramount concern to the school board. Employees under the influence of alcohol, drugs, or controlled substances are a serious risk to themselves, to students, and to other employees. Therefore, the school board will not tolerate unlawful manufacture, use, possession, sale, distribution or being under the influence of drugs or controlled substances. Nor will the board tolerate the unlawful use of, or being under the influence of, alcohol by an on-duty employee. Any employee who violates this policy will be subject to disciplinary action which may include dismissal. Each employee of the district is hereby notified that, as a condition of employment, that employee must abide by the terms of this policy and will report to the superintendent any criminal drug statute convictions for a violation occurring in or on the premises of this school district, or while engaged in regular employment. Such notification must be made by the employee to the superintendent no later than five (5) days after conviction. The superintendent will provide notice of such violation to the Impact Aid Program, United States Department of Education, or other appropriate government agency within ten (10) days after the superintendent receives such notice.

Thirty (30) days after receipt of information concerning a violation of this policy, the district will take appropriate discipline action which may include termination of employment or requiring the employee to participate in drug abuse assistance or rehabilitation program.

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

The school board recognizes that employees who have a drug abuse problem should be encouraged to seek professional assistance. An employee who requests assistance shall be referred to a treatment facility or agency in the community if such a facility or agency is available.

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

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

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

LEGAL REFS.: Public Law 100-690

STAFF PARTICIPATION IN POLITICAL ACTIVITIES

The Board recognizes that employees of the district have the same fundamental civic responsibilities and privileges as other citizens. Among these are the campaigning for elective public office and holding an elective or appointed public office.

Any employee who intends to campaign for any elective public office will notify the superintendent, in writing at the earliest possible moment, of the office which she/she intends to seek, together with the decision as to whether he/she wishes to continuing employment and under what terms and conditions.

The superintendent will meet with and discuss these matters with the employee involved and will present a proposed solution to the board for consideration. The essential element to be determined by the board is whether the activities proposed by that employee are compatible with the time requirements for fulfilling the employee's responsibilities to the district.

In connection with his/her campaign, no employee will use school system facilities, equipment, or supplies; nor will the employee discussed his/her campaign with students or with school personnel during the working day; nor will the employee use any time during the working day for campaigning purposes.

A teacher seeking an extended leave of absence for campaigning, office-holding, or other time-consuming activities connected with government service will apply for such leave in writing. The board will provide the teacher with a written answer to a request for political leave including selling arrangements.

If not elected, the employee may return to the position previously held.

LEGAL REFS.: SDCL 13-43-15.1

SUPERVISION OF STUDENTS

When students are in school, engaged 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 engaged 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 your 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 schools 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 REFS.: SDCL 13-32-1

PERSONNEL RECORDS

The superintendent will develop and implement a comprehensive and efficient system of personnel records, under the following guidelines:

1. A personnel folder for each employee will be accurately maintained in the district office.
2. In addition to the application for employment and references, personnel folders will contain records and information relative to compensation, payroll deductions, evaluations, and such other information as need be required by the state or considered pertinent.
3. All personnel records of individual employees of the board and will be considered confidential. They will not be open for public inspection; access will be limited to the superintendent, the appropriate building principal, and central office personnel authorized by the superintendent. The superintendent will take all necessary steps to safeguard unauthorized use of all confidential material.
4. Each employee will have the right, upon request, to review the contents of his/her own personnel file, with the exception of employment and emotional references and recommendations provided to the district on a confidential basis. Such request will be made to the superintendent and scheduled for a time convenient for the parties involved.
5. Employees may make written objections to any information contained in the file. Any written objection must be signed by the staff member and will become part of his/her personnel file. Anonymous material or material from an unidentified source will not be placed in a staff member's file unless it is signed by the person making the comment and the staff member is informed of the comment and afforded the opportunity to include a written response in the file.
6. Lists of district employees' names and home addresses will be released only to governmental agencies as required for official reports.

LEGAL REFS.: ARSD 24:03:04:12

STAFF COMPLAINTS AND GRIEVANCES

The board will encourage the administration to develop effective means for resolving differences that may arise among employees and between employees and administrators; reduce potential areas of grievances; and establish and maintain recognized channels of communication between the staff, administration, and the board.

Grievance procedures should provide for prompt and equitable adjustment of differences at the lowest possible administrative level, and each employee should be assured opportunity for an orderly presentation and review of complaints and concerns. Channels established will provide for the following:

1. That teachers and other employees may appeal a ruling of a principal or other administrator to the superintendent.
2. That all school employees may appeal a ruling of the superintendent to the board.

The machinery established for the resolution of grievances in agreements negotiated with recognized employee bargaining units will apply only to “grievances” as defined in the particular agreement.

LEGAL REFS.: SDCL 3-18-1; 3-18-1.1; 3-18-15 through 13-18-15.3;
13-43-26

TITLE IX GRIEVANCE PROCEDURE
BALTIMORE SCHOOL DISTRICT # 49-1

WHEREAS, the Board of Education of the Baltimore School District # 49-1, in compliance with the rules and regulations pertaining to nondiscrimination on the basis of sex under federally assisted education programs and activities, has established this procedure whereby a complaint related to the violation, interpretation, or application of the Title IX Rules and Regulations need be quickly and smoothly resolved;

WHEREAS, students and employees of the Baltimore School District # 49-1, are eligible to participate in this grievance procedure; and

WHEREAS, the resolution of real or alleged violations shall be motivated toward a solution that is satisfactory to the student or employee, the administration, and the board of education;

NOW, THEREFORE, BE IT RESOLVED, that the following grievance procedures be adopted by the Board of Education of the Baltimore School District # 49-1:

ARTICLE I-definitions;

- 1.1 Grievance: An issue that reaches Level One Procedure. This involves violation, interpretation, or application of any section of Part 106, Rules and Regulations, Title IX, Education Amendments of 1972.
- 1.2 Student: Any person enrolled as the students in any school and/or educational or recreational program authorized by the Baltimore School District # 49-1 Board of Education.
- 1.3 Employee: Any full-time or part-time teacher, secretary, aide, clerk, custodian, cleaner, administrator, or other person receiving compensation for services rendered the Baltimore School District # 49-1 Board of Education.
- 1.4 Title IX Coordinator: The person designated by the Board of Education to coordinate efforts to comply with Title IX Rules and Regulations.
- 1.5 Superintendent: The superintendent of schools or designated representative.

ARTICLE II – Level One Procedure

- 2.1 The students or employee who has a complaint, and is unable to solve the issue, may address the complaint in writing to the Title IX Coordinator.
- 2.2 The Title IX Coordinator's responsibilities –
 - a) Investigate, within one (1) week, the circumstances of the complaint;
 - b) Render a decision, within two (2) weeks after receipt of the complaint, and notify the complainant;
 - c) Provide the complainant one (1) week to react to the decision before it becomes final
- 2.3. Complainant's responsibilities-
 - a) Accept the decision, in writing, addressed to the Title IX Coordinator, or;
 - b) Disagree with the decision, in writing, addressed to the Title IX Coordinator. A Level Two procedure will be initiated.

ARTICLE III – Level Two Procedure

- 3.1 The Title IX Coordinator requests superintendent to review the complaint.
- 3.2 The superintendent will schedule a meeting within one (1) week of receipt of the request for review. The participants shall be the complainant, the coordinator and the superintendent.

3.3 The superintendent will make a decision within one (1) week which will be final. The complainant and the Title IX Coordinator will receive copies of the decision.

TITLE IX GRIEVANCE REPORT FORM

BALTIC SCHOOL DISTRICT # 49-1

Name (s) of Grievant (s) _____

Date of Filing _____

School Building _____

Position (s) of Grievant (s) _____

Home Address (es) _____

Phone Number (s) _____

Nature of Grievance: _____

Names and addresses of others involved in the grievance and the nature of their involvement: ____

Signature of Grievant (s) _____

Person Receiving Grievance _____

RESOLUTION OF GRIEVANCE
BALTIC SCHOOL DISTRICT # 49-1

(1) Violation: YES NO (is no, please explain)

(2) Corrective Actions Recommended:

(3) Remedial Measures Recommended:

Signature: _____

Date: _____

**SECONDARY PRINCIPAL'S JOB DESCRIPTION
BALTIC PUBLIC SCHOOLS 49-1**

DUTIES AND RESPONSIBILITIES

1. He/She shall be responsible for the administration and supervision of the secondary program, 7-12. He/She may delegate authority but is responsible for the results produced.
2. The Principal shall conduct staff evaluations in accordance with school policy, and shall report to the Superintendent and Board of Education on the efficiency of the staff.
3. The Principal shall recommend to the Superintendent a tentative budget of expenditures and make recommendations to the School Board for expenditures.
4. The Principal shall have charge of the buildings, furniture, grounds, and all other property belonging to the school in his/her area of supervision and shall see that they are kept in good order.
5. The Principal shall supervise the system of an annual inventory of equipment, textbooks, and supplies to the extent of his/her area of supervision
6. The Principal shall make recommendations to the Superintendent concerning facility concerns, building alterations, additions, new equipment, and improvement of grounds.
7. The Principal shall make all personnel recommendations to the Superintendent for the secondary school including employment, promotion, assignment, and dismissal of employees.
8. The Principal shall hold regular staff meetings to discuss matters of school interest.
9. The Principal shall assign supervision duties to members of his/her staff.
10. The Principal shall develop and administer discipline policies.
11. The Principal shall supervise the system of pupil accounting and personnel, which shall include attendance, tardiness, registration, permanent records, report cards, and personal records.
12. The Principal shall develop and direct the guidance/counseling services and Special Education programs of the secondary school.
13. He/She shall approve the teachers' daily schedule and all special teachers' regular schedules and assign students to teachers.
14. The Principal shall prepare and distribute a student handbook for the secondary school, and ensure that all teachers and students follow the policies and procedures set forth in the handbook.
15. He/She shall administer the rules and regulations of the Board of Education and the laws of the State of South Dakota pertaining to education in the secondary school.
16. The Principal shall assist the Activities Director to develop, organize, administer, and approve the curricular and extra-curricular activity program.

FILE: GCA-1

17. The Principal shall share in the supervision of the co-curricular activities along with the Superintendent, the Elementary Principal, and the Activities Director.
18. The Principal shall be the leader in curriculum development including the formation of curriculum committees, the alignment of curriculum with content standards, the formation of standards and benchmarks, and the development of a curriculum review rotation.
19. He/She shall keep himself/herself informed concerning educational progress by visiting other schools, circulating questionnaires, attending educational meetings, and by reading and study of educational literature.
20. The Principal shall approve all field trips and excursions.
21. The Principal shall consult with the Superintendent concerning school business for which there is no policy or precedent to follow before making a decision or adopting a course of action.
22. The Principal shall initiate the development of individual teacher files for the purpose of supervision and evaluation. Each entry in the file shall be open to, and known by the teacher involved.
23. The Principal shall carry out the Board's regulations on staff requests of absence, sick leave, personal leave, etc.
24. The Principal shall communicate with parents concerning a student's performance and/or behavior as needed.
25. The Principal shall take an active role in community affairs, which relate to the school or school affairs.

QUALIFICATIONS

1. The Principal shall be properly certified to the standards prescribed by the Department of Education and Cultural Affairs and the State of South Dakota.
2. The Principal shall hold at least a Master's Degree in Secondary Educational Administration and Supervision.
3. The Principal shall demonstrate the qualities of leadership, executive ability, personality, and character consistent with the position and shall set a high standard in the field of public relations.

APPOINTMENT

1. The Board of Education may appoint the Secondary Principal for a term of not more than three years. If, at that time, his/her services are unsatisfactory, he/she shall be notified in writing by the Superintendent and given an opportunity to correct the situation. If conditions are not corrected, he/she shall be given written notice in accordance with Codified Laws of South Dakota.
2. Reappointment of the Secondary Principal shall be accomplished on or before the March meeting of the Board of Education, or written notice that his/her services are no longer desired shall be presented to him/her at that time.

Adopted: 2-14-00

CONCESSIONS SUPERVISOR JOB DESCRIPTION
BALTIMORE PUBLIC SCHOOLS 49-1

Duties shall include but not be limited to the following:

1. Arrange for the ordering of concession supplies.
2. Arrange for an adequate number of concession workers.
3. For each session, file with the Business Manager a list of workers and what group each worker represents.
4. Concession times shall be 15 minutes prior to the beginning of the first events until the beginning of the middle of the fourth quarter.
5. Supervise the workers during set-up, selling, and cleanup.
6. See that all supplies and equipment are stored properly.
7. Concession area shall be left in as good as or better condition as when the session starts.
8. Keep administration informed of equipment conditions and needs.

BUS DRIVER JOB DESCRIPTION
BALTIMORE PUBLIC SCHOOLS 49-1

1. The bus driver shall follow such general directions as may be given by the Superintendent or Principal, and shall in all other matters be under the direction and supervision of the Superintendent.
2. A driver will be responsible for operation and upkeep of his/her bus. Buses are to be clean inside and out at all times. Drivers are not to allow the center aisle in the bus to become cluttered with books, instruments, and other objects at any time.
3. Drivers are to be responsible for the maintenance of adequate safety equipment and to keep it in good working condition.
4. Bus drivers are employed for that period when the school is in session only.
5. The bus driver will maintain proper driver's license and take the tests as required by law. The Superintendent shall be responsible to see that it is completed as required.
6. Bus drivers will appear neat and clean when working with the teachers, pupils, or public, courteously fulfill their duties, and observe the policies and regulations of the school district.
7. Bus drivers are to adhere strictly to the bus routes laid out. No special privileges are to be extended except in that case of emergency.
8. Bus drivers shall maintain discipline and order on buses and report discipline problems to the Principal.
9. Bus drivers must conform to the time schedules set by the Superintendent.
10. Conviction of a motor vehicle violation while in operation of bus shall be grounds for immediate termination of contract. Any conviction of DWI shall be grounds for immediate termination of contract.
11. Pay for the 19 89-90 school term shall be \$4800.00 paid over 12 months. Extra trips at a rate that shall be determined. 10 days sick leave accumulative to 20. 2 days personal leave as approved by the Superintendent to be taken off of sick leave. Up to \$35.00 per month for health insurance is participating in school group health insurance plan.

WEIGHT COACH JOB DESCRIPTION
BALTIMORE SCHOOL DISTRICT 49-1

PURPOSE:

To help students develop and maintain a safe, healthy workout program;
To improve overall health and fitness;
To promote a healthy lifestyle;
To enhance athletic performances and capabilities;
To promote weight training as a leisure and life-long activity.

DUTIES:

1. Inspect and maintain proper training equipment.
2. Develop age appropriate training programs
3. Instructs students and staff in proper training techniques.
4. Consult with the coaching staff to develop sport specific programs.
5. Coordinate requisitions/purchases of equipment with the Activities Director.
6. Inventory weight and fitness equipment.
7. Supervise the weight room a minimum of three days per week from 3:45-5:00 PM out-of-season, with hours to be arranged with the A.D. in-season.

NATIONAL HONOR SOCIETY CHAPTER ADVISER JOB DESCRIPTION
BALTIMORE PUBLIC SCHOOLS 49-1

Duties shall include but not be limited to the following:

1. Be familiar with the constitution of the National Honor Society and the by-laws of the Baltimore High School (BHS) Chapter of the National Honor Society (NHS).
2. Review junior and senior grades each semester to determine students who are scholastically eligible for membership in NHS.
3. Notify eligible students and distribute Student Activity Information Forms.
4. Call a meeting of the faculty council to consider membership applications.
5. Notify candidates of the faculty council's decision on membership applications.
6. Organize the annual NHS initiation banquet.
7. Regularly review each NHS member for compliance with Society standards and obligations.
8. Serve as a non-voting member of the faculty council.
9. Assist chapter officers in understanding and carrying out their duties.
10. Call meetings of the NHS membership as determined by chapter by-laws.
11. Coordinate at least one service project of the NHS membership each year.
12. Maintain files on membership, chapter history, activities, and financial records. Submit annual reports and the annual affiliation fee to the national office.
13. Notify local media of chapter events, including the selection of new members.
14. Coordinate with the secondary principal the ordering of honor cords, medallions, membership cards, etc.
15. Keep the administration informed of chapter membership, activities, and needs.

Baltic Elementary Principal Job Description

The principal is the administrator of the instructional programs of his/her school. They assume responsibility to the district superintendent for all activities and functions dealing with students and their surroundings during the school year.

General Administration

1. The principal will be responsible for the administration of the elementary program K-6.
 - The principal may delegate authority but is responsible to the superintendent for the results.
2. The principal will develop and administer general and specific discipline policies.
3. The principal will develop and maintain a consistent means of communication for students that exhibit inappropriate behavior.
4. The principal will administer the rules and regulations of the Board of Education and laws of the State pertaining to education in the elementary school.
5. The principal will have approval from superintendent on any action for which there is no policy.
6. The principal recommends to the superintendent:
 - Budget requests
 - Tentative budget of expenditures.
 - Curriculum changes
 - Staff recommendations
7. The principal will take an active role in the development of the elementary student handbook to include the following activities:
 - Encourage staff, students and community participation for changes and improvement.
 - Collect suggestions and present them to superintendent.
 - Principal shall outline changes to staff at pre-school inservice.
 - Collect the “received” signature page from parents.
8. The principal informs superintendent of curricular and extra curricular activities.
9. The principal will be current on local, state and national educational issues via:
 - Monthly principals meeting
 - Reading professional literature
 - Local association
 - State/National Curriculum Member
10. The principal will attend seminars to improve areas of growth with approval from the superintendent.
11. The principal will develop an elementary schedule.

12. The principal will maintain school/community relations via:

- Monthly newsletters
- Personal notes
- Phone calls
- Newspaper article
- Parent Nights/Inservices
- Extra- curricular activities

Curriculum

1. The principal will be a member of the curriculum steering committee.
- Delegate a chair for the curriculum committee on a rotating basis.
- Form a committee
- Maintain file on rotation on curriculum
- Ensure curriculum aligns with the content standards
- Provide curriculum standards and benchmarks

Supervision

1. The principal will supervise the system of an annual inventory of equipment, textbooks, and supplies to the extent of his/her area of supervision.
2. The principal will develop and direct guidance/counseling services and special education programs of the elementary school.
3. The principal will be the 504 coordinator and the special education director.
4. The principal will supervise the Title I program.
5. The principal will hold staff meetings a minimum of twice per month to discuss matters of school interest.
6. The principal will assign supervision duties to staff.
7. The principal will share in the supervision of the co-curricular activities.
8. The principal will approve a list of annual field trips and assure proper supervision is available.
9. The principal shall develop non confidential teacher files to include:
 - Evaluations
 - Formal/Informal observations
 - General comments
6. The principal will follow policies regarding the following:
 - Requests for leave
 - Absences
 - Sick leave
 - Personal leave
7. The principal will be responsible for all teacher evaluations.
8. The principal will observe the work of teachers in the classroom.
 - Lesson plan/curriculum development
 - Curriculum implementation
 - Provide teachers with “Specials” scheduling

9. The principal will report to the Superintendent and the Board of Education on staff efficiency.
10. The principal will evaluate the special education program.
11. The principal will be responsible for the elementary enrichment.

Pupils

1. The principal will maintain student record to include: pupil accounting, absences, tardiness, new registration, permanent record, report cards, and personal records.
2. The principal will implement the following steps of intervention as needed:
 - Teacher parent contacts
 - Counselor intervention
 - Personal conference
3. Principal will establish a system for student class assignment.

Buildings

1. Principal will inform superintendent of safety issues that need to be addressed.

Transportation

1. The principal will supervise or delegate the loading and unloading of students at the elementary to insure safety.

Qualifications

1. The Elementary Principal shall be properly certified to the standards prescribed by the Division of Education and the State of South Dakota.
2. Minimum qualifications for the position shall be a Master's degree with a major in Elementary Educational Administration and Supervision.
3. The principal shall have demonstrated the qualities of leadership, executive ability, personality, and character consistent with the position and should set a high standard in the field of public relations.

<u>APPOINTMENT OF THE ELEMENTARY PRINCIPAL</u>

1. The Board of Education may appoint the Elementary Principal for a term of not more than three years. If, at any time, his/her services are unsatisfactory, he/she shall be notified in writing by the Superintendent and give an opportunity to correct the situation. If conditions are not corrected, he/she shall be given written notice in accordance with the Codified Laws of South Dakota.
2. Re-appointment of the Elementary Principal shall be accomplished on or before the March meeting of the Board of Education, or written notice that his/her services are no longer desired shall be presented to him/her at that time.

**BUSINESS MANAGERS JOB DESCRIPTION
BALTIC PUBLIC SCHOOLS 49-1**

QUALIFICATIONS: Accounting degree and/or five years previous accounting equivalence. While these qualifications are recommended as a guide, the Board of Education reserves the right to deviate from these qualifications and hiring the best individual for this position.

REPORTS TO: Superintendent/Board

JOB GOAL: Represent the school district and administer the business affairs to provide the best possible educational services with the financial resources available.

PERFORMANCE RESPONSIBILITIES:

1. Supervise the payroll function for the district to include employee benefits, state and federal tax deposits, workmen's compensation insurance and other related activities.
2. Supervisors the review, coding, and preparation of the bills for approval at the monthly board meeting.
3. Supervisors the collection, safe keeping, and distribution of all funds, making investments and deposits into the appropriate checking and savings accounts approved by the board; reconcile cash accounts and report to the board monthly.
4. Assists with the budget development, preparation, and submission; and provides the board with periodic performance reports. Prepares, approves and monitors purchase orders in compliance with board policy and approve the budget.
5. Supervisors all cash funds and federal programs including Chapter I, Chapter II, food service and grants in compliance with state and district policies, including timely required reporting.
6. Collects information and assists the superintendent and board with contract negotiations.
7. Conducts bidding procedures, when necessary, in compliance with school district policy and state law.
8. Maintains records and inventory related to fixed assets and real estate with adequate collateral and liability insurance.
9. Attends and participates in board meetings, maintains an accurate record of the action and participants.
10. Prepares the district annual report to be submitted to the state superintendent.
11. Arranges for and assists with auditing of all school district accounts and programs.
12. Conducts school district elections as prescribed by state law.
13. Represents the school district professionally in local, regional, state, and national affiliation and participation.
14. Cooperates with all departments for effective and efficient results.
15. Performs other duties which will assist the superintendent and board in financial matters of the district.

TERMS OF EMPLOYMENT: Salary and work year to be established by the board.

EVALUATION: Performance will be evaluated by the superintendent.

BUSINESS MANAGER EVALUATION FORM (10-93)
BALTIMORE SCHOOL DISTRICT # 49-1

DATE OF EVALUATION _____ DATE OF CONFERENCE _____

EVALUATEE _____ POSITION _____

EVALUATOR _____ POSITION _____

DIRECTIONS:

- 1.) Circle a response for each item. The ratings are:
1– Unsatisfactory
2 – Needs Improvement
3 – Meets Job Requirements
4 - Excellent
5 – Outstanding
- 2.) Add appropriate remarks, comments, criticisms, and suggestions in Area 16. Comment specifically on noted areas of weakness and add suggestions for improvement.
- 3.) Any area that has not been observed will be left blank.

PERFORMANCE RESPONSIBILITIES:

1. Supervises the payroll function for the district to include employee benefits, state and federal tax deposits, workmen's compensation insurance and other related activities.

1 2 3 4 5

Comments:

2. Review, code, and sign bills prepared for approval at the monthly board meeting.

1 2 3 4 5

Comments:

3. Supervises the collection, safekeeping, and distribution of all funds, making investments and deposits into the appropriate checking and savings accounts approved by the board.
Reconciled cash accounts and report to the board monthly.

1 2 3 4 5

Comments:

4. Assists with the budget development, preparation, and submission and provides the board with periodic performance reports. Prepares, approves, and monitors purchase orders in compliance with board policy and approved budget.

1 2 3 4 5

Comments:

5. Supervises all cash funds and federal programs including Chapter I, Chapter II, food service, and various grants in compliance with state and district policies, including timely required reporting.

1 2 3 4 5

Comments:

6. Collects information and assists the superintendent and board with contract negotiations.

1 2 3 4 5

Comments:

7. Conducts bidding procedures and represents the board by signing contracts and agreements in compliance with school district policy and state laws.

1 2 3 4 5

Comments:

8. Maintains records and inventory related to fixed assets and real estate with adequate collateral and liability insurance.

1 2 3 4 5

Comments:

9. Attends and participates in all board meetings, maintaining an accurate record of the actions and participants, and publishing the minutes and notices in the designated district paper.

1 2 3 4 5

Comments:

10. Prepares the district annual report to be submitted to state education department.

1 2 3 4 5

Comments:

11. Arranges for and assists with auditing of all school district accounts and programs.

1 2 3 4 5

Comments:

12. Administers and conduct school district elections as prescribed by state law.

1 2 3 4 5

Comments:

13. Represents the school district professionally in local, regional, state, and national affiliation and participation.

1 2 3 4 5

Comments:

14. Cooperate with all departments for effective and efficient results.

1 2 3 4 5

Comments:

15. Performs other duties which will assist the superintendent, board, and standing committees in financial and business matters of the district in compliance with local policy and state laws.

1 2 3 4 5

Comments:

16. Evaluator's comments: (Note strong points, weak points, areas for improvement and suggestions for improvement.)

NOTE: I have been presented _____ pages of this evaluation. A signature indicates that this evaluation has been read and discussed with the evaluator. It does not imply agreement. If the administrator desires, they may submit a reply to this evaluation. This must be done within 48 hours of receiving the evaluation.

(Signed)_____	_____
Evaluator	Date

(Signed)_____	_____
Administrator	Date

TEACHER JOB DESCRIPTION
BALTIC PUBLIC SCHOOLS 49-1

The teacher is recognized as the center point of the educational process. The daily learning of knowledge centers around the classroom in which the teacher organizes and facilitates the presentation of learning materials.

Teacher shall be contracted for a term of one school year. Evaluation and reappointment of teachers shall be in accordance with the South Dakota Codified Laws and Baltic schools evaluation and employment policies.

It shall be the responsibility of the school administration to locate qualified applicants, and recommend to the Board of Education the employment of the best person qualified for the position.

The teacher's job duties shall include but are not limited to the following:

1. Reflect a positive attitude toward education and children.
2. Maintain an attractive, safe learning atmosphere.
3. Develop and encourage proper learning habits in students.
4. Develop that child's positive self-concept.
5. Maintained proper records as directed by school administration.
6. Give input and be active in the development of curriculum.
7. Teach the curriculum as outlined and approved.
8. Developed and maintain student disappoint.
9. Abide by and support the school's code of ethics.
10. Observe and report on health conditions of students
11. Report to administration and parents on matters of academic, behavioral, health, and other pertinent information concerning the well-being of the student.
12. Continue to grow professionally by continued education.
13. Perform such duties as assigned by South Dakota laws.
14. Perform such duties as assigned by school administration.
15. Inform Principal as to needs for texts, supplies, furnishings.
16. Be supportive of the school, school programs, school staff, school administration, and other school employees.
17. Make contributions to the social life of the community and be supportive all of worth while community endeavors

STAFF EVALUATION/DEVELOPMENT POLICY

Purpose of Staff Evaluation/Development: The evaluation/development of teachers should lead to improved instruction and to recommendations for continued employment or dismissal.

Evaluation Formats: The Baltic School District will use two formats to facilitate staff evaluation/development, the Clinical Supervision Model and the Professional Development Plan. The Clinical Supervision Model involves the principal rating the teacher on numerous areas related to the teacher's responsibilities and performance expectations. The purpose of this model is to provide feedback on the teacher's overall job performance and to make a recommendation for continued employment. See File: GCA-3B.

The Professional Development Plan involves the teacher developing and implementing a plan to focus on a specific area of professional growth. The purpose of this plan is to improve the teacher's professional expertise and to enhance his or her skills as a teacher. See File: GCA-3C.

Frequency of Evaluation: Teachers who are in their first three years of employment with the Baltic School District (non-tenured teachers) will be evaluated a minimum of once each semester using the Clinical Supervision Model. Teachers who are in their fourth year or more of employment with the Baltic School District (tenured teachers) will be placed on a schedule in which they annually alternate between the Clinical Supervision Model and the Professional Development Plan. The administration will determine a rotation schedule so that approximately one-half of tenured teachers are on the Clinical Supervision Model and one-half are on the Professional Development Plan. At any time during the school year, a teacher who does not meet district standards may be placed on "intensive supervision" whereby they will have a minimum of two evaluations per year, each of them based upon the Clinical Supervision Model. Intensive supervision will also include the development and implementation of a plan of assistance, which will include, at a minimum, the following:

- 1) areas of deficiency,
 - 2) suggestions for improvement,
 - 3) assistance the evaluator will provide and,
 - 4) a timeline for evaluating the teacher's progress on meeting the conditions of the plan of assistance.
- The teacher must be given a reasonable amount of time to correct the noted deficiencies.

The Staff Evaluation/Development Process: Staff Evaluation/Development shall be a continuous process with regular reports made to the Superintendent and the Board of Education concerning the outcomes of the evaluation/development process.

The evaluation/development process should provide positive feedback to teachers. Strengths, as well as areas needing improvements, will be noted.

Staff shall be informed of evaluation/development process at the beginning of the schools term.

The areas subject to evaluation/development include preparation, instructional skill, management ability, professional responsibility, personal competencies, and staff, student, and public relations.

The principal of the respective area or his/her designee shall be responsible for supervising the evaluation/development process. The frequency and type of evaluations and classroom observations shall be made in accordance with the stated policy.

Staff members shall receive a written copy of the report of evaluations or formal classroom observations. The staff member shall be afforded an opportunity to review the report with the principal. The staff member shall sign the report to indicate that he/she has reviewed it and has received a copy of the report. The staff member shall have the right to reply in writing to any concerns

of the evaluation. Such a reply must be submitted within 20 working days after receiving the evaluation report.

The evaluation process may include a self-evaluation as well as supervisor initiated observations and teacher initiated observations.

Job Criteria for Classroom Teachers, Librarians, and Counselors:

1. Classroom teachers and other teaching specialists employed by the Baltic School District shall be evaluated on the following:
 - a. instructional skill and technique,
 - b. knowledge of and use of learning resources,
 - c. classroom or instructional area management,
 - d. human relations,
 - e. professional growth,
 - f. any other aspects of the job description.
2. Counselors employed by the Baltic School District shall be evaluated on:
 - a. personal characteristics,
 - b. counseling role,
 - c. coordinating role,
 - d. consulting role,
 - e. knowledge of counseling areas,
 - f. use of counseling techniques,
 - g. human relations,
 - h. professional growth,
 - i. staff and student relations,
 - j. planning and organizing skills,
 - k. coordination of the testing programs,
 - l. other areas as determined by administration.
3. Librarians employed by the Baltic School District shall be evaluated on:
 - a. instructional skill,
 - b. knowledge and management of learning resources and resource areas,
 - c. human relations,
 - d. planning and organizational skills,
 - e. coordinating role,
 - f. professional growth,
 - g. consulting role,
 - h. any other aspects of the job description.

Classroom Observations: The principal shall formally observe each teacher's classroom no less than four times during the school term. Each formal observation shall be at least fifteen minutes in length, although it is preferred that the principal conducts the observation for the entire class period. At least one of the formal observations will include a pre-observation conference, the classroom observation, and a post-observation conference. The principal may make his/her plan to formally observe the teacher known to the staff member in advance, or the principal may observe without prior notice. The principal shall review the findings of the formal observation with the staff member. The principal may informally observe the teacher at any time or in any place related to the teacher's duties and responsibilities as an employee with the district. The principal may use the results of the formal and informal observations in the evaluation/development process.

Use of the Results of the Evaluation: The results of the evaluation will be presented in written form to the staff member. The results shall contain strengths as well as areas in need of improvement. Suggestions shall be made to aid the teacher in improving areas in need of improvement.

That evaluator will inform the staff member of the final recommendations at a conference.

Recommendations will include one of the following: (1) Recommendation for continued employment, (2) Recommendation for continued employment with qualifications, (3) Recommendation for continued employment withheld pending final evaluation, (4) Recommendation for non renewal.

Subsequent evaluations should address any improvement or continuing difficulty that has been observed.

If the evaluator recommends continued employment with qualifications (option 2 above), the evaluator must develop a plan of assistance, and the teacher will be given a reasonable amount of time to meet the conditions of the plan. The evaluator will then meet with the teacher to discuss the progress made on meeting the conditions of the plan of assistance. Following this conference, the evaluator will make one of the following recommendations:

- 1) Recommended for continued employment,
- 2) Recommended for continued employment with qualifications, which could include the following:
 - A) a revised plan of assistance,
 - B) a revised plan of assistance and a reduction in, or loss of, the annual salary increase negotiated by the Baltic Board of Education and Baltic Education Association.
- 3) Recommendation withheld pending final evaluation,
- 4) Not recommended for continued employment.

Written Evaluation Provided to Employee: Upon completion of the evaluation/development process, a written copy of the formal evaluation shall be provided to the employee. This copy shall be reviewed by both the principal and the teacher with each given an opportunity to provide verbal and/or written comments. Each participant shall sign the final copy as an indication that the report has been reviewed.

The teacher shall have up to 20 working days to provide written comments, which shall be attached to the formal evaluation report.

Baltic School District - Teacher Effectiveness Model: Tenured Teacher

Teacher Name:	
School Year:	

Professional Practice Rating-Annual**COMPONENT LEVEL PERFORMANCE**

	Unsatisfactory	Basic	Proficient	Distinguished	
Selected Components*	(1 Point)	(2 Points)	(3 Points)	(4 Points)	Points
1c: Setting Instruction Outcomes					0
1e: Designing Coherent Instruction					0
2a: Creating an Environment of Respect and Rapport					0
2c: Managing Classroom Procedures					0
3a: Communicating with Students					0
3b: Using Questioning and Discussion Techniques					0
3c: Engaging Students in Learning					0
4c: Communicating with Families					0
4d: Participating in a Professional Community					0

*The Selected Components will be agreed upon by the teachers and administration on a bi-annual basis.

Total Points	0
1st Semester Average Component-Level Score	0.00

Overall Professional Practice Scoring Ranges	OVERALL PROFESSIONAL PRACTICE RATING
1.00-1.49 Unsatisfactory	
1.50-2.49 Basic	
2.50-3.49 Proficient	
3.50-4.00 Distinguished	

Student Growth Rating

Performance Category	Description	Teacher's SLO(s) percent attainment =	
Low	The teacher's SLO(s) were less than 65 % attained.	Teacher's Performance Category =	
Expected	The teacher's SLO's were 65 to 85% attained.		
High	The teacher's SLO's were 86 to 100% attained.		

Summative Rating

		PROFESSIONAL PRACTICE RATING			
STUDENT GROWTH RATING		Unsatisfactory	Basic	Proficient	Distinguished
	High				
	Expected				
	Low				

SUMMATIVE EFFECTIVENESS RATING CATEGORIES

	Exceeds Expectations
	Meets Expectations
	Below Expectations
*	Professional Judgment

Evaluator's Comments:

Teacher's Comments:

Signature of Teacher

Date

Signature of Evaluator

Date

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

Baltic School District - Teacher Effectiveness Model: Non-Tenured Teacher

Teacher Name:	
School Year:	

Professional Practice Rating-1st Semester

COMPONENT LEVEL PERFORMANCE					
	Unsatisfactory	Basic	Proficient	Distinguished	
Selected Components*	(1 Point)	(2 Points)	(3 Points)	(4 Points)	Points
1c: Setting Instruction Outcomes					0
1e: Designing Coherent Instruction					0
2a: Creating an Environment of Respect and Rapport					0
2c: Managing Classroom Procedures					0
3a: Communicating with Students					0
3b: Using Questioning and Discussion Techniques					0
3c: Engaging Students in Learning					0
4c: Communicating with Families					0
4d: Participating in a Professional Community					0
Total Points	0				
1st Semester Average Component-Level Score	0.00				

*The Selected Components will be agreed upon by the teachers and administration on a bi-annual basis.

Professional Practice Rating-2nd Semester

COMPONENT LEVEL PERFORMANCE					
	Unsatisfactory	Basic	Proficient	Distinguished	
Selected Components	(1 Point)	(2 Points)	(3 Points)	(4 Points)	Points
1c: Setting Instruction Outcomes					0
1e: Designing Coherent Instruction					0
2a: Creating an Environment of Respect and Rapport					0
2c: Managing Classroom Procedures					0
3a: Communicating with Students					0
3b: Using Questioning and Discussion Techniques					0
3c: Engaging Students in Learning					0
4c: Communicating with Families					0
4d: Participating in a Professional Community					0
Total Points	0				
2nd Semester Average Component-Level Score	0				

Professional Practice Rating-Average

COMPONENT LEVEL PERFORMANCE					
	Unsatisfactory	Basic	Proficient	Distinguished	
Selected Components	(1 Point)	(2 Points)	(3 Points)	(4 Points)	Points
1c: Setting Instruction Outcomes					0
1e: Designing Coherent Instruction					0
2a: Creating an Environment of Respect and Rapport					0
2c: Managing Classroom Procedures					0
3a: Communicating with Students					0
3b: Using Questioning and Discussion Techniques					0
3c: Engaging Students in Learning					0
4c: Communicating with Families					0
4d: Participating in a Professional Community					0
Total Points	0				
Average Component-Level Score	0				

Overall Professional Practice Scoring Ranges	OVERALL PROFESSIONAL PRACTICE RATING
1.00-1.49 Unsatisfactory	Basic
1.50-2.49 Basic	
2.50-3.49 Proficient	
3.50-4.00 Distinguished	

Student Growth Rating

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

Summative Rating

		PROFESSIONAL PRACTICE RATING			
STUDENT GROWTH RATING		Unsatisfactory	Basic	Proficient	Distinguished
	High				
	Expected				
	Low				
SUMMATIVE EFFECTIVENESS RATING CATEGORIES					
		Exceeds Expectations			
		Meets Expectations			
		Below Expectations			
	*	Professional Judgment			

Evaluator's Comments:

Teacher's Comments:

Signature of Teacher

Date

Signature of Evaluator

Date

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

Professional Development Plan

Baltic School District 49-1

Teacher: _____ School Year: _____

Date: _____ Conference Administrator: _____

Step One: Pre-Conference

Discuss ideas for professional growth with Supervisor

Step Two: Brainstorm Your Professional Growth

Consider – What are you already doing to grow professionally? (i.e. attending conferences, integrating new or updated curriculum, technology training, renewal courses, committee work, etc.)

