

To search: Go to edit and click search/find or click the binoculars.

## Section A

### Foundations and Basic Commitments

<a href="#"><u>FILE: AA</u></a>	School District Legal Status
<a href="#"><u>FILE: ABA</u></a>	Community Involvement in Decision Making (Also KC)
<a href="#"><u>FILE: ABAA</u></a>	Parent Involvement Title I
<a href="#"><u>FILE: ABAB</u></a>	Parent Involvement Policy
<a href="#"><u>FILE: ABAC</u></a>	Relations with Parents
<a href="#"><u>FILE: AC</u></a>	Nondiscrimination
<a href="#"><u>FILE: AC-R</u></a>	Brandon Valley Grievance Procedure Required by Title IX
<a href="#"><u>FILE: AC-R1</u></a>	Sample Nondiscrimination Statement
<a href="#"><u>FILE: ACAA</u></a>	Harassment
<a href="#"><u>FILE: ACAA-R</u></a>	Harassment Procedures
<a href="#"><u>FILE: ACAA-R1</u></a>	Harassment/Sexual Harassment Formal Complaint Form
<a href="#"><u>FILE: ACB</u></a>	Nondiscrimination on the Basis of Disability
<a href="#"><u>FILE: AD</u></a>	Educational Philosophy
<a href="#"><u>FILE: AE</u></a>	School District Goals and Objectives
<a href="#"><u>FILE: AFA</u></a>	Evaluation of School Board Operational Procedures (Also BK)
<a href="#"><u>FILE: AFB</u></a>	Evaluation of the Superintendent (Also CBG)
<a href="#"><u>FILE: AFC</u></a>	Evaluation of Professional Staff (Also GCN)
<a href="#"><u>FILE: AFD</u></a>	Evaluation of Support Staff (Also GDN)
<a href="#"><u>FILE: AFE</u></a>	Evaluation of Instructional Programs (Also IM)

## 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 students and free from sectarian control. The state constitution also calls for a State Board of Education and the Secretary of the Department of Education, who is the executive officer of the state board.

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

Every school district shall constitute a school corporation under the name of " \_\_\_\_\_ " School District, No. \_\_\_ of \_\_\_\_\_ county, South Dakota."

-

(ADOPTION: February 22, 1982)  
(REVISION: October 11, 1999)  
(REVISION: January 10, 2005)  
(REVIEWED: October 22, 2007)

CROSS REF.: BB, School Board Legal Status

## COMMUNITY INVOLVEMENT IN DECISION MAKING

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

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

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

### Citizens' Advisory Committees

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

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

(ADOPTION DATE: February 22, 1982)

(REVISION DATE: October 11, 1999)

(REVISION DATE: April 13, 2004)

(REVIEWED DATE: October 22, 2007)

CROSS REF: BCF, Advisory Committees to the Board

PARENT INVOLVEMENT  
TITLE I

The district believes that activities to increase parental involvement are a vital part of the Title I program. Parents will have an opportunity to design, implement, evaluate and suggest changes to improve the program through an annual assessment survey and through the Title I Parent Advisory Panel.

The guidelines for the Title I program are as follows:

1. District and individual school building policies under Title I will be the same.
2. Title I Parent involvement policy and school/parent compact are distributed via the district's handbook which is mailed to all parents of children enrolled in the district.
3. The director of special services shall plan, design and implement the district's Title I program in consultation with parents by:
  - a. conducting an annual assessment survey of parents of Title I students on parental involvement and the planning, review and improvement of the program;
  - b. provide materials and staff at an informational table at each targeted school's fall open house to explain the Title I program;
  - c. Providing parents of participating students with oral and/or written reports of their student's progress at parent/teacher conferences at the end of the first quarter, midterm of the third quarter and at the end of the school term;
  - d. Arranging for Title I staff to be available to parents upon request;
  - e. Encouraging parents of Title I students to observe classes and attend school-sponsored activities.

