

ABOUT POLICIES AND REGULATIONS

Generally, the role of a school board is to set policy and the role of the administration is to implement it. Written policies are the chief means by which a school board governs the schools, and regulations are one of the means by which the board's policies are carried out. Here are the definitions set forth by the National School Boards Association, which provide a distinction between these two types of statements:

Policies are principles adopted by the board to chart a course of action. They tell what is wanted and may include why and how much. They are broad enough to indicate a line of action to be taken by the administration in meeting a number of day-after-day problems; they need to be narrow enough to give the administration clear guidance.

Regulations are detailed directions usually developed by the administration to put policy into practice. They tell how, by whom, where, and when things are to be done.

Menno School District #33-2	INDEX
Policy Manual	

SECTION A: FOUNDATIONS AND BASIC COMMITMENTS

AA	School District Legal Status
ABA (KC)	Community and Parent Involvement in Decision Making
ABAA	Parent Involvement in Title I
ABAB	Parent Involvement Policy
ABAC	Relations with Parents
AC	Nondiscrimination
ACAA	Sexual Harassment Policy
ACB	Nondiscrimination on the Basis of Handicap/Disability
AD	Educational Philosophy
AE (IGAJ)	Wellness Policy
AEA	Tobacco-Free Schools
AFA (BK)	Evaluation of School Board Operational Procedures
AFB (CBG)	Evaluation of the Superintendent
AFB-E (CBG-E)	Evaluation of the Superintendent – Evaluation Instrument

AFC (GCN)	Evaluation of Professional Staff
AFD (GDN)	Evaluation of Support Staff
AFE (IM)	Evaluation of Instructional Programs

SECTION B: BOARD GOVERNANCE AND OPERATIONS

BA	Board Operational Goals
BB	School Board Legal Status
BBA	School Board Powers and Duties
BBAA	Board Member Authority
BBB	School Board Elections
BBBA	Board Member Qualifications
BBBB	Board Member Oath of Office
BBC	Board Member Resignation/Removal from Office
BBE	Unexpired Term Fulfillment
BBFA	Board Member Conflict of Interest
BCA	Board Organizational Meeting
BCB	Board Officers
BCC	Appointed Board Officials
BCD	Board – Superintendent Relationship
BCDA	Board – Superintendent Relationship (Exhibit)
BCE	Board Committees
BCF	Advisory Committees to the Board
BCG	School Attorney
BD	School Board Meetings
BDA	Electronic Communication by Board Members
BDC	Executive Sessions
BDDA	Notification of Board Meetings
BDDB	Board Meeting Agendas
BDDC	Agenda Related Supplemental Information
BDDE	Rules of Order
BDDF	Voting Method
BDDH (KD)	Public Participation at Board Meetings
BF	Board Policy Development
BFCA (CHB)	Board Review of Regulations (Approval for Issuance)
BFE (CHD)	Administration in Policy Absence

BFF	Suspension of Policies
BJ	School Board Memberships
BK (AFA)	Evaluation of School Board Operational Procedures

SECTION C: GENERAL SCHOOL ADMINISTRATION

CA	Administration Goals
CBA	Qualifications and Duties of the Superintendent
CBB	Recruitment and Appointment of Superintendent
CBC	Superintendent Contract – Compensation and Benefits
CBG (AFB)	Evaluation of the Superintendent
CBG-E (AFB-E)	Evaluation of the Superintendent – Evaluation Instrument
CC	Administrative Organization Plan
CCB	Line and Staff Relations
CF	School Building Administration
CH	Policy Implementation
CHA	Development of Regulations
CHB (BFCA)	Board Review of Regulations (Approval for Issuance)
CHC	Regulations Dissemination
CHCA	Approval of Handbooks and Directives
CHD (BFE)	Administration in Policy Absence
CK	Program Consultants
CM	School District Annual Report

SECTION D: FISCAL MANAGEMENT

DA	Fiscal Management Goals
DB	Annual Budget
DBB	Fiscal Year
DBC	Budget Deadlines and Schedules
DBD	Budget Planning
DBH	Budget Adoption Procedures
DBJ	Budget Implementation
DBK	Budget Transfer Authority
DC	Taxing and Borrowing Authority – Limitations

DD	Funding Proposals and Applications
DE	Revenues from Tax Sources
DFA	Revenues from Investments
DFB	Revenues from School-Owned Real Estate
DG	Depository of Funds
DGA	Authorized Signatures
DI	Fiscal Accounting and Reporting
DIC	Financial Reports and Statements
DID	Inventories
DIE	Audits
DJ	Purchasing
DJB	Petty Cash Accounts
DJBA	Incidental Accounts
DJD	Local Purchasing
DJF	Purchasing Procedures
DK	Payment Procedures
DLA	Payday Schedules
DLB	Salary Deductions
DLC	Expense Reimbursements
DM	Cash in School Buildings
DN	School Properties Disposal Procedure

SECTION E: SUPPORT SERVICES

EA	Support Services Goals
EB	Safety Program
EBA	Buildings and Grounds Inspections
EBB	Accident Prevention and Safety Procedures
EBBA	First Aid
EBC	Emergency Plans
EBCA	Bomb Threats
EBCB	Fire Drills
EBCC	Emergency Lockdowns
EBCD	Emergency Closings
ECA	Buildings and Grounds Security

ECAA	Equal Access Policy
ECAB	Vandalism
ECB	Buildings and Grounds Maintenance
ECF	Energy Conservation
EDBA	Maintenance and Control of Instructional Materials
EEA	Student Transportation Services
EEAA	Walkers and Riders
EEAB	School Bus Scheduling and Routing
EEAC	School Bus Safety Program
EEACC (JFCC)	Student Conduct on School Buses
EEAD	Special use of School Buses
EEADA	Use of Private Vehicles
EF	Food Services Management
EFB	Free and Reduced Price Food Services
EGAA	Printing and Duplication Services – Reproduction of Copyright Materials
EI	Insurance Management
EIBA	Indemnification of Employees

SECTION F: FACILITIES DEVELOPMENT

FA	Facilities Development Goals
FB	Facilities Planning
FC	Facilities Capitalization Program
FD (KBE)	Bond Campaigns
FEA	Educational Specifications
FEB	Selection of Architect
FEC	Facilities Development Plans and Specifications
FECA	Site Plans and Specifications
FED	Construction Cost Estimates and Determinations
FEE	Site Acquisition Procedure
FEFA	Contractor's Fair Employment Clause
FEFB	Contractor's Affidavits and Guarantees
FEG	Supervision of Construction
FL	Retirement of Facilities

SECTION G: PERSONNEL

GA	Personnel Goals
GB	General Reference Policy
GBA	Equal Opportunity Employment
GBC	Staff Ethics
GBCA	Staff Conflict of Interest
GBCB	Staff Conduct
GBCBA	Freedom of Expression
GBCBAA (JFAA)	Search and Seizure
GBCBB	Staff Social Networking
GBE	Staff Health and Safety
GBEB	Employee Communicable Diseases
GBEC	Use of Alcohol and Other Drugs by Employees – Drug Free Workplace
GBG	Staff Participation in Political Activities
GBI	Staff Gifts and Solicitations
GBK (KGC)	Smoking on School Premises
GBL	Personnel Records
GBM	Staff Complaints and Grievances
GCA	Professional Staff Positions
GCBD	Professional Staff Leaves and Absences
GCBDC	Jury Duty
GCBDD	Military Leave
GCBDE	Family and Medical Leave
GCC	Professional Staff Recruiting
GCD	Professional Staff Hiring
GCDB	Employee Criminal Background Check
GCE	Part-Time and Substitute Employment – Professional Staff
GCI	Professional Staff Assignments and Transfers
GCJ	Professional Staff Time Schedules
GCK	Professional Staff Work Load
GCL	Professional Staff Development Opportunities
GCN (AFC)	Evaluation of Professional Staff
GCPB	Resignation of Professional Staff Members
GCPC	Retirement of Professional Staff Members

GCPD	Suspension and Dismissal of Professional Staff Members
GCQAB	Tutoring for Pay
GCQB	Professional Research and Publishing
GDA	Support Staff Positions
GDB	Support Staff Contracts and Compensation Plans
GDBB	Support Staff Supplementary Pay Plans
GDBC	Support Staff Fringe Benefits
GDBD	Support Staff Leaves and Absences
GDC	Support Staff Recruiting, Posting of Vacancies & Hiring
GDG	Support Staff Probation and Tenure
GDI	Support Staff Assignments and Transfers
GDJ	Support Staff Time Schedules
GDL	Support Staff Development Opportunities
GDN (AFD)	Evaluation of Support Staff
GDO	Support Staff Promotions
GDPB	Resignation of Support Staff Members
GDPC	Retirement of Support Staff Members
GDPD	Suspension and Dismissal of Support Staff Members

SECTION H: NEGOTIATIONS

HA	Negotiations Goals
HB	Negotiations Legal Status
HC	Scope of Negotiations
HD	School Board Negotiating Powers and Duties
HE	Board Negotiating Agents
HH	Privileges of Staff Negotiating Organizations

HJ	Negotiations Procedures
HL	Preliminary Negotiated Agreement Disposition

SECTION I: INSTRUCTION

IA	Instructional Goals
IB	Academic Freedom
IC	School Year – School Calendar
ID	School Day
IE	Organization of Instruction
IF	Curriculum Development
IFB	Pilot Projects
IFD	Curriculum Adoption
IGA	Basic Instructional Program
IGAA	Citizenship Education
IGAB	Human Relations Education – Moral and Character Instruction
IGAC	Teaching About Religion
IGAG	Teaching About Drugs, Alcohol, and Tobacco
IGAH	Family Life and Sex Education
IGAJ (AE)	Wellness Policy
IGBA	Programs for Handicapped Children
IGBC	Limited English Proficiency Instruction
IGBG	Homebound Instruction
IGC	Extended Instructional Programs
IGCA	Summer Schools
IGCB	Distance Learning
IGCD (LEB)	Advanced College Placement
IGD	Cocurricular and Extracurricular Activities
IGDA	Student Organizations
IGDB	Student Publications
IGDD	Student Performances
IGDF	Student Fund-Raising Activities
IGDG	Student Activities Funds Management
IGDI	Interscholastic Athletics
IHC	Scheduling for Instruction

IIA	Instructional Materials
IIAA	Textbook Selection and Adoption
IAC	Library Materials Selection and Adoption
IIBA	Teacher Aides
IIBD	School Libraries
IIBE	Instructional Television
IIBG	Use of Computers and Networks
IIBH	Internet Safety
IIC (KF)	Community Instructional Resources
IICC	School Volunteers
IIGBA	District Owned Computers
IJ	Guidance Program
IK	Academic Achievement
IKA	Grading Scale
IKAB	Student Progress Reports to Parents
IKB	Homework
IKE	Promotion and Retention of Students
IKF	Graduation Requirements / Early Graduation
IL	Testing Programs
ILB	State Required Assessments
IM (AFE)	Evaluation of Instructional Programs
INB	Teaching About Controversial Issues
IND	School Ceremonies and Observances
INDA	Patriotic Exercises & Flag Displays
ING	Animals in Schools

SECTION J: STUDENTS

JA	Student Goals
JB	Equal Educational Opportunities

JEA	Compulsory Attendance Ages
JEB	Entrance Age
JEC	School Admissions
JECA	Admission of Resident Students
JECAA	Admission of New Residents and Students From Unaccredited Schools
JECB	Admission of Nonresident Students
JECBA	Admission of Exchange and Foreign Students
JECC	Assignment of Students to Schools
JECG	Alternative Instruction Students Participation
JED	Student Absences and Excuses
JEDA	Truancy
JEDB	Student Dismissal Precautions
JEE	Student Attendance Accounting
JEF	Released Time for Students
JEG	Exclusions and Exemptions from School Attendance
JF	Student Rights and Responsibilities
JFA	Student Due Process Rights
JFAA (GBCBAA)	Search and Seizure
JFC	Student Conduct
JFCA	Student Dress Code
JFCB	Gangs
JFCC (EEACC)	Student Conduct on School Buses
JFCD	Cyber Bullying
JFCE(IIBH)	Internet Safety Policy
JFCF	Hazing
JFCG	Smoking by Students
JFCH	Alcohol and Other Drug Use by Students
JFCI	Student Drug Abuse
JFCJ	Dangerous Weapons in the School
JFE	Bully Prevention
JFG	Interrogations and Searches
JFH	Student Complaints and Grievances
JG	Student Discipline
JGA	Prohibition of Corporal Punishment
JGD	Student Suspension / Expulsion
JHCA	Physical Examinations and Inoculations of Students

JHCC	Student Communicable Diseases
JHCD	Administering Medicines to Students
JHD	Student Psychological Services
JHFA	Supervision of Students
JHFB	Student Safety Patrol
JHG	Reporting Child Abuse
JL	Student Gifts and Solicitations
JN	Student Fees, Fines, and Charges
JNA	Loaning of Textbooks
JO	Student Records
JOA	Student Recruitment – Access to Students and Directory Information
JO-N	Family Educational Rights and Privacy Act (FERPA) – Model Notice for Directory Information
IGDK-L	SDHSAA Eligibility Checklist for Alternative Instruction Students

SECTION K: SCHOOL-COMMUNITY RELATIONS

KA	School & Community Relations Goals
KB	Public Relations Program
KBA	Public's Right to Know
KBAA	Public Records
KBAA-R	Public Records-Regulations
KBC	News Media Relations
KBCA	News Releases
KBE (FD)	Bond Campaigns
KC (ABA)	Community and Parent Involvement in Decision Making
KD (BDDH)	Public Participation at Board Meetings
KDG	Consumption of Alcoholic Beverages on School Property
KF (IIC)	Community Instructional Resources
KG	Community Use of School Facilities
KGB	Public Conduct on School Property
KGC (GBK)	Smoking on School Premises
KH	Public Gifts to Schools
KI	Public Solicitations and Advertising in the Schools
KIA	Distribution and Posting of Promotional Materials

KK	Visitors to the Schools
KL	Public Complaints
KLB	Public Complaints about the Curriculum or
KLC	Instructional Materials
	Federal Programs Grievance Policy
KLD	Public Complaints About School Personnel
KMA	Relations with Parents Organizations
KMB	Title I Parent Involvement
KMI	Relations with Political Organizations (Public Funds)
KN	Relations with Governmental Authorities

SECTION L: EDUCATION AGENCY RELATIONS

LA	Education Agency Relations Goals
LB	Relations with Other Schools and School Districts
LBB	Cooperative Educational Programs
LEB (IGCD)	Advanced College Placement
LI	Relations with Education Accreditation Agencies

Menno School District	NEPN Code: AA
Policy 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 Menno School District, No. 33-2 of Hutchinson County, South Dakota.

Established by law

Legal References: United States Constitution, Tenth Amendment;
Constitution of the State of South Dakota, Art. VIII, sec. I;
Constitution of the State of South Dakota Art. XXII;
Constitution of the State of South Dakota Art. XXVI, sec. 18;
SDCL 13-5-1; 13-5-2; 13-5-14; 13-5-15; 13-5-16; 13-5-17; 13-5-17.1; 13-5-29;
SDCL 13-6-1 et seq.

Cross References: BB, School Board Legal Status

Adopted: 10-13-08

Revised:

Menno School District	NEPN Code: ABA (KC)
Policy 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 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:

Cross References: BCF, Advisory Committees to the Board

Adopted: 10-13-08

Revised:

Menno School District	NEPN Code: ABAA
Policy Manual	

PARENT INVOLVEMENT IN TITLE I

The Board recognizes the importance of parental involvement with the Title I program and operations of the public school. By working together, the quality of the educational programs will improve.

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

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: 10-13-08

Revised:

Menno School District	NEPN Code: ABAB
Policy Manual	

PARENT INVOLVEMENT POLICY

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.

Legal References:

Adopted: 10-13-08

Revised:

Menno School District	NEPN Code: ABAC
Policy 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.

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 may be held to provide parents with the opportunity to see the school facilities, meet the faculty, and sample the program on a first-hand basis.

3. 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;
4. Meetings of staff members and groups of parents of those students having special abilities, disabilities, needs, or problems.
5. 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.

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: 10-13-08

Revised:

Menno School District	NEPN Code: AC
Policy Manual	

NONDISCRIMINATION

The Board is committed to a policy of nondiscrimination in relation to race, sex, religion, national background, handicap and other human differences. Respect for the dignity and worth of each individual will be paramount in the establishment of all policies by the Board and in 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;
Executive Order 11246, as amended by E.O. 11375;
Equal Pay Act, as amended by Education Amendments of 1972;
Title IX, Education Amendments of 1972;
Rehabilitation Act of 1973;
Education for All Handicapped Children Act of 1975;
Age Discrimination in Employment Law, P.L. 95-256;
Constitution of the State of South Dakota, Art. VI;
SDCL 13-37;
SDCL 20-12; 20-13

Cross References: ACB, Nondiscrimination on the Basis of Handicap/Disability
 FEFA, Contractor's Fair Employment Clause
 GBA, Equal Opportunity Employment
 JB, Equal Educational Opportunities

Adopted:10-13-08

Revised:

Menno School District	NEPN Code: ACAA
Policy Manual	

HARASSMENT POLICY

The Menno School District is committed to providing a learning and working environment free of unlawful harassment. It is a violation of this policy for any student or any school personnel of the District to harass a student, any school personnel, or any visitor through conduct or communication of a sexual nature or communication disparaging a person's race, color, religion, creed, ancestry, national origin, gender, sexual orientation, disability, age, military/veteran status, genetic information or other basis prohibited by law as defined in regulation ACAA-R.

For the purpose of this policy, "school personnel" includes School Board members, all school employees and agents, volunteers, contractors, or persons subject to the supervision and control of the District. This policy applies on all District property and to all District sponsored, approved, or related activities at any location.

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

The District prohibits retaliation against any individual who reports a claim under this policy or participates in an investigation of any such claim.

Every new employee will be provided a copy of this policy and its regulation. Annually thereafter, employees will receive an overview, along with instructions to access the full policy and regulation on the District website, and will sign an acknowledgement form indicating they have received the information.

Legal Reference:

Title VI and VII of the Civil Rights Act of 1964

Title IX of the Education Amendments of 1972

South Dakota Executive Order 81-08

Title II of the Americans with Disabilities Act of 1990

Section 504 of the Rehabilitation Act of 1973

Age Discrimination in Employment Act of 1975

Uniform Services Employment and Reemployment Rights Act

Genetic Information Non-discrimination Act

Americans With Disabilities Act and Amendment Act

Adopted: 10-13-08

Amended: 1-14-13

Menno School District	NEPN Code: ACAA-R
Policy Manual	

Definitions

1. **Harassment:** Harassment consists of physical or verbal conduct related to a person's race, color, religion, creed, ancestry, gender (including pregnancy), sexual orientation, national origin, age, disability, military/veteran status, genetic information or other basis prohibited by law when the conduct is so severe, pervasive, and objectively offensive that it:
 - a. has the purpose of effecting or creating an intimidating, hostile, or offensive working or academic environment;
 - b. has the purpose or effect of substantially or unreasonably interfering with an individual's work performance which deprives the staff member access to employment or academic opportunities.

2. **Sexual Harassment:** Sexual harassment is any unwelcome sexual advance(s), request(s) for sexual favors and/or other verbal, physical, and/or visual contact(s) of a sexual nature, or communication of a sexual nature when:

- a. submission to such conduct or communication is made, either explicitly or implicitly, a term of a person's initial employment; or
- b. submission to or rejection of such conduct or communication by an individual is used as the basis for employment or educational decisions affecting the individual; or
- c. such conduct or communication has the purpose or effect of interfering with an individual's work or education, creating an intimidating, hostile, or offensive working or educational environment; or
- d. such conduct is so severe, pervasive, and objectively offensive that such conduct or communication has the purpose or effect of depriving the employee access to employment opportunities or benefits provided by the School District or depriving a student of educational opportunities.

Sexual harassment may include but is not limited to:

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

Reporting Incidents of Harassment - Grievance Procedures

Any person who believes he or she has been the victim of harassment as defined above by a student

or an employee of the District shall report the alleged acts immediately to the building principal or the

Superintendent.

1. **Designated Personnel.** The building principal is the person designated by the District for receiving written reports of harassment at each school building. Upon receipt of a report, the principal shall immediately notify the Superintendent and forward the written report form to the Superintendent. Failure to forward any harassment report or complaint as provided herein will result in disciplinary action. If the complaint involves the building principal, the complaint shall be filed directly with the Superintendent.
2. **Districtwide.** The School Board hereby designates the Superintendent to receive reports or complaints of harassment from any individual, employee or victim of harassment and also from

the building principal as outlined above. If the complaint involves the Superintendent, the complaint shall be filed directly with the School Board.

3. **Submission of a complaint or report of harassment.** Submission of a complaint or report of harassment will not affect the individual's employment or work assignments.
4. **Confidentiality.** The District will make attempts to respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible consistent with the District's legal obligations and the necessity to investigate allegations of harassment and take disciplinary action when the conduct has occurred.
5. **Procedure.** The complaining employee will be asked to put the facts surrounding the conduct in writing on a form provided by the District that includes the following: Complainant's name and address; date of the incident; type of harassment; description of the incident; name of any witnesses; what action, if any, has been taken; and signature of the complainant.
6. **Required Reporting.** If the accusations include possible criminal activity such as molestation, sexual battery, or similar contact, the Superintendent shall comply with all mandatory state reporting requirements including, but not limited to, contact with the State Department of Social Services.

Nothing in this grievance procedure forecloses individuals from seeking redress for their concerns through other legal avenues, such as the Office of Civil Rights, the Equal Employment Opportunity Commission or the South Dakota Division of Human Rights.

Investigation

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

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

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

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

During the investigation all parties directly involved in the complaint may have legal or other representation. If any party elects to be represented at any step of the complaint procedure, the name of the representative must be declared in writing to the Superintendent within two (2) days of the filing of the Complaint Investigation form, notification of any investigation, or the filing of any appeal.

School District Action

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

Prohibition against Retaliation

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

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

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

False Charges

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

Uncomfortable Situations

The District recognizes that not every uncomfortable situation constitutes harassment. Whether a particular action or incident is a personal, social relationship without a discriminatory employment effect requires a determination based on all the facts and surrounding circumstances. False accusations can have a serious detrimental effect on innocent parties.

Discipline

Any action taken by the District pursuant to this policy will be consistent with requirements of applicable collective bargaining agreements and District policies. The District will take such disciplinary action it

deems necessary and appropriate, including but not limited to, warning, suspension, or immediate discharge to end harassment and prevent its recurrence.

Legal References:

Title VI and VII of the Civil Rights Act of 1964

Title IX of the Education Amendments of 1972

South Dakota Executive Order 81-08

Title II of the Americans with Disabilities Act of 1990

Section 504 of the Rehabilitation Act of 1973

Age Discrimination Act of 1975

Uniform Services Employment and Reemployment Rights Act

Genetic Information Non-discrimination Act

Americans With Disabilities Act and Amendment Act

Menno School District	NEPN Code: ACB
Policy 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:

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

The Board holds the general view that:

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

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

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

Legal References: Section 504 of the Rehabilitation Act of 1973;
Americans with Disabilities Act of 1990.

Adopted: 10-13-08

Revised:

Menno School District	NEPN Code: AD
Policy 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 life-long endeavor. In addition, the Board believes that education is not just the development and refinement of mental capacity but a process that assists the students in meeting their physical, social, aesthetic, and emotional requirements.

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

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

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

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

Legal References:

Cross References: IA, Instructional Goals

Adopted: 10-13-08

Revised:

Menno School District	NEPN Code: AE (IGAJ)
Policy Manual	

WELLNESS POLICY

To support its mission, the District will provide an environment that cultivates maximum student potential. Nutrition influences a child's development, health, well-being and potential for learning. To afford students the opportunity to fully participate in the educational process,

students must attend school with minds and bodies ready to take advantage of their learning environment. This district-wide nutrition policy encourages all members of the school community to create an environment that supports lifelong healthy eating habits. Decisions made in all school programming need to reflect and encourage positive nutrition messages and healthy food choices.

The policy of the School District is to:

1. Provide a positive environment and appropriate knowledge regarding food:
 - a) Ensure that all students have access to healthy food choices during school and at school functions.
 - b) Provide a pleasant eating environment for students and staff.
 - c) Allow a minimum of 20 minutes for students to eat lunch and socialize in the designated cafeteria area.
 - d) Enable all students, through a comprehensive curriculum, to acquire the knowledge and skills necessary to make healthy food choices for a lifetime.
 - e) Enable all students to acquire the knowledge about sanitary food handling practices. Examples: Proper hand washing practices before eating; touch only food you're going to take and eat at the service line; use utensils provided on the service line for taking food.
2. When using food as a part of class or student incentive programs, staff and students are encouraged to utilize healthy, nutritious food choices.
3. When curricular-based food experiences are planned, staff and students are encouraged to seek out good nutrition choices whenever appropriate.
4. Reduce student access to foods of minimal nutritional value.
 - a) In keeping with contractual obligations to the National School Lunch/Breakfast programs, ensure the integrity of the school lunch program by prohibiting food and beverage sales that are in direct conflict with the lunch/breakfast programs.
 - b) Encourage the practice of good nutrition by reducing the sale or distribution of foods of minimal nutritional value through a four-year plan that focuses on:
 - i. Reducing access to non-nutritional foods.
 - ii. Educating students about healthy foods.
 - iii. Selective pricing that favors sales of healthy foods.

5. To accomplish these goals:

- a) Child Nutrition Programs comply with federal, state and local requirements.
- b) Child Nutrition Programs are accessible to all children.
- c) Sequential and interdisciplinary nutrition education is provided and promoted.
- d) Patterns of meaningful physical activity connect to students' lives outside of physical education.
- e) All school-based activities are consistent with local wellness policy goals.
- f) All foods and beverages made available on campus (including vending, concessions, a la carte, student stores, parties, and fundraising) during the school day are consistent with the current Dietary Guidelines for Americans.
- g) When parents and staff are using foods and beverages as positive reinforcement in the classroom, we encourage them to have them be consistent with the current guidelines.
- h) All foods made available on campus adhere to food safety and security guidelines.
- i) The school environment is safe, comfortable, pleasing, and allows ample time and space for eating meals.

The Menno School District will follow the requirements from the South Dakota Department of Education with regard to Physical Education. Cardiopulmonary Resuscitation(CPR), which includes, use of the Automated External Defibrillator(AED) device, will be taught in 8th grade PE and HS PE/Health classes, annually.

The Menno School District will follow the nutritional guidelines of the National School Lunch Program and the National School Breakfast Program.

Legal References: 42 USC 1751-1769;
42 USC 1771-1791;
7 CFR 210.1-210.31;
7 CFR 220.1-220.21.

Adopted: 10-13-08

Amended: 5-11-15

Revised: 6-13-16

Menno School District	NEPN Code: AEA
Policy Manual	

TOBACCO-FREE SCHOOLS

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

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

For the purposes of this policy:

1. "Tobacco" means any substance or item, in any form, containing tobacco;
2. "School property" means all district-owned, rented or leased buildings, grounds 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 to be 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 22-36-2- Smoking in public place or place of employment prohibited
SDCL 13-8-39- Management of school by board-General powers

Adopted: 11-8-10

Revised:

Menno School District	NEPN Code: AFA (BK)
Policy 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, with no other items on the agenda, at a study or executive session and with all Board members present.
3. Developing a composite of individual members' opinions, and discussion of the results of a Board as a whole.
4. Supporting each judgment with as much rational and objective evidence as possible.