Step Three: Narrow Down Your Options

Consider – Based on your brainstorming list above, what would you like to learn more about, change, or update?

Step Four: Set A Professional Goal

Consider – What do I want to accomplish?

Step Five: List Objectives for the Goal

Consider – Objectives are specific, measurable and observable behaviors that you will work toward to reach your goal listed in Step Three

Step Six: Identify Resources

Consider – What do you need in order to accomplish your goals and objectives? This can include educational background or training, assistance or support from other faculty or supervisor, etc.

Step Seven: Conference with Supervisor

Discuss professional development plan

Questions to consider:

Why is this focus are important to you?

How would you relate your performance in this area at this time?

At what level would you like to be performing in this area?

What strategies would you like to try to help you realize growth?

Step Eight: Track Your Progress

Consider – What action have you taken? (List courses taken, curriculum changes, committee work, etc.)

Step Nine: Reflection

Answer the following questions regarding your professional growth plan

- Summarize your impressions and progress toward your goal:

- Reflect on what you have learned and describe ways you can apply this in your classroom or other teaching areas:

Step Ten: Final Conference with Supervisor

Discuss accomplishment of goal, strengths, and weaknesses

Supervisor's Comments:

Teacher's Signature: _____

Date: _____

Supervisor's Signature: _____

Date: _____

GUIDANCE COUNSELOR
BALTIC PUBLIC SCHOOLS 49-1

QUALIFICATIONS: 1) Valid South Dakota teaching certificate with counselor endorsement
2) Master's Degree in Counseling

REPORTS TO: Building Principals and Superintendent

JOB GOAL: To provide a comprehensive, developmental counseling program that will assist all students in making personal-social, educational, occupational, and life plans that hold promise for their individual fulfillment as mature , responsible, and productive men and women.

PERFORMANCE RESPONSIBILITIES:

1. Counsel students of all abilities with personal, social or educational difficulties. Using one-on-one counseling, small groups, or classroom situations.
2. Assists students in evaluating their aptitudes, abilities and progress in terms of graduation requirements.
3. Assist teachers in developing a team approach to planning and implementing classroom guidance.
4. Develop, facilitate and serve as a resource person to the career education program.
5. Provide developmental counseling to all students with the focus on acceptance of self, decision-making and effective communication
6. Confer with parents, faculty and administrators whenever necessary, and act as a liaison person between student, parent, and teacher.
7. Direct K-12 testing program and interpret test results to students, parents, faculty and the school board.
8. Supervise the referral of students to the appropriate personnel and community service agencies.
9. Participate in program planning and curriculum development for the school.
10. Conduct orientation programs for students entering the next grade and for new students.
11. Coordinate guidance field trips to schools, colleges, an industry for interested students.
12. Arrange for and coordinate local visitation of college, vocational, armed services, and other local representatives.
13. Maintain school records and protect their confidentiality.
14. Assist with registration and academic scheduling of students.
15. Assist with teacher and parent consultation relating to scheduling and course of study.
16. Provide student information and recommendations to college and/or vocational schools, potential employers, and armed services.
17. Provide information to students, parents, and teachers regarding scholarships, financial aid, and college and/or vocational school requirements
18. Promote positive attitudes and awareness of the guidance program within the school district in community.
19. Interpret the school counseling services to the community and school.
20. Assist in local evaluation and research to determine the guidance and counseling needs of the students.

21. Help coordinate in-service training for staff relating to such topics as occupational exploration, child abuse, child development, disciplined and guidance activities.
22. Perform such other duties as may, from time to time, be assigned by the administration, and/or board.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of professional personnel.

**DIRECTOR OF ACTIVITIES JOB DESCRIPTION
BALTIC PUBLIC SCHOOLS 49-1**

LINE OF AUTHORITY: He/she shall be responsible to the Superintendent of Schools and the Board of Education for the administration and supervision of the interscholastic and intramural athletic and activity programs.

DEVELOPED ATHLETES OR ACTIVITY PARTICIPANTS: He/she shall organize a program for the training of athletes in all sports and to field a team that is a good representative of our school as to behavior and attitude. He/she shall organize a program that shall provide an opportunity for all who choose to participate in the various activities.

ELIGIBILITY LISTS: He/she shall list all students participating in athletics or activities, and see that proper coverage of insurance is made available. All participants shall conform to existing South Dakota Activities Association eligibility standards and the standards of the Baltic School District.

MEDICAL EXAMINATIONS: It shall be his/her duty to see that all participants in athletic programs have proper physical examinations.

SCHEDULING OF CONTESTS: He/she shall schedule games for contests, selecting contract officials, and make arrangements of conduction interscholastic contests in all sports or activities. He/she shall keep an accurate calendar of all events and all events are to be listed on the Master Calendar.

PURCHASING OF EQUIPMENT AND SUPPLIES: He/she shall requisition athletic equipment and supplies for all sports and activities. Requisition are to be handed in each spring for the year to follow and such requisition are to be approved by the Superintendent and Business Manager before the purchase is made.

TRANSPORTATION: He/she shall schedule and provide for needs, including transportation, meals and lodging for athletic and activity trips, and in general provide the necessary supervision involved in any athletic or activity contest at home or away. This includes transportation and supervision for cheerleaders.

ACTIVITY FUNDS: All funds received from athletic contest and activity events are to be placed in the District Account. Obligations are to be paid from the same account, administered by the Business Manager.

AWARDS: He/she shall administer the system of awards now existing and with the help of the Coaches, Activity Supervisors, Superintendent, and other concerned making any desirable changes in the system.

TEAM RECORDS: He/she shall record for posterity, records of all of teams and individuals, where individuals sports or activities are concerned.

REPORTS: He/she shall complete the annual report to the SDHSAA at the end of the school year. A copy of that report shall be provided to the Superintendent.

EQUIPMENT: He/she shall be responsible for the proper care and maintenance of all athletic and activity goods and equipment. All equipment is to be cleaned and stored properly at the close all of the particular season it pertains to. This includes all track equipment such as hurdles, etc. as well as goal posts in football.

PERSONNEL: He/she shall hire, assigned, or draft personnel to prepare fields, courts, etc. in advance of all athletic or activity contests.

EVALUATIONS: He/she shall develop and implement a method of evaluating the coaching staff and activity supervisors. Such evaluation shall conform to the standards of the State of South Dakota and the Baltic School District.

Revision-First Reading	October 14, 2013
Revision-Second Reading	November 11, 2013
Revision-Adoption	December 9, 2013

LIBRARIAN JOB DESCRIPTION
BALTIC PUBLIC SCHOOLS 49-1

The Baltic School District recognizes the library and the library services as been an integral part of the educational process. The library is viewed as the main source of supplemental materials for students and teachers. The library is also the main source of materials which serve to develop reading interests in students.

The librarian shall be in indirect control of the library and media services. The job duties shall consist of, but not be limited to the following:

1. Cataloging and placement of library materials.
2. Ordering all books and materials.
3. Supervision of the media equipment.
 - a. Filmstrip projectors
 - b. Movie projectors
 - c. Recording equipment
 - d. VCR equipment
 - e. Other media supplies
4. Supervision of the library budget.
 - a. Seek input from staff concerning library needs
 - b. Maintain library supply items
 - c. Develop a budget for the school term
5. Maintain and supervise a vertical file.
6. Maintain and supervise a periodical section.
7. Assist in ordering of media materials from outside sources.
 - a. Materials from State library system
 - b. Materials from college libraries
 - c. Materials from regional library services
8. Supervise students in using the library area and library materials.
9. Keep a current inventory of library materials.
10. Keep a current inventory of Chapter 2 materials.
11. Aid in or do the presentation of library usage to classroom groups and/or individuals.
12. Perform such other duties as the school administration may direct.

COACHES JOB DESCRIPTION
BALTIC PUBLIC SCHOOLS 49-1

Coaches at Baltic Public Schools are expected to do the following:

1. Develop and maintain proper attitude in participants.
2. Develop proper skills in given activities.
3. Provide positive leadership.
4. Properly care for equipment and inventory.
5. Supervise all practices.
6. Work through the proper chain of command to gain equipment, inventory, scheduling, and any problem items.
7. Supervise participants at activities.
8. Check building when practice is over.
 - a. All participants out of building up.
 - b. Lock rooms –rooms left in proper order.
 - c. Shut off all lights.
 - d. Be sure building is locked.
 - e. Be sure any student not under the direct supervision of a staff member is out of the building.
9. Keep and maintain proper, accurate records.
10. Alert administration as to problems with equipment or personnel.
11. Work with Activities Director on scheduling and securing of supplies.
12. Inform participants as to eligibility requirements, lettering requirements, and training rules.
13. Inform parents on concerns dealing with the health or conduct of their child.
14. Be professional in their relationship with other school employees and members of the public.
15. Provide for prevention and care of injuries.
16. Academic interest shall always take precedence over athletic interests.
17. Do other duties as assigned by school administration.

PROM SUPERVISOR JOB DESCRIPTION
BALTIMORE PUBLIC SCHOOLS 49-1

Duties shall include but not be limited to the following:

1. Organize the junior class in appropriate committees to develop and carry out the prom and banquet.
2. Supervise the planning activities of the prom and banquet.
3. Supervise the banquet set-up and prom decoration.
4. Chaperone and see to it that there is adequate chaperones for the dance.
5. Supervise clean-up activities following the banquet and prom.
6. Properly store any items which could be of future use.
7. Keep administration informed of prom and banquet planning, needs, and activities.

PROFESSIONAL STAFF CONTRACTS AND COMPENSATION FORMS

To provide fair and equitable employment, a teacher will not be employed by the board until a written contract, signed by the teacher, the board president, and the business manager is developed.

The written contract will confirm a teacher's employment, and salary for the ensuing year.

The board will annually review and set salaries for the superintendent and other professional employees who are not members of a recognized collective bargaining unit. Otherwise, regular employed professional staff members will be compensated on the basis of salaries schedules established through negotiations with the Teacher's Association.

LEGAL REFS: SDCL 13-43-4 through 13-43-7

ADMINISTRATIVE CONTRACT PROVISIONS

Contract Period and Vacation Time

- A. The following administrative positions will be employed for a twelve-month term:
 - 1. Superintendent of Schools
 - 2. Business manager
 - 3. Technology administrator
- B. Vacation period for those administrators hired on a twelve-month contract will be 20 days per twelve-month term.
- C. The following provisions will govern contract period and vacation time for those persons employed on a twelve-month contract.
 - 1. The contract period will be July 1-June 30 unless otherwise negotiated by the Board and administrator.
 - 2. Administrators will receive the following paid holidays: 4th of July, Labor Day, Thanksgiving Thursday and Friday, Christmas Eve Day, Christmas Day, New Year's Day, Good Friday, Memorial Day. If the holiday falls on a weekend, the administrator may take either the Friday before or the Monday after as their holiday.
 - 3. Annual Sick Leave: 14 days sick leave each year will be given and may be accumulated to 50 days. Each day of unused leave will be worth \$10.00 at the time the administrator terminates his/her employment in the Baltic School District up to 50 days, he/she will be paid \$20.00 per day for those days of unused sick leave over 50 days with the their final paycheck of the school year.
 - 4. When the administrator in the Baltic School District has used up all of his/her sick leave, the administrator may apply to the Baltic School District Sick Leave Assistance Fund for additional sick days, if they have chosen to participate in the Fund.
 - 5. The administrator may use up to 7 days of his/her sick leave because of a serious illness of an immediate relative.
 - 6. Each administrator can take 3 days personal leave. Personal leave will be deducted from sick leave. Personal leave is not accumulative.
 - 7. Bereavement Leave benefits for administrators will be the same as granted to teachers.
- D. The amount the district pays towards single or family health insurance will be negotiated by the Board and the individual administrator.
- E. If an administrator break his or her contract after April 1st, he or she shall be penalized \$300.00; if after May 1st, \$400.00; if after June 1st, \$1,000; and after June 15th, \$2,000. the Board of Education will waive the penalty for breaking a contract in the following situations:
 - 1. Transfer of a spouse's job to a different geographical area making a like move of the employee necessary.
 - 2. Medical conditions which cause an employee to no longer be able to complete the contract. The illness may be of an employee, or the employee's immediate family. The Board of Education reserves the right to request verification.
 - 3. An employee who decides to leave the profession and enter into private business. The penalty shall not be waived in this circumstance after May 15.
 - 4. An employee who takes another job in the education profession and the job is more than 50 road miles from Baltic. This penalty shall not be waived after May 15th.

5. If it becomes necessary to add an extra-curricular duty after May 15 and the administrator decides to resign rather instead of accepting the additional duty, no penalty shall be assessed if resignation is submitted within ten days of notification of the extra-curricular duty. No penalty shall be waived after June 15.

Revision First Reading	November 13, 2017
Revision Second Reading	December 13, 2017
Adoption	January 8, 2018

Criminal Background Checks

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 who has regular unsupervised direct student responsibilities two or more times in a 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 is a volunteer who has regular unsupervised direct student responsibilities two or more times in a 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, and responsible for notifying SDDCI when a new employee starts or an employee leaves so SDDCI can keep CJIS Security training records current.
3. The Superintendent is designated to be the Local Agency Security Officer (LASO) to act as liaison with SDDCI to ensure the agency is in compliance with security procedures. The LASO shall be knowledgeable in CHRI, policies and mandated rules and regulations as well as knowledge of IT security procedures. The LASO shall actively represent the District in all matters pertaining to information security, dissemination of information security alerts and other material within the District, and responsible for contacting SDDCI if there has been misuse of CHRI.

Criminal Background Checks

1. Each person over eighteen years of age hired by the district, who is a volunteer who has regular unsupervised direct student responsibilities two or more times in a 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.
2. The school district shall submit completed fingerprint cards to the Division of Criminal Investigation before the prospective new employee or volunteer enters into service.
3. If no disqualifying record is identified at the state level, the fingerprints shall be forwarded by the Division of Criminal Investigation to the Federal Bureau of Investigation for a national criminal history record check.
4. The District prospective employee or volunteer shall pay any fees charged for the cost of fingerprinting or the criminal background investigation for any person whose employment with the District or status as a volunteer who has been approved by the District to have regular unsupervised direct student responsibilities two or more times in a school year is subject to the requirements of this section. The District will reimburse the employee or volunteer for the cost of fingerprinting or the criminal background investigation once it is determined that no disqualifying record exists that would prohibit the person from working in the District as an employee or volunteer.
5. Any person hired to officiate, judge, adjudicate, or referee a public event sponsored by a school district is not required to submit to a criminal background investigation.
6. Any person whose employment or status as a volunteer is subject to the requirements of this section may enter into service on a temporary basis pending receipt of results of the criminal background investigation. The District may, without liability, withdraw its offer of employment or terminate the temporary employment or status as a volunteer without notice if the report reveals a disqualifying record.
7. The criminal investigation required by this section with respect to a student teacher completing requirements for teacher certification shall be conducted by the District at the student teacher's expense, and the District may rely upon the results of that investigation for employment of that person as an employee of the District.
8. A District employee who is employed simultaneously with another school district is only required to obtain one criminal background investigation, if the background investigation was conducted less than five years before the person was first employed by the District.
9. No person may be employed by the District, either directly or by contract, and no person employed by a contract provider and who would have direct student responsibilities may provide direct student services, if the person has been convicted of a crime of violence (murder, manslaughter, rape, aggravated assault, riot, robbery, burglary in the first degree, arson, kidnapping, felony sexual contact, felony child abuse, or any other felony in the commission of which the perpetrator used force, or was armed with a dangerous weapon, or used any explosive or destructive device), sex crimes (including but are not limited to, rape, felony sexual contact with a minor under sixteen, sexual contact with a person incapable of consenting, possessing, manufacturing, or distributing child pornography, and sexual exploitation of a minor), or distribution or trafficking in controlled substances or distribution of marijuana.
 - a. The District may also refuse to employ a person who has been convicted of a crime involving moral turpitude. "Moral turpitude" is defined "an act done contrary to justice, honesty, principle, or good morals, as well as an act of baseness, vileness, or depravity in the private and social duties which a person owes to his fellow man or to society in general.

- b. The District may consider any criminal conviction in making a hiring decision. The District has the sole and absolute discretion to determine whether the results of a criminal background investigation disqualify a person from employment within the District.
 - c. For purposes of this policy, the term conviction means a plea or verdict of guilty or a conviction following a plea of nolo contendere (no contest) in this state or any other state.
- 10. The District's employment application form shall inform applicants that if no SD statutorily disqualifying conviction is identified at the state level the fingerprints will be forwarded by the S.D. Division of Criminal Investigation to the Federal Bureau of Investigation for a national criminal history record check.
- 11. The application form shall also inform applicants that if the applicant believes the criminal background result is incorrect or incomplete in any respect and the applicant wishes changes, corrections or updating of the alleged deficiency, the applicant should make application directly to the agency which contributed the questioned information or direct the applicant's challenge as to the accuracy or completeness of any entry on the applicant's [record](#) to the FBI, Criminal Justice Information Services (CJIS) Division, ATTN: SCU, Mod. D-2, 1000 Custer Hollow Road, Clarksburg, WV 26306.
- 12. Should an applicant be disqualified from employment due to the results of a criminal background check, the District shall inform the applicant that the criminal background check results prohibit the District from employing the person. The District will not delay the employment hiring decision solely because the applicant seeks to correct his or her FBI criminal history record information (CHRI).
- 13. Before a person's conditional employment is terminated as a result of the person's CHRI, the District shall inform the person whose conditional employment is subject to termination that the criminal background report reveals a conviction which prohibits the District from employing the person, and inform the person of his or her right to appeal the accuracy or completeness of the CHRI to the SDDCI or FBI. Employees shall be afforded procedural due process consistent with their employment status (i.e., whether the person is an employee-at-will, a school-year employee, or a ten month or twelve month employee) should termination of conditional employment be a possibility following the District's receipt of the CHRI.
- 14. All employees and other persons required to submit to a criminal background check pursuant to this policy must notify the district in writing if they are convicted of any offense of domestic violence, child abuse, sex offense, drug (including marijuana) or any felony offense. This notification must be made as soon as possible, but no later than five business days after the event.
- 15. The District reserves the right to require any employee or volunteer to submit to additional criminal background checks at the district's expense. The District reserves the right to require any employee of an entity which provides the District direct or indirect student services to submit to additional criminal background checks which shall be at the entity's or person's expense.
- 16. As required by state law, SDCL 13-10-15, if, as the result of a criminal conviction the school board suspends an employee without pay, or an employee resigns, or an employee is terminated, the superintendent shall within ten days of the date of the suspension or the date the employment is severed report the circumstances and the name of the employee to the S.D. Department of Education.

Training

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

Confidentiality

1. Before requesting CHRI on any individual, the district will notify the individual that his or her fingerprints will be used to obtain the CHRI of the individual.
2. Information received by the district pursuant to a criminal background check is confidential. Only authorized persons within the district may access, view or use CHRI. Authorized persons may not share or otherwise disclose information contained in CHRI to unauthorized persons unless explicitly allowed for in this procedure.
3. Unless otherwise allowed by law, the District will only use this information for the district's internal purposes in determining the suitability of an applicant, employee, or other worker on district property.
4. Individuals that have access to CHRI will receive CJIS security training provided by SD DCI. Once the individual has completed the CJIS online training and has taken the test each individual will receive and acknowledge in writing the receipt of the following: (1) User Rules of Behavior Acknowledgement form, (2) CHRI Disciplinary Policy, and (3) Acknowledgment Statement of Misuse. The District will keep a copy of the signed documents in each individual's personnel file.

Access and Retention

1. The District may print copies of records when necessary to determine whether the person is authorized to work for the District. In those situations, the physical copy will be destroyed immediately after the decision is made.
2. The District will not disseminate CHRI across state lines.
3. Upon request the district will provide a copy of the SDDCI CHRI to the person who is the subject of the background check. The SDDCI CHRI will only be released to the individual and not to relatives, spouses or friends. The District will note in the dissemination log that a copy was provided to the individual.
4. FBI rules prohibit the District from providing a copy of the FBI CHRI to the person who is the subject of the criminal background check.
5. The results of the background investigation done by the District shall be transferred to another South Dakota public school district if the other public school district, or current District employee, submits a written request to the District that the results be transferred to the other public school district. The District employee who was the subject of the criminal background investigation must sign a written release authorizing the transfer. The information will be sent by U.S. Mail.

Recordkeeping

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

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

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

Security

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

1. The LASO shall maintain a list of school district authorized persons who have access to CHRI.
2. In those cases when the District has physical copies of CHRI, the District will restrict access to authorized persons only. Physical copies of CHRI, if any, will be maintained in a controlled, secure environment, such as a locked cabinet in a room that is free from public or unauthorized access. The room or the locked cabinet will include an "Authorized Personnel Only" sign.
3. The District will not maintain electronic copies of CHRI.
4. CHRI will not be relocated or transported outside a secure location unless transported in a locked container or in folders where the information is not visible to the public.
5. The District will dispose of records securely. Physical records will be cross-shredded or incinerated.
6. The District will not provide auditors access to CHRI unless the auditor is authorized by the SDDCI or the FBI.

Security Incident Response Plan

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

Consequences

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

Definitions

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

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

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

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

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

Point of Contact (POC): District's contact person when SDDCI sends out Audit information, the contact person when an onsite Audit is scheduled.

Security Incident: An act of violating an explicit or implied security policy regarding CHRI including, but not limited to (1) attempts (either failed or successful) to gain unauthorized access to a system or its data, (2) unwanted disruption or denial of service, (3) the unauthorized use of a system for the processing or storage of data, and (4) changes to system hardware, firmware or software characteristics without the district's knowledge, instruction or consent.

First Reading:	July 17, 2017
Second Reading:	August 14, 2017
Adoption:	September 11, 2017

EMPLOYEE CRIMINAL BACKGROUND CHECK

It is the policy of the board to only employ individuals who do not have a “disqualifying record.” Each offer of employment is subject to the provisions of SDCL 13-10-12, et seq., relating to criminal background investigations. This policy shall apply to all individuals employed for the 2000/2001 school year and thereafter, who were not employed by the district during the preceding school year. An employee is any person the district lists on its payroll and makes payroll deductions pursuant to state or federal law.

Each person considered a final applicant for employment shall be provided with a memo to and certification form for completion by the law enforcement agency as provided in Exhibit File GCDB-E/GDDDB-E, together with fingerprint identification cards approved by the South Dakota Division of Criminal Investigation, and an envelope, postage prepaid, addressed to the South Dakota Division of Criminal Investigation, 500 East Capitol Avenue, Pierre, South Dakota 57501. The final applicant shall take the fingerprint cards, the memo, and the addressed, stamped envelope to a law enforcement agency and submit to the fingerprinting process. The final applicant must also provide to the law enforcement agency a check or money order made out to the South Dakota Division of Criminal Investigation in the amount of \$39. The final applicant’s completed application will be attached to the certification of the law enforcement agency when received.

Any person granted employment subject to this policy is employed on a temporary basis conditioned upon no disqualifying report being received from the criminal background investigation. Any disqualifying record will result in immediate termination of employment without further notice or hearing. A “disqualifying record” means any conviction of a crime of violence as defined in SDCL 22-1-2(19), a sex offense as defined in SDCL 22-22-30, or trafficking in narcotics. In addition, the following guidelines may apply:

A - Conviction of any crime of moral turpitude as defined by SDCL 22-1-2(25) may constitute a disqualifying record as determined by the board on a case-by-case basis.

B - Any criminal conviction not disclosed by an applicant may be treated as a disqualifying record.

C - Any criminal conviction may be considered in making a hiring decision

An applicant for employment subject to this policy shall provide to the law enforcement agency performing the fingerprint process a check or money order in an amount necessary to cover the costs of the criminal record check (that amount is currently \$39). The successful applicant shall be reimbursed the cost for such background check in the event that no disqualifying record is identified.

Substitute teachers employed for the first time after July 1, 2000 must present documentation that a criminal background check has been conducted and no disqualifying record was found. Substitute teachers will not be reimbursed for the cost of the criminal background check.

This policy shall not apply to persons performing services for the district under the authority of the South Dakota High School Activities Association.

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

PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES

Continuing professional growth and increasing effectiveness on the part of the entire staff are essential for the success of educational programs and school operations. The continual professional growth of all staff members on an individual basis and through planned in-service programs will be encourage. Such opportunities may include, within budgetary limitations, special in-service courses and workshops, summer study grants, school visitations, and attendance at professional conferences and meetings.

The Superintendent will work with other school districts, local colleges and universities, and the Division of Elementary and Secondary Education to provide in-service education for teachers.

The board and administration will encourage the development of in-service education by:

1. Conducting district-wide assessment of in-service education needs.
2. Developing travel and professional leave policies and cooperation with teachers.
3. Developing a calendar that includes days for in-service education.
4. Developing cooperative relationships with agencies that provide in-service education
5. Identify resources for in-service education.

The Superintendent will have the authority to approve released time for conferences and visitations, and reimbursements for expenses, provided such activities are within budget allocations.

LEGAL REFS.: SDCL 13-26-4; 13-26-4.1, 13-43-7.1

SUPPORT STAFF DEVELOPMENT OPPORTUNITIES

Further training in job skills is encouraged, and, at the discretion of the Superintendent of Schools, permission may be granted for employees to attend workshops or conventions. When approval is granted, expenses incurred by the employee will be reimbursed in accordance with board policy.

CROSS REFS.: DLC, Expense Reimbursements

SPORTS EVALUATION FORM
BALTIC SCHOOL DISTRICT # 49-1

This form is intended to serve as the instrument to help in the development and evaluation of coaches in the Baltic School District # 49-1.

This form will be used when discussing the coaches' performance. The results of the observation shall be stated in writing and acknowledged by the signatures of the evaluator and evaluatee at the post observation conference.

This Performance Appraisal Form will be placed in the Coaches Personnel Permanent File.

Name of Employee: _____

Position: _____

Date of Conference: _____

KEY: S = Satisfactory, N = Need Improvement, U = Unsatisfactory

1. Demonstrates above average knowledge of the sport.

	S	N	U
Comments:			

2. Demonstrates cooperation with other staff and administration.

	S	N	U
Comments:			

3. Has good public relations skills in dealing with parents and community.

	S	N	U
Comments:			

4. Deals effectively with athletes on both a personal and professional basis.

	S	N	U
Comments:			

5. Maintains satisfactory control of equipment and facilities during the season. Properly checks and, inventories, and stores equipment during the off-season.

	S	N	U
Comments:			

6. Promotes good sportsmanship in players and staff.

S	N	U
Comments:		

7. Has good relations with officials.

S	N	U
Comments:		

8. Ability to motivate players in a desire to excel.

S	N	U
Comments:		

9. Runs an organized practice.

S	N	U
Comments:		

10. Preparation time, where you personally prepare for the season by having bus schedules, practice schedules, practice plans, play books, and plan of action in place and ready to run for the season.

S	N	U
Comments:		

11. Efforts are made for improvement in coaching techniques and applies what has been discussed at coaches meetings.

S	N	U
Comments:		

12. Adheres to school policies.

S	N	U
Comments:		

13. Adheres to the guidelines and rules of the SDHSAA.

S	N	U
Comments:		

14. Maintains control of athletes.

S	N	U
Comments:		

15. Submits complete reports to the Athletic Director by the due date.

Comments: S N U

16. Attends rules meetings and submits open book test complete and on time.

Comments: S N U

17. Teaches proper techniques to insure the safety of the athletes.

Comments: S N U

GENERAL COMMENTS BY EVALUATOR:

GENERAL COMMENTS BY COACH:

PLAN OF ACTION FOR THE COACH:

Note: I have been presented _____ pages of this evaluation. A signature indicates that this evaluation has been read and discussed with the evaluator. It does not imply agreement. If the coach desires, they may submit a reply to this evaluation. This must be done within 48 hours of receiving to evaluation.

(Signed) _____

Evaluator

Date

(Signed) _____ Date _____
Coach

BALTIC SCHOOL DISTRICT

EVALUATION OF ASSISTANT AND JUNIOR HIGH COACHES

Coach:

Assignment:

Year:

_____ Number of years coaching this assignment at Baltic.

_____ Number of years coaching at Baltic.

_____ Total years coaching.

1 = Good

2 = Satisfactory

3 = Needs Improvement

1.)	Loyalty to head coach.	1	2	3
2.)	Care of equipment.	1	2	3
3.)	Knowledge of sport.	1	2	3
4.)	Ability to teach sport.	1	2	3
5.)	Ability to motivate.	1	2	3
6.)	Intensity of interest in coaching this sport.	1	2	3
7.)	Supervision of student/athletes.	1	2	3
8.)	Rapport with student/athletes.	1	2	3
9.)	Rapport with head coach.	1	2	3
10.)	Rapport with other coaching staff.	1	2	3
11.)	Attends meetings, clinics and workshops.	1	2	3
12.)	Willingness to assume extra duties.	1	2	3
13.)	Shows an interest in other levels within the program	1	2	3

COMMENTS:

EMPLOYMENT RECOMMENDATION:

- _____ Recommended for continued employment.
- _____ Recommended for continued employment with conditions.
- _____ Not recommended for continued employment.

EVALUATOR'S SIGNATURE

DATE

I have been presented 2 pages of this evaluation. A signature indicates that this evaluation has been read and discussed with the evaluator. It does not imply agreement. If the evaluatee desires, they may submit a written reply to this evaluation within 20 working days and have that reply attached to the evaluation.

EVALUATEE'S SIGNATURE

DATE

First Reading:	April 13, 2009
Second Reading:	May 11, 2009
Adoption:	June 11, 2009

BALTIC SCHOOL DISTRICT ACTIVITY PERSONNEL EVALUATION FORM

Instructor:

Assignment:

Year:

_____ Number of years in this assignment at Baltic.

_____ Number of years at Baltic.

_____ Total years teaching.

1=Good

2=Satisfactory

3=Needs Improvement

PLANNING AND ORGANIZATION

1.)	Is punctual in submitting all paperwork.	1	2	3
2.)	Provides for the care of equipment.	1	2	3
3.)	Maintains communication with the Activities Director and students. (includes practice schedule and discipline problems)	1	2	3
4.)	Works cooperatively with the Activities Director on budget requests.	1	2	3

INTERPERSONAL RELATIONSHIP SKILLS

1.)	Maintains an open and professional relationship with the Activities Director.	1	2	3
2.)	Develops a good rapport with the staff.	1	2	3
3.)	Develops a good rapport with students.	1	2	3
4.)	Develops and maintains a positive relationship with parents, booster club, community and the media. (includes recognizing major contributors to the program)	1	2	3
5.)	Demonstrates an interest in the Fine Arts in classroom activities and off season activities.	1	2	3
6.)	Promotes Fine Arts activities to encourage participation from students.	1	2	3

PERSONAL AND PROFESSIONAL QUALITIES

1.)	Participates in workshops and clinics to improve professional knowledge and skills.	1	2	3
2.)	Works within the rules and regulations established by all governing agencies of the program. (SDHSAA, School Board, etc.)	1	2	3
3.)	Adheres to professional code of ethics regarding the treatment of students	1	2	3

and peers.

4.)	Uses modeling to convey acceptable appearance, speech, manners, behaviors, and interest.	1	2	3
5.)	Is punctual for practices, performances, and meetings.	1	2	3
6.)	Cooperates with scheduling for contests, performances, and practices.	1	2	3
7.)	Cooperates in planning and sharing the use of the facilities.	1	2	3
8.)	Demonstrates self-control and poise in all areas related to activity responsibilities.	1	2	3
9.)	Uses proper sequence and acceptable lines of communication when dealing with subordinates and supervisors.	1	2	3
10.)	Demonstrates proper supervision at all times.	1	2	3
11.)	Demonstrates fairness, understanding and empathy toward students.	1	2	3

COMMENTS:

EMPLOYMENT RECOMMENDATION:

- _____ Recommended for continued employment.
- _____ Recommended for continued employment with conditions.
- _____ Not recommended for continued employment.

EVALUATOR'S SIGNATURE

DATE

I have been presented 2 pages of this evaluation. A signature indicates that this evaluation has been read and discussed with the evaluator. It does not imply agreement. If the evaluatee desires, they may submit a written reply to this evaluation within 20 working days and have that reply attached to the evaluation.

EVALUATEE'S SIGNATURE

DATE

SELF-EVALUATION WORKSHEET

To be completed by Activity Personnel before the final evaluation summary.

Instructor:

Assignment:

Year:

_____ Number of years in this assignment at Baltic.

_____ Number of years at Baltic.

_____ Total years teaching.

1.) Is your current assignment(s) consistent with your professional goals? Please elaborate.

2.) What are some of the strengths of your program?

3.) What are some of the weaknesses of your program?

4.) What will you do to improve your program for next year?

5.) How can the Activities Director enhance your program?

First Reading:	April 13, 2009
Second Reading:	May 11, 2009
Adoption:	June 11, 2009

ADMINISTRATIVE EVALUATION FORM (10-93)

BALTIC SCHOOL DISTRICT # 49-1

DATE OF EVALUATION _____ DATE OF CONFERENCE _____

EVALUATEE _____ POSITION _____

EVALUATOR _____ POSITION _____

DIRECTIONS:

1. Check the appropriate response for each statement.
2. Add appropriate remarks, comments, criticisms, and suggestions and area V. Comment specifically on noted areas of weakness, and add suggestions for improvement.
3. Any area that has not been observed will be left blank.

I. KNOWLEDGE OF AREAS OF RESPONSIBILITY

A. Has a working knowledge of areas of responsibility

_____ Above Average

_____ Average

_____ Below Average

_____ Unacceptable

B. Seeks opportunities for professional growth.

_____ Above Average

_____ Average

_____ Below Average

_____ Unacceptable

II. PLANNING, ORGANIZING, AND DECISION-MAKING.

A. Exhibits sound judgment, logical thinking, creativity, and imagination.

_____ Above Average

_____ Average

_____ Below Average

_____ Unacceptable

B. Except assigned responsibility. Does not neglect some critical areas.

_____ Above Average

_____ Average

_____ Below Average

_____ Unacceptable

C. Adheres to policies of the Board of Education.

_____ Above Average

_____ Average

_____ Below Average

_____ Unacceptable

D. Has capabilities to function adequately in the following areas of responsibility:

1. Athletic director

a. Scheduling

_____ Above Average

_____ Average

_____ Below Average

_____ Unacceptable

b. Contracting officials

_____ Above Average

_____ Average

_____ Below Average

_____ Unacceptable

c. Preparing for out-of-town events	_____ Above Average	_____ Below Average
	_____ Average	_____ Unacceptable
d. Preparing for home events	_____ Above Average	_____ Below Average
	_____ Average	_____ Unacceptable
2. Preparing Master Schedule	_____ Above Average	_____ Below Average
	_____ Average	_____ Unacceptable
3. Curriculum development	_____ Above Average	_____ Below Average
	_____ Average	_____ Unacceptable
4. Staff relations	_____ Above Average	_____ Below Average
	_____ Average	_____ Unacceptable
5. Student relations	_____ Above Average	_____ Below Average
	_____ Average	_____ Unacceptable
6. Community relations	_____ Above Average	_____ Below Average
	_____ Average	_____ Unacceptable

III. LEADERSHIP ABILITIES

- A. Has speaking and other communication skills for the leadership in assigned areas of responsibility.
- | | |
|---------------------|---------------------|
| _____ Above Average | _____ Below Average |
| _____ Average | _____ Unacceptable |
- B. Supervisors, evaluates, and seeks to improve the services of staff members under his/her supervision.
- | | |
|---------------------|---------------------|
| _____ Above Average | _____ Below Average |
| _____ Average | _____ Unacceptable |
- C. Solicits and utilizes staff input in decision-making.
- | | |
|---------------------|---------------------|
| _____ Above Average | _____ Below Average |
| _____ Average | _____ Unacceptable |
- D. Works with community leaders if essential to assignment.
- | | |
|---------------------|---------------------|
| _____ Above Average | _____ Below Average |
| _____ Average | _____ Unacceptable |
- E. Adjusts to unplanned situations.
- | | |
|---------------------|---------------------|
| _____ Above Average | _____ Below Average |
| _____ Average | _____ Unacceptable |

IV. UTILIZING PHYSICAL AND MATERIAL RESOURCES

A. Makes good use of building, grounds, and other materials in the area of responsibility.

_____ Above Average

_____ Below Average

_____ Average

_____ Unacceptable

B. Makes good use of available financial resources.

_____ Above Average

_____ Below Average

_____ Average

_____ Unacceptable

C. Provides for the care of school property in area of responsibility.

_____ Above Average

_____ Below Average

_____ Average

_____ Unacceptable

V. EVALUATOR'S COMMENTS: (Note strong points, weak points, areas for improvement, and suggestions for improvement).

Note: I have been presented _____ pages of this evaluation. A signature indicates that this evaluation has been read and discussed with the evaluator. It does not imply agreement. If the administrator desires, they may submit a reply to this evaluation. This must be done within 48 hours of receiving the evaluation.

(Signed) _____
Evaluator Date

(Signed) _____
Administrator Date

SUSPENSION AND DISMISSAL OUT OF PROFESSIONAL STAFF MEMBERS

The board may suspend, with pay, a teacher pending action on an employee contract, if, in the judgment of the board, and upon recommendation by the administration, it is in the best interest of the district.

LEGAL REFS.: SDCL 13-43-15

Tutoring for Pay

The Baltic School Board does not promote, nor provide for, private tutoring. However, if tutoring is necessary, the following procedures will be followed:

1. A parent or pupil may discuss the advisability of private tutoring with the teacher, counselor, or principal. A cooperative relationship will be established among the classroom teacher, tutor, and parent to provide the best instructional setting for the pupil.
2. Parents must sign a release of records before school personnel may share information concerning a pupil with a private tutor who is not an employee of the school district.
3. It is the responsibility of the parent and tutor to agree mutually upon the fee and place of tutoring.
4. Tutoring for pay may not occur within Baltic School District facilities or on Baltic School District property.
5. Tutoring for pay may not occur during the teacher workday.
6. A teacher may not tutor individual pupils for pay when the instruction occurs during the pupil's school day.
7. Private music lessons that occur during non-school hours are not considered tutoring.
8. Private athletic lessons that occur outside the season for that particular sport are not considered tutoring.

