




## Huron School District #2-2

Policies and Regulations

Code:  
Section A  
Table of Contents / Index

### Section A Table of Contents / Index

<u>A1</u>	<u>Mission &amp; Vision Statements</u>
<u>A2</u>	<u>School District Philosophy/Belief Statements</u>
<u>A3</u>	<u>School District Goals and Objectives/Student Exit Outcomes</u>
<u>AA</u>	<u>School District Legal Status</u>
<u>ABA</u>	<u>Community and Parent Involvement in Decision Making</u>
<u>ABAA</u>	<u>District Wide Title I Parental Involvement Policy</u>
<u>ABAB</u>	<u>Parent Involvement</u>
<u>ABAC</u>	<u>Relations With Parents</u>
<u>ABB</u>	<u>Bullying/Harassment</u>
<u>ABB-F</u>	<u>Bullying/Harassment Formal Complaint Form</u>
<u>AC</u>	<u>Nondiscrimination in Federal Programs</u>
<u>AC-E(1)</u>	<u>Nondiscrimination in Federal Programs Complaint Report Form</u>
<u>AC-E(2)</u>	<u>Nondiscrimination in Federal Programs Appeal to Superintendent</u>
<u>AC-E(3)</u>	<u>Nondiscrimination in Federal Programs Appeal to the School Board</u>
<u>ACAA</u>	<u>Sexual Harassment</u>
<u>ACAA-E(1)</u>	<u>Sexual Harassment Complaint Report Form</u>
<u>ACAA-E(2)</u>	<u>Sexual Harassment Complaint Appeal to the Superintendent</u>
<u>ACAA-E(3)</u>	<u>Sexual Harassment Complaint Appeal to the School Board</u>
<u>ACB</u>	<u>Nondiscrimination on the Basis of Handicap/Disability</u>
<u>AD</u>	<u>Educational Philosophy</u>
<u>AE</u>	<u>Huron School District Wellness Policy</u>
<u>AGA</u>	<u>Contested Hearings</u>
<u>AH</u>	<u>Conflict of Interest Disclosure and Authorization</u>
<u>AH-E(1)</u>	<u>Conflict of Interest Disclosure</u>
<u>AH-E(2)</u>	<u>School Board Action on Conflict of Interest Disclosure of a Direct Benefit</u>

	<b>Huron School District #2-2</b>	Code:
	Policies and Regulations	A1 Mission & Vision Statements


### Mission & Vision Statements

Mission Statement

Lifelong learners will be inspired and developed through effective teaching in a safe and caring environment.

Vision Statement


RESPECT – PRIDE – EXCELLENCE FOR ALL

	<b>Huron School District #2-2</b>	Code: A2
	Policies and Regulations	School District Philosophy/Belief Statements

### School District Philosophy/Belief Statements

#### We Believe:


- 1) All children are capable of learning, achieving, and succeeding.
- 2) High expectations produce high achievers.
- 3) Our schools provide the opportunity and incentive to challenge each student to develop to the best of his/her ability.
- 4) Our greatest resource is people.
- 5) In the worth and dignity of the individual.
- 6) The primary responsibility of education begins in the home and is shared by the student, family, school, and community.
- 7) Our school system is accountable to our community.
- 8) That the acquisition of academic skills is the primary objective of our schools.
- 9) Our schools emphasize the development of technical and occupational skills.
- 10) Change is essential for growth and improvement.
- 11) In the ideals on which the Constitution is based and that educated and involved citizens are essential for a democratic society.
- 12) A quality school system enhances the quality of the community.
- 13) In the interrelationship of personal virtues, civic values, and ethical conduct.
- 14) Schools assist in the development of the whole child.

	<b>Huron School District #2-2</b>	Code: A3
	Policies and Regulations	School District Goals & Objectives/Student Exit Outcomes

### School District Goals and Objectives/Student Exit Outcomes

As a result of emphasis in our instructional program, students will demonstrate the knowledge and skills to:

- (1) **Link key concepts** in the areas of language arts, mathematics, science, and social studies.
- (2) **Use various technologies** to develop products of high standards which are intellectual, artistic, practical, physical, and original.
- (3) **Problem solve, including:**
  - Accessing, organizing, summarizing, interpreting, and producing information.
  - Making logical decisions.
  - Distinguishing fact from opinion.
  - Generating effective solutions to problems.
- (4) **Communicate, including:**
  - Reading, writing, listening, and speaking effectively for both general information and recreation.
  - Reading and interpreting technical information.
  - Understanding and developing non-verbal skills.
  - Recognizing that the arts are a form of human communication.
- (5) **Practice American citizenship, including:**
  - Understanding how government operates at the community, state, and national level.
  - Understanding a wide variety of community and world cultures in which different governments operate.
  - Promoting responsible care of the environment.
  - Developing an understanding of the benefits of the economic system of free enterprise.
- (6) **Be productive in the world of work, including:**
  - Following directions, practicing timeliness, and demonstrating initiative.
  - Developing responsibilities associated with the variety of roles required in the work place (i.e., team member, leader, facilitator, and independent worker).
  - Identifying appropriate strategies to achieve success in the workplace.
- (7) **Maintain physical, social, and emotional well-being, including:**
  - Understanding the importance of health and safety skills as related to self and others.
  - Understanding the importance of developing basic skills through physical activity.
  - Acquiring necessary skills for recreational/leisure activities.
  - Recognizing the value of participation in both cooperative and competitive activities.

	<b>Huron School District #2-2</b>	Code: AA
	Policies and Regulations	School District Legal Status

**School District Legal Status**


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

In South Dakota, the legislature is charged by the Constitution "to establish and maintain a general and uniform system of public schools" which is open to all children and free from sectarian control.

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

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

This school district constitutes a school corporation under the name of Huron School District, No. 2-2 of Beadle County, South Dakota.

	<b>Huron School District #2-2</b>	Code: ABA
	Policies and Regulations	Community and Parent Involvement in Decision Making

### Community and Parent Involvement in Decision Making

The Board recognizes the importance of community and parent 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, parents and the Board, an atmosphere of openness and honesty will prevail. The Board will encourage interested groups and representatives to express ideas, concerns and judgments about the schools to the school administration, to staff appointed advisory bodies and to the Board. It will be the Board's responsibility to provide the public and parents with accurate and complete information on the schools and the Board's activities.

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

#### CITIZENS' ADVISORY COMMITTEES

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

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

	<b>Huron School District #2-2</b>	Code: ABAA
	Policies and Regulations	District Wide Title I Parental Involvement Policy

### **District Wide Title I Parental Involvement Policy**

**NOTE:** In support of strengthening student academic achievement, each local educational agency (LEA or school district) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by Section 1116(a)(2) of the Elementary and Secondary Education Act (ESEA) (district-wide parental involvement policy). The policy establishes the


LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the State Educational Agency (SEA).

The Huron School District agrees to implement the following statutory requirements:

1. The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
2. Consistent with Section 1116, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1116(b) of the ESEA, and each include, as a component, a school-parent compact consistent with Section 1116(d) of the ESEA.
3. The Huron School District will take the following actions to involve parents in the joint development of its district-wide parental involvement plan under Section 1112 of the ESEA: Parent representatives will be invited on an annual basis to participate in the district's development of the consolidated plan that is submitted to the South Dakota Department of Education.
4. The Huron School District will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA: Each year parents will be invited to participate in meaningful discussions to review and provide input for suggestions they might have related to revisions/improvement to the district's parent involvement policy and their individual building level parent involvement policy as well as school-parent compacts.
5. The Huron School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Each year a district-wide Title I advisory meeting will be held for parents to participate in discussion related to district and building-level goals related for parental involvement activities to enhance academic achievement and school performance.

6. The Huron School District will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs:

	<b>Huron School District #2-2</b>	Code: ABAA
	Policies and Regulations	District Wide Title I Parental Involvement Policy

- a. Parents with children supported by Title I, Part A funds will be invited to participate in training provided by their child's individual Title I school, Head Start, Even Start, and Birth to Three to integrate strategies between and within each of these programs.
7. The Huron School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The district will use the finding of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary, (and with the involvement of parents) its parental involvement policies:
    - a. Each spring parents will be invited by school district/building-level personnel to participate in an advisory meeting to review the district parental involvement policy as well as their building level parent involvement policy and parent-teacher compacts. Input from the parents and other members of the community will then be used in revising/improving parental involvement throughout the district and individual buildings.
  8. The Huron School District will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below.
    - a. The Huron School District will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph—
      - the State's academic content standards,
      - the state's student academic achievement standards, the state and local academic assessments including alternate assessments,
      - the requirements of Part A,
      - how to monitor their child's progress, and
      - how to work with educators

Small group meetings and conferences will be held throughout the school year as well as home visits. Printed material will also be used as a vehicle to help parents better understand the state's content standards, state and local assessments, and how to monitor their own children's progress (c.g., Parent Portal) and suggestions on how to communicate with school personnel.

- b. The Huron School District will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:





## Huron School District #2-2

### Policies and Regulations

Code:  
ABAA  
District Wide Title I Parental  
Involvement Policy

The holding of parental involvement activities at least quarterly in the Title I buildings will provide parents with resources and training in how to improve their own children's achievement in the areas of literacy, math skills, use of technology, etc. The district will provide support to the building personnel in identifying resources (e.g., presenters, trainers, topics) to meet their individual building needs.

- c. The Huron School District will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:


All new teachers in the district will be provided with an initial training on how to communicate successfully with parents in a meaningful and helpful manner. Also, all staff members will be provided opportunities on an annual basis to update their skills in the same manner.

- d. The Huron School District will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

A district-wide Title I parent advisory meeting will be held each year to help facilitate the sharing of opportunities for future trainings and activities provided by the various resources (e.g., Head Start, Even Start, Birth to Three, Community Counseling Services, etc.) within the community, as well as, accessing Parent Connection and the parent resource center that is provided at the state level.

- e. The Huron School District will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Every effort will be made to provide information about school and community activities, meetings, etc. in understandable (e.g., first language translations) format minus "educationese." This will include interpreters for the deaf and hard-of-hearing, as well as second language needs.

	<b>Huron School District #2-2</b>	Code: ABAB
	Policies and Regulations	Parent Involvement

### Parent Involvement


The Board of Education 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 goals of the school district to educate all students effectively, the schools and parents must work as knowledge-able partners.

Although parents are diverse in culture, language, and needs, they share the school's commitment to the educational success of their children. School districts and schools, in collaboration with the parents, shall establish and develop programs and practices that enhance parent involvement and reflect the specific needs of students and families.

To this end, the Board will support the development, implementation and regular evaluation of a parent involvement program, which will involve parents at all grade levels in a variety of roles. The parent involvement program will be comprehensive and coordinated in nature and will include, but not be limited to, the following:

1. Support to parents as leaders and decision-makers in advisory roles.
2. Promotion of clear two-way communication between the school and the family as to school programs and children's progress.
3. Assistance to parents and/or guardians to develop parenting skills to foster positive relationships at home that support children's efforts and provide techniques designed to assist their children with learning at home.
4. Involvement of parents, with appropriate training, in instructional and support roles at the school.
5. Provision of access to and coordination of community and support services for children and families.

These forms of involvement are not mutually exclusive and require a coordinated school wide effort.

	<b>Huron School District #2-2</b>	Code: ABAC
	Policies and Regulations	Relations With Parents

### Relations With Parents

The Board believes that the education of children is a joint responsibility, one it shares with the parents of the school community. To insure that the best interests of the child are served in this process, a strong program of communication between home and school must be maintained.

The Board feels that it is the parents who have the ultimate responsibility for their children's in-school behavior, including the behavior of pupils who have reached the legal age of majority, but are still for all practical purposes, under parental authority. During school hours, the Board through its designated administrators acts in loco parentis or in place of the parents.

#### **SCHOOL DISTRICT RESPONSIBILITY**


The Board directs that the following activities be implemented to encourage parent-school cooperation:

1. Parent-teacher conferences to permit two-way communication between home and school;
2. Open houses in district schools to provide parents with the opportunity to see the school facilities, meet the faculty, and sample the program on a first-hand basis;
3. Each school in the district shall hold at least one open house per year;
4. Meetings of parents and staff members to explain and discuss matters of general interest with regard to child-school, child-home, or child-home-school relationships;
5. Meetings of staff members and groups of parents of those students having special abilities, disabilities, needs, or problems; and,
6. Special events of a cultural, ethnic, or topical nature, which are initiated by parent groups, involve the cooperative effort of students and parents, and are of general interest to the schools or community.


#### **PARENT/GUARDIAN RESONSIBILITY**

For the benefit of children, the Board believes that parents have a responsibility to encourage their career in school by:

1. Supporting the school in requiring that children observe all school rules and regulations, and by accepting their own responsibility for children's willful in-school behavior;
2. Sending children to school with proper attention to their health, personal cleanliness and dress;
3. Maintaining an active interest in the student's daily work and making it possible for the student to complete assigned homework through providing a quiet place and suitable conditions for study;

	<b>Huron School District #2-2</b>	Code: ABAC Relations With Parents
	Policies and Regulations	

4. Reading all communications from the school, and signing and returning them promptly when required;
5. Cooperating with the school in attending conferences set up for the exchange of information on the child's progress in school; and,
6. Participating in in-school activities and special functions.

	<b>Huron School District #2-2</b>	Code: ABB
	Policies and Regulations	Bullying/Harassment

## Bullying/Harassment

Harassment and bullying of students is against federal, state and local policy, and is not tolerated by the Huron Board of Education. In an effort to inform staff, students, and parents, copies of this policy will be available in the offices of the Superintendent, Director of Instruction, and Principal(s), and a link on the home page of the District website. The Board is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, the Board has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to deal with incidents of bullying and harassment. Bullying and harassment of students by students, school employees, and volunteers who have direct contact with students will not be tolerated in the school or school district. Pursuant to policy, the Huron School District does not condone or tolerate harassment or bullying and it is strictly prohibited. Bullying, harassment, hazing, or any other victimization of students or staff based on actual or perceived traits or characteristics of the student or staff including but not limited to: race, color, creed, sex, national origin, religion, age or disability by any student or employee of the Huron School District shall not be tolerated. This conduct will not be allowed at any Huron School District facility including but not limited to playgrounds, practice fields, parking lots, Huron Arena, Tiger Activities Center, or Tiger Stadium. Furthermore, such conduct will not be tolerated at any school sanctioned activity by anyone including guests or visitors of the Huron School District.

This policy shall apply to any persons on school property and also at any and all school sanctioned activities and events whether or not they occur on school property. This includes school vehicles or vehicles leased by the Huron School District or private vehicles that are on school property. This policy also applies to Huron School District students and employees not on school property or at a school event but in situations when the conduct directly affects the good order, efficient management and welfare of the school, school district or its students or staff or causes a substantial disruption to the educational process. Violations of this policy may be subject to disciplinary action up to and including expulsion of students or termination of employees. Volunteers, visitors, or guests of the Huron School District who are in violation of this policy may be prohibited from access to any Huron School District property. Incidents of bullying may be serious enough to involve the School Resource Officer (SRO) or other law enforcement from the initial complaint or may be brought in at any time during the investigation.

Harassment and bullying mean any electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following conditions:

- Places the student in reasonable fear of harm to the student's person or property;
- Has a substantially detrimental effect on the student's physical or mental health;
- Has the effect of substantially interfering with the student's academic performance; or
- Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

“Electronic” means any communication involving the transmission of information by wire, radio, optical cable, electromagnetic, or other similar means. “Electronic” includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, electronic text messaging, or similar technologies.



## Huron School District #2-2

### Policies and Regulations

Code:  
ABB  
Bullying/Harassment

Bullying or harassment has the purpose or effect of substantially or unreasonably interfering with a student's educational opportunities. This includes but is not limited to academic, co-curricular, extra-curricular and social activities. Harassment and bullying may include, but are not limited to, the following behaviors and circumstances:

- Verbal, nonverbal, physical or written harassment, bullying, hazing, or other victimization that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Repeated remarks of a demeaning nature that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Implied or explicit threats concerning one's grades, achievements, property, etc. that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Demeaning jokes, stories, or activities directed at the student that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Unreasonable interference with a student's performance or creation of an intimidating, offensive, or hostile learning environment; and/or
- Stalking, harassment and threatening/harassing contacts by telephone, texting, email and other communication devices.

Sexual harassment means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to the conduct is made either implicitly or explicitly a term or condition of the student's education or benefits;
- Submission to or rejection of the conduct by a school employee is used as the basis for academic decisions affecting that student; or
- The conduct has the purpose or effect of substantially interfering with the student's academic performance by creating an intimidating, hostile, or offensive education environment.

In situations between students and school officials, faculty, staff, or volunteers who have direct contact with students, bullying and harassment may also include the following behaviors:

- Requiring that a student submit to bullying or harassment by another student, either explicitly or implicitly, as a term or condition of the targeted student's education or participation in school programs or activities; and/or
- Requiring submission to or rejection of such conduct as a basis for decisions affecting the student.

Retaliation against a person because the person has filed a bullying or harassment complaint or assisted and/or participated in a harassment investigation or proceeding is prohibited. An individual who knowingly files a false harassment complaint and a person who gives false statements in an investigation shall be subject to discipline by appropriate measures, as shall a person who is found to have retaliated against another in violation of this policy. A student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. A school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. A school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds. Individuals who knowingly file a false complaint may be subject to appropriate disciplinary action.

The school or school district will promptly and reasonably investigate allegations of bullying or harassment. The building principal or assistant principal or designee will be responsible for handling all complaints by students alleging bullying or harassment.



## Huron School District #2-2

### Policies and Regulations

Code:  
ABB  
Bullying/Harassment

It is the responsibility of the superintendent, in conjunction with the investigator and principals, to develop procedures regarding this policy.

The superintendent is responsible for organizing training programs for students, school officials, faculty, staff, and volunteers who have direct contact with students. This training will take place no later than the first 20 school days of each school year. The training will include how to recognize bullying/harassment and what to do in case a student is bullied/harassed. It will also include proven effective bullying/harassment prevention strategies. The superintendent will develop a process for evaluating the effectiveness of the policy in reducing bullying/harassment. As part of this evaluation the superintendent will determine what additional training, if any, is necessary to improve effectiveness of the policy and procedures. The superintendent shall annually report to the Board on the implementation of this policy and its effectiveness in reducing bullying and harassment. The superintendent will make recommendations to modify this policy and/or its accompanying procedures to ensure they are effective.


All documentation associated with a complaint shall be maintained by the building principal for a period of three years. The superintendent is responsible for monitoring the written records to ensure the policies and procedures are being followed. The superintendent can be contacted at 150 5<sup>th</sup> Street SW, Huron, SD 57350 or by calling 605-353-6990.

The Board will annually publish this policy. The policy may be publicized by the following means:

- Inclusion in the student handbook,
- Inclusion in the employee handbook
- Inclusion in the registration materials
- Inclusion on the school or school district's web site and a copy shall be made to any person at the central administrative office at 150 5<sup>th</sup> St. SW, Huron, SD 57350.

Students who feel that they have been bullied/harassed should:

- Communicate to the bully/harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual wants assistance communicating with the bully/harasser, the individual should ask a teacher, counselor, bus driver or principal to help.
- If the bullying/harassment does not stop, or the individual does not feel comfortable confronting the harasser, the individual should:
  - tell a teacher, counselor, bus driver or principal; and
  - write down (or narrate to parent or school official) exactly what happened, keep a copy and give another copy to the teacher, counselor or principal including:
    - what, when and where it happened;
    - who was involved;
    - exactly what was said or what the bully/harasser did;
    - witnesses to the bullying/harassment;
    - what the student said or did, either at the time or later;
    - how the student felt; and
    - how the bully/harasser responded.

	<b>Huron School District #2-2</b>	Code: ABB
	Policies and Regulations	Bullying/Harassment

- teachers or counselors receiving a report, or who witness bullying or harassment, must report the incident to the building principal by the end of the school day in which the event occurred, but in no case later than the morning of the next school day.

All staff that receive a report of bullying/harassment or view bullying/ harassment behavior must fill out the bullying incident form and submit it to the school principal within one school day from the incident. While it is strongly encouraged that students complete a bullying/harassment report, the filing of a report is not mandatory. Staff are still required to complete the incident report form if a student or another staff member or parent or other interested party comes to them to report that they or someone they know was bullied or harassed. The principal may conduct an investigation of the incomplete report.

### **FORMAL COMPLAINT PROCEDURE**

An individual who believes that he/she has been harassed or bullied will notify the principal or assistant principal in his/her building who is the designated investigator. The alternate investigator is the school counselor assigned to a student's attendance center. The investigator may request that the individual complete the /Bullying/Harassment Formal Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. The complainant shall be given a copy of the completed complaint form. Information received during the investigation is kept confidential to the extent possible. When possible, the principal should utilize the school counselor as a "third party recorder" providing an independent document for reference to the investigation, interviews, and resolution meetings.

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

### **INVESTIGATION PROCEDURE**

The investigator will reasonably and promptly commence the investigation upon receipt of the complaint. The investigation should begin within two school days, or within two work days during school recesses. Extenuating circumstances causing the delay of an investigation must be submitted to the superintendent for approval. The length of the investigation is governed by the facts and complexity of each individual case but should be completed within 30 days of the complaint. The superintendent may approve an extension in special circumstances. The investigator will interview the complainant and the alleged harasser. The alleged bully/harasser may file a written statement in response to the complaint. The investigator may also interview witnesses as deemed appropriate.


Upon completion of the investigation, the investigator will make written findings and conclusions as to each allegation of bullying/harassment and produce written findings and conclusions. An alternate investigator will provide a copy of the written findings of the investigation to the principal.

### **RESOLUTION OF THE COMPLAINT**

Following the completion of his/her own investigation or upon receipt of an alternate investigator's report, the principal may investigate further, if deemed necessary, and make a determination of any appropriate additional steps, which may include discipline. If during the course of completing the report, it is determined that the report is a false report, the completed form will still be provided to the principal who may take disciplinary action for filing a false report. Filing of false reports may be considered by the principal when determining if bullying or harassment has occurred.

A key to resolution is the determination of a pattern of misbehavior by one student or a specific group of students. Accurate recording in the student data system will allow principals to discover documented



	<b>Huron School District #2-2</b>	Code: ABB
	Policies and Regulations	Bullying/Harassment

patterns of misbehavior, which are relevant to resolution of the complaint. This information is confidential to the principal in compliance with Family Educational Rights and Privacy Act (FERPA).

The principal will file a written report closing the case and documenting any disciplinary action taken or any other action taken in response to the complaint. The remedial actions taken by the principal, including disciplinary action where appropriate should be designed to prevent further bullying/harassment. Parents of both the victim(s) and any perpetrator(s) will be informed of the results of the investigation and the principal's findings. The alleged victim or his/her parents may not know the disciplinary action imposed nor may the alleged perpetrator or his/her parents know any of the personally identifiable information such as victim, witnesses, or specifics of the alleged incident beyond the disciplinary action imposed. If parents object to the decision of the principal they may file a grievance as set out in Huron School District, School Board policy (CP-1). The principal, or designee, will monitor the effectiveness of the remedial actions taken by contacting the complainant at least twice during the month following the investigation resolution. These contacts should be included in the documentation. If further remedial actions are necessary, the case shall remain open with ongoing monitoring and documentation. The complainant, the alleged harasser and the investigator will receive notice as to the conclusion of the investigation. The principal will maintain a log of all complaints, findings, and actions taken, and will maintain all documentation related to a complaint investigation for three years.

#### **POINTS TO REMEMBER IN THE INVESTIGATION**

- Evidence uncovered in the investigation is confidential.
- Complaints must be taken seriously and promptly investigated.
- No retaliation will be taken against complainant/individuals involved in the investigation process.
- Retaliators will be disciplined up to and including suspension and expulsion.

#### **CONFLICTS**

If the investigator is a witness to the incident, the principal may assign the alternate investigator to the incident.

