

Foundations and Basic Commitments

NEPN Code	Title of Policy	Next Scheduled Review
AA	School District Legal Status	FY2023
ABA	Community and Parent Involvement in Decision Making	FY2023
ABAA-I	Parent Involvement in Title I - District	Yearly (Pink)
ABAA-II	Parent Involvement in Title I - Elementary School	Yearly (Pink)
ABAA-III	Parent Involvement in Title I - Transition Planning and Coordination of Services	Yearly (Pink)
ABAA-R	Parental Involvement Guidelines Title I (Regulation)	Yearly (Pink)
ABAB	Parent Involvement	FY2023
ABAC	Relations with Parents	FY2023
AC	Nondiscrimination	FY2023
ACAA	Sexual Harassment	FY2023
ACB	Nondiscrimination on the Basis of Handicap/Disability	FY2023
AD	Educational Philosophy	FY2023
AE	Wellness	FY2023
AEA	Tobacco-Free Schools	FY2023
AEA-R	Tobacco-Free Schools (Regulation)	FY2023
AFA	Evaluation of School Board Operational Procedures	FY2023
AFA-E	Evaluation of School Board Operational Procedures Form	FY2023
AFAB	Superintendent Job Description	FY2023
AFB	Superintendent Evaluation	FY2023
AFC	Certified Staff Evaluation	FY2023
AFC-E	Certified Staff Evaluation Form	FY2023
AFD	Classified Staff Evaluation	FY2023
AFD-R	Classified Staff Evaluation Form	FY2023
AFE	Evaluation of Instructional Programs	FY2023
AFF	Complaint Policy for Federal Programs	Yearly (Pink)
All Staff	All Staff need to be made aware of policy each year	
Approve Each year	Board should approve all policies in this color each year	
Green	Students and parents need to be made aware of policy each year	

Arlington School District 38-1	NEPN Code: AA
School Board Policy Reference Manual	

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 Arlington School District, No. 38-1 of Kingsbury County, South Dakota. The district was established around 1880.

Established by law

Legal References: US Constitution, Tenth Amendment (Powers of the States and People; SD Constitution Art. VIII, Sec. 1 (Uniform system of free public schools);

SD Constitution Art. XXII (Compact with the United States);

SD Constitution Art. XXVI Sec 18 (Freedom of religion);

SDCL 13-5-1 (School districts defined);

SDCL 13-5-2 (Types of school districts abolished);

SDCL 13-5-14 (School districts overlapping county boundaries);

SDCL 13-5-15 (School district as corporations);

SDCL 13-5-16 (Naming and numbering of school districts);

SDCL 13-5-17 (Recording of school dist. names, #'s & boundaries);

SDCL 13-5-17.1 (Change of name of school district);

SDCL 13-5-29 (Vested contract rights not impaired); SDCL 13-6 (School district reorganization)

Adopted: FY2011

Last Review: FY2018

Next Review Scheduled: FY2023

Arlington School District 38-1	NEPN Code: ABA
School Board Policy Reference Manual	

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 entire 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.

Legal References:

Adopted: FY2011

Last Review: FY2018

Next Review Scheduled For: FY2023

Arlington School District 38-1	NEPN Code: ABAA-I
School Board Policy Reference Manual	

Arlington School District
Title I District Parent Involvement Policy

Arlington Public Schools agrees to implement the following requirements for Title I Parent involvement:

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 1118 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. An annual District Title I Parent meeting will be held each spring with parent and school representation dedicated to revising the district policy. The district will provide the support necessary to its Title I schools in planning and implementing effective parent involvement activities.

- Develop activities that promote the schools’ and parents’ capacity for strong parent involvement
- Coordinate and integrate parental involvement strategies with appropriate programs
- Assist Title I schools with training and ideas on reaching hard-to-reach parents

The district will build the schools’ and parents’ capacity for parent involvement by offering programs to strengthen the school/family partnership by providing materials and training to school staff and parents.

- Provide staff development for teachers, families, administrators, staff, and others on how to increase the level and quality of family involvement
- Provide information and, if needed, assistance to schools and parents in understanding state academic content and performance standards; state and local assessments; requirements of Title I and how parents can assist in their child’s education
- Ensure Title I parents with limited English proficiency, limited literacy, or other disabilities are given the same opportunities as other parents
- Use findings of annual evaluations to design strategies for more effective parent involvement

The Title I federal programs director shall ensure that the district’s Title I parent involvement policy complies with the requirements of federal law.

The Title I staff shall provide to parents of students participating in Title I programs:

- Notification by letter that their child is eligible to receive Title I services
- Notification at the beginning of the year of their right to know the professional qualifications of their child’s teachers and paraprofessionals
- Notification if their child is taught more than four consecutive weeks by a teacher not meeting the definition of “highly qualified”
- Description of the services to be provided

The Title I federal programs director shall ensure that information and reports provided to parents are in an understandable format and, to the extent practicable, in a language the parents can understand.

An annual meeting of parents or participating Title I students shall be held to explain the goals and purposes of the Title I program. Parents shall be given the opportunity to participate in the evaluation of the program. Parents shall be encouraged to offer suggestions and to ask questions regarding policies and programs.

In addition to the required annual meeting, additional parent meetings may be held at various times of the day and evening as well as at different locations within the community.

At these meetings, parents shall be provided:

- Information about programs provided under Title I
- Description and explanation of the curriculum in use, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet
- Opportunities to participate, as appropriate, in decisions relating to the education of their children
- Opportunities to submit parent comments about the program to the district level

If sufficient, Title I funding may be used to pay reasonable and necessary expenses associated with parent involvement activities, including transportation, childcare, or home visit expenses to enable parents to participate in school-related meetings and training sessions. Opportunities shall be provided for parents to meet with the classroom and Title I teachers to discuss their child's progress.

The school district will, to the extent feasible and appropriate, coordinate and integrate Title I parent involvement programs and activities with Head Start, local preschools and 21st Century Programs.

Each school in the district receiving Title I funds shall jointly develop with parents of students in the program a School-Parent Compact outlining the manner in which parents, school staff, and student share responsibility for improved student achievement in meeting academic standards.

The District parent involvement policy shall be evaluated annually and adopted by the Board of Education.

PARENTS' 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 parents' 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.

Legal References: Public Law 100-297, April 28, 1988;

34 CFR part 75 et al, May 19, 1989; Chapter 1 Program in Local Educational Agencies, Final Regulations.

Adopted: FY2011

Last Review: FY2020

Next Review Scheduled For: FY2021

Arlington School District 38-1	NEPN Code: ABAA-II
School Board Policy Reference Manual	

PARENT INVOLVEMENT IN TITLE I ARLINGTON ELEMENTARY SCHOOL

Each school receiving funds under Title I, Part A, of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent involvement policy jointly with parents for all children participating in Title I, Part A, activities, services, and programs. This document represents joint development with parents, teachers, and administration.

This policy was distributed to parents of all Arlington Elementary students and to the extent practicable provided in a language the parents can understand. This parent involvement plan will be updated annually to meet the changing needs of parents and the school.