First Reading:	October 8, 2012
Second Reading:	November 12, 2012
Adoption:	December 10, 2012

SUPPORT STAFF POSITIONS

Education is a cooperative enterprise in which all employees of the school district must participate intelligently and effectively for the benefit of the children. This school district will employ support staff members in positions that function to support the education program.

All support staff positions will be established initially by the board. In each case, the superintendent will submit for the board's consideration and action, a job description or job specifications for the position.

Although positions may remain temporarily unfilled, or the number of persons holding the same type of position reduced in event of de-staffing requirements, only the board may abolish a position it has created.

SECRETARY TO SECONDARY SCHOOL PRINCIPAL
BALTIC SCHOOL DISTRICT # 49-1

QUALIFICATIONS: 1. Have at least one year of successful secretarial experience or training with the reasonable degree of proficiency in the areas of typing, filing, copying, operation of standard office equipment, telephone management, and office management;
2. Have a pleasant attitude, possess a degree of confidentiality and the ability to adhere to policies and procedures
3. Have experience with computers or be willing to take the needed steps to become proficient;
4. The Board of Education reserves the right to hire the best individual possible.

REPORTS TO: Secondary School Principal

JOB GOAL: To assure the smooth, efficient operation of the school office so that the office's maximum impact on education of children can be realized.

PROFESSIONAL RESPONSIBILITIES:

1. Receives and routes all incoming telephone calls for the secondary school.
2. Greet all people that come in the main office to assure they're sent to the right departments.
3. Sort and distribute all U.S. and inter-school mail.
4. Sell student and teachers meal tickets for the school lunch program; deposit these receipts with the business manager; record daily lunch tallies of both adults and students.
5. Gather and compile attendance slips from all the teacher's classrooms at the end of the school day.
6. Responsible for keeping attendance of all students.
7. Issue make-up and tardy slips to students
8. Preparation of daily morning and afternoon memorandums.
9. Maintain all necessary student records.
10. Input into computer administrative programming information.
11. Maintenance of accurate daily student absence/tardy.
12. Maintenance of immunization records for each 7-12 school student.
13. Provide an efficient filing and records-management system.
14. Coordinate with the Principal, the maintenance of all permanent records of each 7-12 school student including released requested grade transcript and insurance information. Also, all permanent record-keeping for each student's grades, computing grades for honor roll each nine weeks, composite grade point average, and rank up-dated each semester of the school year.
15. Execution of all office correspondence as requested by the principal.
16. Assist teachers in discipline referrals to the principal; complete detention and in-school referrals, including any forms to be filled out, filed and mailed.
17. Coordinate with the Principal, all letters to parents of all discipline, excessive tardies, and attendance.
18. Organize and implement policies and procedures set by the principal.

19. Make all necessary arrangements for student awards, with the principal.
20. Preparation of all programs to be distributed at school events.
21. Coordinate with the principal, all necessary arrangements for graduation, including program outline, robe and cord requirements and diploma preparation.
22. Temporary monitoring of instructor's classroom as per requested by instructor or principal.
23. Prior to the school term, organize and distribute all necessary forms for personnel and students (i.e., registration, noon and detention rosters, activity programs, assignments of lockers, master class scheduling).
24. Inventory and order all supplies for the office and coordinate yearly supply orders, with the principal's direction.
25. Locate and compiled information as needed and/or requested by the principal.
26. Coordinate with the principal, the preparation of all of report cards.
27. Maintains confidentiality of personal information regarding students, staff, and parents/guardians.
28. Performs other duties as required by the supervisors.

TERMS OF EMPLOYMENT:

1. Regular school term plus approximately one week prior to school opening and one week after school closing.
2. Summer hours as per requested of the principal, time lines established by mutual agreements.
3. Hourly salary and benefits to be established by the Board of Education.
4. Hours of employment to be established by the principal.

EVALUATION: A written evaluation will be completed as board policy by the secondary school principal to review job performance.

SCHOOL NURSE JOB DESCRIPTION
BALTIMORE PUBLIC SCHOOLS 49-1

QUALIFICATIONS: 1. The School Nurse will be properly licensed by the state of South Dakota with a current R.N. license. 2. Previous School Nurse or public health experience preferred but not necessary.

REPORTS TO: Superintendent of Schools

JOB GOAL: To provide the fullest possible educational opportunity for each district student by minimizing absence due to illness and creating a climate of health and well-being in the district schools.

PERFORMANCE RESPONSIBILITIES:

1. Works with students towards the alleviation or correction of health problems which are interfering with student learning, attendance, or effective participation at school.
2. Assumes responsibility for the identification and referral of students in need of medical and dental care, assist parents in the referral to and use of appropriate resources to aid the with health and health care issues.
3. Communicate with students, parents, guardians, teachers, principals and other school personnel providing information on health care issues.
4. Maintains up-to-date cumulative health and immunization records on all students.
5. Assess the health of students through screening programs, health history, observations, evaluations, staffings and placement of students.
6. Reports to parents, guardians, school personnel, physicians, clinics and other agencies on student health matters as needed.
7. Consult and assist with providing appropriate emergency care.
8. Promote the concept of wellness for students, their families, staff and community.
9. Promote, participate and consult in health related areas of curriculum development and implementation.
10. Assist in establishing and maintaining good relations with the civic, professional service, parent organizations and community in general; by having an active interest and involvement in community activities.
11. Prepare and submit reports for the Superintendent and the State Board of Health as directed.
12. Implements policies on exclusion and readmission of students in connection with infectious and contagious diseases.
13. Performs other duties as may from time to time be assigned by the Superintendent.

SECRETARY TO ELEMENTARY SCHOOL PRINCIPAL AND BUSINESS MANAGER
BALTIMORE SCHOOL DISTRICT # 49-1

QUALIFICATIONS: 1. Have at least one year of successful experience or training with a reasonable degree of proficiency in the areas of typing, filing, copying, operation of standard office equipment, telephone management, and office management;
2. Have a pleasant attitude, possess a high degree of confidentiality and the ability to adhere to policies and procedures;
3. Have experience with computers or be willing to take the needed steps to become proficient;
4. The Board of Education reserves the right to hire the best individual possible.

REPORTS TO: Elementary School Principal and Business Manager

JOB GOAL: To run a smooth, efficient office while being courteous and helpful to ensure the maximum positive impact on the education of our children.

PROFESSIONAL RESPONSIBILITIES

1. Type, prepare, and mail correspondents, reports, memos, etc.
2. Answer and route all incoming telephone calls promptly.
3. Greets visitors, schedule appointments, and control access of personnel to principal's office and business manager's office, school files, supply room, etc.
4. Copy, file, record, and organize all items as needed by the principal and business manager.
5. Keep the principal and business manager alerted to existing or developing problems.
6. Collect and distribute incoming or outgoing U.S. and inter-school mail.
7. Manage the facility lunch program. Duties include, but are not limited to, collection and documentation of monies and meals transacted by students and faculty, depositing funds, running the lunch line, completing reports, and monitoring the lunch room.
8. Manage the school picture process.
9. Assist with all student attendance procedures, and educational reports as directed by the principal.
10. Compile information on staff leaves and assist with acquiring substitutes.
11. Maintaining student records, assist with student registration, and transfers student transcripts.
12. Type, prepare and distribute teacher and student handbooks, as well as local, state, and federal reports as requested by supervisors.
13. Assist students with health and injury needs along with maintenance of health and immunization records.
14. Order office material and helped with the requisition procedures with the principal's direction.
15. Coordinate with the principal, kindergarten and pre-school screening and scheduling.
16. Assist business manager to prepare and deliver board packets before meetings.
17. Temporary monitoring of instructor's classrooms as per request by instructor or supervisor.
18. Perform other duties as requested by the supervisors.

TERMS OF EMPLOYMENT:

1. Regular school term plus approximately two weeks prior to school opening .
2. Summer hours as per requested of the principal and business manager, time lines established by mutual agreements.
3. Hours of employment, not to exceed eight (8) hours per day, will be designated by principal and business manager and include a 30 minute duty free lunch.
4. Salary and benefits are established by the Board of Education.

EVALUATION: Evaluation to be completed as outlined in Board of Education policy by the principal and business manager.

JANITORIAL JOB DESCRIPTIONS
(Elementary Building)
BALTIMORE PUBLIC SCHOOLS 49-1

General Description: Person shall be in charge of and-or perform cleaning, light maintenance, summer building preparation work, and exterior yard work at the elementary site which includes the elementary classroom building, elementary gym, and elementary playground areas including the bus barn area. The janitor shall report to the building Principal for daily duties and to the Superintendent for overall duties.

Cleaning Duties: Cleaning shall be done as per a schedule of work and duties and other items as needed or directed. (See Policy GDA-3A). Part-time cleaning help may be provided during the school term.

Summer Preparation Worked: Prior to the beginning of the school term all areas will need to be cleaned and repaired. Some of the work would include: painting, floor stripping and waxing, and carpet cleaning.

Maintenance Work: Employee shall be expected to make repairs on such things as desks and other school fixtures. Daily maintenance on boilers and compressors shall be necessary. Employee will also be expected to do painting, some plumbing, and light carpentry.

Exterior Work: This shall consist of general clean-up, mowing, and snow and ice removal.

Work Hours: To be set by the Superintendent of Schools.

Salary: Established by the Board of Education. Overtime, hours over 40 per week, shall be granted upon the approval of the Superintendent in cases such as snow and ice removal and emergency repairs. Paid holidays are July 4th, Labor Day, Thanksgiving Day, Christmas Day, New Year's Day, Good Friday, Memorial Day, and Veteran's Day if it is a school holiday.

Benefits: 10 days sick leave per year, cumulative to 30 work days. \$45 will be paid monthly by the district towards participation in the school's group health insurance. 5 days of paid vacation shall be granted the first year; eight days the second year; 10 days for a year 3 and thereafter.

Evaluation: To be done at least once each year by the Superintendent of Schools.

CLEANING SCHEDULES
ELEMENTARY BUILDING

<u>AREA-ACTIVITY</u>	<u>FREQUENCY</u>
Elementary Classrooms	
Sweep or vacuum	Daily
Chalk boards	Twice a Week (M,W)
Desk tops	Once a week (T)
Dust window sills, radiators	Once a week (Th)
Waste baskets	Daily
Clean windows	Once a month
Elementary Library	
Vacuum	Daily
Dust window sills, radiators, book shelve edges	Once a week (Th)
Waste baskets	Daily
Clean windows	Once a month
Elementary Halls	
Vacuum	Daily
Mop	West Hall has needed
East entry area	As needed
Water fountains	Daily
Walls-clean marks	Any noticed marks daily
	Weekly inspect and clean need areas
Elementary Speech Room	
Vacuum	Monday, Wednesday, Thursday
Dust sills	Thursday
Wastebasket	Monday, Wednesday, Thursday
Windows	Once a month
Bathrooms	
Fixtures	Clean Daily
Floor	Watch Daily
Supplies	Replaced Daily
Mirrors	Wipe Daily
Stall walls, stool bases, window sills	Clean weekly (Friday)
Office-Business	
Vacuum	Daily
Dust-table and sills	Weekly (Thursday)
Waste basket	Daily
Office-Principal	
Vacuum	Twice a week or more if needed
Dust-Window sill	Weekly (Thursday)
Waste basket	Daily
Teachers Work Area	
Sweep	Daily
Waste basket	Daily
Dust sills	Weekly (Thursday)
Windows	Monthly
Entrance Windows	
West entrance	Weekly
Administrative	Twice a week
East entrance	Daily

Music Room-Vocal	
Sweep	Daily
Waste basket	Daily
Window sills dust	Weekly (Thursday)
Windows clean	Monthly
Gym	
Sweep	Daily
Dust edges	Weekly (Thursday)
Clean bleachers	After each activity
Music Room-Instrumental	
Waste basket	Daily
Vacuum	Weekly (Tuesday)
Windows-door	Weekly (Tuesday)
Windows-exterior	Weekly
Locker Room	
Mop	Daily
Waste baskets	Daily
Bathroom fixtures	Clean daily
Disinfect	Weekly (Friday)
Entrance Area	
Vacuum	Daily
Windows	Weekly (Tuesday)
Waste basket	Daily
Water fountain	Daily
Entrance bathrooms	
Mop	Daily
Fixtures	Daily
Wall and stool bases	Weekly (Wednesday)
Supplies	Daily
Mirrors	Daily
Stage area	
Vacuum and clean area under steps	Weekly (Friday) Friday
Best	Weekly (Friday)
Mop steps to Music	Weekly (Friday)
Coaches Room	
Sweep	Daily (Monday, Wednesday, Friday)
Dust	Weekly (Friday)
Exterior	
Mow	As needed
Pickup entrance trash	Daily
Snow and ice removal	As needed
Lunchroom	
Set up and take down of tables	Daily
Clean floor area	Daily
Sweeps storage area	Weekly (Tuesday)
Unload and store supplies	Upon delivery
Take out garbage	Daily

JANITORIAL JOB DESCRIPTIONS
(Secondary Building)
BALTIMORE PUBLIC SCHOOLS 49-1

General Description: Person shall be in charge of and-or perform cleaning, light maintenance, summer building preparation work, and exterior yard work at the secondary site which includes the secondary classroom building, secondary gym, and secondary athletic areas. The janitor shall report to the building Principal for daily duties and to the Superintendent for overall duties.

Cleaning Duties: Cleaning shall be done as per a schedule of work and duties and other items as needed or directed. (See Policy GDA-4A).

Summer Preparation Worked: Prior to the beginning of the school term all areas will need to be cleaned and repaired. Some of the work would include: painting, floor stripping and waxing, and carpet cleaning.

Maintenance Work: Employee shall be expected to make repairs on such things as desks and other school fixtures. Daily maintenance on boilers and compressors shall be necessary. Employee will also be expected to do painting, some plumbing, and light carpentry.

Exterior Work: This shall consist of general clean-up, mowing, and snow and ice removal.

Work Hours: To be set by the Superintendent of Schools.

Salary: Established by the Board of Education. Overtime, hours over 40 per week, shall be granted upon the approval of the Superintendent in cases such as snow and ice removal and emergency repairs. Paid holidays are July 4th, Labor Day, Thanksgiving Day, Christmas Day, New Year's Day, Good Friday, Memorial Day, and Veteran's Day if it is a school holiday.

Benefits: 10 days sick leave per year, cumulative to 30 work days. \$45 will be paid monthly by the district towards participation in the school's group health insurance. 5 days of paid vacation shall be granted the first year; eight days the second year; 10 days for a year 3 and thereafter.

Evaluation: To be done at least once each year by the Superintendent of Schools.

CLEANING SCHEDULES SECONDARY BUILDING

<u>AREA-ACTIVITY</u>	<u>FREQUENCY</u>
Secondary Classrooms	
Vacuum	Daily
Chalkboards	Twice a week (Tuesday, Thursday)
Desktops	Every other week
Dust window sills, radiators	Weekly (Wednesday)
Waste baskets	Daily
Clean windows	Monthly
Clean door areas	Weekly
Spot clean carpets	As needed
Clean base boards	Monthly
Dust blinds	Monthly
Air inlets	Monthly
Wall marks	Weekly
Secondary Library	
Vacuum	Daily
Waste basket	Daily
Dust counters and shelf edges	Weekly (Wednesday)
Door area	Weekly (Friday)
Top windows	Twice yearly (Christmas and August)
Wall marks	Weekly
Teachers Work Area	
Vacuum	Monday Wednesday Friday
Dust counters	Weekly (Wednesday)
Bathroom	Daily
Waste baskets	Daily
Science Lab	
Floor	Check daily and clean if used
Dust window sills and radiator	Weekly (Wednesday)
Waste baskets	Check daily
Wall marks	As observed
Home Ec Kitchen	
Floors	Check daily and clean if needed
Paper towels	Check weekly
Hallways	
Vacuum	Daily
Dust locker tops	Weekly (Wednesday)
Drinking fountains	Daily
Wall marks	Daily
South Entrance	
Sweep	Weekly
Mop	As needed
Windows	Weekly
Southwest Entrance	
Sweep	Twice a week
Mop	As needed
Windows	Weekly

West Entrance	
Sweep	Daily
Mop	Twice a week
Windows	Weekly and every other day
Wall marks	As observed
Main Entrance	
Sweep	Daily
Door windows	Daily
Side windows	Weekly
Mop	As needed
Comments	
Sweep	Daily
Waste baskets	Daily
Mop	Twice a week
Wall marks	Twice a week
Bathrooms	
Mop floors	Daily
Light fixtures	Daily
Supplies	Daily
Mirrors	Daily
Top edge of floor tile and tile walls	Weekly
Stall walls	Weekly
Wall marks	Daily
Office Areas	
Vacuum	Three times a week
Waste baskets	Daily
Door areas	Weekly
Gym	
Sweep	Daily
Dust-floor edge, rail, bleachers	Weekly
Gym Entrances	
Sweep	Daily
Windows	Weekly (West entrance every game day)
Mop	Weekly
Stage	
Sweep	Daily
Mop	As needed
Waste basket	Daily
Balcony	
Sweep floor and steps	Daily
Dust rail	Weekly
Drinking Fountains	
Clean	Daily
Locker Rooms	
Mop	Daily
Waste baskets	Daily

Locker Showers and Bathrooms

Mop	Daily
Supplies	Daily
Fixtures	Three times a week
Disinfect	Twice a week
Tile edge	Weekly
Tile wall areas and stalls	Weekly
Exhaust fan inlets	Monthly

Exterior

Mow	As needed
Entrance areas-pickup trash	Daily
Snow and ice removal	As needed

JANITORIAL JOB DESCRIPTIONS
(Part-time Cleaning Position)
BALTIMORE PUBLIC SCHOOLS 49-1

General Description: Persons shall aid with the cleaning of the elementary building and secondary building. The janitor shall report to the building janitor and building Principal for daily duties and to the Superintendent for overall duties.

This person may also be responsible for cleaning of the secondary gym areas following activities.

This person may also be available to fill in for other janitors in case of an absence.

Cleaning Duties; Cleaning shall be done as per a schedule of work and duties and other items as needed or directed.

Work Hours: To be set by the Superintendent of Schools.

Salary: Established by the Board of Education. Paid holidays are Thanksgiving Day, Christmas Day, New Year's Day, Good Friday, and Veterans Day if it is a school holiday.

Benefits: 10 work days sick leave per year, accumulative to 30 work days. \$45 will be paid monthly by the district towards participation in the school's group health insurance

Evaluation: To be done at least once each year by the Superintendent of Schools.

FOOD SERVICES DIRECTOR
BALTIC PUBLIC SCHOOLS 49-1

QUALIFICATIONS: 1. Demonstrated aptitude or competence for assigned responsibilities; 2. Certification by Schools Food Services of the State of South Dakota; 3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Superintendent

SUPERVISES: All Food Service Employees

JOB GOAL: To provide each school child with food of high nutritious quality in an atmosphere of cleanliness, cheerful less, and personal caring.

PERFORMANCE RESPONSIBILITIES:

1. Interviews, screens, and recommends appointment of all food service personnel.
2. Evaluates all food service employees.
3. Purchases and maintains an inventory of all foods and supplies.
4. Maintains an inventory of all materials and equipment.
5. Recommends purchase of new and replacement equipment.
6. Checks all bills and purchase orders for accuracy before presenting them to the business manager for payment.
7. Makes application for government surplus food for school cafeteria use, and directs its distribution and transfer.
8. The director will supervise menu making according to USDA standards, order all food, food preparation, and serving, to insure students a nutritious lunch, served attractively, economically, and efficiently.
9. The director will work with the principal of each school in working out schedules for serving lunches and in resolving any problems connected with the school lunch program.
10. Visits both lunch rooms as often as possible, checking that high standards of cleanliness, health, and safety are maintained, and observing possible improvements in operation.
11. Standardizes as much as possible the size of portions served as related to lunch type.
12. Attend all meetings and conferences dealing with food service as possible and with the approval of the superintendent of schools.
13. Keeps patrons and the public informed of the menus and services offered by the school cafeterias and of the health and educational benefits gained by children through participation in the school food service program.
14. Performs such other duties as may from time to time be assigned by the superintendent and/or board.

TERMS OF EMPLOYMENT: Salary and work year to be established by the Board of Education.

EVALUATION: Performance of this job will be evaluated by the superintendent.

ASSISTANT COOK JOB DESCRIPTION
BALTIC PUBLIC SCHOOLS 49-1

QUALIFICATIONS: 1. Demonstrated attitude or competence for assigned responsibilities;
2. Such alternatives to the above qualifications as the board may find appropriate and acceptable.

REPORTS TO: Food Service Director

JOB GOAL: To serve the students attractive and nutritious meals in an atmosphere of efficiency, cleanliness, and warmth.

PERFORMANCE RESPONSIBILITIES:

1. Assists in the preparation and serving of food in a quick and pleasant manner.
2. Assumes responsibility for seeing to it that during meals service periods, the supply of food offered is replenished regularly.
3. Assists in the daily cleanup of the kitchen and service areas.
4. Performs major cleaning of refrigerators and storerooms at regularly scheduled intervals as designated by the head cook..
5. Must have good health habits (washing hands often, etc.)
6. Reports immediately to principal and food service director any problem or accident occurring in the kitchen or the cafeteria premises.
7. Reports to the food service director any faulty or inferior quality food which is received.
8. Performs such other duties as may from time to time be assigned by the head cook or hot lunch supervisor.

TERMS OF EMPLOYMENT: Salary per hour and work year to be established by the board. Daily hours may fluctuate, and will be established by the food service director.

EVALUATION: Performance of this job will be evaluated by the food service director.

COOKS HELPER JOB DESCRIPTION
BALTIC PUBLIC SCHOOLS 49-1

QUALIFICATIONS: 1. Demonstrated attitude or competence for assigned responsibilities;
2. Such alternatives to the above qualifications as the board may find appropriate and acceptable.

REPORTS TO: Food Service Director

JOB GOAL: To serve the students attractive and nutritious meals in an atmosphere of efficiency, cleanliness, and friendliness.

PERFORMANCE RESPONSIBILITIES:

1. Assists in the preparation of food portions and prepares cafeteria counter.
2. Serve students and staff from the cafeteria counter.
3. Removes used dishes and assist in the cleaning of counters, tables, and furnishings in the dining area.
4. Maintains the trash and garbage collection area in a neat and sanitary fashion.
5. Must have good health habits (washing hands often, etc.)
6. Reports immediately to principal and food service director any problem or accident occurring in the kitchen or the cafeteria premises.
7. Reports to the food service director any faulty or inferior quality food which is received.
8. Performs such other duties as may from time to time be assigned by the head cook or hot lunch supervisor.

TERMS OF EMPLOYMENT: Salary per hour and work year to be established by the board. Daily hours may fluctuate, and will be established by the food service director.

EVALUATION: Performance of this job will be evaluated by the food service director.

BALTIC SCHOOL DISTRICT

Paraprofessional Job Description

The following job description provides a general understanding of the duties, qualifications, physical demands, experience and educational background required for assistants within the Baltic School District. It is understood assistants are hired to assist certified staff and therefore their duties may continually change.

DEFINITION

Under supervision, to perform a variety of instructional activities; to assist in the conduct of intensified learning experiences; to perform routine clerical and supportive tasks for instructional personnel; and to do other related work as required.

GENERAL DUTIES

- ⌚ Assists instructional personnel with the presentation of learning materials and in the conduct of instructional exercises.
- ⌚ Tutors individual students and small groups of students to reinforce and follow up learning activities.
- ⌚ Monitors and assists students in drill, practice, and study activities as a follow-up to the presentation of instructional concepts by instructional personnel.
- ⌚ Directs students in safe learning activities and functions, and assists in the shaping of appropriate social behaviors.
- ⌚ Assists in the management of student behavior through the use of positive strategies and techniques.
- ⌚ Assists in the preparation of a variety of instructional materials and learning aids for use with individual or small groups of students.
- ⌚ Maintains a variety of records and files, including confidential student records and information.
- ⌚ Operates and assists students in the operation of a variety of instructional media machines and equipment.
- ⌚ Administers routine first aid and requests assistance for non-routine injury or illness.
- ⌚ Assists in maintaining an orderly, attractive, and positive learning environment.
- ⌚ May participate in parent conferences and other student progress report activities.

QUALIFICATIONS

Knowledge of:

Basic concepts of child growth and development, and developmental behavior characteristics;
Student behavior management strategies and techniques;
Basic arithmetical concepts;
Appropriate English usage, punctuation, spelling, grammar
Routine record management, storage, and retrieval systems and procedures.

Ability to:

Demonstrate an understanding, patient, and receptive attitude toward students of varied age groups;

Communicate effectively in oral and written form in English;

Perform routine clerical tasks and operate a variety of educational and office related machines and equipment;

Learn to utilize a variety of appropriate instructional materials and procedures in the enhancement of a positive educational environment;

Understand and carry out oral and written directions;

Establish and maintain cooperative working relationships with children and adults.

Maintain confidentiality for students and staff

PHYSICAL DEMANDS

The physical requirements indicated below are examples of the physical aspects that this position classification must perform in carrying out essential job functions.

⌚ Persons performing service in this position classification will exert 10 to 20 pounds of force frequently to lift, carry push, pull, or otherwise move objects.

⌚ This type of work involves sitting most of the time, but may involve running, walking or standing for brief periods.

⌚ Persons performing service in this position must be able to be outside for recess, bus duty, and other specified times (at least 30 minutes) in all types of climate situations, including temperatures that are below zero.

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

EXPERIENCE AND EDUCATION

Any combination of experience and training that would likely provide the required knowledge and skill is qualifying. The minimum requirement is a high school diploma or equivalent, but additional experience or education may be required depending upon the specific position.

TERMS OF EMPLOYMENT

Hourly salary and benefits to be established by the Baltic Board of Education.

EVALUATION

Performance of this job will be evaluated by the administrator and/or certified supervisor.

I have read and understand this job description and can fulfill the essential functions as listed.

Signature Date

First reading	November 9, 2009
Second reading	December 10, 2009
Adoption	January 11, 2010

MAINTENANCE DIRECTOR/TRANSPORTATION SUPERVISOR JOB DESCRIPTION
BALTIMORE PUBLIC SCHOOLS 49-1

QUALIFICATIONS: 1) Knowledge in boilers, plumbing, carpentry, electricity, inventory, and vehicle operation and maintenance; 2) Ability to supervise employees; 3) Demonstrated aptitude or competence for assigning responsibilities; 4) CDL license; (5) Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Superintendent

SUPERVISES: Custodial Staff, Bus Drivers

JOB GOAL: To maintain the physical school plants and property, transportation fleet and facilities in a condition of operating excellence so that full educational use is maintained at all times.

PERFORMANCE RESPONSIBILITIES: Maintenance Director

1. Examines school buildings on a regular basis for needed repairs and maintenance.
2. Establishes and recommends priorities on repair projects.
3. Estimates cost of repair projects in terms of labor and materials.
4. Assigns and supervises custodial staff.
5. Lays out and inspects work, and assists custodial and maintenance staff members as deemed necessary.
6. Develops a system for dealing with emergency repair problems.
7. Prepares reports on costs of work done, materials used, and labors expended.
8. Orders materials as needed, and makes recommendations of supplies and equipment for purchase to the superintendent.
9. Assigns work orders and hours to be done by custodial staff.
10. Consult with building principals regarding the establishment of regular preventative maintenance programs.
11. Maintains such personnel and other records as are required.
12. Assists the superintendent in the recruitment, training and evaluation of the custodial staff.
13. Advises the superintendent on the hiring of contractors to perform certain maintenance or repairs services.
14. Maintains an inventory of supplies and equipment.
15. Strives constantly to promote the safety, health, and comfort of the students and employees.
16. Attend regular meetings of the Board of Education as required by the superintendent.
17. Performs all minor maintenance for all school buildings.
18. Supervise summer or temporary janitorial service employees.
19. Responsible for heating system in all school buildings.
20. Maintains all outside grounds, including mowing and snow removal.
21. Oversee school vans, tractor, snow blower, lawn mowers/trimmers, and equipment used for cleaning/buffing.
22. Coordinate the special events custodial services.
23. Works a proportionate share of special events.

24. Oversee football field including PA system, scoreboard, underground sprinkler system, and lights.
25. Cleans assigned areas of school buildings.
26. Responsible for picking up the mail and its delivery to each school building after getting sorted by the secretarial staff. Also responsible for same day distribution of delivered packages to the school building.
27. Perform such other duties as assigned by the superintendent and/or Board.

PERFORMANCE RESPONSIBILITIES: Transportation Supervisor

1. Examines bus facilities on a regular basis for needed repairs, maintenance and cleaning.
2. Examines buses and vans on a regular basis for needed repairs and maintenance.
3. Cleans the outside of buses, and the inside and outside of vans.
4. Routinely checks the following and fills/changes as needed:
 - A. Gas or diesel fuel and filter
 - B. Oil and filter
 - C. Radiator fluid
 - D. Power steering fluid
 - E. Brake fluid
 - F. Air filter
 - G. Transmission fluid and filter
 - H. Rear end levels
 - I. Air pressure in tires
 - J. Grease chassis and drive line
5. Advises the superintendent on hiring contractors to perform major repairs of buses and vans.
6. Assigns and supervises bus drivers.
7. Develops bus routes and schedules.
8. Drives a morning bus route.
9. Orders supplies as needed.
10. Assists the superintendent in the recruitment, training and evaluation of bus drivers.
11. Cooperates with the Activities Director in scheduling extra trips.
12. Drives a proportionate share of extra trips outside the school day.
13. Transports students on special trips as needed during the school day.
14. Arranges for annual school bus inspections.
15. Calls for bids for gas and diesel fuel and reports bids to the business manager.
16. Arranges for substitute bus drivers.
17. Submits invoices, mileage reports, and extra trip vouchers to the business manager on a monthly basis.
18. Oversees all components of the transportation fleet and facilities.

TERMS OF EMPLOYMENT: Salary, benefits and work year to be established by the Board. Minimum forty-hour workweek, with additional compensation for bus trips outside the minimum workday and for driving to, and cleaning up after, special events.

EVALUATION: Job performance will be evaluated by the superintendent.

Adopted: 8/11/03

WORK DAY AND OVERTIME

The normal work day will be specified in the employees contract. No overtime will be allowed without prior approval of the superintendent, or he is/her designee.

Overtime pay will be at one and one-half times the salary of the individual.

This policy to affect only forty hour per week employees.

PERFORMANCE APPRAISAL FOR
CUSTODIAL PERSONNEL

This form is intended to serve as an instrument to help in the development and evaluation of custodial and maintenance personnel in the Baltic School District # 49-1.

A single check mark is to be used in the most appropriate place along the evaluation scale. Comments may be made but are not required.

This form will be used when discussing the employee's performance. The results of the observation shall be stated in writing and acknowledged by the signature of the evaluator and evaluatee at the post observation conference.

This Performance Appraisal Form will be placed in the Custodial Personnel Permanent File.

Name of Custodian: _____

Position: _____

Date (s) of Observation (s) _____

Name of Evaluator: _____

1. Daily Cleaning

☐ Outstanding	☐ Unsatisfactory
☐ Satisfactory	☐ Not Applicable
☐ Needs Improvement	

Comments or Suggestions:

2. Maintaining and operating building equipment and systems.

☐ Outstanding	☐ Unsatisfactory
☐ Satisfactory	☐ Not Applicable
☐ Needs Improvement	

Comments or Suggestions:

3. Providing emergency assistance in the building and on the grounds.

☐ Outstanding	☐ Unsatisfactory
☐ Satisfactory	☐ Not Applicable
☐ Needs Improvement	

Comments or Suggestions:

4. Maintaining school grounds year-around.

☐ Outstanding

☐ Satisfactory

☐ Needs Improvement

☐ Unsatisfactory

☐ Not Applicable

Comments or Suggestions:

5. Reporting major repair needs.

☐ Outstanding

☐ Satisfactory

☐ Needs Improvement

☐ Unsatisfactory

☐ Not Applicable

Comments or Suggestions:

6. Securing building

☐ Outstanding

☐ Satisfactory

☐ Needs Improvement

☐ Unsatisfactory

☐ Not Applicable

Comments or Suggestions:

7. Operating/maintaining moving equipment and school vehicles.

☐ Outstanding

☐ Satisfactory

☐ Needs Improvement

☐ Unsatisfactory

☐ Not Applicable

Comments or Suggestions:

8. Attending regularly and punctually.

☐ Outstanding

☐ Satisfactory

☐ Needs Improvement

☐ Unsatisfactory

☐ Not Applicable

Comments or Suggestions:

9. Assisting staff, students and school visitors.

☐ Outstanding

☐ Satisfactory

☐ Needs Improvement

☐ Unsatisfactory

☐ Not Applicable

Comments or Suggestions:

10. Learning skills and gaining knowledge.

_____ Outstanding

_____ Satisfactory

_____ Needs Improvement

_____ Unsatisfactory

_____ Not Applicable

Comments or Suggestions:

11. Performing other duties assigned by the principal or administration.

_____ Outstanding

_____ Satisfactory

_____ Needs Improvement

_____ Unsatisfactory

_____ Not Applicable

Comments or Suggestions:

This employee:

_____ Exceeds expectations

_____ Meets expectations

_____ Needs improvement

_____ Does not need expectations

Evidence and/or suggestions for improvement:

Note: I have been presented _____ pages of this evaluation. A signature indicates that this evaluation has been read and discussed with the evaluator. It does not imply agreement. If the custodian desires, they may submit a reply to this evaluation. This must be done within 48 hours of receiving the evaluation.

(Signed) _____
Evaluator Date

(Signed) _____
Custodian Date

PERFORMANCE APPRAISAL FOR
Secretarial/Administrative Assistants

This form is intended to serve as an instrument to help in the development and evaluation of custodial and maintenance personnel in the Baltic School District # 49-1.

A single check mark is to be used in the most appropriate place along the evaluation scale. Comments may be made but are not required.

This form will be used when discussing the employee's performance. The results of the observation shall be stated in writing and acknowledged by the signature of the evaluator and evaluatee at the post observation conference.

This Performance Appraisal Form will be placed in the Custodial Personnel Permanent File.

Name of Employee: _____

Position: _____

Date (s) of Observation (s) _____

Name of Evaluator: _____

1. Achieves Expected Production

Produces as much work has the normal fully trained employee, on an assignment.

_____ Outstanding
_____ Satisfactory
_____ Needs Improvement

_____ Unsatisfactory
_____ Not Applicable

Comments or Suggestions:

2. Does Work Assignments

A. Accurately-Makes about the same number of mistakes as one would expect from the average, fully trained employee.

_____ Outstanding
_____ Satisfactory
_____ Needs Improvement

_____ Unsatisfactory
_____ Not Applicable

Comments or Suggestions:

B. Neatly-Write legibly, keeps work handled and work space orderly. Also applies to appearance to typewritten work.

_____ Outstanding
_____ Satisfactory
_____ Needs Improvement

_____ Unsatisfactory
_____ Not Applicable

Comments or Suggestions:

C. Promptly-Gets things done on time, does work of high priority when it is received, rather than putting it aside.

_____ Outstanding
_____ Satisfactory
_____ Needs Improvement

_____ Unsatisfactory
_____ Not Applicable

Comments or Suggestions:

3. Plans and Organizes Work Well

Handles work systematically, budgeting time so that work flows smoothly.

_____ Outstanding
_____ Satisfactory
_____ Needs Improvement

_____ Unsatisfactory
_____ Not Applicable

Comments or Suggestions:

4. Understands Job Procedures

Has the necessary information about various job processes and relationships. Possesses knowledge of the steps to be followed in completing each assignment properly.

_____ Outstanding
_____ Satisfactory
_____ Needs Improvement

_____ Unsatisfactory
_____ Not Applicable

Comments or Suggestions:

5. Learns New Job Duties or Changes in Procedures Quickly

Requires few explanations or reminders before being able to carry out new or revise task properly.

_____ Outstanding
_____ Satisfactory
_____ Needs Improvement

_____ Unsatisfactory
_____ Not Applicable

Comments or Suggestions:

6. Shows an Interest in Learning More About Present Job Assignment

Asks questions, reads appropriate manuals and training materials if available, generally takes advantage of opportunities to learn more about procedures and background information.

_____ Outstanding
_____ Satisfactory
_____ Needs Improvement

_____ Unsatisfactory
_____ Not Applicable

Comments or Suggestions:

7. Shows Initiative in Assuming Extra Work

Takes on extra work without complaining when the work situation demands it. This may involve tasks which are not part of the regular job.

_____ Outstanding
_____ Satisfactory
_____ Needs Improvement

_____ Unsatisfactory
_____ Not Applicable

Comments or Suggestions:

8. Requires a Minimum Amount of Supervision

A. In Work - Makes the normal decisions required by the job without frequent requests for assistance; does the work expected without continual reminders; accepts responsibility for all work assigned and follows through on it.

_____ Outstanding
_____ Satisfactory
_____ Needs Improvement

_____ Unsatisfactory
_____ Not Applicable

Comments or Suggestions:

- B. In Conduct-Does not waste own time or that of co-workers by excessive talking, being away from desk too often. Generally follows office rules and regulations in this respect.

_____ Outstanding
_____ Satisfactory
_____ Needs Improvement

_____ Unsatisfactory
_____ Not Applicable

Comments or Suggestions:

9. Handles Unusual Situations Effectively

Takes work pressure or interactions in stride and remains productive

_____ Outstanding
_____ Satisfactory
_____ Needs Improvement

_____ Unsatisfactory
_____ Not Applicable

Comments or Suggestions:

10. Works Well with Others

Is pleasant, agreeable, tactful and cooperative with supervisor and fellow workers.

_____ Outstanding
_____ Satisfactory
_____ Needs Improvement

_____ Unsatisfactory
_____ Not Applicable

Comments or Suggestions:

11. Accepts Constructive Suggestions and Acts on Them

Sees value in a suggestion. Attempts to put the suggestion into operation in the work, or attitude toward the job.

_____ Outstanding
_____ Satisfactory
_____ Needs Improvement

_____ Unsatisfactory
_____ Not Applicable

Comments or Suggestions:

12. Communicates Effectively and Courteously

Presents ideas clearly, logically and effectively. Is polite in business like both personally and over the telephone.

_____ Outstanding
_____ Satisfactory
_____ Needs Improvement

_____ Unsatisfactory
_____ Not Applicable

Comments or Suggestions:

13. Is Regular in Attendance and Punctually at All Times

Spends the expected amount of time with regular duties. Breaks are limited to excepted standard.