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

Legal References:

Adopted: 10-13-08

Revised:

Menno School District	NEPN Code: AFB (CBG)
Policy Manual	

EVALUATION OF THE SUPERINTENDENT

The Superintendent and the Board, together, will meet in August of the current school year to set goals for the school year. In November, but no later than December, the Board will use the evaluation tool and evaluate the Superintendent. In January, but no later than February, the board will assess the Superintendent's performance and receive a report from the Superintendent on the progress of the goals. The Superintendent will be notified no later than the end of February by the Board of contract extension or dismissal.

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

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

Board consensus of the Superintendent's abilities and performance will be put in writing, made available to him or her, and discussed with him or her in an executive session. The evaluation will be used to improve the quality of administration and to determine future employment.

Legal References:

Cross References: BDC, Executive Sessions

Adopted: 10-13-08

Revised:

Menno School District	NEPN Code: AFB-E (CBG-E)
Policy Manual	

**EVALUATION OF THE SUPERINTENDENT
EVALUATION INSTRUMENT**

Evaluation of _____

Date _____

The school board, in its policies, will 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 evaluations; and
5. The use of the results of the evaluations.

KEY:

ES – Exceeds Standards	Exceeds standards of performance.
S – Standard	Successfully meets standards.
NI – Needs Improvement	Demonstrates an attempt to accomplish the standard, but needs additional experience or help to improve.

U – Unsatisfactory

Unacceptable performance. Not meeting standards.

MANAGEMENT TECHNIQUES

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

Expectations				
	ES	S	NI	U
Administers board policy.				
Assumes leadership in the implementation of the district's goals and philosophy of education.				
Takes an active role in development of salary for all personnel.				
Inspires others to highest professional standards.				
Organizes a planned program of staff evaluation and development.				
Supervises operations, insisting on competent and efficient performance.				
Determine that funds are spent wisely and that adequate control and accounting procedures are maintained.				
Evaluates financial status and makes recommendations for necessary funding.				
Plans and reports on the present and future needs of the total school program.				
Keeps informed about the instructional program.				

Comments: _____

Recommendations with timeline for

improvement:_____

STAFF RELATIONS

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

Expectations				
	ES	S	NI	U
Participates with staff, board and community in studying and developing the curriculum improvement process, implementation and evaluation.				
Provides procedures in curriculum work that utilizes the abilities and talents of the professional staff and lay people of the community.				
Meets and confers with staff to promote understanding of the interest and will of the board.				
Develops and executes sound personnel procedures and practices.				
Insists on performance of duties and treats all personnel without favoritism or discrimination.				
Delegates authority to staff members appropriate to the position each holds.				
Encourages participation of appropriate staff members and groups in policy planning, procedures, interpretation and recommendations.				
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:_____

BOARD RELATIONSHIPS

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

	Expectations			
	ES	S	NI	U
Keeps the board informed on issues, needs and operation of the school system.				
Offers professional advice to the board on items requiring board action, making recommendations based on thorough analysis. Uses legal counsel when appropriate.				
Bases any position upon principle and philosophy. Makes every effort to convey those beliefs to the board. If the board's position is otherwise, the Superintendent supports the board's position.				
Makes recommendations for employment, promotion and/or dismissal of personnel, and accepts responsibility for the recommendations. If the recommendation is not accepted by the board, the Superintendent willingly seeks another qualified person to recommend.				

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: _____

COMMUNITY/PUBLIC RELATIONS

Builds and demonstrates effective leadership and participation in community/public relations to promote and enhance the school image.

Expectations				
	ES	S	NI	U
Supports board policy and actions.				
Earns respect and support of the community in the management of school operations.				
Solicits opinions from divergent groups and individuals and responds respectfully to identified problems.				
Develops and maintains cooperative relationships with the news media.				
Participates in community life and activities.				
Establishes credibility as a community leader in public education.				
Works cooperatively with public and private agencies.				

Comments:_____

Recommendations with timeline for

improvement:_____

PERSONAL QUALITIES

Presents a positive leadership model.

Expectations				
	ES	S	NI	U
Defends principle and conviction in the face of pressure and influence.				
Seeks and accepts constructive criticism.				
Demonstrates the ability to work well with individuals and groups.				
Serves as a model for wellness in appearance, personal habits and behavior.				
Speaks and writes effectively.				
Maintains composure when faced with an unexpected or disturbing turn of events.				
Enjoys an appropriate sense of humor.				

Comments: _____

Recommendations with timeline for

improvement: _____

PROFESSIONAL GROWTH, LEADERSHIP AND CONDUCT

Improves professional skills and knowledge, and models ethical conduct.

Expectations				
	ES	S	NI	U
Continues professional development through reading, coursework, conference attendance, work on professional committees and interaction with educators from other districts.				
Develops, uses and evaluates effective approaches to improve job performance.				
Behaves in a manner expected of the community's educational leader.				
Adheres to the Professional Administrators Practices and Standards Commission Code of Ethics, as stated in the Administrative Rules of South Dakota.				

Comments: _____

Recommendations with timeline for

improvement: _____

EMPLOYMENT RECOMMENDATION

___ Recommended for continued employment.

___ Recommended for continued employment with qualifications.

___ Not recommended for continued employment.

Comments: _____

Signature does not indicate agreement with the evaluation, but does verify knowledge of the report.

Signed _____

Date _____

School Board Chair

Signed _____

Date _____

District Administrator

Legal References:

Adopted: 10-13-08

Revised:

Menno School District	NEPN Code: AFC (GCN)
Policy Manual	

EVALUATION OF PROFESSIONAL STAFF

In order to assure a high quality of teacher and administrator performance to advance the instructional programs of the district schools, a continuous program for teacher and

administrator evaluation will be established by the superintendent and regular reports will be made to the Board concerning the outcomes of these evaluations.

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 the school district. Job specific criteria will be established for classroom teachers, school librarians and school counselors.
3. Application of the information gained to the planning of staff development and in-service training activities, which are designed to improve instruction and increase teacher competence.

The 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.

This evaluation policy will be in accordance with the Menno School District Negotiated Agreement.

Legal References: SDCL 13-43-6.1 through 13-43-6.9

Contract References: Menno School District Negotiated Agreement

Adopted: 10-13-08

Revised:

Menno School District	NEPN Code: AFD (GDN)
Policy Manual	

EVALUATION OF SUPPORT STAFF

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.

Probationary period will be ninety (90) days.

Legal References:

Cross Reference: IA, Instructional Goals

Adopted: 10-13-08

Revised:

Menno School District	NEPN Code: AFE (IM)
Policy 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: 10-13-08

Revised:

Menno Public School
AH-E (1) Conflict of Interest – Request for School Board Waiver
Request for School Board Waiver

Date: _____

Name of the School Board member, school fiscal agent or school administrator requesting the waiver: _____

Explain the potential conflict of interest:

Explain the essential terms of the contract(s) or transactions from which a potential conflict of interest may arise, including:

1) all parties to the contract

2) the requesting person's role in the contract or transaction

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

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

5) the length of the contract

6) any other relevant information

Explain how or why the transaction or the terms of the contract are fair, reasonable, and not contrary to the public interest such that a waiver should be granted.

Signature of person requesting waiver: _____

This is a public document.

Approved:

Menno Public School
AH-E(2) Conflict of Interest – Waiver Authorization Pursuant to SDCL 3-23-3

A written request for waiver of conflict, dated _____, was received from _____ (print name).

The request was acted upon by the members of the Menno Public School Board during a meeting held on _____.

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

_____ The request for waiver was authorized because the terms of the contract are fair and reasonable, and not contrary to public interest such that a waiver should be granted.

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

Signature of School Board President: _____

Printed name: _____ Date: _____

Date mailed to Auditor General: _____

Approved:

Menno School District	NEPN Code: BA
Policy Manual	

BOARD OPERATIONAL GOALS

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

The Board must fulfill these responsibilities by functioning primarily as a legislative body to formulate and adopt policy, by selecting an executive officer to implement policy and by evaluating the results. Further, it must carry out its functions openly, while seeking the involvement and contributions of public, students and staff in its decision-making processes.

Additionally, the Board commits itself to the following objectives:

1. To interpret the educational needs and aspirations of the community, and to meet them through the formulation of policies that stimulate the learner and the learning process;
2. To continually evaluate the district's educational goals and their implementation in the district schools;
3. To formulate a sound fiscal policy in the interests of fiscal economy;
4. To provide the superintendent with sufficient and adequate guidelines to effectively carry out the goals and objectives of the school district;
5. To maintain effective communication with the public served by the schools, and with staff and students in order to maintain awareness of attitudes, opinions, desires and ideas.

Legal References:

Adopted:11-17-08

Revised:

Menno School District	NEPN Code: BB
Policy Manual	

SCHOOL BOARD LEGAL STATUS

The School Board derives its authority from the Constitution of the State of South Dakota, from the acts of the State Legislature, the electorate of the district and the regulations of the State Board of Education and State Board of Vocational Education.

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

The Board will consist of Five (5) members, elected at large by the registered voters of the district. Except as otherwise provided by law, Board members will hold office for terms of three years.

Established by law.

Legal References: SDCL 13-6-2 et seq.
SDCL 13-6-13.1;
SDCL 13-8-1 through 13-8-5;

Cross References: AA, School District Legal Status
BBA, School Board Powers and Duties

Adopted: 11-17-08

Revised:

Menno School District	NEPN Code: BBA
------------------------------	-----------------------

Policy Manual	
----------------------	--

SCHOOL BOARD POWERS AND DUTIES

Under the laws of South Dakota, the School Board acts as the governing body of the public schools with full powers of direction and control. The Board derives its authority from the state legislature and will function within the framework of state and federal laws and regulations, court decisions and attorney general opinions.

Recognizing the authority of the state, the Board considers the following its general functions:

1. To select and employ a Superintendent of schools and support him or her in the discharge of his or her responsibilities.
2. To formulate and enact policy and to delegate the application of policies to the Superintendent and his staff, who will be held responsible for the effective administration and supervision of the entire school system.
3. To provide for the planning, expansion, improvement, financing, construction and maintenance of the physical plant of the school system.
4. To establish and maintain records, accounts, archives, management methods and procedures incidental to the conduct of school business.
5. To approve the budget, financial reports, audits, major expenditures, payment of obligations and policies that enable the administration to formulate regulations and other guides for the orderly accomplishment of business.
6. To estimate and levy taxes for the operation, support, maintenance, improvement and extension of the school system.
7. To adopt courses of study, and provide instructional materials.
8. To employ support and certificated personnel to carry out school programs, and provide fair and equitable compensation.
9. To evaluate the educational program to determine the effectiveness with which the schools are achieving the educational purpose of the school system.
10. To provide for the dissemination of school district information to the public and maintain open lines of communication with the community.

Legal References: SDCL 13-8-1; 13-8-39;
SDCL 13-10-2 generally, but powers and duties of school boards
established throughout Title 13.

Adopted: 11-17-08

Revised:

Menno School District	NEPN Code: BBAA
Policy Manual	

BOARD MEMBER AUTHORITY

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

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

Legal References: SDCL 2-14-15;
SDCL 13-8-10;
SDCL 13-8-39

Adopted: 11-17-08

Revised:

Menno School District	NEPN Code: BBB
Policy Manual	

SCHOOL BOARD ELECTIONS

The school board shall select the date of the annual school election by resolution no later than the first regular meeting after January first of each year. The annual election shall be set between the second Tuesday in April and the third Tuesday in June between the hours of 7:00 a.m. and 7:00 p.m. on Election Day.

The school district and the municipality have the option of holding combined school district-municipal elections. Subject to approval of the governing bodies, the combined election may be held on the date set by the school district or the general municipal election (second Tuesday in April). Expenses and all other governmental responsibilities of a combined election are to be shared in an agreed upon manner by the governing bodies of the school district and the municipality.

Established by law

Legal References: Constitution of the State of South Dakota, Art. VII sec 1;
Constitution of the State of South Dakota Art. VII Sec 2;
Constitution of the State of South Dakota Art. VII Sec. 3;
SDCL 12-14-1;

SDCL 13-6-13.1;
SDCL 13-7-4; 13-7-4.2; 13-7-5; 13-7-6; 13-7-6.1; 13-7-7; 13-7-8;
13-7-8.1; 13-7-9; 13-7-9.1; 13-7-10; 13-7-10.1; 13-7-10.2;
13-7-10.3; 13-7-10.4; 13-7-11; 13-7-12; 13-7-13; 13-7-14;
13-7-17; 13-7-18; 13-7-19.2;
SDCL 13-8-2; 13-8-4; 13-8-7.1; 13-8-25;
SDCL 13-10-7

Cross References: BBFA, Board Member Conflict of Interest

Adopted: 11-17-08

Revised:

Menno School District	NEPN Code: BBBA
Policy Manual	

BOARD MEMBER QUALIFICATIONS

A person is legally qualified to become a member of a school board if he or she is a United States citizen, complies with the provisions of law relating to the registration of voters and is a qualified elector, at least 18 years of age and not otherwise disqualified.

In accordance with state law, no elective county, municipal, or state officer or holder of any other office, whose duties are incompatible or inconsistent with the duties of the school board member will be eligible for such membership. This includes the elected offices of legislator, county commissioner and the municipality.

Established by law

Legal References: SDCL 3-1A-4; 3-1A-2; 3-1A-3; 3-1A-4; 3-1A-5; 3-1A-6;
SDCL 12-3-1;
SDCL 13-7-3

Cross References: BBFA, Board Member Conflict of Interest
GBCA, Staff Conflict of Interest

Adopted: 11-17-08

Revised:

Menno School District	NEPN Code: BBBB
Policy Manual	

BOARD MEMBER OATH OF OFFICE

Before taking office, all Board members will take an oath of office as required by law. Newly elected members will take and subscribe to the oath on the second Monday in July at the annual meeting, at which time they also assume their duties of office. Appointed members will take and subscribe the oath at the meeting following their appointment. All oaths will be filed in the office of the business manager.

Established by law

Legal References: Constitution of the State of South Dakota, Article XXI, Sec. 3;
SDCL 3-1-5; 3-1-8;
SDCL 13-8-14; 13-8-15

Adopted: 11-17-08

Revised:

Menno School District	NEPN Code: BBC
Policy Manual	

BOARD MEMBER RESIGNATION/REMOVAL FROM OFFICE

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

1. Dies;
2. Is removed from office;
3. Fails to qualify as provided by law;
4. Ceases to be a resident of the district, or representation area, where elected;
5. Is convicted of an infamous crime or of any offense involving a violation of the official oath of office;

6. Has a judgment obtained against him for breach of official bond;
7. Becomes incapable of attending to the duties of a board member;
8. Assumes the duties of an office incompatible with the duties of the board member;
9. Resigns and a successor is appointed and qualified as prescribed by law.

The resigning member will continue to serve in his or her official capacity as a Board member until the successor is appointed and qualified as prescribed by law.

Established by law

Legal References: Constitution of the State of South Dakota, Art. XVI, Sec. 4-8;
SDCL 3-17-6; 3-17-7; 3-17-8; 3-17-9; 3-17-10; 3-17-11
SDCL 13-8-22; 13-8-23; 13-8-24

Cross References: BBE, Unexpired Term Fulfillment

Adopted: 11-17-08

Revised:

Menno School District	NEPN Code: BBE
Policy Manual	

UNEXPIRED TERM FULFILLMENT

When a vacancy occurs on the Board for a reason allowed by law, the remaining Board members are responsible for the appointment of a new Board member. due to the failure to elect a person to succeed a school board member whose term has expired, or an elected school board member's failure to qualify, or a school board member's resignation, the vacancy shall be filled by all school board members, including the vacating member.

When a vacancy occurs on the board due to death of a board members, is removed from the board pursuant to law, ceases to be a resident of the school district or representation area where elected, Is convicted of any infamous crime or of any offense involving a violation of the member's official oath, has a judgment obtained against the

member for breach of the member's official bond, is incapacitated and is unable to attend to the duties of the position, or assumes the duties of an office incompatible with the duties of a school board member, the remaining board members are responsible for the appointment of a new board member.

The new appointee will qualify as if elected, at or before the next School Board meeting. ~~He or she~~ The new appointee will serve until the next succeeding election, at which time a successor will be elected to serve the unexpired term.

Legal References: [SDCL 13-8-14 \(Assumption of office by newly elected or appointed members\)](#)
[SDCL 13-8-23 \(Events creating vacancy on board\)](#)
[SDCL 13-8-25 \(Appointments to fill vacancies on board\)](#)
[SDCL 3-14 \(Expiration of term of office\)](#)

Adopted: 11-17-08

Revised:

Menno School District	NEPN Code: BBFA
Policy Manual	

BOARD MEMBER CONFLICT OF INTEREST

Public office is a trust created in the interest of the common good and for the benefit of the people. As public officials holding the respect and trust of the community, board members will not use the office for personal advantage.

A board member will not have any direct pecuniary interest in a contract with the school district; nor furnish directly any labor, equipment or supplies to the district, unless the amount involved is less than five thousand dollars (\$5,000).

Each member shall decide if any potential conflict of interest requires disqualification from participation in board discussion or action. No board member may participate in discussion or vote on any issue in which the member has a conflict of interest if the following circumstances apply:

1. "Direct pecuniary interests," when a school board member votes on a matter benefiting the board member's own property or affording a direct financial gain;
2. "Indirect pecuniary interests," when a school board member votes on a matter that financially benefits one closely tied to the official, such as an employer, or family member;
3. "Direct personal interest," when a school board member votes on a matter that benefits a blood relative or close friend in a non-financial way; and
4. "Indirect Personal Interest," when a school board member votes on a matter in which an individual's judgment may be affected because of membership in some organization and a desire to help that organization further its policies; or
5. At least two-thirds of the Board votes that a member has an identifiable conflict of interest that should prohibit the member from voting on a specific matter.

Legal References: Constitution of the State of South Dakota, Art. III, Sec. 23;
 Constitution of the State of South Dakota, Art. VIII, Sec. 17;
 SDCL 6-1-1; 6-1-2; 6-1-17;
 SDCL 13-7-3;
 SDCL 13-20-2.1;
 SDCL 13-43-1

Cross References: GBCA, Staff Conflict of Interest
 BBBA, Board Member Qualifications
 BCC, Appointed Board Officials

Adopted: 11-17-08

Revised: 6-9-14

Menno School District	NEPN Code: BCA
Policy Manual	

BOARD ORGANIZATIONAL MEETING

The annual organizational meeting of the Board will be held on the second Monday of July, unless otherwise designated by the Board at the previous regular meeting.

The meeting will be called to order and the oath of office given to all new Board members. The Board will elect a president and vice-president from its membership, to serve until the next annual meeting. The superintendent or the business manager will preside over the election of the president.

OTHER BUSINESS ITEMS

Other items of business will come before the annual meeting as appropriate.

These items will include:

1. Designation of official depository.
2. Designation of the custodians of all accounts.
3. Designation of official legal newspaper.
4. Authorization of continuation of existing funds or accounts and the establishment of any new accounts, if necessary.
5. Setting of date, time and place for regular meetings.
6. Reviewing and adopting of board policies.
7. Establishment of advisory committees where applicable.
8. Reviewing of bonds for business manager and other bonded personnel.
9. Appointment of administrator of trust and agency accounts.
10. Appointment of individual authorized to direct federal programs.
11. Authorization of administrator to institute school lunch agreement.
12. Authorization of advertising of bids for materials not already purchased.
13. Re-designation of Robert's Rules of Order or other rules as parliamentary procedure for Board meetings.
14. Investment resolution: Authorization of business manager to invest and reinvest funds in institution, which serves greatest advantage to school district.
15. Selecting date of annual school election.
16. Setting admission charges for year.
17. Setting closing of school motion: Authorization of superintendent to close school in emergency situations and in case of inclement weather and setting chain of command in event superintendent is absent.

Legal References: SDCL 13-8-10; 13-8-4

Adopted: 11-17-08

Revised:

Menno School District	NEPN Code: BCB
Policy Manual	

BOARD OFFICERS

PRESIDENT

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

1. Countersign all orders drawn by the business manager for claims approved by the Board;
2. Appoint or provide for the election of all committees, of which he or she will be an ex-officio member;
3. Confer with the superintendent as may be necessary and desirable on school or related matters;
4. Call special meetings of the Board;
5. Be entitled to vote and discuss on all matters before the Board; and
6. Perform such other duties as may be prescribed by the Board.

VICE-PRESIDENT

The Vice-President of the Board will assume the duties and responsibilities of the President in his or her absence. He or she will also perform such other duties as may be assigned by the Board.

Legal References: SDCL 13-8-10; 13-8-26

Adopted: 11-17-08

Revised:

Menno School District	NEPN Code: BCC
Policy Manual	

APPOINTED BOARD OFFICIALS

The Board will employ a business manager who may be authorized to make all purchases for the School Board, in compliance with state law and within the budget approved by the Board.

Other duties of the business manager include:

1. Keeping an accurate record of the Board proceedings. The business manager will be responsible for the safekeeping of the minutes.
2. Assuming responsibility for a detailed account of all Board business and preparation of periodic and annual reports of the receipts and expenditures of the district.
3. Issuing of all warrants for the payment of verified bills, salaries, and contracts approved for payment by the Board.
4. Publishing proceedings of the Board consistent with laws regarding the publication of Board minutes.
5. Preparing and distributing the agenda and other appropriate communications to Board members in advance of the regularly scheduled meetings.
6. Assuming responsibility for the conduct of school elections.
7. Performing such other duties as the Board may require and as required by law.

Legal References:

Cross References: DIC, Financial Reports and Statements

Adopted: 11-17-08

Revised:

Menno School District	NEPN Code: BCD
Policy Manual	

BOARD – SUPERINTENDENT RELATIONSHIP

The Board believes that the legislation of policies is its most important function and that the execution of those policies is the function of the Superintendent. Together, the Board and the Superintendent are a team, each playing a well-defined position.

The Superintendent will be responsible for the administrative and advisory functions of the Board. Planning, policy making and evaluation are the functions of the Board.

The Board holds the Superintendent responsible for the administration of its policies, the execution of Board decisions, the operation of internal machinery designed to serve

the school program, and for keeping the Board informed about school operations and problems.

Legal References:

Cross References: BCDA, Board – Superintendent Relationship (Exhibit)

Adopted: 11-17-08

Revised:

Menno School District	NEPN Code: BCDA
Policy Manual	

BOARD – SUPERINTENDENT RELATIONSHIP (EXHIBIT)

<u>BOARD FUNCTIONS</u>	<u>SUPERINTENDENT FUNCTIONS</u>
Decides the nature and extent of the instructional program <ol style="list-style-type: none">requirements for graduationextracurricular activitiesspecial education	Directs the instructional program <ol style="list-style-type: none">puts curriculum into effectsupervises teachersclassifies pupilssets up pupil records
Employs personnel policy	Nominates and assigns all personnel
Establishes personnel policy <ol style="list-style-type: none">sets qualificationsdefines sick leavedefines leave of absence	Administers personnel policy <ol style="list-style-type: none">administers sick leavearrange for substituteskeeps personnel records
Adopts the budget, with or without modification	Prepares the budget
Adopts salary schedules, with or without modification	Prepares and recommends salary schedules
Reviews the monthly receipts and expenditures	Supervises proper accounting procedures and reports
Adopts the school calendar	Prepares the school calendar
Approves purchases of equipment, supplies and textbooks	Recommends purchases of equipment, supplies and textbooks

Purchases sites and adopts building plans	Prepares building plans with assistance of an architect
Adopts public relations policy	Directs the public relations program
Evaluates the school program	Helps board evaluate by submitting studies, reports or surveys

Legal References:

Cross References: BCD, Board – Superintendent Relationship

Adopted: 11-17-08

Revised:

Menno School District	NEPN Code: BCE
Policy Manual	

BOARD COMMITTEES

The Board may authorize the establishment of committees from among its membership as it finds it necessary to study operations in specific areas and to make recommendations for Board action.

All committees will be appointed by the Board president. The Board president and the Superintendent will serve as ex-officio members of all committees.

The functions of committees will ordinarily be fact-finding, deliberative and advisory, and their reports will be made to the Board for discussion and action. All committee appointments will be for no longer than necessary to discharge the completion of their assignment.

Legal References: SDCL 13-8-26

Adopted: 11-17-08

Revised:

Menno School District	NEPN Code: BCF
------------------------------	-----------------------

ADVISORY COMMITTEES TO THE BOARD

The Board will, when it deems appropriate, appoint citizens committees to counsel and assist the district in planning programs and projects. The Board will have the power to dissolve any advisory committee and will reserve the right to exercise this power at any time during the life of any committee.

COMMITTEE APPOINTMENT AND FUNCTIONS

The following policies will govern the appointment and functioning of citizens committees:

1. The composition of a citizens committee will be broadly representative and will take into consideration the specific tasks assigned to the committee. Members of the professional staff may be appointed to such committee as members or consultants, as found desirable.
2. All appointments will be made by the Board, which may name a community selection committee to make nominations for the purpose of obtaining broader community presentation. The appointment of any staff members to such committees will be made by the Board upon recommendation of the Superintendent.
3. Each committee will be clearly instructed as to:
 - a) The length of time each member is being asked to serve;
 - b) The service the Board wishes the committee to render, and the extent and limitations of its responsibility;
 - c) The resources the Board will provide;
 - d) The approximate dates on which the Board wishes to receive major reports;
 - e) Board policies governing citizens committees and the relationship of these committees to the Board as a whole, to individual Board members, to the Superintendent, and other members of the professional staff;
 - f) Responsibilities for the release of information to the press.
4. Recommendations of citizens committees will be based on research and fact.
5. A school board possesses certain legal powers and prerogatives, which cannot be delegated or surrendered to others. Therefore, all recommendations of a citizens committee must be submitted to the Board for official action.

Legal References:

Adopted: 11-17-08

Revised:

Menno School District	NEPN Code: BCG
Policy Manual	

SCHOOL ATTORNEY

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

It will be the duty of the school attorney to advise the Board and the Superintendent on the specific legal problems submitted to him or her. The school attorney will attend meetings upon request and will be sufficiently familiar with Board policies, practices and actions under these policies and requirements of the school code to enable him or her to offer the necessary legal advice.

Legal References: SDCL 13-8-39;
SDCL 13-10-2

Adopted: 11-17-08

Revised:

Menno School District	NEPN Code: BD
Policy Manual	

SCHOOL BOARD MEETINGS

REGULAR MEETINGS

All regular School Board meetings will be held on the second Monday of each month, unless otherwise designated at the annual organizational meeting of the Board. The time and place for all regular meetings will be set at the organizational meeting. Public Notice shall be given by posting the proposed agenda in the business office at least 24 hours prior to the meeting.

SPECIAL MEETINGS

Special meetings may be called by the President of the Board, or in his or her absence the Vice-President, or a majority of the Board members. Notice stating the time and place of any special meeting and the purpose for its call, will be given each Board member and the Superintendent by the Business Manager, either orally or in writing, in sufficient time to allow each member's presence. No business other than that stated in the notice will be transacted at a special meeting. Local news media that have requested notice will be notified of the special meeting prior to the meeting. The 24 hour notice for special meetings shall be complied with when circumstances permit.

TELEPHONE CONFERENCE CALL

Meetings, including executive meetings, may be conducted by telephone conference call. Members shall be deemed present if they answer present to the roll call taken over the phone.

