

SECTION II
ADMINISTRATION

II-A. Business Office

FISCAL ACCOUNTING AND REPORTING

The business manager will be designated by the Board to be responsible for receiving and properly accounting for all funds of the district.

The Uniform Financial Accounting System for South Dakota School Districts will be used to record receipts and disbursements of the district.

The business manager will report all financial information to the state as required. The Board will receive monthly financial reports from the business manager that will include a statement of operating receipts and expenditures and balance on hand in the several funds, a budget position report, and any other financial information that should be brought to the Board's attention.

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 on an annual basis. Governmental fund financial statements will be reported using the current financial resources measurement focus and the modified accrual basis of accounting.

(GASB 1600.103)

REVENUE AVAILABILITY CRITERION

Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, our school considers revenues to be available if they are collected within 30 days of the end of the current fiscal period.

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

(GASB 1600.106)

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.

RESTRICTED AND UNRESTRICTED RESOURCES

When both restricted and unrestricted resources are available for use, it is the entity's policy to use restricted resources first, and then unrestricted resources as they are needed.

Adopted: 9-13-04

Amended: 8-11-08

LEGAL REF: SDCL 4-11-6
13-16-19

ORGANIZATIONAL 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.

Adopted: September 13, 2004

PROPRIETARY FUND TYPES

OPERATING VS. NON-OPERATING REVENUES AND EXPENSES

The food service fund distinguishes operating revenues and expenses from nonoperating items. Operating revenues and expenses generally result from providing services and producing goods relating to the food service operation. Principal operating revenues of this operation are meal charges. Nonoperating revenues include grants, donated commodities and interest earned. Operating expenses of the food service operation include salaries and benefits, food purchases and depreciation. The loss on disposal of capital assets is a nonoperating cost.

(GASB P80.118)

GASB AND/OR FASB

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

(GASB P80.103)

Adopted: September 13, 2004

Fiscal Management-Stewardship of Trust and Agency Funds

Accounting System

Trust and Agency Funds

All schools involved in collecting monies from students will establish a Trust and Agency Fund. Within the Trust and Agency Fund there may be established separate trust or agency accounts. All monies collected within the school shall be deposited to this fund and appropriate account and disbursed by check according to established procedure. The only exception to this would be funds collected for approved outside organizations, for approved events and the school cafeteria. The cafeteria receipts will be administered by the child nutrition supervisor. Examples of outside organizations are school insurance and PTA dues. Each year the principal shall present to the Finance Office for approval a list of outside organizations and events for which building staff collect money but do not deposit the funds into the Trust and Agency Fund. Unless the outside organization and event is on this approved list, in no case will School District staff collect money from students, parents, or the general public and not deposit these funds into either a Trust and Agency Fund or the appropriate District fund.

Trust funds are monies held in trust for student or unincorporated parent clubs. Student clubs have a faculty advisor. The monies are raised through various fund raising activities by the students, and decision on how the money is spent is made primarily by the club. Any expenditure made from a club trust account must be authorized by the school principal and designated officer of the club.

Agency funds serve as clearing accounts before the monies are deposited into the proper District fund. No program expenditure shall be made out of an agency fund. Agency funds shall have a zero balance at the end of the fiscal year. The business manager will identify which sub-funds are trust funds and which are agency funds.

The Trust and Agency Fund is to be set up and administered according to the following procedures.

1. The School Board shall approve all new Trust and Agency Fund accounts.
2. The School Board shall appoint the Business Official, as treasurer of the Trust and Agency Fund. An assistant treasurer may be appointed to carry on business in the absence of the treasurer. All references to the treasurer are binding upon the assistant treasurer. The treasurer shall be responsible for the proper care, handling and accounting for the fund, as required by law.
3. The treasurer shall be bonded by the District as required by law.
4. The Board shall authorize a depository for the fund, and the treasurer shall be authorized to establish a checking account in the authorized depository.
5. The treasurer shall issue pre-numbered checks in payment of approved vouchers.

6. The treasurer upon receipt of any money shall prepare a pre-numbered receipt in duplicate. Any money received shall be deposited in the authorized depository and recorded in the proper account.
7. The fiscal year for Trust and Agency Funds shall begin on July 1 and end June 30.
8. The Board shall authorize the business manager to establish the accounting procedures and forms that shall be used in conjunction with the operation of the fund.
9. The overall fiscal policy shall be as follows:
 - a. The principal shall be responsible for establishing accounts as he/she deems necessary within the fund.
 - b. The principal shall be responsible for the approval of all purchases. A voucher to which invoices and statements have been attached shall support payment. Payments by the treasurer are contingent upon the receipt of a voucher that has been signed by a faculty advisor and approved by the assistant principal in the absence of the principal.
 - c. No purchase shall be made unless sufficient funds are on hand in the fund and appropriate account to pay the cost of the purchase. This prevents the fund and account from being in an overdrawn condition. Any commitment which would create a debt in the fund and appropriate account shall be submitted by the business manager to the Board for prior authorization.
 - d. All purchases in the amount of \$300 or more shall be submitted by the principal to the business manager or designee for prior authorization. All purchases of \$5,000 or more shall be submitted to the Board for prior authorization.
 - e. All obligations shall be submitted to the treasurer for payment by the end of the fiscal year in which the obligations were incurred.
 - f. The treasurer shall not transfer any money raised for a specific purpose or assigned to a particular account to another account without the approval of the principal. The approval shall be in writing and made a part of the files of the treasurer, subject to audit.
 - g. The treasurer shall prepare a monthly financial report when the fund is on a non-suspended basis setting forth the assets and a list of account balances of the fund. Copies shall be filed with the principal and the business manager.
 - h. The treasurer shall have available a monthly financial report for the faculty advisor of each account. The report shall show monthly activity of the account and ending account balance.
 - i. U.S. bonds or other investments shall be held in the office of the school making the purchase.
 - j. A detailed audit shall be made at the close of each fiscal year by the auditor employed by the Board or by District personnel. Major findings of such audits will be reported to the Board.

ADOPTED 7/16/08

BUSINESS OFFICIAL

- A. He/she shall be responsible for checking and the supervision of the records of all meetings of the district and the Board.
- B. He/she shall be responsible for publishing the minutes, notices of bids, and other records of the Board.
- C. On or before August 1 in each year, he/she shall make and transmit to the State Superintendent a certified annual report as specified in the law.
- D. He/she shall furnish the county auditor on or before August 15 of each year an attested copy of his/her record, showing the amount of money voted by the Board of Education for school purposes.
- E. He/she shall sign all orders for the payment of money for bills and salaries approved by the Board.
- F. He/she shall sign all contracts and agreements approved by the Board.
- G. He/she shall direct and inspect all records and reports required of the business official.
- H. He/she shall procure and audit all statements for school purchases and audit payrolls recommended to him/her for payment by the superintendent.
- I. He/she shall administer and execute the laws governing the annual school election.
- J. He/she shall perform such duties as the Board, superintendent of schools, or the standing committees may require.
- L. He/she shall have charge of the transportation and keep a record of all bus repair.
- M. He/she shall be in charge of the school lunch report.
- N. He/she shall file all records, minutes and correspondence in space provided in the business office.
- O. He/she shall, before entering upon the duties of his/her office, execute a bond to the Board of Education provided by the law. Said bond, when approved, shall be filed with the county auditor as required by law.
- P. He/she shall receive and have custody of all money belonging to the Board. He/she shall immediately deposit such money in the bank or banks designated by the Board as its depositories.
- Q. He/she shall at all times hold open for the inspection of the Board all records belonging to his/her office. All such

records shall be understood to be property of the Board of Education and shall be filed in the superintendent's office or an office so designated.