_____ Outstanding
_____ Satisfactory
_____ Needs Improvement

_____ Unsatisfactory
_____ Not Applicable

Comments or Suggestions:

14. Appropriate Appearance

Exhibits cleanliness and neatness in appearance and dresses according to standards which are normally excepted by the profession.

_____ Outstanding
_____ Satisfactory
_____ Needs Improvement

_____ Unsatisfactory
_____ Not Applicable

Comments or Suggestions:

15. Confidentiality

Maintains confidentiality of personal information regarding students, staff, and parents/guardians.

_____ Outstanding
_____ Satisfactory
_____ Needs Improvement

_____ Unsatisfactory
_____ Not Applicable

Comments or Suggestions:

This employee:

- ☐ Exceeds expectations
- ☐ Meets expectations
- ☐ Needs improvement
- ☐ Does not need expectations

Evidence and/or suggestions for improvement:

Note: I have been presented _____ pages of this evaluation. A signature indicates that this evaluation has been read and discussed with the evaluator. It does not imply agreement. If the employee desires, they may submit a reply to this evaluation. This must be done within 48 hours of receiving the evaluation.

(Signed) _____
Evaluator Date

(Signed) _____
Employee Date

First Reading: June 9, 2016
Second Reading: July 7, 2016
Adoption: August 15, 2016

Baltic School District Paraprofessional Evaluation

Paraprofessional (Para):	School Year:
Building:	Teacher/Administrator:

COMPETENCY	Para will learn:	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Understanding of the roles and responsibilities of professionals, paras, and support personnel	-Identify the roles and responsibilities associated with a para's position in your setting -Identify the roles and responsibilities associated with the supervision of a para in your setting -Identify the members of the educational team	☐ Is unable to identify each member of the learning team's responsibilities and how that affects the day to day practice of the para	☐ Is able to identify each member of the learning team's responsibilities and how it affects the day to day practice of the para.	☐ Knows and demonstrates through writing that every team member has a role and that the team learns skills from one another that are integrated throughout the students day...thus the para continually learns from all service providers, which strengthens the para's instructional skills	☐ The para provides student information to Team members, through observation, charting, etc. so service providers can make continual instructional improvements for the student, each remembering their role as it relates to his/her job.
Knowledge of the similarities and differences between cognitive, communication, physical, social and emotional needs of students and the factors that influence these different needs. Awareness of the potential implications of various student characteristics on learning and achievement	-Develop an awareness of normal intellectual development -Develop an awareness of normal social/emotional development -Be aware of developmental differences that may exist between students you teach	☐ Has limited awareness of normal intellectual and social/emotional development within the setting in which you work	☐ Has awareness of normal intellectual and social/emotional development within the setting in which you work	☐ Knows normal intellectual and social/emotional development, but can differentiate between developmental differences within the setting in which you work	☐ Knows normal intellectual and social/emotional development, and can differentiate between developmental differences across settings from preschool to transition age
Awareness of the effects that exceptional conditions have on a student's life, family, school and community	-Develop a greater awareness of how a disability can influence an individual and his or her family within a school setting	☐ Has limited awareness of how a disability affects student life; their	☐ Can identify exceptional conditions in which a student can be successful	☐ Can effectively communicate exceptional conditions specific to the	☐ Can effectively communicate exceptional conditions, which affect learners of all disabilities

Baltic School District Paraprofessional Evaluation

		family, school and community		students(s) whom you work	
COMPETENCY	Para will learn:	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Ability to collect and record performance data on students under the direction of a licensed teacher, while respecting student confidentiality and the laws regarding ethical practices of assessment	-Describe the importance of keeping accurate, relevant, on-going data on the progress of each child -Define behavior in observable, measurable terms -Understand what is meant by “objective observation” -Be familiar with what observations are recorded -Identify the purposes and problems inherent with using behavior observation as an information source -Use systematic procedures for observing and recording behavior	☐ Under the direction of a licensed teacher the para has not taken responsibility to collect and record performance data on students, respecting the laws of confidentiality	☐ Has an understanding and is able to collect and record performance data (observations) on students, while respecting the laws of confidentiality	☐ Is proficient in obtaining accurate, relevant data and has a broad knowledge on ways that observations are recorded and is able to respect the laws of confidentiality	☐ Obtains accurate performance data and can develop a system of data collection, under the direction of a licensed teacher
Ability to assist in adapting instructional strategies and materials according to the needs of the student, under the direction of a licensed teacher Ability to follow oral and written direction of licensed teachers, seeking clarification as needed	-Identify the circumstances that might require you to deviate from a lesson -Learn how and why to give complete and specific instructions for activities -Provide appropriate alternative activities -Know how to read and follow a lesson plan	☐ Has limited knowledge of the process of adapting materials according to the needs of the student. Has difficulty following oral and written directions and does not seek clarification from licensed teacher	☐ Is able to understand and demonstrate the adaptation process when looking at the needs of the student and can provide an appropriate alternative activity. Seeks out clarification when needed under the direction of a licensed teacher	☐ Can successfully collaborate with educational team on meeting student's needs in adapting lesson plans specific to the curriculum	☐ Takes leadership role on the educational team in providing observations, written or oral, of student needs and making appropriate alterations to the curriculum. The para is able to mentor and guide team members.
Awareness of how paras can impact the overall learning environment for students and staff	-Identify the benefits that the para directly provides to students and staff -Identify the benefits that the para indirectly	☐ Is unable to identify the ways the para impacts the: Classroom environment	☐ Can identify the ways the para impacts the: Classroom environment Student	☐ Is able to mentor and guide team members in identifying the ways the paras impact the overall	☐ Is able to mentor and guide team members in identifying the ways the paras impact the overall

Baltic School District Paraprofessional Evaluation

	provides to students and staff	Student Teacher with whom you work Educational team	Teacher with whom you work Educational team	learning environment for students and staff	learning environment for students and staff
COMPETENCY	Para will learn:	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Ability to follow teacher instructions while conferring and collaborating with them around student schedules, instructional goals and performance	-Understand the nature of the working roles of the para and the supervisor -Learn topics that should be discussed with your supervisor to help make your team effective	☐ Unwilling to follow teacher instructions as it relates to schedule, instructional goals and performance	☐ Establishes and maintains a good working relationship and is open in discussing topics of student needs effectively with team	☐ Establishes and maintains a good working relationship and is open in discussing topics of student needs effectively with team	☐ Fosters frequent and effective dialogue with team members and models positive team support

This employee:

- ☐ Exceeds expectations
☐ Meets expectations
☐ Needs improvement
☐ Does not need expectations

Evidence and/or suggestions for improvement:

Note: I have been presented _____ pages of this evaluation. A signature indicates that this evaluation has been read and discussed with the evaluator. It does not imply agreement. If the employee desires, they may submit a reply to this evaluation. This must be done within 48 hours of receiving the evaluation.

(Signed) _____

Evaluator _____ Date _____

(Signed) _____
Employee Date

First Reading: June 9, 2016

Second Reading: July 7, 2016

Adoption: August 15, 2016

GENERAL REFERENCE POLICY

It is the policy of this school district to respond only to written requests for reference information. The information which may be released includes the employees name, job title, salary, and the dates of employment.

This policy applies to current or former employees and should not reflect either negatively or positively on a specific employee. If an employee would like additional work-related information released, they would sign of release of information form. Employees are in no way required to sign the following release:

Release of Reference Information Baltic School District # 49-1, Baltic South Dakota

I hereby authorize the Baltic School District # 49-1 to release additional reference information regarding money employment with the Baltic School District # 49-1, Baltic South Dakota.

Furthermore, I hereby release and agree to hold harmless the Baltic School District # 49-1, Baltic South Dakota, from any claim or injury which I may suffer as a result all of the release of such employment-related reference information.

If you sign this release form, return to: Baltic School District # 49-1, Baltic South Dakota. This will be placed in your personnel file.

Employee's Signature

Date

RESIGNATION OF SUPPORT STAFF MEMBERS

Any non-certified employee desiring to resign will be required to make a written request to the superintendent, stating the date the employee wishes the resignation to become effective.

The superintendent will present the resignation to the board at its first meeting after the receipt of the resignation, and the board will act upon the request of the employee.

At least two weeks notice should be given to the board by the employee in order for the resignation to be considered for board action.

SUSPENSION AND DISMISSAL OF SUPPORT STAFF MEMBERS

The board will strive to assist personnel to adjust to their positions and to perform their duties satisfactorily. Reasonable effort will be made to avoid dismissing personnel at any level.

When an employee is charge with misconduct, insubordination or unsatisfactory performance, he/she may be temporarily suspended with pay by the superintendent pending a hearing before the board.

WEARING APPAREL POLICY

Students and employees of the Baltic School District shall not wear any articles of clothing which convey any message of profanity, of tobacco, drugs or alcohol, or sexually suggestive, or display racial slurs, on school premises or at school activities off school premises. Students and employees will be required to cover or change the article of clothing which conveys the prohibited message.

As members of the public are often present at the school and on school premises, permission to be on school premises will be denied to any person who wears any article of clothing which conveys any message of profanity, drugs, is sexually suggestive, or displays racial slurs.

Adoption: March 11, 1966

Acceptable Use of School District Property-Right to Privacy

All school district property, including, but not limited to, real estate, buildings, offices, desks, storage areas, lockers, computer systems and equipment, voice-mail, and vehicles, is owned by the district, and is intended for educational purposes and district business, at all times.

Staff members shall have no expectation of privacy when using school property. The district reserves the right to monitor, inspect, copy, review and store (at any time and without notice) all usage of district property including computer and computer systems, including all internet and electronic communications access and transmission/receipt of materials and information. All material and information accessed/received through district computers and computer systems shall remain the property of the school district.

System users have no right of privacy and should have no expectation of privacy in materials sent, received, or stored in district owned computers or on the district system or within the physical area of the district. School officials reserve the right to review district system/property use at any time to determine if such use meets the criteria set forth in school board policies and district regulations. Routine maintenance and monitoring of the system and physical plant may lead to the discovery that the user has or is violating district policy or law. Once a problem is discovered, an individual search may be conducted. The search/investigation will be reasonable and will be in keeping with the nature of the alleged misconduct.

Employees violating acceptable use of district property, or policy, are subject to disciplinary action by the Superintendent or designee. Disciplinary action may include recommendation for dismissal, depending on the nature of the violation.

Legal References: SDCL 13-5-1
 SDCL 13-8-39

First Reading: May 14, 2007
Second Reading: June 11, 2007
Adoption: July 9, 2007

Baltic School District Wellness Policy

MISSION STATEMENT

It is the mission of the Baltic School District to promote the physical and mental health and well-being of all students and staff through appropriate physical activity, proper nutrition, and education.

To achieve this goal, the Baltic School District will create, strengthen, or work with existing health councils to develop, implement, monitor, review, and, as necessary, revise policies that affect the health and mental well-being of the students and staff. The Wellness Committee will also serve as a resource to implement those policies.

RATIONALE

The increasing rates of overweight and at-risk overweight youth threaten to jeopardize the future health and productivity of our children. A healthy school environment goes beyond school meals in the cafeteria. Living a healthy lifestyle and maintaining a healthy weight require a combination of healthy food choices, knowledge of nutrition, and appropriate amounts of physical activity. Nutrition, nutrition education, and physical activity should be incorporated into the school day as often as possible. These attributes are more likely to allow school children the opportunity to be academically successful. These efforts involve adults serving as role models and community members being informed of the policies that improve the long-term health and well-being of students.

SAFE ROUTES TO SCHOOL

It is recommended that the following policies be adopted to provide for the safe travel to and from school:

- Encourage the school district to assess and make needed improvements to make it safer and easier for students to walk and bike to school.
- Encourage cooperation between the school, local government agencies, and local law enforcement to provide safety measures for students who walk and bike to school.

CURRICULUM

It is recommended the curriculum within the school district consist of the following:

- One year of a combination of health and physical education course to be offered to the freshman class. One semester will be required with a second semester optional. Health and Physical Education to be taught by a certified physical education instructor with at least 50 percent of class time devoted to moderate to vigorous activity.

- Promote the Presidential Fitness Award.
- Promote lifelong fitness activities.
- Promote a minimum of 30 minutes of K-5 supervised recess with moderate to vigorous activity. It is also recommended that recess be conducted before lunch whenever feasible.
- Support a student-led health fair that promotes health and nutrition awareness for the school and community.
- Promote the use of handouts to students and their parents that describe the value of physical activities and nutrition.
- The lunch service program will offer the following courses for a minimum of one class period per quarter:
 - Kindergarten through 8th Grade – Proper nutrition and the food guide pyramid
 - 9th Grade through 12th Grade – Information classes to promote physical activity
- Identify and promote the use of a K-12 health curriculum
- Promote the use of a district approved course on sexual health education.
- All instructional staff are encouraged to integrate positive health promotions themes into lessons when appropriate. The benefits of good health and physical activity should be emphasized.
- Teachers and other school and community personnel will not use physical activity (running laps, push-ups, etc.) or withhold opportunities for physical activity (recess, physical education class, etc.) as punishment.

KEEPING PARENTS INFORMED

It is recommended that the school district provide information to the parents of the district regarding healthy food choices and activities through various methods.

- Provide information in the school newsletter that promotes health and physical activity.
- Send letters to the parents recommending snack ideas. (see pages 4-5)
- Promote the use of nutritional handouts for parents.
- The school lunch service would provide nutritional make-up of the monthly menu upon request.
- Encourage the use of health tidbits and trivia in the school newspaper, website, and newsletter.
- Provide resources for parents seeking more information or help in seeking solutions.

SCHOOL FACILITY FOR BEFORE AND AFTER SCHOOL ACTIVITIES

It is recommended that the school district provide access to school buildings and equipment (within district guidelines) that encourages healthy lifestyles.

- Provide the use of school facilities for wellness and physical activities or programs.
- Provide the use of school facilities for community members to walk indoors in the morning or after school during the school year.
- Provide the use of school facilities for community programs such as evening basketball and volleyball.
- Encourage early arriving students to use the school facilities as a walking area prior to the beginning of classes.
- It is recommended that the instructional staff use exercise and recreation equipment throughout the district to maintain a balanced work schedule and to enjoy the opportunities to rejuvenate themselves through healthy recreational activities.

GENERAL FITNESS PROGRAMS

It is recommended that the following policies be adopted to promote the general fitness of all students within the Baltic School District:

- Promote the use of recreation sports when possible.
- Encourage programs that promote active participation such as Jump-Rope-For-Heart or walkathons.
- Promote the use of life-time sports activities.
- Incorporate physical activity in general education activities.
- Encourage students not involved with extra-curricular activities to participate in before or after school activity program. (example – mile-a-day walking program)
- Use of school pride reward incentives for students who reach specified goals.
- Promote the development of an elementary, middle, and high school fitness club.

FUNDRAISING

It is recommended that the school district encourage the sale of healthy food choices as alternatives to food items containing high amounts of fats and saturated fats. Examples of healthy choices may consist of, but are not limited to, meats, fruits, popcorn and nuts.

SCHOOL REWARD PROGRAMS AND HOLIDAY PARTIES

It is recommended that the following policies be used to promote a healthy environment for holidays and rewards for students:

- Limit the use of soda and candy as a reward and promote the use of healthy food items that conform to the Wellness Policy.
- When teachers and/or parents bring holiday snacks for their students, they should be encouraged to use healthy treats.
- The school district will provide parents a list of healthy snack and food choices and recommended portions.
- Classroom parties should include no more than one food or beverage that is not listed on the Wellness Policy's recommended food list.
- Recommend healthy alternatives in candy dishes found in classrooms and offices around the building.
- Encourage the use of non-food items as rewards or for holiday parties.

VENDING MACHINES

It is recommended that the following policies be used for items sold individually:

- Provide a milk machine that offers the sale of milk and meat products.
- Minimize the use of pop and soda machines and stock with healthy alternatives. Implement the use of caffeine-free and diet drinks, and juices that contain at least 50 percent real fruit juice.
- Minimize the use of soft drinks as rewards within the classroom, extra-curricular activities, and bus routes.
- Implement healthy choices in the snack machine instead of the traditional candy choices.
 - Best Choices:

Granola Bars (whole-grain fruit)	Nut Mix
Fresh fruit of all varieties	Beef or buffalo jerky
String cheese	1% or skim milk
Frozen fruit juice bars	Dry roasted peanuts, tree nuts or soy nuts
Trail mix	Nuts and seeds plain or with spices
Dried fruit	Yogurt – low fat and no sugar
Fruit/vegetable juices	Plain water
Fruit bars	
• Good Choices	
Honey-roasted nuts	Animal or graham crackers
Packaged fruit in natural juices	Low-fat ice cream or sherbet bars
Low-fat pudding	Popcorn without hydrogenated fats
Fruit leather	Peanut butter and crackers
Pretzels	Corn nuts
Baked chips	

CONCESSIONS

It is recommended that healthy food choices be served as alternatives to high fat foods and high caloric drinks normally found at concessions. Examples of healthy alternatives are:

- Vegetable Cups
- Fruit Cups
- Pretzels instead of nachos
- Apples and caramel dip
- Baked chips instead of fried chips
- Turkey and ham sandwiches instead of hot dogs
- Low fat pudding bars
- Diet and/or caffeine free drinks and fruit juices containing at least 50 percent real fruit juice.

SCHOOL LUNCH PROGRAM

It is recommended that the following policies be adopted into the school lunch program:

- Maintain USDA guidelines for calories, fat, saturated fats and sodium.
- Implement a breakfast program for grades K-12.
- Implement recess before lunch whenever possible.
- Encourage the use of hand-washing and/or sanitizing prior to eating.
- Discourage the trading and/or sharing of food by students and staff during the lunch period.
- Encourage parents to send healthy food choices and snacks with their children.
- Allow students and staff adequate space to eat meals in a clean, safe, and pleasant environment.
- Provide lunch as near the middle of the school day as possible.
- Provide for safe and convenient water fountains for students to use during the school day.
- Provide healthy a la carte choices as an alternative to seconds in the lunch program.

EXAMPLES OF HEALTHY FOOD CHOICES

- Milk and Milk Products
 - Fat free milk Ice milk Low-fat cheese
 - Low-fat cottage cheese Low-fat milk Low-fat yogurt
 - Nonfat yogurt Reduced fat cheese String cheese
- Fruits
 - Apple Melons Apricot
 - Papaya Banana Peach, nectarine
 - Berries Pear Cantaloupe
 - Pineapple Dried fruit Plum
 - Fruit cocktail Tangerine Grapefruit
 - Watermelon Kiwi Mango
 - Orange
- Vegetables
 - Bean sprouts Peppers Bok choy
 - Salsa Broccoli Spaghetti sauce
 - Cabbage Spinach Carrots
 - Squash Cauliflower Sweet potato
 - Coleslaw Tomato Collard Greens
 - Vegetable juice Corn Vegetable soup
 - Cucumber Zucchini Dried beans
 - Green beans Green salad Kale
 - Lettuce Mixed vegetables Mushrooms
 - Mustard greens Okra Peas
- Meat and Beans
 - Dried beans Dried peas Chicken (light meat, no skin)
 - Eggs Lean beef Fish (baked, broiled)
 - Lean ham Lean pork Lentils
 - Tofu Refried beans (canned)
 - Tuna Turkey (no skin)
- Grains
 - Whole grain bagel English muffin Whole grain dry cereal
 - Whole-wheat cracker Graham cracker Grits
 - Whole-grain cereal Hot cereal Pretzels
 - Mexican sweet bread Oatmeal Pasta and pasta salad
 - Pita bread Raisin bread Rice (brown or white)
 - Rice cake Baked Chips Saltine cracker
 - Whole-grain bread Tortilla (corn or whole-wheat)

RECOMMENDED SNACKS

- Milk regular – 2% ½ cup
- Chocolate – 2% ½ cup
- Juice juices should be at least 50% fruit or vegetable juice (no artificial juices)
- Fruit apples, oranges, grapes, cantaloupe, ½ cup

➤ Vegetable	watermelon, peaches, bananas, pears, etc.	
➤ Bread	carrots, celery, cucumbers, zucchini, etc.	
➤ Bread Alternatives	white, wheat, rye, English muffin, etc.	½ serving
	graham cracker (2" square)	1 cracker
	soda crackers or Triscuits	2 crackers
	Hi-Ho, Sunshine, Escort	2 ½ crackers
	Nabisco Ritz, Townhouse	3 crackers
	Keebler saltines (2" square)	4 crackers
	pretzels	½ cup
➤ Meat	meat with cheese rolled inside, ham chunks	
➤ Meat Alternatives	turkey, chicken or cheese chunks	
	cheese spreads	
	tuna spreads	

(Children requiring a special diet will need to provide their own snacks).

Adopted: June 12, 2006

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 ideas, goals, and institutions out of the local community as they are expressed in the goals and objectives of the school district.

As a consequence of its responsibility to guarantee academic freedom to both students and teachers, the board expects that:

1. All classroom studies will be curriculum-related, and will be presented factually, objectively, and impartially.
2. Teachers will create and maintain an atmosphere of open-mindedness and tolerance.
3. Teachers will not attempt directly or indirectly to limit or control the students' judgment concerning any issue, but will make certain that full and fair consideration is given to the subject and that facts are carefully examined as to their accuracy and interpretation.

While the board intends to protect teachers from any undue restraint that interferes with their classroom duties, the ultimate responsibility for determining curriculum, textbooks, and teaching methods must rest with the board. It also expects that when controversial issues are presented, the maturity and intellectual grasp of students will be taken into account.

CROSS REFS.: IID, Teaching About Controversial Issues

Reviewed: 1-12-09

SCHOOL CALENDAR

The Baltic School District shall adopt a school term which shall consist of school actually in session for a minimum number of days as set by law.

LEGAL REFS.: SDCL 13-26-1, 13-26-2, 13-26-4, 13-26-4.1
13-26-5

CROSS REFS.: BEA Negotiated Agreement

TEACHER ASSISTANCE TEAM

Although regular classroom teachers can meet the needs of many children with learning and behavior problems within the regular classroom setting, situations arise when teachers need assistance. In such instances, many classroom teachers often have no place to turn for help.

The Teachers Assistant Team (T.A.T.) is a within-building system for supporting classroom teachers on a day to day basis. The team is composed of the referring teacher, building principal, or designee, special education teacher, and other classroom teachers. In some instances a parent and/or the child him or herself may be included as a fully participating team member. The team serves as a within-building peer problem solving group.

The teams are based on the belief that teachers have the skills and knowledge to effectively teach many students with learning and behavioral problems by working together in a problem solving process.

The system is designed to provide prompt, accessible support to the teachers. Teachers referring students with problems to a team within the building. The team and the referring teacher jointly engage in a structured process of conceptualizing the problem, brainstorming solutions and planning interventions. Parents, students and other specialists participate in some progress and plan further intervention. When appropriate, students are referred to special education. The Teacher Assistant Team places the initiative for action squarely in the hands of the regular classroom teacher.

Adoption date: 2/14/94

TEXTBOOK SELECTION AND ADOPTION

The board will officially adopt textbooks and textbook programs for the use in the district schools upon the recommendation of the superintendent.

Responsibility for the review and selection of textbooks to be recommended will rest with textbook and/or curriculum committees as appointed by the superintendent or 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 the instructional materials and library materials will apply to the selection of textbooks and books. The State Board Of Education will have the power to review any books or other instructional material selected for the use in the district schools. Additionally, basic 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.

Because 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 need of all learners, including slow learners and the exceptionally able, must be provided for.
2. In so far as possible, multi-ethnic 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 to a wide variety of other materials and educational experience.
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 be given to their physical characteristics, durability, format, and price.

LEGAL REFS.: SDCL 18-34-11

Adoption Date: 2/14/94

LIBRARY MATERIALS SELECTION AND ADOPTION

The Baltic School Library serves students and staff in the elementary, middle and high schools, from preschool through grade 12.

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 value and ethical standards.
3. Provide a background of information that will enable students to make intellectual judgments in their daily lives.
4. Provide materials on opposing sides under 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 the library material 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 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 keep with the board-approved budget.

Gifts of library books will be accepted in keeping with the above policy on selection. Complaints about library books will be handled in line with board policy on complaints about instructional materials.

POLICY ON SELECTION OF MATERIALS FOR SCHOOLS

SELECTION PERSONNEL

Materials for school libraries should be selected by professional personnel in consultation with administration, faculty, students and parents. Final decision on purchase should rest with professional personnel in accordance with the formally adopted policy.

OBJECTIVES OF SELECTION

The primary objective of a school library is to implement, enrich and support the educational program of the school. Other objectives are concerned with:

- The development of reading skills, literary taste, discrimination in choice of material
- Instruction into use of books and library

The school library should contribute to development of the social, intellectual, and spiritual value of the students. Further, school libraries are concerned with generating understanding of American freedoms and with the preservation of these freedoms through the development of informed and responsible citizens.

CRITERIA FOR SELECTION

1. Needs of the individual school-
 - a. based on knowledge of the curriculum
 - b. based on request from administration and teachers
2. Needs of the individual students-
 - a. based on knowledge of children and youth
 - b. based on requests from administration and teachers
3. Provision of a wide range of materials on all levels of difficulty, with a diversity of appeal and presentation of different points of view
4. Provisions of materials of high artistic quality

In formulating our policy, we considered the subjects which have been topics of criticism: Religion, Ideologies, Sex, and Science.

1. Religion - Factual, unbiased materials which represent all major religions should be included in the library collection.
2. Ideologies - The library should, without making any effort to sway reader judgment, make available basic factual information about government, politics and current events.
3. Sex - Materials presenting accents on sex will be subject to a stern test of literary merit and reality by the librarian, who takes into consideration the reading public.
4. Science - Factual and scientific material of an educational nature on the level of the reading public will be included in the library election.

CHALLENGED MATERIALS

Any person having a complaint about material in the school library should first discuss their concerns with the librarian. If the complaint is not resolved satisfactorily, a "Request for Reconsideration of Library Materials" may be completed and submitted to the librarian or the district Superintendent. A committee will then be convened to evaluate the material in question. The committee will consist of the Baltic School librarian, district Superintendent and/or building principal, and a librarian from another school district or public library. Finally, if the decision of the committee does not satisfy the complainant, he/she may appeal to the School Board whose decision will be final.

Adoption Date:	2/14/94
Revision First Reading:	12/14/15
Revision Second Reading:	1/11/16
Revision Adoption:	2/8/16

Baltic School District
Requests for Reconsideration of Library Materials Form

Name

Address

Type of Material

- ☐ Book ☐ Magazine ☐ Video Recording ☐ Audio Recording
☐ Other, please specify
-

Title

Author

Did you read or view the entire work? ☐ Yes ☐ No

What is it about the work that concerns you?

In your opinion, is there anything good about this work?

What do you feel might be the result of reading or viewing this work?

What would you like the library to do about this material?

- ☐ Do not allow my child to check the material(s) out
☐ Reshelve the material to a different location in the library
☐ Withdraw it from the collection

Which title would you suggest as a substitute?

Signature

Date

USE OF COMPUTERS AND NETWORKS

Student's Agreement

I understand and will voluntarily abide by the school district's Acceptable Use Policy on Computers and Networks. I further understand that any violation of this policy may result in the loss of my Internet access privileges and school disciplinary action may be taken. I promise to make no attempts to access inappropriate material through use of my Internet access. Should I encounter embarrassing, obscene, or lewd material, I will not display it to any other student. The signature on this document indicate that I have read the school district's Acceptable Use Policy, understand its significance, and voluntarily agree to comply fully with all its terms and conditions. I understand that my use of the Internet is subject to monitoring by District officials.

Date: _____

Users Name (Print) _____

Users Signature _____

Parent/Guardians Agreement

As parent/guardians of the student who has signed above, I have read the school districts Acceptable Use Policy on Computers and Networks. I understand that the school district's Internet use is designed for educational purposes. Further, I recognize it is possible that my student may be exposed to material including graphic sexual material that is not consistent with the educational goals of the district. I hereby give my permission to the school district to provide Internet access for my student and certify that the information on this form is accurate. I understand the District has policies and procedures designed to keep offensive material from being accessed; however, I realized in spite of these efforts, such exposure may occur, and I am willing to the accept that risk in order to allow my child to experience in many unique advantages on the Internet.

Date: _____

Parent/Guardian (Print) _____

Parent/Guardian Signature _____

Address _____

Home Phone _____

INTERNET USER POLICY

Users of the Internet are responsible for their actions in the use of the Internet. Users have to complete the required training before they have access to it. About District cannot guarantee that you will not encounter inappropriate or offensive material on the Internet. If offensive material would cause you embarrassment or other damage, you should not use the system.

Internet Etiquette

All users of the school district's computers and networks are expected to abide by accepted rules of network etiquette. Breaches can result in harsh criticism by others on the Net and restricted access to some sources on the Internet. These rules of acceptable behavior are as follows:

1. Use of the school district's Internet access is a privilege, not a right.
2. Use of the school district's Internet is voluntary on the part of students, teachers, administrators and the community.
3. Be polite and don't become abusive to others.
4. Use appropriate language. Swearing and the use of vulgarities will not be tolerated.
5. Do not reveal your personal address or phone number or that of other students or people.
6. The electronic mail (E. mail) is not guaranteed to be private. People who operate the system have access to the e-mail. Illegal activities may be reported to authorities.
7. Communication and information accessible via the network should be assumed to be private property.
8. Focus on one subject per message and keep paragraphs and messages short into the point.
9. Do not place unlawful information on any network system.
10. Abbreviated when possible. For example: FYI (For Your Information).
11. Capitalize words only to highlight an important point or to distinguish a title or heading. "Asterisks" surrounding a word can be used to make a stronger point.
12. Place your signature at the bottom of the e-mailed. Your signature should include your name, position, affiliation, and Internet address.

Inappropriate Use

Inappropriate use includes, but is not limited to :intentionally use that violates the law, that are specifically named as violations in this policy, that violate the regulations of the school district or any other use that hampers the integrity or security of the school district's computer network or any computer networks connected to the Internet.

Violation Consequences

Transmission of any material in violation of any international, United States, or state law is prohibited. This includes, but is not limited to: copyright materials and threatening, harassing or obscene material. Use of the school district's Internet access for commercial "for profit" activities or product advertisements is prohibited. Vandalism and mischief while using the school district's Internet access is prohibited. Forgery of electronic mail messages, changing files belonging to users and downloading of any files into the school districts computers is prohibited.

Violations of the law, through the use of the school district's Internet access may result in disciplinary action or litigation against the offender by proper authorities.

School disciplinary action, including suspension or expulsion, and/or appropriate legal actions may be taken.

1. Preliminary determination. The school administrators with the assistance of the teacher will make the initial determination of a policy violation.
2. Student due process. Violations will be accorded due process as per school district policy.
3. Internet access. The schools administrator, as per school district policy disciplinary procedures, may deny, suspended, revoke any Internet access as deemed appropriate.

ADOPTION DATE: 10/14/96

Distance Learning Policy

The administration of Baltic School District recognizes the significance of organizing the distance education initiatives of the institution so that a well-coordinated program will be delivered. Coordination of distance education initiatives is required to provide the resources and assistance for faculty, to provide support services for distance education students, to maximize the use of school resources with a minimum of duplication, and to ensure consistent and fair policies and procedures related to faculty and students. Organized and well-coordinated programs facilitate and strengthen the school's image as an innovative and technologically sound institution.

Rapid advancements in technology will undoubtedly create new methods for providing and delivering distance education. Therefore, policies and procedures that impact distance education will continuously change and these guidelines reflect the latest developments at the time of printing. As changes occur that are internally developed, required by the South Dakota Department of Education, this document will be revised to incorporate those changes.

Academic:

1. Academic calendar: Starting dates for DDN classes as well as other holidays, in-service days, or non-class days will be based upon Baltic School District 49-1's calendar.
2. Late Starts: If the Baltic School District 49-1 starts late, it would attempt to teach any DDN classes that are scheduled with any adjustments that may be necessary.
3. School cancellation: When the Baltic School is cancelled or closed due to inclement weather or unforeseen circumstances, DDN classes are cancelled. The teacher will determine necessary class adjustments for that particular day.
4. Course quality: We adhere to the state standards and aligned course guidelines.
5. Course and program evaluation: This program will follow the established course assessments for Baltic School District 49-1.
6. Credits earned: Students will receive one (1/2) credit per semester at Baltic High School.
7. Grading: Students will be graded according to the Baltic School District 49-1 established four-point grade system.
8. Admission: Enrollment will be determined by the space available and by meeting the minimum requirements (grade level; prerequisites) for the course.
9. Curriculum review: All courses offered will follow the established curriculum review procedure.
10. Approval process: The requesting district will assure that students have the class pre-requisite requirements and the ability necessary to be successful in the program.
11. Class sizes/sites: There will be a limit set for the number of remote sites for any generated DDN course. The number of students will be determined by the DDN facility, with the maximum being a total of 25 students for all sites combined enrollment.

Fiscal, Geographic, and Governance:

1. Tuition rates for courses received: Tuition rates for DDN and Internet courses provided to the Baltic School from other sites will be approved by the Baltic School District Board of Education at the yearly budget review. The deadline for registration is approximately two (2) months prior to the start of the class. Registration is considered complete when the Baltic

School District 49-1 principal receives the student's registration form and sends confirmation to the provider.

2. Tuition rates for courses generated: Tuition rates for DDN and Internet courses generated at Baltic and delivered to other schools will be approved by the Baltic School District Board of Education at the yearly budget review. The fee does not include materials or textbooks. The deadline for registration is approximately two (2) months prior to the start of the class. Registration is considered complete when the Baltic School District 49-1 principal receives the student registration form from the prescribing school and the prescribing school principal sends written confirmation.
3. Contracts with collaborative associations: Partnerships and associations will be considered. A cooperative agreement may be with, but is not limited to, surrounding school districts:
4. Board oversight: The policy will be Baltic School District 49-1 School Board approved.
5. Administration cost: Video tapes: The sole purpose of the tapes is for instruction. Sale, taping or reuse of material is prohibited without the permission of the teacher and the Baltic School District 49-1.

A teacher may be paid a stipend per semester or per hour based on the type of class.

Compensation will be determined and negotiated by the Baltic School District School Board.

A stipend/extra duty pay will be determined by the Baltic School District Board on a yearly budget review to be paid for delivery of a class during normal/outside class instruction.

Release time for training instructors and class preparation will be determined by the Baltic School District 49-1. Teachers new to the interactive system will receive training prior to teaching. Training for instructors will follow the DTL Academy curriculum as designed by the state of South Dakota. The opportunity to do visitation to other sites doing similar instruction is possible.

Professional leave will be at the discretion of the site administrator. Baltic School District 49-1 will pay the cost of substitute pay and transportation to visit another site.

6. Course offerings: Course offered via the DDN, Internet, and other distance mediums will be selected by the school administrator and approved by the Board of Education.
7. DDN facility use for other than Baltic School District faculty or enrolled students of the Baltic School District:

All users will be required to have an on-staff facilitator.

The facilitator compensation will be the sole responsibility of the individuals using the DDN facility. The rate of compensation will be agreed upon between the facilitator and users.

If courses extend over multiple dates a responsible adult enrolled in the course may be appointed to serve as facilitator by the school administrator.

Faculty:

1. Class requirements, grading, make-up requirements, schedules, etc. will be provided by the teacher. These policies will be the policies of Baltic School District 49-1; if you have questions, see your local site administrator.
2. The rate for the teacher stipend will be negotiable and approved by the Baltic School District 49-1 Board of Education.

Site Coordinator/Designee:

1. The high school principal will be designated as the site coordinator for primary contact for all matters dealing with DDN courses. Duties may be completed by someone other than the site

coordinator; however, the site coordinator should be responsible for the coordination of the actions.

2. Site coordinator responsibilities include:

- a. Provide names, addresses and phone numbers of coordinator for contact information provided to all schools.
- b. Supervise the set up of classroom, ensuring cameras and microphones are operational.
- c. Collect assignments from students and fax, mail, or deliver, copy and distribute the materials to students as required by the host teacher.
- d. Collect assignments from students and fax, mail, or deliver them to the host teacher as required.
- e. Safeguard all testing materials received from the host teacher.
- f. Provide supervision of students during testing as needed.
- g. Assist students in contacting host teacher outside of normal class time by phone or conference.
- h. Receive updates and information regarding further programs; distribute this information within school district as needed.
- i. Participate in meetings for administrators to exchange information.
- j. Inform host teacher of any special health or learning disability needs of remote students.
- k. Inform host teacher of any disciplinary actions regarding remote students.
- l. Contact DDN for technical difficulties.
- m. Coordinate the taping of classes for known absences when remote site does not have class and class is still being conducted by the host.
- n. Make contacts as needed with the host teacher at beginning or end of each class.
- o. Ensure each student signs a student policy and maintain a copy within students' records.

Student Responsibilities, Expected Behaviors, and Consequences:

1. Student Responsibilities: The following procedures will ensure effective classes:

- a. Leave microphones on mute when not speaking.
- b. Assume you are on camera at all times and can be recorded; therefore, act appropriately.
- c. Each school has a local class facilitator/coordinator who will assist you in collection of papers, tests, etc. and getting additional help as you request.
- d. Notify the teacher at the start of the class if you need to be excused.
- e. Class requirements, grading, make up requirements, and policies will be that of the host school.
- f. Each student will sign a student contract.
- g. Handouts and materials will be provided to you by your site coordinator or available online.
- h. It is your responsibility to have materials as provided; see your coordinator or principal for assistance.
- i. Your coordinator will be responsible for mailing, faxing, or delivering materials; however, you are responsible to turn in these items to the coordinator by the due date. Whenever possible, work will be emailed or submitted online.
- j. On the first day of class, teachers will give alternatives for contacting him/her for assistance.
- k. In the event that the network should fail or disconnect, contact your coordinator or principal immediately for assistance.
- l. If you have any questions in regard to student guidelines or procedures, contact your site coordinator, principal or teacher.

2. Student Behavior: This document enables students and parents to clearly understand the responsibilities of a distance learner. If students have any questions, they should contact a teacher, a system administrator, or school administrator. Each student taking a class will sign a student contract which outlines expected behavior.