(ADOPTED: July 15, 1996)

(REVISIED: January 10, 2005)

(REVIEWED: October 22, 2007)

LEGAL REF.: Improving America's Schools Act of 1994. 34 CFR Parts 200, 201, 203, 204, and 212 Final Regulations

## PARENT INVOLVEMENT POLICY

The Board of Education recognizes that a student's education is a responsibility shared by the school and family during the entire period the student spends in school. To support the goals of the school district to educate all students effectively, the schools and parents must work as knowledgeable partners.

The School district 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 student's progress.
3. Assistance to parents and/or guardians to develop parenting skills to foster positive relationships at home that support student's efforts and provide techniques designed to assist their student 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 students and families.

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

(ADOPTED: October 25, 1999)

(REVISED: January 10, 2005)

(REVISED: October 22, 2007)

## RELATIONS WITH PARENTS

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

The Board feels that parents have the ultimate responsibility for their student'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.

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) annual 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) 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.

(ADOPTED: October 11, 1999)

(REVISED: January 10, 2005)

(REVISED: October 22, 2007)



BRANDON VALLEY GRIEVANCE PROCEDURE REQUIRED BY TITLE IX  
AND THE OFFICE FOR CIVIL RIGHTS GUIDELINES

The Brandon Valley School District does not discriminate on the basis of race, color, national origin, gender, religion, age, or disability in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning the school's compliance with the regulations implementing Title VI, Title IX, The Americans with Disabilities Act (ADA) or Section 504 is directed to contact the following persons designated by the school to coordinate efforts to comply with the regulations regarding nondiscrimination:

ADA, Title VI, Title IX.. Superintendent  
Section 504 ..... Special Services

If an individual has a complaint of possible discrimination, which has taken place in the Brandon Valley School District, the following procedure has been adopted by the School Board to resolve all complaints at the lowest possible levels.

Step 1: The Title IX Coordinator shall be responsible for explaining the entire grievance procedure to the complainant.

Step 2: The aggrieved person may file a written complaint containing information about the alleged discrimination, the time that it occurred, the person apparently responsible for the discrimination, and whether or not it is a continuing form of discrimination. This written complaint shall be filed within 30 calendar days of a specific incident of discrimination. The complaint shall be filed with the Office of Civil Rights Title IX Coordinator for the Brandon Valley School District.

Step 3: The coordinator shall attempt to conciliate the complaint with the immediate supervisor or other person apparently responsible for discrimination. This shall be written record or investigations, attempts at conciliation and the final disposition.

Step 4: If the complaint has not been resolved at Step 3, the aggrieved person may request a decision by the coordinator.

Step 5: If the attempt to conciliate has failed or the aggrieved person is not satisfied with the decision at Step 4, the aggrieved person may ask for a hearing with the Board of Education for a final disposition of the complaint.

REF.: Brandon Valley Student Handbook  
DOE Regional Director, OCR, 1961 Stout Street, Denver, Colorado

80294

(ADOPTION DATE: February 22, 1982)

(REVISION DATE: February 13, 1989)

(REVISION DATE: December 13, 1996)

(REVIEWED DATE: January 10, 2005)

(REVISED DATE: December 10, 2007)

SAMPLE NONDISCRIMINATION STATEMENT

Applicants for admission and employment, students, parents, employees, and all unions or professional organization holding collective bargaining or professional agreements with the Brandon Valley School District are hereby notified that this school does not discriminate on the basis of race, color, national origin, gender, religion, age, or disability in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning the school's compliance with the regulations implementing Title VI, Title IX, The Americans with Disabilities Act (ADA) or Section 504 is directed to contact the following persons designated by the school to coordinate efforts to comply with the regulations regarding nondiscrimination:

ADA, Title VI, Title IX.. Superintendent  
Section 504 ..... Special Services

Brandon Valley School District  
301 S Splitrock Blvd., Brandon SD 57005  
605-582-2049

or

Regional Director  
Department of Education, Office of Civil Rights  
Ward Parkway, Suite 2037  
Kansas City MO 64114  
816-269-0550, Fax 816-823-1404  
Email: OCR [KansasCity@Ed.gov](mailto:KansasCity@Ed.gov)

Individuals with disabilities who require assistance or special arrangements to participate in a program or activity sponsored by the Brandon Valley School District, should contact the superintendent, principal or supervisor. A 48-hour notice is requested in order to make the appropriate arrangements.