Legal References: SDCL 1-25-1; 1-25-1.1; 1-25-1.2;
SDCL 1-26-4; 1-26-8
SDCL 13-8-10

Cross References: BDC, Executive Sessions
BDDA, Notification of Board Meetings

Adopted: 11-17-08

Revised:

Menno School District	NEPN Code: BDA
Policy Manual	

ELECTRONIC COMMUNICATION BY BOARD MEMBERS

Use of electronic mail (e-mail) by members of the Board of Education shall conform to the same standards of judgment, propriety and ethics as other forms of school board-related communication. Board members shall comply with the following guidelines when using e-mail in the conduct of Board responsibilities:

1. The Board shall not use e-mail as a substitute for deliberations at board meetings or for other communications or business properly confined to board meetings.

2. Board members shall be aware that e-mail and e-mail attachments received or prepared for use in board business or containing information relating to board business may be regarded as public records which may be inspected by any person upon request, unless otherwise made confidential by law.
3. Board members shall avoid reference to confidential information about employees, students or other matters in e-mail communications because of the risk of improper disclosure. Board members shall comply with the same standards as school employees with regards to confidential information.

Legal References:

Adopted: 11-17-08

Revised:

Menno School District	NEPN Code: CA
Policy Manual	

ADMINISTRATION GOALS

The purpose of school administration is to help create and foster an environment in which pupils can learn most effectively. All administrative duties and functions will be appraised in terms of the contributions that they make to better instruction and to higher student motivation and achievement.

The Board will rely on its Superintendent of Schools to provide the professional administrative leadership that such a goal demands.

The design of the administrative organization will be such that all schools are part of a single system subject to the policies set forth by the Board and implemented through a single Superintendent. Within district policies and regulations, principals will be responsible and accountable for the administration of their respective schools.

Major goals of administration in the district will be:

1. To manage the district's various units and programs effectively.
2. To provide professional advice and counsel to the Board and to any advisory groups established by Board action.

3. To implement the management function through a team management approach so as to assure the best and most effective learning programs through achieving such sub-goals as:
- a) providing leadership in keeping abreast of current educational developments;
 - b) arranging for the staff development necessary to the establishment and operation of learning programs that better meet more learner needs;
 - c) coordinating cooperative efforts at improvement of learning programs, facilities, equipment, and materials;
 - d) providing access to the decision making process for the ideas of staff, students, parents and others.

Legal References:

Adopted: 12-8-08

Revised:

Menno School District	NEPN Code: CBA
Policy Manual	

QUALIFICATIONS AND DUTIES OF THE SUPERINTENDENT

TITLE: Superintendent of Schools.

QUALIFICATIONS: Required state certification with at least a master's degree. Successful experience as an educational leader and administrator with not less than five years public school experience. Other qualifications as determined by the Board.

REPORTS TO: School Board.

SUPERVISES: Central office administrators and school principals; through them, all personnel of district.

JOB GOAL: To provide for effective administration of all schools and departments, and educational leadership throughout the school system and community.

SELECTED CRITERIA FOR SUPERINTENDENT EVALUATION

Management Techniques

1. Administers board policy:
 - a) Recognizes the need for policy oriented decisions for consistency.
 - b) Involves board and staff in the process of policy development.
 - c) Demonstrates a thorough knowledge of board policy.
 - d) Applies school policy reasonably and uniformly.
 - e) Views policy as a means rather than an end; accommodates exceptions necessary to accomplish school purposes efficiently.
 - f) Demonstrates a personal commitment to school policy.
 - g) Communicates policy expectations to staff to ensure knowledge of policies.

2. Assumes leadership in the implementation of the district's goals and philosophy of education:
 - a) Demonstrates an ability to convey district goals and philosophy.
 - b) Effectively gives and receives input to and from staff and community on philosophy and goals of the district.
 - c) Generates confidence through leadership and quality decisions based on the philosophy and goals of the district.
3. Takes an active role in the development of salary for all personnel:
 - a) Participates in the preparation, monitoring, and implementation of salary/compensation for all personnel based on prior board approval.
 - b) Secures adequate financial resources and support to fund salary commitments of the district.
 - c) Seeks input from and communicates with staff when making salary recommendations and decisions.
4. Inspires others to highest professional standards:
 - a) Possesses the professional credentials appropriate for the position.
 - b) Demonstrates the job-related skills for the position.
 - c) Actively pursues staff development activities for job improvement.
 - d) Has ability to inspire and challenge others to reach professional goals.
5. Organizes a planned program of staff evaluation and development:
 - a) Demonstrates commitment to the importance of evaluation.
 - b) Is fair and corrective in staff evaluation.
 - c) Is available to counsel and assist staff.
 - d) Provides staff development opportunities to support the evaluation process.
6. Supervises operations, insisting on competent and efficient performance:
 - a) Provides help and assistance for those supervised.

- b) Demonstrates desired behavior to those supervised.
 - c) Has ability to diagnose the concerns and problems of those supervised.
 - d) Has ability to prescribe resolutions for the problems of those supervised.
 - e) Has ability to communicate expectations to those supervised.
7. Determines that funds are spent wisely and that adequate control and accounting procedures are maintained:
- a) Provides effective direction and monitoring of fiscal accounting procedures as prescribed by the school board and the state.
 - b) Effectively administers the school budget.
 - c) Actively participates in the development of policy and procedures for sound fiscal management.
8. Evaluates financial status and makes recommendations for necessary funding:
- a) Monitors financial well-being of district on a regular basis.
 - b) Communicates district financial status to school board, staff, and community as necessary.
 - c) Determines and recommends reasonable funding needs to the board.
 - d) Actively works to improve school district funding on the local, state, and national level.
9. Plans and reports on the present and future needs of the total school program:
- a) Demonstrates the ability to anticipate the issues, problems and needs of the school, present and future.
 - b) Develops short-term and long-range goals to meet district needs.
 - c) Communicates status of school program to the board and community.
10. Keeps informed about the instructional program:
- a) Evaluates and monitors instructional program throughout the year.
 - b) Provides curriculum direction and leadership.

- c) Insures coordination of the instructional program district-wide.

Staff Relations

1. Participates with staff, board, and community in studying and developing the curriculum improvement process, implementation and evaluation:
 - a) Establishes committees for the purposes stated.
 - b) Has agendas or minutes for meetings.
 - c) Reports to the board about committee meetings.
2. Provides procedures in curriculum work that utilize the abilities and talents of the professional staff and lay people of the community:
 - a) Selection of the committees.
 - b) Gives information to the committees.
 - c) Adequate time is allotted committees to complete their task.
3. Meets and confers with staff to promote understanding of the interest and will of the board:
 - a) Schedules meetings with the staff.
 - b) Understands the interest and will of the board.
 - c) Sends informational memos to the staff.
4. Develops and executes sound personnel procedures and practices:
 - a) Considers changes to personnel procedures.
 - b) Uses appropriate situational leadership techniques when dealing with personnel.
 - c) Staff understands the direction in which the Superintendent is leading.
5. Insists on performance of duties and treats all personnel without favoritism or discrimination:
 - a) Makes decisions on each individual case.
 - b) Follows school policy.
 - c) Gives positive reinforcement to personnel.

6. Delegates authority to staff members appropriate to the position each holds:
 - a) Gives authority to staff members.
 - b) Suggests decisions.
 - c) Uses a reporting system for decisions rendered.
7. Encourages participation of appropriate staff members and groups in policy planning, procedures, interpretation and recommendations:
 - a) Include groups in policy development.
 - b) Uses procedures to gain involvement.
 - c) Has listening skills.
8. Evaluates or provides for procedure to evaluate the performance of staff members, giving commendation for good work as well as constructive suggestions for improvement:
 - a) Uses an evaluation policy.
 - b) The evaluation provides for increased productivity.
 - c) There are evidences of commendation.

Board Relations

1. Keeps the board informed on issues, needs and operation of the school system:
 - a) There is information on agenda items.
 - b) There are back-up information on difficult issues.
 - c) The Superintendent's explanation presents unbiased information on all sides of issues.
 - d) The Superintendent encourages members' attendance at workshops, conventions, etc. to improve their information.
 - e) The Superintendent suggests resources in a constant effort to help board members be informed and knowledgeable, not only about their own district, but about education in general.

2. Offers professional advice to the board on items requiring board action, making recommendations based on thorough analysis. Uses legal counsel when appropriate:
 - a) The Superintendent makes available appropriate staff to speak/discuss a particular interest/concern, or he or she is unwilling to take that risk, preferring that all positions/stands on issues come to the board through him.
 - b) It is apparent that the Superintendent remains abreast of current literature, research, etc., in the field of education (i.e. read).
 - c) The Superintendent takes advantage of opportunities to take part in workshops, conventions, etc. (i.e., travel, personal encounters).
 - d) The Superintendent makes an effort to communicate in plain English, rather than education-ese, not only with board members, but in the community, to make sure his or her "professional advice" is readily understandable to all involved.
 - e) The Superintendent preserves the attorney's intent when providing his or her counsel.
3. Bases any position upon principle and philosophy. Makes every effort to convey those beliefs to the board. If the board's position is otherwise, the Superintendent supports the board's position:
 - a) The Superintendent's positions are based on recent research and data.
 - b) The Superintendent makes educationally sound recommendations to the board.
 - c) The Superintendent is sensitive to the board's need to be accountable to the taxpayers.
 - d) The Superintendent recognizes that public education is a partnership.

4. Makes recommendations for employment, promotion, and/or dismissal of personnel, and accepts responsibility for the recommendations. If the recommendation is not accepted by the board, the Superintendent willingly seeks another qualified person to recommend:
 - a) The Superintendent fully appreciates that data and facts are more important for dismissal than for hiring.
 - b) The Superintendent has available supporting data with regard to hiring.
 - c) The Superintendent makes every effort to bring into the system the best possible candidates.
5. 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:
 - a) The Superintendent directly communicate problems with the board.
 - b) The Superintendent tries to deal effectively and fairly with uncompromising differences between board members and/or between majority/minority of the board.
 - c) The Superintendent is able to rise above personality differences or even conflicts between himself or herself and some board members.
 - d) The Superintendent is able to handle appropriately an "overstepping" of the bounds of the working relationship (i.e. administering vs. governing).
 - e) The Superintendent is able/willing to risk calling in an outside resource person to help with conflict resolution, rather than just letting it go on.

Community and Public Relations

1. Supports board policy and actions:
 - a) Advocates board decisions, even when his or her advice was contrary to adopted policy and actions.
 - b) Refrains from sharing his opposing views outside the board meeting.
 - c) Strives to be constructive in supporting board leadership.

2. Earns respect and support of the community in the management of school operations:
 - a) Publicizes school policies and procedures in a positive manner.
 - b) Demonstrates fairness and equity in dealing with students, teachers, and members of the public.
 - c) Refrains from giving special privileges to any person or group.
 - d) Endeavors to provide the best educational system with available resources.
 - e) Provides leadership in articulating the needs of the school system to the public.
3. Solicits opinions from divergent groups and individuals and responds respectfully to identified problems:
 - a) Maintains an open-door policy, free from recrimination.
 - b) Refrains from categorizing people and their opinions.
 - c) Makes an honest effort to document and address areas of concern.
 - d) Develops plans of assistance to alleviate identified problems.
4. Develops and maintains cooperative relationships with the news media:
 - a) Provides new media with regular and complete updates on school events.
 - b) Encourages student/media cooperation.
 - c) Is prompt and regular with media contacts.
5. Participation in community life and activities:
 - a) Is known as a contributing member in the community.
 - b) Makes an effort to know family members of students through community activities.
6. Establishes credibility as a community leader in public education:
 - a) Provides leadership in public education.

- b) Is available as a resource person for local groups.
 - c) Facilities educational opportunities for all age levels.
7. Works cooperatively with public and private agencies:
- a) Makes an effort to integrate school activities with the community calendar.
 - b) Encourages joint decisions with public and private agencies when making school decisions that affect them.

Personal Qualities

1. Defends principle and conviction in the face of pressure and partisan influence:
- a) Displays strong character in beliefs and defends what is right.
 - b) Demonstrates the ability to cope with pressure and influence in dealing with difficult situations.
 - c) Deals with people in a straightforward, professional manner.
2. Seeks and accepts constructive criticism:
- a) Utilizes available resources to improve performance.
 - b) Accepts constructive criticism and suggestions for improvement without becoming defensive.
 - c) Seeks continuously to improve professional performance.
3. Demonstrates the ability to work well with individuals and groups:
- a) Meets regularly with public groups and individuals to share information and receive input.
 - b) Responds to the concerns of the public.
 - c) Demonstrates genuine concern and caring for individuals.
 - d) Establishes effective interaction with community agencies, including the school board, faculty, support staff, business and service groups.

4. Serves as a model for wellness in appearance, personal habits, and behavior:
 - a) Dresses and behaves in a manner appropriate for the position.
 - b) Demonstrates a manner that conveys personal responsibility and high expectations of self, colleagues, and students.
 - c) Is an effective model for those with whom he or she works.
 - d) Has achieved a balance between self-confidence and humility.
5. Speaks and writes effectively:
 - a) Has the ability to listen, understand and appreciate.
 - b) Is effective in both oral and written expression.
 - c) Is sensitive to the need for good communication.
 - d) Has an appreciation for both formal and informal communication channels.
 - e) Demonstrates the ability to receive and send messages appropriate for the issue and the situation.
6. Maintains composure when faced with unexpected or disturbing turn of events:
 - a) Displays the ability to cope with difficult situations.
 - b) Meets crisis situations in a straightforward and professional manner and resists the temptation to ignore significant school problems.
 - c) Is receptive to the suggestions of others, regardless of their place in the organization, when faced with difficult reactions.
 - d) Is fair-minded and consistent in his or her positions and reactions.
7. Enjoys and appropriate sense of humor:
 - a) Is open, friendly, and empathetic.
 - b) Has a mature sense of humor.
 - c) Is consistently positive and pleasant.

Professional Growth, Leadership, and Conduct

1. Continues professional development through reading, course work, conference attendance, professional committee work, and interaction with educators from other districts:
 - a) Is involved in reading, course work and conference attendance.
 - b) Is available for professional committees.
 - c) Attends area administrators' meetings.
2. Develops, uses and evaluates effective approaches to improve job performance:
 - a) Has a professional development plan.
 - b) Communicates areas for improvement.
 - c) Recognizes researched, effective improvement plans.
3. Behaves in a manner expected of the community's educational leader:
 - a) Is involved in community activities.
 - b) Is recognized as an educational leader.
 - c) Is sensitive to community issues.
4. Adheres to the Professional Administrator Practices and Practices Commission code of ethics, as stated in the Administrative Rules of South Dakota:
 - a) Knows the code of ethics.
 - b) Recognizes the limits of the code of ethics.
 - c) Speaks positively of the code of ethics.

Legal References:

Adopted: 12-8-08

Revised:

Menno School District	NEPN Code: CBB
------------------------------	-----------------------

Policy Manual	
----------------------	--

RECRUITMENT AND APPOINTMENT OF SUPERINTENDENT

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

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

The Board may provide prospective applicants with a written list of the qualifications candidates should have before making application for the position.

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

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

Legal References:

Adopted: 12-8-08

Revised:

Menno School District	NEPN Code: CBC
Policy Manual	

SUPERINTENDENT CONTRACT COMPENSATION AND BENEFITS

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

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

Legal References: SDCL 3-10-2 et seq.;
SDCL 3-11-1 et seq.;
SDCL 3-12 et seq.;
SDCL 3-12A et seq.;
SDCL 13-10-3; 13-10-4; 13-10-9

Adopted: 12-8-08

Revised:

Menno School District	NEPN Code: CC
Policy Manual	

ADMINISTRATIVE ORGANIZATION PLAN

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

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

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

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

Legal References:

Adopted: 12-8-08

Revised:

Menno School District	NEPN Code: CCB
Policy Manual	

LINES OF AUTHORITY AND STAFF RELATIONS

All personnel employed by the Board will be responsible to the Board through the Superintendent. The Board expects that the Superintendent will establish clear understandings on the part of all personnel of the working relationships in the school district.

Personnel will be expected to refer matters requiring administrative action to the administrator to whom they are responsible. The administrator will refer such matters to the next higher administrative authority when necessary. Additionally, all personnel are expected to keep the person to whom they are immediately responsible informed of their activities by whatever means the person in charge deems appropriate.

It is expected that the established lines of authority will serve most purposes. But all personnel will have the right to appeal any decisions made by an administrative officer in accordance with the approved grievance procedures.

Additionally, lines of responsibility and authority do not restrict in any way the cooperative, sensible working together of all people on all professional levels in order to develop the best possible school program. The established lines of authority represent direction of authority and responsibility in the implementation of policy; when the staff is working together to improve the district's programs and operations, the lines represent avenues for a two-way flow of ideas.

Legal References:

Adopted: 12-8-08

Revised:

Menno School District	NEPN Code: CF
Policy Manual	

SCHOOL BUILDING ADMINISTRATION

Acting with the approval of the Superintendent and upon the advice of central office administrators, each principal will be the chief administrator of his or her school. All personnel assigned to his or her building will be directly responsible to the building principal. Staff members who work in more than one school will be responsible to the Principal of the school during the time they are working in his/her building.

The Principal is charged with the supervision and direction of the staff and the students assigned to his or her school, and with care of the school facility and its equipment. The Principal will see that the policies and regulations of the district, the directives of its officers, and the guidelines for the instructional program are observed. Within the framework of Board policies and regulations set by the Superintendent, the Principal may establish and enforce such regulations as he or she deems advisable for the efficient operation of his or her school.

Legal References:

Adopted: 12-8-08

Revised:

Menno School District	NEPN Code: CH
Policy Manual	

POLICY IMPLEMENTATION

The Superintendent has responsibility for carrying out, through administrative regulations, the policies established by the Board.

The policies developed by the Board and the administrative regulations developed to implement policy are designed to promote an effective and efficient school system. Consequently, it is assumed that all Board employees and students will willingly carry them out.

There are activities that are common to all departments and school levels but procedures for conducting them may vary from unit to unit. Principals and department heads will establish procedures for conducting activities within their individual units within the larger framework of administrative regulations and Board policies.

Legal References:

Adopted: 12-8-08

Revised:

Menno School District	NEPN Code: CHA
Policy Manual	

DEVELOPMENT OF REGULATIONS

The Board delegates to the Superintendent the function of specifying required actions and designing the detailed arrangements under which the schools will be operated.

These required actions and detailed arrangements will constitute the administrative regulations governing the schools. They must be in every respect consistent with the policies adopted by the Board.

In the absence of policy, the Superintendent is authorized by the Board to establish regulations as needed. Should the Board consider it necessary, policy will be developed thereafter.

The Board itself will formulate and adopt regulations only when required by law, and when the Superintendent recommends Board adoption in light of strong community attitudes or probable staff reaction.

Legal References:

Adopted: 12-8-08

Revised:

Menno School District	NEPN Code: CHB (BFCA)
Policy Manual	

BOARD REVIEW OF REGULATIONS (Approval for Issuance)

The Board reserves the right to review administrative regulations at its discretion, but it will revise or veto such rules only when, in the Board's judgment, they are inconsistent with policies adopted by the Board.

Administrative regulations need not be approved by the Board in advance of issuance except as required by state law or in cases when strong community attitudes, or possible student or staff reaction, make it necessary or advisable for the regulation to have the Board's advance approval.

Before issuance, regulations will be properly titled and coded as appropriate to subject and in conformance with the codification system selected by the Board. Those officially approved by the Board will be so marked; all others appearing in this manual will be considered approved provided they are in accordance with the accompanying Board policy.

Legal References:

Adopted: 12-8-08

Revised:

Menno School District	NEPN Code: CHC
Policy Manual	

REGULATIONS DISSEMINATION

The Superintendent will establish and maintain an orderly plan for making regulations known to all staff members, students and the public. A regulation concerning a particular group or groups in the schools will be distributed to the group(s) prior to the effective date of the regulation.

The Superintendent will also provide easy access to an up-to-date collection of Board policies and regulations for all employees of the school district, members of the Boards and the community at large.

Legal References:

Adopted: 12-8-08

Revised:

Menno School District	NEPN Code: CHCA
Policy Manual	

APPROVAL OF HANDBOOKS AND DIRECTIVES

To make pertinent Board policies, district regulations and departmental and/or school rules and procedures known to all staff members and students, District Administrators and Principals are granted authority to issue staff and student handbooks as found necessary and desirable.

It is essential that the contents of all handbooks conform to district-wide policies and regulations; it is also important that all handbooks bearing the name of the district or one of its schools be of a quality that reflects credit on the district. Therefore, the Board expects all handbooks to be approved prior to publication by the Superintendent or other district administrator(s) as he or she directs.

The Superintendent will use his or her judgment as to whether a specific handbook needs approval by the Board. However, all handbooks published will be made available to the Board for informational purposes.

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

Legal References:

Adopted: 12-8-08

Revised:

Menno School District	NEPN Code: CHD (BFE)
Policy Manual	

ADMINISTRATION IN POLICY ABSENCE

In the absence of Board policy specifically covering any action that the Superintendent feels he or she must take for the orderly execution of the Superintendent duties, he or she may take temporary action that he or she feels will be in harmony with the overall policy of the Board. However, the Superintendent will not be free to act when the action involves a duty of the Board that by law cannot be delegated.

In each case in which the Superintendent must take such action, he or she will present the matter to the Board for its consideration at its next meeting.

Legal References:

Adopted: 12-8-08

Revised:

Menno School District	NEPN Code: CK
Policy Manual	

PROGRAM CONSULTANTS

In situations where knowledge and/or technical skills are needed that cannot be supplied by regular staff positions, technical and consultant assistance may be considered as one alternative for providing the desired service. The service may be provided consistent with budgetary appropriations.

All consultants will be approved by the Superintendent prior to the invitation and arrangement for visitation by such person or persons to the school district. Any proposed contracts with consultants will be submitted to the Board for approval.

Consultants, whether temporary, part-time or full-time will exercise no administrative authority over the work of employees in the district, but will act only as advisers in those fields in which they are qualified to offer expert assistance.

All supervision of employees will be in the hands of those to whom such responsibility has been specifically delegated by the Superintendent.

Legal References: SDCL 13-8-39;
SDCL 13-10-2

Adopted: 12-8-08

Revised:

Menno School District	NEPN Code: CM
------------------------------	----------------------

Policy Manual	
----------------------	--

SCHOOL DISTRICT ANNUAL REPORT

In accordance with state law, an annual report covering the educational and financial activities of the school district will be prepared by the business manager, with the assistance of the Superintendent. The report will be presented to the Board for its approval.

Upon approval by the Board, the report will be filed for audit on or before August 1 with the State Division of Elementary and Secondary Education.

Legal References: SDCL 13-8-47;
SDCL 13-13-37

Adopted: 12-8-08

Revised:

Associated School Boards of South Dakota	NEPN Code: CBG
Policy Reference Manual	

SUPERINTENDENT EVALUATION

OPERATING PRINCIPLES

A comprehensive superintendent evaluation process must:

1. Link to academic, social and emotional growth for all students in the system.
 - Rationale: Accountability must include multiple measurers of whole student learning.
2. Recognize the importance of a superintendent's work in the moral dimensions of leadership to facilitate a better quality of life for all groups, both inside the school community and in the greater community.
 - Rationale: The larger work of the superintendent is about shaping the future of the community and having a positive effect on people's lives.
3. Provide criteria reflective of professional standards for superintendents which is from multiple sources and is legal, feasible, accurate and useful.

- Rationale: Standards of any kind are only effective if they meet suitability, utility, feasibility and accuracy measures
4. Provide opportunities for personal and professional growth.
 - Rationale: Evaluation processes must address the whole person and be oriented toward continuous improvement.
 5. Be ongoing and connected to district/school improvement goals.
 - Rationale: An evaluation is a process, not a once a year conversation, and must be embedded in district's goals and school improvement plans.
 6. Connect the district's goals with its publics' vision for their schools.
 - Rationale: Goals cannot be developed in isolation; district goals must reflect the community's highest hopes for its public schools and students.
 7. Be intended to improve performance, not to prove incompetence.
 - Rationale: An effective evaluation process is established on a spirit of providing feedback for growth, not on finding evidence of shortcomings

Pursuant to state law, any record or document, regardless of physical form, created by the District in connection with the evaluation of the Superintendent constitutes personnel information and is not open to inspection or copying. The Board's evaluation of the Superintendent will be conducted in executive session.

NEPN Code: CBG	
Page 2 of 3	

RECOMMENDED TIMELINES FOR SUPERINTENDENT EVALUATION

TIMELINE	ACTION	
June or July	1.	Board and superintendent review superintendent job description and evaluation process, forms, indicators, timelines and possible supporting documents, information and data to be used to measure performance.
	2.	Superintendent creates goals based on district goals, which are measurable and doable in 12-months. The goals are mutually agreed to by the board/superintendent and shared with staff.

	3.	Board President and superintendent review evaluation process and forms with new board members following the election.
December	4.	Superintendent makes interim progress reports to the board on district goals and superintendent goals.
December	5.	Superintendent may complete a self-assessment with supporting documents to be provided to the board.
December or January	6.	Individual board members complete evaluation forms and bring the forms to the board's evaluation session.
January	7.	Board members meet to discuss their evaluations and develop the board's official written document(s) that will be shared with the superintendent following the meeting.
January	8.	The board's official evaluation document(s) is shared, clarified and discussed with the superintendent at a special board meeting. Changes to the evaluation may be made as a result of the discussions.
January	9.	A copy of the final written evaluation form is placed in the superintendent's personnel folder.
May or June	10.	Superintendent reports progress on district and superintendent goals.

NEPN Code: CBG

Page 3 of 3

Legal References: SDCL 1-25-2(1) (Discussing qualifications, competence, performance, character or fitness of any employee)

SDCL 13-42-70 (Evaluation records and documents not open to inspection or copying)

Cross References: BDC: Executive Sessions

CGB: Business Manager Evaluation

GCN: Professional Teaching Staff Evaluation

CIA: Administrative Staff Evaluation GDN:
Support Staff Evaluation

Adopted: 1/1/2007

Reviewed: 7/12/2012

Revised: 11/1/2010; 6/17/2014

Notes: ASBSD sample policies include two types of superintendent evaluation forms:

- (1) Standards-Based Evaluation Form (contains criteria established by the Board), and*
- (2) Goals-Based Evaluation Form (in which the superintendent establishes at least 2, but not more than 3, “significant individual goals” which “should” be approved by the Board).*

A complete selection of superintendent evaluation resources can be found by going to the ASBSD Publications & Forms page at <http://asbsd.org/index.php/publications-forms/>

ASBSD sample policies are intended to be a guide for school districts. As is the case with any policy, a local school district’s unique circumstances, challenges and opportunities need to be considered.

Associated School Boards of South Dakota	NEPN Code: CBG-E¹
Policy Reference Manual	

GOALS- BASED SUPERINTENDENT EVALUATION FORM

STEP 1: ESTABLISHMENT OF GOALS

The superintendent establishes at least two, but no more than three, significant individual goals. The goals should be directly linked to district goals and clearly aimed at improving student learning and the climate for student learning (see page four). Each goal should include measurable progress indicators to be accomplished by the superintendent during the next 12 months. Each goal should be linked to specific outcomes that indicate measurable progress toward the district's long-term goals.

Goals are subject to approval by the board following consultation of the superintendent. Measurable progress indicators, the evidence the board expects to determine whether goals have been accomplished, are to be suggested by the superintendent in consultation with the board and are subject to approval by the board. Each measurable progress indicator should be clear, understood by both the board and superintendent, and recorded under the goal.

The document detailing goals and progress indicators will be part of the superintendent's ongoing evaluation and included as part of the formal evaluation. At the end of the year prior to the formal evaluation being done, the board should have sufficient knowledge and documentation to complete the final review (step two).