Students taking DDN courses must be aware that:

- a. Insubordination will not be tolerated. Insubordination has been defined as anything that interferes with teaching or learning in the classroom.
- b. Inappropriate language or gestures will not be tolerated. The two-way audio/video classes may be taped.
- c. Students will handle the equipment in the classroom appropriately.
- d. The student will pay a portion of the cost to repair or replace any equipment damage for which he/she is responsible.
- e. Students will schedule make-up work and tests with the teacher.
- f. Students will follow classroom rules as specified by the teacher.
- g. The distance learning classrooms will be monitored.

3. Consequences for Unacceptable Behavior:

The following disciplinary action will be taken for students who violate the above rules:

First Offense: The student will be given a verbal warning and informed that his/her behavior is inappropriate.

Second Offense: The student will be informed that his/her behavior is inappropriate, and a letter explaining the incident will be sent to the parents/guardians through the student's principal. The parents will be informed that a repeat offense will result in loss of the privilege of participating in the course.

Third Offense: The student will be removed from the course permanently and will receive no credit for the class.

Severe Misconduct: May result in immediate dismissal from the class and disciplinary action according to the local school district's policies.

Because of the remote delivery of this instruction, by necessity, the local school district administrators and the on-site facilitator have the ultimate responsibility for monitoring the students' behavior and assuring their compliance with the district's regulations and the above-stated behavior standards.

First Reading: January 9, 2007

Second Reading: February 12, 2008

Adoption: March 10, 2008

Signature Form

The signatures below affirm that we have read, discussed, and understand the Student Responsibilities, Expected Behaviors, and Consequences Section of the Distance Learning Policy and agree to follow the outlined procedures. This signature form also authorizes and gives consent to the Baltic School District 49-1 for distance learning classes to record and play back any likeness, image, voice and performance; and any and all materials furnished by me on film, tape, or otherwise during the school year. I understand that this access is designed for in school educational purposes only. I give these rights freely and without compensation now or in the future.

Student Signature: _____

Date _____

Parent Signature: _____

Date _____

Baltic School Distance Learning Contract

Student's Name: _____

Class: _____ Period: _____

Distance Learning Policy

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11. Class sizes/sites: There will be a limit set for the number of remote sites for any generated DDN course. The number of students will be determined by the DDN facility, with the maximum being a total of 25 students for all sites combined enrollment.

Fiscal, Geographic, and Governance:

1. Tuition rates for courses received: Tuition rates for DDN and Internet courses provided to the Baltic School from other sites will be approved by the Baltic School District Board of Education at the yearly budget review. The deadline for registration is approximately two (2) months prior to the start of the class. Registration is considered complete when the Baltic

School District 49-1 principal receives the student's registration form and sends confirmation to the provider.

2. Tuition rates for courses generated: Tuition rates for DDN and Internet courses generated at Baltic and delivered to other schools will be approved by the Baltic School District Board of Education at the yearly budget review. The fee does not include materials or textbooks. The deadline for registration is approximately two (2) months prior to the start of the class. Registration is considered complete when the Baltic School District 49-1 principal receives the student registration form from the prescribing school and the prescribing school principal sends written confirmation.
3. Contracts with collaborative associations: Partnerships and associations will be considered. A cooperative agreement may be with, but is not limited to, surrounding school districts:
4. Board oversight: The policy will be Baltic School District 49-1 School Board approved.
5. Administration cost: Video tapes: The sole purpose of the tapes is for instruction. Sale, taping or reuse of material is prohibited without the permission of the teacher and the Baltic School District 49-1.

A teacher may be paid a stipend per semester or per hour based on the type of class.

Compensation will be determined and negotiated by the Baltic School District School Board.

A stipend/extra duty pay will be determined by the Baltic School District Board on a yearly budget review to be paid for delivery of a class during normal/outside class instruction.

Release time for training instructors and class preparation will be determined by the Baltic School District 49-1. Teachers new to the interactive system will receive training prior to teaching. Training for instructors will follow the DTL Academy curriculum as designed by the state of South Dakota. The opportunity to do visitation to other sites doing similar instruction is possible.

Professional leave will be at the discretion of the site administrator. Baltic School District 49-1 will pay the cost of substitute pay and transportation to visit another site.

6. Course offerings: Course offered via the DDN, Internet, and other distance mediums will be selected by the school administrator and approved by the Board of Education.
7. DDN facility use for other than Baltic School District faculty or enrolled students of the Baltic School District:

All users will be required to have an on-staff facilitator.

The facilitator compensation will be the sole responsibility of the individuals using the DDN facility. The rate of compensation will be agreed upon between the facilitator and users.

If courses extend over multiple dates a responsible adult enrolled in the course may be appointed to serve as facilitator by the school administrator.

Faculty:

1. Class requirements, grading, make-up requirements, schedules, etc. will be provided by the teacher. These policies will be the policies of Baltic School District 49-1; if you have questions, see your local site administrator.
2. The rate for the teacher stipend will be negotiable and approved by the Baltic School District 49-1 Board of Education.

Site Coordinator/Designee:

1. The high school principal will be designated as the site coordinator for primary contact for all matters dealing with DDN courses. Duties may be completed by someone other than the site

coordinator; however, the site coordinator should be responsible for the coordination of the actions.

2. Site coordinator responsibilities include:

- a. Provide names, addresses and phone numbers of coordinator for contact information provided to all schools.
- b. Supervise the set up of classroom, ensuring cameras and microphones are operational.
- c. Collect assignments from students and fax, mail, or deliver, copy and distribute the materials to students as required by the host teacher.
- d. Collect assignments from students and fax, mail, or deliver them to the host teacher as required.
- e. Safeguard all testing materials received from the host teacher.
- f. Provide supervision of students during testing as needed.
- g. Assist students in contacting host teacher outside of normal class time by phone or conference.
- h. Receive updates and information regarding further programs; distribute this information within school district as needed.
- i. Participate in meetings for administrators to exchange information.
- j. Inform host teacher of any special health or learning disability needs of remote students.
- k. Inform host teacher of any disciplinary actions regarding remote students.
- l. Contact DDN for technical difficulties.
- m. Coordinate the taping of classes for known absences when remote site does not have class and class is still being conducted by the host.
- n. Make contacts as needed with the host teacher at beginning or end of each class.
- o. Ensure each student signs a student policy and maintain a copy within students' records.

Student Responsibilities, Expected Behaviors, and Consequences:

1. Student Responsibilities: The following procedures will ensure effective classes:

- a. Leave microphones on mute when not speaking.
- b. Assume you are on camera at all times and can be recorded; therefore, act appropriately.
- c. Each school has a local class facilitator/coordinator who will assist you in collection of papers, tests, etc. and getting additional help as you request.
- d. Notify the teacher at the start of the class if you need to be excused.
- e. Class requirements, grading, make up requirements, and policies will be that of the host school.
- f. Each student will sign a student contract.
- g. Handouts and materials will be provided to you by your site coordinator or available online.
- h. It is your responsibility to have materials as provided; see your coordinator or principal for assistance.
- i. Your coordinator will be responsible for mailing, faxing, or delivering materials; however, you are responsible to turn in these items to the coordinator by the due date. Whenever possible, work will be emailed or submitted online.
- j. On the first day of class, teachers will give alternatives for contacting him/her for assistance.
- k. In the event that the network should fail or disconnect, contact your coordinator or principal immediately for assistance.
- l. If you have any questions in regard to student guidelines or procedures, contact your site coordinator, principal or teacher.

2. Student Behavior: This document enables students and parents to clearly understand the responsibilities of a distance learner. If students have any questions, they should contact a teacher, a system administrator, or school administrator. Each student taking a class will sign a student contract which outlines expected behavior.

Students taking DDN courses must be aware that:

- a. Insubordination will not be tolerated. Insubordination has been defined as anything that interferes with teaching or learning in the classroom.
- b. Inappropriate language or gestures will not be tolerated. The two-way audio/video classes may be taped.
- c. Students will handle the equipment in the classroom appropriately.
- d. The student will pay a portion of the cost to repair or replace any equipment damage for which he/she is responsible.
- e. Students will schedule make-up work and tests with the teacher.
- f. Students will follow classroom rules as specified by the teacher.
- g. The distance learning classrooms will be monitored.

3. Consequences for Unacceptable Behavior:

The following disciplinary action will be taken for students who violate the above rules:

First Offense: The student will be given a verbal warning and informed that his/her behavior is inappropriate.

Second Offense: The student will be informed that his/her behavior is inappropriate, and a letter explaining the incident will be sent to the parents/guardians through the student's principal. The parents will be informed that a repeat offense will result in loss of the privilege of participating in the course.

Third Offense: The student will be removed from the course permanently and will receive no credit for the class.

Severe Misconduct: May result in immediate dismissal from the class and disciplinary action according to the local school district's policies.

Because of the remote delivery of this instruction, by necessity, the local school district administrators and the on-site facilitator have the ultimate responsibility for monitoring the students' behavior and assuring their compliance with the district's regulations and the above-stated behavior standards.

First Reading: January 9, 2007

Second Reading: February 12, 2008

Adoption: March 10, 2008

Signature Form

The signatures below affirm that we have read, discussed, and understand the Student Responsibilities, Expected Behaviors, and Consequences Section of the Distance Learning Policy and agree to follow the outlined procedures. This signature form also authorizes and gives consent to the Baltic School District 49-1 for distance learning classes to record and play back any likeness, image, voice and performance; and any and all materials furnished by me on film, tape, or otherwise during the school year. I understand that this access is designed for in school educational purposes only. I give these rights freely and without compensation now or in the future.

Student Signature: _____

Date _____

Parent Signature: _____

Date _____

Baltic School Distance Learning Contract

Student's Name: _____

Class: _____ Period: _____

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. (To be covered for workers comp, the appointment of a volunteer should be entered into official minutes.)

Volunteers will work with students under the immediate supervision and direction of a certified person.

Volunteers are expected to comply with all rules and regulations set forth by the district.

Volunteers are immune from civil liability when acting in good faith and within scope of individual's function and duties for the school district, SDCL 47-23-29.

LEGAL REFS.: SDCL 62-1-5.1 SDCL 47-23-29

TEACHING ABOUT CONTROVERSIAL ISSUES

Teaching for effective citizenship is accepted as one of the major goals of the district's schools. The instructional program developed to achieve this purpose properly, places great emphasis upon teaching about our American Heritage, respect for established institutions, the rights and privileges we enjoy as citizens, and the citizenship responsibilities that must be assumed in maintaining our American way of life.

To enable students to learn how to become effective citizens, the public schools have an obligation to prepare them for intelligent and conscientious participation in a democratic social order. Such participation requires that students have the opportunity to become cognizant of public issue; to learn the skills of analyzing current problems and arguments; to distinguish between fact and opinion, to gather and organize pertinent facts; and to respect the opinions of others. The schools have the additional responsibility of providing students the opportunity to identify, form, and express their own opinions on controversial issues.

Teachers will use the following guidelines for selection and study of controversial issues in the classroom:

1. The topic and method used in its study should contribute toward helping students developed techniques for examining other controversial issues.
2. The issue should be appropriate to the maturity level background of the students in the class.
3. The issue should be related to the course content and help achieve course objectives.
4. A balanced and fair presentation of the issue should be presented.

Teachers desiring to bring resource people into the class to discuss a particular viewpoint on a controversial issue must first obtained permission from the building principal. Care must be taken by the teacher not to expose any one viewpoint as more acceptable than others.

CROSS REFS.: IB Academic Freedom

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 schools citizens.
5. To deal with students in matters of discipline in a just and constructive manner.
6. To provide for the safety, health, and welfare of students.
7. To promote faithful attendance and good work.

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, sex, handicap, economic status, national origin, or ancestry in its policies or programs.

To accomplish this policy on non-discrimination, 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 evaluation; or any other aspects 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
 Educational Amendments of 1972, Title IX (PL 92-318)
 45 CFR, Parts 81, 86 (Federal Register, June 4, 1975, August 11, 1975)
 Education for All Handicapped Children Act (PL 94-142)
 Section 504 of the Vocational Rehabilitation Act of 1973
 SDCL 13-28-5; 13-28-6; 13-28-14

CROSS REFS.: AC, Non-discrimination

COMPULSORY ATTENDANCE AGES

Under South Dakota law, children between the ages of 6 and 16 are of compulsory school age. It is the responsibility of every person having under his/her control a child between those ages to see to the child's attendance at school until the child has completed the first eight grades of instruction or has reached the age of 16, unless excused.

Any person who does not see to the school attendance of a child in his/her care will be guilty of a misdemeanor and, if convicted, will be subject to a fine as established by law.

No student will be deny and the right of attending school without due process of law.

LEGAL REFS.: SDCL 13-27-1; 13-32-4.1 32-32-4

ENTRANCE AGE

KINDERGARTEN: all children entering kindergarten for the first time must meet the each requirement as outlined in South Dakota Codified Laws.

When a child has been enrolled in kindergarten in another state prior to moving to the district and does not meet the South Dakota entrance aged requirements, a conference involving the building principal, the kindergarten teacher, and the parents (s) will be held. The parent (s) will be informed that the child will be placed in kindergarten on a trial basis until such time as the principal and the kindergarten 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 will not exceed two or three weeks.

FIRST GRADE: All children entering first grade must meet the age requirements as outlined in South Dakota Codified Laws. First grade transfer students who do not meet state age requirements will be handled in the same manner as the kindergarten students. A student not yet prepared for first grade may be placed in kindergarten.

Proof of birth date will be required as outlined in South Dakota Codified Laws.

LEGAL REFS.: SDCL 13-27; 13-28

SCHOOL ADMISSIONS

In accordance with state law, all persons over 5 and under 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. A certified birth certificate;
2. Record of immunization and a health certificate from a licensed physician;
3. Proof of residency, if requested.

LEGAL REFS.: SDCL 13-28-5; 13-28-7.1; 13-28-14; 13-27-3.1
ARSD 24:03:09:09

ADMISSION OF RESIDENT STUDENTS

The legal residence of the 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 school in that district.

A child assigned to and enrolled in an appropriate special education program has school residence in the district of the school board making the assignment. The residency of the assigned child may not change for the duration of the school fiscal year in which the child is enrolled unless the child ceases to be an enrolled member in the special education program.

When a child is residing in a foster home on a permanent or temporary basis, the child has school residence in the district where the foster home is located.

LEGAL REFS.: SDCL 13-24-19; 13-28-9; 13-28-10

OPEN ENROLLMENT POLICY

Admission of Non-resident Students/Assignment of Resident Students

This policy is enacted to fairly allow admission and assignment of both resident and non-resident students in the Baltic School District. For the purpose of this policy, the term “resident district” means the district in which a student has legal residence as determined by SDCL 13-28-9.

The Baltic School District will accept students from other districts wishing to enroll, provided the Baltic School District’s facilities and programs 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 a legal resident of another South Dakota district seeking to transfer to the Baltic School District, may make application to the Baltic Board of Education. The application must be on triplicate forms provided by the Department Of Education, and must be made by an unemancipated student’s parents/guardians or by the emancipated student. (*The parent with the authority to request enrollment is the student’s custodial parent.*)
2. Transfers to a school district other than the resident school district under the provisions of §§ 13-28-40 to 13-28-47, inclusive, may only take place prior to the last Friday in September during the first semester of any school year, and prior to the last Friday in January during the second semester of any school year. If a school district approves an application for such a transfer after the deadline in the first semester, the transfer will occur at the start of the second semester. If a school district approves an application for such a transfer after the deadline in the second semester, the transfer will occur at the start of the following school year. However, the deadlines for transfer do not apply if:
 - (1) A student is seeking to transfer to an alternative school or a specialized nonpublic educational program;
 - (2) A student enrolls in a school district after the deadline in either semester; or
 - (3) The receiving school district school board or the board’s designee determines that special circumstances exist and allows a student to transfer after the deadline.
3. The parents/guardians or the emancipated student must authorize the resident district to provide copies of the student’s educational, attendance, and discipline records to the Baltic School District. The copies of the student’s records must be received by the Baltic School District at least one week prior to the last Friday in September for enrollment to occur during the first semester, and one week prior to the last Friday in January for enrollment to occur during second semester. Failure to receive the records within this timeline may result in the student not being allowed to enroll until the next semester.
4. Non-resident open enrollment applications to attend school within the District will be reviewed and acted upon in the order in which they are received. However, if the applicant is a sibling of a student accepted into and currently enrolled in the District, that student’s application shall take priority over all other applications.
5. An application may be withdrawn by the applicant prior to the approval of the request and upon written notification to the District’s Superintendent.

6. The Superintendent shall either approve or deny the application for open enrollment. A decision of the Superintendent to deny an open enrollment application may be appealed to the School Board. A decision of the School Board to deny a student's application for open enrollment may be appealed to circuit court pursuant to State Law.
7. The applicant and the resident school board will be notified within five days of the decision.
8. If two or more nonresident students from the same family residing in the same household, request open enrollment into the District, all requests from that family must be either approved or denied, and the District shall not deny an application if doing so would result in children from the same household enrolling in different school districts. However, if the District cannot provide an appropriate education for a child in need of special education or special education and related services, the District may deny that child's application for open enrollment.
9. Once the application is approved by the Baltic Board of Education or its designee, the applicant must enroll and attend school in the Baltic School District with said enrollment being continuous unless or until:
 - a. The parents/guardians or emancipated student request that the transfer be rescinded, and both the resident school district board of education and the Baltic Board of Education agree in writing to allow the student to return to the resident district.
 - b. The parents/guardians or emancipated student establishes legal residence in another school district.
 - c. A subsequent transfer application is approved by another non-resident school district.
 - d. The student completes his or her educational program by receiving a high school diploma, or by meeting the goals established by the IEP placement team.
10. The Baltic School District has the authority to assign transfer students to the attendance center it deems best suited to meet the educational needs of the student.
11. The Baltic School District will accept credits granted for any course successfully completed in another accredited district. The Baltic School District may award a diploma to a non-resident only if the student satisfactorily meets the Baltic School District's graduation requirements. Seniors need to attend Baltic High School for a minimum of the second semester of their senior year to participate in graduation exercises. To be eligible for academic awards including valedictorian, salutatorian, and membership in National Honor Society an open enrolled student must attend Baltic High School for their entire senior year. *(Note: If, upon review of an application and the student's transcripts, it appears that the student seeking transfer could not satisfy graduation requirements in the Baltic School District in the same time frame as the student's class/age peers, the applicant should be notified that additional school attendance will be required in order to receive a diploma.)*
12. Transfer students in grades 6-12 shall have their grades calculated according to the guidelines listed in the Baltic Junior-Senior High School Student-Parent Handbook.
13. Transportation of non- resident students to school is the responsibility of the parents/guardians or the emancipated student. The Baltic School District may elect to transport non-resident students within the guidelines of the Transportation of Transfer Students Policy – File: EEACB.

B. Students in Need of Special Services

1. A request to transfer a student in need of special education or special education and related services may be granted only if, after a review of all relevant student educational records and direct communication with the student's parent or guardian and representatives of the resident district, the School District determines that the District can provide an appropriate instructional program and facilities, including transportation if required as a related service, to meet the student's needs. If the request to transfer is granted, the District is responsible for the provision of a free appropriate public education for the student in need of special education or special education and related services. If the student requires transportation as a related service, the District shall provide or ensure the provision of transportation within the boundaries of the District.
1. If the District is not able to confirm the provision of an appropriate instructional program, facilities, and transportation if necessary, based on a records review and communication with the student's parent or guardian and representatives of the resident district, the District shall initiate an individual education program (IEP) team meeting to determine whether the Baltic School District can provide an appropriate instructional program, facilities, and transportation if necessary. The open enrollment application will be denied if the IEP team determines the District is unable to provide an appropriate instructional program and facilities, including transportation, to meet the student's needs.
2. If the IEP team determines that the Baltic School District can meet the needs of the student with existing programs, staff, and resources, the application shall then be submitted to the Superintendent. The Superintendent will then approve or deny the application according to the General Principles listed above.
3. If the transfer of a student in need of special services is approved, the student will be included on the "child count" of the Baltic School District. The Baltic School District will then be financially responsible to provide services as outlined in the student's IEP.

C. Criteria for Making Transfer Determinations

1. Discrimination based upon race, gender, religious affiliation, or disability is prohibited.
2. The Baltic Board of Education may consider the financial and educational impact on the Baltic School District, if any, including impact on existing and projected class sizes and student/teacher ratios, current and projected staffing needs, and facilities.
3. Rules and regulations promulgated by the Department of Education and Cultural Affairs relating to open enrollment must be considered.
4. The Baltic Board of Education may deny applications for any of the following reasons:
 - a. The Baltic School District has insufficient facilities or high student/teacher ratio.
 - b. The appropriate special education program is not available.
 - c. The applicant is currently under a suspension or expulsion.

D. Miscellaneous Provisions

1. The Baltic Board of Education will assign all students among the schools within the district, pursuant to SDCL Ch. 13-28.
2. A student who is under suspension or expulsion from another school district may submit an open enrollment application and have it acted upon by the Baltic Board of Education or its designee, but the student may not enroll until the suspension or expulsion has been completed.
3. A student who is currently under a suspension from extracurricular activities due to a training rules violation may be considered for admission. However, the student will not

be allowed to participate in Baltic School District extracurricular activities until he or she has served the activities suspension from his or her previous school.

4. The rules of the South Dakota High School Activities Association will govern eligibility for participation in activities.
5. The Baltic School District will make relevant information about the district, schools, programs, policies, and procedures available to all interested people.
6. If a student enters under false pretense pertaining to C-5-b or C-5-c, the student may immediately be dismissed from the Baltic School District. Failure to disclose any information related to C-5-B or C-5-c will be considered false pretense.
7. Appeals from action taken by the Superintendent must be made to the Baltic Board of Education within thirty (30) days of the date of the decision.
8. Appeals from Baltic Board of Education action must be made to circuit court within ninety days of the date of the decision.

Proposed	11-13-00	Revised	12-11-00	Adopted	1-8-01
1 st Reading of Revisions		10-11-04			
2 nd Reading of Revisions		11-8-04			
Revisions adopted		12-13-04			
Revisions-First Reading		8-12-13			
Revisions-Second Reading		9-9-13			
Revisions-Adoption		10-14-13			
Revisions-First Reading		7-14-14			
Revisions-Second Reading		8-11-14			
Revisions-Adoption		9-8-14			

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 withdrawal from permanent attendance at any school (dropouts).

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 the 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 then a minimum preparation. Therefore, the board strongly urges every teacher, guidance counselor, principal, parents, and citizen to exert all influence to keep all students in school through high school graduation.

The instructional staff should be alerted to potential dropouts and do everything possible to give the necessary guidance to such students. The regular school program should be organized and modified to suit the student's needs and aspirations. Conferences with parents may be necessary. All students should be asked to notify the principal before withdrawing. The school should keep in contact with students who have withdrawn.

BALTIC SCHOOL DISTRICT 49-1

RELATIONSHIPS WITH OTHER SCHOOL ENTITIES (Alternative Instruction)

The procedures concerning student alternative instruction participation include the following:

1. The parents of a student of compulsory school age who wish their child to attend an alternative educational program must complete the SDCL 13-27-3 APPLICATION FOR PUBLIC SCHOOL EXEMPTION CERTIFICATE REQUEST and submit it to the Board of Education of the school district within which they reside. The Board shall approve the request for the reasons set forth in SDCL 13-27-2 and issue a certificate to the parents. Requests are to be made and new certificates issued on an annual basis. A record of all certificates issued is to be kept by the business manager of the local district and copies forwarded to the Department of Education and Cultural Affairs at the time of issuance.
2. Children receiving alternative instruction who are in grades tested under the state testing program shall take a nationally standardized achievement test of the basic skills. The test may be the test provided by the state and used in the public school district where the child is instructed or another nationally standardized achievement test chosen by and provided at the expense of the child's parent, guardian, or school giving alternative instruction. The test may be monitored by the local school district where the child is instructed. Within the Baltic School District, it is requested that students take the test at the same time and place it is administered to students attending Baltic Schools. Parents who desire to have their children take the test at the site of the alternative educational program and who choose to use the test provided by the Baltic School District, are required to sign a security agreement whereby they agree to limit access to the testing materials to the student taking the test and the person administering the test. The test is then returned to the public school for scoring, and the scored test results forwarded to the alternative educational center.
3. Students of compulsory school age who transfer into the Baltic School District from an unaccredited program will be tentatively placed within the grade level programs recommended by their transcript or report card. Within three weeks of enrollment, a meeting will be held to include a Baltic School District principal, counselor, and classroom teacher in the proposed grade level program; the parent(s); and, if necessary, a representative from the unaccredited program. At the meeting, the parent(s) must provide documentation of academic work completed in the alternative educational program and justification for the proposed placement. This documentation should, at a minimum, include the actual curriculum (textbook if applicable) that was used, course work completed by the student during the completion of the alternative educational program, and tests completed by the student. Other documentation may be requested at the discretion of the school

district. The school district will then determine the appropriate placement for the student. In cases where the placement is in dispute, an achievement test or other appropriate testing instrument chosen and provided by the district may be administered to determine the appropriate placement.

4. The awarding of credits toward meeting the Baltic School District's high school diploma requirements for academic work completed within a nonaccredited school program shall be based upon the following criteria:
 - A. Credits may be awarded based upon the documentation provided as described in section 3 above.
 - B. Credits in English and mathematics may be awarded based upon the student's performance on the above cited achievement test and the grade level resulting therefrom. One English and one mathematics credit shall be recorded on the student's transcript for each year below that at which the student is placed in English and mathematics.
 - C. Credits in any laboratory science shall be awarded based upon the student's demonstrated competence in the academic objectives of the course and upon satisfactory participation in laboratory experiences which parallel or are consistent with those required in the district's laboratory science course.
 - D. Credits in other courses may be awarded based upon the student's ability to demonstrate satisfactory performance on a district test or other district designed alternative evaluation procedure intended to measure competency on the major objectives or product goals included within that course.
 - E. Credits will only be issued for course work completed during a time when a student has been issued a Certificate of Public School Exemption.
 - F. Credits awarded through the above process shall be awarded on a pass/fail basis, and they shall be recorded on the student's transcript in a manner that clearly indicates they were earned through non-traditional, alternative means.
5. Students participating in nonaccredited programs shall be provided opportunities to demonstrate satisfactory performance on the above cited district tests or alternative evaluative procedures at periodic times and places to be established by the district.
6. The above guidelines shall apply to all students entering district operated high school programs with the exception of students on an individualized education plan (IEP). Student entering the district who have been determined to have an educational disability shall be placed in courses and assigned credits as determined by the IEP team.

First Reading	6-12-00
Adoption	7-10-00

PARTICIPATION OF ALTERNATIVE INSTRUCTION STUDENTS

The Baltic School District recognizes the educational value of participation in co-curricular activities including interscholastic contests and further believes such participation is of value to not only students attending school within the Baltic School District but also to students receiving instruction via alternative means. Therefore, alternative instruction students may participate in co-curricular activities by fulfilling the following conditions.

1. Be a resident of the Baltic School District.
2. Provide documentation of the SDCL 13-27-3 Application for Public School Exemption Certificate Request.
3. Provide documentation of the completion of nationally standardized achievement tests in grades tested under the state testing program.
4. Demonstrate compliance with Chapter I, Part IV – Student Eligibility and Chapter II, Part I – Further Eligibility Requirements for Athletic Contests (as applicable) by submitting the SDHSAA Eligibility Checklist for Alternative Instruction Students.
5. Provide a transcript of course work completed including name of course and grade received. The school district reserves the right to request additional verification of course work completed including, but not limited to, the actual curriculum (textbook if applicable) that was used, course work completed by the student during the completion of the alternative educational program, and tests completed by the student. In cases where the validity of course work is in dispute, an achievement test or other appropriate testing instrument chosen and provided by the school district may be administered to determine academic eligibility. The student must have successfully completed (D- letter grade or higher) a minimum of four academic classes the previous semester with semester defined as the Baltic School District semester.
6. Provide documentation that the student is enrolled in a minimum of four academic classes for the current semester, with said documentation to include the name of course and curriculum that is being used.
7. Courses for which the Baltic School District would not grant credit towards graduation such as religion courses or driver's education will not be recognized as meeting the minimum academic requirements outlined in sections 4 and 5 above.
8. Satisfy the responsibilities and standards of behavior and performance, including related class or practice requirements, as expected of other student participants as a condition for both initial acceptance and continued membership in the activity including, but not limited to:
 - A. The Baltic School District Co-Curricular Activity Rules Policy.
 - B. The submission of current forms for parent permit and SDHSAA physical examination, and attendance at the mandatory Parent Activity Meeting, when applicable.

- C. Participation in any facet of the music program is conditioned upon the following:
 - 1. Attending the parallel music class on a daily basis. The Baltic School District Secondary School attendance policy will be followed. If an alternative instruction student accumulates absences from the class that would have resulted in a district student failing the class, the alternative student will be dropped from the class and from all activities related to the class.
 - 2. Participating fully in all activities required of district students. An alternative instruction student can only choose to participate in select activities when the option whether or not to participate is also available to district students.
- 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. The alternative instruction student and/or his or her parent/guardian are responsible for any expenses related to participation in an activity to the extent district students and their parents are responsible for such expenses.
- 9. Eligibility is established at the first school in which the alternative instruction student decides to participate.
- 10. Students may transfer their eligibility to another school one time during their high school career. An alternative instruction student who has established eligibility at another school and who subsequently transfers his or her eligibility to the Baltic School District will become eligible following 45 school days unless the transfer occurs at the beginning of the school year, in which case the student would be eligible immediately.
- 11. A student who leaves an accredited school for any reason to enter an alternative instruction program, shall be ineligible for interscholastic competition for a period of one year, beginning on the date the student enters the alternative instruction program. Re-enrollment in an accredited school shall not nullify the year of ineligibility.
- 12. All Baltic School District policies that apply to activities and district students will also apply to alternative instruction students regardless of whether the policies were specifically addressed in this policy.

Adopted: 8/11/03
Revision First Reading: 8/3/09
Second Reading and Adoption of Revision: 8-10-09

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 presentation, or student-teacher interaction can never be made up.

Certain absences of students will be excused by the principal upon 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. For observances 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 excused from school attendance for up to five days each term for attendance at a state or nationally recognized youth program of educational value.

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.

LEGAL REFS.: SDCL 13-27-6; 13-27-6.1; 13-27-7; 13-27-8

TRUANCY

Through cooperation with parents, strict adherence to regulations in regard to tardiness and unexcused absence, and diligence in investigating the cause of absence, the board will endeavor to reduce tardiness and truancy.

The districts principals 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 established 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

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 an 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 request the dismissal of a pupil during school hours, she/he must have a warrant or written request by a parent before the student is dismissed.

ATTENDANCE POLICY

- A. Twelve (12) days of non-school related absences during any one semester, will constitute justification for the assignment of the failing grade for all classes for that semester.
- B. Twelve (12) days of non-school related absences from a class during a semester will constitute justification for assignment of a failing grade for that subject.
 - 1. Parents will be contacted by telephone or by letter when the student has accumulated five (5) absences during one semester.
 - 2. When the student has accumulated nine (9) absences during one semester, the parent(s)/guardian(s) will be contacted by telephone or by letter and may be requested to attend a conference with school officials.
 - 3. After twelve (12) non-school related absences, the parent(s)/guardian(s) will be advised of the action taken by school officials.
- C. Exceptions to the policy on absences may be made in cases of chronic or extended illness or other reasons of similar validity such as family emergencies.
- D. An excuse from the parent (s)/legal guardian (s) must be presented to the principal's office for any period of absence.
- E. Item A is not meant to imply that students are encouraged or expected to be absent twelve (12) days a semester. Parents are encouraged to send their children to school every day except when they are sick. School is a full-time job for students and should take precedence over other activities.

Revision – First Reading	August 8, 2011
Revision – Second Reading	September 12, 2011
Revision – Adoption	October 10, 2011

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 non-attendance of all students who should be enrolled in school. The school district truancy officer will also keep a record of all those children who are required by law to be enrolled in school and to do not attend, or whose attendance is irregular.

LEGAL REFS: SDCL 13-27-9; 13-27-15; 13-27-17
 ARSD 24:03:04:13

RELEASE TIME FOR STUDENTS

The board will permit students, with written consent of their parent (s), 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.

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 activity. The discretion of the building principal, however, may be exercised in unique or unusual circumstances.

LEGAL REFS.: SDCL 13-33-10

EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

The law provides for that exemption of students of compulsory school age from attendance when the child is provided with competent alternative instruction for a like period of time as would be provided by the public schools.

Upon revocation or denial of a certificate of alternative instruction, the parent or legal guardian may appealed the decision to the State Board of Education, which will conduct a hearing. The State Board's decision will be final.

Established by law.

LEGAL REFS.: SDCL 13-4-6; 13-27-3; 13-27-7; 13-27-8

STUDENT RIGHTS AND RESPONSIBILITIES

The Board recognized 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 constitution and statutes. In connection with rights, are responsibilities that must be assumed by students.

A student is responsible for the way he/she exercises their rights, and he/she must accept the consequences of their actions and recognize the boundaries of his/her rights. Each exercise of and individual's rights must demonstrate respect for the rights of others.

These statements set forth the rights of students in the public schools in the district and the responsibilities that are inseparable from these rights:

1. Civil Rights - including the rights to equal education 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 school.

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 disrupted students and student misconduct. Due process, in the context of the administrative proceedings carried out by school authorities, referred to the hearing procedures establish by the State Board of Education.

Due process procedures will conform to the Administrative Rules of South Dakota (ARSD), Article 24:07, which governs student due process.

STUDENT CONDUCT ON SCHOOL BUSES

When a child is riding, boarding, or leaving the bus, the bus driver has supervisory control over the student and may exercise reasonable and necessary physical punishment to maintain that control.

In view of the fact that a bus is an extension of the classroom, the board will require children to conduct themselves in the bus in a manner consistent with established standards for classroom behavior.

In cases when a child does not conduct him/herself properly on a bus, such instances will be brought to the attention of the building principal and transportation supervisor by the bus driver. The building principal will inform the parents immediately on 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.

LEGAL REFS.: SDCL 13-32-2

CROSS REFS.: EEACC, Student Conduct on School Buses

SMOKING AND/OR USE OF TOBACCO PRODUCTS BY STUDENTS

The board, recognizing health and safety hazards associated with smoking and use of other tobacco products in the school (s) or on the school grounds during the school day and at any school function. This includes the prohibition of tobacco products or any product that contains nicotine; any device that is used for inhaling or ingestion unless used for medicinal purposes with a prescription, at any time on school grounds, at any inter-scholastic athletic contest, on any field trip, or any other board approved trip or activity.

LEGAL REFS.: ARSD 61:13:04:18

Revision-Adoption February 10, 2014

ALCOHOL/DRUG USE BY STUDENTS

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

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

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

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

A student shall not possess, use, transfer, conceal, sell, attempt to sell, deliver, and not be under the influence of narcotics, drugs, or alcohol, materials/substances represented to be a drug or controlled substance, or affect the educational system of the school. Students shall not engage in drug use/abuse and not possess paraphernalia specific to the use of chemicals.

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

VIOLATIONS - The following procedures will be used in dealing with possession, use, transmission, or being under the influence of illicit drugs, alcohol, or materials/substances represented to be a drug or controlled substance:

A. First Offense

1. The administration will try to notify the parent(s)/guardian(s) by phone to explain the incident and arrange a conference.
2. The administration will suspend the student for five (5) days in compliance with student due process procedures.
3. Within thirty-six(36) hours, the administration will notify the parent(s)/guardian(s) in writing of the suspension.
4. Notify available law enforcement authorities.

The school district strongly recommends that students with chemical abuse problems seek professional evaluation and treatment from a trained chemical dependency counselor or a licensed physician trained in chemical dependency. Because we believe that chemical

dependency is preceded by misuse, we feel confident that such early intervention can benefit the student before significant harm or dependency results.

The suspension of a student who agrees to be evaluated and treated will be commuted to three (3) days. The administration will provide a list of agencies/professionals who can do the assessment and provide treatment. Fees for this assessment and treatment are the responsibility of the student and family.

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

B. Second and Subsequent Offenses

1. The administration will contact the parent(s)/guardian(s) to arrange for a conference.
2. Notify available law enforcement authorities.
3. The administration will suspend the student for five (5) days in compliance with student due process procedures.
4. Within thirty-six (36) hours the administration will notify the parent(s)/guardian in writing of the suspension.
5. The administration will recommend to the school board that the student be expelled unless the following procedure is followed:
 - a. The student must agree to be evaluated and treated by a trained dependency counselor or a licensed physician trained in chemical dependency.
 - b. Upon appropriate authorization, the agency or professional notifies the administration that the student has accepted treatment. If the student is accepting treatment, the recommendation for expulsion may be commuted. Fees for this assessment and treatment are the responsibility of the student and family.

C. Supplying/Distributing or Selling Chemical(Drugs or Alcohol) or Material represented to be a Controlled Substance

1. Within thirty-six (36) hours, the administration will notify parent(s)/guardian(s) in writing of the suspension.
2. Supplying or selling chemicals will result in a five (5) day suspension
3. The administration will refer the case to available law enforcement authorities.
4. A hearing on the case will be conducted by the school board pursuant to due process rules for expulsion. Expulsion may be recommended by the superintendent.

D. Pupils who visibly appear to be impaired from use of illicit drugs/alcohol will be referred to the building principal. The principal shall determine whether to call parents and/or law enforcement officials. A reasonable attempt will be made to not allow the student to leave school property except in the company of their parents or law enforcement officials. Following the handling of the situation, this Policy Statement for Chemical Abuse will be followed.

E. A Biennial Review of the School District's program will be made:

1. To determine the programs' effectiveness and implement changes to the programs if they are needed; and
2. To insure that disciplinary sanctions are consistently enforced.

Revision: First Reading 1-9-12, Second Reading 2-8-12, Adoption 3-12-12

PREGNANT/MARRIED STUDENTS

The marriage or pregnancy of the 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 extra-curricular 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.

POLICE ACCESS TO STUDENTS

The primary purpose of schools is to educate our students. The schools have an obligation to protect the legal rights of students who are in their charge. Schools also have an obligation to cooperate with law enforcement officers and crime prevention officials. This partnership recognizes that a school resource officer has a unique relationship with the school and needs to be fully cognizant of school/district procedures.