- R. He/she shall sign all orders thereby converting the orders in checks.
- S. He/she shall keep records for the Title I program.
- T. He/she shall perform such other duties as are required by law.

II-B. SCHOOL PRINCIPAL

Elementary, Middle, and High School

1. He/she shall be responsible to the superintendent, for the administration of the school.
2. He/she shall assign substitutes to fill vacancies caused by the temporary absence of staff members.
3. He/she may delegate responsibility, but he/she is responsible to the superintendent for all results produced.
4. He/she shall observe the work of the teachers in their classrooms and serve as a consultant for improving the curriculum.
5. He/she shall make recommendations to the superintendent regarding courses of study and important changes in the curriculum in the school.
6. He/she, with the superintendent, shall administer the operation of the school plant or that portion of the building used by him/her and/or designated by the superintendent to be under his/her supervision.
7. He/she shall make an annual inventory of his/her equipment, textbooks, and supplies to the superintendent at the end of each year.
8. He/she shall make recommendations to the superintendent concerning building alterations, additions, and new equipment.
9. He/she shall hold staff meetings.
10. He/she shall assign duties to other members of the staff.
11. He/she shall administer general and specific discipline and recommend students to the superintendent for permanent expulsion from school.
12. He/she shall supervise the system of pupil accounting and personnel which shall include attendance and tardiness, registration, permanent report card, report cards, personnel records, and all pupil personnel records received from the elementary schools.
13. He/she shall make reports to the superintendent at 9-week intervals concerning attendance and tardiness. All reports and records must be readily accessible; kept with care; be neat, accurate and uniform, and handed in promptly.
14. He/she, with the superintendent, shall direct the guidance and counseling program for the schools.
15. He/she, with the superintendent, shall plan the schedule of classes and register and assign students to classes.

16. He/she shall administer the rules and regulations of the school board and the laws of the state pertaining to education in the school.
17. He/she shall develop, organize, administer, and approve the extracurricular activity program.
18. He/she shall keep the staff, students, parents, and general public properly informed about the activities and progress of the school.
19. He/she shall accept such responsibilities to education outside of the school district that are decided upon after a conference with the superintendent.
20. He/she shall accept certain social-civic responsibilities in the community.
21. He/she shall keep himself/herself informed concerning educational progress by visiting other school, circulating questionnaires, attending educational meetings, workshops, and short courses, and by reading and study of educational literature.
22. He/she shall approve all field trips or excursions conducted by school groups.
23. He/she shall devise and maintain a system of reports to keep parents informed of the attendance, scholarship, deportment and health of their children.
24. He/she shall be responsible for noon hour supervision.
25. He/she shall approve all pupil-teacher activities that occur before and after school hours during the school year.
26. He/she shall organize supervision of the lunchroom.
27. He/she shall report all significant accidents of students to the superintendent or the student's parents.
28. He/she shall make an annual report to the superintendent.
29. He/she shall consult either the superintendent concerning important school business for which there is no policy or precedent to follow before making a decision or adopting a course of action.
30. He/she shall be responsible for hall supervision in the building.
31. He/she shall assist the administrators of the Chapter Program with information, etc., necessary for the completing of the administering of the program.

II-C. SELECTED CRITERIA FOR ADMINISTRATOR EVALUATION

Principal

I. MANAGEMENT TECHNIQUES

- A. Enforces board policy.
 - 1. Is knowledgeable of board policy as it pertains to administrators, staff, and students.
 - 2. Implements school board policies reasonably and uniformly.
 - 3. Consults board policies in the enforcement of student discipline.

- B. Inspires others to highest professional standards.
 - 1. Is knowledgeable and includes in the Faculty Handbook the standards as adopted by the Professional Practices and Standards Commission.
 - 2. Models professionalism in dealings with board, central office administrators, staff, and students.
 - 3. Includes professional standards as an item in the evaluation of faculty and staff.

- C. Organizes a planned program of staff evaluation and development.
 - 1. Seeks training inservice and workshops for himself/herself in evaluation and staff development.
 - 2. Displays in his/her evaluation of staff and faculty and understanding and thoroughness of the evaluation procedure.
 - 3. Communicates expectations of evaluation program to all staff members.

- D. Supervises operations, insisting on competent and efficient performance.
 - 1. Supervises an effective daily cleaning of facility.
 - 2. Are co-curricular assignments properly carried out?

- E. Determines that funds are spent wisely and that adequate control and accounting procedures are maintained.
 - 1. Is there proper receipting of monies received?
 - 2. Are teacher's requisitions justified?

- F. Evaluates financial status of assigned responsibilities and makes recommendations for adequate funding.
 - 1. Makes recommendations on proposed budget.
 - 2. Identifies areas where savings can be made.
 - 3. Identifies areas where expenditures must be prioritized.
 - 4. Displays physical control through the budgetary accounting system.

- G. Plans and reports on the present and future needs of the school program assigned.
 - 1. Makes recommendations to meet the needs of students and staff.
 - 2. Makes recommendations for the care and maintenance of the building.
 - 3. Identifies through past results, such as tests and follow-up on graduates, the future needs of the school program and school curriculum.

- H. Keeps informed of all aspects of the instructional program.
 - 1. Is knowledgeable of the curriculum process through lesson plans and department reports and is accountable that the curriculum is being followed.
 - 2. Is visible and involved in both curricular and co-curricular programs.
 - 3. Establishes curriculum committees for program development.
 - 4. Keeps abreast of current curriculum changes.

- I. Uses available resources to optimal advantage for education.
 - 1. Plans and prepares for both physical and human resources.
 - 2. Makes recommendations for more effective use of personnel, physical plant, and equipment.
 - 3. Seeks advice on more efficient use of resources.

- J. Plans, schedules, and supervises the work of others.
 - 1. Has identified through job descriptions and other means the responsibilities of each staff member.
 - 2. Has an accounting system by which he/she is able to display the effectiveness of the work of others.
 - 3. Evaluates on the basis of the accounting system and job description the work of others.

II. STAFF RELATIONS

- A. Participates with staff, board, and community in studying and developing the curriculum improvement process, implementation, and evaluation.
 - 1. Sets goals and assigns committees to work constantly to improve curriculum.
 - 2. Assigns a review committee to evaluate new and existing programs.

- B. Provides procedures that utilize the abilities and talents of the professional staff and lay people of the community.
 - 1. Encourages staff to utilize the many resources that are available in the community.
 - 2. Identifies strengths of each staff member for curriculum work.