#### **MONITORING EFFECTIVENESS**

The superintendent is responsible to monitor the effectiveness of the bullying/harassment prevention efforts and the timely reporting to the Board of Education. The principal will annually report to the superintendent the number and type of complaints investigated under this policy and the results, including disciplinary actions taken and the effectiveness of those actions, including follow-up contacts. The documentation supplied by the building principals will be reviewed by central administration to coordinate data district-wide and formulate a comprehensive report. The report will include the number and type of complaints filed under this policy with comparative data from previous years as it becomes available. The report may also include district-wide or individual building survey results related to bullying and harassment.

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



**Huron School District #2-2**

Policies and Regulations

Code:  
ABB-F  
Bullying/Harassment Formal  
Complaint Form

**Bullying/Harassment Formal Complaint Form**

Name of Complainant: \_\_\_\_\_

SDCL 13-32-16 (3), requires that our procedure for reporting an act of bullying include a provision that permits a person to anonymously report such an act, but advises that formal disciplinary action may not be based solely on an anonymous report.

Date of Complaint: \_\_\_\_\_

Name of Alleged Harasser or Bully: \_\_\_\_\_

Date and Place of Incident or Incidents: \_\_\_\_\_

Description of Misconduct: \_\_\_\_\_

Name of Witnesses (if any): \_\_\_\_\_


Evidence of Harassment or Bullying, i.e., letters, photos, etc. (Attach evidence if possible):

Any Other Information: \_\_\_\_\_

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature \_\_\_\_\_

Date \_\_\_\_\_

	<b>Huron School District #2-2</b>	Code: AC
	Policies and Regulations	Nondiscrimination in Federal Programs

### **Nondiscrimination in Federal Programs**

The District will not violate any of the provisions of applicable federal programs, statutes or regulations, including but not limited to Title IX, ESEA/Title I, Rehabilitation Act Section 504, Title II (Americans with Disabilities Act), ESSA, and McKinney-Vento Act (homeless children). The District will not discriminate in any of its policies and programs on the basis of age, race, color, creed, national origin, ancestry, religion, sex or disability.

The District will provide the following:

1. an adequate, reliable, and impartial investigation of complaints, including the opportunity for the complainant and alleged perpetrator to present witnesses and provide evidence;
2. evaluation of all relevant information and documentation relating to a complaint of discrimination;
3. specific, reasonably prompt time frames at each stage of the grievance process;
4. written notice to all parties within a specified timeframe of the outcome or disposition of the grievance at each stage of the process;
5. an opportunity to appeal the findings or remedy, or both;
6. an assurance that the District will take steps to prevent recurrence of any discrimination and correct discriminatory effects on others; and
7. language in the policies and grievance procedures indicating that any attempts to informally or voluntarily resolve the complaint or grievance should not delay the commencement of the District's investigation.


In compliance with applicable federal laws and regulations, the Board has appointed the Superintendent as the District's Compliance Officer to coordinate program compliance with federal programs. The Superintendent can be reached at:

Terry D. Nebelsick EdS.  
 Superintendent - Huron School District  
 150 5th St SW, Huron, SD 57350  
 W - 605-353-6990 C-605-354-0050

A complaint may also be filed with the United States Office for Civil Rights, U.S. Department of Education at: 1010 Walnut Street, Suite 320, Kansas City, Missouri 64106; Telephone: (816) 268-0550; Facsimile: (816)268-0599; Telecommunication Device for the Deaf: (877) 521.2172; E-mail: OCR.KansasCity@ed.gov.

### **COMPLAINT PROCEDURE**

The Board has adopted a specific procedure to ensure that parental/student/ public complaints related to the provisions of applicable federal programs, statutes or regulations, including claims of retaliation. The Board will not discriminate, in any of its policies and programs, on the basis of age, race, color, creed, national origin, ancestry, religion, sex or disability.

	<b>Huron School District #2-2</b>	Code: AC
	Policies and Regulations	Nondiscrimination in Federal Programs

The purpose of this complaint procedure is to outline a procedure for addressing parental/student/public complaints about federal program compliance and/or discrimination. Complaints against school employees and complaints related to sexual harassment, bullying, and instructional and library materials are addressed through other School District policies and not through this policy.

For the purposes of this policy, a “complaint” is a perceived or alleged violation of federal programs, statutes or regulations (e.g., Title IX, ESEA/Title I, Rehabilitation Act Section 504, Title II (Americans with Disabilities Act), ESSA, McKinney-Vento Act (homeless children), etc.) and/or discrimination in a policy and/or program on the basis of age, race, color, creed, national origin, ancestry, religion, sex or disability.


To protect the confidentiality of all concerned, it is imperative that any school employee in receipt of a complaint treat the complaint as confidential and that the complaint not be reproduced in any form, nor disclosed or discussed with any person other than those identified as proper recipients of the complaint (i.e., the principal, superintendent, school board).

When a federal program compliance complaint or discrimination/harassment complaint based on race, color, national origin, age or sex (excluding sexual harassment complaints) is brought directly to an individual board member or the entire Board, the board member or entire Board may listen to the person’s complaint but shall take no action unless there has been compliance with this Policy. The person bringing the complaint will be directed to the procedure as set forth below. The following procedure is designed to ensure the proper balance in protecting the rights of the person(s) bringing the complaint and the rights of the employee against whom the complaint is made. It is only when the person having the complaint and the employee involved cannot resolve the problem, and the complaint cannot be resolved at the administrative level, will the Board and board members become involved.

Should it be determined that discrimination or harassment occurred based on race, color, national origin, age or sex, the District will take steps to prevent recurrence of any discrimination or harassment and to correct its discriminatory effects on others, if appropriate.

### **STEP 1: Initial Complaint**

- A. The person having the complaint related to federal program compliance or discrimination/harassment complaint based on race, color, national origin, age or sex (excluding sexual harassment complaints), the person must initiate the complaint procedure in one of the following ways:
  - meet and discuss the concern with the Employee involved; OR
  - meet and discuss the concern with the Employee’s Principal.
1. If the Complainant met with the Employee and the complaint was not resolved, the Complainant must meet and discuss the complaint with the Employee’s Principal within ten (10) calendar days of the meeting with the Employee. The Principal shall complete a Complaint Form, Exhibit AC-E (1). The Complainant shall sign and date the Complaint Form verifying the accuracy of its content.
2. If the Complainant initiates the complaint by meeting with the Principal, the Principal shall complete a Complaint Form, Exhibit AC-E (1). The Complainant shall sign and date the Complaint Form verifying the accuracy of its contents.

	<b>Huron School District #2-2</b>	Code: AC
	Policies and Regulations	Nondiscrimination in Federal Programs

- B. Upon the Complaint Form being signed and dated by the Complainant, the Principal shall give a copy of the complaint to the District's Compliance Officer (Superintendent). The Principal shall also give a copy of the complaint to the Employee and schedule an informal meeting with only the Complainant, Employee and Principal present. At the meeting, the Principal shall attempt to facilitate discussion between the Complainant and Employee by seeking clarification of the issue(s) and seeking a resolution to the complaint. However, attempts to informally or voluntarily resolve the complaint should not delay the commencement of the District's investigation. Should a resolution be obtained, the resolution shall be noted on the Complaint Form. Should a resolution not be obtained, the Complainant and/or the Employee may request a decision by the Principal on the merits of the complaint by making the request on the Complaint Form.
- C. If the Principal is asked to make a decision on the merits of the complaint, the Principal has the authority to investigate the complaint beyond the information received from the Complainant and Employee during the meeting with the Complainant, Employee and Principal. During the Principal's investigation the complainant and alleged perpetrator shall both have the opportunity, at separate times, to present witnesses and provide evidence to the Principal. The Principal shall evaluate all relevant information and documentation related to the complaint of discrimination or harassment and shall render a decision in writing within fourteen (14) calendar days of the request for a decision on the merits of the complaint. The time frame for rendering a decision by the Principal may be extended by the Principal for good cause and upon written notification to the Complainant and Employee. The notification shall identify the reason for the extension and the date on or before which the decision shall be rendered. The Complainant and the Employee shall receive written notification of the Principal's determination/resolution.
- D. The Principal's decision may be appealed by the Complainant or Employee to the Superintendent within (10) ten calendar days of receipt of the Principal's written decision pursuant to Step 2. If the Principal does not render a written decision within the required time frame (14 days unless extended) the Complainant or Employee may appeal to the Superintendent pursuant to Step 2.

Should the complaint be against a Principal, the Superintendent shall address the complaint through the procedure set forth in Step 1. An appeal by the Complainant pursuant to Step 1D may be filed with the School Board pursuant to Step 3.

Should the complaint be against the Superintendent (or the Principal who also is the Superintendent) the Complaint Form, Exhibit AC-E(1), shall be given to the Business Manager. The Business Manager shall give the Complaint Form to the School Board President or Chairperson. At the next School Board meeting, the School Board will designate a person who is not an Employee of the District to address the complaint through the procedure set forth in Step 1. An appeal by the Complainant pursuant to Step 1D may be filed with the School Board pursuant to Step 3.

### **STEP 2: Appeal to the Superintendent**

The following procedure shall be used to address an appeal of the Principal's decision made in Step 1, or if the Principal failed to render a decision in the required time frame:



## Huron School District #2-2

### Policies and Regulations

Code:  
AC  
Nondiscrimination in Federal  
Programs

- A. The appeal shall be in writing using Exhibit AC-E(2). The appealing party must attach the complaint and the Principal's written decision, if a decision was rendered.
- B. Upon receipt of an appeal, the Superintendent will provide a copy of the appeal to the other party. Within five (5) calendar days, the other party may submit a written response to the appeal. The Superintendent shall provide a copy of the response to the appealing party.
- C. In the Superintendent's sole discretion, the Superintendent may (a) meet and discuss the matter with the Complainant and Employee, (b) meet and discuss the matter with the Complainant, Employee and Principal, or (c) meet and discuss the matter with the Principal.
- D. Within fourteen (14) calendar days from the date the appeal was filed with the Superintendent, the Superintendent shall render a decision in writing. The time frame for rendering a decision by the Superintendent may be extended by the Superintendent for good cause and upon written notification to the Complainant and Employee; the notification shall identify the reason for the extension and the date on or before which the decision shall be rendered. The Complainant, Employee and Principal shall receive copies of the decision. The Superintendent may uphold, reverse or modify the Principal's decision. The Superintendent may also refer the matter back to the Principal for further investigation. The Principal may uphold, modify or reverse his or her initial decision. After a matter has been referred back to the Principal, and the Principal rendered a second decision, that decision may also be appealed to the Superintendent.
- E. The Superintendent's decision may be appealed by the Complainant to the School Board within (10) ten calendar days of receipt of the Superintendent's written decision pursuant to Step 3. If the Superintendent does not render a written decision within the required time frame (14 calendar days unless extended) the Complainant may appeal to the School Board pursuant to Step 3.
- F. If the Employee believes the Superintendent's decision constitutes a violation, misinterpretation or inequitable application of School Board policy or collective bargaining agreement applicable to the Employee, the Employee may file a grievance pursuant to the applicable grievance policy. A grievance filed pursuant to this provision shall be initiated at the Superintendent level.

### **STEP 3: Complainant's Appeal to the School Board**

The following procedure shall be used to address an appeal of the Superintendent's decision made in Step 2, or if the Superintendent failed to render a decision in the required time frame:

- A. An appeal to the School Board shall be in writing using Exhibit AC-E(3). The Complainant must attach the complaint, the Principal's written decision if a decision was rendered, the appeal to the Superintendent, the response to the appeal if any, and the Superintendent's decision if one was rendered.
- B. The appeal must be filed with the President/Chairperson of the School Board or Business Manager within ten (10) calendar days of Complainant's receipt of the Superintendent's written decision, or within ten (10) days of the deadline for the Superintendent's written decision, whichever comes first.
- C. Upon receipt by the Board President/Chairperson of an appeal by the Complainant, a copy of the appeal shall be given to the Employee involved.
- D. Upon receipt of an appeal to the School Board, the School Board shall schedule a date, time and location for the appeal hearing.
- E. The following procedure shall be applicable at the appeal hearing before the School Board:
  1. The School Board shall appoint a school board member or a person who is not an employee of the school district as the Hearing Officer.



## Huron School District #2-2

### Policies and Regulations

Code:

AC

Nondiscrimination in Federal Programs

2. Within thirty (30) calendar days of an appeal being filed with the School Board, the School Board shall conduct a hearing in executive session.
3. The Complainant, Employee and Superintendent each have the right to be represented at the hearing.
4. The School Board shall make a verbatim record of the hearing by means of an electronic device or a court reporter. This record and any exhibits must be sealed and must remain with the Hearing Officer until the appeal process has been completed.
5. The issue on appeal is whether the Superintendent's decision should be upheld, reversed or modified by the School Board; in the absence of a decision by the Superintendent, the School Board will make a decision on the merits of the complaint.
6. All parties shall be given the opportunity to make an opening statement, with the Complainant being given the first opportunity, followed by the Employee and then the Superintendent.
7. The Complainant shall present his or her case first, and the Employee shall then present his or her case. Both parties shall have the opportunity to ask questions of the other's witnesses. The Hearing Officer and school board members may ask questions of any witness.
8. After the Complainant and the Employee have presented their respective cases, the Superintendent shall then present the basis of his/her decision which led to the appeal, if a decision was rendered. The Complainant and Employee shall have the opportunity to ask the Superintendent questions. The Hearing Officer and board members may also ask questions of the Superintendent.
9. Unless a witness is a party to the appeal, witnesses may be present only when testifying unless the Hearing Officer rules otherwise. All witnesses must take an oath or affirmation administered by the School Board President/ Chairperson, Hearing Officer or other person authorized by law to take oaths and affirmations.
10. The Hearing Officer shall admit all relevant evidence. The Hearing Officer may limit unproductive or repetitious evidence. The strict rules of evidence do not apply. *Moran v. Rapid City Area School Dist.*, 281 N.W.2d 595. 602 (S.D. 1979) ("This [school board hearing related to teacher contract nonrenewal] does not mandate nor necessitate the use of strict evidentiary rules.").
11. Both parties shall be given the opportunity to make a closing statement, with the Complainant having the first opportunity, followed by the Employee, and then the Superintendent. The Complainant shall be given the opportunity for a brief rebuttal.
12. After the evidentiary hearing, the School Board shall continue to meet in executive session for deliberations. No one other than the Hearing Officer may meet with the Board during deliberations. During deliberations, the Board may seek advice from an attorney who did not represent any of the parties in the hearing. Consultation with any other person during deliberation may occur only if a representative of the Complainant, Employee and Superintendent are present. The Board may, in its sole discretion, continue the proceedings and make a final decision on the appeal at a later date.
13. Within twenty (20) calendar days of the hearing, the School Board shall render its decision and issue its written Findings of Fact, Conclusions of Law and Decision. The time frame for rendering a decision may be extended by the Board President for good cause and upon written notification to the Complainant, Employee and Superintendent. The notification shall identify the reason for the extension and the date on or before which the decision shall be rendered.
14. The decision of the School Board must be based solely on the evidence presented at the hearing and must be formalized by a motion made in open meeting. The Board will reconvene in open session. The Board may uphold, reverse, or modify the Superintendent's decision, or render a decision on the merits of the complaint in the absence of a Superintendent's decision. Findings of Fact, Conclusions of Law and Decision, consistent with the Board motion, shall be in writing and approved by the Board. The Complainant, Employee, Principal and Superintendent will receive copies after the Findings of Fact, Conclusions of Law and Decision are approved by the School Board.

	<b>Huron School District #2-2</b>	Code: AC
	Policies and Regulations	Nondiscrimination in Federal Programs

15. If the Complainant is dissatisfied with the School Board's decision, the Complainant may appeal the decision by filing an appeal to the circuit court pursuant to SDCL Ch. 13-46.





**Huron School District #2-2**

Policies and Regulations

Code:  
AC-E(1)  
Nondiscrimination in Federal  
Programs Complaint Report  
Form

**Nondiscrimination in Federal Programs Complaint Report Form**

Date Form Completed: \_\_\_\_\_

Form Completed by: \_\_\_\_\_

Person Filing the Complaint (Complainant): \_\_\_\_\_

Address/Phone # of the Complainant: \_\_\_\_\_

Employee Involved: \_\_\_\_\_

Nature of Complaint: The person making the complaint shall with specificity identify the basis of the complaint ( what, when, where, witnesses, and any other pertinent information):

\_\_\_\_\_

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(Use additional sheets if necessary).

Was a meeting held between the person having the complaint and the employee?

Yes \_\_\_\_\_ No \_\_\_\_\_

If a meeting was held, when was it held, what happened at the meeting and what was the outcome of the meeting: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Huron School District #2-2**

Policies and Regulations

Code:  
AC-E(1)  
Nondiscrimination in Federal  
Programs Complaint Report  
Form

If a meeting was not held, explain why not: \_\_\_\_\_

Resolution requested/sought by complainant: \_\_\_\_\_

\_\_\_\_\_ Date

\_\_\_\_\_ Complainant

\_\_\_\_\_ Date

\_\_\_\_\_ School Official Completing the Report Form

Step 1 - Mutually agreeable resolution was reached:

Yes \_\_\_\_\_ No \_\_\_\_\_

If resolution, manner in which the complaint was resolved:

Complainant (initial/date) \_\_\_\_\_ Employee (initial/date) \_\_\_\_\_

If no mutually agreed upon resolution was reached, I request a decision by the Principal on the merits of the complaint:

Yes \_\_\_\_\_ No \_\_\_\_\_ Complainant (initial \_\_\_\_\_) Date \_\_\_\_\_


Yes \_\_\_\_\_ No \_\_\_\_\_ Employee (initial \_\_\_\_\_) Date \_\_\_\_\_

\_\_\_\_\_ Date

\_\_\_\_\_ School Employee Completing the Sexual Harassment Report Form

\_\_\_\_\_ Date

\_\_\_\_\_ Person Reporting the Sexual Harassment

	<b>Huron School District #2-2</b>	Code: AC-E(2)
	Policies and Regulations	Nondiscrimination in Federal Programs Appeal to the Superintendent

**Nondiscrimination in Federal Programs Appeal to the Superintendent**

I/We Appeal the Principal’s Step 1 decision for the following reason(s): [With specificity, Complainant should state how or why the Complainant believes the Principal’s decision is wrong]:

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ATTACH A COPY OF THE SEXUAL HARASSMENT REPORT AND THE PRINCIPAL’S DECISION.

\_\_\_\_\_  
Date    Complainant

\_\_\_\_\_  
Date Received    Superintendent

	<b>Huron School District #2-2</b>	Code: AC-E(3) Nondiscrimination in Federal Programs Appeal to the School Board
	Policies and Regulations	

**Nondiscrimination in Federal Programs Appeal to the School Board**

I/We Appeal the Superintendent’s step 2 decision for the following reason(s): [With specificity, Complainant should state how or why the Complainant believes the Superintendent’s decision is wrong]:

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ATTACH A COPY OF THE COMPLAINT, PRINCIPAL’S DECISION, APPEAL TO THE SUPERINTENDENT, EMPLOYEE’S STEP 2 WRITTEN RESPONSE(S) IF ANY, AND THE SUPERINTENDENT’S DECISION.

\_\_\_\_\_  
Date Complainant

\_\_\_\_\_  
Date Received Board President/Chairperson – Business Manager



## Huron School District #2-2

### Policies and Regulations

Code:  
ACAA  
Sexual Harassment

## Sexual Harassment

### I. Policy Statement

The District does not discriminate on the basis of sex in any education program or activity that it operates, including admission and employment. The District is required by Title IX of the Education Amendments of 1972 and the regulations promulgated through the U.S. Department of Education not to discriminate in such a manner. Inquiries about the application of Title IX to the District may be referred to the District's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both. (34 CFR § 106(b)(1))

The District is committed to a school environment which is free from sexual harassment and conducive to all students' educational opportunities. Sexual harassment can inhibit a student's educational opportunities and an employee's work. Sexual harassment of students attending school in the District or students from other schools who are at a District activity, and sexual harassment of school employees, school volunteers, parents, guests, visitors and vendors of the District shall also not be tolerated and is strictly prohibited.

All students, school employees, school volunteers, parents, guests, visitors and vendors shall conduct themselves in a civil and responsible manner and in a manner consistent with school policies. This policy prohibiting sexual harassment shall apply to all students, school employees, school volunteers, parents, guests, visitors and vendors while on school property, while attending or participating in school activities, on school-owned property or on non-school property, while in any school-owned or leased vehicle, while at a school bus stop, or when in a private vehicle located on school property during school or during school activities.


Federal law (34 CFR § 106.30) defines "sexual harassment" as conduct on the basis of sex that satisfies one or more of the following: (34 CFR § 106.30)

1. An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Any person may report sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator. (34 CFR § 106.8(a))

Any student who believes that he or she has been or is being subjected to sexual harassment or has reason to suspect another person has been or is being subjected to sexual harassment may also report it to a teacher, guidance counselor, or school administrator. The report may be made verbally or in writing.

The District's response shall treat complainants and respondents equitably by offering supportive measures to a complainant, and by following a grievance process that complies with Title IX requirements before the imposition

	<b>Huron School District #2-2</b>	Code: ACAA
	Policies and Regulations	Sexual Harassment

of any disciplinary sanctions or other actions that are not supportive measures against a respondent. *(34 CFR § 106.44(a))*

## II. Designation of Title IX Coordinator

The Board has designated the following District employee to coordinate its efforts to comply with its responsibilities as set forth in 34 CFR Part 106, who shall be referred to as the “Title IX Coordinator.” *(34 CFR § 106.8(a))*

Name or Title: \_\_\_\_\_  
Office Address: \_\_\_\_\_  
Email Address: \_\_\_\_\_  
Telephone Number: \_\_\_\_\_

The District shall notify applicants for employment, students, parents or legal guardians of elementary and secondary school students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the District, of the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator. *(34 CFR § 106.8(a))*

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. *(34 CFR § 106.30(a))*

## III. Dissemination of Policy

The District shall notify persons entitled to the notification under Section I. above that the District does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX and this policy not to discriminate in such a manner. Such notification must state that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX to the District may be referred to the District’s Title IX Coordinator, to the U.S. Assistant Secretary of Education, or both.

The District shall prominently display the contact information required to be listed for the Title IX Coordinator on its website, and in each handbook or catalog that it makes available to persons entitled to a notification pursuant to Section I. above. *(34 CFR § 106.8(b))*

## IV. Adoption of Grievance Procedures

The District has adopted and published grievance procedures (ACAA-R(1), Sexual Harassment – Regulations) that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX and this policy. The District shall provide to persons entitled to a notification under Section I above notice of the District’s grievance procedures and grievance process, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the District will respond. *(34 CFR § 106.8(c))*

## V. Definitions *(34 CFR § 106.30(a), except when otherwise indicated)*

- a. “Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to the District’s Title IX Coordinator or any official of the District who has authority to institute corrective measures on behalf of the District, or to any employee of an elementary and secondary school. Imputation of knowledge based




## Huron School District #2-2

### Policies and Regulations

Code:  
ACAA  
Sexual Harassment

solely on vicarious liability (when a person has a particular legal relationship to the person who acted negligently) or constructive notice (deeming notice of something to a person having been given, even though actual notice did not exist) is insufficient to constitute actual knowledge. This standard is not met when the only official of the recipient with actual knowledge is the respondent. The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the District.

- b. “Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- c. “Dating violence” means violence committed by a person:
  - 1. who is or has been in a social relationship of a romantic or intimate nature with the victim; and
  - 2. where the existence of such a relationship shall be determined based on a consideration of the following factors:
    - i. the length of the relationship.
    - ii. the type of relationship.
    - iii. the frequency of interaction between the persons involved in the relationship. (*34 U.S.C. 12291(a)(10)*)
- d. “Decision-maker” means the school administrator who has primary responsibility and authority related to students, staff and attendance center where the alleged sexual harassment occurred, unless otherwise designated by the Board, and who has the authority to make a determination on the complaint as to responsibility of the respondent. (*ASBSD sample definition*)
- e. “Domestic violence” includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction. (*34 U.S.C. 12291(a)(8)*)
- f. “Education program or activity” includes locations, events, or circumstances over which the District exercised substantial control over both the respondent and the context in which the sexual harassment occurs. (*34 CFR § 106.44(a)*)
- g. “Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the District investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the District. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator, and by any additional method designated by

	<b>Huron School District #2-2</b>	Code: ACAA
	Policies and Regulations	Sexual Harassment

the District.