The school resource officer is an integral part of the Baltic School District staff, and as such shall have access to students and staff for a variety of purposes. Should a student, during the course of everyday conversations and interactions, become a suspect in a law enforcement matter, the procedures outlined in the Interview section of this policy shall be followed.

The purpose of this statement of policy is to clarify the responsibility of the principal when law enforcement officers want to interview a student in the course of their investigation of some violation of the law, or wish to take a student into custody.

REGULATION

PROCEDURE FOR INVESTIGATIONS, ARRESTS AND RELEASE OF STUDENTS TO LAW ENFORCEMENT OFFICERS FOR NON-SCHOOL RELATED CONDUCT

If an on-duty law enforcement officer wishes to come to the school for official business, they first must contact the school administration. Contact between the school and the law enforcement department on matters involving students shall be made through the office of the principal and the law enforcement officer. Police officers are encouraged to work through the school resource officer at the school to better coordinate and facilitate the interviewing of students.

The principal or designee will make the final determination as to whether law enforcement authorities should be allowed to conduct an interview with a student at school. Some of the factors the principal may consider are:

- a) Has the officer tried to interview the student outside of school, if practical?
Why or why not? (eg. The officer works the day shift)
- b) Has the officer tried to notify the parents/guardian? Why or why not?
- c) How serious is the offense being investigated?
- d) Is there an urgency to the investigation that would necessitate interviewing the student at school (when and where did the offense take place)?

NOTE: This is a non-exclusive list and the principals should use their professional judgment when considering other factors.

Principals and law enforcement officers are encouraged to contact the superintendent whenever they have a question or a disagreement regarding law enforcement access to students.

Throughout this process, all attempts should be made to avoid embarrassing the student before teachers and peers and to avoid disrupting the educational program of the student by making the student miss class time. Law enforcement personnel should remain in the administration office while school personnel seek out the student.

The following procedures must be followed once a decision has been made to allow a law enforcement officer to interview a student in school or take a student into custody:

ARREST

1. When a law enforcement officer has a warrant for, or probable cause to arrest a student, they must be permitted to arrest the student. However, whenever possible the arrest should be conducted in an office out of the view of students. Before removing a student from the school in a non-school related incident, law enforcement officers shall sign a form in which they assume full responsibility for the student. The principal should attempt to notify the parents/guardian immediately and document the contact. The schools should contact the law enforcement department for verification of an officer's name and status jurisdiction, if unknown to the school.
2. Agents of the Federal government, Postal Inspectors, Treasury Agents and agents of the Federal Bureau of Investigation also have the power to arrest. Normally, their contacts with the school will be for the purpose of investigation, and they usually cooperate with the local police in making arrests. However, on occasion this authority may be exercised directly; and when they feel it necessary to take a student into their custody, they shall sign a form assuming full responsibility for the student.

INTERVIEW

The following procedures apply to students who are under the age of eighteen.

1. Prior to the interview a reasonable attempt shall be made to notify the parents/guardian (except in cases of suspected child physical or sexual abuse or child neglect). The purpose of notification is to inform the parent/guardian that an interview is going to take place at school.
2. A parent/guardian may request to be present during the interview or designate another person to be present during the interview. This request will be accommodated unless the seriousness of the offense or urgency of the investigation requires immediate interviewing by the police. In the latter case, an administrator or designee, will be present during the interview as a neutral observer.
3. If the parent/guardian cannot be reached prior to the interview, the school will not allow the interview to take place unless the seriousness of the offense or urgency of the investigation requires immediate interviewing by the police. In such case an administrator or designee will be present during the interview as a neutral observer.
4. Anyone who is present during the interview may become a witness in a subsequent trial.
5. An administrator will only be present at an interview at parent request, if the parents cannot be reached and the seriousness of the offense/investigation warrants an immediate interview, or if the matter is school-related. If an administrator is present during the interview, he/she should not take part in the questioning unless the interview is related to a school matter.
6. All interviews should be conducted in a private room or area where confidentiality can be maintained. This should be an area removed from observation by or contact with other people and school personnel
7. Students eighteen years of age or older may agree to talk to police officers without prior parental notification or school administration being present during the interview.

SEARCHES

Locker/Desk/Storage Area Searches –

All lockers and other storage areas provided for student(s) use on school premises remain the property of the school district and are provided for the use of the student(s) subject to inspection, access for maintenance, and search pursuant to this policy. No student(s) shall lock or otherwise impede access to any locker or storage area except with a lock provided by or approved by the principal of the school in which the locker or storage area is located. Unapproved locks shall be removed and destroyed.

- 1.) The principal, or a member of the administrative staff designated in writing by the principal, will search a locker and its contents when the person conducting the search, or the principal designating the person to search, has reasonable cause for a search of the locker searched. Where the locker to be searched is assigned to a particular student and that student is on the school premises at the time of the search, and

no danger to the student is apparent, the student shall be notified prior to the search and given the option to be present at the search.

- 2.) The principal, a member of the administrative staff, or a teacher may search a desk or any other storage area on the school premises, other than a locker, when the person conducting the search has reasonable cause for a search.

Personal Searches -

Except in cases of extreme danger of life or property, the parent(s) or guardian(s) of any student searched shall be notified of the search as soon as reasonably possible, prior to requesting the police to conduct a search of the person. The principal, or another member of the administrative staff designated in writing by the principal and acting at the direction of the principal, will search the person of a student during a school activity if the principal has reasonable cause for a search of that student. Searches of the person of a student shall be limited to:

- 1.) Searches of the pockets of the student;
- 2.) Any object in the possession of the student such as a purse or briefcase; and/or
- 3.) A “pat down” of the exterior of the student’s clothing.

Searches of the person of a student shall be conducted in a private room by a person of the same sex as the student being searched and witnessed by one other person of the same sex as the person being searched. Searches of the person of a student which require removal of clothing other than a coat or jacket shall be referred to and conducted by a law enforcement officer in accordance with the sub-section of this regulation entitled, “Involvement of Law Enforcement Officers”, and school personnel will not participate in such searches.

Motor Vehicle Searches -

The principal or a member of the administrative staff designated in writing by the principal, may request a law enforcement officer to search a motor vehicle on the school premises, subject to the sub-section of this regulation entitled, “Involvement of Law Enforcement Officers”

Drug Dog Searches -

The school administration may request law enforcement officials utilize drug-sniffing dogs to search school premises including vehicles parked in the school lot for the presence of illegal drugs/substances. In situations where the dogs indicate the presence of drugs, this shall constitute probable cause and a search of the area in question shall be conducted. If the student is present in school at the time, they shall be informed that a search will take place and given the opportunity to be present during the search. In cases where drugs or other illegal substances are found, the student shall be turned over to the law enforcement personnel. School personnel shall notify parents as soon as reasonably possible that a search has taken place and the results of that search.

Custody of Evidence -

Anything found in the course of a search conducted in accordance with this section which is evidence of a violation of the student conduct standards contained in the “Student Responsibilities and Rights” document may be:

- 1.) Seized and admitted as evidence in any suspension or expulsion proceeding if it is tagged for identification at the time it is seized and kept in a secure place by the principal or the principal’s designee until it is presented at the hearing;
- 2.) Returned to the parent(s) or guardian(s) of the student from whom it was seized;
- 3.) Destroyed if it has no significant value; or

- 4.) Turned over to a law enforcement officer in accordance with the sub-section of this regulation entitled, "Involvement of Law Enforcement Officers".

Disposition of Items Seized -

Any thing found in the course of a search conducted in accordance with this section which, by its presence, presents an immediate danger of physical harm or illness to any person may be seized, and

- 1.) Returned to the parent(s)/guardian(s) of the student from whom it was seized, or
- 2.) Turned over to law enforcement officers.

Surveillance Video

Certain events, depending on their location, may be recorded on the school's video surveillance system. Students and staff are advised that they have no expectation of privacy in relation to events recorded on the school's video surveillance system. Surveillance video of students or staff is considered to be confidential student or employee information, however, and while it may be used during an internal school district investigation, it will not be released without a subpoena from a court of law.

Involvement of Law Enforcement Officers -

Except in cases of extreme danger of life or property, the parent(s) or guardian(s) of any student shall be notified as soon as reasonably possible prior to requesting the police to conduct a search of the person. The principal, or a member of the administrative staff designated in writing, may request a law enforcement officer to:

- 1.) Search any area of the school premises, any student, or any motor vehicle on the school premises; or
- 2.) Identify or dispose of contraband found in the course of a search conducted in accordance with this section.

Where law enforcement officers respond to such a request, no school employee shall assist or otherwise participate in any search. However, school employee(s) may be present at the search.

Adoption:	January 11, 1999
Revision-First Reading:	May 13, 2013
Revision-Second Reading:	June 10, 2013
Revision-Adoption:	July 2, 2013

BALTIC SCHOOL DISTRICT 49-1
LAW ENFORCEMENT ASSUMPTION OF RESPONSIBILITY FOR
BATIC STUDENTS

I, _____, of the _____
(law enforcement officer) (law enforcement agency)

am duly authorized to take custody of _____.
(Baltic student)

I am assuming responsibility for this student and relieving the Baltic School

District of responsibility for the student. The student will be taken to

_____ in the city of _____.
(law enforcement facility) (site of facility)

(law enforcement officer's signature)

Date

(school district administrator's signature)

Date

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 school(s), the students and the 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 students or his/her parent(s)/guardian(s) 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 students or his/her parent(s)/guardian (s) or the teacher, may bring the matter to the principals attention for his/her consideration and action.
3. The student may also bring a matter of general student concerned 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 for his/her consideration.
5. Complaints that remain unresolved following any action of the superintendent may be referred in writing to the board for review.

The board's decision will be final unless an appeal hearing is requested.

STUDENT ORGANIZATIONAL MEETINGS DISTRICT POLICY

PHILOSOPHY – The school district encourages students within the district to participate in co-curricular and extra-curricular activities which are part of the overall school program.

PURPOSE – The purpose of this policy is to outline the perimeters for student organizational meeting held in conjunction with the educational program in the district, whether the activities be co-curricular or extra-curricular in nature.

SCOPE –

1. All co-curricular and extra-curricular activities within the district must be formally approved by the district board of education prior to the activity being held in the district.
2. Co-curricular activities are those activities outside the regular education curriculum and for which the student may receive educational credit. Extra-curricular activities are those activities which are conducted in conjunction with the specific educational curriculum or an approved activity recognized by the South Dakota High School Activities Association.
3. An example of a co-curricular activity recognized by the district board of education would be the Music Program; an example of the extra-curricular activity in groups currently recognized by the board of education would include interscholastic athletics and cheerleading.
4. It is the policy of the district to recognize only student organizations and activities that are co-curricular or extra-curricular in nature, and to authorize the use of the school facilities for those student organizations recognized by the board of education.
5. Should any private party wish to conduct meetings within the facility of the school district with students served by the district, approval by the board of education for meetings shall be given only to a party showing the meeting is for a bonafide educational purpose and directly associated with the co-curricular and/or extra-curricular program within the school district.
6. The policy is not to be interpreted as to disallow any private party from requesting use of school facilities and receiving board approval therefore pursuant to the district policy on the use of school facilities by the community.

CORPORAL PUNISHMENT

Superintendent, principals, supervisors, teachers, and their aides and assistants have the authority to use physical force that is reasonable and necessary for supervisory control over students. Like authority over students is given any person delegated to supervise children who have been authorized to attend a school function away from their school premises and to school bus drivers while students are riding, boarding, or leaving the buses.

LEGAL REFS.: SDCL 13-32-2

Restraint and Seclusion

1) The Baltic School District will notify the parent or guardian of the student, unless the student is emancipated, of an incident requiring the use of restraint or seclusion. This will be done within the school day if school is in session that day.

(2) No employee of the Baltic School District will use the method of prone restraint, defined as physical pressure applied to any part of the student's body to keep the student in a face down position on the floor or other surface, except when that use is necessary and reasonable in manner and moderate in degree.

(3) No student will be placed in involuntary confinement in a locked room alone unless there is a clear and present danger.

First Reading: May 14, 2018

Second Reading: June 11, 2018

Adoption: July 16, 2018

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. The Baltic School District is committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure 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.

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, color, or national origin.

Other-involves singling out a person because of their religion or disability

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 as 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.

First Reading:	May 11, 2009
Second Reading:	June 11, 2009
Adoption:	July 13, 2009
Revision First Reading:	August 10, 2015
Revision Second Reading:	September 14, 2015
Revision Adoption:	October 12, 2015

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 web site postings, including blogs. It is also recognized that the author (poster or sender) of the inappropriate material is often disguised (logged on) as someone else.

Students and community members, who believe they have been victims of such misuses of technology, as described in this policy, should not erase the offending material from the systems. A copy of the material should be brought to the attention of a principal or teacher.

In situations in which cyber bullying originated from a non-school computer, but brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly interrupts or severely impedes the day to day operations of a school. In addition, such conduct must also violate a school policy. Such conduct includes, but is not limited to, threats, or making threats off school grounds, to harm a member of the school staff or a student.

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.

First Reading:	May 11, 2009
Second Reading:	June 11, 2009
Adoption:	July 13, 2009

Bullying and Cyber Bullying Reporting Procedure

Students or employees who believe they have been the subject of bullying or cyber bullying should contact a teacher, counselor, principal or other trusted adult.

1. INFORMAL AND FORMAL RESOLUTION OF COMPLAINTS

INFORMAL RESOLUTION: the district is committed to the proper and equitable resolution of all reports or complaints. An individual may voluntarily choose informal measures, but will be informed of the options and the timelines available to them in informal complaints procedures. The following informal steps may be tried if the individual chooses, and if the bullying is not severe.

1. Inform the individual that his/her behavior is unwelcome, offensive or inappropriate. Confrontation is not required, however, it may be accomplished in a letter developed with assistance of a teacher, counselor or principal.
2. Notify a teacher, counselor, principal or other trusted adult. Early reporting assists in stopping the unwanted behavior.
3. Keep notes, a journal, or a record of dates, times, places, witnesses, and description of each incident. Save all notes and records in a safe place.
4. Request a copy of the district's bullying and/or cyber bullying policy so that reporting processes are clear.

FORMAL RESOLUTION: at any time, an individual may choose to initiate a formal procedure to resolve the problem. At no time shall an individual's attempt at informal resolution be used to delay or excuse the district's responsibility to investigate reports of bullying in a prompt and equitable manner, with or without a formal complaint.

All individuals are permitted and encouraged to have a friend or adviser present with them for moral support during any stage of the reporting and investigation. Individuals seeking formal resolution must submit a Bullying and Cyber Bullying Grievance Filing Form (File JGD-1). Once a report or complaint has been filed with the principal or other designated administrator, a confidential and expeditious investigation shall be conducted. The principal or other designated administrator will respond in writing to all parties with the results of the investigation and remedial or preventive action taken.

2. CONFIDENTIALITY

A report of bullying and investigation are to be kept in strictest confidence, where practical, for the protection of all parties involved.

The district's obligation to investigate and take corrective action may supersede an individual's right to privacy.

Pending the completion of the investigation, however, the superintendent may take any action necessary to protect the alleged victim, or other employees or students consistent with requirements of applicable regulations and statutes, if any.

3. SANCTIONS

Consistent with the requirements of applicable regulations or status, the superintendent may take such action as deemed necessary and appropriate after the completion of investigation. All parties involved in the investigation shall be notified of the decision of the superintendent (by registered mail).

The final disposition of the case may be by action of the Board of Education if there is a recommendation for non-renewal or employment termination or expulsion, but due process rights of all individuals will be protected.

A substantiated charge against an employee of the district shall subject the employee to disciplinary action in accordance with any appropriate employee contract, up to and including discharge. A substantiated charge against a student shall subject that student to student disciplinary action including suspension or expulsion, consistent with the district's student discipline policy.

4. FALSE ACCUSATIONS

Persons perpetrating false or fabricated accusations will be held responsible for their actions, and may be subject to disciplinary action as listed in SANCTIONS, above.

5. SPECIAL EDUCATION STUDENTS

While an individual's disability may not be used to excuse his or her bullying behavior, problems involving students with disabilities shall be handled through the students IEP Team in accordance with all appropriate and applicable statutes and regulations.

6. NOTIFICATION

Notice of this policy and the districts prevention plan shall be included in student handbooks and the school board policy book, and updated annually with the names, locations and numbers of contact persons through the district.

7. REMEDIATION

Students and staff targets of bullying and witnesses to bullying will be provided counseling and other support services available from staff of the district to help deal with the effects of bullying.

8. CONTACTS

Names, office locations and phone numbers of the District Superintendent and others designed to provide information and assistance include:

Superintendent: Robert A. Sittig Phone: (605) 529-5464

Other Contacts: Secondary Principal Phone: (605) 529-5461

13. OTHER SOURCES OF ASSISTANCE

State Human Rights Agency: SD Division of Human Rights
222 E. Capitol, Suite 11
Pierre, SD 57501-5070
Telephone: 605/773-4493

U.S. Dept. of ED Office for Civil Rights, Regional Office:
OCR Denver Office, Federal Building
1244 Speer Blvd.
Denver, CO 80204-36582
303-844-2991 or TDD 303-844-3417

State Department of Education: Equal Education Opportunities Office
700 Governors Drive,
Pierre, SD 57501-2293
Telephone: 605/773-4257

First Reading: May 11, 2009
Second Reading: June 11, 2009
Adoption: July 13, 2009

BULLYING AND CYBER BULLYING
GRIEVANCE FILING FORM

(For elementary age students, it is recommended an adult assist in completing this form.)

DATE _____

Your Name _____

Your school and / or position _____

Place where you may be reached

Address _____

Phone _____

THE FACTS (Please describe what happened in factual detail. Please identify witnesses or others who were present. Describe the impact this had on you. Please identify any person (s) you believe may be responsible. Use additional paper if needed.)

If others are affected by the possible violation, please give their names:

PAST HISTORY: (Please describe any past incidents that you believe are related to this grievance. Use additional paper if needed.)

SUGGESTED REMEDY: (Please describe any corrective action (“remedy”) you wish to see taken with regard to the possible violation. You may also provide other information relevant to this grievance. Use additional paper if needed.)

Signature of Grievant

Date

Signature of Person Receiving Grievance

Date

First Reading: May 11, 2009
Second Reading: June 11, 2009
Adoption: July 13, 2009

STUDENT COMMUNICABLE DISEASE

The Board recognizes that, to the extent possible, all students should be permitted to attend school in a normal classroom setting. The Board further recognizes its responsibility to providing a healthy environment for students and school employees.

The determination of whether an infected student should be excluded from the classroom or school activities shall be made on a case-by-case individual basis, under the direction of the superintendent of schools or his/her designee.

In situations where the decision requires additional knowledge and expertise, the superintendent will refer the case to a team for assistance in the decision-making.

The team may be composed of:

1. Representation from the State Health Department
2. The student's physician
3. The student's parents or guardian (s)
4. The school principal
5. School health services supervisor
6. Superintendent or designee
7. Primary teacher (s) and other appropriate school personnel

In making the determination, the team 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 policy and guidelines

The team may officially request assistance from the State Department. (See State Department of Health Implemented Policy dated 3/12/86.)

If an infected student is not permitted to attend classes or participate in school activities, the district will provide the student with an appropriate education program, which conforms to all rights and privileges provided by federal and state law.

A student infected has the right to privacy. Persons involved in the care and education of infected children should respect their right to privacy, and private records should be maintained and protected as necessary by state law. Only those individuals who are necessary to assure the proper care of the infected child and to detect situations in which the potential for transmission may increase will be informed of the child's condition (e.g., principal, child's teacher, school nurse).

It is recognized that personal hygiene measures are part of creating a healthy environment. Thus good handwashing techniques are imperative in the school setting. Thorough maintenance cleaning is part of this environment. Instruction in appropriate handling of blood and body fluids will be provided.

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-5 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 work after all pox are dried and scabbed
Cytomegalovirus (CMV) Salivary Gland Viruses	The student may attend school. Precautions should be taken by contacts with immune suppression as an 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 and Infectious Enteric Diseases 5-25 days or longer	The student may attend school if the student practices independent hygienic bathroom skills. Other students may attend school after the third day of drug treatment. Good hand washing in all cases should eliminate risk of transfer of infection.
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 4-10 days (variable)	The student may attend school if treatment is verified and covered or dry. Infected area must be kept covered.
Infectious Hepatitis 15-14 days Average = 25 days	The student may attend <u>school with physician's written permission</u> . The student may need adjusted school days and activities.
Measles (Red, Hard, Rubeola, 7-day) 8-14 days,	The student may attend school after a minimum on seven 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 <u>school with physician's permission</u> . The student may need adjusted school days and activities
Mumps 12-21 days	The student may attend work after swelling has disappeared.
Pediculosis	The student may attend school after treatment. After

(Lice, Crabs)	repeated infestation of the same student, the student may be excluded until all nits are removed.
Pink Eye (Conjunctivitis) 5-12 days	The student may attend school after the eye is clear, under treatment, or with physicians written permission.
Planter's Wart	The student may attend school. Students should not be permitted to block barefoot.
Ring Worm (Scalp, Body, Athlete's Foot)	The student may attend school if that area is under treatment and covered. Restrict known cases of athlete's feet from pools and showers until under treatment.
Rubella (3-day, German Measles) 14-21 days	The student may attend school after a minimum of four (4) days. Present exposure of pregnant women.
Scabies (7-year itch, Mites)	The student may attend school after treatment
Streptococcal Infections (Scarlet Fever, Scarletina, Strep Throat) 1-3 days	The student may attend school 24 hours after initiating oral antibiotic therapy, isn't running a fever and is 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 or symptom of disease.

LEGAL REFS.: SDCL 13-28-7.3; 13-43-3 through 13-43-3.3; 1-27-3
ARSD 24:03;09;10

Student Communicable Disease Guidelines for Lice/Crabs

1. An examination is conducted and live lice/crabs are found on a student (day 1).
2. The student will be isolated. The parent will be contacted. The student will be sent home.
3. Upon return to school (day 2) and prior to readmittance to class, school personnel will conduct a re-examination of the student.
4. If no nits or live lice/crabs are found, the student will be readmitted to class.
5. If live lice/crabs are found, the student will be isolated, parents will be contacted, and the student will be sent home.
6. If nits are found, the parents will be contacted and questioned about what procedures were taken prior to the student's return to school. If school personnel are satisfied proper treatment had taken place, the student may remain in school. However, parents will be informed that the student will be re-examined the next day (day 3).
7. The next day (day 3), the student will be re-examined.
8. If no nits or live lice/crabs are found, the student will be readmitted to class.
9. If nits or live lice/crabs are found, the student will be sent home and steps 7-9 will be repeated.
10. In cases where a student of mandatory attendance age is repeatedly sent home due to the presence of live lice/crabs or nits, the school truancy officer will be notified and the case may be referred to social services and/or county officials as a truancy matter.

Adopted: 7-8-02

SHORT- TERM MEDICATION SUPERVISION

Note to Parent/Guardian:

The Baltic School District requires that all students who require medication during school hours must do the following:

1. Complete this permission note by stating the name of the medication and the amount and time to be taken.
2. If the medication is by prescription only, it must be brought in the original prescription bottle, properly labeled by a registered pharmacist, as prescribed by law.
3. This permission no must be signed by the parent or legal guardian and on file in the building principal's office. This form is for medication that will be taken for four weeks or less.

TO BE COMPLETED BY PARENTS

Name of Student: _____ Grade: _____

Date of Birth: _____ Section: _____

Reason for Medication: _____

Specific time to be taken: _____

Specific amount to be taken: _____

Possible Side Effects: _____

I, _____, give permission for my child to receive the above medication as directed. I understand that the medication is kept in a locked storage space and that documentation is recorded as each dose is taken. This permission note requiring the supervision of medication to my child gives the Baltic School District and its employees a full release from the responsibilities pertaining to the administration and consequences of such required medication.

Parent/Guardian Signature _____ Date Home Phone: _____
Work Phone: _____

LONG- TERM MEDICATION SUPERVISION

Note to Parent/Guardian:

The Baltic School District requires that all special needs students who require medication during school hours (i.e. students who as a result of a physical health impairment or mentally handicapping condition require assistance in administration of the prescribe medication) must do the following:

1. Present a written consent form signed by the parent or legal guardian, along with the portion to be completed by the physician.
2. Bring the medication in the original prescription bottle, properly labeled by a registered pharmacist as prescribed by law.

Long-term medication (longer than four weeks) will be supervised by district personnel provided that the prescribing physician completes the district medication permission request form. Dosage changes are to be promptly reported to the student's school Principal and will require telephone confirmation with the prescribing physician.

TO BE COMPLETED BY PHYSICIAN

Name: _____

Name of medication (trade and generic): _____

Medical diagnosis: _____

Specific time and dose to be taken at school: _____

Possible adverse reactions: _____

Signature of Physician_____
Date_____
Printed Name of Physician

Physician Phone #: _____ Dose Changes: _____

TO BE COMPLETED BY PARENT

Name of Student: _____ Grade: _____

Date of Birth: _____ Section: _____

I, _____, give permission for my child to receive the above medication as directed. I understand that the medication is kept in a locked storage space and that documentation is recorded as each dose is taken. This permission note requiring the supervision of medication to my child gives the Baltic School District and its employees a full release from the responsibilities pertaining to the administration and consequences of such required medication.

Parent/Guardian Signature

Date

Home Phone: _____
Work Phone: _____

Adoption Date: 1/10/94

Accommodating Children with Special Dietary Needs

Parents/Guardians should first contact the Food Service Director for information, procedures, and instructions regarding special diet prescriptions or requests.

Code of Federal Regulation (CFR), Title 7, Part 210 states that schools must make substitutions in lunches for students who are considered to have a disability under 7 CFR Part 15b and whose disability restricts their diet. Schools may also make substitutions for students who do not have a disability but who cannot consume the regular lunch because of medical or other special dietary needs. Substitutions must be made on a case by case basis only when supported by a statement of the need for substitutions that includes recommended alternate foods. Such statement must, in case of a student with a disability, be signed by a physician or, in the case of a student who is not disabled, by a recognized medical authority.

Parents/Guardians of students with a physician certified disability will be informed in writing of the limitations the school foodservice has in accurately providing nutritional and/or allergen information on products received from foodservice suppliers, and asked to sign a Nutritional Information Limitation and Terms agreement.

Parents/Guardians have full latitude to choose to agree or not agree to the limitations and terms. An enhanced menu variety will be available for families that agree to the limitations and terms. Families that choose not to agree to the limitations of liability will be provided one alternative menu/meal that meets the dietary prescription provided by the physician.

Parents/Guardians, students or staff that request nutritional, ingredient, or allergen information unrelated to a special request will also be asked to review and sign the Nutritional Information Limitations and Terms agreement. Information cannot be provided without clear understanding and acknowledgment from the user of the limitations of such information.

First Reading	February 12, 2007
Second Reading:	March 7, 2007
Adoption:	April 9, 2007

Medication Administration Policy

Purpose

To ensure safe and accurate administration of routine medication to all students in school. The licensed nurse (RN or LPN) is responsible for the administration of all medications to the students of the Baltic School District. A registered nurse (RN) or licensed practical nurse (LPN) may only delegate medication administration to a trained and competent Medication Aide listed on the South Dakota Board of Nursing (BON) Medication Aide Registry. (ARSD 20:48:04.01.01)

The administration of medication requires extra staff time and safety considerations; because of this parents/guardian should check with their health care provider to see if a dosage schedule can be arranged that does not involve the hours the student is in the school setting.

Medication Administration Policy

The following requirements must be met before administration of medications:

- Completion of the Baltic School District 49-1 Medication and Treatment Authorization Form by the Health Care Provider and parent/guardian. (Attached)
- Medication in the original labeled container.
- Proper care and storage of medication.
- Documentation of medication administration.

Medication administration tasks that may not be routinely delegated and require written protocol:

- Administration of the initial dose of a medication that has not been previously administered to the student.
- Administration of medications on an as-needed basis, including Schedule II controlled substances listed in SDCL 34-20B-16 and 34-20B-17 as provided in subdivision 20:48:04.01:10(3).
- Administration of insulin by the subcutaneous route in accordance with 20:48:04.01:16 and 20:48:04.01:17.

A RN shall develop written protocol for the instruction and training of unlicensed assistive personnel and maintain protocol on file. (ARSD 20:48:04.01:11)

Nebulized medications and emergency injections (Epi-Pen) require a written health care plan or instructions completed by the student's health care provider.

Parents are responsible for providing all medications and supplies to the school.

The RN/LPN/Unlicensed Medication Aide (UMA) may not deviate from the written authorization from the health care provider with prescriptive authority. Controlled substances (e.g. Ritalin) must be counted and recorded in the presence of the parent when received at the school.

The parent/guardian will be notified when medication(s) have expired or are no longer being used by the student. The parent/guardian will be responsible to replenish expired emergency medications (Epi-Pen, inhaler, etc.) when notified by the school nurse.

Medication Administration Procedure

Care and Storage: Medications administered in the school setting should be stored in a secure, locked, and clean area. Medications that require refrigeration should be stored in a leak-proof container that can be locked in a designated area of the refrigerator separated from food.

Administration: Medication will be administered utilizing the 5 Rights of Medication Administration.

1. Right Student
2. Right Medication
3. Right Dose
4. Right Time
5. Right Route

Documentation: Any medication routinely administered must be documented on the Medication Administration form by the person administering the medication.

Disposal of Medications: The school will not store medications the student is no longer receiving or during the summer break. The school nurse will notify the parent/guardian of the need for arrangements to be made for medication(s) to be removed from the school. Medication(s) can be taken home by the student with consent of the parent/guardian. The school will not destroy medications; rather will work with the parent/guardian to ensure the medication(s) are taken home.

First Reading:	June 11, 2018
Second Reading:	July 16, 2018
Adoption:	August 13, 2018

STUDENT SAFETY

Elementary and Junior High School students will not be allowed to drive motorized vehicles to or from school unless they are accompanied by their parents (s)/legal guardian (s), and have been issued a driving license by the state of South Dakota.

The above restriction (s) applied to any and all school district sponsored activities either before, during, or after normal school hours or days.

All modes of transportation such as bicycles, skateboards, and the like, not requiring motors are also prohibited from use at any school function.

CROSS REFS.: EB, Safety Program

Baltic School District 49-1

Student Attendance at School Events

The Board of Education encourages students to attend as many school events held after school as possible, without interfering with their school work and home activities. Enthusiastic spectators help to build school spirit and encourage those students who are participating in the event.

However, in order to ensure that children attending school events as nonparticipants are properly safe-guarded, the Board recommends that all children including pre-school, elementary and pre-high school age students be accompanied by a parent or adult chaperone when they arrive at the event and throughout its duration. The Board will not be responsible for children of any age if they attend school events as non-participants without an adult chaperone.

The Board will continue to provide adequate supervision for all students who are participants in District-sponsored activities.

First and Second Reading:

July 18, 2013

Adoption:

August 12, 2013

Baltic School District 49-1

Social Networking and Student Activities

The Baltic School District recognizes its students' rights to freedom of speech, expression, and association, including the use of social networks. The Baltic School District also recognizes that participation in co-curricular activities is not a right, but a privilege. This privilege comes with high expectations that students at all times represent themselves, their team, and the Baltic School District in a positive manner.

Students who participate on social networking sites should always remember and adhere to the following:

- Everything you post is public information. Texts or photos are out of your control once placed online.
- Use caution when adding or inviting friends.
- Limit information about your location or plans.
- Use of disrespectful or inappropriate comments and behavior online will not be tolerated by the Baltic School District. This includes, but is not limited to:
 - ☐ Comments or photos that depict unlawful or prohibited conduct.
 - ☐ Derogatory, defamatory, harassing, or discriminatory posts related to teammates, opponents, a coach or any other member of the Baltic School District staff, the Baltic School District in general, or any comments that would reasonably be expected to adversely affect team chemistry.
 - ☐ Comments that create a serious danger to the safety of another person or that constitute a credible threat of emotional or physical injury to another person.

Situations involving any of the above activity will result in a meeting with the athlete, parent/guardian, coach, principal, and activities director. The results of that meeting could range from no action to different levels of suspension to removal from the activity. The final decision on disciplinary action, if any, will be made by the coach, principal, and activities director.

This applies to all students participating in activities sponsored by the Baltic School District and is in effect for 365 days a year. All penalties will be administered during the sport that has been adversely affected.

First and second reading: July 18, 2013
Adoption: August 12, 2013

SCHOOL ACTIVITIES REQUIRING USE OF EYE PROTECTION DEVICES

Every pupil and teacher in the district participating in any of the following:

1. Vocational or industrial workshops or laboratories involving the use of, or exposure to:
 - a. hot metals;
 - b. milling, sawing, turning, shaping, cutting, or stamping of any solid material;
 - c. heat treating, tempering, or kiln firing of any kind of metal or other materials;
 - d. gas or electric welding;
 - e. repair or servicing of any vehicle;
 - f. caustic or explosive materials.
2. Chemical or combined chemical-physical laboratories involving caustic or explosive chemicals, or hot liquids or solids:
 - a. is required to wear industrial quality eye protective device at all times while observing or engaging in any such activities.

It is the policy of this district that the above shall be policy of the district whether the requirement is codified in law or at some point in time repealed. The district shall purchase the industrial quality protective eye devices for use by the students, teachers and visitors to such classrooms or laboratories.

LEGAL REFS.: SDCL 13-24-18.3

CONCUSSION FACT SHEET FOR ATHLETES

What is a concussion?

A concussion is a brain injury that:

- Is caused by a bump, blow, or jolt to the head or body
- Can change the way your brain normally works
- Can occur during practices or games in any sport or recreational activity
- Can happen even if you haven't been knocked out
- Can be serious even if you've just been "dinged" or "had your bell rung"

All concussions are serious. A concussion can affect your ability to do schoolwork and other activities (such as playing video games, working on a computer, studying, driving, or exercising). Most people with a concussion get better, but it is important to give your brain time to heal.

What are the symptoms of a concussion?

You can't see a concussion, but you might notice one or more of the symptoms listed below or that you "don't feel right" soon after, a few days after, or even weeks after the injury.

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Bothered by light or noise
- Feeling sluggish, hazy, foggy, or groggy
- Difficulty paying attention
- Memory problems
- Confusion

What should I do if I think I have a concussion?

- **Tell your coaches and your parents.** Never ignore a bump or blow to the head even if you feel fine. Also, tell your coach right away if you think you have a concussion or if one of your teammates might have a concussion.
- **Get a medical check-up.** A doctor or other health care professional can tell if you have a concussion and when it is OK to return to play.
- **Give yourself time to get better.** If you have a concussion, your brain needs time to heal. While your brain is still healing, you are much more likely to have another concussion. Repeat concussions can increase the time it takes for you to recover and may cause more damage to your brain. It is important to rest and not return to play until you get the OK from your health care professional that you are symptom-free.

How can I prevent a concussion?

Every sport is different, but there are steps you can take to protect yourself.

- Use the proper sports equipment, including personal protective equipment. In order for equipment to protect you, it must be:
 - The right equipment for the game, position, or activity
 - Worn correctly and the correct size and fit
 - Used every time you play or practice
- Follow your coach's rules for safety and the rules of the sport
- Practice good sportsmanship at all times

It's better to miss one game than the whole season.

Student's Signature: _____

Date: _____

Parent's/Guardians Signature: _____

Date: _____

**THIS FORM MUST BE SIGNED ANNUALLY AND MUST BE AVAILABLE FOR
INSPECTION AT THE SCHOOL**

Revised 07-11

First Reading: May 9, 2011

Second Reading: June 13, 2011

PHYS - # 7
Adoption: July 11, 2011

CONCUSSION FACT SHEET FOR PARENTS

What is a concussion?

A concussion is a brain injury. Concussions are caused by a bump, blow, or jolt to the head or body. Even or what seems to be a mild bump or blow to the head can be serious.

What are the signs and symptoms?

You can't see a concussion. Signs and symptoms of concussion can show up right after the injury or may not appear or be noticed until days after the injury. If your teen reports, one or more symptoms of concussion listed below, or if you notice the symptoms yourself, keep your teen out of play and seek medical attention right away.

Signs Observed By Parents or Guardians	Symptoms Reported by Athlete
• Appears dazed or stunned • Is confused about assignment or position • Forgets an instruction • Is unsure of game, score, or opponent • Moves clumsily • Answers questions slowly • Loses consciousness (even briefly) • Shows mood, behavior, or personality changes • Can't recall events prior to hit or fall • Can't recall events after hit or fall	• Headache or "pressure" in head • Nausea or vomiting • Balance problems or dizziness • Double or blurry vision • Sensitivity to light or noise • Feeling sluggish, hazy, foggy, or groggy • Concentration or memory problems • Confusion • Just not "feeling right" or is "feeling down"

How can you help your teen prevent a concussion?

Every sport is different, but there are steps your teens can take to protect themselves from concussion and other injuries.

- Make sure they wear the right protective equipment for their activity. It should fit properly, be well maintained, and be worn consistently and correctly.
- Ensure that they follow their coaches' rules for safety and the rules of the sport
- Encourage them to practice good sportsmanship at all times.

What should you do if you think your teen has a concussion?

1. **Keep your teen out of play.** If your teen has a concussion, her/his brain needs time to heal. Don't let your teen return to play the day of the injury and until a health care professional, experienced in evaluating for concussion, says your teen is symptom-free and it's OK to return to play. A repeat concussion that occurs before the brain recovers from the first – usually within a short period of time (hours, days, or weeks) – can slow recovery or increase the likelihood of having long-term problems. In rare cases, repeat concussions can result in edema (brain swelling), permanent brain damage, and even death.
2. **Seek medical attention right away.** A health care professional experienced in evaluating for concussion will be able to decide how serious the concussion is and when it is safe for your teen to return to sports.
3. **Teach your teen that it's not smart to play with a concussion.** Rest is key after a concussion. Sometimes athletes wrongly believe that it shows strength and courage to play injured. Discourage others from pressuring injured athletes to play. Don't let your teen convince you that s/he's "just fine".
4. **Tell all of your teen's coaches and the student's school nurse about ANY concussion.** Coaches, school nurses, and other school staff should know if your teen has ever had a concussion. Your teen may need to limit activities while s/he is recovering from a concussion. Things such as studying, driving, working on a computer, playing video games, or exercising may cause concussion symptoms to reappear or get worse. Talk to your health care professional, as well as your teen's coaches, school nurse, and teachers. If needed, they can help adjust your teen's school activities during her/his recovery.