- C. Meets and confers with staff to promote understanding of the policies of the board.
 - 1. Reviews board policies on a regular basis with staff.
 - 2. Seeks input from staff, students, and community.

- D. Develops and executes sound personnel procedures and practices.
 - 1. Provides a faculty handbook and keeps staff informed of changes and opportunities.
 - 2. Develops open communication system with staff.
- E. Insists on performance of duties and treats all personnel without favoritism or discrimination.
 - 1. Conducts regular evaluation of teacher performances.
 - 2. Has individual conferences with staff.

- F. Delegates authority to staff members appropriate to the position each holds.
 - 1. Allows for individual freedom and differences within the classroom.
 - 2. Allows staff members to be responsible for a program within a budget.
 - 3. Delegates authority to experienced staff members.

- G. Encourages participation of appropriate staff members and groups in policy planning, procedures, interpretation and recommendations.
 - 1. Forms committees to discuss and revise if necessary.
 - 2. Has a faculty selected advisory committee to provide input for these areas.

- H. Evaluates performance of staff members, giving commendation for good work as well as constructive suggestions for improvement.
 - 1. Has a standard evaluation form.
 - 2. Meets individually with each staff member for recommendations and suggestions.
 - 3. Provides for positive recognition of staff members for work well done.

- I. Involves staff, parents, and students in solving problem.
 - 1. Uses faculty advisory committees and parent advisory committees for input.
 - 2. Maintains an open-door policy in his/her school. Encourages staff and students to use it.

- J. Shows empathy in dealing with the needs and concerns of staff.
 - 1. Is willing to meet and listen to staff concerns and seek advice for appropriate action.
 - 2. Facilitates resolution of concerns.

III. ADMINISTRATIVE/BOARD RELATIONSHIPS

- A. Keeps the chief administrator informed on issues, needs and operation of assigned responsibilities.
 - 1. Makes the chief administrator aware of any actions made or situations that might involve him/her.
 - 2. Asks for clarification of duties assigned.
 - 3. Makes regular reports to the chief administrator about the status of all phases of assigned responsibilities.

- B. Offers professional advice to the board on items requiring board action, making recommendations based on thorough analysis. Uses legal counsel when appropriate.
 - 1. Is knowledgeable about current issues being dealt with by the board and ready to discuss possible solutions and/or alternatives and their ramifications.
 - 2. Shows capacity to be able to research items that require advice from the principal.
 - 3. Has skill in discussing items in an open meeting setting.

- C. Bases any position upon principal and maintains 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.
 - 1. Capable of developing sound educational alternatives when the board decides to take action on a program for reasons of facility efficiency or economy.
 - 2. Carries out board policy after decision is made (implements training rule policy that was not supported by coaching staff).

- D. Makes recommendations for employment, promotion, and/or dismissal of personnel with supporting data and accepts responsibility for the recommendations. If the recommendation is not accepted by the board, the administrator willingly finds another qualified person to recommend.
 - 1. Communicates to the board the effectiveness of the evaluation system used.
 - 2. Researches qualifications of any candidate for hire by verifying credentials and recommendations.

- E. Goes directly to the chief administrator when an honest, objective difference of opinion exists between the chief administrator and the administrator.
 - 1. Discusses disagreement in responsibilities that appear to overlap. (Chief administrator and administrator in same building).
 - 2. Attempts to inform and clarify to individual board members when their opinion appears to not be in the best educational interest of the students.

IV. COMMUNITY/PUBLIC RELATIONS

- A. Supports board policy and actions.
 - 1. Follows board policy.
 - 2. Involves community groups in assessing opinions for major change.
 - 3. Keeps board informed of what is happening.
 - 4. Puts into effect actions not formally acted upon, but known to be supported by a consensus of the board members.
 - 5. Administers and publicly supports board policies, whether or not there is agreement with them.

- B. Earns respect and support of the community in the management of school operations.
 - 1. Keeps parents, students, and staff informed of the school mission.
 - 2. Structures the school as an education workplace.
 - 3. Treats all people with dignity and respect as they come into contact with the school.

- C. Solicits opinions from all groups and individuals and responds respectfully to identified problems.
 - 1. Carries out goals of the tasks identified.
 - 2. Acknowledges and appreciates the contributions of all when working to solve group problems.

- D. Develops and maintains cooperative relationships with the news media.
 - 1. Provides material regularly for news media to use, such as a newsletter.
 - 2. Provides ideas for educational stories and opportunities to news media.
 - 3. Objectively and honestly responds to interviews.
 - 4. Contributes articles and news releases to the local TV, radio, and newspaper.

- E. Participates in community life and activities.
 - 1. Assists in community projects.
 - 2. Belongs to church and/or service organizations.
 - 3. Provides leadership and/or school support for community projects.
 - 4. Becomes an active member of various civic and church organizations.

- F. Establishes credibility as a community leader in public education.
 - 1. Speaks effectively and rationally in the community on education.
 - 2. Shows the ability to be knowledgeable about educational issues and their effects.
 - 3. Positively promotes himself and his school to the community.

- G. Works cooperatively with public and private agencies.
1. Develops working relationship with the local police department, and city and county government.
 2. Seeks out public and private organizations that can help the educational process with their assistance.
 3. Is willing to listen to any official or group that has an interest in education.

V. PERSONAL QUALITIES

- A. Defends principle and conviction in the face of pressure and partisan influences.
1. Investigates parental complaints in a professional manner.
 2. Supports teaching staff when dealing with the public.
 3. Deals with people in a straightforward, professional manner.
- B. Seeks and accepts constructive criticism.
1. Makes a sincere effort to incorporate suggestions for improvement offered by the chief administrator and the board of education.
 2. Accepts constructive criticism and suggestions for improvement without becoming defensive.
 3. Seeks continuously to improve professional performance.
- C. Demonstrates the ability to work well with individuals and groups.
1. Holds regular staff meetings that are both organized and productive.
 2. Establishes effective interaction with community agencies.
 3. Demonstrates genuine concern and caring for individuals
- D. Serves as a model for wellness in appearance, personal habits and behavior.
1. Dresses in a manner befitting his professional position
 2. Is an effective model for those with whom he/she works.
- E. Speaks and writes effectively.
1. Speeches before groups reflect poise.
 2. Is sensitive to the need for good communication.
 3. Has the ability to listen, understand and appreciate.
- F. Maintains composure when faced with an unexpected or disturbing turn of events.
1. Projects leadership and maintains control during a crisis.
 2. Is receptive to the suggestions of others, regardless of their place in the organization, when faced with difficult reactions.
 3. Is fair-minded and consistent in his/her positions and reactions.

- G. Enjoys an appropriate sense of humor.
 - 1. Understands that the position of principal and the duties that go with it can be taken too seriously.
 - 2. Has mature sense of humor.
- H. Motivates people.
 - 1. Encourages staff to be creative in planning lessons and activities.
 - 2. Provides positive reinforcement.