(ADOPTION: February 13, 1989)  
(REVISION: September 13, 1999)  
(REVISION: January 10, 2005)  
(REVISION: December 10, 2007)

## HARASSMENT

### POLICY

The District is committed to providing a learning and working environment free of unlawful harassment based on an individual's race, color, religion, creed, ancestry, gender, national origin, disability, age, or other basis prohibited by law.

It shall be a violation of this policy for any student or any school personnel of the School District to harass a student, any school personnel, or any visitor through conduct or communication of a sexual nature or communication disparaging a person's race, color, religion, creed, ancestry, national origin, gender, disability, or age or other basis protected by law. For the purpose of this policy, "school personnel" includes School Board members, all school employees and agents, volunteers, contractors, or persons subject to the supervision and control of the School District. This policy applies on all School District property and to all School District sponsored, approved, or related activities at any location.

The School District will investigate all complaints of harassment and will discipline or take appropriate action against any student or other school personnel who is found to have violated this policy.

Every employee will be provided a copy of this policy annually and will sign an acknowledgement from indicating having received a copy and having read the material.

(ADOPTED: November 9, 1987)  
(REVISED: June 9, 1997)  
(REVISED: October 11, 1999)  
(REVISED: January 10, 2005)  
(REVISED: December 10, 2007)

## HARASSMENT PROCEDURES

### A. Definitions

1. **Harassment:** Harassment consists of physical or verbal conduct related to a person's race, color, religion, creed, ancestry, gender, national origin, age, disability, or other basis prohibited by law when the conduct is so severe, pervasive, and objectively offensive that it:
  - a. has the purpose of effecting or creating an intimidating, hostile, or offensive working or academic environment;
  - b. has the purpose or effect of substantially or unreasonably interfering with an individual's performance which deprives the individual access to employment or academic opportunities.
  
2. **Sexual Harassment:** Sexual harassment is any unwelcome sexual advance(s), request(s) for sexual favors and/or other verbal, physical, and/or visual contact(s) of a sexual nature, or communication of a sexual nature when:
  - a. submission to such conduct or communication is made, either explicitly or implicitly, a term of a person's initial employment; or
  - b. submission to or rejection of such conduct or communication by an individual is used as the basis for employment or educational decisions affecting the individual; or
  - c. such conduct or communication has the purpose or effect of interfering with an individual's work or education, creating an intimidating, hostile, or offensive working or educational environment; or
  - d. such conduct is so severe, pervasive, and objectively offensive that such conduct or communication has the purpose or effect of depriving the employee access to employment opportunities or benefits provided by the School District or depriving a student of educational opportunities.

Sexual harassment may include but is not limited to:

- a. unwelcome verbal harassment or abuse based upon gender;
- b. unwelcome pressure for sexual activity;
- c. unwelcome, gender-motivated, or inappropriate patting, pinching, or physical contact, other than the necessary restraint of students by teachers, administrators, or other school personnel to avoid physical harm to persons or property;
- d. unwelcome behavior or words, based upon gender, including demands for sexual favors, accompanied by implied or other threats concerning the individual's employment or educational status;
- e. unwelcome behavior or words, based upon gender, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status.

## B. Reported Incidents of Harassment

Any person who believes he or she has been the victim of harassment as defined above by a student or an employee of the School District shall report the alleged acts immediately to the building principal, the department director, or the Superintendent. Students may also report such incidents to a guidance counselor. The report shall be on a form available from the principal of each building or available from the Superintendent.