Arlington Elementary School will:

- Convene an annual meeting each fall to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school’s participation in Title I and to explain the requirements of Title I, and the right of the parent to be involved.
- Convene an annual meeting to assess parent involvement and design strategies for school improvement and revise, if necessary, the parent involvement policy.
- Notify each child’s parent(s) in the fall that the child has been selected to participate in Title I and the process of child selection.
- Inform each child’s parent(s) of the specific instructional objectives and the curriculum and/or strategies to be utilized.
- Report on the progress of each child to the parent and parent-teacher conferences, quarterly, or as needed or requested by the parent.
- Consult with the classroom teacher regarding the skills to be reinforced in Title I.
- Seek input from teaching staff to aid in evaluation of program and parental involvement policy.
- Provide information for the full staff regarding all aspects of Title I in the fall and at staff meetings as needed.
- Maintain an open-door policy for parents/community members to observe Title I activities.
- Provide materials, training, and workshops to help parents work with their children to improve their children’s academic achievement.

Each school receiving funds under Title I, Part A, of the Elementary and Secondary

Education (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A, activities, services, and programs. The compact must outline how parents, the school staff, and students will share the responsibility for improved student academic achievement. Each student, parent, and staff member participating in Title I, Part A, will annually review this compact.

PARENTS’ 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 parents' 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.

Legal References: Public Law 100-297, April 28, 1988;

34 CFR part 75 et al, May 19, 1989;

Chapter 1 Program in Local Educational Agencies, Final Regulations.

Cross References: BCF, Advisory Committees to the Board

Adopted: FY2011

Last Review: FY2020

Next Review Scheduled For: FY2021

Arlington School District 38-1	NEPN Code: ABAA-III
School Board Policy Reference Manual	

Arlington School District Coordination and Transition Plan Components:

Program Development

The Coordination and Transition plan was designed to provide parents with information on programs and services available to help parents prepare their child for Preschool and Kindergarten. This plan was developed in conjunction with the school district, local head start agency, preschool staff, local day care providers, and a Northeast Educational Services Cooperative representative. Communication takes place between all stakeholders. This communication involves phone calls, meetings, letters, and press releases for screening dates and times. Records are shared between the Interlake's Head Start agency and the school district through written parental permission. A fall survey will be completed by parents of students who just entered Kindergarten to evaluate the transition services. The information from this survey will be used to make any revisions to the transition plan. All agencies the district is coordinating with are asked to share professional development opportunities as they arise.

Coordination and Communication

Agencies and programs Arlington School District is coordinating with:

The Coordination/Transition Plan Committee Members are:

PK-12 Principal

Special Education Director

Preschool Teacher & Title Coordinator

Elem SPED

Kindergarten

Head Start

Daycare Provider

Parent

NESC Representative

Transition Process

The purpose of the Arlington School District's transition process is to prepare four year-old children and their families for kindergarten. A Preschool and Kindergarten screening day is held. Parents bring their children to be screened, and discuss development and readiness with the preschool and kindergarten staff members. Immunization records are checked at this time. The kindergarten teacher discusses development, expectations, daily schedules, and activities to help prepare the children for school. During the school year, preschool students tour the kindergarten room. An Open House is held for preschool and kindergarten students. Class lists, bus routes, insurance options, students handbooks, an explanation of payments, opportunities to purchase school lunches, and medical forms are completed on Open House night. Parents complete the appropriate forms and provide their signature to transfer records. All student records between agencies are transferred with parent

permission. For children with special needs, a meeting is held with the parents, child, and district staff to ensure the IEP is implemented as written when the child enters school.

Professional Development

With the participation of school staff, Title program staff, paraprofessionals, and other early childhood development program staff will participate in joint training. Joint training will take place at in-services.

The Arlington Title Program will hold family literacy nights to encourage parent involvement. Topics covered will deliver training and educate parents across the community.

Evaluation

The Arlington School District Coordination /Transition plan will be annually evaluated and revised as necessary in the spring. All committee members will be involved in the evaluation process. Every year parents are surveyed about the effectiveness of the early childhood programs in the district. This information is read and used to evaluate and update the current program. Also, information from the surveys is used to begin open dialogue at the spring Transitional Meeting with the committee to answer any questions or concerns.

Adopted: FY2011

Updated: FY2020

Last Reviewed: FY2020

Next Review Scheduled For: FY2021

Arlington School District 38-1	NEPN Code: ABAA-R
School Board Policy Reference Manual	

PARENT INVOLVEMENT GUIDELINES - TITLE I (Regulation)

The Board 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.

GUIDELINES

1. **Parental Notification.** Parents of Title I students will be notified prior to midterm of first quarter a child's selection for the program, and for what academic skills and instructional objectives the student has been selected.
2. **Parental Open House.** Specific materials and suggestions will be provided to parents to assist in the education of their children at home. Suggestions for promoting educational activities at home will also be provided.
3. **Student Program Report.** Parents will be provided with student program reports at the end of each quarter. If necessary, periodic written reports will be sent in Wednesday folders.
4. **Parent-Teacher Conferences.** Regular scheduled conference will be held each semester to keep parents informed on the progress of their child. Other conferences may be held on request of the parent or teacher.
5. **Parent Visitation.** Parents are permitted to observe classes at any time, after checking at the administrative office.
6. **Parent Advisory Committees.** Parent Advisory Committees may be established at each school to review the overall program and to suggest changes.
7. **Meeting.** At least one public meeting will be held annually where administrators, staff members, parents of participants, parent advisory committees and other interested parents may be present. Agenda items at this meeting will include:
 - a. Information concerning the views of parents and students about educational needs of Title I students and the priorities of student needs are tabulated using a yearend parent survey;
 - b. Review Title I applications and make recommendations for improving program activities for ensuing projects;
 - c. Review annual funding allocations and carry-over funds;
 - d. Represent and express ideas and opinions of the parents and students of each school attendance area using yearend surveys;

- e. Assist the school district in the dissemination of Title I information to parents and the general public through the local media and a school newsletter; and
 - f. Emphasis on supplemental instructional activities appropriate for achieving program goals and objectives.
8. **In-service for Teachers.** Materials and information will be provided to teachers and other instructional staff involved in the program to assist them to work more effectively with the parents of participating students.
9. **Announcements.** All parents and students are invited by newsletter or through the local media to the annual meetings or other scheduled meetings. Information will be disseminated at these meetings advising involvement requirements. Reasonable support for parental activities will be handled in a timely manner.
10. **Policy Dissemination.** Policies, regulations, and other Title I information will be made available to parents at each of the scheduled meetings and at parents' request at any time during the school year. Parents will be given an opportunity to be involved in the policy development process.

Legal References: Public Law 100-297, April 28, 1988; 34 CFR part 75 et al, May 19, 1989; Chapter 1 Program in Local Educational Agencies, Final Regulations.

Adopted: FY2011

Last Review: FY2020

Next Review Scheduled For: FY2021

Arlington School District 38-1	NEPN Code: ABAB
School Board Policy Reference Manual	

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 knowledgeable 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.

Adopted: FY2011

Last Reviewed: FY2020

Next Review Scheduled For: FY2021

Arlington School District 38-1	NEPN Code: ABAC
School Board Policy Reference Manual	

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 an open house once each 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.
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 RESPONSIBILITY

For the benefit of children, the Board believes that parents have a responsibility to encourage their child's 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;

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;
6. Participating in in-school activities and special functions.