SUPERINTENDENT GOAL ONE: _____ _____ Measurable Progress Indicator: _____ Measurable Progress Indicator: _____ Measurable Progress Indicator: _____
SUPERINTENDENT GOAL TWO: _____ _____ Measurable Progress Indicator: _____ Measurable Progress Indicator: _____ Measurable Progress Indicator: _____
SUPERINTENDENT GOAL THREE: _____ _____ Measurable Progress Indicator: _____ Measurable Progress Indicator: _____ Measurable Progress Indicator: _____

STEP 2: END-OF-YEAR REVIEW OF GOAL ATTAINMENT

Board members assign ratings, along with supporting evidence, for the superintendent based on the accomplishment of board-approved goals. Presentations made by the superintendent to the board throughout the year, along with an ongoing discussion of progress toward goals, plus other sources of information including but not limited to board member observations, will provide board members with necessary data and evidence.

<u>SUPERINTENDENT GOAL ONE: EVIDENCE OF ATTAINMENT</u> _____ _____ _____
--

<u>BOARD MEMBER RATING</u> (circle the appropriate response)		
1 2 3 UNSATISFACTORY SATISFACTORY EXEMPLARY		
COMMENTS: <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div>		
<u>SUPERINTENDENT GOAL TWO: EVIDENCE OF ATTAINMENT</u>		
<div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px;"></div>		
<u>BOARD MEMBER RATING</u> (circle the appropriate response)		
1 2 3 UNSATISFACTORY SATISFACTORY EXEMPLARY		
COMMENTS: <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div>		
<u>SUPERINTENDENT GOAL THREE: EVIDENCE OF ATTAINMENT</u>		
<div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px;"></div>		
<u>BOARD MEMBER RATING</u> (circle the appropriate response)		
1 2 3 UNSATISFACTORY SATISFACTORY EXEMPLARY		
COMMENTS: <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div>		

OVERALL END-OF-YEAR GOALS BASED SUMMARY EVALUATION

Place one check [✓] in each row for each standard and one check [✓] for overall rating.

PERFORMANCE STANDARD	UNSATISFACTORY 1	SATISFACTORY 2	EXEMPLARY 3

GOAL ONE			
GOAL TWO			
GOAL THREE			
OVERALL RATING			

A. Of the standards listed, which is the superintendent's greatest strength? How does this strength directly contribute to district goals?

B. Of the standards listed, which is presenting the greatest challenge to the achievement of district goals?

C. What supports might the board offer to enhance the superintendent's strengths and promote success over existing challenges?

D. Superintendent Comments:

Evaluation Period: _____, 20____ to _____, 20____

Superintendent's Signature: _____

Date: _____

Board President's Signature: _____

Date: _____

SUPERINTENDENT GOALS:

EXAMPLES OF

Agreement on the priority goals and desirable outcomes up-front will help provide a focus for the superintendent and board throughout the school year.

The superintendent will provide leadership and oversee the selection, implementation and evaluation of staff development to meet district needs.

Measurable Progress Indicator:

- A report on district needs will be presented to the board.

Measurable Progress Indicator:

- The superintendent will provide recommendations to the board for research-based staff development initiatives to address these needs.

Measurable Progress Indicator:

- The superintendent will present to the board a plan indicating how staff development will be implemented and evaluated in the attendance centers.

Measurable Progress Indicator:

- Regular reporting to the board will indicate effectiveness of staff development, including training, mentoring or peer coaching.

Adopted:

Reviewed: 7/12/2012

Revised: 12/1/2010; 6/17/2014

Notes: A complete selection of superintendent evaluation resources can be found by going to the ASBSD Publications & Forms page at <http://asbsd.org/index.php/publications-forms/>

It is recommended that the evaluation form correspond with the performance responsibilities of the Superintendent as stated in his or her job description, filed at code CBA: Superintendent Job Description.

ASBSD sample policies are intended to be a guide for school districts. As is the case with any policy, a local school district's unique circumstances, challenges and opportunities need to be considered.

Associated School Boards of South Dakota	NEPN Code: CBG-E²
Policy Reference Manual	

STANDARDS- BASED SUPERINTENDENT EVALUATION FORM

STANDARD ONE: SHARED VISION

A superintendent is an educational leader who promotes the success of every student by facilitating a shared vision of learning that is supported by the school community.

PERFORMANCE INDICATORS

- 1.1 Develops and implements district-wide vision, mission and goals.
- 1.2 Creates and implements plans to achieve goals.
- 1.3 Promotes continuous and sustainable improvement.
- 1.4 Monitors and evaluates progress and revises plans.

SUPPORTING EVIDENCE AND COMMENTS

RATING (circle the appropriate response)

1
NEEDS IMPROVEMENT

2

3

4
EXEMPLARY

STANDARD TWO: CULTURE OF LEARNING

A superintendent is an educational leader who promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

PERFORMANCE INDICATORS

- 2.1 Nurtures and sustains a culture of collaboration, trust, learning, and high expectations.
- 2.2 Monitors and evaluates a rigorous and coherent district-wide curricular program.
- 2.3 Uses data to monitor the assessment and accountability systems to assure student progress.
- 2.4 Develops the instructional and leadership capacity of staff through quality professional development.
- 2.5 Promotes the use of the most effective and appropriate technologies to support teaching and learning.

<u>SUPPORTING EVIDENCE AND COMMENTS</u>			
<u>RATING</u> (circle the appropriate response)			
1	2	3	4
NEEDS IMPROVEMENT			EXEMPLARY

STANDARD THREE: LEADERSHIP AND MANAGEMENT

A superintendent is an educational leader who promotes the success of every student by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.

PERFORMANCE INDICATORS

- 3.1 Effectively manages district budget, facilities and operations.
- 3.2 Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources.
- 3.3 Promotes and protects the welfare and safety of students and staff.
- 3.4 Develops leadership capacity throughout the district's staff.
- 3.5 Ensures teacher and organizational time is focused to support quality instruction and student learning.

<u>SUPPORTING EVIDENCE AND COMMENTS</u>			
<u>RATING</u> (circle the appropriate response)			
1	2	3	4
NEEDS IMPROVEMENT			EXEMPLARY

STANDARD FOUR: FAMILY AND COMMUNITY

A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.

PERFORMANCE INDICATORS

- 4.1 Collects and analyzes data and information pertinent to the educational environment.
- 4.2 Promotes understanding, appreciation, and uses of the community's various resources.

- 4.3 Builds and sustains positive relationships with families and caregivers.
 4.4 Builds and sustains productive relationships with community partners.

<u>SUPPORTING EVIDENCE AND COMMENTS</u>				
<u>RATING</u> (circle the appropriate response)				
1		2		3
NEEDS IMPROVEMENT				4 EXEMPLARY

STANDARD FIVE: ETHICS

A superintendent is an educational leader who promotes the success of every student by acting with integrity, fairness and in an ethical manner.

PERFORMANCE INDICATORS

- 5.1 Conducts oneself in an ethical, fair, trustworthy and professional manner.
 5.2 Establishes practices to promote personal, physical and emotional health.
 5.3 Demonstrates respect for diversity in students, staff and programs.
 5.4 Considers and evaluates the potential moral and legal consequences of decision-making.

<u>SUPPORTING EVIDENCE AND COMMENTS</u>				
<u>RATING</u> (circle the appropriate response)				
1		2		3
NEEDS IMPROVEMENT				4 EXEMPLARY

STANDARD SIX: SOCIETAL CONTEXT

A superintendent is an educational leader who promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal and cultural context.

PERFORMANCE INDICATORS

- 6.1 Advocates for children, families, and caregivers.
 6.2 Serves as an advocate to community and legislature for issues beneficial to improved teaching and learning.

- 6.3 Provides leadership for defining superintendent and board roles, mutual expectations and formulating appropriate district policies.
- 6.4 Knows and supports the district school improvement plan and accurately reports progress on goals.

<u>SUPPORTING EVIDENCE AND COMMENTS</u>				
<u>RATING</u> (circle the appropriate response)				
1		2		3
NEEDS IMPROVEMENT				4 EXEMPLARY

EVALUATION SUMMARY

Place one check [✓] in each row for each standard and one check [✓] for overall rating.

PERFORMANCE STANDARD	NEEDS IMPROVEMENT			EXEMPLARY
	1	2	3	4

STANDARD ONE				
STANDARD TWO				
STANDARD THREE				
STANDARD FOUR				
STANDARD FIVE				
STANDARD SIX				
OVERALL RATING				

- A. Of the standards listed, which is the superintendent's greatest strength? How does this strength directly contribute to district goals?

- B. Of the standards listed, which is presenting the greatest challenge to the achievement of district goals?
- C. What supports might the board offer to enhance the superintendent's strengths and promote success over existing challenges?
- D. Superintendent Comments:

Evaluation Period: _____, 20____ to _____, 20____

Superintendent's Signature: _____ Date: _____

Board President's Signature: _____ Date: _____

Adopted: _____

Reviewed: 7/12/2012

Revised: 12/1/2010; 6/17/2014

Notes: At the end of the evaluation cycle, the board should conduct a formal evaluation of the superintendent. The completed form is to be placed in the superintendent's personnel file.

The indicators supporting each standard are provided as examples of the kind of activities and behaviors that would support the standard. The indicators are not exhaustive nor would it be reasonable to expect that a superintendent demonstrate competence in all descriptors.

A complete selection of superintendent evaluation resources can be found by going to the ASBSD Publications & Forms page at <http://asbsd.org/index.php/publications-forms/>

It is recommended that the evaluation form correspond with the performance responsibilities of the Superintendent as stated in his or her job description, filed at code CBA: Superintendent Job Description.

ASBSD sample policies are intended to be a guide for school districts. As is the case with any policy, a local school district's unique circumstances, challenges and opportunities need to be considered.

Menno School District	NEPN Code: DA
Policy Manual	

FISCAL MANAGEMENT GOALS

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

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

Legal References:

Adopted:1-14-09

Revised:

Menno School District	NEPN Code: DB
Policy Manual	

ANNUAL BUDGET

Under law, the district is required to adopt an annual budget setting forth revenues and expenditures. This annual school budget is the financial outline of the district's educational plan; it is also the legal basis for the establishment of tax levies to support public education within the district.

Public school budgeting is also regulated and controlled by legislation, state regulations and local Board requirements. The annual operating budget for the schools will be prepared and presented in line with state policy and will be developed and refined in accordance with these same requirements.

The school district budget will be prepared by the Business Manager, with the assistance of the Superintendent, and presented to the Board for review.

Legal References: SDCL 10-12-29; 10-12-42; 10-12-43; 10-12-44;
SDCL 13-11-2;
SDCL 13-16-3

Cross References: DBC – Budget Deadlines and Schedules

Adopted: 1-14-09

Revised:

Menno School District	NEPN Code: DBB
Policy Manual	

FISCAL YEAR

The fiscal year for all school funds will be July 1 through June 30. Financial reports for all funds will be presented for Board approval at the July meeting.

Legal References: SDCL 13-26-1

Adopted: 1-14-09

Revised:

Menno School District	NEPN Code: DBC
Policy Manual	

BUDGET DEADLINES AND SCHEDULES

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

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

January	Budget preparation begins.
March	Annual audit is requested. Review of proposed budget.
May	The proposed budget for the next fiscal year will be considered at the regular Board meeting.
July 15	Deadline for publishing proposed budget and notice of hearing in the official newspaper.
July 31	Deadline for budget hearing.
September 30	Deadline for Board approval of budget for the anticipated obligations of each fund (except Trust and Agency) for the fiscal year. By resolution the School Board will adopt a levy in dollars or dollars per thousand of taxable valuation sufficient to meet the school budget for each fund.
September 30	Deadline for reporting to the county auditors the levy in dollars or dollars per thousand of taxable valuation adopted by the Board, on the forms prescribed by the county auditors.

In accordance with law, any changes in the proposed budget incorporated into the final budget, will be published in the minutes within 30 days after the final adoption of the budget.

Established by law and Board policy

Legal References: SDCL 13-11-2; 13-11-2.1; 13-11-3

Adopted: 1-14-09

Revised:

Menno School District	NEPN Code: DBD
Policy Manual	

BUDGET PLANNING

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

The Business Manager, in cooperation with the Superintendent, will have overall responsibility for budget preparation, including the construction of, and adherence to, a budget calendar. Principals will develop and submit budget requests for their particular schools after seeking the advice and suggestions of staff members.

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

The Board will give careful consideration to budget requests, review allocations for fairness and for their consistency with educational priorities of the school system.

Legal References: SDCL 13-11-2; 13-11-2.1 13-11-3;
SDCL 13-39-13

Adopted: 1-14-09

Revised:

Menno School District	NEPN Code: DBH
Policy Manual	

BUDGET ADOPTION PROCEDURES

Adoption of the budget is solely the responsibility of the Board. The Board will adopt the budget following the public hearing for the proposed budget. The proposed budget will be published in the official newspaper at the time notice of the budget hearing is given.

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

Following the adoption of the budget by the Board, the tax levy in dollars or dollars per thousand of taxable valuation will be reported to the county auditors on the appropriate forms.

Legal References: SDCL 13-11-2 through 13-11-3.2

Cross References: DBC, Budget Deadlines and Schedules

Adopted: 1-14-09

Revised:

Menno School District	NEPN Code: DBJ
Policy Manual	

BUDGET IMPLEMENTATION

The district budget serves as the control to direct and limit expenditures. Overall responsibility for this control rests with the Superintendent, who will establish the procedures for budget control and reporting throughout the district.

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

Legal References:

Adopted: 1-14-09

Revised:

Menno School District	NEPN Code: DBK
Policy Manual	

BUDGET TRANSFER AUTHORITY

Transfer of surplus funds among the major classifications of the budget or within a major classification of the budget will be subject to Board approval.

In accordance with law, funds may not be transferred from the capital outlay fund or the special education fund. The school district is restricted from transferring any funds exclusive of federal funds from the general fund to the capital outlay fund.

Contingency funds may be transferred to any budget category, except capital outlay, with Board approval.

The unused portion of money that has been transferred into the special education fund may be transferred from the special education fund within the current fiscal year to the fund from which it originated.

All or any part of any school district fund may be loaned to any other district fund for a period not to exceed twenty-four months.

Legal References: SDCL 13-11-2.1;
SDCL 13-16-14; 13-16-26

Adopted: 1-14-09

Revised:

Menno School District	NEPN Code: DC
Policy Manual	

TAXING AND BORROWING AUTHORITY - LIMITATIONS

TAXING

State law establishes the district's taxing authority. The district establishes levies in accordance with South Dakota Property Tax Law, which may change annually. The governing body of the school district may impose an excess tax levy with an affirmative two thirds vote of the governing body on or before July fifteenth of the year prior to the year taxes are payable. The decision may be referred upon a resolution of the governing body of the school district or by a petition signed by at least five percent of the registered voters in the school district.

For capital outlay funds, the tax levy cannot exceed 3 dollars per thousand dollars on the taxable valuation of the district, and for special education funds, the tax levy cannot exceed 1.40 dollars per thousand dollars on taxable valuation.

BORROWING

By law, the Board is permitted to borrow money in anticipation of the collection of taxes for the purpose of securing funds for school operations. The amount of money borrowed cannot exceed the sum of 95 percent of the amount of uncollected taxes levied for the current school fiscal year, plus other uncollected receivables (including state or federal money, not yet received, but) owed to the district.

Established by law

Legal References: Constitution of the State of South Dakota, Art. XIII, sec. 15;
SDCL 10-12-29; 10-12-42; 10-12-43;
SDCL 10-13-36;
SDCL 13-10-6;
SDCL 13-15-12; 13-15-13;
SDCL 13-16-10; 13-16-11; 13-16-12; 13-16-13; 13-16-14;
SDCL 13-19-1; 13-19-1.2; 13-19-2; 13-19-2.1; 13-19-3; 13-19-4;
13-19-5; 13-19-6; 13-19-7; 13-19-8; 13-19-8.1; 13-19-9;
SDCL 13-37-16

Adopted: 1-14-09

Revised:

Menno School District	NEPN Code: DD
Policy Manual	

FUNDING PROPOSALS AND APPLICATIONS

The Superintendent will apprise the Board of district eligibility for federal, state and foundation grants. The Board will seek and use all funding that is consistent with the advancement of the educational program of the district and the policies of the Board.

The preparation of these proposals will be supervised by the Superintendent and will be coordinated with the budgetary practices and capital improvement program of the district.

Legal References: SDCL 13-39-13

Adopted: 1-14-09

Revised:

Menno School District	NEPN Code: DE
Policy Manual	

REVENUES FROM TAX SOURCES

In an attempt to provide the best education possible within the financial resources available, the Board will:

1. Request adequate local funds for the operation of the school district. The amount of the financial support requested will yield sufficient revenue for the total expenses of the school district.
2. Accept all available state funds to which the district is entitled by law or through state regulations.
3. Accept all federal funds that are available providing there is a specific need for them and matching funds that are required are available.

Legal References: SDCL 13-11-7;
SDCL 13-13-1 through 13-13-14; 13-13-17 through 13-13-19;
13-13-36; 13-13-37; 13-13-38; 13-13-39; 13-13-41;
SDCL 13-14-1 through 13-14-5

Adopted: 1-14-09

Revised:

Menno School District	NEPN Code: DFA
Policy Manual	

REVENUES FROM INVESTMENTS

School district funds not in use will be invested in savings accounts, time deposits or in bonds or securities issued and guaranteed by the United States government. Interest earned on such investment will be credited to the respective fund or to the general fund.

In accordance with law, money in any bond redemption fund, may be invested in any of the above-mentioned securities, provided the bonds become due and payable before the payment date of the bonds.

The Board will approve the investment of all funds at the annual meeting, and this approval will be filed and recorded by the business manager.

Legal References: SDCL 4-5-5; 4-5-8; 4-5-9; 4-5-11
SDCL 13-16-18

Adopted: 1-14-09

Revised:

Menno School District	NEPN Code: DFB
Policy Manual	

REVENUES FROM SCHOOL-OWNED REAL ESTATE

In accordance with state law, the Board may approve the leasing of any of its real estate for the exploration of oil and gas and its development. Property leased will not interfere with the purposes of the school district. Revenues received from the leasing of such property will be directed into the school district general fund.

Legal References: SDCL 5-2-12; 5-2-13;
SDCL 13-24-5 through 13-24-8; 13-24-10

Adopted: 1-14-09

Revised:

Menno School District	NEPN Code: DG
Policy Manual	

DEPOSITORY OF FUNDS

As provided by law, the Board will designate a bank depository or depositories for the funds of the school district. It will be the responsibility of the business manager to

deposit the money belonging to the school district in the designated bank depository or depositories.

The county auditors and county treasurers will be notified by the business manager as to the designated depositories. The county treasurers will be responsible for transferring all money received during the prior month on behalf of the school district to the depository by the twentieth of the month.

Legal References: SDCL 4-6A-1 et seq.;
SDCL 13-8-10;
SDCL 13-11-7;
SDCL 13-16-15; 13-16-15.1; 13-16-18

Adopted: 1-14-09

Revised:

Menno School District	NEPN Code: DGA
Policy Manual	

AUTHORIZED SIGNATURES

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

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

Legal References: SDCL 13-8-26;
SDCL 13-18-2; 13-18-8

Adopted: 1-14-09

Revised: 6-9-14

Menno School District	NEPN Code: DI
------------------------------	----------------------

Policy Manual	
----------------------	--

FISCAL ACCOUNTING AND REPORTING

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

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

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

Legal References: SDCL 4-11-6;
SDCL 13-16-19

Adopted: 1-14-09

Revised:

Menno School District	NEPN Code: DIC
Policy Manual	

FINANCIAL REPORTS AND STATEMENTS

It will be the responsibility of the business manager to prepare monthly financial reports for the Board's review. Reports will include budget, trust or agency funds, and special accounts.

At the close of the fiscal year, the business manager will report to the county auditor the total indebtedness of the district, the purpose for which issued, the liabilities, assets, resources and expenditures, and the total receipts and disbursements.

Legal References: SDCL 6-9-1;
SDCL 13-16-21

Adopted: 1-14-09

Revised:

Menno School District	NEPN Code: DID
Policy Manual	

INVENTORIES

The school district shall annually cause an inventory of personal property to be made and placed on file with the business manager by July 10. Personal property with an original value greater than \$5,000 shall be included in the inventory.

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

In the acquisition of or additions to real property, plant, or equipment, any expenditure of one thousand dollars (\$1,000) or more shall be paid from the capital outlay fund. The \$1,000 limitation shall apply to the total of each asset type on an invoice. Equipment purchases per invoice of less than \$1,000 may be acquired from either the general or capital outlay fund.

Legal References: SDCL 5-24-1; 5-24-3

SDCL 13-16-6

ARSD 10:02:01:01

Adopted: 1-14-09

Revised:

Menno School District	NEPN Code: DIE
Policy Manual	

AUDITS

For any necessary reason an audit of the books of any school district may be called at any time by the Board or the electors of the district by petition signed by 20 percent of the resident taxpayers of the district as shown by the assessment roles of the preceding year, or the Auditor General.

The school district shall have financial and compliance audits performed at least every two years. The audit may be done by the Department of Legislative Audit or by a private firm authorized by law to audit financial records of school districts.

Legal References: SDCL 4-11-5; 4-11-7.1; 4-11-7.2; 4-11-9; 4-11-12 through 4-11-19; SDCL 13-16-28

Adopted: 1-14-09

Revised:

Menno School District	NEPN Code: DJ
Policy Manual	

PURCHASING

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

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

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

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

School purchases will be made only on official purchase orders approved for issuance by the appropriate unit head and signed by the Superintendent or Business Manager,

with such exceptions as may be made by the latter for emergency purchases and those made with petty cash funds.

Legal References: SDCL 13-16-24;
SDCL 13-20-1; 13-20-3.

Adopted: 1-14-09

Revised:

Menno School District	NEPN Code: EA
Policy Manual	

SUPPORT SERVICES GOALS

Support services are essential to the successful function of a school system. Management of auxiliary operations is therefore an important responsibility of the district administration. It should be remembered, however, that education is the district's central function; all support services will be provided, guided and evaluated by this requirement.

In order to provide support services that are truly supportive of the educational program, the Board establishes these broad goals:

1. To provide a physical environment for teaching and learning that is safe for students, staff, and public;
2. To provide safe transportation for students to and from school and nutritious meals for students;
3. To provide support services, resources, and assistance to fulfill the needs and promote the goals of the educational program.

Legal References:

Adopted: 3-9-09

Revised:

Menno School District	NEPN Code: EB
------------------------------	----------------------

SAFETY PROGRAM

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

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

The Superintendent will have overall responsibility for the safety program of the district. General areas of emphasis will include, but not be limited to: in-service training; accident record keeping; plant inspection; driver and vehicle safety programs; fire prevention; and emergency procedures and traffic safety programs relevant to students, employees, and the community.

Each principal will be responsible for the supervision of a safety program for his or her school.

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

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

Legal References:

ARSD 61:15

Adopted: 3-9-09

Revised:

Menno School District	NEPN Code: EBA
Policy Manual	

BUILDINGS AND GROUNDS INSPECTIONS

The Superintendent will be responsible for the general safe operations of the buildings and grounds and will periodically assist in their inspection for safety hazards.

At least annually, the Superintendent will assist an inspector of the department of public safety in the inspection of school buildings and grounds for fire safety hazards.

Violations to fire protection laws and other safety hazards will be reported to the Superintendent and corrected to ensure the well-being of all students, staff and the general public on school property.

Legal References: SDCL 13-25-5 through 13-25-9; 13-25-11; 13-25-12;
13-25-14 through 13-25-17

Adopted: 3-9-09

Revised:

Menno School District	NEPN Code: EBB
Policy Manual	

ACCIDENT PREVENTION AND SAFETY PROCEDURES

Student safety will be considered a part of the general education program. Students in science and industrial arts classes will be given an orientation each semester to familiarize them with the equipment and materials they will be using and the dangers involved if safety precautions are not taken. Signs will be posted in rooms as a constant reminder of these safety precautions.

Every student, teacher and visitor is required to wear an industrial quality eye protective device when participating or observing any of the following courses:

1. Vocational or industrial arts shops or laboratories involving experience with the following: hot molten metals; milling, sawing, turning, shaping, cutting, grinding or stamping of any solid materials; heat treatment, tempering or kiln firing of any

metal or other materials; gas or electric arc welding; repair or servicing of any vehicle; caustic or explosive materials.

2. Chemical or combined chemical-physical laboratories involving caustic or explosive chemicals or hot liquids or solids.

Legal References: ARSD Article 61:15

Adopted: 3-9-09

Revised:

Menno School District	NEPN Code: EBBA
Policy Manual	

FIRST AID

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

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

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

Procedures for the proper handling of such emergencies will be developed and made known to the staff. These will incorporate the following requirements:

1. No treatment except first aid is permitted in schools. The school's responsibility is to place the ill or injured student in the care of the home or family physician as soon as possible.
2. Teachers or other trained persons, or bus drivers if the injury occurs on a school bus, will be responsible for administering first aid to students with minor injuries such as scratches, abrasions, bruises, etc.
3. A master first aid kit will be kept and properly maintained in each school and each school bus.
4. No prescription drugs will be administered by school personnel unless authorized by a physician. No over the counter drugs will be administered by school personnel unless authorized by written parental consent.
5. Parents will be asked to sign and submit an emergency medical authorization, which will indicate the procedure they wish the school to follow in event of a medical emergency involving their child.

6. In all cases where the nature of an illness or an injury appears serious, the parent or guardian will be contacted if possible, and the instructions on the child's emergency card followed. Thus, in extreme emergencies arrangements usually may be made for a child's immediate hospitalization whether or not the parent or guardian can be reached.
7. No young child who is ill or injured will be sent home alone, nor will an older child unless the illness is minor and the parent or guardian has been informed in advance. Elementary students leaving school before the scheduled dismissal time will only be released to a parent/guardian or designated adult. They will not be released to walk home.

Legal References:

Adopted: 3-9-09

Revised:

Menno School District	NEPN Code: EBC
Policy Manual	

EMERGENCY PLANS

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff; it also strengthens the morale of all concerned to know that preparedness plans exist and that students and staff have been trained in carrying out the plans.

The Superintendent will develop and maintain a Crisis Manual containing emergency plans that meet the requirements for preparedness in case of fire, civil emergencies, and natural disasters, along with a record showing the dates and times of drills conducted.

The Crisis Manual for the district schools will be the official guide for the district in case of fire, civil emergencies, and natural disasters. All personnel and students will follow policies and procedures set forth in the guide.

Building principals will meet all requirements for conducting fire and emergency drills to give students practice in moving with orderly dispatch to designated areas under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation, and will file with the Superintendent a record showing the dates and times of drills conducted.

Legal References: ARSD 24:43:09:01

Adopted: 3-9-09

Revised:

Menno School District	NEPN Code: EBCA
Policy Manual	

BOMB THREATS

The Board recognizes that bomb threats are a significant concern to the schools. Whether real and carried out or intended as a prank or for some other purpose, a bomb threat represents a potential danger to the safety and welfare of students and staff and to the integrity of school property. Bomb threats disrupt the instructional program and learning environment and also place significant demands on school financial resources and public safety services. These effects occur even when such threats prove to be false.

Any bomb threat will be regarded as an extremely serious matter and treated accordingly. The Board directs the Superintendent to react promptly and appropriately to information concerning bomb threats and to initiate or recommend suitable disciplinary action.