1. **Designated Personnel.** The building principal is the person designated by the School District for receiving written reports of harassment at each school building. All other written reports shall be directed to the applicable department director. Upon receipt of a report, the principal or director shall immediately notify the Superintendent and forward the written report from to the Superintendent. Failure to forward any harassment report or complaint as provided herein will result in disciplinary action. If the complaint involves the building principal or department director, the complaint shall be filed directly with the Superintendent. If the complaint involves the Superintendent, the complaint shall be filed with the President or Vice President of the School Board.
2. **Confidentiality.** The School District will make attempts to respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible consistent with the School District's legal obligations and the necessity to investigate allegations of harassment and take disciplinary actions when the conduct has occurred.
3. **Procedure.** The complaining employee will be asked to put the facts surrounding the conduct in writing on a form provided by the School District that includes the following: Complainant's name and address; date of the incident; type of harassment; description of the incident; name of any witnesses; what action, if any, has been taken; and signature of the complainant.
4. **Required Reporting.** If the accusations include possible criminal activity such as molestation, sexual battery, or similar contact, the Superintendent shall comply with all mandatory state reporting requirements including, but not limited to, contact with the State Department of Social Services.

## C. Investigation

Upon receipt of a written report alleging harassment, the Superintendent shall immediately authorize an investigation. This investigation may be conducted by School District officials or by a third party designated by the School District. The investigating party shall provide a written report of the status of the investigation within ten (10) working days to the Superintendent.

In determining whether alleged conduct constitutes harassment, the School District should consider the surrounding circumstances, the nature of the advances, relationships between the parties involved, and the context in which the alleged incidents occurred.

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigating party.

In addition, the School District may take immediate steps at its discretion to protect the complainant, students, and employees pending completion of an investigation of alleged harassment.

D. School District Action

1. Upon receipt of the recommendation that the allegations of the complaint constitute a violation of School District policy, the School District will take such action as appropriate based upon the results of the investigation.
2. The results of the investigation of each complaint will be reported in writing and kept on file in the Superintendent's Office. The report shall include findings of fact and will document the disciplinary action taken, if any, as a result of the complaint.
3. The complainant will be advised of the District decision in writing.
4. If either party is not satisfied with the decision rendered by the Superintendent, he or she may request a hearing in executive session with the School Board. The request for hearing must be submitted in writing through the Superintendent's Office within ten (10) working days following receipt of the Superintendent's response. The appeal must include the original complaint form, a copy of the written decision from the Superintendent, and a written statement as to the reasons for appeal. The hearing will be scheduled within thirty (30) working days of the request for hearing. The parties involved will be notified in writing of the time and date of the scheduled hearing.
5. The School Board will render a decision in writing within ten (10) working days of the hearing.

E. Prohibition again Retaliation

The School District will discipline any individual who retaliates against any person who reports alleged harassment or who retaliates against any person who testifies, assists, or participates in any investigation, proceeding, or hearing related to a harassment complaint.

Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment. Retaliation is itself a violation of federal and state laws prohibiting discrimination and may lead to separate disciplinary action against an individual.

If any school personnel or student who has filed a complaint or has testified, assisted, or participated in the investigation of harassment believes that he or she has been retaliated against because of his or her participation, he or she should follow the procedures set forth above for violations of the Harassment Policy.

F. False Charges

Charges found to have been intentionally dishonest or made maliciously without regard for truth may subject complainants to disciplinary action.

G. Discipline

Any School District action taken pursuant to this policy will be consistent with requirements of any applicable collective bargaining agreement and School District policies. The School District will take such disciplinary action it deems necessary and appropriate, including but not limited to, warning, suspension, or immediate discharge to end harassment and prevent its recurrence.

(ADOPTION DATE: June 9, 1997)  
(REVIEWED DATE: January 10, 2005)  
(REVISION DATE: December 10, 2007)

BRANDON VALLEY SCHOOL DISTRICT 49-2  
HARASSMENT/SEXUAL HARASSMENT FORMAL COMPLAINT REPORT FORM

District Policy ACAA expresses its intent to maintain a learning and working environment for students that is free from harassment/sexual harassment. Specifically, it is the district's policy that harassment/sexual harassment is unacceptable and shall not be tolerated; that no employee or student may harass another. Any employee or student will be subject to disciplinary action for violation of this policy.