Legal References:

Adopted: FY2011

Last Review: FY2018

Next Review Scheduled For: FY2023

Arlington School District 38-1	NEPN Code: AC
School Board Policy Reference Manual	

NONDISCRIMINATION

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

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

- 1 To promote the rights and responsibilities of all individuals as set forth in the state and federal constitutions, pertinent legislation and applicable judicial interpretations.
- 2 To encourage positive experiences in human values for children and adults who have differing personal and family characteristics or who come from various socioeconomic, racial and ethnic groups.
3. To carefully consider, in all decisions made which affect the schools, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
4. To initiate a process of reviewing all policies and practices of this school district in order to achieve to the greatest extent possible the objectives of this policy.
5. To work toward a more integrated society and to enlist the support of individuals as well as that of groups and agencies, both private and Governmental, in such an effort.

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

Legal References: Title VII, Civil Rights Act of 1964; Title VII, Civil Rights Act of 1962, as amended by the Equal Employment Opportunity Act of 1972; Title IX, Education Amendments of 1972; Executive Order 11246, as amended by E.O. 11375; Equal Pay Act, as amended by Education Amendments of 1972; Rehabilitation Act of 1973; Education for All Handicapped Children Act of 1975; Age Discrimination in Employment Law, P.L. 95-256; SD Constitution, Art. VI; SDCL 13-37 (Special assistance and related services); SDCL 20-12 (Municipal and county protection of human rights); SDCL 20-13 (Human rights) 42 USC §§ 6101-6103 (Age discrimination); 20 USC §§ 1681-1688

Adopted: FY2011

Last Review: FY2018

Next Review Scheduled For: FY2023

Arlington School District 38-1	NEPN Code: ACAA
School Board Policy Reference Manual	

SEXUAL HARASSMENT

It is the district's policy that sexual harassment is illegal, unacceptable and shall not be tolerated; that no employee or student of the school district may sexually harass another. Any employee or student will be subject to disciplinary action including possible termination or expulsion for violation of this policy. Sexual harassment can arise between employees, by an employee to a student, between students and by a student to an employee. All forms are subject to this policy.

DEFINITION

Any unwelcome sexual advances, solicitation or sexual activity by promise of rewards, coercion of sexual activity by threat of punishment, verbal sexist remarks, or physical sexual assaults constitute sexual harassment. This conduct can have the effect of unreasonably interfering with an individual's academic or work performance or of creating an intimidating, hostile, or offensive employment or educational environment regardless of intent.

EXAMPLES

Some examples of sexual conduct are:

1. Sexual advances.
2. Touching of a sexual nature.
3. Graffiti of a sexual nature.
4. Displaying or distributing sexually explicit drawings, pictures or written materials.
5. Sexual gestures.
6. Sexual or "dirty" jokes.
7. Pressure for sexual favors.
8. Touching oneself sexually or talking about one's sexual activity in front of others.
9. Spreading rumors about or rating other students as to sexual activity or performance.

Not all physical conduct would be considered sexual in nature.

Some examples of non-sexual conduct are:

- A high school athletic coach hugging a student who made a goal.
- A kindergarten teacher's consoling hug for a child with a skinned knee.
- One student's demonstration of a sports move requiring contact with another student.

RESPONSIBILITY

School district officers, employees and students are responsible for maintaining a working and learning environment free from sexual harassment. Workshops and activities will be provided by the school district to

explain the policy and laws. Careful scrutiny will be undertaken of all allegations of sexual harassment. False allegations that are malicious or ill-founded may constitute libel or slander. Copies of the policy will be available at all administrative offices.

COMPLAINTS

- **Employees.** Any employee who believes that he or she has been a subject of sexual harassment should report this incident immediately to his or her immediate supervisor. If the immediate supervisor is involved in the activity, the violation should be reported to the supervisor's immediate supervisor.
- **Students.** A student who believes he or she has been sexually harassed (or a parent or guardian who believes that his or her child has been harassed) should immediately report it to a responsible school official. This could be a teacher, principal, faculty member, administrator, campus security officer, affirmative action officer, staff in the office of student affairs, or the school's Title IX coordinator.
- **Investigation.** All reported incidents will be thoroughly investigated and subject to disciplinary action. While absolute confidentiality cannot be guaranteed, confidentiality consistent with due process will be strictly maintained. Criminal acts must be reported to law enforcement authorities. An employee or student may file a written complaint because of dissatisfaction with the handling of a harassment complaint and may utilize any applicable grievance procedure for the purpose.

Legal References: South Dakota Executive Order 81-08; Federal-Title IX (1972 Education Amendments).

Adopted: FY2011

Last Review: FY2018

Next Review Scheduled For: FY2023

Arlington School District 38-1	NEPN Code: ACB
School Board Policy Reference Manual	

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:

- Not discriminate against a qualified handicapped person in any aspect of school division employment solely on the basis of handicap.
- Make facilities, programs and activities accessible, usable, and open to qualified handicapped persons.
- Provide free appropriate education at elementary and secondary levels, including nonacademic and extracurricular services and activities, to qualified handicapped persons.
- 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.
- 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:

- Discrimination against qualified handicapped persons solely on the basis of handicap is unfair.
- 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.

Legal References: Section 504 of the Rehabilitation Act of 1973;

Americans with Disabilities Act of 1990;

34 C.F.R. 300 et seq.;

42 U.S.C. §12101 et seq. American with Disabilities Act

29 U.S.C §794 Rehabilitation Act of 1973, Section 504

20 U.S.C. §1400 et seq. Individuals with Disabilities Education Act;

P.L. 108-446 the 2004 reauthorization of the Individuals with Disabilities Act;

Adopted: FY2011

Last Review: FY2018

Next Review Scheduled For: FY2023

Arlington School District 38-1	NEPN Code: AD
School Board Policy Reference Manual	

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 lifelong 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.

Legal References:

Cross References: IA, Instructional Goals

Adopted: FY2011

Last Review: FY2018

Next Review Scheduled For: FY2023

Arlington School District 38-1	NEPN Code: AE
School Board Policy Reference Manual	

Wellness Policy Arlington Public School District 38-01

Policy Committee

- District Food Service Director
- District Superintendent
- District Physical Ed Instructor
- District LPN
- Teacher
- School Board Representative
- Parent Representative
- Special Education Teacher
- Student Representative

Adopted May, 2014

This Wellness Policy has been modeled after the South Dakota Board of Education’s Model Wellness Policy from September 24, 2012.

Introduction

The Arlington School District 38-1 set forth this policy for the schools under the Arlington School Food Authority’s jurisdiction as required by the Healthy Hungry Free Kids Act (HHFKA) of 2010.

Rationale

Due to the increasing rates of obesity and overweight youth the future health and productivity of our children is threatened. The District is taking steps to assure that future education at this institution will include steps to insure better health for all students.

A healthy school environment goes beyond the school meals which are closely monitored by the District. Living a healthy lifestyle and maintaining a healthy weight requires a combination of healthy food choices, knowledge of nutrition, and proper physical activity. Healthy, physically active students are more likely to be academically successful and happy.

Notification to the Public

This Wellness Policy will be reviewed, updated, and reported to the community annually. It will be reported by means of the school website which can be found at www.arlington.k12.sd.us. It will also be available at the main office for those who wish to have or look at a print copy.

Implementation Compliance Personnel

The District Superintendent, will be responsible for overseeing the implementation in order to make certain that the District is complying with this Wellness Policy. He may designate other staff members from the committee to assist him.