Parent's/Guardian's Signature _____ Date _____

**THIS FORM MUST BE SIGNED ANNUALLY AND MUST BE AVAILABLE FOR
INSPECTION AT THE SCHOOL**

Student Health: Concussions

Physical activity is an integral part of a school environment including, but not limited to, recess, physical education classes, or participation in sports. Physical activity carries with it an inherent risk of injury, and concussions are a common and potentially serious injury that students may experience. In the interest of keeping Baltic students safe from serious injury, the following will be the policy of the Baltic School District on concussions.

A concussion is a traumatic brain injury that interferes with normal brain function. An athlete does not have to lose consciousness (be “knocked out”) to have suffered a concussion.

Behavior or signs observed indicative of a possible concussion:

- Loss of consciousness
- Appears dazed or stunned
- Appears confused
- Forgets plays or lines
- Unsure of game, score, opponent or situation
- Moves clumsily
- Answers questions slowly
- Shows behavior or personality changes
- Can’t recall events prior to or after the injury

Symptoms reported by a player indicative of a possible concussion:

- Headache, nausea
- Balance problems or dizziness
- Double or fuzzy vision
- Sensitivity to light or noise
- Feeling sluggish, foggy or groggy
- Concentration or memory problems, confusion

During school activities/events, if a student receives a blow to the head or experiences any type of injury that potentially could have caused a concussion, school personnel with the assistance of any available medical personnel shall evaluate the student for evidence of a possible concussion. If the student themselves reports symptoms of a possible concussion or if the student is exhibiting any of the behavior or signs indicative of a possible concussion, the student shall be immediately removed from the activity. A student who exhibits behavior or signs indicative of a concussion may only resume the activity if both an appropriate health care professional and the student’s parent/guardian sign a Return to Activity Permission form. An appropriate health care professional shall be defined as a medical doctor. If no appropriate health care professional is available or if the appropriate health-care professional does not grant permission for the student to resume the activity, the student shall not return to the activity until permission is granted.

First Reading	August 9, 2010	Revision-First Reading	May 9, 2011
Second Reading	September 13, 2010	Revision-Second Reading	June 13, 2011
Adoption	October 13, 2010	Revision-Adoption	July 11, 2011

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First Reading	August 9, 2010	Revision-First Reading	May 9, 2011
Second Reading	September 13, 2010	Revision-Second Reading	June 13, 2011
Adoption	October 13, 2010	Revision-Adoption	July 11, 2011

RETURN TO COMPETITION, PRACTICE OR TRAINING

This form is to be used after a student/athlete is removed from and not returned to activity/competition after exhibiting concussion symptoms. The student/athlete should not be returned to activity until written authorization is obtained from an appropriate health care professional, which shall be defined as a medical doctor, and the parent/guardians. This form should be kept on file at the school.

Student/Athlete: _____ School: _____ Grade: _____

Activity/Sport: _____ Date of Injury: _____

Reason for Student/Athlete's Incapacity

Guidelines for Returning to an Activity after a Concussion

Note: Each step should be completed with no concussion symptoms before proceeding to the next step.

1. No activity, complete rest with no symptoms.
2. Light exercises: walking or stationary cycling with no symptoms.
3. Sport specific activity without body contact and no symptoms.
4. Practice without body contact and no symptoms. Resume resistance training.
5. Practice with body contact and no symptoms.
6. Return to game play with no symptoms.

Note:

1. If symptoms return at any time during the rehabilitation process, wait until asymptomatic for 1 full day, then re-start at the previous step.
2. Never return to competition with symptoms.
3. Do not use "smelling salts".
4. **When in doubt, sit them out.**

Health Care Professional's Action

I have examined the named student/athlete following this episode and determined the following:

_____ **Permission is granted** for the student/athlete to return to activity/competition

_____ **Permission is not granted** for the student/athlete to return to activity/competition

COMMENT: _____

Medical Doctor

Date

Parent/Guardian

Date

School Administrator

Date

First Reading August 9, 2010
Second Reading September 13, 2010
Adoption October 13, 2010

Revision-First Reading May 9, 2011
Revision-Second Reading June 13, 2011
Revision-Adopted July 11, 2011

Concussion Assessment

A concussion is a type of traumatic brain injury, or TBI, caused by a bump, blow, or jolt to the head that can change the way the brain normally works. Concussions can also occur from a blow to the body that causes the head to move rapidly back and forth. Even a “ding,” “getting your bell rung,” or what seems like a mild bump or blow to the head can be serious.

To recognize a concussion, watch for the following two things:

- A forceful bump, blow, or jolt to the head or body that results in rapid movement of the head.

AND

- Any change in the person’s behavior, thinking, or physical functioning.

If school personnel observe a student being involved in such an event that could have possibly caused a concussion and the student exhibits subsequent changes in behavior or displays any of the symptoms of a concussion as listed below, or if school personnel become aware that a student has experienced such an event and the student exhibits subsequent changes in behavior or displays any of the symptoms of a concussion, then the following concussion assessment must be conducted. If the assessment indicates the likelihood that the student has experienced a concussion, the student must be excluded from participation until an appropriate health care professional, which the Baltic School District has defined as a medical doctor, attests the student is symptom-free and it is acceptable for the student to return to activity.

Student/Athlete: _____ School: _____ Grade: _____

Activity/Sport: _____ Date of Injury: _____

Describe the incident:

Signs Observed by Staff

- ☐ Appears dazed or stunned
- ☐ Is confused about assignment/situation
- ☐ Forgets instruction
- ☐ Is unsure of game, score or situation
- ☐ Moves clumsily
- ☐ Answers questions slowly
- ☐ Loses consciousness (*even briefly*)
- ☐ Can’t recall events *prior* to hit or fall
- ☐ Can’t recall events *after* hit or fall
- ☐ Other (describe on back of this sheet)

Symptoms Reported by Student/Athlete

- ☐ Headache or “pressure” in head
- ☐ Nausea or vomiting
- ☐ Balance problems or dizziness
- ☐ Double or blurry vision
- ☐ Sensitivity to light
- ☐ Sensitivity to noise
- ☐ Feeling sluggish, hazy, foggy, or groggy
- ☐ Concentration or memory problems
- ☐ Confusion
- ☐ Does not “feel right” or is “feeling down”
- ☐ Other (describe on back of this sheet)

Assessment Conclusion

- ☐ The student/athlete did not experience rapid movement of the head and signs or symptoms of a concussion and was allowed to return to activity.
- ☐ The student/athlete experienced rapid movement of the head and signs or symptoms of a concussion and was not allowed to return to activity.

Staff Member’s Signature

Date

Additional information/instructions on back.

Concussion Assessment. Con't.

- Do not ask leading questions. For example, ask, “How are you feeling,” rather than, “Do you have a headache.”
- If a potential concussion causing event occurs and it is necessary to conduct a concussion assessment, then the Concussion Assessment form must be completed by the coach or staff member who either witnessed the event or became aware such an event occurred.
- Copies of the Concussion Assessment form should be submitted to the Activities Director if the event occurred during an activity and to the appropriate principal if the event occurred during the course of a school day. The coach or staff member should keep a copy for their own records.
- If the parent/guardian of the student is not present at the event, then the coach or staff member charged with supervision of the student at the time of the event must contact the parents of the student to inform them of what occurred.
- If the student/athlete experienced rapid movement of the head and signs or symptoms of a concussion and was not allowed to return to activity, then the student/athlete may not resume activity until the Return to Activity form has been signed by a medical doctor, by the parent/guardian of the student, and by a school official.
- When in doubt, sit them out!

Signs of Deteriorating Neurological Function

A student/athlete should be taken to a hospital emergency room if any of the following signs and/or symptoms are present:

- Headaches that worsen
- Seizures
- Focal neurologic signs
- Can't recognize people or places
- Weakness or numbness in arms or legs
- Unusual behavior change
- Neck pain
- Increasing confusion or irritability
- Looks very drowsy or cannot be awakened
- Repeated vomiting
- Slurred speech
- Significant irritability

On-Field Mental Status Evaluation

This mental status assessment is recommended for high school-age athletes and older. Any inability of the athlete to respond correctly to the questions/tasks below should be considered abnormal.

- What city is this?
- Who is the opposing team/
- Who scored last?
- What period/quarter/half are we in?
- Repeat the following words: Girl, Dog, Green.
- Do you remember the hit?
- What happened the play prior to the hit?
- Repeat the days of the week backwards starting with today.
- Repeat the months of the year backwards starting with December.
- Repeat the three words from earlier: (Girl,Dog, Green)

First Reading	October 13, 2010
Second Reading	November 8, 2010
Adoption	December 13, 2010

REPORTING CHILD ABUSE

Because of their contact with school-age children, school employees are in an excellent position to identify abuse or neglected children.

To comply with the law, it is the policy of the school district that any teacher or other school employee who suspects that a child under 18 years of age has been neglected or physically abused (including sexual or emotional abuse) by any person including parent (s) or other person (s), other than by accidental means, shall reports orally or in writing to the principal or superintendent who shall immediately report to the State Attorney, or to the Department of Social Services, or to the County Sheriff, or to the police. The principal or superintendent shall inform the school employee initiating the action within twenty-four (24) hours, and in writing, that the report has been made. The employee shall make the report directly to the proper authorities if the principal or superintendent fails to do so.

The report shall contain the following information: the name, address, and age of the child; name and address of the parent of (s) or caretaker; nature and extent of injuries or description of neglect; any other information that might help establish the cause of such injuries or conditions.

School employees, including administrators, shall not contact the child's family or any other person (s) to determine the cause of the suspected abuse or neglect. It is not the responsibility of the school employee how to prove that the child has been abused or neglected, or to determine whether the child is in need of protection, only to report his/her suspicions of abuse or neglect.

Any personal interview or physical inspection of the child should be conducted in a considerate, professional manner. Information on records concerning report of suspected abuse or neglect are confidential and the release to persons other than provided by law is punishable by \$1000 fine, one year in jail or both. Failure to make a report where abuse or neglect is suspected is subject to the same punishment.

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 proceedings even if the suspicion is proved to be unfounded.

Copies of this policy shall be distributed by the superintendent or his/her designee to all school employees at the beginning of each school term and to new employees when beginning employment if at a different time than the beginning of the school term.

The board will support any employee making a report of suspected child abuse or neglect until and unless it is determined that the employee was acting in bad faith in making the report.

LEGAL REFS.: SDCL 26-8A

FOREIGN EXCHANGE STUDENT POLICY

Foreign exchange students will be accepted at Baltic School District 49-1 under the following guidelines:

1. The foreign exchange student must be sponsored by a National Association of Secondary School Principals sanctioned organization.
2. An adult legal resident (host family) of the Baltic School District will be responsible for:
(A) the care of the student; (B) the custody of the student; (C) the control of the student;
(D) providing documentation from the South Dakota Department of Education stating that the foreign exchange student is a resident of the school district for purposes of free education and/or is exempt from tuition status; (E) the student activity ticket (if desired), yearbook (if desired), graduation announcements (if the student is a senior), cap & gown for graduation (if the student is a senior), school pictures, tutoring (if desired), and any other charges(s) related to school functions or extra-curricular activities.
3. Requests and documentation for enrolling a foreign exchange student must be received by the Baltic School District Secondary Principal on or before August 1 for students wishing to enroll for the first semester or the entire school year, and by December 1 for students wishing to enroll for second semester. Acceptance will be upon school board approval at the August or December school board meetings. Preference will be given to: (1) A host family who has never before had a foreign exchange student; and (2) a student from a country that has not been represented by former Baltic School foreign exchange students.
4. The Baltic Board of Education reserves the right to: (A) limit the number of foreign exchange students accepted each year; (B) refuse acceptance of any foreign exchange student; (C) require a proficiency level of English; (D) require a proficiency level of intelligence; (E) limit participation to grades 11 or 12; (F) instruct foreign exchange student in the English language only; and (G) require the foreign exchange student to abide by all policies, rules, regulations, and procedures as expected of local students.
5. The Baltic Board of Education may terminate enrollment of the foreign exchange student at any time for just reason.

Approved: 4-10-95

Revised: 1-8-01

Education of Homeless Children

School of Origin

It is the School District's responsibility to provide continued education services for homeless students. Such services for the child may be:

- continuation in the school of origin that the student attended when permanently housed or the school of last enrollment; or
- provided in the school that is attended by other students living in the same attendance area where the homeless child lives.

The District considers the best interest of the homeless student, with parental involvement, in determining placement.

Enrollment

The school shall immediately enroll the homeless student even if he or she is unable to produce records normally required for enrollment, including academic records, immunization records, proof of residency or other documentation. The District shall make a reasonable effort to locate immunization records from information available. The District shall arrange for students to receive immunizations through health agencies and at District expense if no other recourse is available. Immunizations may, however, be waived for homeless youth only in accordance with provision of the School Board's policy on immunizations. The District may require a parent or guardian of a homeless student to submit contact information.

Transportation

Transportation services will be comparable to those provided other students in the selected schools. Transportation shall be provided to the student's school of origin in compliance with federal and state regulations.

Elimination of Segregated Services

Homeless students shall be provided services comparable to services offered to other students in the District including, but not limited to, transportation services; educational services for which the student meets the eligibility criteria, such as education programs for disadvantaged students, students with disabilities and gifted students; vocational programs and technical education; school nutrition programs; preschool programs; before and after school care programs; and programs for students with limited English proficiency. Homeless students will not be segregated in a separate school or in a separate program within a school based on the students' status as homeless.

Elimination of Identified Barriers

The District administration shall attempt to remove existing barriers to school attendance. Enrollment requirements or fees and charges that may constitute a barrier to the enrollment or education of a homeless child or youth may be waived at the discretion of the Superintendent. In the event a fee or charge are a barrier, parents/guardians of homeless children should contact the local homeless education liaison (hereafter *local liaison*) to report the barrier. The local liaison will communicate with the Superintendent for removal of the fee or charge.

Resolution of Disputes Regarding Homeless Education

Disputes regarding enrollment of or services for homeless students shall be referred in writing to the local liaison. Parents/guardians or other adult or an unaccompanied youth can provide written or oral documentation to support their position. Students shall be provided with all services for which they are eligible while disputes are being resolved. The local liaison will provide a written statement of his/her decision within 10 student days of receiving the written dispute and any accompanying documentation.

If a dispute is not resolved at the local liaison level, the individual may file a written appeal with the Superintendent in accordance with Policy KL within 10 student days of receipt of the written decision of the local liaison. If a dispute is not resolved at the District level, it may be forwarded by the individual to the South Dakota Department of Education for review.

When inter-district disputes arise, the individual, all involved districts and the South Dakota Department of Education shall be present to resolve the dispute.

First Reading	November 12, 2018
Second Reading	December 10, 2018
Adoption:	January 14, 2019

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 charges may be required as a condition of school year attendance, credit in a required course, or for materials or activities that are part of course requirements. Neither may fixed activities fee be required of all students, nor class dues exacted. Students will be responsible for the cost of 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, or 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 credits 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 after various school levels. In making recommendations, school administrators will consider the cost of the time and the bookkeeping involved in collecting fees and rental charges for minor items.

LEGAL REFS.: SDCL 13-28-5

STUDENT RECORDS POLICY

I. Classification and Maintenance of Records

- A. Administrative Records – this classification shall include the permanent record card and other official administrative records that constitute the minimal personal data necessary for operating the school system. It shall include the name, sex, date of birth, place of birth; names, addresses, and places of employment of parents; home telephone number; number of siblings; academic work completed; level of achievement, such as grades and scores on standardized achievement, aptitude and intelligence tests; attendance records; withdrawal and re-entry; honors and activities; date of graduation; class rank; and follow-up records.
- B. This classification includes the administrative record as well as verified information that is important in operating the educational system that is of a more sensitive nature and of less historical importance. It includes:
 - 1. Observational data such as systematically gathered teacher or counselor evaluations and observations of social and personal assets, summaries of clinical findings, and verified reports of serious or recurrent deviant behavior patterns.
 - 2. General data such as health data, family background information, and educational and vocational plans.
- C. Unverified Records – This classification includes potentially useful information not yet verified or clearly needed beyond the immediate present, includes unevaluated reports of teachers, counselors and other personnel which may be needed in ongoing investigation and disciplinary or counseling action. This record must be maintained separately from the administrative and supplementary records in order that its unverified contents be protected from unauthorized use. Such data must be reviewed and destroyed as soon as its immediate usefulness is ended, or transferred to the supplementary record. Transfer to the supplementary record maybe made only if to conditions are met:
 - 1. The continuing usefulness of the information is clearly demonstrated; and
 - 2. Its validity has been verified.
- D. In addition, two other forms of information may exist, but NEVER as a part of the students records:
 - 1. Confidential communications with certified guidance counselors.
Communication between the students and a certified guidance counselor are confidential, and shall not become a part of the student's record. They shall be kept in a separate file in the custody of the certified guidance counselor, and shall not be disclosed, except if the right of the confidentiality is lawfully waived.
 - 2. Communications in professional confidence. It is recognized that, in some instances, professionals working in the school may maintain confidential files, containing notes, transcripts of interviews, clinical diagnosis and other memory aids for their own use in counseling the students.

- E. Questions on Record Contents – Parent (s) shall have an opportunity for a hearing to challenge the content of their child’s school records, to ensure that their records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deviation of any such inaccurate, misleading, or otherwise inappropriate data contained therein.

The parent (s) shall have the right to make written objections to any information contained in the records. Any written objection shall be signed by the parent (s) and dated, and shall become part of the students supplementary record.

- F. Procedures – Administrative records shall be permanent and maintained by the school for an indefinite period. When the student graduates, supplementary records shall be destroyed or shall be transferred to the administrative record if they have permanent usefulness.

To eliminate unnecessary or outdated information, the student’s record shall be reviewed, at a minimum, when moving from elementary to junior high and from junior high to high school and upon graduation.

II. Dissemination of Student Records

- A. School Officials – The school may, without the consent of either the student or parent (s), release student records to school officials who have a legitimate educational interest in examining the information.
- B. Parents – The student’s parent (s) or guardian (s) shall have access to the administrative and supplementary records all reasonable times. Access to unverified records may be given to parent (s) / guardian (s) as necessary and establishing competent in interpreting student records shall be president to explain the records that are examined. Regardless of marital status, both natural parents have the right to assess student records unless there is a Court Order prohibiting the same.
- C. Students – For the purpose of this policy, “student records”, when every student have attained eighteen (18) years of age, the permission or consent required of and the rights accorded to the parents (s) of the student shall thereafter only be required of and accorded the to the student. However, if the student is residing at home, parents also have access to the students records.
- D. Other Persons – The Baltic School District will not furnish in any form, any personally identifiable information contained in personal school records to any person other than those already listed, unless:
 - 1. There is written consent from the student’s parent (s) specifying records to be released, the reasons for their release, and to whom, and with a copy of the records to be released to the students parents (s) and the student if desired by the parents;
 - 2. Such information is furnished in compliance with judicial order, or pursuant to any lawfully issued subpoena, or condition that parent (s) and the student (s) are notified of all such orders or subpoenas in advance of the compliance therewith by the school officials;

3. In an emergency situation, when the students or parent (s) cannot be reached, the principal or superintendent, at their discretion, release information as needed for the health and/or safety of individuals;
 4. When data for outside research purposes are released in such a form that no individual student is identifiable;
 5. The student is applying at a post high school institution.
- E. With respect to “D – Other Persons” , all persons, agencies, or organizations with authorized access to their records of a student shall be required to sign a written form which shall be capped permanently with a file of the student, but only for inspection by the parent (s) or student, indicating significantly illegitimate educational or other interest that each person, agency or organization has in seeking this information. Such form shall be available to parents and to the school official responsible for record maintenance as a means of auditing the operation of the system. With respect to this section, personal information shall only be transferred to a third party to have they access to such information without the written consent of the parents (s) of the student.
- F. The right of inspection may be exercised only during the customary office hours of the school.

III. Superintendent’s Discretion in Allowing or Denying Access to Records

If the superintendent has special information that would indicate granting or denying access, in accordance with Section II of this policy, would be harmful to the student, the superintendent may exercise discretion in granting or denying access in a manner other than that provided for in Section II.

IV. Procedure

The principal shall have the over all responsibility for maintaining and preserving the confidentiality of student records. The principal may, however, designate another school official to perform these duties.

The principal or a designee, is responsible for classifying records and maintaining them so that each record can clearly be identified by classification. The principal is responsible for reviewing the files and deleting supplementary and tentative records when necessary. The principal is also responsible for granting or denying access to records on the basis of these regulations.

V. Rules and Regulations

This policy shall constitute the rules and regulations to protect student records against damage or disorganization, or to keep student personal information confidential, pursuant to State and Federal law.

DIRECTORY INFORMATION

The Baltic School District designates the following personally identifiable information contained in the student's education record as "directory information" and it will disclose that information without prior written consent:

1. The student's name;
2. The names of the student's parents;
3. The student's address;
4. The student's date of birth;
5. The student's class designation (i.e., 1st grade, 10th grade, etc.);
6. The student's extracurricular participation;
7. The student's achievement awards or honors;
8. The student's weight and height if a member of an athletic team;
9. The student's photograph;
10. The school or the school district the student attended before he/she enrolled in the Baltic School District.

At the start of each school year or upon initial enrollment, the Baltic School District will inform parents through the registration process via the Student Directory Information form of the items designated as directory information.

After the parent (s) or eligible student (s) have received the Student Directory Information form, they will have two weeks to advise the school districts in writing (a letter to the school superintendent's office) or by completing the Student Directory Information form of any or all of the items they refused to permit the district to designate as directory information about that student.

At the end of the two-week period, each student's records will be appropriately marked by the records custodians to indicate the items the district will designate as directory information about that student. This designation will remain in effect until it is modified by the written direction of the student's parent (s) or eligible student (s).

Revision 1 st Reading:	August 12, 2013
Revision 2 nd Reading:	September 9, 2013
Revision Adoption:	October 14, 2013

STUDENT TRAVEL

- I. Field trip is defined as a trip of one day or less, usually without an overnight stay and does not need board approval.
 - A. Plans for field trips must be presented to the principal or the principal's designee for review an adequate time in advance of the trip to provide reasonable opportunity to review transportation and supervision arrangements, to examine cost and school budget limitations, and to arrange qualified substitutes where necessary. The administrator will review the relationship of the field trip to the teacher's instructional goals and will approve or disapproval the trip.
 - B. Travel request form and parent permission form must be on file as a prerequisite for participation in an out-of-district field trip
 - C. Out-of-district field trips may require a student fee to defray transportation costs. Expenses for meals or other items are the responsibility of the participant.
 - D. When the field trip is provided to students as an optional activity for a specific class, sufficient transportation will be provided by the district to accommodate the number of students who wish to participate.
- II. Regularly Scheduled Extracurricular Travel is defined as a trip outside the school district for participation in an activity with students of other school districts, less than five nights / six days duration and does not need board approval.
 - A. The adviser of a regularly scheduled extracurricular travel activity must submit a schedule all the activities to the principal or principal's designee prior to the beginning of the season for review and approval.
 - B. Transportation will be at no cost to the students. When overnight lodging is required, cost may be paid by the school. Expenses for meals or other items may also be paid by the school.
- III. Non-Regularly Scheduled Travel consist of at least overnight duration not falling within the definition of regularly scheduled extracurricular travel and needs board approval.
 - A. Guidelines for developing a proposal for non-regularly scheduled travel:
 1. General considerations:
 - a. The objectives of the proposed travel activity should be compatible with the general objectives of the instructional program and related to the students program of study.
 - b. The total school program should not be adversely affected by participation of staff and students in the activity.
 - c. Participation in the travel activity should not be detrimental to the total program of the individual students.
 - d. The proposed program should be feasible within the time allotted.
 2. Content of proposal:
 - a. A statement of the objectives and expected educational experiences.
 - b. A statement of cost, including transportation, accommodations, and evidence that the basic costs are fair and reasonable.
 - c. A statement of expenses, if any, in addition to basic costs, e.g., inoculations, passports and visa, baggage, laundry, trip insurance, and expenses of a personal nature.
 - d. A statement of procedures to be used for maintaining financial records for the trip: fund-raising activities for the purposes of audits must be made and a fund-raising plan must be submitted.
 - e. A description of transportation arrangements with assurance that when public transportation is used, only a government approved carrier with a certificate of insurance will be used.
 - f. Identification of accommodations with assurance that they are (1) non-discriminatory and (2) have adequate health and safety standards.
 - g. An itinerary.
 - h. Identification of and justification for the number of chaperones – the final list of chaperones to be submitted to the appropriate administrator one month before the departure date.

- i. Identification of travel agency, if appropriate, and procedures for handling personal emergencies of the participants.
 - j. Orientation plan for parents and pupils to include: (1) the objectives of the travel activity, (2) the required standards of conduct and disciplinary procedures, (3) responsibilities of participating students, (4) itemized statement of cost, (5) travel arrangements, (6) personal emergency and illness arrangements, (7) equipment and clothing requirements, (8) arrangements and responsibility for additional costs in the event the participant needs to return before the schedule date for return, (9) a description of the method to be used to evaluate the activity.
- B. Submission and approval of proposals for non-regularly scheduled travel:
 - 1. The school board may approve non-regularly scheduled trips. However, before a proposal is submitted to the board, it must be in written form and presented to the appropriate administrative personnel and the superintendent not later than three (3) months before the contemplated departure date and at least one week before the Board of Education meeting.
- C. Financial Help:
 - 1. The school board may approve financial help for the trip. As a general rule, the school district may contribute 50 % of the projected costs for travel, meals, lodging, and registration fees for academic trips up to \$100 maximum, and 25 % for non-academic up to \$50 maximum. (The percentages stated will be a guide for the school board. The Board may increase or decrease said percentages to meet unusual circumstances.)
- D. Implementation of approved proposal for non-regularly scheduled travel and travel study:
Upon approval of the travel request by the school board, appropriate school personnel should:
 - 1. Obtain parental consent for each pupil participant.
 - 2. Signed contracts with carriers or travel agency where required.
 - 3. Provide parents with this specific written information about objectives, costs, itinerary, chaperones, and accommodations.
 - 4. Schedule conferences or orientation sessions for pupils and parents to assure that all plans and arrangements are clearly understood.
- E. Evaluation of non-regularly scheduled travel:
 - 1. Within one (1) month after the completion of the trip, an evaluation and recommendation for future activities should be submitted by faculty and participants to the superintendent.
- IV. General Consideration for All Travel
 - A. All policies governing student conduct will be enforced during student travel.
 - B. This travel policy will not conflict with any rules established by the South Dakota High School Activities Association. In case of conflict, the rules on the South Dakota Activities Association shall supersede this travel policy.

Revision-First Reading	October 14, 2013
Revision-Second Reading	November 11, 2013
Revision-Adoption	December 9, 2013

Music Trips

Music Trips may be scheduled for the band and/or choir with such travel being designated as field trips, minor trips, or major trips. A field trip shall be defined as travel that does not involve an overnight stay away from school. A minor trip shall be defined as travel that includes at most a one-night stay away from school. A major trip shall be defined as travel that involves a multi-night stay away from school. In certain instances, the Music Boosters organization may be involved in trip planning and/or implementation.

A. Field Trips

1. Travel that does not involve an overnight stay
2. Must be approved in advance by the school principal and activities director through the regular field trip approval process
3. Transportation will be provided by the district unless otherwise indicated
4. On a case by case basis, participants may be required to pay travel or other activity-related expenses such as admission fees and/or meals.
5. Examples include, but are not limited to, marching band competitions, out-of-district pep band or choir performances, small or large group competitions, amateur or professional performances, etc.

B. Minor Trips

1. Travel that includes at most a one-night stay away from school
2. The activity sponsor or advisor must submit a written proposal cosigned by the chairperson of the Music Boosters to the school principal and activities director at least three months in advance of the proposed trip. The proposal must specify the following:
 - A detailed rationale for the trip, including tie(s) to the curriculum and educational growth and cultural opportunities
 - The estimated size of the travel group including the number of students, directors, and chaperones
 - The proposed type of transportation to be used
 - A proposed itinerary including the dates, number of school days to be missed, planned activities and special events, transportation arrangements, responsible adults, and contact persons
 - A statement of estimated costs (maximum possible per student) including transportation, and accommodations
 - A plan for financing the trip including a list of activities proposed to raise the needed funds, if applicable
 - A completed application to the SDHSAA for approval of out-of state music contest/festival travel, if applicable
 - Space for signatures of approval
3. The document will need to be approved by the School Principal, the Activities Director, and the Superintendent before any specific information or notice of the trip is provided to students or parents.
4. Upon Superintendent approval, and not before, the director shall:
 - Provide parents/guardians with specific written information about objectives, costs, deposit and payment timeline, itinerary, chaperones and accommodations.

- Obtain a signed parent/guardian consent, medical waiver, and waiver of liability form for each student participant.
- Select chaperones for the event and provide a list of chaperones to the school principal.

C. Major Trips

1. Travel that includes a multi-night stay away from school
2. The activity sponsor or advisor must submit a written proposal cosigned by the chairperson of the Music Boosters to the school principal and activities director at least nine months in advance of the proposed trip. The proposal must specify the following:
 - A detailed rationale for the trip, including tie(s) to the curriculum and educational growth and cultural opportunities
 - The estimated size of the travel group including the number of students, directors, and chaperones
 - The proposed type of transportation to be used
 - A proposed itinerary including the dates, number of school days to be missed, planned activities and special events, transportation arrangements, responsible adults, and contact persons
 - A statement of estimated costs (maximum possible per student) including transportation, and accommodations
 - A plan for financing the trip including a list of activities proposed to raise the needed funds, if applicable
 - A completed application to the SDHSAA for approval of out-of state music contest/festival travel, if applicable
 - Space for signatures of approval
3. The document will need to be approved by the School Principal, the Activities Director, the Superintendent, and then it will be submitted to the School Board for approval.
4. Upon School Board approval, and not before, the director shall:
 - Provide parents/guardians with specific written information about objectives, costs, deposit and payment timeline, itinerary, chaperones and accommodations.
 - Obtain a signed parent/guardian consent, medical waiver, and waiver of liability form for each student participant.
 - Select chaperones for the event and provide a list of chaperones to the school principal.
 - Schedule conferences or orientation sessions for students and parents/guardians to assure that all plans and arrangements are clearly understood.

D. Duration and Frequency of Music Trips:

1. Field trips – duration and frequency determined by school administration.
2. Minor trips – duration and frequency determined by school administration.
3. Major trips – duration limited to five total days or less including not more than two school days. Frequency limited to not more than once every four years so no student would go on a trip more than once in their high school career.
4. While travel may occur during long school breaks, every effort should be made to keep travel off of the actual holidays.
5. Should circumstances make a trip exceeding five total days necessary for performance, educational, or cultural purposes, a written request for an exception shall be made to the

Superintendent prior to the development of the formal proposal, with an opportunity for appeal of the Superintendent's decision to the Board.

6. All non-travel days must include an educational or cultural opportunity or performance for students.

E. Transportation and Lodging:

1. In most cases, the most cost and time efficient mode of transportation will be used. Consideration must be given to the students' safety regarding lodging, distances traveled, length of trip, safe travel within the destination city, and the safe transport of District students to and from all activities and events.

F. Chaperone Requirements:

1. Male and female chaperones (adults over 21 years of age) are required to accompany the group. The recommended ratio shall be ten students to one adult with at least one chaperone of each gender. The number and gender of chaperones will be included in the trip plan that is submitted for administration and/or school board approval.

G. Student Approval Forms:

1. Parents/guardians must receive notification about the scheduled trip. A signed parent/guardian consent, medical waiver, and waiver of liability form must be on file for each student. The approval and waiver of liability must also indicate the family's agreement to pay for the trip.

H. Student Fees

1. A good faith estimate of the maximum out-of-pocket cost per student must be presented to students and parents prior to families being required to commit to participation on the trip.
2. Once established, if the maximum out-of-pocket cost per student increases by more than 10%, then the student may withdraw from the trip with no financial penalty.
3. If a student is unable to participate in a trip due to financial hardship, they may petition the Music Boosters for financial assistance, with any such assistance being confidential. The Music Boosters, however, are under no obligation to provide individual financial assistance to any students.
4. Families may be required to submit a non-refundable deposit(s) by deadlines established by the Music Boosters in order to secure their participation on the trip.

I. Fundraising

1. Group fundraising activities will be conducted with the money deposited into the group music account. The Music Boosters and music directors will determine how much of the group music account will be used to cover the trip expense prior to establishing the maximum out-of-pocket cost per student. Group fundraising activities include, but are not limited to; volleyball concessions, homecoming supper, and concert bake sales.
2. At the discretion of the Music Boosters, students/families who do not participate in group fundraising activities may be excluded, in part or in whole, from benefitting from the funds contributed to the trip from the group music account. In that situation, if the student still wishes to go on the trip, the student/family would be expected to contribute the per-student amount (calculated by dividing the total group funds contributed to the trip by the number of students attending the trip) either by individual fundraising or by family contributions to the personal trip account.

3. Individual fundraising activities will be conducted with the money raised by individuals deposited in their personal trip account. Money in the personal trip account will be credited to the maximum out-of-pocket cost per student, and unused balances in the personal trip account are not refundable to students.
4. Families may deposit personal checks or cash into their personal trip account at any time.

J. Disposition of Unspent Travel Money

1. Refunds and transfers of personal trip account money will be granted only in the following circumstances:
 - Unspent money in individual trip accounts of graduating seniors will be rolled into the group music account.
 - In the case of a student dropping out of an activity or not being allowed to participate in an activity due to a violation of the District's Discipline Policy, the money will revert to the group music account unless monies were deposited into the student's account by personal check or cash from the student or his/her family, and then money will only be given back to a student or family if the funds were not committed or expended on trip expenses.
 - In the case of a sibling participating in the same activity as the student who graduates or drops out, the funds may be transferred to the sibling's travel account.
2. Unspent group music account money may be carried over for future trips/activities at the discretion of the Music Boosters.

K. General Considerations

1. All policies governing student conduct will be enforced during student trips.
2. Students violating student conduct rules or trip rules may be sent home early from the trip at parent expense.
3. This trip policy shall not conflict with any rules established by the South Dakota High School Activities Association. In case of conflict, the rules of the SDHSAA shall supersede this trip policy.

First Reading:	October 14, 2013
Second Reading:	November 11, 2013
Adoption:	December 9, 2013

WEAPONS POLICY

Possession Or Use Of A Weapon

Prohibition: No student shall carry, have in his or her possession, store, keep, leave, place or put into the possession of another student any weapon on any school premises, in any school vehicle or any vehicle used by the school or for school purposes, in any school building or premises used for school functions, whether or not any person is endangered by such actions. For purposes of this policy, term "weapon" shall include:

1. Any controlled weapon including a firearm silencer, machine gun, or short shotgun as those terms are defined in SDCL 22-1-2(17), (23), and (46);
2. Any "dangerous weapon" or "deadly weapon", including any firearm, knife or device, instrument material or substance, whether animate or inanimate, which is calculated or designed to inflict death or serious bodily harm, or by the manner in which it is used is likely to inflict death or serious bodily harm;
3. Any "destructive device" including bomb, grenade, explosive missile or similar device or any launching device, or any breakable container which contains flammable liquid with a flash-point of one hundred and fifty degrees Fahrenheit or less and has a wick or similar device capable of being ignited. For purposes of this policy, this term includes fireworks, rifles used for sporting purposes, and other devices which would otherwise be excluded under the definition found in SDCL 22-1-2(13);
4. Any "explosive" including any substance, or combination or substances, that for the purpose of detonation and which, upon exposure to any external or internal force or condition, is capable of a relatively instantaneous release of gas and heat, including fireworks;
 1. Any "fireworks" including any weapon from which a projectile or projectiles may be discharged by gunpowder. As used in this provision, the word "gunpowder" includes any propellant that upon oxidization emits heat and light and is commonly used in firearms cartridges;
 2. Any "stun gun" including any battery-powered, pulsed electrical device of high voltage and low or no amperage that can disrupt the central nervous system and cause temporary loss of voluntary muscle control of a person;
7. Any "ballistic knife" including any knife encased in a tubular metal sheath which when removed, uncovers a detachable blade that can be propelled by a spring mechanism operated at the push of a button;

8. Any "knife", "club", "numchuck", or similar item which is designed to, intended to, or used in such a manner as to incapacitate or cause any bodily injury or any threat of bodily injury.

This policy does not apply to starting guns while in use at athletic events and supervised schools or sessions for training in the use of firearms.

PENALTY: Unless the superintendent determines there are unusual mitigating factors, the penalty for the offense will be expulsion for one year.

Look-Alike Weapons

PROHIBITION: No student shall carry, have in his or her possession, store, keep, leave, place or put into the possession of another student any look-alike weapon on any school premises, in any school vehicle or any vehicle used by the school or for school purposes, in any school building or other buildings or premises used for school functions, whether or not any person is endangered by such actions. "Look-alike weapon" means any item which resembles or appears to be a weapon, including, but not limited to, squirt guns, water rifles or pistols, slingshots, toy guns, toy grenades, and other similar items.

1st Offense -- The principal shall have the authority to determine the extent and nature of the disciplinary action based upon the student's age, the actions of the student in possessing and using the look-alike weapon, the student's intent and the nature of the look-alike weapon and proximate resemblance to a real weapon. The disciplinary action which may be imposed includes, but is not limited to: conference with the student and parent; detention; suspension for up to six (6) days; and referral to the Board of Education for disciplinary action including long-term suspension and expulsion.

2nd Offense and all subsequent offenses -- Referral to the Board of Education for disciplinary action.