CONDUCT PROHIBITED

No person shall make, or communicate by any means, whether verbal or non-verbal, a threat that a bomb has been, or will be, placed on school premises. Because of the potential for evacuation of the schools and other disruption of school operations, placement of a bomb or of a "look-alike" bomb on school premises will be considered a threat for the purpose of this policy.

It is also a violation of Board policy to communicate by any means that any toxic or hazardous substance or material has been placed, or will be placed, on school premises with the intent to endanger the safety and welfare of students or staff and/or to disrupt the operations of the schools. For the purpose of this policy, "toxic or hazardous substance or material" means any material or substance, including biomedical materials or organisms, that, when placed as threatened, could be harmful to humans.

DEFINITIONS

1. A "bomb" means an explosive, incendiary or poison gas bomb, grenade, rocket, missile, mine, "Molotov cocktail" or other destructive device.
2. A "look-alike bomb" means any apparatus or object that conveys the appearance of a bomb or other destructive device.
3. A "bomb threat" is the communication, by any means, whether verbal or nonverbal, that a bomb has been, or will be, placed on school premises, including possession or placement of a bomb or look-alike bomb on school premises.
4. "School premises" means any school property, school buses and any location where any school activities may take place.

DEVELOPMENT OF BOMB THREAT PROCEDURES

The Superintendent or designee shall be responsible for developing and implementing procedures specific to bomb threats as part of the District's Crisis Manual. These procedures are intended to inform administrators and staff of appropriate protocols to follow in the event that a bomb threat is received and should include provisions to address:

1. Threat assessment (for the purpose of identifying a response that is in proportion to the threat, in light of what is necessary to ensure safety);
2. Building evacuation and re-entry (including selection of potential alternative sites for those who are evacuated);
3. Incident "command and control" (who is in charge, and when);
4. Communications contacts and mandatory bomb threat reporting;
5. Parent notification process;
6. Training for staff members;
7. Support services for students and staff.

The initial bomb threat procedure will be subject to approval by the Board. The Superintendent or his or her designee will be responsible for overseeing a review or evaluation of bomb threat procedures.

REPORTING OF BOMB THREATS

1. A student who learns of a bomb threat or the existence of a bomb on school premises must immediately report such information to the building principal, teacher, the School Resource Officer or other employee in a position of authority.
2. An employee of the school unit who learns of a bomb threat shall immediately inform the building administrator. The building administrator shall immediately take appropriate steps to protect the safety of students and staff in accordance with the District's bomb threat procedure, as developed under Section C, and inform the Superintendent of the threat.
3. All bomb threats shall be reported immediately to the local law enforcement authority, as provided in the bomb threat procedures.
4. The Superintendent shall be responsible for reporting any bomb threat to the Board of Education. Reports will include the name of the school, the date and time of the threat, the medium used to communicate the threat, and whether or not the perpetrators have been apprehended.

STUDENT DISCIPLINE CONSEQUENCE

Making a bomb threat is a crime. Any student suspected of making a bomb threat shall be reported to law enforcement authorities for investigation and possible prosecution. Apart from any penalty imposed by law, and without regard to the existence or status of criminal charges, a student who makes a bomb threat shall be subject to disciplinary action.

The administration shall suspend and may recommend for expulsion any student who makes a bomb threat.

AIDING OTHER STUDENTS IN MAKING BOMB THREATS

A student who knowingly encourages, causes, aids or assists another student in making or communicating a bomb threat shall be subject to the disciplinary consequences described in Section E of this policy.

FAILURE TO REPORT A BOMB THREAT

A student who fails to report information or knowledge of a bomb threat or the existence of a bomb or other destructive device in a school building or on school property may be subject to disciplinary consequences, which may include suspension and/or expulsion.

STAFF DISCIPLINE CONSEQUENCES

A school system employee who makes or communicates a bomb threat will be reported to appropriate law enforcement authorities and will be subject to disciplinary action up to and including termination of employment. Disciplinary action taken shall be consistent with collective bargaining agreements, other employment agreements and Board policies.

A school system employee who fails to report information or knowledge of a bomb threat or the existence of a bomb on school premises will be subject to discipline up to and including termination of employment.

CIVIL LIABILITY

The District reserves the right to bring suit against any individual responsible for a violation of this policy and to seek restitution and other damages as permitted by law.

LOST INSTRUCTIONAL TIME

Instructional time lost as a result of a bomb threat will be rescheduled at the earliest appropriate opportunity as determined by the Superintendent within parameters set by the Board.

Time lost may be rescheduled on a vacation day, or after what would normally be the last day of the school year, except on days when schools must be closed as required by law.

NOTIFICATION THROUGH STUDENT HANDBOOK

All student handbooks shall address the District's bomb threat policy and procedures and explain the educational consequences of bomb threats. In addition, student handbooks shall notify students and parents that bomb threats violate Board policy and civil and criminal law.

Legal References:

Adopted: 3-9-09

Revised:

Menno School District	NEPN Code: EBCB
Policy Manual	

FIRE DRILLS

A fire drill will be held in each school building twice each semester, or a minimum of four fire drills each school year. The majority of these drills may be held during the months of September, October, April, and May, in order to take advantage of the weather.

Definite instructions will be furnished by the principal to teachers and students as to route and manner of exit during fire drills. Special instruction in fire drill procedure will be given to students the first week of school, and the first fire drill of the school year must be held during the first two weeks of school.

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

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

Legal References: ARSD Chapter 61:15
SDCL 13-25-10

Adopted: 3-9-09

Revised:

Menno School District	NEPN Code: EBCC
Policy Manual	

EMERGENCY LOCKDOWNS

In some emergency situations, an evacuation of a building and/or classroom is not advisable. These include a hostile intruder, hazardous release outside, terrorist attack or criminal activity near the school.

General emergency lockdown procedures are as follows:

COMMUNICATION

An emergency lockdown will be announced by intercom or other voice communication.

If a situation that may require an emergency lockdown is discovered, the individual making the discovery shall immediately contact police/security and provide as much information as possible.

Fire evacuation alarms are not to be sounded.

PROCEDURES

1. Lock classroom and other doors.
2. Close windows and window treatments.
3. Turn off the lights.
4. Everyone is to remain quiet and not enter hallways.
5. Should the fire alarm sound, do not evacuate the building unless:
 - a) You have first hand knowledge that there is a fire in the building, or
 - b) You have been advised by police/security to evacuate the building.
6. Move students out of sight from doors and windows.
7. Students in hallways are to seek shelter in the nearest classroom.
8. Students in outdoor areas should immediately take cover. Return to the gym if is safe to do so. If the threat is outdoors on campus grounds, all outdoor activities should be cancelled.

DRILLS

Lockdowns drills will take place periodically.

Legal References:

Adopted: 3-9-09

Revised:

Menno School District	NEPN Code: EBCD
Policy Manual	

EMERGENCY CLOSINGS

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

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

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

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

The Superintendent will weigh these factors and take action to close the schools only after consultation with traffic and weather authorities, and local principals.

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

If school is in operation and the buses do not operate in the rural area, teachers and administrators should realize that rural students are absent, not because of their choosing, and school work and related activities should be governed by this knowledge. If there are any concerns about this, teachers should consult with their building principals.

POSTPONEMENTS

Should inclement weather prohibit the operation of the Public Schools for the remainder of the school day, all co-curricular activities will be cancelled with the exception of district or state contests (activities). In such situations, the officials responsible for such contests (activities) will decide if the contest (activity) is to take place and participation by students will be based on their decision. In such cases, the school principal will announce whether or not the contest (activity) will take place.

When the school has been closed due to the expectation of inclement weather, and the situation does not result in potentially dangerous travel conditions, the Superintendent or his designee, after consultation with school principals, will have the authority to waive the cancellation of co-curricular activities as described in the above paragraph.

Legal References: SDCL 13-8-39;
SDCL 13-10-2;
SDCL 13-26-2.

Adopted: 3-9-09
Revised:

Menno School District	NEPN Code: ECA
Policy Manual	

BUILDINGS AND GROUNDS SECURITY

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

Security should mean not only maintenance of a secure (locked) building, but also:

1. Minimizing fire hazards.
2. Reducing the probability of faulty equipment.
3. Guarding against the chance of electrical shock.
4. Keeping records and funds in a safe place.
5. Protection against vandalism and burglary.

The Superintendent is directed to establish regulations as may be needed to provide for security in the sense outlined above.

Legal References:

Adopted: 3-9-09

Revised:

Menno School District	NEPN Code: ECAA
Policy Manual	

EQUAL ACCESS POLICY

This policy creates a limited forum during which all non-curriculum related student groups shall have equal access and a fair opportunity to conduct meetings.

ACCESS TO LIMITED OPEN FORUM

1. The time between the hours of 9 a.m. and 2 p.m. on days during which classes are in session shall be set aside for a limited forum.
2. Non-curriculum related student groups that desire to conduct meetings during the limited open forum shall make and request, in writing, to the building principal or administrator in charge, to conduct a meeting during the open forum. The request shall include an estimate of the number of students expected to be in attendance at the meeting, dates, and any special equipment needed.
3. Upon receipt of such a request, the principal or administrator in charge shall try to find a suitable room for the group and arrange for proper supervision of the meeting by an agent or employee of the school district.
4. In the event that there is an insufficient number of rooms available or insufficient number of supervisors available on a particular day, non-curricular related student groups shall be given access on a first-come, first-serve basis.
5. No group shall be discriminated against or denied access on the basis of the religious, political, philosophical or other content of the students' speech at such meetings.
6. The administration shall adopt additional rules as deemed necessary.

USES OF FACILITIES BY STUDENTS

1. This policy applies only to students in grades 6-12.
2. The number of students will be limited to the safe capacity of the room used.
3. Students meeting during the limited forum shall not engage in any activity that is illegal, dangerous or disruptive to other activities. Failure to abide by this could lead to discipline measures and the denial of access to the group to the limited open forum.
4. No group shall be allowed to meet during the limited open forum without supervision by an agent or employee of the school district.
5. Meetings of non-curriculum related student groups during the limited forum shall be voluntary and student initiated.

REGULATION OF LIMITED OPEN FORUM

1. No public funds shall be spent for the benefit of non-curricular related student groups meeting during the limited open forum beyond the cost of providing space for meetings.
2. Neither the school district, its agents nor employees shall promote, lead or participate in any meeting except in a supervisory capacity.
3. Non-school persons are not allowed to meet with non-curriculum related student groups during the limited open forum unless permission is obtained in advance from the administrator in charge.
4. No school agent or employee shall be compelled to supervise a meeting of a non-curriculum related student group if the content of the speech at the meeting is contrary to beliefs of the agent or employee.
5. Non-school persons are not allowed to meet with non-curriculum related student groups during the limited open forum more frequently than one time during any school year.
6. Non-school persons can be denied access to school district property if their behavior is, or reasonably threatens to be, illegal, dangerous or disruptive to other activities.
7. Non-school persons are not allowed to direct, conduct or control activities of non-curriculum related student groups during the limited open forum.
8. This policy applicable to the limited open forum shall have no application to activities that occur outside of the limited open forum.

Legal References: Equal Access Act, 20 U.S.C. Subsections 4071-4074

Adopted: 3-9-09

Revised:

Menno School District	NEPN Code: ECAB
Policy Manual	

VANDALISM

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

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

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

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

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

Legal References: SDCL 25-5-15

Adopted: 3-9-09

Revised:

Menno School District	NEPN Code: ECB
Policy Manual	

BUILDINGS AND GROUNDS MAINTENANCE

The Board will provide schools that are safe from hazards, sanitary, properly equipped, lighted and ventilated and esthetically suited to promoting the goals of the schools.

The Superintendent will have direct supervision of the care of the school plant. The Superintendent will be responsible to the Board for its adequate maintenance.

Each school principal will have responsibility for the school facility and grounds under his or her charge. Principals will carry on a continuous inspection of all buildings, equipment, playgrounds and playground apparatus to discover conditions that may be dangerous to the health, safety or comfort of the students or staff. The principal will supervise the custodial staff of the school in maintaining an adequate program of school care and maintenance.

All employees, however, are encouraged to report promptly to the principal of the school any defects to the building or equipment that could prove injurious to the comfort, health or safety of students and staff.

Legal References: SDCL 13-24-11

Adopted: 3-9-09

Revised:

Menno School District	NEPN Code: ECF
Policy Manual	

ENERGY CONSERVATION

Declining levels of natural energy resources mandate that the school district develop and implement plans to conserve all forms of energy used in the schools. The need to participate in conserving the nation's energy resources and the economic reality of increased costs of utility services require that an energy conservation program be supported by all school district personnel.

The Board directs the Superintendent to develop and implement both immediate and long-range plans designed to conserve energy resources by the school district.

Progress reports on the implementation of energy conservation measures **may** be made to the Board ~~at least~~ annually.

Legal References:

Adopted: 3-9-09

Revised:

Menno School District	NEPN Code: EDBA
Policy Manual	

MAINTENANCE AND CONTROL OF INSTRUCTIONAL MATERIALS

All instructional materials and equipment of the district will be classified and catalogued according to an acceptable system. Textbooks will be made available to all children in sufficient quantity and at appropriate levels so that they are optimally useful to each child, and so that every teacher can meet both the planned curriculum sequence of the district and the special instructional needs of the children.

All textbooks purchased and in the possession of the district will be district property. Principals will be responsible for textbooks assigned to teachers, and for conducting an inventory of all books at the end of the school year.

Each teacher will keep an accurate record of books issued to their pupils. When a textbook is damaged or lost, the pupil responsible will be required to pay for the damage or another copy.

Every book issued will bear the stamp of the district.

All media materials and equipment will be adequately maintained. Obsolete materials and worn-out equipment will be replaced on a regular basis.

LOAN OF TEXTBOOKS TO NONPUBLIC SCHOOLS

In accordance with state law, the Board may approve the loan of nonsectarian textbooks to students enrolled in nonpublic schools in the district.

Legal References: SDCL 13-34-16.2; 13-34-16.3; 13-34-23; 13-34-24; 13-34-25

Adopted: 3-9-09

Revised:

Menno School District	NEPN Code: EEA
Policy Manual	

STUDENT TRANSPORTATION SERVICES

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

District-owned buses will be provided by the Board for the transport of students to and from school. However, as it is impractical to transport certain special education students by regular bus, they may be transported by other conveyance. The Superintendent will be responsible for the day to day operation of the school transportation system and the scheduling and routing of all buses, bus stops and all regulations of the program.

Vehicles owned by the Board will be operated by authorized school employees or officials who are properly licensed. These employees and officials must meet all state requirements for licensing.

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

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

Evaluation: The school transportation program will be monitored by the principals and the superintendent or their designees daily and subjected to periodic evaluations by them as necessary. An overall evaluation will be conducted by the superintendent each school year and a summary report of same submitted to the Board.

Legal References: SDCL 13-29-19; 13-29-20;
SDCL 13-30-1 through 13-30-4;
ARSD 24:05:27:03.

Cross References: EEAA, Walkers and Riders

Adopted: 3-9-09

Revised:

Menno School District	NEPN Code: EEAA
Policy Manual	

WALKERS AND RIDERS

Transportation may be provided to and from school for elementary school children, (grades K-8) who live within the five-mile radius of the school. Bus service will be provided for students within these boundaries if the Board determines it is economically efficient, and is justifiable in terms of student safety. Upon request for transportation by the parents, a school board may charge a fee for students whose residence is less than five miles from school.

Students who reside more than five miles from the school of assignment and who do not have access to the bus service furnished by the district, will be entitled to transportation or board and room allowance in accordance with state law.

The transportation of students with special needs will be in accordance with the specifications of their educational plans and will be arranged by the transportation supervisor.

Exceptions to the established areas may be made by the Board for the following reasons:

1. Where, in the judgment of the Board, walking conditions to the student's school are extremely hazardous.
2. Where because of overcrowding and the necessity to assign students to another building, the Board deems transportation necessary.

Legal References: SDCL 13-29-19; 13-29-20
SDCL 13-30-1 through 13-30-4

ARSD 24:05:27:03

Adopted: 3-9-09

Revised:

Menno School District	NEPN Code: EEAB
Policy Manual	

SCHOOL BUS SCHEDULING AND ROUTING

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

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

No official bus route will be extended or changed without Board approval. Before recommendation to the Board, the proposed extension or change will be reported to the superintendent office, which will verify that the extension or change has been checked to determine whether it meets all regulations pertaining to safety, efficiency, and economy.

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

Legal References: SDCL 13-29-2

Adopted: 3-9-09

Revised:

Menno School District	NEPN Code: EEAC
Policy Manual	

SCHOOL BUS SAFETY PROGRAM

In the operation of the district's transportation program, the first consideration will be given to safety.

All buses except those designed for carrying nine or less passengers, and drivers must meet all federal and state requirements, and the drivers must understand all policies and regulations pertaining to school bus operation. All vehicles used to transport children will be properly maintained to provide safe and efficient transportation service with a minimum of delays and disruption due to mechanical or equipment failure.

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

Legal References: ARSD 24:06

Adopted: 3-9-09

Revised:

Menno School District	NEPN Code: FA
Policy Manual	

FACILITIES DEVELOPMENT GOALS

The Board accepts the premise that a school building should reflect the philosophical convictions of the school district about education. The Board recognizes, however, that educational programs are neither unchanging nor simple to incorporate into a facility plan. Anticipation of program change makes the need for flexible use of buildings necessary.

School buildings will be functionally compatible with desired school experiences. The program, not the physical setting, will dictate the manner in which the building is used.

The Board recognizes that funds are limited, and that when planning facilities priorities must be established to make the best use of the school building dollar. The Board's first objective will be to develop a plan that provides adequate space for each student's educational development. Whenever possible, the cultural as well as educational needs of the community will be considered in planning facility expansion.

Architects retained by the Board will be expected to plan for simplicity of design; sound economics, including low long-range maintenance costs, efficiency in energy needs, low insurance rates; high educational use; and flexibility.

Legal References:

Adopted:4-13-09

Revised:

Menno School District	NEPN Code: FB
Policy Manual	

FACILITIES PLANNING

The Board is responsible for the regular operation and orderly development of its physical plant. For this reason, the Board will concern itself with both short and long-range planning as it relates to the properties of the school district.

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

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

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

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

Legal References: SDCL 13-24-9

Adopted: 4-13-09

Revised:

Menno School District	NEPN Code: FC
Policy Manual	

FACILITIES CAPITALIZATION PROGRAM

To finance the facilities program, the Board, as established by law, may at its discretion authorize an annual tax levy not to exceed 3 dollars per thousand dollars on the taxable valuation of the district for the capital outlay fund. The Board may also issue and sell capital outlay certificates. Money received from the sale of these certificates will also be placed in the capital outlay fund.

The capital outlay fund is a fund provided by law to meet expenditures on one thousand dollars or more for the purchase of land; improvement of grounds; construction of, additions to and remodeling of facilities; or for the purchase of equipment. It may also be used for installment or lease-purchase payments for the purchase of real property, plant or equipment, where the installment or lease purchase contract does not exceed 20 years, and for the payment of the principal and interest of capital outlay certificates. When used for the purchase of capital outlay certificates and the payment of installment or lease-purchase contracts, the total accumulated unpaid principal balances cannot exceed three percent of the taxable valuation. A school district, which contracts its student transportation may expend from the capital outlay fund an amount not to exceed fifteen percent of the contract amount. The capital outlay fund may be used to purchase textbooks and instructional software. The capital outlay fund may be used to purchase warranties on capital assets only if the warranties do not include supplies.

Construction of new facilities, or of additions to facilities which will require advertising for bids, must have a public hearing at least 10 days prior to the advertisement of any contract specifications. Following this public hearing and approval of the Board, the district may use the capital outlay fund for payment of the new construction or addition, however, the district may not change the originally advertised use of the fund without holding another public hearing.

In accordance with law, the Board will develop and maintain a five-year plan on the annual projected revenues and expenditures for the capital outlay fund. The projected expenditures will itemize the projected costs for new or additional facilities.

Established by law

Legal References: SDCL 13-16-6; 13-16-6.1; 13-16-6.2; 13-16-6.3; 13-16-6.4; 13-16-7;
13-16-8; 13-16-9.3

Cross References: FD (KBE), Bond Campaigns

Adopted: 4-13-09

Revised:

Menno School District	NEPN Code: FD (KBE)
Policy Manual	

BOND CAMPAIGNS

In accordance with law, the Board by resolution may determine that the district should issue negotiable bonds. These bonds may only be used for the purposes of:

1. Refunding any bonded indebtedness which is or is about to become due and payable or whenever such indebtedness can be refunded at a lower rate of interest to fund any judgment or outstanding warrants;
2. Raising money for any purpose for which the Board is authorized to spend school district funds.

The proposition to issue bonds, except bonds to fund registered warrants or to refund bonded indebtedness, will first be submitted to the electors of the district at a general or special election.

The amount of money borrowed will not exceed the sum of 10 percent of the previous year's assessed valuation.

Established by law

Legal References: Constitution of the State of South Dakota, Art. XIII, sec. 4;
SDCL 6-8B-2

Cross References: FC, Facilities Capitalization Program

Adopted: 4-13-09

Revised:

Menno School District	NEPN Code: FEA
Policy Manual	

EDUCATIONAL SPECIFICATIONS

To ensure that facilities being planned are designed best to implement the educational program, the Superintendent will provide for the establishment of educational specifications to apply when planning, building or renovating school facilities.

The educational specifications will include:

1. A description of the needs of persons to use the facility;
2. The kinds of educational activities to be provided in the facility;
3. The appropriate kinds and amounts of furniture and equipment needed;
4. The consideration of location of facilities with regard to the educational and administrative needs (e.g., band room and library; playing fields and locker rooms; front office and general school control; and student traffic patterns);

5. Special site considerations for esthetics, vehicle traffic patterns, cooperative community use, and the like;
6. Required standards of construction to assure that the facility is readily accessible to and usable by handicapped persons;
7. Any other kinds of unique information that will give guidance to an architect in developing facility plans.

Legal References:

Adopted: 4-13-09

Revised:

Menno School District	NEPN Code: FEB
Policy Manual	

SELECTION OF ARCHITECT

The Board will employ a licensed architect to design the plans of each proposed building, building addition, or extensive renovation. For remodeling or the building of new facilities, that are 5,000 square feet or less, the Board does not need to hire a qualified licensed architect.

In selecting architects, the following criteria will be considered:

1. Experience in school construction;
2. Evidence of relevant experience in special situations, such as facilities for the handicapped;
3. Creative design ability;
4. Technical knowledge to control the design so that the best results are obtained for the least amount of money;
5. Executive and business ability to oversee the proper performance of contracts;
6. Proven ability in all of the major phases of planning and construction: pre-design planning, schematic design, design development, bidding, construction;

7. Ability and temperament to work cooperatively with others;
8. Willingness to consult with staff on educational specifications;
9. Extent and experience of architectural staff in relation to the scope of the planned project.

The architect will be selected by the Board on the basis of the above criteria and will be employed under a contract, which meets the current standards of the American Institute of Architects.

The Board will approve procedures that it will use in the selection of architects and a statement of the architect's responsibilities.

Legal References: SDCL 36-18A

Adopted: 4-13-09

Revised:

Menno School District	NEPN Code: FEC
Policy Manual	

FACILITIES DEVELOPMENT PLANS AND SPECIFICATIONS

Most schools are planned and designed to be used for many years. To provide long-term usefulness to the district and to justify the expensive investment in a school plant, the following general principles will be applied to the design of new buildings and the renovation of older facilities:

1. Flexibility: Versatile construction materials will be used so as to provide a building adjustable to future changes in curriculum and teaching methods.
2. Durability: Buildings will be constructed of durable materials. These may not necessarily be expensive; on the other hand, materials of an initial higher cost may be chosen to offset operational or maintenance expense.
3. Safety: Construction materials, and architectural and equipment specifications will meet the state safety requirements to ensure the safety of the students and staff, as well as other persons who may use the school facilities.

4. Expandability: The building design should provide for the possibility of future addition, while leaving the original concept of the structure intact.
5. Accessibility: Buildings should be designed to allow easy flow of traffic for all who use the building. This principle applies not only to vehicular traffic (accessibility to public thoroughfares and ample provision for parking), but also to the establishment of good traffic patterns inside the school.
6. Environmental: Aesthetic values and energy conservation measures will be considered in planning the total school environment. In order to provide the best possible learning environment, the surroundings should be comfortable, pleasing, and safe.

Before advertising for bids on the plans and sites for the building or remodeling of school facilities, the Board will submit all plans to the State Fire Marshall for examination and approval.

Legal References: SDCL 13-25-2;
ARSD 61:15:02

Adopted: 4-13-09

Revised:

Menno School District	NEPN Code: FECA
Policy Manual	

SITE PLANS AND SPECIFICATIONS

In accordance with local policies, school-building sites will conform to minimum criteria established by the school board (assistance with planning may be obtained from the South Dakota Department of Education and the office of State Fire Marshall).

Legal References: SDCL 13-25-2;
ARSD 61:15:02.

Adopted: 4-13-09

Revised:

Menno School District	NEPN Code: FED
Policy Manual	

CONSTRUCTION COST ESTIMATES AND DETERMINATIONS

PRELIMINARY AND FINAL ESTIMATES

After the architectural firm has been selected, a cost-ceiling estimate indicating the maximum cost of the new construction or remodeling project will be submitted by the architect. Then after final plans have been made concerning building design and building size or remodeling needs a final cost estimate will be drawn up by the architect.

PERIODIC AND FINAL COMPUTATIONS DURING CONSTRUCTION

At regular intervals during the construction period, the Superintendent, the architect, the contractor, and, if necessary, the school attorney will review earlier projected costs and actual construction expenditures to determine the financial position of the project at that particular point. Upon completion of the project, a final computation of building expenditures will be made to determine the cost of each aspect of the total building project or remodeling program.

Legal References:

Adopted: 4-13-09

Revised:

Menno School District	NEPN Code: FEE
Policy Manual	

SITE ACQUISITION PROCEDURE

Priorities based upon student population, location, and education needs will be established well in advance in order that proper locations for school sites might be acquired. Sites will be acquired in advance of construction to allow adequate time for the completion of topography studies and other preliminary work (i.e. traffic safety patterns). Eminent domain action for the acquisition of property for school site purposes

will be executed only after negotiations fail and all other avenues to the solution have been exhausted.

To acquire a school site, the Board may exchange property with the state and any municipality or organized township or county within or partly within the boundaries of the school district under terms and conditions determined by the respective governing bodies.

Legal References: SDCL 13-24-1 through 13-24-4

Adopted: 4-13-09

Revised:

Menno School District	NEPN Code: FEFA
Policy Manual	

CONTRACTOR'S FAIR EMPLOYMENT CLAUSE

It is the policy of the district to require that all contractors and subcontractors demonstrate awareness of the need to comply with federal, state and local mandates designed to provide equal opportunity in the execution of public contracts.

Legal References: U. S. Executive Order 11246, as amended;
Section 503 of the Rehabilitation Act;
38 U.S.C. 2012 of the Vietnam Era Veterans Readjustment
Assistance Act.

Adopted: 4-13-09

Revised:

Menno School District	NEPN Code: FEFB
Policy Manual	

CONTRACTOR'S AFFIDAVITS AND GUARANTEES

The Board will require a contractor, before commencing building, remodeling or improvement of a school site, to furnish a performance bond for the faithful performance of the contract. The bond will contain the provisions required by law and be in a form prescribed by the district.

The Board may waive the deposit when the improvement does not exceed the amount of \$25,000.

Legal References: SDCL 5-18-3; 5-18-6 et seq.;
SDCL 5-21-1 et seq.