Name of person making complaint \_\_\_\_\_

Grade \_\_\_\_\_

Date reporting complaint \_\_\_\_\_

Date(s) of alleged incident(s) \_\_\_\_\_

Name(s) of person(s) who you believe harassed you \_\_\_\_\_

\_\_\_\_\_.

List any witnesses \_\_\_\_\_

\_\_\_\_\_.

Where did the incident(s) occur \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Describe the incident(s) as clearly as possible, including such things as: what force or physical contact, if any, was used, any verbal statements such as threats, requests, demands, etc., what response(s) did you give, attach additional pages if more space is needed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## NONDISCRIMINATION ON THE BASIS OF DISABILITY

It will be the policy of the district to adhere to the concept of nondiscrimination on the basis of disabling conditions. The Board will support Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1990. In doing so the Board will:

- \* Not discriminate in any aspect of school employment solely on the basis of disability.
- \* Make facilities, programs and activities accessible, usable, and open to all people.
- \* Provide free appropriate education at elementary and secondary levels, including nonacademic and extracurricular services and activities.
- \* Not exclude any person solely on the basis of disability from participation in any preschool education or day care program or activity or any adult education or vocational program or activity.
- \* Provide the same health, welfare, and social services as are provided other persons.

The Board holds the general view that:

- \* Discrimination on the basis of disability is unfair.
- \* To the extent reasonably possible, persons with a disability should be in the mainstream of life in a school community.

Accordingly, employees of the school 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 disability. The Board designates the superintendent to act as the school district compliance officer for employees and students.

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

(ADOPTED: October 25, 1999)  
(REVIEWED: January 10, 2005)  
(REVIEWED: October 22, 2007)

## EDUCATIONAL PHILOSOPHY

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 student develops in accordance to their 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 they e can develop into a wholesome, happy and productive human being.

The Board recognizes the importance of the home as an influence upon the student and believes that cooperation between the teacher and the parent is necessary in the development of a student's integrated personality.

The total staff of the school system constitutes an immeasurable 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.

(ADOPTION DATE: February 22, 1982)  
(REVISION DATE: June 22, 1992)  
(REVISION DATE: January 22, 1996)  
(REVISION DATE: January 10, 2005)  
(REVISION DATE: October 22, 2007)

CROSS REF.: IA, Instructional Goals

## SCHOOL DISTRICT GOALS AND OBJECTIVES

The goal of this school district is to accept responsibility for the development of each student into an adult who can, participate fully, learn continually and contribute meaningfully to our world.

Seven objectives that contribute to the achievement of this goal, listed without priority in arrangement, define desirable outcomes to be incorporated into plans for the school system:

1. Each student develops proficiency in state basic academic standards.
2. Each student develops the capacity to recognize and cope with the problems of an unknown future.
3. Development of meaningful interpersonal relationships among students, staff and community.
4. Staff, students and parents are afforded maximum feasible participation in the development and evaluation of programs and policies that meet the educational needs of each community.
5. Maximum efficiency in the allocation of material resources.
6. Maximum efficiency in the allocation of human resources.
7. Each student develops proficiency in the area of technology.

(ADOPTION DATE: February 22, 1982)  
(REVISION DATE: August 26, 1996)  
(REVISION DATE: January 10, 2005)  
(REVISION DATE: October 22, 2007)

## EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

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

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

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

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

(Adoption date: February 22, 1982)  
(Revision date: September 13, 1999)  
(Revision date: February 12, 2001)  
(Reviewed date: July 12, 2004)  
(Reviewed date: September 24, 2007)  
(Reviewed date: October 22, 2007)

## EVALUATION OF THE SUPERINTENDENT

### I. PURPOSE

The purpose of evaluation of the Superintendent is to determine the Superintendent's capacity to fulfill job requirements, to assist the Superintendent toward positive school management, and to lead to definite recommendations for employment and compensation. Through this evaluation process, the Board will strive to accomplish the following:

- A. Clarify for the Superintendent his/her role in the school district as seen by the Board;
- B. Clarify for all Board members the role of the Superintendent in light of his/her job description and the immediate priorities among his/her responsibilities as agreed upon between the Board and the Superintendent;
- C. Develop harmonious working relationships between the Board and the Superintendent; and
- D. Provide administrative leadership of excellence for the School District.