BALTIC SCHOOL DISTRICT #49-1 CO-CURRICULAR PROGRAM SPONSORSHIP - RECOGNITION

Activity Sponsorship

The Baltic School District sponsors a comprehensive co-curricular program, which includes the following activities:

- Drama – Junior high and high school
- Oral Interpretation – Junior high and high school
- Vocal Music – Junior high and high school
- Instrumental Music – Junior high and high school
- Basketball – Junior high and high school boys and girls
- Track – Junior high and high school boys and girls
- Cross Country – Junior high and high school boys and girls
- Golf – High school boys and girls
- Football – Junior high and high school boys
- Volleyball – Junior high and high school girls
- Cheerleading – Junior high and high school
- Family, Careers and Community Leaders of America (FCCLA)
- Future Farmers of America (FFA)
- Quiz Bowl

Sponsorship of an activity includes, but is not limited to, any or all of the following:

- Hiring a coach or supervisor
- Purchasing of supplies, uniforms, etc.
- Providing transportation
- Scheduling of activities
- Adherence to academic eligibility requirements
- Adherence to rules of conduct
- Establishing and financing an awards program
- Direct supervision of the activity by Baltic School administrators

Activity Recognition

The Baltic School District is aware of other activities that our students may be involved in that are not sponsored by the district. The district recognizes that these activities are of value to the student and to the community, but legal and financial restraints may prevent the district from sponsoring these activities. Therefore, the district may recognize certain activities within the following guidelines:

1. An application for an activity to be recognized must be submitted in a timely manner to allow School Board consideration prior to the activity taking place. The application must include the following:

- A. A description of the activity.
 - B. A description of the awards and recognition that participants can earn through the activity.
 - C. A proposal for the type of district recognition being requested, and a description for when and where the recognition would take place.
 - D. Estimates of the number of days the activity will cause the student to be absent from school.
2. The activity must be open to all Baltic High School students willing to assume the obligations and requirements of the activity.
 3. Activity participants must be enrolled as students in Baltic High School at the time of their participation and at the time awards are presented.
 4. Activity participants must follow the same academic eligibility requirements as students participating in district sponsored activities.
 5. Activity participants must follow the same rules of conduct as students participating in district sponsored activities.
 6. Absences from school due to participation in recognized activities shall be counted as school-related absences up to a maximum of 5 days per school year. Absences in excess of 5 days shall count as general excused absences, which could affect academic standing and semester test exemption privileges.
 7. The school district assumes no responsibility or liability for activity participation.
 8. The school district will provide no financial support for the activity.
 9. The school district will recognize the participants as agreed upon during the application process at no cost to the district.
 10. The school district will not recognize students for unattached participation in activities that the school district sponsors.

Adopted: 3-27-01

STUDENT CLASS ACCOUNTS

At the beginning of the 6th grade year, a class will establish an account with the school business manager in which class funds will be deposited and from which class expenses will be paid. Class funds may be raised through the assessment of class dues and by conducting fundraisers approved in advance by the administration. Fundraisers are conducted and class funds accumulated in order to provide money for class business and to benefit the school as a whole, not individuals within the school. It is recommended that class dues only be assessed in an amount estimated to meet class expenses for the current year. It is also recommended that the 12th grade class not be assessed class dues until the spring of the year when it can be determined whether there will be enough funds in their class account to cover expenses outlined below. Class funds may be expended by majority vote of the class, and then only with the prior approval of class advisors and school administration using the guidelines listed below.

Guidelines for expending class funds

- A. Funds may be expended for class business such as purchasing float-making materials, decorating the stage for coronation, buying flowers for events, and any other class business as outlined in the class responsibilities.
- B. The 11th grade class will be responsible for planning and funding prom activities, and prom expenses are an allowable use of class funds.
- C. The 12th grade class may expend funds for the following expenses in order of priority:
 - 1. Homecoming activities including float and dance expenses.
 - 2. Programs for graduation.
 - 3. Flowers for graduation.
 - 4. Class composite.
 - 5. Caps and gowns for graduation.

If there are insufficient funds to pay for the items listed above, then dues will be assessed to each member of the class to cover the shortfall. If, after paying for the items listed above, there is a positive balance in the 12th grade class account, then the remaining funds may be expended as follows:

- 1. Graduation rehearsal dinner, or some other comparable activity approved by the 12th grade advisors and administration.
- 2. Donation of funds to a school project to serve as a legacy for the class.
- 3. Reimburse the school district for the cost of providing a prom advisor and two concessions advisors.

If, by graduation, the 12th grade class has not designated how remaining class funds should be expended, then the administration will designate how the account balance will be used.

Class funds are the property of the class as a whole and can only be distributed according to this policy. No individual is entitled to any portion of the class fund regardless of his or her role in raising the money in the fund including, but not limited to, the payment of class dues or participation in fund raising activities.

Adopted: 7-26-04

DISMISSAL PROCEDURES FROM THE BALTIC HIGH SCHOOL CHAPTER OF THE NATIONAL HONOR SOCIETY

Once selected to the Baltic High School Chapter of the National Honor Society members have a responsibility to the Chapter and to themselves to maintain their eligibility. A member may be dismissed for the following reasons:

1. If a member's cumulative grade point average (GPA) drops below 3.25 the member will be notified that they have been placed on probation for one semester. If they raise their cumulative GPA to 3.25 or higher they will be taken off probation and retain their membership status. If the member fails to raise their cumulative GPA to 3.25 they shall be notified that the faculty council shall conduct a hearing to determine whether to dismiss the student from the Baltic High School Chapter of the National Honor Society. Unless there are extenuating circumstances, this shall usually warrant dismissal from NHS.
2. The following are offenses, but are not limited to, which would cause a member to be placed on probation until they graduate from Baltic High School:
 - a) Violation of co-curricular activity rules
 - b) Be assigned a Saturday school
 - c) Be found guilty of plagiarism, cheating on a quiz, test, project, or homework as specified by the respective teacher
 - d) Be assigned an in school suspension
3. When a student has been placed on probation they shall be notified of that fact in writing. If they commit a second offense as listed above, they shall be notified that the faculty council will conduct a hearing to determine whether to dismiss the student from the Baltic High School Chapter of the National Honor Society.
4. In the case of a flagrant violation of school rules or civil laws, the faculty council may call a hearing to consider dismissal from NHS without first placing the student on probation. The student will be notified in writing of the outcome of such a hearing. The following are offenses, but are not limited to, which could cause immediate dismissal from the Baltic High School Chapter of the National Honor Society:
 - a) A second violation of co-curricular activity rule.
 - b) Convicted of a criminal offense.
 - c) Assigned an out of school suspension.
 - d) Long term suspension from school. Long term suspension is defined as suspension from school for 10 or more days.
 - e) Expulsion from school.
5. A student who has been dismissed from NHS by a vote of the faculty council may appeal the dismissal to the secondary principal, superintendent, and Baltic Board of Education, in that order.
6. A student who is dismissed or resigns from the Baltic High School Chapter of the National Honor Society may never again become a NHS member.

Baltic School District Transportation Plan for Students Placed in Foster Care

Sequence:

1. When a student is placed in foster care or changes residence while in foster care, the Child Protection Services (CPS) worker must notify the school district contact person (POC). If the new residence is not in the same school district, the district's POC must be notified.
2. If necessary, the district's POC can notify the School of Origin (SOO) transportation designee.
 - a. The POC should provide the student's name, current school, new residence address, and whether the student has an IEP with specialized transportation.
 - b. The SOO transportation designee identifies potential ways that the child could be transported (see list of options below).
3. The CPS worker and the district POC share their information. The joint decision is made by the CPS worker and the district POC.
4. If the decision is that the student will remain in the current school, the district POC can notify the SOO transportation designee, who then assists in arranging transportation to and from school.

Options:

Multiple factors will be considered and addressed when determining transportation options for these students, including: safety for the student and other students being transported; student age; length of commute; and distance. Information from the SOO transportation designee about these factors will be provided so that the plan will be in the best interest of the child and include consideration of cost-effective measures.

The following options can be considered to provide SOO transportation:

1. Existing transportation can be modified slightly to accommodate the new address such as:
 - a. An existing bus route can be used.
 - b. An existing bus route can be modified slightly to accommodate the new address.
 - c. Specialized transportation offered to other students can be accessed, such as:
 - i. School district car;
 - ii. Public transportation;
2. The CPS worker also should explore options outside of those provided by the school district, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes.

Funding:

If Baltic School District can offer an existing means of transportation at no additional cost, CPS will not be charged.

CPS and Baltic School District can work together, as described above, to provide a form of transportation that best meets the child's needs. CPS will explore different funding sources to assist with transportation. The school district's Title I, Part A funds may be used to assist with excess transportation costs if funds exist after covering mandated responsibilities (such as transportation for students experiencing homelessness).

If the student has an IEP that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on South Dakota's special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE.

CHAPTER I PARENTS INVOLVEMENT AND CONSULTATION POLICY

The purpose of this policy is to establish and insure mechanisms for the ongoing communication between parents/community and the Chapter I staff.

There will be at least one public meeting a year to which the parents of all eligible children will be invited. The funding of Chapter I will be discussed, copies of this policy distributed and an educational program provided. Additional meetings should be convened for the purpose of ongoing training programs for parents.

Parents will be notified that their child has been selected as a participant in Chapter I. The reason why the child was selected and information about specific instruction objectives for the child will also be provided.

The Chapter I teacher will prepare regular reports of student progress to be distributed quarterly or as needed. That Chapter I teacher will participate in the school's twice annual parent/teacher conferences and other conferences as needed.

Parents will be encouraged to observe Chapter I classroom activities. Timely information concerning the Chapter I program will be shared with parents. Materials, suggestions, and training for parents to help them promote the education of their children at home will be provided.

The coordinator of this policy and these activities will be the Chapter I teacher, assisted by other Chapter I staff or the elementary principle.

Adopted on: March. 11, 1991

COMMUNITY USE OF SCHOOL FACILITIES

Since the schools belong to the people of the school district, and since the plant facilities are established, maintained and operated by funds largely provided by taxes, the board accepts the responsibility for making its plant facilities available to responsible organizations, associations, and individuals of the school district for appropriate civic, cultural, welfare or recreational activities which do not infringe upon nor interfere with the conduct and best interests of the school system.

More specifically, it is the board's intention to grant the use of school facilities under the superintendent's regulations for activities of an educational, cultural, civic, recreational, governmental, and general political nature which are sponsored by responsible, recognized local persons, local organizations, local agencies or local institutions.

The board is committed to a policy of nondiscrimination in relation to race, sex, religion, national background, handicap and other human differences. (See Board Policy "AC".)

The school board may render or grant the use of school facilities belonging to the school district for any purpose which it considers advisable as a community service for such compensation as the board determines. The use may not interfere with school activities. Any person(s) or public body using the school facilities is responsible to the school district for any and all damages that may be caused by reason of the use or occupancy. The school district is not liable for any suit for damages which might arise as the result of such use or occupancy.

Granting of Approval

The superintendent of schools or his/her designee is authorized to approve and arrange for scheduling the use of school facilities by applicants satisfying the above purposes and limitations, or to deny the use of school facilities to applicants who do not 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 sign a statement in which they agree to abide by the terms of this policy, and declaring that to the best of their knowledge, the projected use is legal.

Fees

The board will approve a schedule of fees for school facilities use as determined by the administration. The superintendent may grant waivers of fee payment in exceptional cases.

LEGAL REFS.: SDCL 13-24-20

COMMUNITY USE OF SCHOOL FACILITIES (Administrative Regulations)

I. Eligible Organizations

- A. School affiliated groups
- B. Recreational groups
- C. Youth agencies
- D. Educational groups
- E. Cultural groups
- F. Civic organizations
- G. Veteran's organizations
- H. Other eligible organizations

II. Applications

- A. Applications for usage of facilities are to be submitted for approval or disapproval on standard Baltic School District forms, to the superintendent or his/her designee.

- B. Applications shall be submitted at least five (5) days in advance of scheduled activity. In case of an emergency (i.e., funeral, natural disaster, etc.), the five (5) day requirement may be waived.

III. Supervision

- A. All activities shall require adult (21 years of age or older) supervision.
B. The supervision must be approved by the superintendent, must be present during the usage, and shall be held responsible for adherence to guidelines.
C. School district personnel who are acting in a supervisory capacity, and are not volunteers, must be compensated for their services by the group using the group using the facilities.

IV. Fees

- A. A rental fee will be assessed at a rate of \$25 per hour with the minimum rental fee being \$100.
B. A custodial fee will be assessed at a rate of \$15 per hour with the minimum custodial fee being \$75. This fee must be made payable to the custodian.
C. A supervision fee may be assessed if the superintendent deems it necessary to have school district personnel present during the rental period with the amount of the fee to be negotiated between the group and the superintendent
D. A security deposit of \$250.00 is required from those renting the facilities. Any or all of the deposit may be forfeited at the discretion of the superintendent should it be necessary to hire personnel to properly return the premises to an acceptable state of order or cleanliness, or to repair damage to facilities or equipment. The group using the facility shall be responsible for any fees or damage in excess of the \$250.00 security deposit.
E. Any or all of the fees may be waived at the discretion of the superintendent.

V. Additional Requirements

- A. The sale, possession or use of alcoholic beverages will not be allowed in any school facilities or on any school property at any time.
B. The illicit use of any legally controlled substance shall be prohibited; nor will anyone who is deemed by the supervisor to be under the influence of such substances be allowed on the premises.
C. No smoking or use of tobacco products will be allowed in the school facilities.
D. The group using the facilities shall be responsible for leaving the premises in an acceptable state of order and cleanliness as determined by the superintendent or designee.
E. Keys to school facilities will be checked out on a limited basis through the activities director or designee. The person checking out the key will be required to sign a form acknowledging receipt of the key. The copying of keys is prohibited. No advance key deposit will be required, but persons failing to return the keys will be charged a \$50 key replacement fee.
F. No school district equipment or materials shall be used without prior permission and in no case shall be removed from the premises.
G. Use of kitchen facilities must be approved in advance.
H. Groups violating the terms of this policy will be denied future use of the facilities.

Revision-First Reading: 7-9-01
Revision-Second Reading: 8-13-01
Revision Adoption: 9-10-01

Second Revision First Reading: 10-9-06
Second Revision Second Reading: 11-15-06
Second Revision Adoption: 12-11-06

Third Revision First Reading: 11-11-15
Third Revision Second Reading: 12-14-15
Third Revision Adoption: 1-11-16

BALTIC SCHOOL GYM REQUEST POLICY

1. The person or group wanting to use one of the gyms, must initially submit a School Facility Usage Application pick up a “Gym Request Form” available from the superintendent’s office, the principal’s office, or the activities director’s office.
2. The request must be submitted to one of the above mentioned offices prior to the first intended usage of a school gym.
3. After the initial request is approved, all use of the gyms must be scheduled with the activities director.
4. The person or group must contact the activities director between 8 AM and 4 PM only during the work week at (605) 529-5461 to schedule the use of the gym.
5. The gym will be opened and locked by the janitor on duty, by a responsible adult, by a coach, or by the activities director.
6. What occurs in the gym is the responsibility of the supervisor of that group. The school is not liable for injury or for lost items.
7. Any damage to the gym or the building will be paid for by the party using the gym.
8. Keys will be checked out on a limited basis through the activities director, and only to residents of the Baltic School District. The person checking out a key will be required to sign a form acknowledging receipt of the key. The copying of keys is prohibited. No advance key deposit will be required, but persons failing to return keys will be charged a \$50 key replacement fee.
9. School materials and equipment may be used only with prior permission and may not be removed from school premises. Weight equipment may only be used with explicit permission of the activities director.
10. Failure to adhere to these guidelines may result in the loss of gym usage.

Proposed:	7-9-01
Second Reading:	8-13-01
Adopted:	9-10-01

BALTIC SCHOOL DISTRICT #49-1
BALTIC, SOUTH DAKOTA

SCHOOL FACILITIES USAGE APPLICATION

SCHOOL FACILITY REQUESTED: _____

SPONSORING ORGANIZATION: _____

ACTIVITIES PLANNED: _____

SUPERVISOR: _____

DATE(S): _____ TIME: _____

KITCHEN TO BE USED? YES _____ NO _____

I hereby state that I have read and fully understand the Baltic Community Use of School Facilities Policy and Administrative Regulations and do agree to accept full responsibility for their observation.

SIGNED: _____ DATE: _____
(Sponsoring organization representative)

DEPOSIT (\$250) REQUIRED? YES _____ NO _____

DEPOSIT (\$250) RECEIVED? YES _____ NO _____

DEPOSIT IN THE FORM OF: CASH _____ CHECK # _____

AMOUNT OF RENT? _____ RENT IN THE FORM OF: CASH _____ CHECK # _____

APPROVED BY: _____

TITLE: _____ DATE: _____

BALTIC SCHOOL DISTRICT #49-1
BALTIC, SOUTH DAKOTA

SCHOOL FACILITIES USAGE REPORT

SCHOOL FACILITY USED: _____

SPONSORING ORGANIZATION: _____

DATE(S): _____ TIME: _____

AMOUNT OF RENT: _____ RENT RECEIVED? YES _____ NO _____

AMOUNT OF DEPOSIT: _____

AMOUNT OF DEPOSIT FORFEITED: _____

REASON FOR DEPOSIT FORFEITURE: _____

ADDITIONAL COSTS RELATED TO DAMAGE, CLEANUP, etc. IN EXCESS OF DEPOSIT:

EXPLANATION OF ADDITIONAL COSTS: _____

ADDITIONAL COSTS RECEIVED? YES _____ NO _____

ADDITIONAL COSTS RECEIVED IN THE FORM: CASH _____ CHECK # _____

(Sponsoring organization representative)

Date

(School district superintendent or designee)

Date

Adopted	7-10-00
Revision-First Reading	7-9-01
Revision-Second Reading	8-13-01
Revision Adopted	9-10-01

BALTIC SCHOOL DISTRICT #49-1
BALTIC, SOUTH DAKOTA

CHECKOUT OF KEY/FOB(S) TO SCHOOL FACILITIES

Name of person receiving a Baltic School District key/fob _____

Date key/fob(s) issued _____ Date key/fob(s) due to be returned _____

Name of person issuing key/fob(s) _____

Itemized List of Keys or Fobs Issued/Returned

<u>Key/fob to what facility or door</u>	<u>Date issued</u>	<u>Date returned</u>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____

Staff members will not charged an advance key/fob deposit, however, they will be required to pay a \$5 key/fob replacement fee should they lose or fail to return the key/fob(s) when their usage is complete. Community members using the fitness center will be charged a \$5 fee prior to receiving a key fob, with the \$5 being refunded when the key fob is returned.

I acknowledge receiving the key/fob(s) listed above and agree to abide by the rules listed above.

Signature of person receiving the key/fob(s)

Date key/fob(s) received

Signature of person issuing the key/fob(s)

Date key/fob(s) issued

Signature of person returning the key/fob(s)

Date key/fob(s) returned

Signature of person receiving the key/fob(s)

Date key/fob(s) received

Revised: January 14, 2014

BALTIC SCHOOL DISTRICT #49-1
Recreational Leagues
(Administrative Regulations)

1. The Superintendent has the authority to recognize recreational leagues and allow them to use school facilities. As of July 1, 2001, the school recognizes an adult basketball league and an adult volleyball league.
2. Specific dates and times will be scheduled with the Activities Director. While attempts will be made to avoid conflicts with school activities, some conflicts will occur, in which case, the school activities shall take priority.
3. A coordinator or coordinators will be designated who will be responsible for the following:
 - A. checking out keys;
 - B. arranging dates and times with the Activities Director;
 - C. opening and locking the building and turning off lights;
 - D. collecting and submitting gym usage fees to the business manager;
 - E. reporting damage to the Activities Director;
 - F. insuring adherence to school policies including these administrative regulations.
4. School materials and equipment may only be used with the permission of the Activities Director.
5. Any damage to school materials, equipment or facilities is the responsibility of the league. Failure to make complete and timely reparations for damages will result in termination of school facilities usage for the league whose members caused the damage.
6. Children are not allowed unless constantly and closely supervised by a non-participating adult, and then they may not use school equipment and must remain in the gymnasium.
7. Gym usage fees will be assessed as follows:
 - A. Residents of the Baltic School District will be assessed a fee of \$15 per year or \$1 per day,
 - B. Post-secondary students whose parents reside in the Baltic School District will be assessed a fee of \$7.50 per year or \$1 per day,
 - C. Non-residents of the Baltic School District will be assessed a \$20 per year or \$1 per day gym usage fee;
 - D. the league year will run from September 1 through August 31.
8. The Baltic School District is not liable for injuries sustained during league play, or for any personal property lost or damaged during league play.
9. High school students may only participate in league play with the permission of the league coordinator(s). Priority must be given to adult participants.
10. Failure to adhere to these regulations may result in loss of individual or group gym usage privileges.

Proposed: 7-9-01
Second Reading: 8-13-01
Adopted: 9-10-01

APPENDIX

INTERGOVERNMENTAL AGREEMENT

THIS AGREEMENT, made and entered into this _____ day of _____, 20____, by and between the district and the city as an Intergovernmental Agreement under authority of SDCL 1-24-3;

WHEREAS, the school owns and operates the school gymnasium, and

WHEREAS, the city wishes to have the school gymnasium utilized from time to time for convention hall purposes.

THEREFORE, IT IS AGREED AS FOLLOWS:

1. This school does hereby agree to provide the city, from time to time as the school determines appropriate, the school gymnasium for use by the city has a public convention hall as defined in Chapter 9-53 of the South Dakota Codified Laws.
2. That the city shall utilize the gymnasium for use by the general public or portions of the public for purposes of meetings, discussions, conventions, shows, displays, amusement, and any other public purpose.
3. That during the times that the school gymnasium is utilized as a convention Hall, the parties agree that the person (s) or entity utilizing the facility shall obtain liability insurance, in amounts to be agreed upon by the parties, listing both the school and city has named insured thereunder.
4. That the city shall notify the school within twenty-one (21) days of each event as to the dates and times it desires to operate the school gymnasium has a convention hall facility. However, the use of the facility at such dates and times will be determined in the sole discretion of the school.
5. This agreement may be terminated by either party on written notice given ninety (90) days prior to the proposed termination date.

By: _____
It's _____

By: _____
It's _____

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 originated in such visits.

The superintendent will encourage visitors to observe our schools; to 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's office and receive the principal's permission to be on the school grounds. Any person on the 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.

**BALTIC SCHOOL DISTRICT
PARENTAL/SPECTATOR GUIDELINES**

The following applies to a parent/spectator physically present at an athletic event, or through the use of electronic mediums (ie internet/e-mail, etc.).

DO NOT:

- 1- Ridicule or berate players, coaches, officials, or other spectators.
- 2- Engage in any kind of unsportsmanlike conduct with any official, coach, player or parent such as booing, taunting, using profane language or gestures.
- 3- Encourage nor condone any behavior or practice which would endanger the health or well being of any participant.
- 4- Boo, taunt, or in any way, try to humiliate any participant or attendee.
- 5- Ridicule any participant for making a mistake.
- 6- Coach from the sidelines or grandstand.
- 7- Confront coaches in an inappropriate/antagonistic manner before, during, or after games/practices. Instead, make arrangements to speak with coaches at an appropriate time and place. (The use of impersonal, electronic, handwritten means of expressing concerns is not an acceptable substitute for effective, cooperative, face-to-face communications.)

DO:

- 1- Understand that your attendance provides you with the opportunity and privilege to observe an athletic event, not to berate players, coaches or officials.
- 2- Remember that interscholastic athletics is a part of the educational process. It is for the students, not adults.
- 3- Cheer for your team.
- 4- Be a positive role model and encourage sportsmanship by giving support to, and showing respect for all players, coaches, officials and spectators.
- 5- Demand that others treat players, coaches, officials and spectators with respect regardless of race, religion, color, gender or ability.
- 6- Support the decisions of coaches and officials.
- 7- Teach our youth that doing their best is of the utmost importance.
- 8- Emphasize that a healthy work ethic, a high level of effort, and cooperation with coaches are imperative for doing one's best.
- 9- Learn and understand the rules of the game.
- 10- Appreciate the efforts of the players, coaches and officials.
- 11- Be generous when you win, gracious when you lose.

PARENTS:

- 1- Be a “team fan,” not a “my child” fan.
- 2- Encourage your child to discuss any problems with the coach, while emphasizing how to improve their status on the team.
- 3- Encourage the attainment of team goals, rather than individual goals.
- 4- Understand that criticism and disrespect not only undermine the purpose of interscholastic sports, but the very behavior which you’re trying to teach your child.

Behavior that degrades a player, coach, referee, school official or another parent or fan is subject to disciplinary action by school personnel.

Anyone who engages in misconduct as described above, or who is removed from an interscholastic contest at the request of a game official or school administrator will be subject to the following:

1st Offense: Offender(s) will be prohibited from attending the team’s next home contest.

2nd Offense: Offender(s) will be prohibited from attending ANY home school district athletic events for the remainder of the season in question (fall, winter, spring) or for a period of 3 months commencing from the date of the second offense, whichever is longer.

3rd Offense: Offender(s) will be prohibited from attending ANY home school district athletic events for one full calendar year, commencing from the date of the 3rd offense.

**REMEMBER, WE ARE ALL ON THE SAME TEAM.
WE ALL REPRESENT OUR COMMUNITY, SCHOOL AND FAMILIES.**

First Reading:	May 14, 2014
Second Reading:	June 11, 2012
Adoption:	July 9, 2012

Baltic School District #49-1

PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL OR PROCEDURES

This policy provides direction for the District to process complaints about school personnel or procedures. For the process of hearing complaints about federally funded programs (including parents of students experiencing homelessness), see District Policy ACC. Complaints involving identification of, or provision of services to, students receiving special education and related services are addressed pursuant to the special education rules of the South Dakota Department of Education.

The School 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 School Board as a body, or to a Board member as an individual, it will be referred to the school administration.

Procedures

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 School Board as a whole or to an individual Board Member, the individual or group involved will be advised to obtain a complaint form from the District office and to follow the provisions of Board Policy.

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 the involvement by the School Board or administration. Therefore, the proper channeling of complaints involving instruction or discipline will be as follows:

1. Teacher/classified employee
2. Director of Activities (as may apply)
3. Principal
4. Superintendent of Schools
5. School Board

The School Board expects the professional staff and all employees to receive complaints courteously and to make a proper reply to the complaint.

Matters referred to the superintendent and/or School Board must be in writing and should be specific in terms of the action desired.

Complaints involving the Board, its members or policies may be pursued through the state court system.

Complaint Resolution

Whenever a complaint about a school employee or program is received by the administration from a patron of the district, a copy of the policy and procedure for the filing and resolution of the complaint shall be given to the patron.

Step 1: The Patron will meet informally with the school employee with whom they have a complaint or who is the program supervisor in an effort to resolve the matter quickly at the lowest level possible. If the informal process is not satisfactory to the complainant, the matter will be reduced to writing on the District's complaint form (See File KLA) and submitted to the employee/program supervisor to resolve the issue. If the issue is not resolved, the patron may 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 will meet with the patron and employee individually or jointly in an attempt to resolve the problem and conduct such other investigation as the Principal deems necessary. The Principal shall render his or her decision to both parties in writing within ten (10) working school days or less. If resolution is agreeable to the patron and the employee, the Principal's decision shall be delivered to the Superintendent. If no agreement is reached, either the Patron or the Employee may go to Step 3 provided notice is given to the Superintendent within five (5) working school days of receipt of the Principal's decision.

Step 3: The complaint with the Principal's action and any information developed by the Principal's investigation will be given to the Superintendent. The Superintendent will meet with the patron, employee and Principal together or individually. The Superintendent shall conduct such further investigation as the Superintendent deems necessary. The Superintendent writes a decision within five (5) days of completing his or her investigation and notifies the patron, employee, and Principal. The Superintendent's decision may affirm, reverse or modify the Principal's decision. The patron or employee may within five (5) working school days go to Step 4 by notifying the Superintendent in writing of the desire to go to Step 4.

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. The Board may affirm the Superintendent's decision upon the written record as it then exists. The Board may determine to conduct a formal hearing on the matter. At this hearing, the patron will explain the complaint, the Superintendent will explain the Administration's response. Any party to the hearing may call such witnesses as they deem necessary. The Board may summon such additional witnesses or documents as it deems necessary. All testimony or statements at this hearing shall be under oath and the parties shall be reminded that penalties for perjury can be imposed regarding testimony given under oath. The School Board will render its decision within thirty (30) days of the hearing, 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. All federal program complaints, shall be addressed under the Complaint Policy for Federal Programs (File: ACC).

First Reading:	January 11, 2016
Second Reading:	February 8, 2016
Adoption	March 14, 2016

COMPLAINT CONCERNING SCHOOL PERSONNEL FORM

BALTIC SCHOOL DISTRICT 49-1

Answer all questions. If a question is not applicable, states such. Use reverse side, if necessary.
Please print or type.

DATE: _____

FULL NAME: _____

ADDRESS: _____

TELEPHONE: _____

COMPLAINT REPRESENTS:

Himself _____

Others (Please Identify) _____

Organization (Please Identify) _____

What specific actions, statements, or negligence do you object to?

When, and how often, do you believe these have occurred?

How, and on what evidence, did you learn of the situation?

What action do you feel should be taken to correct the situation?

Comments:

Signed: _____

BALTIC SCHOOLS #49-1

COMPLAINT AND RESOLUTION FORM – REGARDING EMPLOYEES OR PROCEDURES

Name of Complainant: _____

Address: _____

Phone: _____ Cell: _____

Email: _____

Student (if applicable): _____

In order to advance your complaint beyond the informal stage you must complete the following information and respond to all questions. Attach additional pages if necessary.

Date of informal resolution meeting: _____

Names of those present at informal resolution meeting: _____

Please state or describe your concerns, being as specific as possible as to times, events, people involved, etc. (If your complaint involves an employee you must first meet and discuss the issue with the employee. If you feel you cannot undertake such a meeting explain why in writing.)

If this involves a District employee, state the employee's name and position:

If this involves a District procedure that you feel is unfair, identify the procedure and state your concerns with the procedure: (If your complaint involves a Board Policy identify that policy.)

State all facts, dates, witnesses, and attach all documents you believe apply to this issue: You are reminded that deliberate false statements to a governmental agency, including a School District, are punishable by law. (Use additional pages as needed.)

Please list or describe the action that you feel is necessary or required to resolve this situation: (Use additional pages as needed.)

DISTRICT ACTION

STEP 1

Date written Complaint Received: _____

Result of Informal Resolution (If applicable):

Results of Investigation: (Use additional pages as needed.)

Persons interviewed:

Documents reviewed (Attach copies):

Decision: (Use additional pages as needed.)

Signature/Position _____ Date _____

STEP 2

Date Request for Review Received: _____

Results of Investigation: (Use additional pages as needed.)

Persons interviewed: Documents reviewed (Attach copies): Decision: (Use additional pages as needed.)

Principal's Signature _____ Date _____

STEP 3

Date Request for Review Received: _____

Results of Investigation: (Use additional pages as needed.)

Persons interviewed: Documents reviewed (Attach copies):

Decision: (Use additional pages as needed.)

Superintendent's Signature _____ Date _____

STEP 4

Date Request for Review submitted to Board: _____

BOARD ACTION:

_____ Administration's Decision Adopted and Affirmed. Date: _____

_____ Hearing Ordered:

Date of Hearing: _____ Hearing Number: _____

(NOTE: The record of the hearing will consist of the contents of this file, additional documents submitted at the hearing, sworn testimony of witnesses and the Board's Final Action. The Board may engage a court reporter or utilize other means to create a verbatim record. Any person appealing the Board's action to court shall bear the cost of reducing the verbatim record to a written transcript. Parties are entitled to be accompanied by an attorney of their own choosing at their own cost. The Board may engage its own attorney and the administration may be advised by an attorney at District expense.)

Facts as Found by the Board based upon the Record: (Use additional pages as needed.)

Conclusions Drawn by the Board applying the laws, regulations and policies to the facts: (Use additional pages as needed.)

Board's Final Decision: (Use additional pages as needed.)

Date of the Board's Decision: _____

Date Decision mailed to the Parties: _____

Signature of Board Presiding Officer _____ Date _____

BOARD MOTION IN OPEN SESSION:

1. Matters involving a student: Moved by: _____, Seconded by: _____ That the Board's written Decision in Hearing No. _____ is hereby adopted and approved in open session of the Baltic School Board. As the matter involves a student or students the facts and the Board's action remains confidential under both State and Federal Law.

2. Matters involving a District Procedure: Moved by: _____, Seconded by: _____ That the administrative procedure known as " _____ " is hereby: _____ Approved _____ Modified as follows: (Use additional pages as needed.) _____ Disapproved _____

Adopted as Board Policy to be known as " _____ "

Signature of Board President _____ Date _____

CERTIFICATION: I, Business Manager of the Baltic School District #49-1, hereby certify that the foregoing Motion was approved by majority vote of the Baltic School Board, in open session, at a properly called meeting held on the _____ day of _____, 20____. _____
 _____ Signature Date

First Reading: January 11, 2016

Second Reading: February 8, 2016

Adoption: March 14, 2016

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 expressed 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 morale 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 schooling employees and the board.

Complaints against instructional materials will be considered a most serious matter and will be processed in a very deliberate manner. Therefore, the following procedures are to be followed, step-by-step. Complaints that reach Step 3 will be reported to the board.

1. The material in question should first be discussed with the teacher or librarian who will report the results of this meeting to the principal. If satisfaction is not reached, the complainant may continue with Step 2.
2. The principal will need to discuss the material with the complainant and the teacher or librarian. The results of the meeting will be reported to the superintendent. If satisfaction is not gained, the "Request for Reconsideration of Instructional Materials", before proceeding to Step 3.
3. The superintendent will appoint a review committee composed of the following members:
 - a. the building principal
 - b. the building librarian
 - c. the building teachers
 - d. three adult citizens

The committee members will be requested to read or view the material and respond to the complainant's answers to the questions on the form, "Request for Reconsideration of Instructional Materials". The recommendation of the committee will be sent to the complainant by the superintendent. If the complaint is not satisfied, he/she 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.

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

NAME OF COMPLAINANT: _____

ADDRESS: _____

TELEPHONE: _____

Please Complete the Following Information and Response to the Questions:

Author: _____

Title: _____

Where Was This Material Used?

School: _____

Teacher: _____

Class: _____ Grade Level: _____

1. To what in the material to you object?

2. Did you read, view, or listen to the entire material?
If not, what parts didn't you?

3. What value is there in this material?

4. What do you feel might be the results of using this material?

5. Are you aware of any judgment of this material by professional critics?
6. What do you believe is the theme of purpose of this work?
7. Are you aware of the teacher's purpose in using this material?
8. What would you prefer the school to do about this material?
9. What works of equal value would you recommend in place of this material?
10. Additional Comments:

Signature of Complainant

Date

Baltic On-Line Learning Center

A Non-Traditional Learning Center

Mission Statement: The mission of the Baltic On-Line Learning Center is to assist students in achieving their highest potential through individual, flexible and structured learning experiences designed to foster confidence, self-worth and life-long learning.

A Note for Students: The Baltic On-Line Learning Center exists to see that you receive a solid high school education with a program designed to meet your needs. However, no school, no matter how the curriculum is designed, will provide the education necessary for you to be successful unless there is a commitment by you, the student. The formula for success is good attitude + good attendance + good work = graduation. You must make this formula work with the desire and commitment you bring to school every day.

A Note for Parents: We expect the parents/guardians to take an active role in monitoring their child's attendance and progress in school. We will inform the parents by phone or letter if the student's lack of attendance is threatening their progress. Parents are urged to contact the school if they fear a potential attendance problem. We need your support and commitment as much as we need the commitment from your child. When schools and families work together, your child's success can be more easily attained.

Absences: Parents/guardians should contact the school between 7:30 and 8:15 am to notify the school of their child's absence. The school allows 10 absences per semester unless the student is able to present a signed note from the attending physician. For purposes of receiving course credit, a student will not be counted as absent if they are able to present a note from the attending physician that specifies the days of absence. The student will be assigned to a day of in-school suspension for each day of absence beyond the allowable 10 per semester and a truancy report may be filed with the States Attorney's Office.

Extra-Curricular Activities: Students who attend the On-Line Learning Center are allowed to participate in extra-curricular activities provided they meet the minimum guidelines as outlined in the South Dakota High School Activities Association by-laws.

Transferring Back to the Traditional Classroom: The goal of every student who attends the On-Line Learning Center is to integrate back into the regular classroom setting. Integration will be based on the following criteria:

Academic Achievement – Students must show that they can satisfactorily complete daily assignments within the classroom on a regular basis.

Attendance – Students must have regular attendance with no more than 10 absences in a semester.

School Behavior – Students must demonstrate proper behavior to succeed in the regular classroom.

Electronic Devices: All electronic devices will be turned in to the classroom instructor when they enter the classroom and returned back to the student at the end of the day.

School Policy: Except for the policies listed above, students who attend the On-Line Learning Center will be expected to follow the policies of the Baltic Secondary School Handbook.

Daily Schedule: The daily schedule for the On-Line Learning Center is as follows:

8:15 – 9:43	Block 1
9:47 – 11:15	Block 2
11:19 – 1:12	Block 3
1:16 – 1:46	Student Development Block
1:50 – 3:18	Block 4

BALTIC ON-LINE LEARNING CENTER

REFERRAL AND PLACEMENT GUIDELINES

Students who will be most successful in the On-Line Learning Center are students who need instruction in an alternative setting or need learning resources other than those provided in the regular classroom setting. Students should be able to relate to an adult staff member for support and guidance. These are recommendations and not requirements, however. All students entering the alternative school will develop an Individualized Learning Plan with the referral team.

Students may be referred by teachers, an administrator, or school counselor. The On-Line Learning Center Team will assess and place students using the following process and rationale as a guideline:

Referral Process:

1. Contact the student's parent/guardian and inform them of the intent to refer the student and the reason for the referral.
2. Complete the Student Referral Form.
3. The referral form is reviewed by the On-Line Learning Center Team which consists of a building administrator, a school counselor, a teacher and the parents. (Special Education teacher will also be included if the student is on an IEP). The form must be signed by the building principal and the school counselor.
4. If the student receives special education services, the student's current IEP must be attached. If the student is approved; then an IEP team meeting must convene to change the placement prior to the student starting in the On-Line Learning Center.
5. The student will continue attending his/her current program until the entire referral process is complete.

Rationale for possible placement in the On-Line Learning Center:

1. Students who are credit deficient toward graduation requirements. (credit recovery)
 2. Students who are deemed by the referral team as unsuccessful in a traditional school setting.
 3. Students who have exhausted all available resources in the traditional school setting.
 4. Students who receive special administrative referrals based on their performance in the traditional school setting.
 5. The On-Line Learning Center will consider early release for seniors and 5th year seniors with an individualized placement plan.
- Student's motivation is extremely important since the On-Line Learning Center is a self-paced/self-directed learning program in a flex-scheduled environment.