Adopted: 4-13-09

Revised:

Menno School District	NEPN Code: FEG
Policy Manual	

SUPERVISION OF CONSTRUCTION

The Board will appoint a construction superintendent for any remodeling, addition or new construction project. The construction superintendent will be a competent person who may or may not be otherwise employed by the district. His primary responsibilities will be to continually inspect the construction to be certain that the interests of the public are protected and that the contractor complies strictly with the approved plans and specifications. The building superintendent will report regularly to the Board, to keep it informed of construction progress.

The contractor will retain supervision of the actual construction and the workers whom he has employed to complete the actual building of the structure.

Legal References: SDCL 13-20-9

Adopted: 4-13-09

Revised:

Menno School District	NEPN Code: FL
Policy Manual	

RETIREMENT OF FACILITIES

The Board will annually review space needs for the educational program. Consideration will be given to closing schools when declining enrollment results in detrimental effects on the district's educational program and/or results in adverse effects on the financial management of the district. The Board will keep the public informed of any consideration to close a school.

If the Board wishes to close a school, it may do so by resolution at a Board meeting on or before December 1.

The Board, also by resolution, may submit the question to a vote of the people. If persons other than the Board wish to have the question of closing a school submitted to a vote of the people they must file with the business manager, by January 15, a petition calling for an election. Such petition must be signed by at least 15 percent of the registered voters of the district at the last preceding general election.

The following criteria may be used to aid in making recommendations for the closing of schools:

1. Enrollment projections and classroom usage;
2. Future financial forecast;
3. Effect upon the educational program of the school and the district;
4. Effect upon the community;
5. Evaluation of present facilities, including:
 - a) educational adequacy,
 - b) operational costs,
 - c) modernization potential,
 - d) building capacity,
 - e) alternate use of building.

Legal References: SDCL 13-23-1 through 13-23-3

Adopted: 4-13-09

Revised:

Menno School District	NEPN Code: GA
Policy Manual	

PERSONNEL GOALS

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

The Board's specific personnel goals are:

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

Legal References:

Adopted: 5-18-09

Revised:

Menno School District	NEPN Code: GB
Policy Manual	

GENERAL REFERENCE POLICY

It is the policy of this school district to respond only to written requests for reference information. The information which may be released includes the employee name, job title, salary and dates of employment.

This policy applies to current or former employees and should not reflect either negatively or positively on a specific employee. If an employee would like additional work-related information released, they would sign a release of information form provided by the Superintendent. Employees are in no way required to sign the release.

This release will be placed in your personnel file.

Legal References:

Adopted: 5-18-09

Revised:

Menno School District	NEPN Code: GBA
Policy Manual	

EQUAL OPPORTUNITY EMPLOYMENT

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

Legal References: Civil Rights Act of 1964, as amended in 1972, Title VI;
Title VII Executive Order 11246, 1965, as amended by Executive Order 11375;
Equal Employment Opportunity Act of 1972;
Title VII Education Amendments of 1972;
Title IX (P.L. 92-318) 45 CFR, Parts 81, 86 (Federal Register June 4, 1975, August 11, 1975);
Rehabilitation Act of 1973;
Americans With Disabilities Act, July 26, 1990;
SDCL 13-43-17 through 13-43-25.

Adopted: 5-18-09

Revised:

Menno School District	NEPN Code: GBAA
Policy Manual	

VETERAN'S PREFERENCE

If at the time a veteran submits an application for employment or employment promotion in the District the veteran possesses the qualifications and business capacity necessary to discharge the duties of the position involved, and is a citizen and resident of the state, the veteran shall receive preference for appointment, employment, and promotion. For the purposes of this policy, the term “veteran” means any person who

- (1) has served on continuous federalized active military duty for a period of at least ninety days for reasons other than training the full obligation for active duty, reserve, or National Guard service in the military, or received an early discharge for a medical condition, hardship, reduction in force, or at the convenience of the military; and
- (2) has been separated or discharged from such service honorably or under honorable conditions.

An applicant wishing to be given veteran’s preference must submit written verification from the military that the applicant satisfies the definition of veteran as set forth above.

Age, loss of limb, or other physical impairment which does not in fact incapacitate does not disqualify the veteran. A veteran who has a service-connected disability shall be given a preference over a nondisabled veteran.

If a veteran applies for appointment for employment under this policy, the District shall, before employing anyone to fill the position, investigate the qualifications of the applicant. If the applicant is of good moral character and can perform the duties of the position, the applicant shall be employed in the position.

All applicants for employment, including veterans, are subject to criminal background check requirements as set forth in state law.

Legal [SDCL 13-10-12 \(Criminal background investigation of prospective employees and student teachers\)](#)
References: [SDCL 3-3-1 \(Veterans preferred in public employment\)](#)
[SDCL 33A-2-1 \(Veteran defined\)](#)

Adopted:

Revised:

Menno School District	NEPN Code: GBC
Policy Manual	

STAFF ETHICS

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

- The maintenance of just and courteous professional relationships with students, parents, staff members, and others.
- The maintenance of their own efficiency and knowledge of the developments in their fields of work.
- The transaction of all official business with the properly designated authorities of the school system.
- The establishment of friendly and intelligent cooperation between the community and the school district.
- Favorable representation of the school district at local events that are in recognition of the schools' contributions to the community.

- The placement of the welfare of children as the first concern of the school district, thus appointments to positions and promotion must be based solely on merit. The use of pressure on school officials for appointment or promotion is unethical.
- Restraint from using school contacts and privileges to promote partisan politics, sectarian religious views, or selfish propaganda of any kind.
- Directing any criticism of other staff members or of any department of the school district toward the improvement of the school district. Such constructive criticism is to be made directly to the particular school administrator who has the administrative responsibility for improving the situation and then to the Superintendent if necessary.

Legal References: SDCL 13-43-25

Cross References: GBCA, Staff Conflict of Interest
GBCB, Staff Conduct
GBCBA, Freedom of Expression

Adopted: 5-18-09

Revised:

Menno School District	NEPN Code: GBCA
Policy Manual	

STAFF CONFLICT OF INTEREST

Employees of the Board will not engage in nor have a financial interest, directly or indirectly, in any activity that conflicts (or raises a reasonable question of conflict) with their duties and responsibilities in the school system.

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

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

In order that there is no conflict of interest in the supervision and evaluation of employees, at no time may any administrator be responsible for the supervision and/or evaluation of an employee who is related to him or her who is within the first degree of consanguinity or is his or her spouse.

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

Legal References: Constitution of the State of South Dakota, Art. VIII, sec. 17;
SDCL 13-20-2.1;
SDCL 13-43-1;
SDCL 6-1-1; 6-1-17

Cross References: BBFA, Board Member Conflict of Interest

Adopted: 5-18-09

Revised:

Menno School District	NEPN Code: GBCB
Policy Manual	

STAFF CONDUCT

The School Board expects its employees to conduct themselves in a businesslike manner. Drinking, gambling, fighting, swearing and similar unprofessional activities are strictly prohibited while on the job. Employees must not engage in sexual harassment, or conduct themselves in a way that could be construed as such, for example, by using inappropriate language, keeping or posting inappropriate materials in their work area, or accessing inappropriate materials on their computer.

Legal References:

Adopted: 5-18-09

Revised:

Menno School District	NEPN Code: GBCBA
------------------------------	-------------------------

Policy Manual	
----------------------	--

FREEDOM OF EXPRESSION

When public employees make statements pursuant to their official duties: in the classroom, at board meetings, and at other meetings related to educational issues affecting the district, the employees are not speaking as citizens for First Amendment purposes, and the Constitution does not insulate their communications from employer discipline (*Garcetti v. Ceballos*).

Legal References: *Garcetti v. Ceballos*, No. 04-473 (U.S. May 30, 2006)

Adopted: 5-18-09

Revised:

Menno School District	NEPN Code: GBCBAA (JFAA)
Policy Manual	

SEARCH AND SEIZURE

All district property, including, but not limited to, real estate, buildings, offices, desks, storage areas, lockers, computer systems and equipment, voice-mail, and vehicles, is owned by the district, and is intended for educational purposes, and district business, at all times.

Neither staff members, nor students, shall have any expectation of privacy when using school property. The district reserves the right to monitor, inspect, copy, review and store (at any time and without notice) all usage of district property including computer and computer systems, including all internet and electronic communications access and transmission/receipt of materials and information. All material and information accessed and/or received through district computers and computer systems shall remain the property of the school district.

System users have no right of privacy and should have no expectation of privacy in materials sent, received, or stored in district-owned computers or on the district system or within the physical area of the district. School officials reserved the right to review district system/property use at any time to determine if such use meets the criteria set forth in school board policies and district regulations. Routine maintenance and monitoring of the system and physical plant may lead to the discovery that the user has

or is violating district policy or law. Once a problem is discovered, an individual search may be conducted. The search/investigation will be reasonable and will be in keeping with the nature of the alleged misconduct.

Employees or students violating acceptable use of district property, or policy, may be subject to disciplinary action by the Superintendent or designee, depending on the nature of the violation.

Legal References: SDCL 13-5-1;
SDCL 13-8-39

Adopted: 5-18-09

Revised:

Associated School Boards of South Dakota	NEPN Code: GBCBB
Policy Reference Manual	

MEDIA AND SOCIAL NETWORKING SITES

Employees must conduct themselves so that they do not distract from or disrupt the educational process. The Superintendent will ensure that staff members are reminded and informed of the importance of maintaining proper decorum in the use of technology as well as in person. This will include but is not limited to:

1. Improper fraternization with students using Facebook and similar internet sites or social networks, or via cell phone, texting, or telephone.
 - Staff members may not list any students as “friends” on personal networking sites, except for immediate family.
 - Coaches and advisors are reminded to conduct themselves in a professional manner with all electronic messages. Should a violation/accusation along these lines occur, all messages by coaches or advisors shall be restricted to the entire team/class and copied to the athletic director. If messages are concerning medical or academic privacy matters, the messages will be copied to the athletic director and the school principal.
 - Inappropriate contact via e-mail or phone is prohibited.
2. Inappropriateness of posting items with sexual content.
3. Inappropriateness of posting items exhibiting or advocating use of drugs and alcohol illegal substances.
4. Monitoring and possible result in penalties for improper use of district computers and technology.
5. The possibility of penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct.

When inappropriate use of computers and websites is discovered, disciplinary action will be considered and taken. Employees of the school district understand that pursuant to this policy that media and social networking sites may be monitored by the school district.

Legal References:

Adopted: May, 2011

Reviewed:

Revised:

Menno School District	NEPN Code: GBE
Policy Manual	

STAFF HEALTH AND SAFETY

The employee is required to submit, within ten days after first being employed, a certification of health signed by a licensed physician.

The Board may at the discretion of the superintendent require an employee returning from an extended leave of absence for health reasons to submit a new certification of health. The expense of this examination will be borne by the district.

WORKERS' COMPENSATION

In case of injury while pursuing duties in keeping with the employee's contract, the employee will receive compensation and expenses as prescribed by the worker's compensation law of South Dakota.

Any employee who receives an injury while at work should immediately report this injury to the Superintendent's office and request the necessary forms to make application for payment under this law.

Legal References: SDCL 13-10-9;
SDCL 13-43-3.3;
SDCL 62-1-2;
SDCL 62-3-3.

Adopted: 5-18-09

Revised:

Menno School District	NEPN Code: GBEB
Policy Manual	

EMPLOYEE COMMUNICABLE DISEASES

The board recognizes its responsibility to provide a clean and healthy environment for students and school employees.

The determination of whether an infected employee be excluded from work activities shall be made on a case-by-case basis, under the direction of the principal/building administrator or designee.

In situations where the decision requires additional knowledge and expertise, the principal will refer the case to an advisory committee for assistance in determining the proper course of action.

The advisory committee may be composed of:

1. a representative from the State Health Department;
2. the employee's physician;
3. the employee and/or designee;
4. the school health service's supervisor;
5. the Superintendent or designee; and

6. other appropriate school personnel.

In making the determination, the advisory committee shall consider:

1. the physical condition of the school employees;
2. the expected type(s) of interaction with others in the school setting;
3. the impact on both the infected school employee and others in that setting;
4. the South Dakota Department of Health guidelines and policies;
5. the status of certification of health of the employee under South Dakota Law;
6. the recommendation of the County Health Officer, which may be controlling;
7. information regarding the infected employee, which is, deemed part of his/her personnel records, therefore is classified as "Confidential".

The advisory committee may officially request assistance from the State Department of Health.

If employment of an infected employee is to be interrupted or discontinued, the employee will be entitled to use available medical leave and receive available benefits.

Public information will not be revealed about the employee who may be infected. If the employee is permitted to remain in the school setting, the principal, will provide, as appropriate to school employees who have regular contact with the employee, as to the employee's medical condition and other factors needed for consideration in carrying out job responsibilities.

Health guidelines for work attendance are established and interpreted with the context of the case. The guidelines are not inclusive but are available to be used as a resource. School personnel will refer to school health professionals for specific judgments in interpreting the guidelines.

Instructions in appropriate handling of blood and body fluids will be provided. Hand washing after contamination, food preparation and health/hygiene care performed in different sink and work areas, maintenance cleaning and other personal hygiene measures are part of creating a healthy environment.

Specific health concerns may require the advisory committee to make a determination on school attendance or participation in school activities.

Legal References: SDCL 1-27-3;

SDCL 13-43-3.3

Adopted: 5-18-09

Revised:

Menno School District	NEPN Code: GBEC
Policy Manual	

**USE OF ALCOHOL AND OTHER DRUGS BY EMPLOYEES
DRUG FREE WORKPLACE**

Student and employee safety is a paramount concern to the school board. Employees under the influence of alcohol and/or other drugs are a serious risk to themselves, to students, and to other employees. Therefore, the school board will not tolerate the unlawful manufacture, use, possession, sale, distribution, or being under the influence of alcohol and/or other drugs. Any employee who violates this policy will be subject to disciplinary action, which may include dismissal, and referral for prosecution. Each employee of the district is hereby notified that, as a condition of employment, the employee must abide by the terms of this policy and will report to the Superintendent any criminal alcohol and/or other drug statute convictions for any alcohol and/or drug violation. Such notification must be made by the employee to the Superintendent no later than five (5) days after conviction. Should the affected employee be the Superintendent s/he will report to the Board no later than the next regular meeting of the Board.

Within thirty (30) days after receipt of information concerning an alleged or proven violation(s) of this policy, the district will take appropriate disciplinary action, which may include termination of employment, requiring the employee to participate in alcohol and/or other drug abuse assistance or rehabilitation programs, and possible referral for prosecution.

All employees will attend a district alcohol and/or drug-free awareness program at which employees will be informed about the dangers of alcohol and/or other drug use/abuse, this policy of maintaining an alcohol and/or other drug-free environment, available alcohol and/or other drug counseling; rehabilitation, and employee assistance programs; and the disciplinary sanctions that may be imposed upon employees for alcohol and/or other drug use or abuse violations. The information will be disseminated to each employee via written and oral communication.

The school board recognizes that employees who have an alcohol and/or other drug use/abuse problem should be encouraged to seek professional assistance. An employee who requests assistance shall be provided a listing of the regional treatment facilities or agencies to assist him/her in their choice of a service provider.

When a staff member has consumed alcoholic and/or illegal drugs off school property and/or before a school activity, the staff member will not be allowed on school property or to participate in school activities. Staff members who violate this regulation will be subject to the same disciplinary sanctions, as for possession or consumption on school property.

The school board hereby commits itself to a continuing good faith effort to maintain a drug-free environment.

A copy of this policy shall be given to all present and future employees.

A Biennial Review of the School Districts Program will be made:

1. To determine the programs' effectiveness and implement changes to the programs if they are needed;
2. To insure that disciplinary sanctions are consistently enforced.

Legal References: Public Law 100-690

Adopted: 5-18-09

Revised:

Menno School District	NEPN Code: GBG
Policy Manual	

STAFF PARTICIPATION IN POLITICAL ACTIVITIES

The Board recognizes that employees of the district have the same fundamental civic responsibilities and privileges as other citizens. Among these are: campaigning for elective public office and holding an elective or appointive public office.

Any employee who intends to campaign for an elective public office will notify the Superintendent, in writing at the earliest possible moment, of the office which he or she intends to seek, together with the decision as to whether he wishes to continue employment and under what terms and conditions.

The Superintendent will meet with and discuss these matters with the employee involved and will present a proposed solution to the Board for consideration. The essential element to be determined by the Board is whether the activities proposed by the employee are compatible with the time requirements for fulfilling the employee's responsibilities to the district.

In connection with his or her campaigning, no employee will use school system facilities, equipment, or supplies; nor will the employee discuss his or her campaign with students or with school personnel during the working day; nor will the employee use any time during the working day for campaigning purposes.

A teacher seeking an extended leave of absence for campaigning, office-holding, or other time-consuming activities connected with government service will apply for such leave in writing. The Board will provide the teacher with a written answer to a request for political leave including salary arrangements.

If not elected, the employee may return to the position previously held.

Legal References: SDCL 13-43-15.1

Adopted: 5-18-09

Revised:

Menno School District	NEPN Code: GBI
Policy Manual	

STAFF GIFTS AND SOLICITATIONS

Gifts

Students, parents, and other district residents and taxpayers will be discouraged from the presentation of gifts to teachers and other district employees.

The presentation of gifts to, and the arrangement of social affairs for, employees leaving the system for reasons other than retirement will be governed by the following policy:

1. Each building principal will appoint, or the employees may volunteer, for a small social committee to plan social affairs such as teas and luncheons.
2. Any gifts to be presented to departing employees by their respective groups will be at the discretion of the group involved.

Solicitations

The Superintendent will annually approve all solicitations that are to be permitted in the schools. No organization may solicit funds of staff members in the schools, nor may anyone distribute flyers or other materials related to fund drives through schools, without the approval of the Superintendent.

Employees may not be engaged in the sale of products to the schools, even if the proceeds of such sales are intended for charitable or civic purposes; nor will staff members collect any money or distribute any fund-raising literature without the express approval of the Superintendent.

Legal References:

Cross References: JL, Student Gifts and Solicitations
KI, Public Solicitations and Advertising in the Schools

Adopted: 5-18-09

Revised:

Menno School District	NEPN Code: GBK (KGC)
Policy Manual	

SMOKING ON SCHOOL PREMISES

The School Board recognizes that smoking represents a health and safety hazard, which can have serious consequences for the smoker and nonsmoker and the safety of the District. In order to protect the students, staff, employees, visitors and guests of the District from an environment that may be harmful to them, and because of possible harm to personal well-being, the Board hereby prohibits smoking by staff members, employees, visitors, or guests in all District buildings, on grounds, and in all school vehicles at all times.

For the purpose of this policy, "smoking" will mean all uses of tobacco, including cigars, chewing tobacco, cigarettes, and pipes.

It is understood that this policy will be in addition to other Board policies concerning the prohibition of smoking by students on school property and buses.

This smoking prohibition will be in effect 24 hours a day, seven days a week, and will apply to anyone present in District buildings or on District grounds.

The Board hereby directs the Superintendent to formulate the necessary rules and procedures to ensure the enforcement and implementation of this nonsmoking policy.

Legal References: SDCL 22-36-2;
SDCL 34-46-2.

Resource: NSBA (1987). No Smoking: a Board Member's Guide to Nonsmoking Policies for the Schools. 1680 Duke Street, Alexandria, VA 22314

Adopted: 5-18-09

Revised:

Associated School Boards of South Dakota	NEPN Code: GBL
Policy Reference Manual	

PERSONNEL RECORDS

A file of personnel records shall be maintained in the Superintendent's office for each employee of the School District. A file shall be kept for all resigned or retired employees, including such essential information as specified by state and federal laws.

CONFIDENTIALITY

Personnel information concerning district employees is generally confidential. Some personnel information is "public record" and must be released to any person upon request:

- (1) salaries,
- (2) routine directory information, consisting of employee's name and address, and subject to the employee's right to direct that his/her address not be disclosed), and
- (3) employment applications and related materials submitted by individuals hired into executive or policymaking positions within the District.

However, any current or prior contract with any public employee and any related document that specifies the consideration to be paid to the employee is by law a public document and to which the public has the right to examine and make memoranda and abstracts therefrom during regular school hours.

Pursuant to state law, any record or document, regardless of physical form, created by the District in connection with the evaluation of the Superintendent constitutes personnel information and is not open to inspection or copying.

Records of an employee's evaluation shall not be released without the written consent of the employee unless authorized or required by law.

Files containing medical information regarding an employee, including employment accommodations pursuant to Americans with Disabilities Act (ADA) and Rehabilitation Act Section 504, will be kept separate from other personnel files and shall not be released without the written consent of the employee unless authorized or required by law.

TYPES OF INFORMATION

The records shall contain, at a minimum, the following information:

1. The correct name and the current address and telephone number of the employee;
2. An accurate record of the work experience of the employee;
3. Current data on education completed, including the transcripts of all academic work;
4. Proof of requirements fulfilled in order to be eligible for salary;

NEPN Code: GBL

Page 2 of 3

5. Current data on credentials and certification;
6. Records of assignment;
7. Evaluations of performance;
8. Letters of commendation, reprimand, or omission of duty.

USE OF PERSONNEL RECORDS

All the contents of the personnel records file shall be available for inspection by the employee concerned. The district reserves the right to have a member of the

Superintendent's office staff present at the time the employee inspects his or her personnel file. Similarly, at the time the record is reviewed, the employee shall have the right to have present a representative of his or her own choosing, if desired.

The employee shall have the right to respond in writing to all materials contained in the personnel file. Responses shall become part of the file.

Any complaints directed towards an employee, which are placed in the personnel file, are to be promptly called to the employee's attention in writing.

PARENTAL NOTICE

Consistent with and in accordance with No Child Left Behind, if the District receives Title I funds, at the beginning of the school year the District shall inform the parents of children attending school that the parents may request information regarding the professional qualifications of their children's teachers. Upon receipt of a parental request for this information, the District shall provide the following information:

- (1) whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction,
- (2) whether the teacher is teaching under "Plan of Intent" status,
- (3) the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree, and
- (4) whether the child is provided services by paraprofessionals and, if so, their qualifications.

The District shall provide a response to the parents' request in a timely manner. In addition, parents shall be provided timely notice that their children have been assigned or have been taught for four or more consecutive weeks by teachers who are not highly qualified.

Legal References: SDCL 60-4-12 (Presumption of good faith disclosure)

Public Law 107-110 (No Child Left Behind Act of 2001)

NEPN Code: GBL

Page 3 of 3

SDCL 1-27-1.5 (7) (Records not open to inspection)

SDCL 1-27-1.5 (15) (Records not open to inspection)

SDCL 13-42-70 (Evaluation records and documents not open to inspection or copying)

Adopted: 1/1/2007

Reviewed: 2/7/2013

Revised: 6/17/2014

Notes: ASBSD sample policies are intended to be a guide for school districts. As is the case with any policy, a local school district's unique circumstances, challenges and opportunities need to be considered.

Menno School District	NEPN Code: GBM
Policy Manual	

STAFF COMPLAINTS AND GRIEVANCES

The Board will encourage the administration to develop effective means for resolving differences that may arise among employees and between employees and administrators; reduce potential areas of grievances; and establish and maintain recognized channels of communication between the staff, administration, and the Board.

Grievance procedures should provide for prompt and equitable adjustment of differences at the lowest possible administrative level, and each employee should be assured opportunity for an orderly presentation and review of complaints and concerns. Channels established will provide for the following:

1. That teachers and other employees may appeal a ruling of a principal or other administrator to the Superintendent;
2. That all school employees may appeal a ruling of the Superintendent to the Board.

The machinery established for the resolution of grievances in agreements negotiated with recognized employee bargaining units will apply only to "grievances" as defined in the particular agreement.

Legal References: SDCL 3-18-1; 3-18-1.1; 3-18-15 through 3-18-15.3.

Adopted: 5-18-09

Revised:

Menno School District	NEPN Code: GCA
Policy Manual	

PROFESSIONAL STAFF POSITIONS

All professional staff positions in the school district will be created initially by the Board. It is the Board's intent to activate a sufficient number of positions to accomplish the school district's goals and objectives and to provide for the equitable staffing of each school building. Although such positions may remain temporarily unfilled, only the Board may abolish a position it has created.

Each time a new position is established by the Board, the Superintendent will present for the Board's approval a job description for the position, which specifies the job holder's qualifications and the job's performance responsibilities. The Superintendent will maintain a comprehensive set of job descriptions for all positions.

Legal References: SDCL 13-43-16

Adopted: 5-18-09

Revised:

Menno School District	NEPN Code: GCBD
Policy Manual	

PROFESSIONAL STAFF LEAVES AND ABSENCES

The Board believes that the provision of leaves helps to attract and retain faculty who will continue to grow professionally, maintain their physical health, and have a feeling of security. This is done by:

1. Providing the employee with an opportunity for continued professional growth.
2. Encouraging the employee to take the necessary time to recuperate from illnesses.
3. Providing the employee with income in the event of illness or accident.
4. Providing a way for the employee to arrange for absence in the event of an emergency.
5. Cooperating with the employee in arranging time for the performance of certain obligations or for other personal purposes that can be accomplished only during school time.

Leave requests will be made to the Superintendent or designee. All requests for long-term leaves of absence will be submitted by the Superintendent, along with his/her recommendation, for Board approval.

Legal References:

Adopted: 5-18-09

Revised:

Menno School District	NEPN Code: HA
Policy Manual	

NEGOTIATIONS GOALS

The Board recognizes that education is a public trust; it therefore is dedicated to providing the best possible educational opportunities for the young people of this community. In negotiations, this objective may be best attained if there is a climate of mutual trust and understanding between the negotiating parties.

The Board believes that the best interests of public education will be served by establishing procedures that provide an orderly method for the Board and representatives of the staff to discuss matters of common concern.

It is further recognized that nothing in negotiations should compromise the Board's legal responsibilities, nor should any employee's statutory rights and privileges be impaired.

Legal References:

Adopted: 7-13-09

Revised:

Menno School District	NEPN Code: HB
Policy Manual	

NEGOTIATIONS LEGAL STATUS

The Board negotiates salary and other conditions of employment with employee groups under requirements and subject to limitations set forth in the state law.

Under the South Dakota Codified Laws, public employees—including members of the teaching profession—may join or refuse to join without prejudice any organization for professional or economic improvement. Representatives of the teachers and the Board will meet at reasonable times to negotiate with respect to rates of pay, wages, hours of employment, and other conditions of employment; to confer in good faith; and to attempt to negotiate an agreement.

Support personnel are given the right to organize and to join any employee organization and to bargain collectively through representatives of their own choosing. The Board has the duty to confer in good faith with respect to wages, hours, and other conditions of employment, and to attempt to negotiate an agreement.

These laws state further that anything therein "does not compel either party to agree to a proposal or require the making of a concession."

Established by law

Legal References: SDCL 3-18-2; 3-18-3; 3-18-8

Adopted: 7-13-09

Revised:

Menno School District	NEPN Code: HC
Policy Manual	

SCOPE OF NEGOTIATIONS

In accordance with state law, the Board will negotiate with officially recognized employee bargaining groups on the following items: wages, salary, and other conditions of employment. Other mutually agreed-upon terms and conditions of professional service may also be negotiated as determined by the Board.

Legal References: SDCL 3-18-3;
West Central Education Association v. West Central School District 49-4
and Board of Education, 2002 SD 162

Adopted: 7-13-09

Revised:

Menno School District	NEPN Code: HD
Policy Manual	

SCHOOL BOARD NEGOTIATING POWERS AND DUTIES

The Board has a duty to bargain in good faith with recognized staff units on wages and other conditions of employment. It also has the privilege to refuse to negotiate in certain areas.