### II. FREQUENCY

A Superintendent shall be evaluated once each semester during the first two years of employment within the School District. Thereafter, the Superintendent shall be evaluated at least once every year before the third Monday in March.

### III. PROCEDURE

The Superintendent will be evaluated by the Board in the following manner. Information for the evaluation may be gathered from other administrators, teachers, other school employees, community members and Board members. The evaluation will be reduced to writing by each individual Board member using the form as established, from time to time, by the State of South Dakota Professional Administrators Practices and Standard Commission for "Chief Administrator – Evaluation Instrument" (See ARSD 24:11:05, Appendix A). Evaluation ratings of "needs improvement" or "unsatisfactory" shall be accompanied by statements of specific actions to be taken by the

Superintendent to correct any alleged deficiencies. The Board President will receive a completed evaluation form, including comments, recommendations and proposed goals, from each Board member. The Board President will compile these into one composite evaluation report. The composite evaluation report will then be reduced to writing and presented to the Superintendent in an executive session of the Board. The evaluation composite report must be signed by the Board President and the Superintendent. The Superintendent's signature will indicate only that the evaluation and conference took place and that a copy of the composite evaluation report was presented to the Superintendent. The Superintendent's signature will not indicate agreement with the evaluation.

The Superintendent may respond in writing to the Board within ten (10) working days following receipt of the evaluation in any one or more of the following ways:

1. By a demurral statement regarding any parts or all of the evaluation with which the Superintendent disagrees with the right to have such statement attached to the evaluation;
2. By a request for additional evaluations with mutual agreement on number;
3. By a request for the joint setting of goals;
4. By a request for the confidential assistance of other willing administrators, mutually agreed upon by the Superintendent and Board, in correcting any deficiencies; or
5. By a request for no remediation.

#### IV. AREAS OF EVALUATION

The Superintendent shall be evaluated in the following areas by members of the School Board:

- A. Management techniques;
- B. Staff relations;
- C. Board relationships;
- D. Community/public relations;
- E. Personal qualities; and

F. Professional growth, leadership and conduct.

The evaluation of a Superintendent shall take into consideration the School District's philosophies and objectives, the environment within the school community, and population conditions under which the Superintendent acts.

V.  
USE OF RESULTS

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

- A. Recommendation for continued employment;
- B. Recommendation for employment with qualifications; or
- C. Recommendation for nonrenewal.

When a recommendation for continued employment is given, written comments shall be included stating the performance level of the Superintendent during the evaluation period and any suggested areas for improvement.

When a recommendation for continued employment with qualifications is given, the qualifications shall be in writing accompanied by statements of actions to be taken by the Superintendent to correct the alleged deficiencies. The Superintendent and Board shall have a conference, in executive session, after the recommendation to develop a written plan to implement the actions stated in the recommendation.

A recommendation for nonrenewal shall be given only after at least two (2) evaluations with follow-up conferences.

At each review, the Superintendent and Board may set a specific goal for each of the areas of evaluation. Any specific goal or goals which are established should be reviewed in writing at the next evaluation. Any specific goals must be in writing, clear, concise and measurable.

(Adoption Date – January 25, 1993)  
(Reviewed Date – November 24, 2003)  
(Reviewed Date - October 22, 2007)

## EVALUATION OF PROFESSIONAL STAFF

In order to assure a high quality of teacher and administrator performance to advance the instructional programs of the district schools, a continuous program for teacher and administrator evaluation will be established by the superintendent and regular reports will be made to the Board concerning the outcomes of these evaluations.