VI. PROFESSIONAL SKILLS, GROWTH AND CONDUCT

- A. Continues professional development through reading, coursework, conference attendance, professional committee work and interaction with educators from other districts.
 - 1. Belongs to local, state, and national professional groups and participates in and contributes to these groups.
 - 2. Participates in forums and discussion groups on a professional and community level.
 - 3. Ensures that professional development takes place by current reading of journals, newsletters, and books.
- B. Behaves in a manner expected of the community's educational leader.
 - 1. Is discreet in the public actions approved and legal for adults, but limited for youth.
 - 2. Disseminates knowledge of education effectively to all persons of the local community.
 - 3. Meets criticism rationally and with objectivity.
- C. Seeks out relevant data and analyzes information to promote instructional improvement.
 - 1. Analyzes test data for curriculum weaknesses and strengths.
 - 2. Develops and uses information from post-graduate surveys.
- D. Recognizes when action is required and carries through to completion.
 - 1. Calls in parents for conference when need is recognized.
 - 2. Has a procedure of steps that involve stronger action at each level and makes the student, teacher, parent, or patron aware that the procedure will be implemented.
 - 3. Carries out policy in the face of criticism.
- E. Adheres to the Professional Administrators Practices and Standards Commission code of ethics, as stated in the Administrative Rules of South Dakota.
 - 1. Is aware of the code of ethics.
 - 2. Follows ethical procedures in the hiring of staff.

VII. LEADERSHIP

- A. Is knowledgeable about the teaching process and effectively assists teachers to improve their competencies.
1. Seeks training in assessing the teaching process and teacher competencies.
 2. Has developed a systematic, developmental approach to observation and supervision.
 3. Provides inservice training to improve teacher effectiveness.
- B. Promotes understanding of specialized programs and integrates them into the total education program.
1. Is knowledgeable of the specialized programs that exist in the district.
 2. Works closely with coordinators of specialized programs.
 3. Has developed a procedure whereby integration into the total educational program takes place.
- C. Actively addresses and promotes the philosophy of equality of opportunity for all children.
1. Seeks to provide programs that would meet the needs of all students within the school.
 2. Is an advocate of equal opportunity for students in his/her school.
- D. Develops and administers a balanced and effective student activities program.
1. Is visible and supportive of student activities program.
 2. Works closely with student activity advisors to suggest improvements in the program.
 3. Is knowledgeable about student activity expectations, directors' expectations, and actual policies.
 4. Provides special activities assemblies, speakers, dinners, and picnic for the students throughout the school year.
- E. Develops and implements a clear policy of student discipline and responsibility. Sets high expectations for student behavior and performance.
1. Clearly articulates expectations of student behavior to the student body and faculty.
 2. Encourages staff to cooperatively administer expectations for student behavior.
 3. Communicates effectively with parents regarding student behavior and performance concerns.
 4. Provides a student handbook that informs students of policies and procedures.
 5. Consistently enforces discipline for all students.
- F. Develops, uses, and evaluates effective approaches to improve student learning.
1. Is knowledgeable of the curriculum utilized in the area of supervision.
 2. Is actively involved in designing and implementing curricular changes.

3. Provides inservice programs to improve student learning.

G. Assumes leadership in the implementation of the district's goals and philosophy of education.

1. Clearly articulates to staff and students district goals and philosophy of education.
2. Works with staff and students in forming more specific building objectives in line with district goals and philosophy of education.

H. Assumes the leadership in the planning and improvement of curriculum and its implementation.

1. Keeps staff abreast of new and innovative happenings in curriculum revision.
2. Seeks input from teachers, students, and community.
3. Allows teachers the opportunity to visit other schools.
4. Allows teachers to attend meetings and conventions in search of new ideas.
5. Develops curriculum committees.

BUSINESS OFFICIAL EVALUATION

1. Strengths and Key accomplishments
2. Area(s) that need improvements
3. Goals for the Year:
4. Comments:

Business Manager: _____ Signature: _____ Date: _____

Board President: _____ Signature: _____ Date: _____

AMENDED MAY 11, 2020

II-D. Education Administration

CURRICULUM REVIEW POLICY

(Adopted November 6, 1989)

The Hamlin School will provide learning situations which allow students to learn and develop skills that will allow them to not only cope with today but to challenge tomorrow's world. All curriculum areas should blend and balance the three areas of instructional objectives (cognitive, process, and affective). Such objectives should be thoughtfully identified to provide the students the best possible preparation for facing the future. Such preparation will involve the understanding of the place of knowledge, the role of skills, and the functions of values in guiding the development of future citizens.

I. PROCESS:

- A. A curriculum committee will be appointed by the superintendent and will include professional staff and administrators.
- B. Set up a time line: Define what the committee is going to do and when they plan to complete each objective.
- C. Assess the present curriculum.
- D. Current problems and trends in the curriculum should be researched.
- E. Write the philosophy and goal statements for the curriculum area.
- F. Develop scope and sequence that will provide that the objectives are met.
- G. Evaluate available curriculum materials.
- H. Select curriculum materials, resources and textbooks.
- I. Provide inservice for the teachers.
- J. Implement new curriculum.
- K. On-going evaluation of curriculum and evaluation of student progress.

Curriculum will be reviewed on five (5) year cycles with a time line of two (2) years for each review to be completed and recommendations made.

PROCESS FOR SELECTION OF INSTRUCTIONAL MATERIALS AND TEXTBOOKS POLICY

A need for new instructional materials or textbooks will be determined by the curriculum committee. This committee shall include administrators, professional staff, parents, school board members and interested members of the community. Textbooks and instructional materials should be replaced for any of

the following reasons: outdated, worn, contains inaccurate information, inappropriate reading level, or the content area does not meet curriculum needs.

I. PROCESS:

- A. The committee will review the purpose and scope of the selection task.
- B. The committee will establish a tentative time frame to accomplish the objectives. (meeting dates, material collection dates, review dates, final selection dates)
- C. The committee will outline the task in relationship to curriculum objectives to be met by materials.
- D. The committee will select or develop an evaluation instrument.
- E. The committee will review and evaluate materials and textbooks.
 - 1. The materials are evaluated for general consideration, content, or general construction.
 - a. General consideration includes any or all of the following: students needs, local educational goals, current curriculum trends, available community resources and selection aides.
 - b. Content includes evaluation for stereotyping, levels of instruction, reading level at grade level, relevancy, accuracy, diversity of viewpoints, systematic arrangement.
 - c. Evaluation of general construction should include these characteristics: attractive, durable, useful.
 - 2. The curriculum committee makes the final selection based primarily on student needs.
- F. The recommendation is submitted through the appropriate administrator to the superintendent for presentation to the school board for action.
- G. Textbook and related instructional materials should receive on-going evaluation for relevance, accuracy, physical condition, and community and student needs.

II-E. SCHOOL RECORDS

The Family Educational Rights and Privacy Act affords parents and students over the age of eighteen years various rights to privacy and other rights with respect to their school records. Students and parents shall annually be notified of the following:

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Hamlin School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Hamlin School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Hamlin School District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.⁽¹⁾

If you do not want Hamlin School District to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by October 1. The Hamlin School District has designated the following information as directory information:

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic mail address
- Photograph
- Degrees, honors, and awards received
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal or superintendent a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate.

Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal or superintendent, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the *School District* to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

SCHOOL RECORDS AND REPORTS

The teachers, the principals, the business manager, and the superintendent of schools are responsible for keeping complete records for the Hamlin schools.

II-F. APPEALS

A basic ingredient of due process of law is that one who is not satisfied with a decision may appeal it to higher authority. Thus, the student may appeal a decision of a teacher to the principal, and the principal's decision to the superintendent. If still not satisfied the superintendent's decision may then be appealed to the board.

Ordinarily, a court of law will not accept a case unless the available administrative machinery has been utilized to its fullest extent. When an appeal from a board decision is made to the court, the matter in controversy would be tried do novo (anew, fresh) from the beginning on the merits. Where a decision of a lower court is unsatisfactory, an appeal may be sought to the State Supreme Court.

II-G. TELEPHONE CALLS

All long distance calls should be properly identified in the book placed at the telephone. This will include the date, where the call was made, person called, department to be billed, etc. All calls of this nature shall be made on the office phone. Many calls in past years have been totally unnecessary since a post card or letter, a little advance thinking and planning, would take care of most calls.

II-H. BUYING GUIDELINES

A. Where to buy

It shall be the general policy of the school to purchase items and things locally available from the local merchants, unless state competitive bidding laws require otherwise or substantial price differences exist.

B. Who may buy

All purchases must be authorized by the superintendent and the principal from a requisition form.

Where teachers are delegated to make purchases, they must be identified as to department, and signed by the teacher.

C. The superintendent may refuse payment of purchases not properly handled or channeled.

D. Any employee who orders supplies or equipment without written authorization of the principal and superintendent for such an order shall be personally liable for payment of the bill and for material so ordered.

II-I. POLICY FOR PROMOTION OR RETENTION GRADES K-12

Promotion of a student from grade to grade will be based on the student's total performance in the classroom, both academically and socially. The decision to promote or retain a child shall be at the discretion of the classroom teacher with input from the child's parents and staff members that work with the student. The Light's Retention Scale will be used as a counseling tool to aid the school professionals in determining whether a student would benefit from grade retention or promotion.

When a teacher feels that a child's progress warrants retention to following action shall be taken:

1. The building principal will be contacted and a conference between principal and teacher will take place.
2. The child's parents will be contacted and a conference will be held. Teacher, principal, parents, and any staff member who works with the child may be requested to attend the meeting.
3. At this meeting all options available will be discussed. (Special services, testing, tutoring options).
4. If the conclusion of the meeting is retention, the parents will be asked to sign the attached permission sheet.

The classroom teacher should keep an open line of communication with the parents of students that are having difficulties in mastering grade level skills. The parents should be informed of any problems early in the school year so that steps can be taken to improve the child's learning. Teacher assistant teams can also help in the process of meeting the student's needs.

It should be the general policy of the school to promote on the basis of achievement, or meeting the requirements of a particular grade or course. However, it is obvious that a great variety of students as to ability will be in our school. Slow learners, too, must be given consideration for their development, and when the administration plus the teachers deem it advisable and helpful to provide for social promotion, it may be done. Full consultation with parents is advisable, and where feasible, special services shall be sought.

HAMLIN ELEMENTARY SCHOOLS
PLACEMENT AGREEMENT

Dear _____;

As you are aware, children grow and progress at different rates. They are promoted on the basis of their learning progress and achievement. Some children need more time than others to make satisfactory academic achievement.

The educational progress of your child is important to us. When a child has not mastered required skills, we recommend that he/she continue at the present grade level for the next school year. Therefore, we recommend that _____ be placed in grade _____ for the _____ school year.

This placement recommendation represents our professional judgement and should give your child a chance for success and progress in later years.

(teacher signature)

(date)

(principal signature)

(date)

_____ I agree that my child's educational needs can best be met by being placed in grade _____ for the _____ school year.

_____ I disagree with the school staff's recommendation and want my child placed in grade _____ for the _____ school year.

(parent signature)

(date)

Comments: _____

II-J. Title One - Parent Involvement Policy

The Hamlin School District recognizes that a child's education is a responsibility shared by the school and family during the entire period the child spends in school. To support the goal of the school district to educate all students effectively, the school and parents must work as knowledgeable partners. A major goal of the Hamlin School District Title I Program is to encourage greater involvement of parents in the education of their children in partnership with Title I and their school. The following outline is in compliance with legal requirements (PL 100-297, Section 1016) and is in accordance with our philosophy ... **"To prepare and equip our students to become responsible citizens and succeed in an ever-changing world."** We encourage parents to help us to meet the challenge of that philosophy as we jointly work with our students. Likewise, this statement represents input from parents and will be available to all parents of Title I children.

A. As school begins, a letter will be sent to all parents of children attending the Hamlin School District informing them that their child(ren) are considered Title I students since the Hamlin School District has a School-wide Title I Program. Information regarding the program, along with parenting tips to increase parent/child learning interactions, will be included with this letter.

B. Responsibilities of parents and suggestions for projected home-school partnerships will be presented through communication with parents throughout the year. The Parent Compact is given out during parent meetings and is also available with the Title I Director, or the Superintendent of the Hamlin School District.

Resources valuable for parents will be provided at a central site. These shall include, but not be limited to:

1. Books about reading with children and parenting techniques.
2. Pamphlets on "How to Help with School Work," etc.
3. Books and videos (as available).

The Hamlin School District's library is open to the public to encourage families to read together and to go to the library together, when available. All students throughout the building are highly encouraged to use the library facilities in order to check out books. The Accelerated Reader Program is used in the Kindergarten through 8th grade reading programs. Various forms of incentives are used to encourage students to read. Staff in grades 9 through 12 promotes the Hamlin Book Club program to encourage students to continue to read as a life-long skill.

C. Throughout the year, Title I staff in-services are conducted. A strand of these in-services will be directed toward more effectiveness in working with parents and toward building home-school partnerships. This will be a part of in-services as appropriate and applicable. This strand may include conferences beyond out local level, if available.

D. Each Title I school will provide opportunities to parents for ongoing consultation, evaluation and input toward achieving program goals and developing a feeling of partnership.

E. Communication with parents will include, but not be limited to, sharing of the South Dakota State Reading/Math Standards with parents. Each set of parents will receive a copy of their child's grade-level reading/math standards each year. In addition, parenting tip pages, notices, other mailings, phone calls and conferences will be ongoing.

F. In awareness of parents lacking literacy skills or where the native language is not English, provisions will be made as far as

practical for translations of printed material or provisions of attending translators. General awareness as well as specific attention will be encouraged for coordination with programs under Adult Education Act. This commitment to family involvement will be approved by the Hamlin School District Board of Education and will be coordinated through Title I staff leadership. Direct participation and initiative is deemed a requirement of each Title I staff member.

For further information, contact the Hamlin School District Superintendent or Title I Director.