- h. “Document filed by a complainant” means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the District) that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Should the Title IX Coordinator sign the formal complaint, the Title IX Coordinator is not a complainant or otherwise a party, and the Title IX Coordinator must comply with the Title IX requirements.
- i. “Notice” includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator.
- j. “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
- k. “Sexual assault” means any nonconsensual sexual act proscribed by Federal, Tribal, or State law, including when the victim lacks capacity to consent. *(20 U.S.C. 1092(f)(6)(A)(v))*
- l. “Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
  1. fear for his or her safety or the safety of others; or
  2. suffer substantial emotional distress. *(34 U.S.C. 12291(a)(30))*
- m. “Supportive measures” means nondisciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the District’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, escorting the complainant while on District property or while a District off-campus activity, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

#### **VI. District’s Response to Sexual Harassment *(34 CFR § 106.44)***

- A. General response to sexual harassment. Regardless of whether or not a formal complaint is filed, should the District have actual knowledge of sexual harassment in a District educational program or activity against another person in the United States, the District shall respond promptly in a manner that is not deliberately indifferent (i.e., if the District’s response to sexual harassment is clearly unreasonable in light of the known circumstances).

The Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant




	<b>Huron School District #2-2</b>	Code: ACAA
	Policies and Regulations	Sexual Harassment

of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

- B. Response to a formal complaint. In response to a formal complaint, the District shall follow the grievance process as set forth in ACAAR(1), Sexual Harassment – Regulations.
- C. Time frames. The timeframes set forth in the regulations shall be considered as a maximum length of time within which the related step is to be completed, however, the time frames may be extended for good cause upon written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause includes, but is not limited to, utilization of the informal resolution process, availability of an investigator if not a school employee, complexity of the investigation, absence of a party, a party's advisor, a witness, or decision-maker (including a person necessary for addressing an appeal), concurrent law enforcement activity, or the need for language assistance or accommodation of disabilities.
- D. Emergency removal. Nothing in Title IX regulations or this policy prohibits the District from removing a respondent from the District's education program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal, however, nothing in Title IX regulations or this policy may be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act. Additionally, nothing in the Title IX regulations or this policy prohibits the District from placing an employee respondent on administrative leave during the pendency of a grievance process, however, nothing in Title IX regulations or this policy may be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

**VII. Informal Resolution (34 CFR § 106.45(b)(9))**

- A. The District may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this policy.
- B. The District may not require the parties to participate in an informal resolution process under this policy and may not offer an informal resolution process unless a formal complaint is filed.
- C. At any time prior to reaching a determination regarding responsibility the District may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the District:
  - 1. provides to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process


	<b>Huron School District #2-2</b>	Code: ACAA
	Policies and Regulations	Sexual Harassment

and resume the grievance process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;


2. obtains the parties' voluntary, written consent to the informal resolution process; and
3. does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

#### **VIII. District's Grievance Process for Formal Complaints of Sexual Harassment** *(34 CFR § 106.45(b))*

- A. For the purpose of addressing formal complaints of sexual harassment, the District's grievance procedure as set forth in ACAA-R(1), Sexual Harassment – Regulations, shall be followed. There must be compliance with the requirements of this section, and any provisions, rules, or practices other than those required by this section that the District adopts as part of its grievance process for handling formal complaints of sexual harassment must apply equally to both parties.
- B. Upon receipt of a formal complaint, the Title IX Coordinator shall provide the following written notice to the parties who are known *(34 CFR § 106.45(b)(2))*
  1. Notice of the District's grievance process, including any informal resolution process.
  2. Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined in this policy, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice shall inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice shall inform the parties of any provision in the District's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.
- C. The District shall treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent. Remedies may be disciplinary in nature. Such remedies may include the same individualized services identified as supportive measures. Remedies must be designed to restore or preserve equal access to the District's education program or activity. *(34 CFR § 106.45(b)(1)(i))*


	<b>Huron School District #2-2</b>	Code: ACAA
	Policies and Regulations	Sexual Harassment

- D. The District shall follow the grievance process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. *(34 CFR § 106.44(a))*
- E. Investigation of a formal complaint. When investigating a formal complaint and throughout the grievance process, the District:
1. shall have the burden of proof and the burden of gathering evidence sufficient to reach a determination, and the parties shall not have either burden; *(34 CFR § 106.45(b)(5)(i))*
  2. cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the District obtains that party's voluntary, written consent to do so for a grievance process under this section. If a party is not an "eligible student," (i.e., student who has reached 18 years of age), the District must obtain the voluntary, written consent of a "parent," (i.e., natural parent, guardian, or an individual acting as a parent in the absence of a parent or a guardian; *(34 CFR § 106.45(b)(5)(i))*
  3. shall provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence; *(34 CFR § 106.45(b)(5)(ii))*
  4. shall not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence; provided, however, nothing in this provision prohibits the District from taking disciplinary action due to a party retaliating against any person due to that person having made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. *(34 CFR § 106.45(b)(5)(iii))*
  5. shall provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the District may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties. *(34 CFR § 106.45(b)(5)(iv))*
- F. There shall be an objective evaluation of all relevant evidence, and credibility determinations may not be based on a person's status as a complainant, respondent, or witness. *(34 CFR § 106.45(b)(1)(ii))*
- G. No individual designated by a recipient as a Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process, may have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. *(34 CFR § 106.45(b)(1)(iii))*
- H. The Title IX Coordinator, investigators, decision-makers, and any person who facilitates an informal resolution process, shall receive training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process including hearings,

	<b>Huron School District #2-2</b>	Code: ACAA Sexual Harassment
	Policies and Regulations	

appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. *(34 CFR § 106.45(b)(1)(iii))*

1. The decision-makers shall receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.
  2. The investigators shall receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
  3. No materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, may rely on sex stereotypes, and training materials must promote impartial investigations and adjudications of formal complaints of sexual harassment.
- I. Until a determination regarding responsibility is made at the conclusion of the grievance process, the respondent is presumed to not be responsible for the alleged conduct. *(34 CFR § 106.45(b)(1)(iv); 34 CFR § 106.45(b)(2)(i)(B))*
  - J. The District's grievance procedure as set forth in ACAA-R(1), Sexual Harassment – Regulations, shall:
    - K. including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if District offers informal resolution processes; *(34 CFR § 106.45(b)(1)(vi))*
    - L. include a process that allows for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities; *(34 CFR § 106.45(b)(1)(v))*
    - M. include the range of possible disciplinary sanctions and remedies or list the possible disciplinary sanctions and remedies that the District may implement following any determination of responsibility; *(34 CFR § 106.45(b)(1)(vi))*
    - N. state that for all formal complaints of sexual harassment filed against students and employees, the standard of evidence to be used to determine responsibility is the preponderance of the evidence standard. *(34 CFR § 106.45(b)(1)(vii))*
    - O. include the procedures and permissible bases for the complainant and respondent to appeal; *(34 CFR § 106.45(b)(1)(viii))*
    - P. describe the range of supportive measures available to complainants and respondents; *(34 CFR § 1045(b)(1)(ix))* and
    - Q. not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege. *(34 CFR § 106.45(b)(1)(x))*
    - R. If, in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that are not included in the notice provided pursuant to provision B in this section, the District shall provide notice of the additional allegations to the parties whose


	<b>Huron School District #2-2</b>	Code: ACAA
	Policies and Regulations	Sexual Harassment

identities are known. *(34 CFR § 106.45(b)(2)(ii))*

- S. Any party whose participation is invited or expected, shall be given written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate. *(34 CFR § 106.45(b)(5)(v))*
- T. All parties shall have equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the recipient does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. *(34 CFR § 106.45(b)(5)(vi))*
- U. Prior to completion of the investigative report, the District must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report. *(34 CFR § 106.45(b)(5)(vi))*
- V. The investigator shall create an investigative report that fairly summarizes relevant evidence and, at least 10 calendar days prior to a determination by a decision-maker regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response. *(34 CFR § 106.45(b)(5)(vii))*
- W. No adversarial hearing shall be held unless the determination of the Superintendent is appealed to the Board, or unless the Superintendent recommends the long term suspension or expulsion of a student, or the suspension without pay or termination of employment of an employee. *(34 CFR § 106.45(b)(6)(ii))*
- X. The Superintendent may make a recommendation to the Board that a student determined to have sexually harassed another person be suspended long-term or expelled (ARSD 24:07:01:01). The Superintendent may also make a recommendation to the Board that an employee determined to having sexually harassed another person be suspended without pay or the person's employment with the District be terminated. Should either recommendation be given by the Superintendent, a formal adversarial hearing shall be held before the Board as set forth in ACAA-R(1), Sexual Harassment – Regulations. *(34 CFR § 106.45(b)(8)(ii))*

## IX. Appeal

- A. Both parties have the right to appeal to the Board the Superintendent's determination regarding responsibility, and also from a dismissal of a formal complaint or any allegations therein, on the following bases:
  1. Procedural irregularity that affected the outcome of the matter; *(34 CFR § 106.45(b)(8)(i)(A))*

	<b>Huron School District #2-2</b>	Code: ACAA Sexual Harassment
	Policies and Regulations	


2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; *(34 CFR § 106.45(b)(8)(i)(B))* and
  3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter. *(34 CFR § 106.45(b)(8)(i)(C))*
- B. As to all appeals, the Title IX Coordinator shall: *(34 CFR § 106.45(b)(8)(iii))*
1. notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
  2. ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
  3. ensure that the decision-maker(s) for the appeal complies with the standard of evidence as required in this policy;
  4. give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
  5. ensure that a written decision is issued describing the result of the appeal and the rationale for the result, and provide the written decision simultaneously to both parties.

#### **X. Consolidation of Formal Complaints**

The District may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one respondent, references in this section to the singular “party,” “complainant,” or “respondent” include the plural, as applicable. *(34 CFR § 106.45(b)(4))*

#### **XI. Dismissal of a Formal Complaint**

- A. The District must investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved, did not occur in the District’s education program or activity, or did not occur against a person in the United States, then the District must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment, however the dismissal does not preclude action under another provision of the District’s code of conduct. *(34 CFR § 106.45(b)(3)(i))*
- B. The District may dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing: *(34 CFR § 106.45(b)(3)(ii))*
  1. a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
  2. the respondent is no longer enrolled in or employed by the District; or specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

	<b>Huron School District #2-2</b>	Code: ACAA Sexual Harassment
	Policies and Regulations	


C. Upon a dismissal required or permitted pursuant to Section A. or B. above, the District shall promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. *(34 CFR § 106.45(b)(3)(iii))*

**XII. Recordkeeping** *(34 CFR § 106.45(b)(10))*

- A. The District shall maintain for a period of seven years records of:
1. each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;
  2. any appeal and the result therefrom;
  3. any informal resolution and the result therefrom; and
  4. all materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. A recipient must make these training materials publicly available on its website, or if the recipient does not maintain a website the recipient must make these materials available upon request for inspection by members of the public.
- B. For each response required under XII.A., the District shall create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment, document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the recipient's education program or activity. If the complainant is not provided with supportive measures, the District shall document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

**XIII. Retaliation Prohibited** *(34 CFR § 106.71)*

- A. Neither the District or other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy.
- B. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by title IX or this policy, constitutes retaliation.
- C. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination pursuant to the District's Nondiscrimination Policy.

	<b>Huron School District #2-2</b>	Code: ACAA
	Policies and Regulations	Sexual Harassment

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


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

**XIV. Confidentiality**

A. The District shall keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by Family Educational Rights and Privacy Act (FERPA), or as required by law, or to carry out the purposes of Title IX (34 CFR part 106), including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. (34 CFR § 106.71(a))

B. The District shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures. (34 CFR § 106.30(a))



	<b>Huron School District #2-2</b>	Code: ACAA
	Policies and Regulations	Sexual Harassment

## Sexual Harassment

### I. Policy Statement

The District does not discriminate on the basis of sex in any education program or activity that it operates, including admission and employment. The District is required by Title IX of the Education Amendments of 1972 and the regulations promulgated through the U.S. Department of Education not to discriminate in such a manner. Inquiries about the application of Title IX to the District may be referred to the District's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both. *(34 CFR § 106(b)(1))*

The District is committed to a school environment which is free from sexual harassment and conducive to all students' educational opportunities. Sexual harassment can inhibit a student's educational opportunities and an employee's work. Sexual harassment of students attending school in the District or students from other schools who are at a District activity, and sexual harassment of school employees, school volunteers, parents, guests, visitors and vendors of the District shall also not be tolerated and is strictly prohibited.

All students, school employees, school volunteers, parents, guests, visitors and vendors shall conduct themselves in a civil and responsible manner and in a manner consistent with school policies. This policy prohibiting sexual harassment shall apply to all students, school employees, school volunteers, parents, guests, visitors and vendors while on school property, while attending or participating in school activities, on school-owned property or on non-school property, while in any school-owned or leased vehicle, while at a school bus stop, or when in a private vehicle located on school property during school or during school activities.


Federal law (34 CFR § 106.30) defines "sexual harassment" as conduct on the basis of sex that satisfies one or more of the following: *(34 CFR § 106.30)*

1. An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Any person may report sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator. *(34 CFR § 106.8(a))*

Any student who believes that he or she has been or is being subjected to sexual harassment or has reason to suspect another person has been or is being subjected to sexual harassment may also report it to a teacher, guidance counselor, or school administrator. The report may be made verbally or in writing.

The District's response shall treat complainants and respondents equitably by offering supportive measures to a complainant, and by following a grievance process that complies with Title IX requirements before the imposition

	<b>Huron School District #2-2</b>	Code: ACAA
	Policies and Regulations	Sexual Harassment

of any disciplinary sanctions or other actions that are not supportive measures against a respondent. (34 CFR § 106.44(a))

## II. Designation of Title IX Coordinator

The Board has designated the following District employee to coordinate its efforts to comply with its responsibilities as set forth in 34 CFR Part 106, who shall be referred to as the “Title IX Coordinator.” (34 CFR § 106.8(a))

Name or Title: \_\_\_\_\_  
Office Address: \_\_\_\_\_  
Email Address: \_\_\_\_\_  
Telephone Number: \_\_\_\_\_

The District shall notify applicants for employment, students, parents or legal guardians of elementary and secondary school students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the District, of the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator. (34 CFR § 106.8(a))

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. (34 CFR § 106.30(a))

## III. Dissemination of Policy

The District shall notify persons entitled to the notification under Section I. above that the District does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX and this policy not to discriminate in such a manner. Such notification must state that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX to the District may be referred to the District’s Title IX Coordinator, to the U.S. Assistant Secretary of Education, or both.

The District shall prominently display the contact information required to be listed for the Title IX Coordinator on its website, and in each handbook or catalog that it makes available to persons entitled to a notification pursuant to Section I. above. (34 CFR § 106.8(b))

## IV. Adoption of Grievance Procedures

The District has adopted and published grievance procedures (ACAA-R(1), Sexual Harassment – Regulations) that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX and this policy. The District shall provide to persons entitled to a notification under Section I above notice of the District’s grievance procedures and grievance process, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the District will respond. (34 CFR § 106.8(c))

## V. Definitions (34 CFR § 106.30(a), except when otherwise indicated)

- a. “Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to the District’s Title IX Coordinator or any official of the District who has authority to institute corrective measures on behalf of the District, or to any employee of an elementary and secondary school. Imputation of knowledge based




## Huron School District #2-2

### Policies and Regulations

Code:  
ACAA  
Sexual Harassment

solely on vicarious liability (when a person has a particular legal relationship to the person who acted negligently) or constructive notice (deeming notice of something to a person having been given, even though actual notice did not exist) is insufficient to constitute actual knowledge. This standard is not met when the only official of the recipient with actual knowledge is the respondent. The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the District.

- b. “Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- c. “Dating violence” means violence committed by a person:
  - 1. who is or has been in a social relationship of a romantic or intimate nature with the victim; and
  - 2. where the existence of such a relationship shall be determined based on a consideration of the following factors:
    - i. the length of the relationship.
    - ii. the type of relationship.
    - iii. the frequency of interaction between the persons involved in the relationship. (*34 U.S.C. 12291(a)(10)*)
- d. “Decision-maker” means the school administrator who has primary responsibility and authority related to students, staff and attendance center where the alleged sexual harassment occurred, unless otherwise designated by the Board, and who has the authority to make a determination on the complaint as to responsibility of the respondent. (*ASBSD sample definition*)
- e. “Domestic violence” includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction. (*34 U.S.C. 12291(a)(8)*)
- f. “Education program or activity” includes locations, events, or circumstances over which the District exercised substantial control over both the respondent and the context in which the sexual harassment occurs. (*34 CFR § 106.44(a)*)
- g. “Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the District investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the District. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator, and by any additional method designated by

	<b>Huron School District #2-2</b>	Code: ACAA
	Policies and Regulations	Sexual Harassment


the District.

- h. “Document filed by a complainant” means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the District) that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Should the Title IX Coordinator sign the formal complaint, the Title IX Coordinator is not a complainant or otherwise a party, and the Title IX Coordinator must comply with the Title IX requirements.
- i. “Notice” includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator.
- j. “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
- k. “Sexual assault” means any nonconsensual sexual act proscribed by Federal, Tribal, or State law, including when the victim lacks capacity to consent. *(20 U.S.C. 1092(f)(6)(A)(v))*
- l. “Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
  - 1. fear for his or her safety or the safety of others; or
  - 2. suffer substantial emotional distress. *(34 U.S.C. 12291(a)(30))*
- m. “Supportive measures” means nondisciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the District’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, escorting the complainant while on District property or while a District off-campus activity, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

#### **VI. District’s Response to Sexual Harassment *(34 CFR § 106.44)***

- A. General response to sexual harassment. Regardless of whether or not a formal complaint is filed, should the District have actual knowledge of sexual harassment in a District educational program or activity against another person in the United States, the District shall respond promptly in a manner that is not deliberately indifferent (i.e., if the District’s response to sexual harassment is clearly unreasonable in light of the known circumstances).

The Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant


	<b>Huron School District #2-2</b>	Code: ACAA
	Policies and Regulations	Sexual Harassment

of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

- B. Response to a formal complaint. In response to a formal complaint, the District shall follow the grievance process as set forth in ACAA-R(1), Sexual Harassment – Regulations.
- C. Time frames. The timeframes set forth in the regulations shall be considered as a maximum length of time within which the related step is to be completed, however, the time frames may be extended for good cause upon written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause includes, but is not limited to, utilization of the informal resolution process, availability of an investigator if not a school employee, complexity of the investigation, absence of a party, a party’s advisor, a witness, or decision-maker (including a person necessary for addressing an appeal), concurrent law enforcement activity, or the need for language assistance or accommodation of disabilities.
- D. Emergency removal. Nothing in Title IX regulations or this policy prohibits the District from removing a respondent from the District’s education program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal, however, nothing in Title IX regulations or this policy may be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act. Additionally, nothing in the Title IX regulations or this policy prohibits the District from placing an employee respondent on administrative leave during the pendency of a grievance process, however, nothing in Title IX regulations or this policy may be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

**VII. Informal Resolution (34 CFR § 106.45(b)(9))**

- A. The District may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this policy.
- B. The District may not require the parties to participate in an informal resolution process under this policy and may not offer an informal resolution process unless a formal complaint is filed.
- C. At any time prior to reaching a determination regarding responsibility the District may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the District:
  - I. provides to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process

	<b>Huron School District #2-2</b>	Code: ACAA
	Policies and Regulations	Sexual Harassment

and resume the grievance process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;

2. obtains the parties' voluntary, written consent to the informal resolution process; and
3. does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

#### **VIII. District's Grievance Process for Formal Complaints of Sexual Harassment** *(34 CFR § 106.45(b))*

- A. For the purpose of addressing formal complaints of sexual harassment, the District's grievance procedure as set forth in ACAA-R(1), Sexual Harassment – Regulations, shall be followed. There must be compliance with the requirements of this section, and any provisions, rules, or practices other than those required by this section that the District adopts as part of its grievance process for handling formal complaints of sexual harassment must apply equally to both parties.
- B. Upon receipt of a formal complaint, the Title IX Coordinator shall provide the following written notice to the parties who are known *(34 CFR § 106.45(b)(2))*
  1. Notice of the District's grievance process, including any informal resolution process.
  2. Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined in this policy, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice shall inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice shall inform the parties of any provision in the District's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.
- C. The District shall treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent. Remedies may be disciplinary in nature. Such remedies may include the same individualized services identified as supportive measures. Remedies must be designed to restore or preserve equal access to the District's education program or activity. *(34 CFR § 106.45(b)(1)(i))*




## Huron School District #2-2

### Policies and Regulations

Code:  
ACAA  
Sexual Harassment


- D. The District shall follow the grievance process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. *(34 CFR § 106.44(a))*
- E. Investigation of a formal complaint. When investigating a formal complaint and throughout the grievance process, the District:
1. shall have the burden of proof and the burden of gathering evidence sufficient to reach a determination, and the parties shall not have either burden; *(34 CFR § 106.45(b)(5)(i))*
  2. cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the District obtains that party's voluntary, written consent to do so for a grievance process under this section. If a party is not an "eligible student," (i.e., student who has reached 18 years of age), the District must obtain the voluntary, written consent of a "parent," (i.e., natural parent, guardian, or an individual acting as a parent in the absence of a parent or a guardian; *(34 CFR § 106.45(b)(5)(i))*
  3. shall provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence; *(34 CFR § 106.45(b)(5)(ii))*
  4. shall not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence; provided, however, nothing in this provision prohibits the District from taking disciplinary action due to a party retaliating against any person due to that person having made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. *(34 CFR § 106.45(b)(5)(iii))*
  5. shall provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the District may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties. *(34 CFR § 106.45(b)(5)(iv))*
- F. There shall be an objective evaluation of all relevant evidence, and credibility determinations may not be based on a person's status as a complainant, respondent, or witness. *(34 CFR § 106.45(b)(1)(ii))*
- G. No individual designated by a recipient as a Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process, may have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. *(34 CFR § 106.45(b)(1)(iii))*
- H. The Title IX Coordinator, investigators, decision-makers, and any person who facilitates an informal resolution process, shall receive training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process including hearings,

	<b>Huron School District #2-2</b>	Code: ACAA
	Policies and Regulations	Sexual Harassment

appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. *(34 CFR § 106.45(b)(1)(iii))*

1. The decision-makers shall receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.
  2. The investigators shall receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
  3. No materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, may rely on sex stereotypes, and training materials must promote impartial investigations and adjudications of formal complaints of sexual harassment.
- I. Until a determination regarding responsibility is made at the conclusion of the grievance process, the respondent is presumed to not be responsible for the alleged conduct. *(34 CFR § 106.45(b)(1)(iv); 34 CFR § 106.45(b)(2)(i)(B))*
- J. The District's grievance procedure as set forth in ACAA-R(1), Sexual Harassment – Regulations, shall:
- K. including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if District offers informal resolution processes; *(34 CFR § 106.45(b)(1)(vi))*
- L. include a process that allows for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities; *(34 CFR § 106.45(b)(1)(v))*
- M. include the range of possible disciplinary sanctions and remedies or list the possible disciplinary sanctions and remedies that the District may implement following any determination of responsibility; *(34 CFR § 106.45(b)(1)(vi))*
- N. state that for all formal complaints of sexual harassment filed against students and employees, the standard of evidence to be used to determine responsibility is the preponderance of the evidence standard. *(34 CFR § 106.45(b)(1)(vii))*
- O. include the procedures and permissible bases for the complainant and respondent to appeal; *(34 CFR § 106.45(b)(1)(viii))*
- P. describe the range of supportive measures available to complainants and respondents; *(34 CFR § 1045(b)(1)(ix))* and
- Q. not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege. *(34 CFR § 106.45(b)(1)(x))*
- R. If, in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that are not included in the notice provided pursuant to provision B in this section, the District shall provide notice of the additional allegations to the parties whose




	<b>Huron School District #2-2</b>	Code: ACAA
	Policies and Regulations	Sexual Harassment

identities are known. *(34 CFR § 106.45(b)(2)(ii))*

- S. Any party whose participation is invited or expected, shall be given written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate. *(34 CFR § 106.45(b)(5)(v))*
- T. All parties shall have equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the recipient does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. *(34 CFR § 106.45(b)(5)(vi))*
- U. Prior to completion of the investigative report, the District must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report. *(34 CFR § 106.45(b)(5)(vi))*
- V. The investigator shall create an investigative report that fairly summarizes relevant evidence and, at least 10 calendar days prior to a determination by a decision-maker regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response. *(34 CFR § 106.45(b)(5)(vii))*
- W. No adversarial hearing shall be held unless the determination of the Superintendent is appealed to the Board, or unless the Superintendent recommends the long term suspension or expulsion of a student, or the suspension without pay or termination of employment of an employee. *(34 CFR § 106.45(b)(6)(ii))*
- X. The Superintendent may make a recommendation to the Board that a student determined to have sexually harassed another person be suspended long-term or expelled (ARSD 24:07:01:01). The Superintendent may also make a recommendation to the Board that an employee determined to having sexually harassed another person be suspended without pay or the person's employment with the District be terminated. Should either recommendation be given by the Superintendent, a formal adversarial hearing shall be held before the Board as set forth in ACAA-R(1), Sexual Harassment – Regulations. *(34 CFR § 106.45(b)(8)(ii))*

## IX. Appeal

- A. Both parties have the right to appeal to the Board the Superintendent's determination regarding responsibility, and also from a dismissal of a formal complaint or any allegations therein, on the following bases:
  - 1. Procedural irregularity that affected the outcome of the matter; *(34 CFR § 106.45(b)(8)(i)(A))*

	<b>Huron School District #2-2</b>	Code: ACAA
	Policies and Regulations	Sexual Harassment


2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; *(34 CFR § 106.45(b)(8)(i)(B))* and
  3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter. *(34 CFR § 106.45(b)(8)(i)(C))*
- B. As to all appeals, the Title IX Coordinator shall: *(34 CFR § 106.45(b)(8)(iii))*
1. notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
  2. ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
  3. ensure that the decision-maker(s) for the appeal complies with the standard of evidence as required in this policy;
  4. give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
  5. ensure that a written decision is issued describing the result of the appeal and the rationale for the result, and provide the written decision simultaneously to both parties.