Frequency of evaluation period:

First year teachers: All teachers in their first year of employment with the school district shall be formally observed at least four (4) times per year, with a formal evaluation to be done second semester. Each observation may include a pre-conference and shall include a post conference.

All teachers in their second and third year of employment with the school district shall be formally observed at least one (1) time per semester, with a formal evaluation to be done during the second semester. Each observation may include a pre-conference and shall include a post-conference.

All teachers in and beyond their fourth consecutive year of full time employment in the school district shall be formally observed once every other year. Each administrator will determine the tenured evaluation rotation. Each observation may include a pre-conference and shall include a post-conference.

Evaluations should provide feedback to teachers and administrators. Strengths, as well as areas needing improvement will be noted.

The evaluation process will include:

1. An ongoing review of the techniques and procedures for making evaluations. New techniques and procedures that would contribute to a teacher's understanding of their strengths and weaknesses should be used.
2. Goals and objectives that are understood and agreed upon by the teaching staff and the administration. The criteria should be built around the established educational philosophy, goals, objectives and educational program developed and accepted by the professional staff of the school district. Job specific criteria will be established for classroom teachers, school librarians and school counselors.
3. Application of the information gained to the planning of staff development and in-service training activities, which are designed to improve instruction and increase teacher competence.

The formal evaluations will be written and will be discussed by the evaluator and the teacher or administrator. The discussions may either precede or follow the writing of the evaluation document. Copies of the written document will be signed and dated by both parties and incorporated into the personnel files of the teacher or administrator. The signature of the teacher or administrator does not indicate approval or disapproval of the evaluation, but that the evaluation has been read and discussed.

The written evaluation should be specific in terms of a person's strengths and weaknesses. Those areas where improvement is needed should be clearly set forth and recommendations for improvement or to any continuing difficulty that is observed.

(ADOPTION DATE: February 22, 1982)  
(REVISION DATE: November 13, 1985)  
(REVISION DATE: January 22, 1996)  
(REVISION DATE: January 10, 2005)  
(REVISION DATE: August 22, 2005)  
(REVIEWED DATE: October 22, 2007)  
(REVIEWED DATE: January 26, 2009)

CONTRACT REF.: Negotiated Agreement

-

## EVALUATION OF SUPPORT STAFF

The development of a strong, competent support staff, and the maintenance of high morale among this staff, are major objective of the Board. Finding the right employees to fill vacancies, determining assignments and equitable work loads, establishing wage and salary policies which encourage employees to put forth their best efforts, evaluating employee achievements, and providing a good atmosphere in which to work are some of the major duties of the Board. To fulfill these duties, the Board delegates to the superintendent or his/her designee the responsibility to develop evaluation procedures for all support personnel.

Support personnel will receive written evaluations annually by their supervisor. Additional evaluations may be made as often as once a month for employees needing assistance and improvement.

(Adoption date: February 22, 1982)  
(Review date: January 10, 2005)  
(Review date: October 22, 2007)  
(Revised date: April 27, 2009)

## EVALUATION OF INSTRUCTIONAL PROGRAMS

The Board expects its faculty and administration to evaluate the education program. Such evaluation may be expected to lead to recommendations for modifications of practice, changes in content and new courses.

Elements of this evaluation may include:

1. Testing programs such as nationally standardized general achievement tests, national standardized tests in specific subject areas, and tests administered by other agencies.
2. Study of school achievement records.
3. Extent of and trends in admissions to vocational/technical schools, colleges and universities.
4. State education department specialists and services.
5. Evaluation by other organizations and agencies including the North Central Association.
6. Alignment of state content standards.

An evaluation of the instructional programs will be made periodically and the results will be presented to the Board by the Curriculum Director and the Superintendent.

(ADOPTION DATE: January 24, 1983)

(REVISION DATE: February 9, 2000)

(REVISION DATE: January 13, 2004)

(REVISION DATE: October 22, 2007)

REF.: IFC, Pilot Project Evaluation