Amended 11-12-18

II-K. NON-TRADITIONAL STUDENT ENROLLMENT AT HAMLIN HIGH SCHOOL

Grade Placement

Students will first be temporarily placed in classes based on an interview by the principal. Students will be placed permanently in classes based on achievement on the DACS (Dakota Assessment of Content Standards) and a district administered national achievement test. The student will need to have completed the tests within one month of enrolling in the Hamlin School District. After the test has been administered and scored, the tests will then be evaluated by the building principal as well as core subject teachers. The student will then be placed no higher than their age appropriate grade level.

Credit

Student will be granted credit toward graduation in the following ways:

A. In cases where the student has attended an accredited high school, the credits will be applied to the graduation requirements. The student's grades will be recorded as documented.

B. In cases where the student has attended an unaccredited high school, the student will need to produce work in the classes the student is seeking credit. The student will need to produce this work within one month of enrolling in Hamlin High School for this work to be used for credit. The building principal and teachers of that subject will then review the work to determine if credit should be awarded based on the criteria listed below. The student's grades will be recorded as pass/fail.

1. Credits in Mathematics and English shall be awarded based on the student's performance on the above cited standardized achievement tests and the grade level placement 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 Mathematics and English.

2. 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 courses as determined by the teacher and the high school principal.

3. The awarding of credits for other courses shall be based upon the student's ability to produce completed work and the outcome of their achievement tests as determined by the high school principal and a committee of high school teachers.

C. In cases where the student does not have enough documentation to support receiving credit the student may take the semester test of that class or a test that represents the content covered in the semester the student is seeking credit as determined by the high school principal and the committee of high school teachers. The student will only be allowed to take the tests of the classes that are being offered during the semester the student is enrolled. The student will have two semesters from the date of enrollment to receive credits through this method. The student will only be allowed to take credits that will place them on track to graduate with the class they are enrolled in. Classes that are passed through this method will be graded pass/fail and must be passed at a **60%** rate.

Extra Curricular Activities

Students will need to follow all South Dakota High School Activities Association (SDHSAA) guidelines and rules in order to be eligible to compete in activities sponsored by the SDHSAA. This may include sitting out of these activities until they have accumulated enough credits to meet the state requirements for a semester. The main requirement of eligibility will be requiring the student to have passed 20 hours (2 credits) of classes during the previous semester. Each case of eligibility will need to be reviewed to make sure all SDHSAA requirements are met before the student will be allowed to compete or practice.

Honors

Students who do not have all of their credits from a state accredited school will not be considered for the Valedictorian or Salutatorian award at Hamlin High School. Students who have completed at least six semesters at a state accredited high school grades 9-12 will be allowed to graduate with honors if they meet the criteria.

Students who have all credits grades 9-12 from a state accredited high school will be ranked in the class as usual. A student must have all credits passed with a letter grade of A - D. Those students who do not have all of their credits in grades 9-12 from a state accredited high school with a grade of A - D will not be ranked in the class ranking.

Diploma

Only those students who meet the above criteria and have recorded on their transcript and passed all of their requirements for graduation will receive an actual diploma from Hamlin High School. Those students who do not meet this requirement but are within two credits of graduating may receive a certificate of attendance from the Hamlin School District and be part of the graduation ceremony.

AMENDED 11-8-2010

AMENDED 5-10-2021

II-L. TEACHER ASSISTANCE TEAM POLICY

The Hamlin School District Administration will establish a committee of teachers and administrators to plan appropriate inservice activities throughout the school year.

1. The Hamlin School District strives to make every student's educational experience a successful one. In order to help meet the needs of all students and teachers the Hamlin School shall appoint a Teacher Assistance Team. This team shall consist of two teachers, a counselor, and the Principal but the size of the team may vary to include other individuals as needed. The team will be appointed on a yearly basis. Meetings will be held as needed determined by the number of referrals. Special meetings may be called by the Principal at any time. The team shall notify a student's parents/guardian if deemed necessary. The TAT team process is based on the belief that we can work through a group problem-solving process and address the needs of any student that is in need of assistance. At any point in the TAT process, but usually following general education intervention attempts, that do not meet with success, a referral may be made to the NESC through the completion of an "Informal Consent/Request For Support Services" form indicating parental/guardian permission for the referral. If it is determined that the referred student may be experiencing a disability as defined in Section 504 of the Rehabilitation Act, the TAT Coordinator will initiate a cross referral to the District's 504 Coordinator.

Goals

2. Recognize students in need of assistance.

Students in need of assistance are defined as any student that has academic or nonacademic problems that may interfere with learning and/or emotional well being. These problems may be of academic, physical, emotional, social, chemical, medical, or family origin.
3. Serve students in need of assistance.

Students in need of assistance are served through a referral made by a staff member, support staff, parent or a student voluntarily seeking assistance.
4. Enhance staff/parent skills in problem solving.
 - a. Increase teacher/staff awareness of strategies that can be used with students in need of assistance.
 - b. Provide specific recommendations for teacher/staff and parents to use with students referred to TAT.
 - c. Using the team approach, work to address the student's needs and enhance their overall school progress.
 - d. Provide support for teachers, staff, parents, and/or students as recommendations are implemented.
5. Provide assistance to all teachers, staff, parents, and/or students.

6. Provide referral to consultant services. Provide inservice for staff and/or parent development.

II-M. ADMISSION OF NON-RESIDENT STUDENTS

The Hamlin School District shall comply with South Dakota statutes regarding school residency of children, SDCL 13-28-9, 13-18-9.1, and 13-28-10, as well as the South Dakota open enrollment law, SDCL 13-28-40, et seq.

This policy is enacted to fairly allow admission and assignment of non-resident students in the Hamlin School District. For the purposes of this policy, the term "resident district" means the district in which a student has legal residence as determined by SDCL 13-28-9. The term "non-resident district" means any district in which a non-resident student seeks to enroll.

The Hamlin School District will accept all students from other districts wishing to enroll, provided the non-resident district's facilities can accommodate the students without adversely affecting the quality of the educational program. This determination will be based upon criteria adopted by the board, see Section B 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 into the Hamlin School District must, by February 1st of the school year proceeding the year of intended enrollment in a non-resident district, make application to both the resident and non-resident districts. The application must be on triplicate forms provided by the Department of Education and Cultural Affairs postmarked no later than February 1st. The application must be made by an unemancipated student's parent or guardian or by the emancipated student.
2. The application will be approved by the Hamlin School Board unless the transfer would result in an inability to provide a quality educational program. The School Board will approve or disapprove the application at the regular scheduled February Board Meeting, and the applicant and resident board must be notified of the decision within five days of the decision. Applications will be reviewed in the order received.
 - a. The application may be withdrawn by the applicant before March 1st through notification to the affected school boards.
 - b. Once approved by the non-resident school for the next school year, the applicants intent to enroll obligates the student to attend school in the receiving non-resident district or non-assigned school for the next school year, unless the two boards agree in writing to allow a student to return to the original district or assigned school or if the parent, guardian, or student changes residence to another district.
 - c. If a bonafide change of residence occurs after February 1st, the parents, guardian, or emancipated student may apply for enrollment in a non-resident district or unassigned school, notwithstanding the February 1st deadline. The application and approval dates will be waived in this circumstance, and the board will consider the application in a timely manner.
3. Once enrolled in a non-resident district or non-assigned school, the enrollment will continue unless a bonafide change of residence occurs or a subsequent transfer application is received.