## **X. Consolidation of Formal Complaints**

The District may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one respondent, references in this section to the singular “party,” “complainant,” or “respondent” include the plural, as applicable. *(34 CFR § 106.45(b)(4))*

## **XI. Dismissal of a Formal Complaint**

- A. The District must investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved, did not occur in the District’s education program or activity, or did not occur against a person in the United States, then the District must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment, however the dismissal does not preclude action under another provision of the District’s code of conduct. *(34 CFR § 106.45(b)(3)(i))*
- B. The District may dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing: *(34 CFR § 106.45(b)(3)(ii))*
  1. a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
  2. the respondent is no longer enrolled in or employed by the District; or specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

	<b>Huron School District #2-2</b>	Code: ACAA
	Policies and Regulations	Sexual Harassment

C. Upon a dismissal required or permitted pursuant to Section A. or B. above, the District shall promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. (34 CFR § 106.45(b)(3)(iii))

**XII. Recordkeeping (34 CFR § 106.45(b)(10))**

A. The District shall maintain for a period of seven years records of:

1. each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;
2. any appeal and the result therefrom;
3. any informal resolution and the result therefrom; and
4. all materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. A recipient must make these training materials publicly available on its website, or if the recipient does not maintain a website the recipient must make these materials available upon request for inspection by members of the public.

B. For each response required under XII.A., the District shall create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment, document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the recipient's education program or activity. If the complainant is not provided with supportive measures, the District shall document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

**XIII. Retaliation Prohibited (34 CFR § 106.71)**

A. Neither the District or other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy.

B. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by title IX or this policy, constitutes retaliation.

C. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination pursuant to the District's Nondiscrimination Policy.



## Huron School District #2-2

### Policies and Regulations

Code:  
ACAA  
Sexual Harassment

- D. The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this provision.
- E. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy does not constitute retaliation prohibited by this policy, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

#### **XIV. Confidentiality**

- A. The District shall keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by Family Educational Rights and Privacy Act (FERPA), or as required by law, or to carry out the purposes of Title IX (34 CFR part 106), including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. *(34 CFR § 106.71(a))*
- B. The District shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures. *(34 CFR § 106.30(a))*



**Huron School District #2-2**

Policies and Regulations

Code:  
ACAA-E(1)  
Sexual Harassment  
Complaint Report Form

**Sexual Harassment  
Complaint Report Form**

Date Form Completed: \_\_\_\_\_

Form Completed by: \_\_\_\_\_

Person Reporting the Sexual Harassment: \_\_\_\_\_

Address/Phone # of the Person Reporting the Sexual Harassment: \_\_\_\_\_


\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (use additional sheets if necessary).

\_\_\_\_\_  
Date School Employee Completing the Sexual Harassment Report Form

\_\_\_\_\_  
Date Person Reporting the Sexual Harassment

	<b>Huron School District #2-2</b>	Code: ACAA-E(2) Sexual Harassment Complaint Appeal to the Superintendent
	Policies and Regulations	

**Sexual Harassment**  
**Complaint Appeal to the Superintendent**

I/We Appeal the Principal's Step 1 decision for the following reason(s): [With specificity, Complainant should state how or why the Complainant believes the Principal's decision is wrong]:

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ATTACH A COPY OF THE SEXUAL HARASSMENT REPORT AND THE PRINCIPAL'S DECISION.

\_\_\_\_\_ Date Complainant

\_\_\_\_\_ Date Received Superintendent

	<b>Huron School District #2-2</b>	Code: ACAA-E(3)
	Policies and Regulations	Sexual Harassment Complaint Appeal to the School Board

**Sexual Harassment  
Complaint Appeal to the School Board**

I/We Appeal the Superintendent’s Step 2 decision for the following reason(s): [With specificity, Complainant should state how or why the Complainant believes the Superintendent’s decision is wrong]:

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ATTACH A COPY OF THE SEXUAL HARASSMENT REPORT, PRINCIPAL’S DECISION, APPEAL TO THE SUPERINTENDENT (Exhibit ACAA-E(2)), EMPLOYEE’S STEP 2 WRITTEN RESPONSE, AND SUPERINTENDENT’S DECISION.

\_\_\_\_\_ Date Complainant

\_\_\_\_\_ Date Received Business Manager

	<b>Huron School District #2-2</b>	Code: ACB
	Policies and Regulations	Nondiscrimination on the Basis of Handicap/Disability

**Nondiscrimination on the Basis of Handicap/Disability**

It will be the policy of the District to adhere to the concept of nondiscrimination on the basis of handicapping conditions. The Board will support section 504 of the Rehabilitation Act of 1973. In doing so the Board will:

1. Not discriminate against a qualified handicapped person in any aspect of school division employment solely on the basis of handicap.
2. Make facilities, programs and activities accessible, usable, and open to qualified handicapped persons.
3. Provide free appropriate education at elementary and secondary levels, including nonacademic and extracurricular services and activities, to qualified handicapped persons.
4. Not exclude any qualified handicapped person solely on the basis of handicap from participation in any preschool education or day care program or activity or any adult education or vocational program or activity.
5. Provide each qualified handicapped person with the same health, welfare, and social services as are provided other persons.


The Board holds the general view that:

1. Discrimination against qualified handicapped persons solely on the basis of handicap is unfair.
2. To the extent reasonably possible, qualified handicapped persons should be in the mainstream of life in a school community.

Accordingly, employees of the District will comply with the above requirements of the law and any regulations approved by the Board or its administration for ensuring a policy of nondiscrimination on the sole basis of handicap. The Board designates the superintendent or superintendent's designee to act as the District's compliance officer for employees and students.

No person in the District will, on the basis of handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activities.



	<b>Huron School District #2-2</b>	Code: AD
	Policies and Regulations	Educational Philosophy

### **Educational Philosophy**

In today's society, education is a continuous process of learning, not only for the present but for the future. Therefore, the Board will provide an educational environment that promotes and enhances learning as a life-long endeavor. In addition, the Board believes that education is not just the development and refinement of mental capacity but a process that assists the students in meeting their physical, social, aesthetic, and emotional requirements.

The Board will strive to provide stimulation and assistance so that each child develops in accordance to his or her individual abilities, interests and potential. The responsibility of the school, therefore, is to help guide the individual in the many and varied educational experiences so that a child can develop into a wholesome, happy and productive human being.

The Board recognizes the importance of the home as an influence upon the child and believes that a sympathetic, cooperative attitude between the teacher and the parent or guardian is necessary in the development of a student's integrated personality.

The total staff of the school system constitutes an inestimable and lasting force in the development of the student. The teacher is the most significant influence in the school and must, therefore, possess and demonstrate dedication, enthusiasm and sensitivity. It is primarily the teacher's responsibility to provide the learning environment in the school that fosters maximum student growth and reflects individual differences.

It is further realized that mutual rapport among the home, student, staff, administration, School Board and total community is necessary to implement this policy.



## Huron School District #2-2

Policies and Regulations

Code:  
AE HSD Wellness Policy

# HURON PUBLIC SCHOOL DISTRICT WELLNESS POLICY

Based on the SOUTH DAKOTA MODEL WELLNESS POLICY and the ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY

## Table of Contents

Preamble.....	2
School Wellness Committee.....	3
Wellness Policy Implementation, Monitoring, Accountability, Community Engagement.....	4
Nutrition.....	6
Physical Activity.....	10
Other Activities that Promote Student Wellness.....	11
Glossary.....	12
Appendix A: School Level Contacts.....	13



## Huron School District #2-2

Policies and Regulations

Code:  
AE HSD Wellness Policy

### Preamble

Huron Public School District (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. <sup>1,2,3,4,5,6,7</sup>

Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. <sup>8,9,10</sup>

In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. <sup>11,12,13,14</sup>

Finally, there is evidence that adequate hydration is associated with better cognitive performance. <sup>15, 16, 17</sup>

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions.

Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives. This policy applies to all students, staff and schools in the District. Specific measurable goals and outcomes are identified within each section below.



## Huron School District #2-2

Policies and Regulations

Code:  
AE HSD Wellness Policy

### I. School Wellness Committee

#### *Committee Role and Membership*

The District will convene a representative district wellness committee (hereto referred to as the local wellness committee or work within an existing school health committee) periodically to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (heretofore referred to as “wellness policy”). The local wellness committee membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. The name(s), title(s), and contact information (email address is sufficient) of this/these individual(s) is (are): (Wellness Policy Committee).

Wellness Policy Committee Name	Title / Relationship to the School or District	Email address	Role on Committee
Dr. Kraig Steinhoff	Superintendent of Schools	<a href="mailto:kraig.steinhoff@k12.sd.us">kraig.steinhoff@k12.sd.us</a>	Assists in the evaluation of the district wellness policy and implementation
Garret Bischoff	Board of Education Member	<a href="mailto:g_bisch@hotmail.com">g_bisch@hotmail.com</a>	
Mike Radke	High School Principal	<a href="mailto:Mike.Radke@k12.sd.us">Mike.Radke@k12.sd.us</a>	
Rodney Mittelstedt	Asst. High School Principal	<a href="mailto:Rodney.Mittelstedt@k12.sd.us">Rodney.Mittelstedt@k12.sd.us</a>	
Laura Willemsen	Middle School Principal	<a href="mailto:Laura.Willemsen@k12.sd.us">Laura.Willemsen@k12.sd.us</a>	
Lyndi Hudson	Asst. Middle School Principal	<a href="mailto:Lyndi.Hudson@k12.sd.us">Lyndi.Hudson@k12.sd.us</a>	
Peggy Heinz	Buchanan K-1 Center Principal	<a href="mailto:Peggy.Heinz@k12.sd.us">Peggy.Heinz@k12.sd.us</a>	
Heather Rozell	Madison 2-3 Center Principal	<a href="mailto:Heather.Rozell@k12.sd.us">Heather.Rozell@k12.sd.us</a>	
Kari Hinker	Washington 4-5 Center Principal	<a href="mailto:Kari.Hinker@k12.sd.us">Kari.Hinker@k12.sd.us</a>	
Linda Pietz	Director of Curriculum	<a href="mailto:Linda.Pietz@k12.sd.us">Linda.Pietz@k12.sd.us</a>	
Jolene Konechne	Director ESL Program	<a href="mailto:Jolene.Konechne@k12.sd.us">Jolene.Konechne@k12.sd.us</a>	
Kathie Bostrom	Transportation Director	<a href="mailto:Kathie.Bostrom@k12.sd.us">Kathie.Bostrom@k12.sd.us</a>	
Amanda Reilly	Nutrition Director	<a href="mailto:Amanda.Reilly@k12.sd.us">Amanda.Reilly@k12.sd.us</a>	
Rita Baszler	School Nurse (Mad)	<a href="mailto:Rita.Baszler@k12.sd.us">Rita.Baszler@k12.sd.us</a>	
Jessica Van Diepen	School Nurse (Buch & Wash)	<a href="mailto:JessicaVanDiepen@k12.sd.us">JessicaVanDiepen@k12.sd.us</a>	
Raleigh Larson	School Nurse (MS/HS)	<a href="mailto:Raleigh.Larson@k12.sd.us">Raleigh.Larson@k12.sd.us</a>	

#### **Leadership**

The Superintendent or designee(s) will convene the local wellness committee and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy. Designated official for oversight Amanda Reilly, Nutrition Director, [Amanda.Reilly@k12.sd.us](mailto:Amanda.Reilly@k12.sd.us)

Each school will designate a school wellness policy coordinator, who ensures compliance with the policy.


Buchanan K-1 Center - Jessica Van Diepen, School Nurse, [Jessica.VanDiepen@k12.sd.us](mailto:Jessica.VanDiepen@k12.sd.us)

Madison 2-3 Center - Rita Baszler, School Nurse, [Rita.Baszler@k12.sd.us](mailto:Rita.Baszler@k12.sd.us)

Washington 4-5 Center – Jessica Van Diepen, School Nurse, [Jessica.VanDiepen@k12.sd.us](mailto:Jessica.VanDiepen@k12.sd.us)

Middle School - Raleigh Larson, School Nurse, [Raleigh.Larson@k12.sd.us](mailto:Raleigh.Larson@k12.sd.us)

High School – Raleigh Larson, School Nurse, [Raleigh.Larson@k12.sd.us](mailto:Raleigh.Larson@k12.sd.us)

	<b>Huron School District #2-2</b>	Code: AE HSD Wellness Policy
	Policies and Regulations	

## II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

### *Implementation Plan*

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about responsibilities, specific goals, and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention’s School Health Index, create an action plan that fosters implementation and generate an annual progress report. This wellness policy and the progress reports can be found at: [www.huron.k12.sd.us/](http://www.huron.k12.sd.us/) Look under the Food and Nutrition tab for wellness policy progress reports.

### *Recordkeeping*

The District will retain records to document compliance with the requirements of the wellness policy at Nutrition Office and the District website for three years past the current year. Documentation maintained in location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the local wellness committee;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.


### *Annual Notification of Policy*

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District’s (or schools’) events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District/school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

### *Triennial Progress Assessments*

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District’s wellness policy compares to a model policy (like the Alliance for a Healthier Generation’s model wellness policy or the State Model Wellness Policy); and
- A description of the progress made in attaining the goals of the District’s wellness policy.

	<b>Huron School District #2-2</b>	Code: AE HSD Wellness Policy
	Policies and Regulations	

The position/person responsible for managing the triennial assessment and contact information is Amanda Reilly, Nutrition Director. Email address [Amanda.Reilly@k12.sd.us](mailto:Amanda.Reilly@k12.sd.us)


The local wellness committee, in collaboration with individual schools, will monitor schools' compliance with this wellness policy. The District will actively notify households/families of the availability of the triennial progress report.

***Revisions and Updating the Policy***

The local wellness committee will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

***Community Involvement, Outreach and Communications***

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of local wellness committee and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents. The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

	<b>Huron School District #2-2</b>	Code: AE HSD Wellness Policy
	Policies and Regulations	

### III. Nutrition

#### *School Meals*


Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer’s specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Fresh Fruit and Vegetable Program (FFVP), and the Summer Food service Program (SFSP).

All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations.
- Promote healthy food and beverage choices, such as one or more of the following:
  - Whole fruit options are displayed in attractive bowls or baskets (instead of chafing dishes or hotel pans).
  - Sliced or cut fruit is available daily.
  - Daily fruit options are displayed in a location in the line of sight and reach of students.
  - All available vegetable options have been given creative or descriptive names.
  - Daily vegetable options are bundled into all grab-and-go meals available to students.
  - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
  - White milk is placed in front of other beverages in all coolers.
  - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
  - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
  - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
  - Student artwork is displayed in the service and/or dining areas.
  - Daily announcements are used to promote and market menu options.

#### *Staff Qualifications and Professional Development*

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA’s Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

	<b>Huron School District #2-2</b>	Code: AE HSD Wellness Policy
	Policies and Regulations	

### ***Water***

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day\* and throughout every school campus\* (“school campus” and “school day” are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.

### ***Competitive Foods and Beverages***

The District is committed to ensuring that all foods and beverages available to students on the school campus\* during the school day\* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks> . The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at [www.foodplanner.healthiergeneration.org](http://www.foodplanner.healthiergeneration.org) . To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

### ***Fundraising***


Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus\* during the school day\*. The District will make available to parents and teachers a list of healthy fundraising ideas.

### ***Nutrition Promotion***

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community. The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at <http://www.foodplanner.healthiergeneration.org/> .



	<b>Huron School District #2-2</b>	Code: AE HSD Wellness Policy
	Policies and Regulations	

### ***Nutrition Education***


The District will model, encourage and support healthy eating by all students. Schools will engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;

### ***Essential Healthy Eating Topics in Health Education***

The District supports a health education curriculum; examples of topics below:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

	<b>Huron School District #2-2</b>	Code: AE HSD Wellness Policy
	Policies and Regulations	

***Food and Beverage Marketing in Schools***

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions.

The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student’s health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District’s wellness policy.


Any foods and beverages marketed or promoted to students on the school campus\* during the school day\* will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.<sup>15</sup>

This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

	<b>Huron School District #2-2</b>	Code: AE HSD Wellness Policy
	Policies and Regulations	

#### IV. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity during and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the district will be encouraged to participate in *Let's Move! Active Schools* ([www.letsmoveschools.org](http://www.letsmoveschools.org)) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason [*This does not include participation on sports teams that have specific academic requirements*]. The district will provide teachers and other school staff with a list of ideas for alternative ways to discipline students.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

#### *Physical Education*

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "*Essential Physical Activity Topics in Health Education*" subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District elementary students in each grade will receive physical education for at least 70 minutes per week throughout the school year.

Buchanan K-1 Center - Students will receive physical education 2 days a week for 35 minutes each day.

Madison 2-3 Center - Students will receive physical education 2 days a week for 35 minutes each day.

Washington 4-5 Center - Students will receive physical education 2 days a week for 35 minutes each day.

All Huron Public School District secondary students (middle and high school) are required to take the equivalent of one academic year of physical education.

Middle School-Students will receive 24 weeks of physical education for 40 minutes each day.

High School - Students will receive 18 weeks of physical education for 40 minutes each day.

	<b>Huron School District #2-2</b>	Code: AE HSD Wellness Policy
	Policies and Regulations	

*Examples of Physical Activity Topics in Health Education*

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

**V. Other Activities that Promote Student Wellness**

The District encourages integration of wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District encourages coordination and integration of other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the local wellness committee.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

	<b>Huron School District #2-2</b>	Code: AE HSD Wellness Policy
	Policies and Regulations	

### Glossary:


**Extended School Day** – the time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

**School Campus** - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

**School Day** – the time between midnight the night before to 30 minutes after the end of the instructional day.

**Triennial** – recurring every three years.


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	<b>Huron School District #2-2</b>	Code: AE HSD Wellness Policy
	Policies and Regulations	

Appendix A:

School Level Contacts

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	<b>Huron School District #2-2</b>	Code: AGA
	Policies and Regulations	Contested Hearings

## Contested Hearings

The Board may be required to assume a judicial role to ensure adherence to district policy. All contested matters will be heard in a fair and impartial manner, and the Board will resolve all disputes. All contested hearings shall adhere to the procedures outlined in this policy.

### **HEARING**

- Hearings involving personnel and students are closed to the public.
- Requests for hearings to be conducted in open session will be considered by the Board.
- A verbatim record of the hearing will be made.
- Closed hearing records will be sealed pending a determination of the Board.

### **CONDUCT OF THE HEARINGS**

- The Board shall appoint a school Board member or a person who is not an employee of the school district as the hearing officer.
- Each party may be represented by an attorney.
- Each party may make an opening statement.
- The complainant/petitioner shall present its case first.

### **WITNESSES**

- All witnesses must take an oath or affirmation of truth.
- Witnesses may be present only when testifying.
- Each party may present, examine and cross-examine witnesses.
- The hearing officer may ask questions of witnesses and may allow other school Board members to question witnesses.

### **EVIDENCE**


- Each party may introduce evidence.
- All relevant evidence must be admitted.
- Unproductive or repetitious evidence may be limited by the hearing officer.
- Each party may raise objections. The basis for the objection must be stated.
- Each party may make a closing statement.

### **DELIBERATION**

- After the hearing, the school Board shall continue to meet in executive session for deliberation.
- No one other than the hearing officer may meet with the school Board during deliberation.
- The school Board may seek advice during deliberation from its legal counsel.
- Consultation with any other person during deliberation may occur only if representatives of the parties are present.

### **DECISION**

- The decision of the Board must be based solely on the evidence presented at the hearing and must be formalized by a motion made in open meeting.
- For closed hearings, the motion must omit the names of the parties.
- The Board shall notify the parties in writing of its decision.

	<b>Huron School District #2-2</b>	Code: AH
	Policies and Regulations	Conflict of Interest Disclosure & Authorization

### Conflict of Interest Disclosure & Authorization

SDCL 3-23-6 states:

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

**I. DEFINITIONS:**

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

“Interest in a contract” is when (1) a School Official, the spouse of a School Official or any other person with whom the School Official lives and commingles assets, is employed by a party to any contract with the school district; or (2) the School Official, the spouse of a School Official, or any other person with whom the School Official lives and commingles assets, receives more than nominal compensation or reimbursement for actual expenses for serving on the board of directors of an entity that derives income or commission directly from the contract or acquires property under the contract.

“Direct benefit from a contract” is when a School Official, the spouse of a School Official or any other person with whom the School Official lives and commingles assets (1) is a party to or intended beneficiary of the contract between the school district and a third party, or (2) has more than a five percent ownership interest in an entity that is a party to the school district contract, or (3) acquires property under the contract with the school district, or (4) receives compensation, commission, promotion, or other monetary benefit directly attributable to any contract.

**II. PROHIBITION:**

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

**III. EXCEPTIONS:**

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

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

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

when the person’s relationship to the contract is due to the person receiving income as an employee or independent contractor of a party with whom the local service agency, school district, cooperative education service unit, or education service agency has a contract, unless the person receives compensation or a





## Huron School District #2-2

### Policies and Regulations

Code:

AH

Conflict of Interest Disclosure  
& Authorization

promotion directly attributable to the contract, or unless the person is employed by the party as a board member, executive officer, or other person working for the party in an area related to the contract; when the contract is for the sale of goods or services, or for maintenance or repair services, in the regular course of business at a price at or below a price offered to all customers; when the contract is subject to a public bidding process; when the contract is with the official depository as set forth in SDCL 6-1-3; when the person only receives income or compensation, a per diem authorized by law or reimbursement for actual expenses incurred; or when the contract or multiple contracts with the same party within a twelve-month period with whom the school district contracts in an amount less than five thousand dollars.