Wellness Policy Components

- Nutrition Education and Promotion
- Physical Activity, Physical Education, and Promotion
- Other School Based Activities
- Nutrition Standards

Measurement and Assessment

The District designated the school physical education teacher and the food service director to annually assess and document the implementation of this Wellness Policy. This assessment will include:

- Establishment of goals for nutrition education and promotion; physical activity, physical education, and promotion; nutrition standards; and other school-based activities.
- Identification of stakeholders involved in the development and implementation of the local wellness plan.
- Means of informing the public about the content and implementation of the Wellness Plan.
- Attainment of goals associated with the Wellness Plan.

Nutrition Education and Promotion Component

The primary goal of nutrition education and promotion is to influence students' lifelong eating habits. Nutrition education will be offered as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote their health. Nutrition promotions are messages targeted to a specific audience to inspire/motivate them to take action. Nutrition education and nutrition promotions will be incorporated into the school day as often as possible.

Nutrition Education and Nutrition Promotion:

- Nutrition education and nutrition promotion are intended for students, staff, parents, and community members.
- Nutrition education and nutrition promotion provide consistent scientifically-based nutrition messages throughout the school, classroom, cafeteria, home, community, and media.
- Nutrition education and nutrition promotion are part of health education classes and/or stand alone classes which include Health Ed and Dietetics and Nutrition at the high school level.
- Nutrition education is included in the scope and sequence of the curriculum in core subjects such as math, science, language arts, and social sciences, as well as in elective subjects and guidance classes.
- The school cafeteria serves as a learning laboratory to allow students to apply critical thinking skills taught in the classroom.
- Nutrition education follows the SD Health Education Standards to include health knowledge and skills.
- Nutrition education and nutrition promotion provide enjoyable, developmentally appropriate, culturally relevant, and participatory activities.
- Nutrition education and nutrition promotion shares information with families to encourage the learning to continue and healthy habits to continue at home.
- Nutrition education and nutrition promotion will be provided by staff who are adequately prepared and who participate in professional development activities in order to deliver effective programming.
- Nutrition promotion will create a school environment that inspires and enables healthy nutrition choices.
- Nutrition promotion will include an action plan that will have observable and measurable goals and objectives for nutrition promotion.
- Nutrition promotion encourages staff to be role models for health and to exhibit a positive outlook toward healthy behaviors.

- School staff and parents will be encouraged to celebrate nutrition accomplishments and to share successes.

Physical Activity, Education, and Promotion Component

- The primary goal for the physical activity component is to provide opportunities for every student to develop the knowledge and skills for specific physical activities, maintain physical fitness, regularly participate in physical activity, reduce sedentary time, and provide health education in order to instill an understanding of the short and long-term benefits of a physically active and healthy lifestyle.

Daily Physical Education Classes K-12

- All students in grades K-8 will receive physical education and/or physical activity for a minimum of 150 minutes per week for the entire school year. High school students are required to take one semester of daily physical education and one semester of daily health education during their high school years. Students with disabilities and those with special health care needs will be included.
- Students will spend at least 50% of physical education class time participating in moderate to vigorous physical activity.
- The physical education curriculum should demonstrate progression and sequence and be consistent with South Dakota and/or National Physical Education standards for Pre-K through grade 12.
- All physical education will be taught by highly qualified physical education teachers.
- Student participation in other activities involving physical activity (e.g. sports) will not be substituted for meeting the physical education requirement.

Physical Activity Across the Curriculum

- Physical activities will be regularly incorporated into other subject areas besides physical education. This will not be a substitute for physical education classes.
- Designated physical education time will not be used for the purpose of teaching students academic lessons and/or for therapies.

Recess and Transitional Time

- All elementary school students (K-6) will have at least 20 minutes a day of supervised recess, preferably outdoors, during which students are encouraged (verbally and through the provision of space and equipment) to engage in moderate to vigorous physical activity.
- Extended periods of inactivity, two hours or more, are discouraged. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, students will be given periodic breaks during which they are encouraged to stand and be moderately active.
- When appropriate, physical activity should be encouraged during free time.

Physical Activity Opportunities Before and After School

- Activities will be offered that meet the needs, interests, and abilities of all students.
- Elementary, middle, and high school students will be offered extracurricular physical activity programs.
- The high school and middle school will offer interscholastic sports programs as appropriate.
- After-school programs will provide and encourage (verbally and through the provision of space, equipment, and activities) daily periods of moderate to vigorous physical activity for all participants.
- Students will be encouraged to seek active transportation (walking, biking, etc.) to and from school as appropriate.

Withholding or Punishing

- Food will not be denied students as a consequence for inappropriate behavior or academic performance.
- Teachers and other school personnel will not prohibit or deny students participation in recess or other physical activity unless such action has been approved by administration as an appropriate action to take.

Use of School Facilities Outside of School Hours

- When proper supervision and facilities are available, school facilities will be available to students, staff, and community members. This may also include weekends and periods of vacation. The over-riding authority will be the head custodian and superintendent.
- School policies concerning safety will apply at all times.

Other School-Based Activities Component

- Schools will create an environment that provides and demonstrates consistent wellness messages, is conducive to healthy eating and physical activity, and contributes to forming healthy life long habits for students, staff and community.

Employee Wellness

- Staff members are provided opportunities to participate in physical activities and healthy eating programs.
- School staff will serve as role models and will practice healthy eating, physical activity, and other activities that support staff and student wellness.

Professional Development

- School will provide professional development regarding the impact of nutrition and physical activity on academic performance to food service professionals, educators, administrators, and other staff.

Eating Environment

- Students and staff will have adequate space to eat meals in clean, safe, pleasant surroundings and will have adequate time (seat time 10 minutes for breakfast and 20 minutes for lunch).
- Convenient access to facilities for hand washing and oral hygiene will be available during all meal periods.
- Schools will schedule recess, if possible, for elementary grades before lunch so that children will come to lunch less distracted and ready to eat. If not possible to have recess before lunch a designated time will be used to eat lunch and all students will be dismissed at the same time so that students do not rush to eat and leave for recess. Activity before lunch also encourages nutrient intake.

Convenient and Safe Drinking Water

- Schools will promote drinking water availability as an essential component of student wellness by having access to free, safe drinking water and encouraging student consumption of water throughout the school day.

Rewards, Incentives, and Consequences

- Rewards and incentives will be given careful consideration as to the messages they send to the students receiving them. Unhealthy food items will not be used as a reward or incentive in the classroom, but

other more appropriate rewards may be used (e.g. extra free time, physical activity opportunity, pencils, bookmarks, etc.)

Vending Machines and Fundraisers

- Vending machines with food or beverages will not be available to elementary students during the school day. After school only water and low sugar or no sugar items will be available in vending machines.
- School fundraising activities will support healthy lifestyles.
- The sale of food or beverages as a fundraiser will not from one hour prior to one hour after breakfast or lunch.
- The school will encourage fundraising activities that promote physical activity and/or the sale of healthy products.

Safe Routes to School

- The school district will assess and make improvements if necessary to make sure it is both safe and easy for students to walk and bike to school if appropriate. When appropriate, the district will work together with local public works, public safety, and/or police departments in these efforts.
- The school district will encourage students to use public transportation when available and appropriate for travel to and from school.