The Board will not:

1. Interfere with, restrain, or coerce employees in the exercise of their right to organize.
2. Dominate, interfere or assist with the formation, existence, or administration of any employees' bargaining agent, or contribute to its financial support.

3. Discriminate in employment or tenure or in any condition of employment to encourage or discourage membership in any employee organization.
4. Discharge or otherwise discriminate with regard to any employee because he signed or filed any affidavit, petition, or complaint pursuant to the negotiations law.
5. Refuse to negotiate in good faith.
6. Fail or refuse to comply with any provision of state law relating to negotiations.

Legal References: SDCL 3-18-3.1

Adopted: 7-13-09

Revised:

Menno School District	NEPN Code: HE
Policy Manual	

BOARD NEGOTIATING AGENTS

The Board is ultimately responsible for negotiating with employee units. Prior to commencement of any negotiations, the Board--with the assistance of the Superintendent--will decide whether to appoint a labor lawyer, a professional negotiator, or a representative from within the school district to serve as the Board's chief negotiator. The balance of the Board's negotiating team will be selected by the Board with assistance from the Superintendent.

The fee or salary for a professional negotiator will be established by the Board at the time of appointment.

Negotiations will be conducted only as directed by the Board. No agreement will be effective until the Board has accepted it and officially designated its representatives to sign it.

Legal References:

Adopted: 7-13-09

Revised:

Menno School District	NEPN Code: HH
Policy Manual	

PRIVILEGES OF STAFF NEGOTIATING ORGANIZATIONS

In accordance with state law, recognized employee organizations or their agents will not:

1. Restrain or coerce an employee in the exercise of the rights guaranteed to the employee by state law.
2. Restrain or coerce an employer in the selection of his representative for the purpose of negotiating or the adjustment of a grievance.
3. Cause or attempt to cause an employer to discriminate against an employee due to membership or non-membership in an employee organization, or to whom membership in such organization has been denied or terminated for some reason.
4. Refuse to negotiate collectively in good faith with an employer.

Established by law

Legal References: SDCL 3-18-3.2; 3-18-3.3

Adopted: 7-13-09

Revised:

Menno School District	NEPN Code: HJ
Policy Manual	

NEGOTIATIONS PROCEDURES

Following the granting of recognition to an organization to represent an employee unit, the Board, through its designated representatives, will meet with the representatives of the organization to negotiate and attempt to reach agreement on matters pertaining to salaries, terms, and conditions of employment, and processing of alleged grievances.

INITIATION OF NEGOTIATIONS

The Board will make an effort to begin negotiations well in advance of contract issuance. A written request to begin negotiations will be sent to the employee unit representatives, and reasonable time will be given to the representatives to respond to the Board's request.

TIME AND PLACE OF NEGOTIATIONS

Negotiations meetings will be scheduled at times which will interfere least with school schedules and the educational program. They will be conducted at times and places mutually agreeable to the negotiators named by each party. At the first meeting, the date and location of the subsequent meeting will be scheduled, and so on. Meeting schedules will be realistic.

CONDUCT OF NEGOTIATIONS

Individual Board members cannot negotiate privately with representatives of any employee unit. Each negotiating team will be limited to a specific number of individuals determined jointly by the Board and the negotiating organization.

During negotiations, the representatives of the Board and the organizations will present relevant data, exchange points-of-view, and make proposals and counterproposals. Upon the request of either party, the other will make available for inspection its records and data pertinent to the subject of negotiations.

Formal negotiations meetings between the parties will be conducted in closed session, unless an open session is agreed upon by both parties.

It is the responsibility of each negotiations team to keep its own records of the proceedings. No electronic recording devices will be allowed by the Board.

If one party calls for a caucus, that party will move to another location for its caucus. Each party will determine which representatives may be present at its caucus.

COMMUNICATIONS

Press releases regarding negotiations progress are the responsibility of each team. The Board will have the responsibility of communicating on a continuous basis to the community.

REACHING AGREEMENT

All tentative agreements will be written and initialed by spokespersons of the respective negotiating teams. Agreements will be tentative until approved by the employee organization and adopted by the Board.

Legal References: SDCL 3-18
Adopted: 7-13-09
Revised:

Menno School District	NEPN Code: HL
Policy Manual	

PRELIMINARY NEGOTIATED AGREEMENT DISPOSITION

If a tentative settlement is reached between an employee organization and the Board, the designated representatives of both parties will recommend ratification by their respective groups. If either the Board or the employee organization memberships fail to ratify the tentative agreement, negotiations will be continued for a specified period of time in an effort to work out differences locally, prior to declaring impasse and commencing conciliation or fact-finding procedures.

Legal References: SDCL 3-18-7

Adopted: 7-13-09

Revised:

Menno School District	NEPN Code: IA
Policy Manual	

INSTRUCTIONAL GOALS

The educational program of the district will be designed to perpetuate and develop the principles and values for life in our democratic society. To this end, the Board will provide opportunities and training so students may become educated Americans who are physically strong, morally and spiritually responsible, and economically capable. Through guidance and by example, our students should develop self-confidence, self-understanding, and respect for others. They should acquire skill in solving problems they will encounter and demonstrate a desire to gain new knowledge. In substance, the aim of our schools will be to assist in the development of the complete person, recognizing that this is a shared responsibility with the home, the church, and other agencies.

To achieve these ideals, the Board recognizes the necessity of meeting the needs of the individual and the society. Thus, the curriculum must be flexible and adapted to individual abilities and differences. It must also be adjustable to changing conditions in order that our students may be academically, physically, socially, and morally prepared to progress.

The Board recognizes its responsibility to develop an educational program that will provide:

1. An environment in which the individual student is prepared to fulfill his or her moral, social, political, economic, and cultural responsibilities to the community, nation and world;

2. Attention to the development and practice in the fundamental skills of reading, writing, speaking, listening, observing and reasoning;
3. School experiences in democratic living to enable a student to hold, to share, cooperate, and assume responsibility in family living and in society;
4. Opportunities for acquiring an understanding of the principles of physical health and safety, which will carry over to the student's daily life;
5. An appreciation and knowledge of the cultural, scientific, and ethical aspects of our society;
6. An educational atmosphere that will enhance the student's mental, emotional, and social development.

The Board recognizes its obligation to provide the necessary equipment, instructional materials, and staff to facilitate the implementation of this philosophy.

Legal References:

Cross References: AD, Educational Philosophy

Adopted:8-11-09

Revised:

Menno School District	NEPN Code: IB
Policy Manual	

ACADEMIC FREEDOM

Academic freedom may be defined as the right of qualified scholars in their own field of expertise to pursue the search for truth in its many forms, and to make public their methods and findings. It is the right of qualified teachers to encourage freedom of discussion of controversial questions in the classroom, and to develop in students a love of knowledge and a desire to search for truth. The teachers should keep in mind that academic freedom is not a guaranteed political right, but rather a necessary condition for the successful practice of the academic profession in a free society.

The board believes however, that academic freedom also carries with it academic responsibility, which is determined by the basic ideals, goals, and institutions of the local community as they are expressed in the goals and objectives of the school district.

As a consequence of its responsibility to guarantee academic freedom to both students and teachers, the board expects that:

1. All classroom studies will be curriculum-related, and will be presented factually, objectively, and impartially.
2. Teachers will create and maintain an atmosphere of open-mindedness and tolerance.
3. Teachers will not attempt directly or indirectly to limit or control the students' judgment concerning any issue, but will make certain that full and fair consideration is given to the subject and that facts are carefully examined as to their accuracy and interpretation.

While the Board intends to protect teachers from any undue restraint that interferes with their classroom duties, the ultimate responsibility for determining curriculum, textbooks, and teaching methods must rest with the Board. It also expects that when controversial issues are presented, the maturity and intellectual grasp of students will be taken into account.

Legal References:

Cross References: INB, Teaching About Controversial Issues

Adopted: 8-11-09

Revised:

Menno School District	NEPN Code: IC
Policy Manual	

SCHOOL YEAR – SCHOOL CALENDAR

The school calendar for the ensuing year will be prepared by the Superintendent with input from the certified staff and submitted to the Board for approval prior to July 1 of each year. The school calendar will meet or exceed the minimum number of instructional days required by law.

The calendar sets forth the days schools will be in session, holidays and vacation periods, in-service training days, teacher orientation days, and days of reports to parents, and other such designations as the Superintendent or Board deems appropriate.

Legal References: SDCL 13-26-1; 13-26-2; 13-26-4; 13-26-4.1; 13-26-9; 13-26-17

Adopted: 8-11-09

Revised:

Menno School District	NEPN Code: ID
Policy Manual	

SCHOOL DAY

It is the responsibility of the Board to establish the beginning and dismissal times at the various school levels. These hours will satisfy the time requirements established by state law.

The administration is authorized to make minor changes in opening and closing times to facilitate the scheduling of transportation; however, any major changes in schedules are subject to Board approval.

Legal References: SDCL 13-26-1

Adopted: 8-11-09

Revised:

Menno School District	NEPN Code: IE
Policy Manual	

ORGANIZATION OF INSTRUCTION

The Board is responsible for public education, kindergarten through grade 12, throughout the district. It also has assumed responsibilities for adult education and pre-school services in the district.

The grouping and housing of instructional levels in school facilities throughout the district, and the administration of the instructional program, will be according to plans developed by the administrative staff and approved by the Board.

Legal References: SDCL 13-33-3

Adopted: 8-11-09

Revised:

Menno School District	NEPN Code: IF
Policy Manual	

CURRICULUM DEVELOPMENT

Rapid social change, technological development, and expansion of knowledge are facts of contemporary life. Public education must respond appropriately. Therefore, it is imperative that individual schools, the school system as a whole, and the Board continuously review and evaluate existing programs and practices, and adjust, modify, or change them as found advantageous in effectively meeting the needs of students and the expectations of the community. Therefore, the Board expects:

1. The administration and faculty to be perpetually sensitive to changing conditions that may require changes in curriculum;
2. All programs to be under continuous evaluation to see that they meet the needs of children;
3. The school system to undertake intensive curriculum evaluation and revision in certain areas from time to time as the need for this is demonstrated.

The Board will hear regular reports on district programs and ongoing curriculum study and revision. It will consider recommendations of the staff for intensive curriculum study and may authorize the establishment of task forces to work in particular areas. It will also be receptive to the desires of parents and students in considering changes in the curriculum.

As found desirable, the Board may appoint advisory committees and/or ad hoc Board committees to join with the faculty in examining desirable changes in particular areas.

Recommendations for curriculum changes submitted through appropriate channels will be acted upon by the Board. The curriculum will always be prescribed by the Board in accordance with state requirements.

Legal References:

Adopted: 8-11-09

Revised:

Menno School District	NEPN Code: IFB
Policy Manual	

PILOT PROJECTS

The professional staff of the school district will be encouraged to seek improvement of the educational program of the schools through all appropriate means, including carefully designed experimental or pilot programs.

A pilot program is defined as a new major program, planned on a limited scale and implemented to determine the degree to which the program would be applicable for future large-scale district adoption. Pilot programs may be approved by the Board for one, two or three years. Board approval will be required to move any pilot program to regular status or to extend the approval time for pilot programs. Modifications of present programs are not considered to be pilot programs.

The Superintendent will submit to the Board status reports and evaluations on all such programs at least once a year. The responsibility for conducting the evaluations will be assigned to persons other than those who have designed or carried out the program.

Legal References:

Adopted: 8-11-09

Revised:

Menno School District	NEPN Code: IFD
Policy Manual	

CURRICULUM ADOPTION

The Board will rely on its professional administrators to design and implement instructional programs and courses of study that will forward the educational goals of the school district.

The Superintendent will have authority to approve new programs and courses of study after such changes have been thoroughly studied and found to support educational goals. The Board itself will consider, and officially adopt, new programs and courses only when they constitute an extensive alteration in instructional content or approach. (An example might be the adoption of an innovative sequential program in a basic subject-matter area for all elementary grades.)

However, the Board wishes to be informed of all new courses and substantive revisions in curriculum. It desires to receive reports on changes under consideration, and an annual report on programs and courses offered in the schools. Its acceptance of these annual reports, including a listing of the high school program studies, will constitute its official adoption of the curriculum.

Legal References:

Adopted: 8-11-09

Revised:

Menno School District	NEPN Code: IGA
Policy Manual	

BASIC INSTRUCTIONAL PROGRAM

The determination of curriculum is fundamentally the responsibility of each school district in the state. However, the curriculum must meet certain educational requirements set by statute and by the Department of Education.

Because education is a life-long process, the educational program in this school district will provide both formal studies to meet the general academic needs of students, and opportunities for students to develop individual talents and interests that will help them progress in vocational, business, and other specialized fields.

In our schools, an atmosphere will prevail in which healthy growth is fostered, ability is recognized, and excellence encouraged, and in which a productive life is held before pupils as a model to emulate.

The various instructional programs will be developed so that each child, in his or her progression through the various grades of our schools, receives a balanced, varied, and sequentially organized education that will serve his or her educational needs and prepare him or her for a productive, useful life in society. Different abilities and interest levels will be served to meet this goal.

COMMITTED TO THE BASICS

As one of its educational priority objectives, the Board has endorsed the concept that a good basic education is the heart of preparation for any career or life goal.

The Board believes that a prime important objective of our schools should be to adequately provide each student with the basic skills of reading, writing, oral communications, and basic mathematics. No citizen can function adequately without these skills.

In addition to its commitment to the teaching of basic skills, the Board in its educational philosophy and its statement of goals and objectives, has committed itself to developing in students the means for self-realization and self-expression; the ability to form positive human relationships; a positive attitude towards—and fundamental skills to function within—the world or work; a sense of civic responsibility; self-discipline; and an attitude towards learning that will recognize that education is a life-long process that does not end with formal education. To develop these skills and abilities the Board will encourage exposure to the fine arts, physical education, sciences, and social sciences.

Legal References: SDCL 13-3-48;
SDCL 13-33-1; 13-33-11

Adopted: 8-11-09

Revised:

Menno School District	NEPN Code: IGAA
Policy Manual	

CITIZENSHIP EDUCATION

It is a prime responsibility of the district to help students understand, appreciate, and feel a responsibility to perpetuate our American heritage, customs, traditions, and ideals. Therefore, the Board directs that students will be instructed in the history and the Constitution of the United States, the history and constitution of the state of South Dakota, and the general principles of free government so they can comprehend the rights, duties, and dignity of American citizenship. Also, students will be instructed on the proper manner to honor, respect, and display the flag of the United States.

The following citizenship education activities will be made available at the appropriate grade level on a regular basis:

1. Learning and reciting the Pledge of Allegiance;
2. Learning and singing a variety of patriotic songs, including the National Anthem;
3. Listening to or reading stories about famous and/or historical facts or events;
4. Participating in student government activities;
5. Participating in a wide variety of local, state, and national government classroom simulations that include, but are not limited to, mock elections, mock trials, and/or mock legislatures;
6. Participating in patriotic exercises and observances in the classroom and/or in conjunction with school programs and events deemed appropriate for the occasion;
7. Participating in any other activity that will lead to making students aware of their responsibility for the preservation of a free and democratic society as citizens of the United States.

Individual staff members who wish to provide a citizenship program different from the activities outlined above should submit such programs in writing to the building administrator in charge of instruction.

Legal References: SDCL 13-24-17; 13-24-17.2
SDCL 13-33-4

Adopted: 8-11-09

Revised:

Menno School District	NEPN Code: IGAB
------------------------------	------------------------

Policy Manual	
----------------------	--

HUMAN RELATIONS EDUCATION – MORAL AND CHARACTER INSTRUCTION

Although the home and other community institutions play an important role in contributing to the moral attitude of students, the Board recognizes that the schools may also influence a student's attitude and thinking.

The district will provide special character instruction intended to impress upon the minds of students the importance of self-discipline, self-respect, sexual abstinence, patriotism, citizenship, respect for the contributions of minority and ethnic groups to the heritage of South Dakota, regard for the elderly and respect for authority.

In developing curriculum for various courses, the Superintendent and the professional staff will keep in mind lessons, which can contribute to the character instruction of the students. In addition, through the performance of their own activities staff members should keep in mind that they serve as role models for the students, and instruct students in these areas.

The Board will encourage parents and other community members to join them in providing guidance to students to enable them to develop their own code of ethics.

Legal References: SDCL 13-33-6.1

Adopted: 8-11-09

Revised:

Menno School District	NEPN Code: IGAC
Policy Manual	

TEACHING ABOUT RELIGION

The Board recognizes that religious education is the responsibility of the home and church. Within the school district, neither the Board nor any of its employees will promote any particular religious belief or non-belief. All students and staff members will be encouraged to appreciate and be tolerant of an individual's religious views. In the spirit of tolerance, students and staff members may be excused from participating in school activities—such as holiday assembly programs—which may be contrary to their religious beliefs.

The Board, however, realizes the importance of religion in history, culture, and the arts cannot be ignored and should have a place in education. A distinction will be made, however, between the studies as part of the curriculum and the celebration of religious holidays in a manner that is devotional, or doctrinal, or both. The distinction rests on whether the purpose or effect of such practices is the advancement of religion.

The Superintendent will develop administrative regulations that will include guidelines which are in consonance with the philosophy that religion in the schools must be educational in nature, and that the schools must be sensitive to all beliefs.

Legal References: SDCL 13-33-9

Adopted: 8-11-09

Revised:

Menno School District	NEPN Code: IGAC-R
Policy Manual	

ADMINISTRATIVE GUIDELINES FOR RELIGION IN THE SCHOOL

- 1) The music concerts may have religious songs in the program.
- 2) If the concert does include religious songs, then there will be a variety of secular and non-secular songs in the concert.
- 3) The program/concerts must not foster any particular religious tenets and must be presented objectively.
- 4) All music concerts and dramas must be approved by the superintendent prior to the first rehearsal.
- 5) In the spirit of tolerance, students and staff members may be excused from participating in school activities--such as holiday assembly programs--which may be contrary to their religious beliefs.
- 6) Baccalaureate will be held by the ministerial association. The ministerial association will work with the administration in providing the time and place for the Baccalaureate. Attendance at Baccalaureate is not required.

Legal References: SDCL 13-33-9

Adopted:

Revised:

Menno School District	NEPN Code: IGAG
------------------------------	------------------------

TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO

The Board views with grave concern the serious implications of drug, alcohol, and tobacco use by people, specifically young people, all over the United States and especially in the school district. In keeping with its primary responsibility--the education of youth--the Board charges the professional staff of the district to continue to investigate the causes of student and school staff involvement with drugs and alcohol, and to develop suitable preventive measures however and whenever feasible.

The Board and the professional staff will continue to seek ways to educate students and school staff of the district about the dangers of the illegal use of drugs and the abuse of alcohol; they will support the majority of our students and staff who are resisting such use. Instructional units will include sessions about the causes and effects of drugs and alcohol abuse, especially in young people.

The following objectives must be realized if the goal of minimizing drug and alcohol abuse is to be achieved:

1. Students must be encouraged to identify the problem and its causes, and to organize to solve it.
2. They should understand the nature of legal and illegal drugs.
3. They must be encouraged to develop a set of values and behavioral insights, which will give them a deeper understanding of themselves and society.
4. They must be encouraged to identify the variety of alternative forms of behavior, other than drug or alcohol abuse, which are available to satisfy their needs.
5. They must be encouraged to make constructive decisions concerning the use of drugs and alcohol.

While the Board in no way condones the abuse of illegal or harmful substances, it is in the interest of students and staff health that an "ombudsman" climate be created in the schools so that people with problems may seek and receive help without fear of reprisal.

Legal References:

Cross References: JFCH, Alcohol and Other Drug Use by Students
JFCI, Student Drug Abuse

Adopted: 8-11-09

Revised:

Menno School District	NEPN Code: IGAH
Policy Manual	

FAMILY LIFE AND SEX EDUCATION

The Board believes that the purpose of family life and sex education is to help students acquire factual knowledge, attitudes, and values that will result in behavior that contributes to the well-being of the individual, the family, and society.

Helping students attain a mature and responsible attitude toward human sexuality is a continuous task of every generation. Parents have the prime responsibility to assist their children in developing moral values. The schools should support and supplement parents' efforts in these areas by offering students factual information and opportunities to discuss concerns, issues, and attitudes inherent in family life and sexual behavior, including traditional moral values.

In addition to the requirements listed below, the customary policies and regulations concerning the approval of new curriculum content, units, and materials will apply to any course(s) dealing with family life and sex education offered by the district:

1. Instructional materials to be used in family life and sex education will be available for review by the parent or guardian during school hours.
2. If, after review of materials used and a conference with the instructor and principal, a parent requests that his child not participate in a given aspect of the course, an alternate educational assignment will be arranged for the student with the approval of the principal.
3. Teachers who provide instruction in family life and sex education will have professional preparation in the subject area, either through pre-service or in-service education.

Legal References: SDCL 13-33-6.1

Adopted: 8-11-09

Revised:

Menno School District	NEPN Code: IGAJ (AE)
Policy Manual	

WELLNESS POLICY

To support its mission, the District will provide an environment that cultivates maximum student potential. Nutrition influences a child's development, health, well-being and potential for learning. To afford students the opportunity to fully participate in the educational process, students must attend school with minds and bodies ready to take advantage of their learning environment. This district-wide nutrition policy encourages all members of the school community to create an environment that supports lifelong healthy eating habits. Decisions made in all school programming need to reflect and encourage positive nutrition messages and healthy food choices.

The policy of the School District is to:

1. Provide a positive environment and appropriate knowledge regarding food:
 - f) Ensure that all students have access to healthy food choices during school and at school functions.
 - g) Provide a pleasant eating environment for students and staff.
 - h) Allow a minimum of 20 minutes for students to eat lunch and socialize in the designated cafeteria area.
 - i) Enable all students, through a comprehensive curriculum, to acquire the knowledge and skills necessary to make healthy food choices for a lifetime.
 - j) Enable all students to acquire the knowledge about sanitary food handling practices. Examples: Proper hand washing practices before eating; touch only food you're going to take and eat at the service line; use utensils provided on the service line for taking food.
2. When using food as a part of class or student incentive programs, staff and students are encouraged to utilize healthy, nutritious food choices.
3. When curricular-based food experiences are planned, staff and students are encouraged to seek out good nutrition choices whenever appropriate.
4. Reduce student access to foods of minimal nutritional value.
 - c) In keeping with contractual obligations to the National School Lunch/Breakfast programs, ensure the integrity of the school lunch program by prohibiting food and beverage sales that are in direct conflict with the lunch/breakfast programs.

- d) Encourage the practice of good nutrition by reducing the sale or distribution of foods of minimal nutritional value through a four-year plan that focuses on:
 - iv. Reducing access to non-nutritional foods.
 - v. Educating students about healthy foods.
 - vi. Selective pricing that favors sales of healthy foods.
- 5. To accomplish these goals:
 - j) Child Nutrition Programs comply with federal, state and local requirements.
 - k) Child Nutrition Programs are accessible to all children.
 - l) Sequential and interdisciplinary nutrition education is provided and promoted.
 - m) Patterns of meaningful physical activity connect to students' lives outside of physical education.
 - n) All school-based activities are consistent with local wellness policy goals.
 - o) All foods and beverages made available on campus (including vending, concessions, a la carte, student stores, parties, and fundraising) during the school day are consistent with the current Dietary Guidelines for Americans.
 - p) When parents and staff are using foods and beverages as positive reinforcement in the classroom, we encourage them to have them be consistent with the current guidelines.
 - q) All foods made available on campus adhere to food safety and security guidelines.
 - r) The school environment is safe, comfortable, pleasing, and allows ample time and space for eating meals.

The Menno School District will follow the requirements from the South Dakota Department of Education with regard to Physical Education. Cardiopulmonary Resuscitation(CPR), which includes, use of the Automated External Defibrillator(AED) device, will be taught in 8th grade PE and HS PE/Health classes, annually.

The Menno School District will follow the nutritional guidelines of the National School Lunch Program and the National School Breakfast Program.

Legal References: 42 USC 1751-1769;
42 USC 1771-1791;
7 CFR 210.1-210.31;
7 CFR 220.1-220.21.

Adopted: 10-13-08
Amended: 5-11-15
Revised: 6-13-16

Menno School District	NEPN Code: IGBA
Policy Manual	

PROGRAMS FOR CHILDREN WITH DISABILITIES

In keeping with the philosophy that a public school system is responsible for the education of all children within the community and, further, that every child is entitled to equal education opportunity, the Board will provide programs and services designed to meet the individual needs of children with disabilities, birth through 21.

The ultimate goal of these programs will be to have children with disabilities become as self-sufficient as their disability permit and to increase their life options and opportunities for personal liberty, happiness, and participation in our society.

Seeking out young children with disabilities so that they may receive special instruction in early childhood is part of this responsibility. The purpose of identifying these and older children and their disability is not to categorize them as disabled, but to determine and provide the most appropriate education and related service possible for each one.

The Board believes that most children with disabilities can be educated in the regular school program if they are given special instruction, accommodations, and the support they need. These children should also be given opportunity to participate in the school's nonacademic and extracurricular activities.

However, the Board recognizes that the needs of certain children are so great that special programs, special classes, or special schools may be necessary. When appropriate programs, services, or facilities are not possible within the district's schools, the district will provide these children with access to schools where such instruction and accommodations are available.

It is the desire of the Board that the schools work closely with parents in designing and providing programs and services to children with handicaps. Parents must be informed, and conferred with, whenever a child is referred for a comprehensive evaluation of a diagnosis of learning disability or other disability. In event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parents must be accorded the right of due process. The schools must also obtain parental consent before releasing the child's records to anyone other than a school official.

The Board will secure properly trained personnel to work with the disabled children. The financial commitment necessary to meet the needs of all disabled children is extensive, and the Board, in accordance with state law, will include an amount in the district tax levy, not to exceed one and four tenths mills, which will be earmarked as the special education fund, to meet the needs of children who require special or prolonged assistance. In addition, the Board will seek other available funding for these programs.

DEVELOPMENT OF AN INDIVIDUAL EDUCATION PROGRAM (IEP)

A local placement committee will be comprised of parents, the child when appropriate, the Superintendent or designee, a regular classroom teacher receiving or referring a child, an educator from the field of special education, and, if necessary, an evaluator to interpret the multidisciplinary data. This committee will be responsible for the identification of disabled children, the diagnosis of disabilities, the design of an individual education program (IEP), and for placement and evaluation procedures. All procedures will be in accordance with federal and state requirements.

The individual plan determined by the local placement committee will be developed in accordance with each child's individual needs. The IEP will be approved by the local placement committee. The plan will provide for frequent reevaluation of the child's needs, progress, and of the effectiveness of the program being offered.

The local placement committee will base its decision as to whether to place a child in a regular classroom, or in a special program, class, or school on the best interests of the child. However, the needs of other children in the school will also be considered.

Legal References: The American Disabilities Act, July 26, 1990;
SDCL13-37;
ARSD 24:05:13 through 24:05:35.

Adopted: 8-11-09

Revised:

Menno School District	NEPN Code: IGBC
Policy Manual	

LIMITED ENGLISH PROFICIENCY INSTRUCTION

The School Board will provide a program of language instruction to students who have limited English proficiency. Student participation in any language instruction program or instruction in English as a second language is voluntary and requires written parental permission.

Students who meet any one or more of the following criteria shall be identified as being limited in English proficiency:

A student who:

1. Was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant.
2. Is a Native American or Alaskan Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on the student's level of English language proficiency.
3. Is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant.
4. Who has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to team successfully in classrooms where the language of instruction is English or to participate fully in our society.