#### IV. DISCLOSURE:

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

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

the disclosure must be in writing;

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

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

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

#### V. BOARD ACTION UPON DISCLOSURE:

Interest in the contract:

the school board is not required to authorize a School Official's interest in a contract;

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).


Direct benefit from a contract:

the school board shall review the disclosure and decide if the terms of the contract are fair and reasonable, and if the contract is contrary to the public interest.

if the school board determines the contract terms from which a direct benefit is derived are fair and reasonable, and that the contract is not contrary to the public interest, the school board shall vote to authorize the School Official to derive a direct benefit from the contract.

After the school board authorizes a School Official to derive a direct benefit from a contract, no further disclosure or authorization related to the contract is required unless the contract extends into consecutive fiscal years. If the contract extends into consecutive fiscal years, disclosure must be made at the annual reorganization meeting but no new authorization is required.

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

	<b>Huron School District #2-2</b>	Code: AH
	Policies and Regulations	Conflict of Interest Disclosure & Authorization

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. The disclosure and school board action is public record.

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. 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:**

Consequences for knowingly violating the conflict of interest laws set forth in SDCL Ch. 3-23:


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

A School Official who knowingly violated the conflict of interest law will be removed from office or employment and is disqualified from holding any public office, elective or appointive.

Any benefit which a School Official derived from the person's knowing violation of the conflict of interest law is subject to forfeiture.

Any contract made in violation of this policy may be voided by the school board.

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.

	<b>Huron School District #2-2</b>	Code: AH-E(1)
	Policies and Regulations	Conflict of Interest Disclosure

**Conflict of Interest Disclosure**

Date: \_\_\_\_\_

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

\_\_\_\_\_

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


Identify the following:

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

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

Signature of School Official: \_\_\_\_\_

**THIS IS A PUBLIC DOCUMENT**

	<b>Huron School District #2-2</b>	Code: AH-E(2)
	Policies and Regulations	School Board Action on Conflict of Interest Disclosure of a Direct Benefit

**School Board Action on Conflict of Interest Disclosure of a Direct Benefit**

A written request for waiver of conflict, dated \_\_\_\_\_,  
was received from \_\_\_\_\_.

The request was acted upon by the members of the Huron School District School Board during  
a meeting held on \_\_\_\_\_.

\_\_\_\_\_ The request for waiver was denied because the terms of the contract were not considered  
fair and reasonable, or contrary to the public interest.

\_\_\_\_\_ The request for waiver 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.

\_\_\_\_\_ The request for waiver 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 or Authorized Member

\_\_\_\_\_

Printed Name: \_\_\_\_\_

Date \_\_\_\_\_

Date mailed to Auditor General \_\_\_\_\_

	<b>Huron School District #2-2</b>	Section: A Foundations and Basic Commitments
	Policies and Regulations	

## **Board Policy Review – Section A: Foundations and Basic Commitments**

### **Anticipated Timeline**

**February 15, 2022 – Administrator Meeting Review**

**February 28, 2022 – Introduce to the School Board**

**March 14, 2022 – School Board Review and Discussion**


**March 28, 2022 – School Board Adoption**



## SECTION A – FOUNDATIONS AND BASIC COMMITMENTS POLICY REVIEW 2022

### CHANGE LOG

1. A1 – Mission & Vision Statements – No changes.
2. A2 – School District Philosophy/Belief Statements – No changes.
3. A3 - School District Goals and Objectives/Student Exit Outcomes – No changes.
4. AA - School District Legal Status – No changes.
5. ABA - Community and Parent Involvement in Decision Making – No changes.
6. ABAA - District Wide Title I Parental Involvement Policy – No changes.
7. ABAB - Parent Involvement – No changes.
8. ABAC - Relations With Parents – No changes.
9. ABB - Bullying/Harassment – No changes.
10. ABB-F - Bullying/Harassment Formal Complaint Form – No changes.
11. AC - Nondiscrimination in Federal Programs – No changes.
12. AC-E(1) - Nondiscrimination in Federal Programs Complaint Report Form – No changes.
13. AC-E(2) - Nondiscrimination in Federal Programs Appeal to Superintendent – No changes.
14. AC-E(3) - Nondiscrimination in Federal Programs Appeal to the School Board – No changes.
15. ACAA - Sexual Harassment – No changes.
16. ACAA-E(1) - Sexual Harassment Complaint Report Form – No changes.
17. ACAA-E(2) - Sexual Harassment Complaint Appeal to the Superintendent – No changes.
18. ACAA-E(3) - Sexual Harassment Complaint Appeal to the School Board – No changes.
19. ACAB – Prohibition Against Aiding or Abetting Sexual Abuse – New Policy from ASBSD.
20. ACB - Nondiscrimination on the Basis of Handicap/Disability – No changes.
21. AD - Educational Philosophy – No changes.
22. AE - Huron School District Wellness Policy – No changes.
23. AGA - Contested Hearings – No changes.
24. AH - Conflict of Interest Disclosure and Authorization – No wording changes, just formatting.
25. AH-E(1) - Conflict of Interest Disclosure – No changes.
26. AH-E(2) – School Board Action on Conflict of Interest Disclosure of a Direct Benefit– No changes.

	<b>Huron School District #2-2</b>	Section A: Foundations and Basic Commitments
	Policies and Regulations	

### **Section A: Foundations and Basic Commitments**

Section A contains policies, regulations, and exhibits related to the district's legal role in providing public education and the basic principles underlying school board governance.

A1	Mission and Vision Statements
A2	School District Philosophy/Belief Statements
A3	School District Goals and Objectives/Student Exit Outcomes
AA	School District Legal Status
ABA	Community and Parent Involvement in Decision Making
ABAA	District Wide Title I Parental Involvement Policy
ABAB	Parent Involvement
ABAC	Relations with Parents
ABB	Bullying/Harassment
ABB-F	Bullying/Harassment Formal Complaint Form
AC	Nondiscrimination in Federal Programs
AC-E(1)	Nondiscrimination in Federal Programs Complaint Report Form
AC-E(2)	Nondiscrimination in Federal Programs Appeal to Superintendent
AC-E(3)	Nondiscrimination in Federal Programs Appeal to the School Board
ACAA	Sexual Harassment
ACAA-E(1)	Sexual Harassment Complaint Report Form
ACAA-E(2)	Sexual Harassment Complaint Appeal to the Superintendent
ACAA-E(3)	Sexual Harassment Complaint Appeal to the School Board
ACAB	Prohibition Against Aiding or Abetting Sexual Abuse
ACB	Nondiscrimination on the Basis of Handicap/Disability
AD	Educational Philosophy




## Huron School District #2-2

### Policies and Regulations

### Section A: Foundations and Basic Commitments

- AE           Huron School District Wellness Policy
- AGA        Contested Hearings
- AH         Conflict of Interest Disclosure and Authorization
- AH-E(1)    Conflict of Interest Disclosure
- AH-E(2)    School Board Action on Conflict of Interest Disclosure of a Direct Benefit



	<b>Huron School District #2-2</b>	Code: A1
	Policies and Regulations	Mission & Vision Statements


**Mission & Vision Statements**

Mission Statement

Lifelong learners will be inspired and developed through effective teaching in a safe and caring environment.

Vision Statement


RESPECT - PRIDE- EXCELLENCE FOR ALL

	<b>Huron School District #2-2</b>	Code: A2
	Policies and Regulations	School District Philosophy & Belief Statements

## School District Philosophy/Belief Statements

### We Believe:


- 1) All children are capable of learning, achieving, and succeeding.
- 2) High expectations produce high achievers.
- 3) Our schools provide the opportunity and incentive to challenge each student to develop to the best of his/her ability.
- 4) Our greatest resource is people.
- 5) In the worth and dignity of the individual.
- 6) The primary responsibility of education begins in the home and is shared by the student, family, school, and community.
- 7) Our school system is accountable to our community.
- 8) That the acquisition of academic skills is the primary objective of our schools.
- 9) Our schools emphasize the development of technical and occupational skills.
- 10) Change is essential for growth and improvement.
- 11) In the ideals on which the Constitution is based and that educated and involved citizens are essential for a democratic society.
- 12) A quality school system enhances the quality of the community.
- 13) In the interrelationship of personal virtues, civic values, and ethical conduct.
- 14) Schools assist in the development of the whole child.

	<b>Huron School District #2-2</b>	Code: A3
	Policies and Regulations	School District Goals and Objectives/Student Exit Outcomes

### School District Goals and Objectives/Student Exit Outcomes

As a result of emphasis in our instructional program, students will demonstrate the knowledge and skills to:

- (1) **Link key concepts** in the areas of language arts, mathematics, science, and social studies.
- (2) **Use various technologies** to develop products of high standards which are intellectual, artistic, practical, physical, and original.
- (3) **Problem solve, including:**
  - Accessing, organizing, summarizing, interpreting, and producing information.
  - Making logical decisions.
  - Distinguishing fact from opinion.
  - Generating effective solutions to problems.
- (4) **Communicate, including:**
  - Reading, writing, listening, and speaking effectively for both general information and recreation.
  - Reading and interpreting technical information.
  - Understanding and developing non-verbal skills.
  - Recognizing that the arts are a form of human communication.
- (5) **Practice American citizenship, including:**
  - Understanding how government operates at the community, state, and national level.
  - Understanding a wide variety of community and world cultures in which different governments operate.
  - Promoting responsible care of the environment.
  - Developing an understanding of the benefits of the economic system of free enterprise.
- (6) **Be productive in the world of work, including:**
  - Following directions, practicing timeliness, and demonstrating initiative.
  - Developing responsibilities associated with the variety of roles required in the work place (i.e., team member, leader, facilitator, and independent worker).
  - Identifying appropriate strategies to achieve success in the workplace.
- (7) **Maintain physical, social, and emotional well-being, including:**
  - Understanding the importance of health and safety skills as related to self and others.
  - Understanding the importance of developing basic skills through physical activity.
  - Acquiring necessary skills for recreational/leisure activities.
  - Recognizing the value of participation in both cooperative and competitive activities.

	<b>Huron School District #2-2</b>	Code: AA
	Policies and Regulations	School District Legal Status

**School District Legal Status**


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

In South Dakota, the legislature is charged by the Constitution "to establish and maintain a general and uniform system of public schools" which is open to all children and free from sectarian control.

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

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

This school district constitutes a school corporation under the name of Huron School District, No. 2-2 of Beadle County, South Dakota.

	<b>Huron School District #2-2</b>	Code: ABA
	Policies and Regulations	Community and Parent Involvement in Decision Making

### **Community and Parent Involvement in Decision Making**

The Board recognizes the importance of community and parent 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, parents and the Board, an atmosphere of openness and honesty will prevail. The Board will encourage interested groups and representatives to express ideas, concerns and judgments about the schools to the school administration, to staff appointed advisory bodies and to the Board. It will be the Board's responsibility to provide the public and parents with accurate and complete information on the schools and the Board's activities.

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

#### **CITIZENS' ADVISORY COMMITTEES**

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

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

	<b>Huron School District #2-2</b>	Code: ABAA
	Policies and Regulations	District Wide Title I Parental Involvement Policy

### **District Wide Title I Parental Involvement Policy**


**NOTE:** In support of strengthening student academic achievement, each local educational agency (LEA or school district) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by Section 1116(a)(2) of the Elementary and Secondary Education Act (ESEA) (district-wide parental involvement policy). The policy establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the State Educational Agency (SEA).

The Huron School District agrees to implement the following statutory requirements:

1. The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
2. Consistent with Section 1116, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1116(b) of the ESEA, and each include, as a component, a school-parent compact consistent with Section 1116(d) of the ESEA.
3. The Huron School District will take the following actions to involve parents in the joint development of its district-wide parental involvement plan under Section 1112 of the ESEA: Parent representatives will be invited on an annual basis to participate in the district's development of the consolidated plan that is submitted to the South Dakota Department of Education.
4. The Huron School District will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA: Each year parents will be invited to participate in meaningful discussions to review and provide input for suggestions they might have related to revisions/improvement to the district's parent involvement policy and their individual building level parent involvement policy as well as school-parent compacts.
5. The Huron School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Each year a district-wide Title I advisory meeting will be held for parents to participate in discussion related to district and building-level goals related for parental involvement activities to enhance academic achievement and school performance.


6. The Huron School District will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs:

	<b>Huron School District #2-2</b>	Code: ABAA
	Policies and Regulations	District Wide Title I Parental Involvement Policy

- a. Parents with children supported by Title I, Part A funds will be invited to participate in training provided by their child’s individual Title I school, Head Start, Even Start, and Birth to Three to integrate strategies between and within each of these programs.
7. The Huron School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The district will use the finding of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary, (and with the involvement of parents) its parental involvement policies:
    - a. Each spring parents will be invited by school district/building-level personnel to participate in an advisory meeting to review the district parental involvement policy as well as their building level parent involvement policy and parent-teacher compacts. Input from the parents and other members of the community will then be used in revising/improving parental involvement throughout the district and individual buildings.
  8. The Huron School District will build the schools’ and parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below.
    - a. The Huron School District will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph—
      - the State’s academic content standards,
      - the state’s student academic achievement standards, the state and local academic assessments including alternate assessments,
      - the requirements of Part A,
      - how to monitor their child’s progress, and
      - how to work with educators

Small group meetings and conferences will be held throughout the school year as well as home visits. Printed material will also be used as a vehicle to help parents better understand the state’s content standards, state and local assessments, and how to monitor their own children’s progress (e.g., Parent Portal) and suggestions on how to communicate with school personnel.

- b. The Huron School District will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

	<b>Huron School District #2-2</b>	Code: ABAA
	Policies and Regulations	District Wide Title I Parental Involvement Policy

The holding of parental involvement activities at least quarterly in the Title I buildings will provide parents with resources and training in how to improve their own children's achievement in the areas of literacy, math skills, use of technology, etc. The district will provide support to the building personnel in identifying resources (e.g., presenters, trainers, topics) to meet their individual building needs.

- c. The Huron School District will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:

All new teachers in the district will be provided with an initial training on how to communicate successfully with parents in a meaningful and helpful manner. Also, all staff members will be provided opportunities on an annual basis to update their skills in the same manner.


- d. The Huron School District will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

A district-wide Title I parent advisory meeting will be held each year to help facilitate the sharing of opportunities for future trainings and activities provided by the various resources (e.g., Head Start, Even Start, Birth to Three, Community Counseling Services, etc.) within the community, as well as, accessing Parent Connection and the parent resource center that is provided at the state level.

- e. The Huron School District will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Every effort will be made to provide information about school and community activities, meetings, etc. in understandable (e.g., first language translations) format minus "educationeze." This will include interpreters for the deaf and hard-of-hearing, as well as second language needs.



	<b>Huron School District #2-2</b>	Code: ABAB
	Policies and Regulations	Parent Involvement

## Parent Involvement


The Board of Education 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 goals of the school district to educate all students effectively, the schools and parents must work as knowledge-able partners.

Although parents are diverse in culture, language, and needs, they share the school's commitment to the educational success of their children. School districts and schools, in collaboration with the parents, shall establish and develop programs and practices that enhance parent involvement and reflect the specific needs of students and families.

To this end, the Board will support the development, implementation and regular evaluation of a parent involvement program, which will involve parents at all grade levels in a variety of roles. The parent involvement program will be comprehensive and coordinated in nature and will include, but not be limited to, the following:

1. Support to parents as leaders and decision-makers in advisory roles.
2. Promotion of clear two-way communication between the school and the family as to school programs and children's progress.
3. Assistance to parents and/or guardians to develop parenting skills to foster positive relationships at home that support children's efforts and provide techniques designed to assist their children with learning at home.
4. Involvement of parents, with appropriate training, in instructional and support roles at the school.
5. Provision of access to and coordination of community and support services for children and families.

These forms of involvement are not mutually exclusive and require a coordinated school wide effort.

	<b>Huron School District #2-2</b>	Code: ABAC
	Policies and Regulations	Relations With Parents

## **Relations With Parents**

The Board believes that the education of children is a joint responsibility, one it shares with the parents of the school community. To insure that the best interests of the child are served in this process, a strong program of communication between home and school must be maintained.

The Board feels that it is the parents who have the ultimate responsibility for their children's in-school behavior, including the behavior of pupils who have reached the legal age of majority, but are still for all practical purposes, under parental authority. During school hours, the Board through its designated administrators acts in loco parentis or in place of the parents.

### **SCHOOL DISTRICT RESPONSIBILITY**


The Board directs that the following activities be implemented to encourage parent-school cooperation:

1. Parent-teacher conferences to permit two-way communication between home and school;
2. Open houses in district schools to provide parents with the opportunity to see the school facilities, meet the faculty, and sample the program on a first-hand basis;
3. Each school in the district shall hold at least one open house per year;
4. Meetings of parents and staff members to explain and discuss matters of general interest with regard to child-school, child-home, or child-home-school relationships;
5. Meetings of staff members and groups of parents of those students having special abilities, disabilities, needs, or problems; and,
6. Special events of a cultural, ethnic, or topical nature, which are initiated by parent groups, involve the cooperative effort of students and parents, and are of general interest to the schools or community.


### **PARENT/GUARDIAN RESONSIBILITY**

For the benefit of children, the Board believes that parents have a responsibility to encourage their career in school by:

1. Supporting the school in requiring that children observe all school rules and regulations, and by accepting their own responsibility for children's willful in-school behavior;
2. Sending children to school with proper attention to their health, personal cleanliness and dress;
3. Maintaining an active interest in the student's daily work and making it possible for the student to complete assigned homework through providing a quiet place and suitable conditions for study;

	<b>Huron School District #2-2</b>	Code: ABAC
	Policies and Regulations	Relations With Parents

4. Reading all communications from the school, and signing and returning them promptly when required;
5. Cooperating with the school in attending conferences set up for the exchange of information on the child's progress in school; and,
6. Participating in in-school activities and special functions.

	<b>Huron School District #2-2</b>	Code: ABB
	Policies and Regulations	Bullying/Harassment

### Bullying/Harassment


Harassment and bullying of students is against federal, state and local policy, and is not tolerated by the Huron Board of Education. In an effort to inform staff, students, and parents, copies of this policy will be available in the offices of the Superintendent, Director of Instruction, and Principal(s), and a link on the home page of the District website. The Board is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, the Board has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to deal with incidents of bullying and harassment. Bullying and harassment of students by students, school employees, and volunteers who have direct contact with students will not be tolerated in the school or school district. Pursuant to policy, the Huron School District does not condone or tolerate harassment or bullying and it is strictly prohibited. Bullying, harassment, hazing, or any other victimization of students or staff based on actual or perceived traits or characteristics of the student or staff including but not limited to: race, color, creed, sex, national origin, religion, age or disability by any student or employee of the Huron School District shall not be tolerated. This conduct will not be allowed at any Huron School District facility including but not limited to playgrounds, practice fields, parking lots, Huron Arena, Tiger Activities Center, or Tiger Stadium. Furthermore, such conduct will not be tolerated at any school sanctioned activity by anyone including guests or visitors of the Huron School District.

This policy shall apply to any persons on school property and also to any and all school sanctioned activities and events whether or not they occur on school property. This includes school vehicles or vehicles leased by the Huron School District or private vehicles that are on school property. This policy also applies to Huron School District students and employees not on school property or at a school event but in situations when the conduct directly affects the good order, efficient management and welfare of the school, school district or its students or staff or causes a substantial disruption to the educational process. Violations of this policy may be subject to disciplinary action up to and including expulsion of students or termination of employees. Volunteers, visitors, or guests of the Huron School District who are in violation of this policy may be prohibited from access to any Huron School District property. Incidents of bullying may be serious enough to involve the School Resource Officer (SRO) or other law enforcement from the initial complaint or may be brought in at any time during the investigation.

Harassment and bullying mean any electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following conditions:

- Places the student in reasonable fear of harm to the student's person or property;
- Has a substantially detrimental effect on the student's physical or mental health;
- Has the effect of substantially interfering with the student's academic performance; or
- Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

"Electronic" means any communication involving the transmission of information by wire, radio, optical cable, electromagnetic, or other similar means. "Electronic" includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, electronic text messaging, or similar technologies.

	<b>Huron School District #2-2</b>	Code: ABB
	Policies and Regulations	Bullying/Harassment

Bullying or harassment has the purpose or effect of substantially or unreasonably interfering with a student's educational opportunities. This includes but is not limited to academic, co-curricular, extra-curricular and social activities. Harassment and bullying may include, but are not limited to, the following behaviors and circumstances:

- Verbal, nonverbal, physical or written harassment, bullying, hazing, or other victimization that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Repeated remarks of a demeaning nature that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Implied or explicit threats concerning one's grades, achievements, property, etc. that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Demeaning jokes, stories, or activities directed at the student that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Unreasonable interference with a student's performance or creation of an intimidating, offensive, or hostile learning environment; and/or
- Stalking, harassment and threatening/harassing contacts by telephone, texting, email and other communication devices.

Sexual harassment means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:


- Submission to the conduct is made either implicitly or explicitly a term or condition of the student's education or benefits;
- Submission to or rejection of the conduct by a school employee is used as the basis for academic decisions affecting that student; or
- The conduct has the purpose or effect of substantially interfering with the student's academic performance by creating an intimidating, hostile, or offensive education environment.

In situations between students and school officials, faculty, staff, or volunteers who have direct contact with students, bullying and harassment may also include the following behaviors:

- Requiring that a student submit to bullying or harassment by another student, either explicitly or implicitly, as a term or condition of the targeted student's education or participation in school programs or activities; and/or
- Requiring submission to or rejection of such conduct as a basis for decisions affecting the student.

Retaliation against a person because the person has filed a bullying or harassment complaint or assisted and/or participated in a harassment investigation or proceeding is prohibited. An individual who knowingly files a false harassment complaint and a person who gives false statements in an investigation shall be subject to discipline by appropriate measures, as shall a person who is found to have retaliated against another in violation of this policy. A student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. A school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. A school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds. Individuals who knowingly file a false complaint may be subject to appropriate disciplinary action.

The school or school district will promptly and reasonably investigate allegations of bullying or harassment. The building principal or assistant principal or designee will be responsible for handling all complaints by students alleging bullying or harassment.

	<b>Huron School District #2-2</b>	Code: ABB
	Policies and Regulations	Bullying/Harassment

It is the responsibility of the superintendent, in conjunction with the investigator and principals, to develop procedures regarding this policy.

The superintendent is responsible for organizing training programs for students, school officials, faculty, staff, and volunteers who have direct contact with students. This training will take place no later than the first 20 school days of each school year. The training will include how to recognize bullying/harassment and what to do in case a student is bullied/harassed. It will also include proven effective bullying/harassment prevention strategies. The superintendent will develop a process for evaluating the effectiveness of the policy in reducing bullying/harassment. As part of this evaluation the superintendent will determine what additional training, if any, is necessary to improve effectiveness of the policy and procedures. The superintendent shall annually report to the Board on the implementation of this policy and its effectiveness in reducing bullying and harassment. The superintendent will make recommendations to modify this policy and/or its accompanying procedures to ensure they are effective.


All documentation associated with a complaint shall be maintained by the building principal for a period of three years. The superintendent is responsible for monitoring the written records to ensure the policies and procedures are being followed. The superintendent can be contacted at 150 5<sup>th</sup> Street SW, Huron, SD 57350 or by calling 605-353-6990.

The Board will annually publish this policy. The policy may be publicized by the following means:

- Inclusion in the student handbook,
- Inclusion in the employee handbook
- Inclusion in the registration materials
- Inclusion on the school or school district's web site and a copy shall be made to any person at the central administrative office at 150 5<sup>th</sup> St. SW, Huron, SD 57350.

Students who feel that they have been bullied/harassed should:

- Communicate to the bully/harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual wants assistance communicating with the bully/harasser, the individual should ask a teacher, counselor, bus driver or principal to help.
- If the bullying/harassment does not stop, or the individual does not feel comfortable confronting the harasser, the individual should:
  - tell a teacher, counselor, bus driver or principal; and
  - write down (or narrate to parent or school official) exactly what happened, keep a copy and give another copy to the teacher, counselor or principal including:
    - what, when and where it happened;
    - who was involved;
    - exactly what was said or what the bully/harasser did;
    - witnesses to the bullying/harassment;
    - what the student said or did, either at the time or later;
    - how the student felt; and
    - how the bully/harasser responded.