4. A non-resident district will accept credits granted for any course successfully completed in another accredited district. The non-resident district may award a diploma to a non-resident only if the student satisfactorily meets the non-resident district's graduation requirements.

5. Transportation of non-resident students to school is the responsibility of the applicant. Both the resident and non-resident districts may provide transportation to a non-resident student if approved.

B: Criteria for making transfer determinations.

The standards will be available to any individual so requesting. Discrimination based upon race, gender, religious affiliation, or disability is prohibited. All members of the same family residing in the same household will be treated the same.

1. The Standards to determine whether a transfer would result in an inability to provide a quality education program will be established based on the capacities of some or all of the following elements with the district: Programs, classes, grade levels, buildings, pupil/teacher ratio.

2. The Department of Education and Cultural Affairs has authority to promulgate rules setting forth procedural and administrative requirements of the open enrollment program. The school district will follow any and all such rules and procedures.

3. The board may deny applications for any of the following reasons:

- a. The application was not timely:
- b. The standards established in paragraph B-1 above are violated:
- c. The applicant is under suspension or expulsion:
- d. The applicant has been convicted of possession, use or distribution of any controlled substance, including marijuana and is under suspension pursuant to SDCL 13-42-43.
- e. If the applicant has been convicted of a weapons charge relating to schools.

C: MISCELLANEOUS PROVISIONS

1. The district will make relevant information about the district, schools, programs, policies, and procedures available to all interested people.

2. Appeals from board action under the 1997 Open Enrollment Act can be made under SDCL ch. 13-46 and the court will conduct a de novo review.

Adopted October 27, 1997.

Fiscal Management-Stewardship of Activities Funds

Accounting System

Activities Funds

The Board authorized the establishment of an activities fund account to be used to finance the operations of student organizations, inter-school athletics, and other school activities that are not a part of any other fund. All transactions related to the activities fund shall be conducted through an account at a board-approved depository.

Custodial Funds - All funds of student organizations, such as the FCCLA fund or the Cross-Country fund, will be treated as custodial funds by the District. The business manager will supervise and assist in the execution of all disbursements made under these funds, but such supervision will not extend to administrative control over how funds are spent. The District will no maintain separate bank accounts of each custodial fund.

Student Group Responsibility. The student organization will be responsible for generating money for their respective fund. No district generated funds will be held in any custodial fund.

Fund Expenditure Procedures. All expenditures of custodial funds will be for the benefit of students. Each fund will follow these procedures:

- Each fund must have a written statement as to its purpose and allow expenditures of funds as chosen by the student representatives.
- One student representative must give written approval of every expenditure under a fund.
- Each fund will have a staff advisor, who will be the point of contact between the business office and the student representatives.
- The staff advisor will review and approve only to ensure funds are not spent illegally.
- After advisor approval, each expenditure under a custodial fund must be submitted to the business manager with an itemization.

Business Manager Procedures. The business manager will receipt and deposit all money received by the activity in the custodial bank account. The business manager will disburse funds by check or ACH only. Disbursement will not be made without sufficient money in the account.

Dormant Funds. Funds in activity's account after the activity ceases to exist shall be transferred to the general fund.

- h. The treasurer shall have available a monthly financial report for the faculty advisor of each account. The report shall show monthly activity of the account and ending account balance.
- i. U.S. bonds or other investments shall be held in the office of the school making the purchase.
- j. A detailed audit shall be made at the close of each fiscal year by the auditor employed by the Board or by District personnel. Major findings of such audits will be reported to the Board.

AMENDED 9/12/2022

CONFLICT DISCLOSURE AND AUTHORIZATION

This policy requires Hamlin School District Officials to disclose interests in, or direct benefits from a District contract, when the amount of interest or benefit is more than \$5,000 within a 12 month period. Additionally, such direct benefits are prohibited unless the board authorizes a waiver.

DEFINITIONS:

1. "District Official" refers to a board member, business manager, administrator, or other person with the authority to enter into a contract or spend money in an amount greater than \$5,000.
2. "Interest in a contract" is when a District Official, the spouse of a District Official, or any other person with whom the District Official lives and commingles assets
 - a. is employed by a party of any contract with the district; or
 - b. receives more than nominal compensation or reimbursement for actual expenses for serving on the board of an entity that derives income or commission directly from the contract or acquires property under the contract.
3. "Direct benefit from a contract" is when a District Official, the spouse of a District Official or any other person with whom the District Official lives and commingles assets
 - a. is a party to or intended beneficiary of the contract between the district and a third party;
 - b. has more than a five percent ownership interest in an entity that is a party of the District contract;
 - c. acquires property under the contract with the District; or
 - d. receives compensation, commission, promotion, or other monetary benefit directly from the contract.

EXCEPTIONS:

If any of the following apply, 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;
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 does not receive compensation or a promotion directly attributable to the contract and is not employed 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 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 nominal 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 cooperative contracts in an amount less than five thousand dollars.

DISCLOSURE REQUIREMENT:

District Officials must disclose any interests and direct benefits received from contracts. However, waivers are only required for authorizing direct benefits. (Mere interests in a contract do not require board authorization.)

Conflicts of interest which extend into consecutive fiscal years must also be disclosed at the annual reorganization meeting.

All conflict of interest disclosures must be documented in the official board minutes.

BASIS FOR A WAIVER:

A waiver may be granted by the board to authorize board member, administrator or business manager to receive a direct benefit from the school district's contract with a person or entity (public, private, for-profit, non-profit) if the following conditions are met:

1. That person provides a full written disclosure to the board. Written disclosure must include the following information.
 - a. all parties to the contract
 - b. the District Official's role in the contract
 - c. the purpose or objective of the contract
 - d. the consideration or benefit agreed to be conferred upon each party
 - e. the duration of the contract
2. To the extent that circumstances allow, disclosure must be given prior to entering into any contract that requires a waiver. If circumstances do not permit disclosure prior to entering into the contract, then the details must be disclosed within forty-five days after entering into it. If the contract extends into consecutive fiscal years, then disclosure shall also be made at the annual board meeting.
2. The board determines that the transaction and terms of the contract are fair and reasonable and not contrary to the public interest.

The public records laws (SDCL Ch. 1-27) apply to all requests for a waiver.

BOARD ACTION ON A REQUEST FOR WAIVER:

1. The Hamlin School District will have an agenda item at the beginning of each board meeting agenda when the board will address conflict of interest disclosures and requests for a waiver.
2. Disclosures and requests for a waiver submitted before the conflict of interest agenda item is acted on will receive action during the scheduled meeting.
3. Disclosures and requests received after the conflict of interest agenda item has been acted on will be deferred to the next scheduled meeting.
4. If the board believes the request form information is incomplete, the board must ask the person requesting the waiver for additional information. The board may receive the needed information from the requesting party at the board meeting when the waiver request is being addressed.