Nutrition Standards Component

- Students' life-long eating habits are greatly influenced by the types of foods and beverages available to them. Foods of good nutritional content including fruits, vegetables, low-fat dairy foods, lean meat, whole grain products, and plain water will be available wherever and whenever food is sold or otherwise offered at school during the normal school day. Examples include snacks, vending machines, fund raising activities, parties, celebrations, and other school sponsored events during the normal school day.

General Guidelines

- Foods and beverages of good nutritional values will be available whenever food and beverages are sold, served or brought onto school grounds or at school-sponsored events during the normal school day.
- Procedures will be in place for providing information to families, upon request, about the ingredients and nutritional values of the foods served.
- Prices will be set to encourage the purchase of school meals and the purchase of healthy foods and beverages whenever they are sold throughout the school day.
- The School Food Service Program will operate in accordance with the National School Lunch Act and applicable South Dakota law and regulations. The school will also comply with USDA regulations and state policy.
- The school lunch and breakfast program will offer varied and nutritious food choices consistent with the Dietary Guidelines for Americans and the Standards for Food and Beverages set forth in this policy. Choices will encourage diets that promote health and reduce chronic disease risks.
- Students with special dietary needs will be accommodated.

A La Carte Offering in the Food Service Program

- A la carte items available during the school day will meet the Standards for Food and Beverages set forth in this Policy.
- The school food service department will not offer or serve extra portions unless the item is from the fresh fruit and vegetable salad bar or unless the item is sold as a la carte.

Snacks

- Snacks provided by teachers to students should meet the Standards for Food and Beverages set forth in this Policy.
- Teachers who ask parents to provide snacks will provide them with a list of easy, healthy, affordable snacks options.

Parties and Celebrations

- The school will limit celebrations that involve food during the school day. Instead fun, healthy celebration ideas such as classroom games will be utilized.
- Each party should include no more than one food or beverage that does not meet the Standards for Food and Beverages outlined in this policy.

School Sponsored Events

- Healthy choices of food and beverages that meet the Standards for Food and Beverages will be offered at school sponsored events outside the school day.

Other Sales Venues

- All foods and beverages sold in school should strive to meet the Standards for Food and Beverages.

Best Choices for sale and snack items

- Granola bars, whole-grain fruit bars
- Nuts and seeds-plain or with spices
- Nut mix
- Trail mix
- Fresh fruit
- Dried fruit
- Fresh vegetables
- Low sodium varieties of jerky
- Yogurt, low fat
- String cheese
- Fruit/Vegetable 100% juices
- 1% or skim milk
- Plain water
- Dry roasted peanuts, tree nuts, and soy nuts
- Frozen fruit juice bars with no sugar or corn syrup

Good Choices for sale and snack items

- Nuts with light sugar covering; honey-roasted
- Popcorn without hydrogenated fats
- Individually packed fruit in natural juices only • Fruit leather
- Animal crackers and graham crackers
- Pretzels
- Low fat ice cream and sherbet bars
- Peanut butter and crackers
- Low-fat pudding
- Baked chips and corn nuts

Standards for Food and Beverages Served or Sold at Arlington School

1. Follow USDA Healthier US School Challenge Competitive Foods Criteria for Bronze/Silver Award. Complete guidance to be found at: <http://www.fns.usda.gov/tn/healthierus/2012criteria.chart.html>
2. We will attempt to follow the following list of guidelines.
 - Total Fat: Calories from total fat must be at or below 35%. (excluding nuts, seeds, nut butters and reduced-fat cheese)
 - Trans. Fat: “Trans fat-free” less than 0.5g trans-fat per serving
 - Saturated Fat: Calories from saturated fat must be below 10%. Reduced fat cheese is exempt.
 - Sugar: Total sugar must be at or below 35% by weight. (includes naturally occurring and added sugars) Fruits and vegetables are exempt.
 - Sodium: Must be at or below 480 mg per side dish/entrée. Must be at or below 600 mg per main dish/entrée.
 - Portion sizes: Not to exceed the serving size of the food served in the NSLP/SBP; for other sales, the item package or container is not to exceed 200 calories.
 - Fruits and Non-Fried Vegetables: Fruits and vegetables may be fresh, frozen, canned, or dried, and they must be found in Chapter 2 of the Food Buying Guide. Dried fruit must have no added sweeteners; canned fruit must be packed in juice or light syrup.
 - Milk: Only low-fat (1% or less) or fat-free milk meeting state and local standards for pasteurized milk and/or USDA approved alternative dairy beverages may be offered daily.
 - Milk Serving Size: Milk serving size is limited to 8-fluid ounces.
 - Other approved Beverages: Fruit and vegetable juices: 100% full strength with no sweeteners or non-nutritive sweeteners. Water (non-flavored, non-sweetened, noncarbonated, non-caffeinated, without non-nutritive sweeteners)
 - Juice Serving Size: Elementary/Middle School: 6 fluid ounces, High School: 8 fluid ounces

Adopted: FY2014

Last Review: FY2018

Next review scheduled for: FY2023

Legal References: Title 42 USC 1751-1769; Title 42 USC 1771-1791;
Title 7 CFR 210.1-

Arlington School District 38-1	NEPN Code: AEA
School Board Policy Reference Manual	

TOBACCO-FREE SCHOOL BUILDINGS

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

The use or promotion of tobacco in school buildings, vehicles or during school-sponsored activities is prohibited. This policy shall be in effect at all times and shall apply to all students, employees and visitors.

For the purposes of this policy:

1. “Tobacco” means any substance or item, in any form, containing tobacco;
2. “School property” means all district-owned, rented or leased buildings and vehicles;
3. “School-sponsored activity” means any planned, organized, endorsed, or supervised activity involving district students or staff that occurs either before, during or after regular school hours;
4. “Promotion” means the use or display of tobacco-related clothing, bags, lighters, or other material that is designed to encourage the acceptance or use of tobacco.

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

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

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

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

Adopted: FY2011

Last Review: FY2018

Next Review: FY2023

Arlington School District 38-1	NEPN Code: AEA-R
School Board Policy Reference Manual	

TOBACCO-FREE SCHOOLS (Regulation)

DISSEMINATION

To promote compliance with this policy, students, staff and the public shall be notified of the school district's tobacco-free schools policies and regulations. Notification procedures shall include, but are not limited to:

1. Summaries of this policy and relevant regulations shall be placed in the student and staff handbooks.
2. Sufficient signage shall be placed in appropriate locations throughout the district's buildings and grounds.
3. Event programs and similar documents that are often viewed by visitors shall contain a notification of the policy.
4. When appropriate, announcements about the school's policy will be made prior to or during school events.

ENFORCEMENT

The success of this policy will depend upon the thoughtfulness, consideration, and cooperation of tobacco users and non-tobacco users. All individuals on school premises share in the responsibility for adhering to and enforcing this policy.

Tobacco-free policy enforcement is designed to educate students, staff and others about the health risks associated with tobacco. Punitive measures, in accordance with district policy, will be used for repeat offenders.

Students: Any student found in violation of this policy shall be disciplined according to the student handbook and athletes will also be disciplined using the "Code of Ethics" for activities... Students found to repeatedly violate this policy shall be subject to disciplinary action pursuant to district policy.

Employees: Any district employee found in violation of this policy may be provided with tobacco cessation information and will be encouraged to participate in a tobacco cessation program. Employees found to repeatedly violate this policy shall be subject disciplinary action pursuant to district policy.