	<b>Huron School District #2-2</b>	Code: ABB
	Policies and Regulations	Bullying/Harassment

-- teachers or counselors receiving a report, or who witness bullying or harassment, must report the incident to the building principal by the end of the school day in which the event occurred, but in no case later than the morning of the next school day.

All staff that receive a report of bullying/harassment or view bullying/ harassment behavior must fill out the bullying incident form and submit it to the school principal within one school day from the incident. While it is strongly encouraged that students complete a bullying/harassment report, the filing of a report is not mandatory. Staff are still required to complete the incident report form if a student or another staff member or parent or other interested party comes to them to report that they or someone they know was bullied or harassed. The principal may conduct an investigation of the incomplete report.

### **FORMAL COMPLAINT PROCEDURE**

An individual who believes that he/she has been harassed or bullied will notify the principal or assistant principal in his/her building who is the designated investigator. The alternate investigator is the school counselor assigned to a student's attendance center. The investigator may request that the individual complete the /Bullying/Harassment Formal Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. The complainant shall be given a copy of the completed complaint form. Information received during the investigation is kept confidential to the extent possible. When possible, the principal should utilize the school counselor as a "third party recorder" providing an independent document for reference to the investigation, interviews, and resolution meetings.

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


### **INVESTIGATION PROCEDURE**

The investigator will reasonably and promptly commence the investigation upon receipt of the complaint. The investigation should begin within two school days, or within two work days during school recesses. Extenuating circumstances causing the delay of an investigation must be submitted to the superintendent for approval. The length of the investigation is governed by the facts and complexity of each individual case but should be completed within 30 days of the complaint. The superintendent may approve an extension in special circumstances. The investigator will interview the complainant and the alleged harasser. The alleged bully/harasser may file a written statement in response to the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of the investigation, the investigator will make written findings and conclusions as to each allegation of bullying/harassment and produce written findings and conclusions. An alternate investigator will provide a copy of the written findings of the investigation to the principal.

### **RESOLUTION OF THE COMPLAINT**

Following the completion of his/her own investigation or upon receipt of an alternate investigator's report, the principal may investigate further, if deemed necessary, and make a determination of any appropriate additional steps, which may include discipline. If during the course of completing the report, it is determined that the report is a false report, the completed form will still be provided to the principal who may take disciplinary action for filing a false report. Filing of false reports may be considered by the principal when determining if bullying or harassment has occurred.

	<b>Huron School District #2-2</b>	Code: ABB
	Policies and Regulations	Bullying/Harassment

A key to resolution is the determination of a pattern of misbehavior by one student or a specific group of students. Accurate recording in the student data system will allow principals to discover documented patterns of misbehavior, which are relevant to resolution of the complaint. This information is confidential to the principal in compliance with Family Educational Rights and Privacy Act (FERPA).

The principal will file a written report closing the case and documenting any disciplinary action taken or any other action taken in response to the complaint. The remedial actions taken by the principal, including disciplinary action where appropriate should be designed to prevent further bullying/harassment. Parents of both the victim(s) and any perpetrator(s) will be informed of the results of the investigation and the principal's findings. The alleged victim or his/her parents may not know the disciplinary action imposed nor may the alleged perpetrator or his/her parents know any of the personally identifiable information such as victim, witnesses, or specifics of the alleged incident beyond the disciplinary action imposed. If parents object to the decision of the principal they may file a grievance as set out in Huron School District, School Board policy (CP-1). The principal, or designee, will monitor the effectiveness of the remedial actions taken by contacting the complainant at least twice during the month following the investigation resolution. These contacts should be included in the documentation. If further remedial actions are necessary, the case shall remain open with ongoing monitoring and documentation. The complainant, the alleged harasser and the investigator will receive notice as to the conclusion of the investigation. The principal will maintain a log of all complaints, findings, and actions taken, and will maintain all documentation related to a complaint investigation for three years.

#### **POINTS TO REMEMBER IN THE INVESTIGATION**

- Evidence uncovered in the investigation is confidential.
- Complaints must be taken seriously and promptly investigated.
- No retaliation will be taken against complainant/individuals involved in the investigation process.
- Retaliators will be disciplined up to and including suspension and expulsion.

#### **CONFLICTS**


If the investigator is a witness to the incident, the principal may assign the alternate investigator to the incident.

#### **MONITORING EFFECTIVENESS**

The superintendent is responsible to monitor the effectiveness of the bullying/harassment prevention efforts and the timely reporting to the Board of Education. The principal will annually report to the superintendent the number and type of complaints investigated under this policy and the results, including disciplinary actions taken and the effectiveness of those actions, including follow-up contacts. The documentation supplied by the building principals will be reviewed by central administration to coordinate data district-wide and formulate a comprehensive report. The report will include the number and type of complaints filed under this policy with comparative data from previous years as it becomes available. The report may also include district-wide or individual building survey results related to bullying and harassment.

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



	<b>Huron School District #2-2</b>	Code: <b>ABB-F</b> Bullying/Harassment Formal Complaint Form
	Policies and Regulations	

**Bullying/Harassment Formal Complaint Form**

Name of Complainant: \_\_\_\_\_  
SDCL 13-32-16 (3), requires that our procedure for reporting an act of bullying include a provision that permits a person to anonymously report such an act, but advises that formal disciplinary action may not be based solely on an anonymous report.

Date of Complaint: \_\_\_\_\_

Name of Alleged Harasser or Bully: \_\_\_\_\_

Date and Place of Incident or Incidents: \_\_\_\_\_

Description of Misconduct: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name of Witnesses (if any): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_


Evidence of Harassment or Bullying, i.e., letters, photos, etc. (Attach evidence if possible):  
\_\_\_\_\_  
\_\_\_\_\_

Any Other Information: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I agree that all of the information on this form is accurate and true to the best of my knowledge.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

	<b>Huron School District #2-2</b>	Code: AC Nondiscrimination in Federal Programs
	Policies and Regulations	

### **Nondiscrimination in Federal Programs**

The District will not violate any of the provisions of applicable federal programs, statutes or regulations, including but not limited to Title IX, ESEA/Title I, Rehabilitation Act Section 504, Title II (Americans with Disabilities Act), ESSA, and McKinney-Vento Act (homeless children). The District will not discriminate in any of its policies and programs on the basis of age, race, color, creed, national origin, ancestry, religion, sex or disability.

The District will provide the following:

1. an adequate, reliable, and impartial investigation of complaints, including the opportunity for the complainant and alleged perpetrator to present witnesses and provide evidence;
2. evaluation of all relevant information and documentation relating to a complaint of discrimination;
3. specific, reasonably prompt time frames at each stage of the grievance process;
4. written notice to all parties within a specified timeframe of the outcome or disposition of the grievance at each stage of the process;
5. an opportunity to appeal the findings or remedy, or both;
6. an assurance that the District will take steps to prevent recurrence of any discrimination and correct discriminatory effects on others; and
7. language in the policies and grievance procedures indicating that any attempts to informally or voluntarily resolve the complaint or grievance should not delay the commencement of the District's investigation.


In compliance with applicable federal laws and regulations, the Board has appointed the Superintendent as the District's Compliance Officer to coordinate program compliance with federal programs. The Superintendent can be reached at:

Kraig Steinhoff Ed.D  
Superintendent - Huron School District  
150 5th St SW, Huron, SD 57350  
W-605-353-6990 C-701-210-2325

A complaint may also be filed with the United States Office for Civil Rights, U.S. Department of Education at: 1010 Walnut Street, Suite 320, Kansas City, Missouri 64106; Telephone: (816) 268-0550; Facsimile: (816)268-0599; Telecommunication Device for the Deaf: (877) 521.2172; E-mail: OCR.KansasCity@ed.gov.

#### **COMPLAINT PROCEDURE**

The Board has adopted a specific procedure to ensure that parental/student/ public complaints related to the provisions of applicable federal programs, statutes or regulations, including claims of retaliation. The Board

	<b>Huron School District #2-2</b>	Code: AC
	Policies and Regulations	Nondiscrimination in Federal Programs

will not discriminate, in any of its policies and programs, on the basis of age, race, color, creed, national origin, ancestry, religion, sex or disability.

The purpose of this complaint procedure is to outline a procedure for addressing parental/student/public complaints about federal program compliance and/or discrimination. Complaints against school employees and complaints related to sexual harassment, bullying, and instructional and library materials are addressed through other School District policies and not through this policy.

For the purposes of this policy, a “complaint” is a perceived or alleged violation of federal programs, statutes or regulations (e.g., Title IX, ESEA/Title I, Rehabilitation Act Section 504, Title II (Americans with Disabilities Act), ESSA, McKinney-Vento Act (homeless children), etc.) and/or discrimination in a policy and/or program on the basis of age, race, color, creed, national origin, ancestry, religion, sex or disability.


To protect the confidentiality of all concerned, it is imperative that any school employee in receipt of a complaint treat the complaint as confidential and that the complaint not be reproduced in any form, nor disclosed or discussed with any person other than those identified as proper recipients of the complaint (i.e., the principal, superintendent, school board).

When a federal program compliance complaint or discrimination/harassment complaint based on race, color, national origin, age or sex (excluding sexual harassment complaints) is brought directly to an individual board member or the entire Board, the board member or entire Board may listen to the person’s complaint but shall take no action unless there has been compliance with this Policy. The person bringing the complaint will be directed to the procedure as set forth below. The following procedure is designed to ensure the proper balance in protecting the rights of the person(s) bringing the complaint and the rights of the employee against whom the complaint is made. It is only when the person having the complaint and the employee involved cannot resolve the problem, and the complaint cannot be resolved at the administrative level, will the Board and board members become involved.

Should it be determined that discrimination or harassment occurred based on race, color, national origin, age or sex, the District will take steps to prevent recurrence of any discrimination or harassment and to correct its discriminatory effects on others, if appropriate.

### **STEP 1: Initial Complaint**


- A. The person having the complaint related to federal program compliance or discrimination/harassment complaint based on race, color, national origin, age or sex (excluding sexual harassment complaints), the person must initiate the complaint procedure in one of the following ways:
  - meet and discuss the concern with the Employee involved; OR
  - meet and discuss the concern with the Employee’s Principal.
1. If the Complainant met with the Employee and the complaint was not resolved, the Complainant must meet and discuss the complaint with the Employee’s Principal within ten (10) calendar days of the meeting with the Employee. The Principal shall complete a Complaint Form, Exhibit AC-E (1). The Complainant shall sign and date the Complaint Form verifying the accuracy of its content.

	<b>Huron School District #2-2</b>	Code: AC
	Policies and Regulations	Nondiscrimination in Federal Programs

2. If the Complainant initiates the complaint by meeting with the Principal, the Principal shall complete a Complaint Form, Exhibit AC-E (1). The Complainant shall sign and date the Complaint Form verifying the accuracy of its contents.
  - B. Upon the Complaint Form being signed and dated by the Complainant, the Principal shall give a copy of the complaint to the District's Compliance Officer (Superintendent). The Principal shall also give a copy of the complaint to the Employee and schedule an informal meeting with only the Complainant, Employee and Principal present. At the meeting, the Principal shall attempt to facilitate discussion between the Complainant and Employee by seeking clarification of the issue(s) and seeking a resolution to the complaint. However, attempts to informally or voluntarily resolve the complaint should not delay the commencement of the District's investigation. Should a resolution be obtained, the resolution shall be noted on the Complaint Form. Should a resolution not be obtained, the Complainant and/or the Employee may request a decision by the Principal on the merits of the complaint by making the request on the Complaint Form.
  - C. If the Principal is asked to make a decision on the merits of the complaint, the Principal has the authority to investigate the complaint beyond the information received from the Complainant and Employee during the meeting with the Complainant, Employee and Principal. During the Principal's investigation the complainant and alleged perpetrator shall both have the opportunity, at separate times, to present witnesses and provide evidence to the Principal. The Principal shall evaluate all relevant information and documentation related to the complaint of discrimination or harassment and shall render a decision in writing within fourteen (14) calendar days of the request for a decision on the merits of the complaint. The time frame for rendering a decision by the Principal may be extended by the Principal for good cause and upon written notification to the Complainant and Employee. The notification shall identify the reason for the extension and the date on or before which the decision shall be rendered. The Complainant and the Employee shall receive written notification of the Principal's determination/resolution.
  - D. The Principal's decision may be appealed by the Complainant or Employee to the Superintendent within (10) ten calendar days of receipt of the Principal's written decision pursuant to Step 2. If the Principal does not render a written decision within the required time frame (14 days unless extended) the Complainant or Employee may appeal to the Superintendent pursuant to Step 2.

Should the complaint be against a Principal, the Superintendent shall address the complaint through the procedure set forth in Step 1. An appeal by the Complainant pursuant to Step 1D may be filed with the School Board pursuant to Step 3.

Should the complaint be against the Superintendent (or the Principal who also is the Superintendent) the Complaint Form, Exhibit AC-E(1), shall be given to the Business Manager. The Business Manager shall give the Complaint Form to the School Board President or Chairperson. At the next School Board meeting, the School Board will designate a person who is not an Employee of the District to address the complaint through

	<b>Huron School District #2-2</b>	Code: AC
	Policies and Regulations	Nondiscrimination in Federal Programs

the procedure set forth in Step 1. An appeal by the Complainant pursuant to Step 1D may be filed with the School Board pursuant to Step 3.

### **STEP 2: Appeal to the Superintendent**

The following procedure shall be used to address an appeal of the Principal's decision made in Step 1, or if the Principal failed to render a decision in the required time frame:

- A. The appeal shall be in writing using Exhibit AC-E(2). The appealing party must attach the complaint and the Principal's written decision, if a decision was rendered.
- B. Upon receipt of an appeal, the Superintendent will provide a copy of the appeal to the other party. Within five (5) calendar days, the other party may submit a written response to the appeal. The Superintendent shall provide a copy of the response to the appealing party.
- C. In the Superintendent's sole discretion, the Superintendent may (a) meet and discuss the matter with the Complainant and Employee, (b) meet and discuss the matter with the Complainant, Employee and Principal, or (c) meet and discuss the matter with the Principal.
- D. Within fourteen (14) calendar days from the date the appeal was filed with the Superintendent, the Superintendent shall render a decision in writing. The time frame for rendering a decision by the Superintendent may be extended by the Superintendent for good cause and upon written notification to the Complainant and Employee; the notification shall identify the reason for the extension and the date on or before which the decision shall be rendered. The Complainant, Employee and Principal shall receive copies of the decision. The Superintendent may uphold, reverse or modify the Principal's decision. The Superintendent may also refer the matter back to the Principal for further investigation. The Principal may uphold, modify or reverse his or her initial decision. After a matter has been referred back to the Principal, and the Principal rendered a second decision, that decision may also be appealed to the Superintendent.
- E. The Superintendent's decision may be appealed by the Complainant to the School Board within (10) ten calendar days of receipt of the Superintendent's written decision pursuant to Step 3. If the Superintendent does not render a written decision within the required time frame (14 calendar days unless extended) the Complainant may appeal to the School Board pursuant to Step 3.
- F. If the Employee believes the Superintendent's decision constitutes a violation, misinterpretation or inequitable application of School Board policy or collective bargaining agreement applicable to the Employee, the Employee may file a grievance pursuant to the applicable grievance policy. A grievance filed pursuant to this provision shall be initiated at the Superintendent level.

### **STEP 3: Complainant's Appeal to the School Board**

The following procedure shall be used to address an appeal of the Superintendent's decision made in Step 2, or if the Superintendent failed to render a decision in the required time frame:

- A. An appeal to the School Board shall be in writing using Exhibit AC-E(3). The Complainant must attach the complaint, the Principal's written decision if a decision was rendered, the appeal to the Superintendent, the response to the appeal if any, and the Superintendent's decision if one was rendered.



## Huron School District #2-2

### Policies and Regulations

Code:

AC

Nondiscrimination in Federal Programs

- B. The appeal must be filed with the President/Chairperson of the School Board or Business Manager within ten (10) calendar days of Complainant's receipt of the Superintendent's written decision, or within ten (10) days of the deadline for the Superintendent's written decision, whichever comes first.
- C. Upon receipt by the Board President/Chairperson of an appeal by the Complainant, a copy of the appeal shall be given to the Employee involved.
- D. Upon receipt of an appeal to the School Board, the School Board shall schedule a date, time and location for the appeal hearing.
- E. The following procedure shall be applicable at the appeal hearing before the School Board:
  1. The School Board shall appoint a school board member or a person who is not an employee of the school district as the Hearing Officer.
  2. Within thirty (30) calendar days of an appeal being filed with the School Board, the School Board shall conduct a hearing in executive session.
  3. The Complainant, Employee and Superintendent each have the right to be represented at the hearing.
  4. The School Board shall make a verbatim record of the hearing by means of an electronic device or a court reporter. This record and any exhibits must be sealed and must remain with the Hearing Officer until the appeal process has been completed.
  5. The issue on appeal is whether the Superintendent's decision should be upheld, reversed or modified by the School Board; in the absence of a decision by the Superintendent, the School Board will make a decision on the merits of the complaint.
  6. All parties shall be given the opportunity to make an opening statement, with the Complainant being given the first opportunity, followed by the Employee and then the Superintendent.
  7. The Complainant shall present his or her case first, and the Employee shall then present his or her case. Both parties shall have the opportunity to ask questions of the other's witnesses. The Hearing Officer and school board members may ask questions of any witness.
  8. After the Complainant and the Employee have presented their respective cases, the Superintendent shall then present the basis of his/her decision which led to the appeal, if a decision was rendered. The Complainant and Employee shall have the opportunity to ask the Superintendent questions. The Hearing Officer and board members may also ask questions of the Superintendent.
  9. Unless a witness is a party to the appeal, witnesses may be present only when testifying unless the Hearing Officer rules otherwise. All witnesses must take an oath or affirmation administered by the School Board President/ Chairperson, Hearing Officer or other person authorized by law to take oaths and affirmations.
  10. The Hearing Officer shall admit all relevant evidence. The Hearing Officer may limit unproductive or repetitious evidence. The strict rules of evidence do not apply. *Moran v. Rapid City Area School Dist.*, 281 N.W.2d 595. 602 (S.D. 1979) ("This [school board hearing related to teacher contract nonrenewal] does not mandate nor necessitate the use of strict evidentiary rules.").
  11. Both parties shall be given the opportunity to make a closing statement, with the Complainant having the first opportunity, followed by the Employee, and then the Superintendent. The Complainant shall be given the opportunity for a brief rebuttal.
  12. After the evidentiary hearing, the School Board shall continue to meet in executive session for deliberations. No one other than the Hearing Officer may meet with the Board during deliberations. During deliberations, the Board may seek advice from an attorney who did not represent any of the parties in the hearing. Consultation with any other person during deliberation may occur only if a



## Huron School District #2-2


### Policies and Regulations

Code:

AC

Nondiscrimination in Federal Programs

- representative of the Complainant, Employee and Superintendent are present. The Board may, in its sole discretion, continue the proceedings and make a final decision on the appeal at a later date.
13. Within twenty (20) calendar days of the hearing, the School Board shall render its decision and issue its written Findings of Fact, Conclusions of Law and Decision. The time frame for rendering a decision may be extended by the Board President for good cause and upon written notification to the Complainant, Employee and Superintendent. The notification shall identify the reason for the extension and the date on or before which the decision shall be rendered.
  14. The decision of the School Board must be based solely on the evidence presented at the hearing and must be formalized by a motion made in open meeting. The Board will reconvene in open session. The Board may uphold, reverse, or modify the Superintendent's decision, or render a decision on the merits of the complaint in the absence of a Superintendent's decision. Findings of Fact, Conclusions of Law and Decision, consistent with the Board motion, shall be in writing and approved by the Board. The Complainant, Employee, Principal and Superintendent will receive copies after the Findings of Fact, Conclusions of Law and Decision are approved by the School Board.
  15. If the Complainant is dissatisfied with the School Board's decision, the Complainant may appeal the decision by filing an appeal to the circuit court pursuant to SDCL Ch. 13-46.

	<b>Huron School District #2-2</b>	Code: AC-E(1)
	Policies and Regulations	Nondiscrimination in Federal Programs Complaint Report Form

**Nondiscrimination in Federal Programs Complaint Report Form**

Date Form Completed: \_\_\_\_\_

Form Completed by: \_\_\_\_\_

Person Filing the Complaint (Complainant): \_\_\_\_\_

Address/Phone # of the Complainant: \_\_\_\_\_

Employee Involved: \_\_\_\_\_

Nature of Complaint: The person making the complaint shall with specificity identify the basis of the complaint ( what, when, where, witnesses, and any other pertinent information):

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(Use additional sheets if necessary).

Was a meeting held between the person having the complaint and the employee?  
 Yes \_\_\_\_\_ No \_\_\_\_\_


If a meeting was held, when was it held, what happened at the meeting and what was the outcome of the meeting: \_\_\_\_\_

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	<b>Huron School District #2-2</b>	Code: AC-E(1) Nondiscrimination in Federal Programs Complaint Report Form
	Policies and Regulations	

If a meeting was not held, explain why not: \_\_\_\_\_

Resolution requested/sought by complainant: \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_ Complainant

\_\_\_\_\_ Date \_\_\_\_\_ School Official Completing the Report Form

Step 1 - Mutually agreeable resolution was reached:

Yes \_\_\_\_\_ No \_\_\_\_\_

If resolution, manner in which the complaint was resolved:

Complainant (initial/date) \_\_\_\_\_ Employee (initial/date) \_\_\_\_\_


If no mutually agreed upon resolution was reached, I request a decision by the Principal on the merits of the complaint:

Yes \_\_\_\_\_ No \_\_\_\_\_ Complainant (initial \_\_\_\_\_) Date \_\_\_\_\_

Yes \_\_\_\_\_ No \_\_\_\_\_ Employee (initial \_\_\_\_\_) Date \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_ School Employee Completing the Sexual Harassment Report Form

\_\_\_\_\_ Date \_\_\_\_\_ Person Reporting the Sexual Harassment

	<b>Huron School District #2-2</b>	Code: AC-E(2)
	Policies and Regulations	Nondiscrimination in Federal Programs Appeal to the Superintendent

**Nondiscrimination in Federal Programs Appeal to the Superintendent**

I/We Appeal the Principal's Step 1 decision for the following reason(s): [With specificity, Complainant should state how or why the Complainant believes the Principal's decision is wrong]:

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ATTACH A COPY OF THE SEXUAL HARASSMENT REPORT AND THE PRINCIPAL'S DECISION.

\_\_\_\_\_  
Date Complainant

\_\_\_\_\_  
Date Received Superintendent

	<p><b>Huron School District #2-2</b></p> <p>Policies and Regulations</p>	<p>Code: AC-E(3) Nondiscrimination in Federal Programs Appeal to the School Board</p>
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**Nondiscrimination in Federal Programs Appeal to the School Board**

I/We Appeal the Superintendent’s step 2 decision for the following reason(s): [With specificity, Complainant should state how or why the Complainant believes the Superintendent’s decision is wrong]:

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ATTACH A COPY OF THE COMPLAINT, PRINCIPAL’S DECISION, APPEAL TO THE SUPERINTENDENT, EMPLOYEE’S STEP 2 WRITTEN RESPONSE(S) IF ANY, AND THE SUPERINTENDENT’S DECISION.

_____	_____
Date	Complainant
_____	_____
Date Received	Board President/Chairperson – Business Manager

	<b>Huron School District #2-2</b>	Code: ACAA
	Policies and Regulations	Sexual Harassment

## Sexual Harassment

### I. Policy Statement

The District does not discriminate on the basis of sex in any education program or activity that it operates, including admission and employment. The District is required by Title IX of the Education Amendments of 1972 and the regulations promulgated through the U.S. Department of Education not to discriminate in such a manner. Inquiries about the application of Title IX to the District may be referred to the District's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both. *(34 CFR § 106(b)(1))*

The District is committed to a school environment which is free from sexual harassment and conducive to all students' educational opportunities. Sexual harassment can inhibit a student's educational opportunities and an employee's work. Sexual harassment of students attending school in the District or students from other schools who are at a District activity, and sexual harassment of school employees, school volunteers, parents, guests, visitors and vendors of the District shall also not be tolerated and is strictly prohibited.