5. When considering a waiver request, the school should be able to determine the requesting party's relationship to the contract, the requesting party's relationship to the outside contracting party, whether the contract terms are reasonable and in the public interest, and any other factors the board believes will help establish the relevant facts and circumstances surrounding the contract (s) and the request for waiver.
6. At the meeting when the waiver request will be considered by the board, the District Official submitting the waiver request should be present and prepared to answer questions from the board.
7. The request and the Board's determination must be included in the minutes of the meeting.
8. If the authorization is granted, a written authorization shall be prepared following the meeting and signed by the President/Chair of the Board or other authorized Board Member, and filed with the Auditor General.

MISCELLANEOUS:

1. Knowingly violating the conflict of interest laws set forth in SDCL 3-23 is a criminal act. School District Officials who do so will be removed from office or employment and are disqualified from holding any public office, elective or appointive. Additionally, any contract made in violation of this policy may be voided by the Hamlin School Board of Education, and any benefits gained thereby are subject to forfeiture.
2. The school district attorney may answer general questions about the applicability of SDCL Ch. 3-23 or about the other laws that address conflicts of interest. However, the school district attorney represents the Hamlin School District and its board of education, not School District Officials in their individual capacities. School District Officials should consult with their private attorneys if they have specific questions as to how conflict of interest laws and this policy apply to their individual interests and contracts.

ADOPTED 8/14/17

CRIMINAL BACKGROUND PROCEDURE POLICY

- A. **Employee Criminal Background Check Policy:** 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/GDDB-E, together with fingerprint identification cards approved by the South Dakota Division of Criminal Investigation, and an envelope, 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, 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 for the amount required. The final applicant's completed application will be attached to the certification of the law enforcement agency when received.

Any person granted employment subject to this policy is employed on a temporary basis conditioned upon no disqualifying report being received from the criminal background investigation. Any disqualifying record will result in immediate termination of employment without further notice or hearing. A “disqualifying record” means any conviction of a crime of violence as defined in SDCL 22-1-2(9), a sex offense as defined in SDCL 22-22-30, or trafficking in narcotics. In addition, the Hamlin School District may consider the following items when making employment decisions on a case-by-case basis:

1. Conviction of any crime or moral turpitude as defined by SDCL 22-1-2(25) may constitute a disqualifying record as determined by the board on a case-by-case basis.
2. Any criminal conviction not disclosed by an applicant may be treated as a disqualifying record.
3. Any criminal conviction may be considered in making a hiring decision.

Health (.5 unit)	Health (.5 unit)	Health (.5 unit)	Health (.5 unit)
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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. The successful applicant shall be reimbursed the cost for the background check and for any fees charged by a law enforcement agency to complete the fingerprinting process in the event that no disqualifying record is identified.

Hamlin School District will retain background check records for the duration of employment. When employment ends following State and Federal Policy, the Hamlin School District will destroy such record within 30 days of employment ending.

Hamlin School District will share background check information less than 1 year old with other school districts only.

Any appeal of the District hiring decision must be made in writing to the District Superintendent within 7 days of notification. The Hamlin School District will not delay the employment hiring decision solely because the applicant seeks an appeal on his/her criminal history.

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.

Individuals completing their student teaching, internship, practicum or clinical under the supervision of a Hamlin School District employee are subjected to this policy as well. The cost of the background check will not be reimbursed by the Hamlin School District.

ADOPTED 9/11/17

II-Q. Graduation Requirements for Hamlin High School District Policy

Graduation Requirements and Endorsements
22 Total Credits Required for Graduation

High School Diploma	Advanced Endorsement	Advanced Career Endorsement	Advanced Honors Endorsement
English (4 units) <ul style="list-style-type: none"> • Writing (1 unit) • Speech (.5 unit) • Literature (.5 unit) • American Lit (.5 unit) 	English (4 units) <ul style="list-style-type: none"> • Writing (1 unit) • Speech (.5 unit) • Literature (.5 unit) • American Lit (.5 unit) 	English (4 units) <ul style="list-style-type: none"> • Writing (1 unit) • Speech (.5 unit) • Literature (.5 unit) • American Lit (.5 unit) 	English (4 units) <ul style="list-style-type: none"> • Writing (1.5 unit) • Speech (.5 unit) • Literature (1 unit) • American Lit (.5 unit)
Math (3 units) <ul style="list-style-type: none"> • Algebra I (1 unit) 	Math (3 units) <ul style="list-style-type: none"> • Algebra I (1 unit) • Geometry (1 unit) • Algebra II (1 unit) 	Math (3 units) <ul style="list-style-type: none"> • Algebra I (1 unit) 	Math (4 units) <ul style="list-style-type: none"> • Algebra I (1 unit) • Geometry (1 unit) • Algebra II (1 unit) • Advanced Math (1 unit)
Science (3 units) <ul style="list-style-type: none"> • Biology (1 unit) 	Science (3 units) <ul style="list-style-type: none"> • Biology (1 unit) • Lab Science (2 units) 	Science (3 units) <ul style="list-style-type: none"> • Biology (1 unit) 	Science (4 units) <ul style="list-style-type: none"> • Biology (1 unit) • Physical Science (1 unit) • Chemistry or Physics (1 unit)
Social Studies (3 units) <ul style="list-style-type: none"> • U.S. History (1 unit) • Government (.5 unit) 	Social Studies (3 units) <ul style="list-style-type: none"> • U.S. History (1 unit) • Government (.5 unit) 	Social Studies (3 units) <ul style="list-style-type: none"> • U.S. History (1 unit) • Government (.5 unit) 	Social Studies (3 units) <ul style="list-style-type: none"> • U.S. History (1 unit) • Government (.5 unit) • Geography (.5 unit) • World History (.5 unit)
CTE or World Language (1 unit) <ul style="list-style-type: none"> • 1 unit in any combination 	CTE or World Language (1 unit) <ul style="list-style-type: none"> • 1 unit in any combination 	CTE (2 units) <ul style="list-style-type: none"> • Any combination of the following: <ul style="list-style-type: none"> ○ CTE units in the same career cluster ○ Capstone Experience units 	CTE or World Language (2 units) <ul style="list-style-type: none"> • Any combination of the following: CTE, Modern or Classical Language <ul style="list-style-type: none"> ○ Language units must be in the same language
Personal Finance (.5 unit)	Personal Finance (.5 unit)	Personal Finance (.5 unit)	Personal Finance (.5 unit)
Fine Arts (1 unit)	Fine Arts (1 unit)	Fine Arts (1 unit)	Fine Arts (1 unit)
Physical Education (.5 unit)	Physical Education (.5 unit)	Physical Education (.5 unit)	Physical Education (.5 unit)
Health (.5 unit)	Health (.5 unit)	Health (.5 unit)	Health (.5 unit)

ADOPTED 5-10-2021