Visitors: Other adults observed to be in violation of this policy shall be asked to refrain from the behavior. Repeated violations of this policy will be handled on a case-by-case basis by an authorized district official and may result in a directive to leave school property.

DEFINITIONS

For the purposes of this policy, tobacco means any substance or item, in any form, containing tobacco. The administration will treat the use, possession or promotion of all forms of nicotine-containing products or nicotine delivery devices, which may or may not include actual tobacco, as a violation of this policy, provided the product or device is not part of an individual's cessation program.

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

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

Cross Reference: AEA, Tobacco-Free Schools

Adopted: FY2011

Last Review: FY2018

Next Review Scheduled For: FY2023

Arlington School District 38-1	NEPN Code: AFA
School Board Policy Reference Manual	

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

The Board will review its performance annually to ensure its proper discharge of responsibilities to the community. The Board recognizes that faultfinding 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, during 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.
5. 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.

Legal References:

Adopted: FY2011

Last Review: FY2018

Next Review Scheduled For: FY2023

Arlington School District 38-1	NEPN Code: AFA-E
School Board Policy Reference Manual	

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES FORM

The School Board operational procedures are evaluated in seven areas of responsibility.

- 1. Relationship with Superintendent
- 2. Community Relationships
- 3. Board Meetings
- 4. Staff and Personnel Relations
- 5. Relationship to the Instructional Program
- 6. Relationship to Financial Management of the Schools
- 7. Personal Qualities

Each area is to be rated by the degree of success by designating a ranking of poor, inadequate, adequate, good or excellent.

Each item will be rated using the following KEY:

- E – Excellent
- G – Good
- A – Adequate
- IN – Inadequate
- P – Poor

I. RELATIONSHIP WITH SUPERINTENDENT

- 1. Establishes written policies for the guidance of the (CEO) /superintendent in the operation of the school.
- 2. Provides the (CEO)/superintendent with a clear statement of the expectation of performance and personal qualities against which he/she will be measured periodically.

3. Engenders confidence in the (CEO)/superintendent by inviting communication from the (CEO)/superintendent.
4. Reaches decisions only on the basis of study of all available background data and consideration of the recommendation of the (CEO)/superintendent.
5. Requests information through the (CEO)/superintendent and only from staff members with the knowledge of the (CEO)/superintendent.
6. Provides a climate of mutual respect and trust offering commendation whenever earned, and constructive criticism when necessary.
7. Matters tending to alienate either board members or (CEO)/superintendent are discussed immediately rather than being permitted to fester and deteriorate.
8. Provides opportunity and encouragement for professional growth of (CEO)/Superintendent.
9. Provides time for the (CEO)/superintendent to plan.
10. Takes the initiative in maintaining a professional salary for the (CEO)/superintendent comparable with salaries paid for similar responsibility in and out of the profession.
11. Does not overly involve itself in administrative management of the school district and recognizes the distinction between administration and policy setting.

II. COMMUNITY RELATIONSHIPS

1. Encourages attendance at board meetings.
2. Actively fosters cooperation with various news media for the dissemination of information about the school programs.
3. Insures a continuous planned program of public information regarding the schools.
4. Participates actively in community affairs.
5. Channels all concerns, complains and criticism of the school system through the (CEO)/superintendent for study with the expectation that he/she will report back to the board if action is required.
6. Protects the (CEO)/superintendent from unjust criticism and the efforts of vocal special interest groups.
6. An individual board member does not commit himself/herself to a position in answer to an inquiry or in public statements unless board policy is already established and clear or the question addressed to him/her requires merely a recitation of facts about the school system.
7. Encourages citizen participation in advisory capacity in the solution of specific problems.

8. Is aware of community attitudes and the special interest groups, which seek to influence the district's program.

III. BOARD MEETINGS

1. Has established written procedures for conducting meetings, which include ample provision for the public to be heard, but prevents a single individual or group from dominating discussions.
2. Conducts its meetings in facilities that allow the division's business affairs to be conducted by the board and its administrative staff effectively
3. Selects a chairman on the basis of his or her ability to properly conduct a meeting rather than on seniority or rotation
4. New items or a complex nature are not introduced for action if they are not listed on the agenda but are presented for listings on a subsequent agenda.
5. Definitive action is withheld until asking if there is a staff recommendation and what it is.
6. Care is used in criticizing a staff recommendation.
7. The privilege of holding over matters for further study is not abused.
8. Each member makes a sincere effort to be informed on all agenda items listed prior to the meeting
9. Controversial, complex, or complicated matters are held over or placed on the agenda for discussion only, prior to consideration for adoption.

IV. STAFF AND PERSONNEL RELATIONSHIPS

1. Develops sound personnel policies, involving the staff when appropriate
2. Authorizes the employment or dismissal of staff members only upon the recommendation of the (CEO)/superintendent.
3. Makes provision for the complaints of employees to be heard, and after full study if staff dissatisfaction is found to exist, takes action to correct the situation through appropriate administrative channels.
4. Is receptive to suggestions for improvement of the school system.
5. Encourages professional growth and increased competency through:
 - a. Attendance at educational meetings;
 - b. Training on the job;
 - c. Salary increments, which recognize training and experience beyond minimum qualifications for a given position.
6. Makes the staff aware of the esteem in which it is held.

7. Provides a written policy protecting the academic freedom of teachers.

V. RELATIONSHIP TO THE INSTRUCTIONAL PROGRAM

1. Understands the instructional program and the general restriction imposed on it by the Assembly, the State Board of Education, and college and university requirements.
2. Realistically faces the ability of the community to support a quality education for its children.
3. Resists the efforts of special interest groups to influence the instructional programs if the effect would be detrimental to the students.
4. Encourages the participation of the professional staff, and in certain instances the public, in the development of the curricula.
5. Weighs all decisions in terms of what is best for the students.
6. Provides a policy outlining the district's educational objectives against which the instructional program can be evaluated.
7. Keeps abreast of new developments in course content and teaching techniques through attendance and participation in school board association conferences and meetings of other educational groups and by reading of selected books and periodicals.

V. RELATIONSHIP TO FINANCIAL MANAGEMENT OF THE SCHOOLS

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

VII. PERSONAL QUALITIES

1. A sincere and unselfish interest in public education and in the contribution it makes to the development of children.
2. A knowledge of the community, which the school system is designed to serve.

3. An ability to think independently, to grow in knowledge and to rely on fact rather than prejudice and a willingness to hear and consider all sides of a controversial question.
4. A deep sense of loyalty to other board members and respect for group decisions cooperatively reached.
5. A respect for and interest in people and ability to get along with them.
6. A desire to work through defined channels to authority and responsibility.
7. A willingness to devote the necessary time to become an effective board member.

Signatures:

Board Chairman _____ Date: _____

Board Vice-Chairman _____ Date: _____

Board Member _____ Date: _____

Board Member _____ Date: _____

Board Member _____ Date: _____

Legal References:

Adopted: FY2011

Last Review: FY2018

Next Review Scheduled For: FY2023

Arlington School District 38-1	NEPN Code: AFAB
School Board Policy Reference Manual	

SUPERINTENDENT JOB DESCRIPTION

TITLE: Superintendent

JOB GOAL: To provide district-wide leadership in improving teaching and learning that increases achievement and promotes success of all students.