All students, school employees, school volunteers, parents, guests, visitors and vendors shall conduct themselves in a civil and responsible manner and in a manner consistent with school policies. This policy prohibiting sexual harassment shall apply to all students, school employees, school volunteers, parents, guests, visitors and vendors while on school property, while attending or participating in school activities, on school-owned property or on non-school property, while in any school-owned or leased vehicle, while at a school bus stop, or when in a private vehicle located on school property during school or during school activities.

Federal law (34 CFR § 106.30) defines "sexual harassment" as conduct on the basis of sex that satisfies one or more of the following: *(34 CFR § 106.30)*

1. An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Any person may report sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator. *(34 CFR § 106.8(a))*

Any student who believes that he or she has been or is being subjected to sexual harassment or has reason to suspect another person has been or is being subjected to sexual harassment may also report it to a teacher, guidance counselor, or school administrator. The report may be made verbally or in writing.



## Huron School District #2-2

### Policies and Regulations

Code:  
ACAA  
Sexual Harassment

The District's response shall treat complainants and respondents equitably by offering supportive measures to a complainant, and by following a grievance process that complies with Title IX requirements before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. (34 CFR § 106.44(a))

### II. Designation of Title IX Coordinator

The Board has designated the following District employee to coordinate its efforts to comply with its responsibilities as set forth in 34 CFR Part 106, who shall be referred to as the "Title IX Coordinator." (34 CFR § 106.8(a))

Name or Title: \_\_\_\_\_  
Office Address: \_\_\_\_\_  
Email Address: \_\_\_\_\_  
Telephone Number: \_\_\_\_\_

The District shall notify applicants for employment, students, parents or legal guardians of elementary and secondary school students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the District, of the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator. (34 CFR § 106.8(a))

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. (34 CFR § 106.30(a))

### III. Dissemination of Policy


The District shall notify persons entitled to the notification under Section I. above that the District does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX and this policy not to discriminate in such a manner. Such notification must state that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX to the District may be referred to the District's Title IX Coordinator, to the U.S. Assistant Secretary of Education, or both.

The District shall prominently display the contact information required to be listed for the Title IX Coordinator on its website, and in each handbook or catalog that it makes available to persons entitled to a notification pursuant to Section I. above. (34 CFR § 106.8(b))


### IV. Adoption of Grievance Procedures

The District has adopted and published grievance procedures (ACAA-R(1), Sexual Harassment – Regulations) that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX and this policy. The District shall provide to persons entitled to a notification under Section I above notice of the District's grievance procedures and grievance process, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the District will respond. (34 CFR § 106.8(c))

### V. Definitions (34 CFR § 106.30(a), except when otherwise indicated)

	<b>Huron School District #2-2</b>	Code: ACAA
	Policies and Regulations	Sexual Harassment

- a. “Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to the District’s Title IX Coordinator or any official of the District who has authority to institute corrective measures on behalf of the District, or to any employee of an elementary and secondary school. Imputation of knowledge based solely on vicarious liability (when a person has a particular legal relationship to the person who acted negligently) or constructive notice (deeming notice of something to a person having been given, even though actual notice did not exist) is insufficient to constitute actual knowledge. This standard is not met when the only official of the recipient with actual knowledge is the respondent. The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the District.
- b. “Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- c. “Dating violence” means violence committed by a person:
1. who is or has been in a social relationship of a romantic or intimate nature with the victim; and
  2. where the existence of such a relationship shall be determined based on a consideration of the following factors:
    - i. the length of the relationship.
    - ii. the type of relationship.
    - iii. the frequency of interaction between the persons involved in the relationship. *(34 U.S.C. 12291(a)(10))*
- d. “Decision-maker” means the school administrator who has primary responsibility and authority related to students, staff and attendance center where the alleged sexual harassment occurred, unless otherwise designated by the Board, and who has the authority to make a determination on the complaint as to responsibility of the respondent. *(ASBSD sample definition)*
- e. “Domestic violence” includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction. *(34 U.S.C. 12291(a)(8))*
- f. “Education program or activity” includes locations, events, or circumstances over which the District exercised substantial control over both the respondent and the context in which the sexual harassment occurs. *(34 CFR § 106.44(a))*
- g. “Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the District investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or


	<b>Huron School District #2-2</b>	Code: ACAA Sexual Harassment
	Policies and Regulations	

attempting to participate in the education program or activity of the District. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator, and by any additional method designated by the District.

- h. “Document filed by a complainant” means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the District) that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Should the Title IX Coordinator sign the formal complaint, the Title IX Coordinator is not a complainant or otherwise a party, and the Title IX Coordinator must comply with the Title IX requirements.
- i. “Notice” includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator.
- j. “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
- k. “Sexual assault” means any nonconsensual sexual act proscribed by Federal, Tribal, or State law, including when the victim lacks capacity to consent. *(20 U.S.C. 1092(f)(6)(A)(v))*
- l. “Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
  - 1. fear for his or her safety or the safety of others; or
  - 2. suffer substantial emotional distress. *(34 U.S.C. 12291(a)(30))*
- m. “Supportive measures” means nondisciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the District’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, escorting the complainant while on District property or while a District off-campus activity, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

**VI. District’s Response to Sexual Harassment** *(34 CFR § 106.44)*

- A. General response to sexual harassment. Regardless of whether or not a formal complaint is filed, should the District have actual knowledge of sexual harassment in a District educational program or activity against another person in the United States, the District shall respond promptly in a manner that is not deliberately indifferent (i.e., if the District’s response to sexual harassment is clearly unreasonable in light

	<b>Huron School District #2-2</b>	Code: ACAA
	Policies and Regulations	Sexual Harassment

of the known circumstances).


The Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

- B. Response to a formal complaint. In response to a formal complaint, the District shall follow the grievance process as set forth in ACAA-R(1), Sexual Harassment – Regulations.
- C. Time frames. The timeframes set forth in the regulations shall be considered as a maximum length of time within which the related step is to be completed, however, the time frames may be extended for good cause upon written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause includes, but is not limited to, utilization of the informal resolution process, availability of an investigator if not a school employee, complexity of the investigation, absence of a party, a party’s advisor, a witness, or decision-maker (including a person necessary for addressing an appeal), concurrent law enforcement activity, or the need for language assistance or accommodation of disabilities.
- D. Emergency removal. Nothing in Title IX regulations or this policy prohibits the District from removing a respondent from the District’s education program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal, however, nothing in Title IX regulations or this policy may be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act. Additionally, nothing in the Title IX regulations or this policy prohibits the District from placing an employee respondent on administrative leave during the pendency of a grievance process, however, nothing in Title IX regulations or this policy may be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

**VII. Informal Resolution (34 CFR § 106.45(b)(9))**

- A. The District may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this policy.
- B. The District may not require the parties to participate in an informal resolution process under this policy and may not offer an informal resolution process unless a formal complaint is filed.




	<b>Huron School District #2-2</b>	Code: ACAA
	Policies and Regulations	Sexual Harassment

- C. At any time prior to reaching a determination regarding responsibility the District may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the District:
1. provides to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
  2. obtains the parties' voluntary, written consent to the informal resolution process; and
  3. does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

**VIII. District's Grievance Process for Formal Complaints of Sexual Harassment** (34 CFR § 106.45(b))

- A. For the purpose of addressing formal complaints of sexual harassment, the District's grievance procedure as set forth in ACAA-R(1), Sexual Harassment – Regulations, shall be followed. There must be compliance with the requirements of this section, and any provisions, rules, or practices other than those required by this section that the District adopts as part of its grievance process for handling formal complaints of sexual harassment must apply equally to both parties.
- B. Upon receipt of a formal complaint, the Title IX Coordinator shall provide the following written notice to the parties who are known (34 CFR § 106.45(b)(2))
1. Notice of the District's grievance process, including any informal resolution process.
  2. Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined in this policy, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice shall inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice shall inform the parties of any provision in the District's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

	<b>Huron School District #2-2</b>	Code: ACAA
	Policies and Regulations	Sexual Harassment

- C. The District shall treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent. Remedies may be disciplinary in nature. Such remedies may include the same individualized services identified as supportive measures. Remedies must be designed to restore or preserve equal access to the District's education program or activity. *(34 CFR § 106.45(b)(1)(i))*
- D. The District shall follow the grievance process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. *(34 CFR § 106.44(a))*
- E. Investigation of a formal complaint. When investigating a formal complaint and throughout the grievance process, the District:
1. shall have the burden of proof and the burden of gathering evidence sufficient to reach a determination, and the parties shall not have either burden; *(34 CFR § 106.45(b)(5)(i))*
  2. cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the District obtains that party's voluntary, written consent to do so for a grievance process under this section. If a party is not an "eligible student," (i.e., student who has reached 18 years of age), the District must obtain the voluntary, written consent of a "parent," (i.e., natural parent, guardian, or an individual acting as a parent in the absence of a parent or a guardian; *(34 CFR § 106.45(b)(5)(i))*
  3. shall provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence; *(34 CFR § 106.45(b)(5)(ii))*
  4. shall not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence; provided, however, nothing in this provision prohibits the District from taking disciplinary action due to a party retaliating against any person due to that person having made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. *(34 CFR § 106.45(b)(5)(iii))*
  5. shall provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the District may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties. *(34 CFR § 106.45(b)(5)(iv))*
- F. There shall be an objective evaluation of all relevant evidence, and credibility determinations may not be based on a person's status as a complainant, respondent, or witness. *(34 CFR § 106.45(b)(1)(ii))*



## Huron School District #2-2

### Policies and Regulations

Code:  
ACAA  
Sexual Harassment

- G. No individual designated by a recipient as a Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process, may have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. *(34 CFR § 106.45(b)(1)(iii))*
- H. The Title IX Coordinator, investigators, decision-makers, and any person who facilitates an informal resolution process, shall receive training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. *(34 CFR § 106.45(b)(1)(iii))*
1. The decision-makers shall receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.
  2. The investigators shall receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
  3. No materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, may rely on sex stereotypes, and training materials must promote impartial investigations and adjudications of formal complaints of sexual harassment.
- I. Until a determination regarding responsibility is made at the conclusion of the grievance process, the respondent is presumed to not be responsible for the alleged conduct. *(34 CFR § 106.45(b)(1)(iv); 34 CFR § 106.45(b)(2)(i)(B))*
- J. The District's grievance procedure as set forth in ACAA-R(1), Sexual Harassment – Regulations, shall:
- K. including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if District offers informal resolution processes; *(34 CFR § 106.45(b)(1)(vi))*
- L. include a process that allows for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities; *(34 CFR § 106.45(b)(1)(v))*
- M. include the range of possible disciplinary sanctions and remedies or list the possible disciplinary sanctions and remedies that the District may implement following any determination of responsibility; *(34 CFR § 106.45(b)(1)(vi))*
- N. state that for all formal complaints of sexual harassment filed against students and employees, the standard of evidence to be used to determine responsibility is the preponderance of the evidence standard. *(34 CFR § 106.45(b)(1)(vii))*
- O. include the procedures and permissible bases for the complainant and respondent to appeal; *(34 CFR § 106.45(b)(1)(viii))*




## Huron School District #2-2

### Policies and Regulations

Code:  
ACAA  
Sexual Harassment

- P. describe the range of supportive measures available to complainants and respondents; *(34 CFR § 1045(b)(1)(ix))* and
- Q. not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege. *(34 CFR § 106.45(b)(1)(x))*
- R. If, in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that are not included in the notice provided pursuant to provision B in this section, the District shall provide notice of the additional allegations to the parties whose identities are known. *(34 CFR § 106.45(b)(2)(ii))*
- S. Any party whose participation is invited or expected, shall be given written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate. *(34 CFR § 106.45(b)(5)(v))*
- T. All parties shall have equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the recipient does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. *(34 CFR § 106.45(b)(5)(vi))*
- U. Prior to completion of the investigative report, the District must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report. *(34 CFR § 106.45(b)(5)(vi))*
- V. The investigator shall create an investigative report that fairly summarizes relevant evidence and, at least 10 calendar days prior to a determination by a decision-maker regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response. *(34 CFR § 106.45(b)(5)(vii))*
- W. No adversarial hearing shall be held unless the determination of the Superintendent is appealed to the Board, or unless the Superintendent recommends the long term suspension or expulsion of a student, or the suspension without pay or termination of employment of an employee. *(34 CFR § 106.45(b)(6)(ii))*
- X. The Superintendent may make a recommendation to the Board that a student determined to have sexually harassed another person be suspended long-term or expelled (ARSD 24:07:01:01). The Superintendent may also make a recommendation to the Board that an employee determined to having sexually harassed another person be suspended without pay or the person's employment with the District be terminated. Should either recommendation be given by the Superintendent, a formal adversarial hearing shall be held before the Board as set forth in ACAA-R(1), Sexual Harassment – Regulations. *(34 CFR § 106.45(b)(8)(ii))*

	<b>Huron School District #2-2</b>	Code: ACAA Sexual Harassment
	Policies and Regulations	

## IX. Appeal


- A. Both parties have the right to appeal to the Board the Superintendent's determination regarding responsibility, and also from a dismissal of a formal complaint or any allegations therein, on the following bases:
1. Procedural irregularity that affected the outcome of the matter; *(34 CFR § 106.45(b)(8)(i)(A))*
  2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; *(34 CFR § 106.45(b)(8)(i)(B))* and
  3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter. *(34 CFR § 106.45(b)(8)(i)(C))*
- B. As to all appeals, the Title IX Coordinator shall: *(34 CFR § 106.45(b)(8)(iii))*
1. notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
  2. ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
  3. ensure that the decision-maker(s) for the appeal complies with the standard of evidence as required in this policy;
  4. give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
  5. ensure that a written decision is issued describing the result of the appeal and the rationale for the result, and provide the written decision simultaneously to both parties.

## X. Consolidation of Formal Complaints

The District may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one respondent, references in this section to the singular "party," "complainant," or "respondent" include the plural, as applicable. *(34 CFR § 106.45(b)(4))*

## XI. Dismissal of a Formal Complaint

- A. The District must investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved, did not occur in the District's education program or activity, or did not occur against a person in the United States, then the District must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment, however the dismissal does not preclude action under another provision of the District's code of

	<b>Huron School District #2-2</b>	Code: ACAA
	Policies and Regulations	Sexual Harassment

conduct. *(34 CFR § 106.45(b)(3)(i))*


- B. The District may dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing: *(34 CFR § 106.45(b)(3)(ii))*
1. a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
  2. the respondent is no longer enrolled in or employed by the District; or specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.
- C. Upon a dismissal required or permitted pursuant to Section A. or B. above, the District shall promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. *(34 CFR § 106.45(b)(3)(iii))*

## **XII. Recordkeeping** *(34 CFR § 106.45(b)(10))*

- A. The District shall maintain for a period of seven years records of:
1. each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;
  2. any appeal and the result therefrom;
  3. any informal resolution and the result therefrom; and
  4. all materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. A recipient must make these training materials publicly available on its website, or if the recipient does not maintain a website the recipient must make these materials available upon request for inspection by members of the public.
- B. For each response required under XII.A., the District shall create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment, document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the recipient's education program or activity. If the complainant is not provided with supportive measures, the District shall document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

## **XIII. Retaliation Prohibited** *(34 CFR § 106.71)*

- A. Neither the District or other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy.

	<b>Huron School District #2-2</b>	Code: ACAA
	Policies and Regulations	Sexual Harassment

- B. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by title IX or this policy, constitutes retaliation.
- C. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination pursuant to the District's Nondiscrimination Policy.
- D. The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this provision.
- E. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy does not constitute retaliation prohibited by this policy, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

**XIV. Confidentiality**

- A. The District shall keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by Family Educational Rights and Privacy Act (FERPA), or as required by law, or to carry out the purposes of Title IX (34 CFR part 106), including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. *(34 CFR § 106.71(a))*
- B. The District shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures. *(34 CFR § 106.30(a))*



**Huron School District #2-2**

Policies and Regulations

Code:  
ACAA-E(1)  
Sexual Harassment  
Complaint Report Form

**Sexual Harassment**  
**Complaint Report Form**

Date Form Completed: \_\_\_\_\_

Form Completed by: \_\_\_\_\_

Person Reporting the Sexual Harassment: \_\_\_\_\_

Address/Phone # of the Person Reporting the Sexual Harassment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

(use additional sheets if necessary).

\_\_\_\_\_  
Date School Employee Completing the Sexual Harassment Report Form

\_\_\_\_\_  
Date Person Reporting the Sexual Harassment



	<b>Huron School District #2-2</b>	Code: ACAA-E(2)
	Policies and Regulations	Sexual Harassment Complaint Appeal to the Superintendent

**Sexual Harassment**  
**Complaint Appeal to the Superintendent**

I/We Appeal the Principal's Step 1 decision for the following reason(s): [With specificity, Complainant should state how or why the Complainant believes the Principal's decision is wrong]:

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ATTACH A COPY OF THE SEXUAL HARASSMENT REPORT AND THE PRINCIPAL'S DECISION.

\_\_\_\_\_ Date \_\_\_\_\_ Complainant

\_\_\_\_\_ Date Received \_\_\_\_\_ Superintendent

	<b>Huron School District #2-2</b>	Code: ACAA-E(3)
	Policies and Regulations	Sexual Harassment Complaint Appeal to the School Board

**Sexual Harassment**  
**Complaint Appeal to the School Board**

I/We Appeal the Superintendent's Step 2 decision for the following reason(s): [With specificity, Complainant should state how or why the Complainant believes the Superintendent's decision is wrong]:

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ATTACH A COPY OF THE SEXUAL HARASSMENT REPORT, PRINCIPAL'S DECISION, APPEAL TO THE SUPERINTENDENT (Exhibit ACAAE(2)), EMPLOYEE'S STEP 2 WRITTEN RESPONSE, AND SUPERINTENDENT'S DECISION.

\_\_\_\_\_  
Date Complainant

\_\_\_\_\_  
Date Received Business Manager

	<b>Huron School District #2-2</b>	Code: ACAB
	Policies and Regulations	Prohibition Against Aiding or Abetting Sexual Abuse

## Prohibition Against Aiding or Abetting Sexual Abuse

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


- **“Assisting”** includes but is not limited to giving a positive recommendation to a potential employer, but does not include the routine transmission of administrative and personnel files or information related to name of employee, contractor or agent, dates of employment/contract, and position held or work performed.
- **“Probable cause”** exists where the facts and circumstances within the [person’s] knowledge, and of which they have reasonably trustworthy information, are sufficient in themselves to warrant a belief by a man of reasonable caution that [an offense] has been or is being committed.”<sup>1</sup>
- **“Sexual misconduct”** is the umbrella term federal regulators use to categorize behavior that includes sexual assault, unwanted sexual contact, and sexual harassment.”<sup>2</sup>

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

1. The matter has been officially closed or the prosecutor or police with jurisdiction over the alleged misconduct has investigated the allegations and notified school officials that there is insufficient information to establish probable cause that the school employee, contractor or agent engaged in sexual misconduct regarding a minor or student in violation of the law; or
2. The school employee, contractor or agent has been charged with, and acquitted or otherwise exonerated of the alleged misconduct; or
3. The case or investigation remains open and there have been no charges filed against or indictment of the school employee, contractor or agent within four years of the date on which the information was reported to a law enforcement agency.

<sup>1</sup> State v. Stuck, 434 N.W.2d 43 (SD 1988)

<sup>2</sup> Rice University Student Judicial Programs, Sexual Misconduct Policy

	<b>Huron School District #2-2</b>	Code: ACB
	Policies and Regulations	Nondiscrimination on the Basis of Handicap/Disability

**Nondiscrimination on the Basis of Handicap/Disability**

It will be the policy of the District to adhere to the concept of nondiscrimination on the basis of handicapping conditions. The Board will support section 504 of the Rehabilitation Act of 1973. In doing so the Board will:


1. Not discriminate against a qualified handicapped person in any aspect of school division employment solely on the basis of handicap.
2. Make facilities, programs and activities accessible, usable, and open to qualified handicapped persons.
3. Provide free appropriate education at elementary and secondary levels, including nonacademic and extracurricular services and activities, to qualified handicapped persons.
4. Not exclude any qualified handicapped person solely on the basis of handicap from participation in any preschool education or day care program or activity or any adult education or vocational program or activity.
5. Provide each qualified handicapped person with the same health, welfare, and social services as are provided other persons.

**The Board holds the general view that:**

1. Discrimination against qualified handicapped persons solely on the basis of handicap is unfair.
2. To the extent reasonably possible, qualified handicapped persons should be in the mainstream of life in a school community.

Accordingly, employees of the District will comply with the above requirements of the law and any regulations approved by the Board or its administration for ensuring a policy of nondiscrimination on the sole basis of handicap. The Board designates the superintendent or superintendent's designee to act as the District's compliance officer for employees and students.

No person in the District will, on the basis of handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activities.

	<b>Huron School District #2-2</b>	Code:
	Policies and Regulations	AD Educational Philosophy

## Educational Philosophy


In today's society, education is a continuous process of learning, not only for the present but for the future. Therefore, the Board will provide an educational environment that promotes and enhances learning as a life-long endeavor. In addition, the Board believes that education is not just the development and refinement of mental capacity but a process that assists the students in meeting their physical, social, aesthetic, and emotional requirements.

The Board will strive to provide stimulation and assistance so that each child develops in accordance to his or her individual abilities, interests and potential. The responsibility of the school, therefore, is to help guide the individual in the many and varied educational experiences so that a child can develop into a wholesome, happy and productive human being.

The Board recognizes the importance of the home as an influence upon the child and believes that a sympathetic, cooperative attitude between the teacher and the parent or guardian is necessary in the development of a student's integrated personality.

The total staff of the school system constitutes an inestimable and lasting force in the development of the student. The teacher is the most significant influence in the school and must, therefore, possess and demonstrate dedication, enthusiasm and sensitivity. It is primarily the teacher's responsibility to provide the learning environment in the school that fosters maximum student growth and reflects individual differences.

It is further realized that mutual rapport among the home, student, staff, administration, School Board and total community is necessary to implement this policy.

	<b>Huron School District #2-2</b>	Code: AE HSD Wellness Policy
	Policies and Regulations	

# HURON PUBLIC SCHOOL DISTRICT WELLNESS POLICY

Based on the SOUTH DAKOTA MODEL WELLNESS POLICY and the ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY

## Table of Contents

Preamble.....2

School Wellness Committee.....3

Wellness Policy Implementation, Monitoring, Accountability, Community Engagement.....4

Nutrition.....6

Physical Activity.....10

Other Activities that Promote Student Wellness..... 11

Glossary.....12

Appendix A: School Level Contacts.....13

	<b>Huron School District #2-2</b>	Code: AE HSD Wellness Policy
	Policies and Regulations	

**Preamble**

Huron Public School District (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. 1,2,3,4,5,6,7

Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. 8,9,10

In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. 11,12,13,14

Finally, there is evidence that adequate hydration is associated with better cognitive performance. 15, 16, 17

This policy outlines the District’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions.

Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives. This policy applies to all students, staff and schools in the District. Specific measureable goals and outcomes are identified within each section below.

	<b>Huron School District #2-2</b>	Code: AE HSD Wellness Policy
	Policies and Regulations	

## I. School Wellness Committee

### *Committee Role and Membership*

The District will convene a representative district wellness committee (hereto referred to as the local wellness committee or work within an existing school health committee) periodically to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (heretofore referred as “wellness policy”). The local wellness committee membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. The name(s), title(s), and contact information (email address is sufficient) of this/these individual(s) is (are): (Wellness Policy Committee).

Wellness Policy Committee Name	Title / Relationship to the School or District	Email address	Role on Committee
Dr. Kraig Steinhoff Garret Bischoff Mike Radke Rodney Mittelstedt Laura Willemsen Lyndi Hudson Peggy Heinz Heather Rozell Kari Hinker  Linda Pietz Jolene Konechne Kathie Bostrom Amanda Reilly Rita Baszler Jessica Van Diepen Raleigh Larson	Superintendent of Schools Board of Education Member High School Principal Asst. High School Principal Middle School Principal Asst. Middle School Principal Buchanan K-1 Center Principal Madison 2-3 Center Principal Washington 4-5 Center Principal Principal  Director of Curriculum Director ESL Program Transportation Director Nutrition Director School Nurse (Mad) School Nurse (Buch & Wash) School Nurse (MS/HS)	<a href="mailto:kraig.steinhoff@k12.sd.us">kraig.steinhoff@k12.sd.us</a> <a href="mailto:g_bisch@hotmail.com">g_bisch@hotmail.com</a> <a href="mailto:Mike.Radke@k12.sd.us">Mike.Radke@k12.sd.us</a> <a href="mailto:Rodney.Mittelstedt@k12.sd.us">Rodney.Mittelstedt@k12.sd.us</a> <a href="mailto:Laura.Willemsen@k12.sd.us">Laura.Willemsen@k12.sd.us</a> <a href="mailto:Lyndi.Hudson@k12.sd.us">Lyndi.Hudson@k12.sd.us</a> <a href="mailto:Peggy.Heinz@k12.sd.us">Peggy.Heinz@k12.sd.us</a> <a href="mailto:Heather.Rozell@k12.sd.us">Heather.Rozell@k12.sd.us</a> <a href="mailto:Kari.Hinker@k12.sd.us">Kari.Hinker@k12.sd.us</a>  <a href="mailto:Linda.Pietz@k12.sd.us">Linda.Pietz@k12.sd.us</a> <a href="mailto:Jolene.Konechne@k12.sd.us">Jolene.Konechne@k12.sd.us</a> <a href="mailto:Kathie.Bostrom@k12.sd.us">Kathie.Bostrom@k12.sd.us</a> <a href="mailto:Amanda.Reilly@k12.sd.us">Amanda.Reilly@k12.sd.us</a> <a href="mailto:Rita.Baszler@k12.sd.us">Rita.Baszler@k12.sd.us</a> <a href="mailto:JessicaVanDiepen@k12.sd.us">JessicaVanDiepen@k12.sd.us</a> <a href="mailto:Raleigh.Larson@k12.sd.us">Raleigh.Larson@k12.sd.us</a>	Assists in the evaluation of the district wellness policy and implementation

### **Leadership**

The Superintendent or designee(s) will convene the local wellness committee and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy. Designated official for oversight Amanda Reilly, Nutrition Director, [Amanda.Reilly@k12.sd.us](mailto:Amanda.Reilly@k12.sd.us)

Each school will designate a school wellness policy coordinator, who ensures compliance with the policy.

Buchanan K-1 Center - Jessica Van Diepen, School Nurse, [Jessica.VanDiepen@k12.sd.us](mailto:Jessica.VanDiepen@k12.sd.us)

Madison 2-3 Center - Rita Baszler, School Nurse, [Rita.Baszler@k12.sd.us](mailto:Rita.Baszler@k12.sd.us)

Washington 4-5 Center – Jessica Van Diepen, School Nurse, [Jessica.VanDiepen@k12.sd.us](mailto:Jessica.VanDiepen@k12.sd.us)

Middle School - Raleigh Larson, School Nurse, [Raleigh.Larson@k12.sd.us](mailto:Raleigh.Larson@k12.sd.us)

High School – Raleigh Larson, School Nurse, [Raleigh.Larson@k12.sd.us](mailto:Raleigh.Larson@k12.sd.us)



	<b>Huron School District #2-2</b>	Code: AE HSD Wellness Policy
	Policies and Regulations	

## II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

### *Implementation Plan*

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about responsibilities, specific goals, and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention’s School Health Index, create an action plan that fosters implementation and generate an annual progress report. This wellness policy and the progress reports can be found at: [www.huron.k12.sd.us/](http://www.huron.k12.sd.us/) Look under the Food and Nutrition tab for wellness policy progress reports.

### *Recordkeeping*

The District will retain records to document compliance with the requirements of the wellness policy at Nutrition Office and the District website for three years past the current year. Documentation maintained in location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the local wellness committee;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

### *Annual Notification of Policy*

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District’s (or schools’) events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District/school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

### *Triennial Progress Assessments*

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District’s wellness policy compares to a model policy (like the Alliance for a Healthier Generation’s model wellness policy or the State Model Wellness Policy); and
- A description of the progress made in attaining the goals of the District’s wellness policy.

	<b>Huron School District #2-2</b>	Code: AE HSD Wellness Policy
	Policies and Regulations	

The position/person responsible for managing the triennial assessment and contact information is Amanda Reilly, Nutrition Director. Email address [Amanda.Reilly@k12.sd.us](mailto:Amanda.Reilly@k12.sd.us)


The local wellness committee, in collaboration with individual schools, will monitor schools' compliance with this wellness policy. The District will actively notify households/families of the availability of the triennial progress report.

***Revisions and Updating the Policy***

The local wellness committee will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

***Community Involvement, Outreach and Communications***

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of local wellness committee and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents. The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

	<b>Huron School District #2-2</b>	Code: AE HSD Wellness Policy
	Policies and Regulations	

### III. Nutrition

#### *School Meals*

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer’s specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Fresh Fruit and Vegetable Program (FFVP), and the Summer Food service Program (SFSP).

All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations.
- Promote healthy food and beverage choices, such as one or more of the following:
  - Whole fruit options are displayed in attractive bowls or baskets (instead of chafing dishes or hotel pans).
  - Sliced or cut fruit is available daily.
  - Daily fruit options are displayed in a location in the line of sight and reach of students.
  - All available vegetable options have been given creative or descriptive names.
  - Daily vegetable options are bundled into all grab-and-go meals available to students.
  - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
  - White milk is placed in front of other beverages in all coolers.
  - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
  - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
  - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
  - Student artwork is displayed in the service and/or dining areas.
  - Daily announcements are used to promote and market menu options.

#### *Staff Qualifications and Professional Development*

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA’s Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.



## Huron School District #2-2

Policies and Regulations

Code:  
AE HSD Wellness Policy

### **Water**

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day\* and throughout every school campus\* ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.

### **Competitive Foods and Beverages**

The District is committed to ensuring that all foods and beverages available to students on the school campus\* during the school day\* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at [www.foodplanner.healthiergeneration.org](http://www.foodplanner.healthiergeneration.org). To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.


### **Fundraising**

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus\* during the school day\*. The District will make available to parents and teachers a list of healthy fundraising ideas.

### **Nutrition Promotion**

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community. The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at <http://www.foodplanner.healthiergeneration.org/>.

	<b>Huron School District #2-2</b>	Code: AE HSD Wellness Policy
	Policies and Regulations	

### ***Nutrition Education***

The District will model, encourage and support healthy eating by all students. Schools will engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;

### ***Essential Healthy Eating Topics in Health Education***

The District supports a health education curriculum; examples of topics below:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

	<b>Huron School District #2-2</b>	Code: AE HSD Wellness Policy
	Policies and Regulations	

***Food and Beverage Marketing in Schools***

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions.

The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student’s health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District’s wellness policy.


Any foods and beverages marketed or promoted to students on the school campus\* during the school day\* will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.<sup>15</sup>

This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

	<b>Huron School District #2-2</b>	Code: AE HSD Wellness Policy
	Policies and Regulations	

**IV. Physical Activity**

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity during and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the district will be encouraged to participate in *Let's Move! Active Schools* ([www.letsmoveschools.org](http://www.letsmoveschools.org)) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason [*This does not include participation on sports teams that have specific academic requirements*]. The district will provide teachers and other school staff with a list of ideas for alternative ways to discipline students.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

***Physical Education***

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "*Essential Physical Activity Topics in Health Education*" subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District elementary students in each grade will receive physical education for at least 70 minutes per week throughout the school year.

Buchanan K-1 Center - Students will receive physical education 2 days a week for 35 minutes each day.


Madison 2-3 Center - Students will receive physical education 2 days a week for 35 minutes each day.

Washington 4-5 Center - Students will receive physical education 2 days a week for 35 minutes each day.

All Huron Public School District secondary students (middle and high school) are required to take the equivalent of one academic year of physical education.

Middle School-Students will receive 24 weeks of physical education for 40 minutes each day.

High School - Students will receive 18 weeks of physical education for 40 minutes each day.

	<b>Huron School District #2-2</b>	Code: AE HSD Wellness Policy
	Policies and Regulations	

***Examples of Physical Activity Topics in Health Education***

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

**V. Other Activities that Promote Student Wellness**

The District encourages integration of wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District encourages coordination and integration of other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District’s curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the local wellness committee.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.



	<b>Huron School District #2-2</b>	Code: AE HSD Wellness Policy
	Policies and Regulations	

**Glossary:**

**Extended School Day** – the time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

**School Campus** - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

**School Day** – the time between midnight the night before to 30 minutes after the end of the instructional day.

**Triennial** – recurring every three years.

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	<b>Huron School District #2-2</b>	Code: AE HSD Wellness Policy
	Policies and Regulations	

Appendix A:

School Level Contacts

Dr. Kraig Steinhoff, Superintendent	<a href="mailto:Kraig.steinhoff@k12.sd.us">Kraig.steinhoff@k12.sd.us</a>
Kelly Christopherson, Business Manager	<a href="mailto:Kelly.Christopherson@k12.sd.us">Kelly.Christopherson@k12.sd.us</a>
Mike Radke, High School Principal	<a href="mailto:Mike.Radke@k12.sd.us">Mike.Radke@k12.sd.us</a>
Rodney Mittelstedt, High School Assistant Principal	<a href="mailto:Rodney.Mittelstedt@k12.sd.us">Rodney.Mittelstedt@k12.sd.us</a>
Laura Willemsen, Middle School Principal	<a href="mailto:Laura.Willemsen@k12.sd.us">Laura.Willemsen@k12.sd.us</a>
Lyndi Hudson, Middle School Assistant Principal	<a href="mailto:Lyndi.Hudson@k12.sd.us">Lyndi.Hudson@k12.sd.us</a>
Peggy Heinz, Buchanan K-1 Center Principal	<a href="mailto:Peggy.Heinz@k12.sd.us">Peggy.Heinz@k12.sd.us</a>
Heather Rozell, Madison 2-3 Center, Principal	<a href="mailto:Heather.Rozell@k12.sd.us">Heather.Rozell@k12.sd.us</a>
Kari Hinker, Washington 4-5 Center, Principal	<a href="mailto:Kari.Hinker@k12.sd.us">Kari.Hinker@k12.sd.us</a>
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Roger Ahlers, Technology Director	<a href="mailto:Roger.Ahlers@k12.sd.us">Roger.Ahlers@k12.sd.us</a>
Terry Rotert, Activities Director	<a href="mailto:Terry.Rotert@k12.sd.us">Terry.Rotert@k12.sd.us</a>
John Halbkat, Buildings and Grounds Director	<a href="mailto:John.halbkat@k12.sd.us">John.halbkat@k12.sd.us</a>
Kathie Bostrom, Transportation Director	<a href="mailto:Kathie.Bostrom@k12.sd.us">Kathie.Bostrom@k12.sd.us</a>
Amanda Reilly, Nutrition Director	<a href="mailto:Amanda.Reilly@k12.sd.us">Amanda.Reilly@k12.sd.us</a>

	<b>Huron School District #2-2</b>	Code: AGA Contested Hearings
	Policies and Regulations	

## Contested Hearings

The Board may be required to assume a judicial role to ensure adherence to district policy. All contested matters will be heard in a fair and impartial manner, and the Board will resolve all disputes. All contested hearings shall adhere to the procedures outlined in this policy.

### **HEARING**

- Hearings involving personnel and students are closed to the public.
- Requests for hearings to be conducted in open session will be considered by the Board.
- A verbatim record of the hearing will be made.
- Closed hearing records will be sealed pending a determination of the Board.

### **CONDUCT OF THE HEARINGS**

- The Board shall appoint a school Board member or a person who is not an employee of the school district as the hearing officer.
- Each party may be represented by an attorney.
- Each party may make an opening statement.
- The complainant/petitioner shall present its case first.

### **WITNESSES**

- All witnesses must take an oath or affirmation of truth.
- Witnesses may be present only when testifying.
- Each party may present, examine and cross-examine witnesses.
- The hearing officer may ask questions of witnesses and may allow other school Board members to question witnesses.

### **EVIDENCE**


- Each party may introduce evidence.
- All relevant evidence must be admitted.
- Unproductive or repetitious evidence may be limited by the hearing officer.
- Each party may raise objections. The basis for the objection must be stated.
- Each party may make a closing statement.

### **DELIBERATION**

- After the hearing, the school Board shall continue to meet in executive session for deliberation.
- No one other than the hearing officer may meet with the school Board during deliberation.
- The school Board may seek advice during deliberation from its legal counsel.
- Consultation with any other person during deliberation may occur only if representatives of the parties are present.

### **DECISION**

- The decision of the Board must be based solely on the evidence presented at the hearing and must be formalized by a motion made in open meeting.
- For closed hearings, the motion must omit the names of the parties.
- The Board shall notify the parties in writing of its decision.

	<b>Huron School District #2-2</b>	Code: AH
	Policies and Regulations	Conflict of Interest Disclosure & Authorization

## Conflict of Interest Disclosure & 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 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 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

	<b>Huron School District #2-2</b>	Code: AH
	Policies and Regulations	Conflict of Interest Disclosure & Authorization


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 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.

	<b>Huron School District #2-2</b>	Code: AH
	Policies and Regulations	Conflict of Interest Disclosure & Authorization

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.

	<b>Huron School District #2-2</b>	Code: AH
	Policies and Regulations	Conflict of Interest Disclosure & Authorization

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

	<b>Huron School District #2-2</b>	Code: AH-E(1)
	Policies and Regulations	Conflict of Interest Disclosure

**Conflict of Interest Disclosure**

Date: \_\_\_\_\_

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

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

Identify the following:


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

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

Signature of School Official: \_\_\_\_\_

**THIS IS A PUBLIC DOCUMENT**



	<b>Huron School District #2-2</b>	Code: AH-E(2)
	Policies and Regulations	School Board Action on Conflict of Interest Disclosure of a Direct Benefit

**School Board Action on Conflict of Interest Disclosure of a Direct Benefit**

A written request for waiver of conflict, dated \_\_\_\_\_,  
was received from \_\_\_\_\_.

The request was acted upon by the members of the Huron School District School Board during  
a meeting held on \_\_\_\_\_.

\_\_\_\_\_ The request for waiver was denied because the terms of the contract were not considered  
fair and reasonable, or contrary to the public interest.

\_\_\_\_\_ The request for waiver 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.

\_\_\_\_\_ The request for waiver 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 or Authorized Member

\_\_\_\_\_

Printed Name: \_\_\_\_\_

Date \_\_\_\_\_

Date mailed to Auditor General \_\_\_\_\_

# CTE Advisory Board



**CTE**

**Guide**

Updated February 2022

## Table of Contents

<b>Introduction.....</b>	<b>3</b>
Vision	
Mission	
Advise	
Assist	
Advocate	
Letter from the Superintendent	
Legal Citation	
<b>Courses within the Huron School District.....</b>	<b>6</b>
Middle School	
High School	
<b>Responsibilities of an Advisory Board Member.....</b>	<b>7</b>
Purpose/Function	
Membership Structure	
Orientation of Members	
Specific Member Activities	
Benefits	
<b>Responsibilities of the Department Head – Summary.....</b>	<b>9</b>
Before Meetings	
Fall Meeting	
Spring Meeting	
After Meetings	
<b>Responsibilities of Huron School District.....</b>	<b>10</b>
<b>Shared Responsibility.....</b>	<b>10</b>
<b>Confidentiality/Professionalism.....</b>	<b>10</b>
<b>Appendix.....</b>	<b>10</b>
Sample Fall Agenda	
Sample Spring Agenda	

## **INTRODUCTION**

### **Vision**

Respect - Pride - Excellence For All

### **Mission**

Lifelong learners will be inspired and developed through effective teaching in a safe and caring environment.

### **Advise**

The advisory board assesses specific areas of the CTE programs and makes suggestions and recommendations for improvement, such as curriculum modifications, updates to facilities/budget/student competencies, purchase of new materials and equipment, or adoption of a new safety policy.

### **Assist**

The advisory board helps the instructor(s) and/or administrator carry out specific activities. These activities could include judging competitive skill events, setting up a scholarship program or working to identify and arrange meaningful work-based learning experiences for students in the program.

### **Advocate**

The advisory board promotes the CTE program throughout the community and strives to improve the relationships between CTE educators, business/industry partners, and/or the community. Promotion or marketing could include talking to legislators, speaking for career and technical education at board meetings, writing articles for local newspapers or obtaining media coverage for special events.

## A Letter from the Superintendent



**Kraig Steinhoff Ed.D**

Superintendent

150 5<sup>th</sup> St. SW

Huron, SD 57350

P: (605) 353-6990

C: (701) 210-2325

kraig.steinhoff@k12.sd.us

Dear CTE Advisory Board Members,

Thank you so much for being committed to Career and Technical Education (CTE). Your visualization of continuous improvement for our CTE programs creates a roadmap for the future of our programs while balancing the workforce needs and aspirations of our students. Your efforts to advise, assist and advocate enhance our programming and help to maintain strong community partnership and support for CTE.

Together, we strengthen and support District #2-2's Vision of Respect, Pride, and Excellence for All. The goal of the South Dakota Department of Education is for all students to graduate college, career, and life ready. Please don't underestimate your potential to make a difference in the future of our kids. We need your passion, ideas, and collaboration to provide students with the academic and technical skills, training, and knowledge to succeed in future careers and to become lifelong learners.

I am passionate about CTE and am proud of my roots as a CTE teacher, administrator, and advocate. Don't hesitate to contact me with concepts, questions, or needs to support Huron's Career and Technical Education programs.

Sincerely,

Kraig Steinhoff  
Superintendent of Schools

### **Legal Citation**

As a school district that operates a CTE program approved through the Division of Career and Technical Education within the SD Department of Education, we are required by federal Perkins legislation to establish and implement a CTE Program Advisory Board. The Advisory Board is required to meet a minimum of two times per school year.

DRAFT

## **COURSES**

### **Middle School**

Family and Consumer Science  
Project Lead the Way – Design & Modeling  
Project Lead the Way – Flight and Space  
Project Lead the Way – Medical Detectives

### **High School**

Introduction to Building Trades  
Residential Construction  
Project Lead the Way – Principles of Biomedical Science  
Project Lead the Way – Human Body Systems  
Foundations of Technology  
Accounting I  
Accounting II  
Intro to A/V Technology  
Intro to Business  
Intro to Networking  
Animal Science  
Horticulture  
Companion Animal  
Welding I, II, III, IV  
Auto I – Introduction  
Auto II – Electronics  
Auto III – Brakes  
Auto IV – Engines  
Fundamental Food Concepts  
Culinary Arts I & II  
Human Development: Prenatal – Toddler  
Human Development: Preschool – School Age  
Fashion Design  
Interior Design

## **RESPONSIBILITIES OF AN ADVISORY BOARD MEMBER**

### **Purpose / Function**

Huron School District's CTE Advisory Board members are integral partners in the success of our CTE program. The Advisory Board, comprised of individuals whose experience and abilities represent a cross section of occupational areas, is vital in assisting educators in establishing, operating, and evaluating the CTE program, discussing employment trends and issues, and looking at future needs.

### **Membership Structure**

Advisory board members may include:

- Business/industry/labor member with expertise in the CTE program or program of study
  - CTE Teacher of the CTE program or program of study
    - School Counselor
    - School Administrators
  - Postsecondary Institution Representative
  - District Representative for Special Populations
    - Parent
    - Student

### **Terms of Service**

Appointment of members will be for a one, two, or three-year term.

### **Orientation of Members**

Orientation, provided by the department head or other faculty member, should include but is not limited to:

- Review of the Advisory Board Guide
  - Tour of facilities
  - Program overview
- Introduction to other instructors, possibly current students



## Specific Member Activities

### Product:

- Identify & verify job tasks
- Provide tours – field trips to industry
- Provide training opportunities for students
  - Job shadowing and/or intern opportunities
- Mentoring experience for students

### Recruitment & Retention:

- Identify community resources
- Assist in recruiting potential instructors
- Provide training opportunities for instructors
- Mentoring experience for instructors

### Providing Classrooms & Labs Conducive to Learning:

- Guidance on equipment purchases
- Provide tours – field trips to industry
- Donation of instructional equipment
- Donation of educational supplies
- Communication with legislators regarding Career and Technical Education needs
- Participate in and promote school events

## Benefits

Serving as a CTE Advisory Board Member has many benefits. These include:

- Directly impact skills of future employees
- Networking opportunities
- Input in program curriculum
- Assure that CTE programs are up-to-date and technologically current
- Recommend and/or provide classroom speakers from business and industry
- Provide tours and field trip experiences
- Assist in developing competitive skills events
- Sponsor and recognize student organization activities and leadership events

## **RESPONSIBILITIES OF THE DEPARTMENT HEAD – SUMMARY**

### **Before Meetings**

Expect continued communication with the department head throughout your tenure as a board member. You should know six to eight weeks prior when the advisory board meeting is scheduled. Two weeks prior to the meetings, all materials should be sent to all board members and applicable persons attending the meeting.

The following is a list of suggested topics for each of the two required advisory meetings. This is by no means exhaustive and represents topics pertinent to the timing of the academic year.

#### **Fall Meeting (Late September/October)**

Advisory Board "Check-In"  
CTE updates  
What's happening this school year  
Updated Program Data  
Work Force Development Opportunities  
Curriculum review (if applicable)

#### **Spring Meeting (March/April)**

Advisory Board "Check-In"  
CTE updates  
Updated Program Data  
Marketing  
Job fairs/openings

### **After Meetings**

The CTE Advisory Board Chairperson and the department head should communicate within one week after the meeting to review the events of the meeting, review a draft of the minutes, and address the recommendations of the advisory board.

Within two weeks of the meeting, minutes of the advisory board should be typed and emailed to all committee members, including those unable to attend.

## RESPONSIBILITIES OF THE HURON SCHOOL DISTRICT

The Huron School District CTE program shall utilize program advisory committees. The purpose of these committees is to invite input from business and industry in order to improve career and technical education offered by the district. While Huron School District welcomes input from the advisory board, Huron School District is final governing authority. Huron School District is responsible for:

- Financial commitment to the program
- Hiring qualified faculty and staff
- Administration of school policies
- Overall program support

## SHARED RESPONSIBILITY



## CONFIDENTIALITY / PROFESSIONALISM

Each member of the Advisory Board is expected to act in a professional manner, as well as with honesty, integrity, accountability, and a commitment of excellence. Everyone is expected to conduct Huron School District business activities in accordance with the Huron School District vision and mission, exercising sound judgment to support and serve the best interests of Huron School District and the public.

Information and discussions shared at advisory meetings are considered confidential until board minutes are approved.

**APPENDIX**

**SAMPLE FALL AGENDA**



**ADVISORY BOARD FALL MEETING  
AGENDA**

**Program:** \_\_\_\_\_  
**Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_ **Location:** \_\_\_\_\_

	Name	Professional Title	Affiliation/Agency
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Agenda Items	Presenter
1 Introductions & Welcome	
2 Advisory Board "Check-In"	
3 HSD CTE Updates / Happenings	
4 Program Data: Enrollment, Equipment, Supplies	
5 Work Force Development Opportunities	

**Next Meeting Date:** \_\_\_\_\_

**SAMPLE SPRING AGENDA**



**ADVISORY BOARD SPRING MEETING  
AGENDA**

**Program:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Location:** \_\_\_\_\_

	Name	Professional Title	Affiliation/Agency
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Agenda Items	Presenter
1 Introductions & Welcome	
2 Advisory Board "Check-In"	
3 HSD CTE Updates / Happenings	
4 Program Data: Enrollment, Equipment, Supplies	
5 Work Force Development Opportunities	

**Next Meeting Date:** \_\_\_\_\_