QUALIFICATIONS:

1. Three years' experience in teaching and three years' experience in school administration, totaling at least six years.
2. An earned Specialist's Degree with a major in educational administration;
3. A valid teaching certificate issued by the State Board of Education with a Superintendent endorsement.
4. Such alternatives to the above qualifications as the board may find appropriate and acceptable.

REPORTS TO: Board of Education

SUPERVISES: Directly or indirectly, every district employee.

CLASSIFICATION: Exempt

TITLE: Superintendent of Schools

RESPONSIBILITY:

The superintendent of schools shall be the chief executive and administrative office of the school board and shall have in addition to the powers and duties specifically imposed upon his office by statute, all executive and administrative powers and duties in connection with the conduct of the schools which are not required by statute to be exercised directly by the board or by some other office. It shall be the duty of the superintendent of schools to complete all executive and administrative transactions not required by law or resolution to be brought before the school board and to prepare all other matters of administrative procedure or policy for board approval.

DUTIES:

1. Shall enforce all policies of the school board.
2. Shall work with the principal to make recommendation for appointment and discharge of all teachers and employees under their supervision to the school board.
3. Shall make recommendation for appointment of all employees not under the care of the principal to the school board.

4. Shall assist the business manager for adoption by the school board, an annual budget.
5. Shall approve all expenditures within the annual appropriations adopted by the school board.
6. Shall evaluate the performance of principal(s), custodians, head cook, assistant cooks and business secretary to the Superintendent.
7. Shall attend all meetings of the school board and assist in their deliberations.
8. Shall acquaint the public with the activities and needs of the schools.
9. Shall prepare reports for the school board on the condition and needs of the schools.
10. Shall report to the school board on performance of principals.
11. Shall review recommendations for certified and noncertified personnel and assist the principal with a slate to present to the school board
12. Shall work with in-service committee on evaluation and recommendation for the improvement of teacher in-service.
13. Shall recommend changes in master contract to the board for consideration.
14. Shall assist principal's studies to determine the adequacy of the curriculum as need arises.
15. Shall receive communications relative to school affairs and consult with individuals having business with the school board.
16. Shall prepare new policies for the school board for adoption as need for such arises.
17. Shall make rules and regulations regarding routine matters which have not been specifically provided for in board policies
18. Shall be responsible for carefully studying the needs of the district and for recommending to the school board plans adequate for meeting these needs.
19. Shall perform such duties as the board may require, and in the absence of specific rules and advice of the board, shall assume any authority or perform any duty which any particular situation, unforeseen and suddenly arising by demand, subject to later consideration of and action by the board.
20. Shall appraise the quality of teaching of the instructional staff with a view to increasing effectiveness.
21. Shall assist the business manager in the preparation of the board agenda for meetings so that they can be sent out in advance for each regular school board meeting.
22. Shall provide necessary background information to assist board members in reaching decisions.
23. Shall evaluate the total educational program periodically and make necessary recommendations.

24. Shall evaluate with the head cook on a regular basis the entire operation of the lunch program.
25. Shall maintain lines of communication with the staff through meetings, bulletins, and conferences.
26. Shall assist the business manager in interpreting results of school board meetings to news media and staff.
27. Shall be responsible for an effective public relations program in the school district.
28. Shall prepare and approve requisitions for all capital outlay items
29. Shall administrate the rental of all school buildings.
30. Shall determine property damage, where applicable, and insure collection of same.
31. Shall determine the certification status of instructional staff members.
32. Shall determine when to start late or postpone school due to inclement weather or other emergency situations where the safety of the employees and students could be put in jeopardy. In so doing so will be responsible to inform the patrons of the district in a timely manner.

Other Duties The superintendent performs these and other duties as may be assigned by the board, both consistent with local board policies and South Dakota Codified Law.

TERMS OF EMPLOYMENT: Twelve months a year. Salary and benefits to be set by the board.

EVALUATION: Performance of this job will be evaluated in accordance with board policy, based on performance indicators and/or progress on annual superintendent goals as set by the superintendent and board.

Legal References:

Adopted: FY2011

Last Review: FY2018

Next Review Scheduled For: FY2023

Arlington School District 38-1	NEPN Code: AFB
School Board Policy Reference Manual	

EVALUATION OF SUPERINTENDENT

ARLINGTON SCHOOL DISTRICT 38-1

Evaluation of: _____ Date: _____

Each school board should adopt an official administrator evaluation policy. Each school board should adopt official standards, criteria, and procedures for the evaluation of the professional performance of the administrators professionally employed in the school district.

The school board, in its policies should address the following:

- (1) The purpose of the evaluations;
- (2) The frequency of the evaluations;
- (3) The procedure to be used in making the evaluations;
- (4) The areas subject to evaluation; and
- (5) The use of the results of the evaluations;
- (6) A job description

ES - Exceeds Standard = exceeds standards of performance

S - Standard = successfully meets standards

NI - Needs Improvement = demonstrates an attempt to accomplish the standard but needs to additional experience or help to improve.

U - Unsatisfactory = unacceptable performance, not meeting standa

Superintendent - Evaluation Instrument

I. Management Techniques

Manages and directs education and business operations with efficiency and competency.

- A. Administers board policy.
- B. Assumes leadership in the implementation of the district's goals and philosophy of education.

- C. Takes an active role in development of salary for all personnel.
- D. Inspires others to highest professional standards.
- E. Organizes a planned program of staff evaluation and development.
- F. Supervises operations, insisting on competent and efficient performance.
- G. Determine that funds are spent wisely and that adequate control and accounting procedures are maintained.
- H. Evaluates financial status and makes recommendations for necessary funding.
- I. Plans and reports on the present and future needs of the total school program.
- J. Keeps informed about the instructional program

Comments: _____

Recommendations with timeline for improvement:

II. STAFF RELATIONS

Develops and maintains strong, effective and positive relationships with total staff.

- A. Participates with staff, board, and community in studying and developing the curriculum improvement process, implementation, and evaluation.
- B. Provides procedures in curriculum work that utilizes the abilities and talents of the professional staff and lay people of the community.
- C. Meets and confers with staff to promote understanding of the interest and will of the boar

- D. Develops and executes sound personnel procedures and practices.
- E. Insists on performance of duties and treats all personnel without favoritism or discrimination.
- F. Delegates authority to staff members appropriate to the position each holds.
- G. Encourages participation of appropriate staff members and groups in policy planning, procedures, interpretation and recommendations.
- H. Evaluates or provides for procedure to evaluate the performance of staff members, giving commendation for good work as well as constructive suggestions for improvement.

Comments: _____

Recommendations with timeline for improvement:

II. BOARD RELATIONSHIPS

Establishes a positive, effective working relationship with the school board.

- A. Keeps the board informed on issues, needs and operation of the school system.
- B. Offers professional advice to the board on items requiring board action, making recommendations based on thorough analysis. Uses legal counsel when appropriate.
- C. Bases any position upon principle and maintains that position without regard for its popularity until an official position has been reached, after which time the decision of the board is supported.
- D. Makes recommendations for employment, promotion, and/or dismissal of personnel with supporting data, and accepts responsibility for the recommendations. If the recommendation is not accepted by the board, the superintendent willingly finds another qualified person to recommend.
- E. Goes directly to the board when an honest, objective difference of opinion exists between the superintendent and any or all members of the board, in an earnest effort to resolve such difference.

Comments: _____

Recommendations with timeline for improvement:

III. COMMUNITY/PUBLIC RELATIONS

Builds and demonstrates effective leadership and participation in community/public relations to promote and enhance the school image. A. Supports board policy and actions.

- B. Earns respect and support of the community in the management of school operations.
- C. Solicits opinions from divergent groups and individuals and responds respectfully to identified problems
- D. Develops and maintains cooperative relationships with the news media.
- E. Participates in community life and activities.
- F. Establishes credibility as a community leader in public education.
- G. Works cooperatively with public and private agencies.

Comments: _____

Recommendations with timeline for improvement:

PERSONAL QUALITIES

Presents a positive leadership model.

- A. Defends principle and conviction in the face of pressure and influence.
- B. Seeks and accepts constructive criticism.
- C. Demonstrates the ability to work well with individuals and groups.
- D. Serves as a model for wellness in appearance, personal habits and behavior.
- E. Speaks and writes effectively.
- F. Maintains composure when faced with an unexpected or disturbing turn of events.
- G. Enjoys an appropriate sense of humor.

Comments: _____

Recommendations with timeline for improvement:

VI.

PROFESSIONAL GROWTH, LEADERSHIP AND CONDUCT

Improves professional skills and knowledge and models ethical conduct.

- A. Continues professional development through reading, coursework, conference attendance, work on professional committee work and interaction with educators from other districts.
- B. Develops, uses and evaluates effective approaches to improve job performance.

Arlington School District 38-1	NEPN Code: AFC
School Board Policy Reference Manual	

CERTIFIED STAFF EVALUATION

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 reports in November and February will be made to the Board concerning the process and completion of these evaluations.

Teachers and administrators will be evaluated on an annual basis.

Evaluations should provide feedback to teachers and administrators noting strengths, as well as areas needing improvement.

The evaluation process will include:

1. An ongoing review of the techniques and procedures for making evaluations. Techniques and procedures that contribute to a teacher's understanding of his or her 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 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 evaluation process will include self-evaluation, supervisor-initiated observations and teacher-initiated observations.

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 should be made.

Legal References:

- SDCL 13-43.6.3 (Nonrenewal of teacher's contract)
- SDCL 13-43-6.4 (Nonrenewal due to staff reduction)
- SDCL 13-43-6.2 (Written notice of intention to recommend nonrenewal)

- Teacher's Agreement
- SDCL 13-43-6.5 (Termination not caused by amount of compensation)
- SDCL 13-43-6.6 (Right to termination on statutory grounds)
- SDCL 13-43-6.7 (Written notice of recommendation for termination) SDCL 13-43-6.8
(Evidence of delivery of notification)
- SDCL 13-43-6.9 (Evidence of delivery of written request for a hearing)
- SDCL 13-43-6.1 (Just cause for termination or nonrenewal)

Adopted: FY2011

Last Review: FY2018

Next Review Scheduled For: FY2023

Student Management

1. The teacher has clearly demonstrated expectations concerning behavior.
2. The teacher demonstrates a positive attitude in the classroom.
3. The teacher develops appropriate rapport with students.
4. The teacher uses praise effectively and sets students up for success.

Professional Responsibilities

1. The teacher is punctual and dependable.
2. The teacher dresses professionally and wears appropriate attire.
3. The teacher is positive about the profession of teaching.
4. The teacher adheres to authorized school policies and procedures.
5. The teacher promotes parent/teacher communication.
6. The teacher communicates and interacts effectively with colleagues and support staff.
7. The teacher communicates and interacts effectively with administration.
8. The teacher exhibits poise and maturity and is a positive role model for students.
9. The teacher pursues professional growth and keeps current on educational ideas/trends.
10. The teacher continues professional growth in the use and integration of technology

Principal's Comments: _____

Teacher's Comments: _____

The Evaluation Instrument is to be signed by both teacher and the principal following a conference during which the evaluation was discussed. Signature does not constitute agreement and where areas of disagreement exist the individual disagreeing should identify those areas of concern - please be specific.

___ 1ST - 3RD Year Teacher

___ 4th year + teacher

___ 4th year + teacher on rotation

___ Teaching with a Plan of Assistance

_____ (1) Recommendation for continued employment

_____ (2) Recommendation for continued employment with qualifications.

_____ (3) Recommendation for non-renewal of contract

One copy of this form will be placed in the teacher's permanent file in the superintendent's office, one copy in the principal's office and one copy will be given to the evaluated.

_____	_____	_____	_____
Principal	Date	Teacher	Date

To be initialed by the teacher if applicable:

_____ I would like to be considered for a rotation slot on the evaluation schedule.

_____ I would like to stay on the regular evaluation schedule.

Legal References:

Adopted: FY2011

Last Review: FY2018

Next Review Scheduled For: FY2023

Arlington School District 38-1	NEPN Code: AFD
School Board Policy Reference Manual	

CLASSIFIED STAFF EVALUATION

The development of a strong, competent support staff and the maintenance of high morale among this staff, are major objectives of the Board. Finding the right employees to fill vacancies, determining assignments and equitable workloads, 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 or 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.

Probationary employees will be evaluated at least twice during the probationary period, and at least annually thereafter.

Adopted: FY2011

Last Review: FY2018

Next Review Scheduled For: FY2023

Arlington School District 38-1	NEPN Code: AFD-R
School Board Policy Reference Manual	

Classified Employee: _____ **Title:** _____ **Date:** _____ **A.**

Job Performance Quality of Work

1. Acceptable level of accuracy and neatness.
2. Displays initiative and works without constant supervision.
3. Follows directions thoroughly.
4. Speed in completing tasks.
5. Proper use and maintenance of equipment.
6. Responsible in carrying out assigned job works toward self-improvement.

B. Personal Qualities

1. Personal appearance, manner, and health.
2. Pleasant and friendly.
3. Is diplomatic.
4. Relationship with other employees, supervisors, students, and adults.
5. Responsible and dependable.

C. Attitude

1. Functions as a team member.
2. Enthusiastic and interested in work.
3. Accepts constructive criticism.

D. Attendance

1. Gives advance notice in case of absence.
2. Arrives and leaves at assigned times.
3. Uses proper amount of time for breaks.

Comments: _____

Job Performance: _____

Signing may not imply agreement by the employee, but merely that the evaluation has been discussed.

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

Signing may not imply agreement by the employee, but merely that the evaluation has been discussed.

Dated: _____ Signed: _____
(Supervisor)

Dated: _____ Signed: _____
(Employee)

Adopted: FY2011

Last Review: FY2018

Next Review Scheduled For: FY2023

Arlington School District 38-1	NEPN Code: AFE
School Board Policy Reference Manual	

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Board expects its faculty and administration regularly to evaluate the education program. Such evaluation may be expected to lead to recommendations for modifications 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 colleges and universities.
4. State education department specialists and services.
5. Evaluation by other organizations and agencies.

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

Legal References:

Adopted: FY2011

Last Review: FY2018

Next Review Scheduled For: FY2023

Arlington School District 38-1	NEPN Code: AFF
School Board Policy Reference Manual	

COMPLAINT POLICY FOR FEDERAL PROGRAMS

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

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

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

Adopted: FY2011

Last Review: FY2020

Next Review Scheduled For: FY2021