TUTORIAL PROGRAMS

Students who are certified to receive educational services through the State Migrant Education Department in cooperation with the State Department of Education are offered 30-minute tutorial help during the school day in the areas of reading, math, and language arts. Criteria for eligibility include students who have moved into a district within the last six years from another district or state and whose parents seek either seasonal or temporary employment in agriculture.

NO CHILD LEFT BEHIND ACT OF 2001

If this district receives federal funding for Limited English Proficient (LEP) Programs, the following will be provided:

1. Parents will be notified of their student's placement in a language program and their options associated with that placement. Notification will include the reasons for identifying the child as LEP and the reasons for placing the child in the specified program. Notification must be made within 30 days of the beginning of the school year or within two weeks of child's placement into the program.
2. Students will participate in regular assessments in a manner that will yield an accurate assessment. Test waivers may be granted on a case-by-case basis for LEP students who demonstrate unusual and unique circumstances; however, students who have been educated in the United States for three years are required to participate in reading/language arts assessment in English.
3. Certification that teachers in the program are fluent in English as well as other languages used in instruction (if the district receives sub-grants).
4. Evaluation of the program and the academic success and language achievement of the students in the program.

Parents will be notified of:

- A. Their child's level of English proficiency and how such a level was assessed,
- B. The status of their child's academic achievement.
- C. The method of instruction used in the program in which the child is placed, and the methods of instruction used in other available programs.
- D. Information as to how the program will meet their child's educational strengths, assist him/her to learn English, and meet age-appropriate academic achievement standards.
- E. Exit requirements for the program.
- F. If the child has a disability, a statement as to how the LEP will meet the objectives of the child's IEP.

Consequences of inadequate yearly progress include notification of parents, development of improvement plans, and restructuring of programs or the district will lose federal funds.

For non-English speaking parents, the district will arrange to provide translations of this information in their native language.

Legal References: P.L.107-110, No Child Left Behind Act of 2001

Cross References: IL, Testing Programs

Adopted: 8-11-09

Revised:

Menno School District	NEPN Code: IGBG
Policy Manual	

HOMEBOUND INSTRUCTION

The Board will provide, as appropriate, homebound instruction for students who are expected to be out of school for an extended period of time due to illness or injury, upon the request of the parents and with the approval of the family physician.

In each case, the physician must certify that the student will be unable to attend school for the length of time specified and that he is capable of receiving home instruction.

Upon the recommendation of the building principal to the Superintendent, either a homebound instructor will be employed, or a classroom teacher will provide instruction after regular school hours with compensation set as negotiated by the Board. Courses and methods of instruction will be consistent with those provided in the regular school setting.

Home instruction will be given only on those days when school is in session. The Superintendent will approve each application before home instruction can commence.

Home instruction will be terminated when the student is capable of returning to school, based on recommendations of the student's parents, the family physician, and the homebound instructor.

Legal References:

Adopted: 8-11-09

Revised:

Menno School District	NEPN Code: IGC
Policy Manual	

EXTENDED INSTRUCTIONAL PROGRAMS

The Board recognizes that learning can and does exist beyond the confines of the school walls, and that students may participate in diverse learning programs throughout the school year. Upon recommendation of the Superintendent, the Board may award credit for promotion and/or graduation through the results of proficiency testing, correspondence courses, life experiences, work experiences, and other informal educational endeavors. In awarding credit for such programs and experiences, the Board will use the following guidelines:

1. That the course be accepted as responsive to the learner's needs.
2. That it be administered by pre-approved and responsible persons or organizations, which meet the standards for accreditation described in state law.
3. That the individual request has the approval of a teacher in the academic area of study, the building principal, and the Superintendent.

Legal References:

Adopted:9-14-09

Revised:

IGDK-L

SOUTH DAKOTA HIGH SCHOOL ACTIVITIES ASSOCIATION ELIGIBILITY CHECKLIST FOR ALTERNATIVE INSTRUCTION STUDENTS

(Completed on an Annual Basis)

Member School Menno High School

Date Completed _____

Student Name _____ Grade _____

The alternative instruction student must comply with all the items on this checklist in order to participate in SDHSAA sanctioned events. Please check (X) each requirement that has been fulfilled. The aforementioned student:

____ meets age/grade requirements (grade 7 or higher, but has not reached his/her 20th birthday)

____ has not attended more than 4 first semesters and 4 second semesters of school in grades 9-12. These semesters must be consecutive

____ has completed 20 hours of high school work per week for the preceding semester, unless entering high school for the first time. Twenty hours is equivalent to four full time academic subjects

____ will attend a minimum of 20 hours of high school work per week, at the alternate instruction site, during

each semester of the current school year

_____ seventh and eighth grade students may compete on high school teams provided they meet scholastic standards fully equivalent to those required for students in grades 9-12

_____ has not graduated from a regular four-year high school or institution of equivalent rank

_____ was attending classes by the 16th school day of the current semester

_____ has not been absent from classes for more than 10 consecutive school days (illness of the student or a death in the immediate family excepted)

_____ resides with either a parent or a legal guardian (or court placement documents)

Additional Athletic Eligibility Rules

_____ has current forms for parent permit and SDHSAA athletic physical examination

_____ has never participated in an athletic contest under an assumed name

_____ has never participated in athletics in any institution of higher rank than a standard secondary school

_____ has never violated his/her amateur standing

_____ is not participating as an individual or as a member of another team during the same sport season while a member of a high school team (i.e. playing on a Y-basketball team during the high school basketball season)

Additional Fine Arts Eligibility Rules

_____ is currently enrolled and attending the local school's parallel musical organization prior to auditioning and/or participating in Region Music Contests, All-State Chorus, All-State Orchestra or All-State Band. If a student tries out for and makes an All-State event, after which the student quits the high school music organization, the student is not eligible to perform in the All-State event for he/she is no longer actively involved in the local school's music group.

Revised 7/11 Eligibility - 7

ALTERNATIVE INSTRUCTION COMPLIANCE

Student:

_____ has provided school officials with acceptable documentation of compliance with all rules governing alternative instruction programs

_____ has met all member school eligibility requirements as per SDHSAA Bylaws, Chapter I, Part IV, Section 1, page 8 relating to age, enrollment, eight semester rule and the scholastic/academic eligibility rules

_____ has not been declared academically ineligible in any accredited school during the past year. If a student has been declared academically ineligible, he/she is ineligible to participate in SDHSAA events as an alternative instruction student for a period of one year.

_____ has not been enrolled in an accredited school during the past calendar year

_____ has not transferred eligibility through SDHSAA athletic open enrollment from another member school. If so, list member school previously competing with and date of transfer.

Previous school: _____

Date of transfer: _____

This is allowed one time during the four years of eligibility. If the SDHSAA athletic open enrollment transfer occurs at the beginning of the school year, the student would become eligible immediately.

For students not enrolled on the first day of the school year at the school they are open enrolling to:

• **SDHSAA athletic open enrollment students enrolled in a SDHSAA member school which operates a five (5) day week shall become eligible on the forty-sixth (46th) scheduled day of school provided all other SDHSAA regulations are met.**

• **SDHSAA athletic open enrollment students enrolled in a SDHSAA member school which operates a four (4) day week shall become eligible on the thirty-seventh (37th) scheduled day of school provided all other SDHSAA regulations are met.**

This is applicable to the initial transfer only. Any subsequent transfer results in ineligibility for one year from the date of transfer.

We verify that we are in compliance with Chapter 1, Part IV, Section 1, page 8 of the SDHSAA Constitution and Bylaws relating to age, enrollment, eight semester rule and the scholastic/academic eligibility rules and SDCL 13-27-3 rules and regulations. Furthermore, we acknowledge and accept that fulfillment of the same responsibilities and standards of behavior and performance, including related class or practice requirements, as other students, participating in the interscholastic activity is a condition of participation.

(Signature of parent/guardian) (Signature of student)

I verify that to the best of my knowledge _____ has complied in all respects with the conditions of SDCL 13-27-3 and Chapter 1, Part IV, Section 1, page 8 of the SDHSAA Constitution and Bylaws relating to age, enrollment, eight semester rule and the scholastic/academic eligibility rules and that he/she has received permission from our school to participate in interscholastic activities at this high school and will be added to the SDHSAA annual eligibility report.

(High School Principal) (Athletic/Activities Director)

Menno School District	NEPN Code: JA
Policy Manual	

STUDENT GOALS

The student is the focal point of all operations of a school district, consequently, the board will spend much of its time in study, deliberation, and policy formulation on matters directly related to students.

The Board and staff will work together to establish an environment conducive to the best learning achievements for each student through meeting the following goals regarding students.

1. To tailor the learning program in order to provide appropriately for each student according to his or her specific background, capabilities, learning styles, interests, and aspirations;
2. To protect and observe the legal rights of students;
3. To enhance the self-image of each student by helping him or her feel respected and worthy through a learning environment that provides positive encouragement through frequent success;
4. To provide an environment of reality in which students can learn personal and civic responsibility for their actions through meaningful experiences as school citizens;
5. To deal with students in matters of discipline in a just and constructive manner;
6. To provide for the safety, health, and welfare of students;
7. To promote faithful attendance and good work.

Legal Reference:

Adopted:11-9-09

Revised:

Menno School District	NEPN Code: JB
Policy Manual	

EQUAL EDUCATIONAL OPPORTUNITIES

All students of the district will have equal educational opportunities. The Board will not discriminate on the basis of race, color, creed, religion, sex, handicap, economic status, national origin, or ancestry in its policies or programs.

To accomplish this policy on nondiscrimination, the Board will make every effort to provide all students equal access with respect to admission or membership in school-sponsored organizations, clubs, or activities; access to facilities; distribution of funds; academic evaluations; or any other aspect of school-sponsored programs or activities.

The Board recognizes, however, that in implementing this policy children vary widely in capabilities, interests, and social and economic background, and that no two children can be treated exactly alike if the fullest development of each is to be achieved.

Legal References: Civil Rights Act of 1964, as amended in 1972, Title VI;
Title VII Executive Order 11246, 1965, amended by Executive Order
11375 Education Amendments of 1972;
Title IX (P.L. 92-318);
45 CFR, Parts 81, 86 (Federal Register, June 4, 1975, August 11, 1975);
The American Disabilities Act, July 26, 1990;
Education for All Handicapped Children Act (P.L. 94-142);
Section 504 of the Vocational Rehabilitation Act of 1973;
SDCL 13-28-5; 13-28-6; 13-28-14.

Adopted: 11-9-09

Revised:

Menno School District	NEPN Code: JEA
------------------------------	-----------------------

Policy Manual	
----------------------	--

COMPULSORY ATTENDANCE AGES

Under South Dakota law, children between the ages of six (6) and eighteen (18) are of compulsory school age. It is the responsibility of every person having under their control a child between those ages to see to the child's attendance at school until the child has reached the age of eighteen (18), unless excused.

Any person who does not see to the school attendance of a child in their care will be guilty of a misdemeanor and if convicted, will be subject to a fine as established by law.

No student will be denied the right of attending school without due process of law.

Legal References: SDCL 13-27-1; 13-27-2; 13-27-11; 13-27-12; 13-27-16;
SDCL 13-32-4.1

Adopted: 11-9-09

Revised:

Menno School District	NEPN Code: JEB
Policy Manual	

ENTRANCE AGE

KINDERGARTEN

All children entering kindergarten for the first time must be five years of age on or before September 1.

When a child has been enrolled in kindergarten prior to moving to the district and does not meet South Dakota entrance age requirements, a conference involving the building principal, the teacher, and the parent will be held. The parent will be informed that the child will be placed in kindergarten on a trial basis until such time as the principal and teacher can determine whether the welfare of the child can best be served by retaining him or her in school or by withholding admission until the following school year. In most cases, the trial period will not exceed two or three weeks.

FIRST GRADE

All children entering first grade must be six years of age before September 1. A parent may request a waiver of compulsory attendance requirement under the age of seven years of age. First grade transfer students who do not meet state age requirements will be handled in the same manner as the kindergarten students. A student not yet prepared for first grade may be placed in kindergarten.

Proof of birth date will be required, by submitting a certified copy of the child's birth certificate or affidavit. The school will make a copy of the original and place it in the school files.

Legal References: SDCL 13-27-1; 13-27-3.1;
SDCL 13-28-2

Adopted: 11-9-09

Revised:

Menno School District	NEPN Code: JEC
Policy Manual	

SCHOOL ADMISSIONS

In accordance with state law, all persons over five and under 21 years of age and all veterans (except dishonorably discharged veterans) who are residents of the district will be eligible to attend the public schools free of charge, if they have not already received a high school diploma.

Upon registration, all new students will be required to present:

1. Proof of date of birth through a birth certificate or affidavit in lieu of birth certificate.
2. Record of immunizations and a health certificate from a licensed physician.
3. Proof of residency, if requested.

Legal References: SDCL 13-27-3.1; 13-27-29;
SDCL 13-28-5; 13-28-7.1; 13-28-14

Cross References: JHCA, Physical Examinations and Inoculations of Students

Adopted: 11-9-09

Revised:

Menno School District	NEPN Code: JECA
Policy Manual	

ADMISSION OF RESIDENT STUDENTS

The legal residence of a student, for the purpose of claiming free school privileges under the South Dakota Constitution will mean the legal residence or domicile of the student's parents or legal guardian.

The parents or legal guardian may not establish residency in a district for the sole purpose of obtaining free schooling in that district.

A child's school residence may not change during the school fiscal year unless the child ceases to be enrolled in the school of the district.

When a child is residing in a foster home on a permanent or temporary basis, the child has school residence in the district where the foster home is located.

Established by law

Legal References: SDCL 13-28-9; 13-28-10

Cross References: JEC, School Admissions

Adopted: 11-9-09

Revised:

Menno School District	NEPN Code: JECAA
Policy Manual	

ADMISSION OF NEW RESIDENTS AND STUDENTS FROM UNACCREDITED SCHOOLS

Grade placement shall be the responsibility of the principal. In general, pupils transferring into the system from accredited schools will be placed in the same grade level as in the school from which they transferred.

A student of compulsory school age, that has been attending an unaccredited school or receiving alternate instruction and enrolls in the school district, must enroll prior to the last Friday of September for the first semester or prior to the last Friday of January for the second semester. Approval for transfer after these dates will take effect at the beginning of the subsequent semester. These deadlines do not apply if the Board determines that special circumstances exist. When determining special circumstances school boards should consider avoiding a substantial disruption of the child's education. The student must first have approval of the Menno School Board. Once approved by the Menno School Board for admission, the student shall be placed at the student's demonstrated level of proficiency as established by one or more standardized tests. The student's initial placement may not be in a grade level higher than warranted by the student's chronological age assuming entry into the first grade at age six and annual advancement thereafter. After initial placement the student may be advanced according to his or her demonstrated performance.

High school credit will be accepted from high schools approved by the state department of education and/or regional accrediting agencies similar to the North Central Association of Colleges and Schools. A student, who has attended an unaccredited school or has been receiving alternate instruction and enrolls in the school district, shall be placed in English and Mathematics at the level of achievement demonstrated by one or two standardized tests. In all other subjects the principal shall take into consideration transcripts; general achievement; and mental, physical, emotional and social maturity of the student before grade placement.

The student's initial placement may not be in a grade level higher than warranted by the student's chronological age assuming entry into the first grade at age six and annual advancement thereafter. After initial placement the student may be advanced according to his or her demonstrated performance. A student to graduate from high school must meet graduation requirements of the state and school district.

Legal References: SDCL 13-27-1; 13-27-3; 13-27-29;
SDCL 13-28-21

Adopted: 11-9-09

Revised: July 9, 2012

Menno School District	NEPN Code: JECB
Policy Manual	

OPEN ENROLLMENT

State law provides nonresident parents and students an opportunity to apply for enrollment within the District. It also allows resident parents and students an opportunity to apply for enrollment in an attendance center within the District other than that to which the student has been assigned.

The parent or legal guardian of a South Dakota kindergarten through twelfth grade student, or a student who is at least 18 years old, and resides in another school district (i.e., nonresident student), and who wishes to enroll the student in the District, or the parent or legal guardian of a South Dakota kindergarten through twelfth grade student, or a student who is at least 18 years old, and resides within the District and wishes to enroll the student at an attendance center within the District other than that to which the student has been assigned, must apply to open enroll in the School District.

1. Nonresident student open enrollment: The District shall grant a request for a transfer into the district of a child who is a resident of another school district unless the transfer would result in an inability to provide a quality educational program based on criteria established by the District pursuant to statute and this policy.
2. Nonresident alternative instruction student open enrollment: The District shall grant a request to admit into the district a child who is a resident of another school district and who is receiving alternative instruction in the resident district pursuant to law, unless admitting the nonresident child would result in an inability to provide a quality educational program based on criteria established by the District pursuant to statute and this policy.

A. General Rules:

1. Transfers from another school district into the District may only take place prior to the last Friday in September during the first semester of any school year, and prior to the last Friday in January during the second semester of any school year. If the District approves an application for such a transfer after the deadline in the first semester, the transfer will occur at the start of the second semester. If the District approves an application for such a transfer after the deadline in the second semester, the transfer will occur at the start of the following school year. The deadlines for transfer do not apply if:
 - (1) A student is seeking to transfer to an alternative school or a specialized nonpublic educational program; or
 - (2) The District's Superintendent determines that special circumstances exist and allows a student to transfer into the District after the deadline.
2. All nonresident requests for open enrollment into the District must be submitted to the District's Superintendent on the official application form provided by the South Dakota Department of Education.

3. Nonresident student open enrollment applications to attend school within the District will be reviewed and acted upon in the order in which they are received. However, if the applicant is a sibling of a student accepted into and currently enrolled in the District, that student's application shall take priority over all other applications.
4. The Superintendent shall either approve or deny the application for open enrollment. A decision of the Superintendent to deny an open enrollment application may be appealed to the School Board. A decision of the School Board to deny student's application for open enrollment may be appealed to the circuit court pursuant to State Law. ^(a)
5. Decisions to accept or reject open enrollment applications will be based on the criteria listed in "Open Enrollment Application Standards" (Section B).
6. The applicant and the resident school board will be notified within five days of the decision.
7. An application may be withdrawn by the applicant prior to the approval of the request and upon written notification to the District's Superintendent.
8. Once approved by the District, the approved application serves as the applicant's notice of intent to enroll in the District and obligates the student to attend school within the District, unless the affected school board or boards agree in writing to allow the student to transfer back to the resident district or assigned school, or unless the parents, guardians, or emancipated student change residence to another district. A decision by either school board to deny a request to return to the resident school district may be appealed to circuit court pursuant to law.
9. Once enrolled under open enrollment in the District, the student may remain enrolled and is not required to resubmit annual applications.
10. The parent or legal guardian of a student who has been accepted for transfer under open enrollment is responsible for transporting the student to and from school without reimbursement. ^(b)
11. The District shall accept credits for any course completed in any other accredited school district but shall award a diploma to a nonresident student only if the student satisfactorily meets the District's graduation requirements.
12. If two or more nonresident students from the same family, residing in the same household, request open enrollment into the District, all requests from that family must be either approved or denied and the District shall not deny an application if doing so would result in children from the same household enrolling in different school districts. However, if the District cannot provide an appropriate education for a child in need of special education or special education and related services, the District may deny that child's application for open enrollment.

13. Any student under long term suspension or expulsion will not be allowed to open enroll until the suspension or expulsion is completed. ^(c)
14. The rules of the South Dakota High School Activities Association will govern eligibility for participation in activities.

B. Open Enrollment Application Standards: ^(e)

The following standards will be used to accept or reject nonresident student open enrollment applications to enroll within the District and resident student applications to attend an attendance center within the District other than that to which the student was assigned:

Open enrollment requests will be granted on a space available basis at the time the request is considered.

- An open enrollment transfer may not cause a building or program to exceed capacity, including special education programs.
- Open enrollment of a special education student will not be approved if the students cannot be accommodated at current staffing levels or the program is at capacity.

D. Open Enrollment of Special Education Students:

1. A request to transfer a student in need of special education or special education and related services may be granted only if, after a review of all relevant student education records and direct communication with the student's parent or guardian and representatives of the resident district, the School District determines that the district can provide an appropriate instructional program and facilities, including transportation if required as a related service, to meet the student's needs. If the request to transfer is granted, the district is responsible for the provision of a free appropriate public education for the student in need of special education or special education and related services. If the student requires transportation as a related service, the district shall provide or ensure the provision of transportation within the boundaries of the District.
2. If the District is not able to confirm that the District can provide an appropriate instructional program, facilities, and transportation if necessary, based on the records review and communication with the student's parent or guardian and representatives of the resident district, the District shall initiate an individual education program team meeting consisting of representatives from the District, the resident school district and the parents or guardians, to determine whether the District can provide an appropriate instructional program, facilities, and transportation necessary.
3. A request to transfer a student in need of special education or special education and related services may be denied only pursuant to the "Open Enrollment Application Standards" (Section C) or if the individual education program team as set forth in "Open Enrollment of Special Education Students"

(Section D.2.) determines that the District cannot provide an appropriate instructional program and facilities, including transportation, to meet the student's needs.

4. If a parent or guardian of a student in need of special education or special education and related services request to transfer the student back to the resident district, the affected school boards must agree in writing to allow the student to transfer back to the resident district or unless the parents, guardian, or emancipated student change residence to another district.
5. If two or more students from the same family residing in the same household request open enrollment and the District determines it can provide an appropriate special education or special education and related services for the special education student(s), the applications shall be approved subject to consideration of the Open Enrollment Application Standards (Section C). However, if the District cannot provide appropriate special education or special education and related service for one or more of the students in need of special education or special education and related services, the District may deny the application for open enrollment related to the individual special education student(s).
6. If it is determined that a parent or guardian of a student, or an emancipated student, in need of special education or special education and related services submitted a request for an open enrollment transfer, but did not indicate on the application that the student has an IEP and needs special education services, as required on the form, any approval by the District of the open enrollment transfer application will be deemed void.

Notes:

- ^(a) SDCL 13-28-43 says the School Board or the Board's designee may approve or disapprove the application. ASBSD recommends that the Superintendent be designated by the Board as most school boards meet only once a month on the second Monday of the month.
- ^(b) For nonresident open enrollments, SDCL 13-28-45 states that the parents/guardians are responsible for transportation, without reimbursement, of the student but the District may provide the transportation, and if provided, the District may charge a reasonable fee if the student uses District provided transportation. SDCL 13-28-45 also says school boards of both the receiving school district and the resident school district must annually approve the pick-up locations for those students within any incorporated municipality but this requirement does not apply to any school district defined as a sparse school district pursuant to § 13-13-78.
- ^(c) SDCL 13-32-4.3 states that if a student is under suspension or expulsion in a South Dakota school district, the student may not enroll in any other school district until the suspension or expulsion has expired, and also that the superintendent of a school district may prohibit a student from enrolling in that school district if the student is under suspension or expulsion in a school in another state or in a nonpublic school in this state.
- ^(d) SDCL 13-28-44 states that "Standards shall be limited to the capacity of a program, class, grade level, and school building operated by the board and the pupil/teacher ratio. Discrimination based on race, gender, religious affiliation, or disability is prohibited" a school board may or may not want to have capacity of the program, class or grade level specifically identified in the school district policy.

Adopted:11-9-09

Revised: July 9, 2012

Revised: Sept. 8, 2014

Menno School District	NEPN Code: JECBA
Policy Manual	

ADMISSION OF EXCHANGE AND FOREIGN STUDENTS

Foreign students must meet all district entrance requirements (i.e., age, place of residence, immunization). Students who are citizens of a foreign country will be considered residents if they meet one of the following requirements:

- The student resides with his/her parent(s) or legal guardian;
- The student is a participant in a foreign exchange program approved by the school board;
- The student is accepted as a resident under South Dakota Codified Laws; and
- The student is in the United States with appropriate documentation (Form I-20) from the United States Department of Justice - Immigration and Naturalization Services.

Proper I-20 forms and the other required papers must be processed by the district, the student, and the sponsoring organization before an international student can be formally admitted to school. The school board reserves the right to limit the number of foreign exchange students, require a proficiency level of English, and limit participation to grades 11 and 12 in order to insure the continued quality of educational programming in the school district.

Legal References: SDCL 13-27-3.1;
SDCL 13-28-5; 13-28-7.1; 13-28-9; 13-28-10;
Immigration Reform and Control Act of 1986

Adopted: 11-9-09

Revised:

Menno School District	NEPN Code: JECC
------------------------------	------------------------

ASSIGNMENT OF STUDENTS TO SCHOOLS

The board seeks to provide enrollment options that meet the diverse needs and interests of district students. In assigning students to the district's schools, the board will, to the best of its ability, provide equal educational facilities, abide by parental wishes, and consider the best interest of all students.

The board's authority to offer enrollment options extends to residents of the district as well as non-district residents applying under South Dakota's open enrollment laws.

The Superintendent, or designee, shall establish procedures for the selection and transfer of students among schools in accordance with law, board policy, and administrative recommendation.

Legal References: SDCL 13-27-2; 13-27-3;
SDCL 13-28-15; 13-28-19; 13-28-40 through 13-28-49

Cross References: JECB, Admission of Nonresident Students

Adopted: 11-9-09

Revised:

File: JECG

PARTICIPATION OF ALTERNATIVE INSTRUCTION STUDENTS

The Menno School District recognizes the educational value of participation in co-curricular activities including interscholastic contests and further believes such participation is of value to not only students attending school within the Menno School District but also to students receiving instruction via alternative means. Therefore, alternative instruction students may participate in co-curricular activities by fulfilling the following conditions.

1. Be a resident of the Menno School District.
2. Provide documentation of the SDCL 13-27-3 Application for Public School Exemption Certificate Request.

3. Provide documentation of the completion of nationally standardized achievement tests in grades tested under the state testing program.
4. Demonstrate compliance with Chapter I, Part IV—Student Eligibility and Chapter II, Part I—Further Eligibility Requirements for Athletic Contests (as applicable) by submitting the SDHSAA Eligibility Checklist for Alternative Instruction Students.
5. Provide a transcript of course work completed including name of course and grade received. The school district reserves the right to request additional verification of course work completed including, but not limited to, the actual curriculum (textbook if applicable) that was used, course work completed by the student during the completion of the alternative educational program, and tests completed by the student. In cases where the validity of course work is in dispute, an achievement test or other appropriate testing instrument chosen and provided by the school district may be administered to determine academic eligibility. The student must have successfully completed (D- letter grade or higher) a minimum of four academic classes the previous semester with semester defined as the Menno School District semester.
6. Provide documentation that the student is enrolled in a minimum of four academic classes for the current semester, with said documentation to include the name of course and curriculum that is being used.
7. Courses for which the Menno School District would not grant credit towards graduation such as religion courses or driver's education will not be recognized as meeting the minimum academic requirements outlined in sections 4 and 5 above.
8. Satisfy the responsibilities and standards of behavior and performance, including related class or practice requirements, as expected of other student participants as a condition for both initial acceptance and continued membership in the activity including, but not limited to:
 - A. The Menno School District Co-Curricular Activity Rules Policy.
 - B. The submission of current forms for parent permit and SDHSAA physical examination.
 - C. Participation in any facet of the music program is conditioned upon the following:
 1. Attending the parallel music class on a daily basis. The Menno School District High School attendance policy will be followed. If an alternative instruction student accumulates absences from the class that would have resulted in a district student failing the class, the alternative student will be dropped from the class and from all activities related to the class.
 2. Participating fully in all activities required of district students. An alternative instruction student can only choose to participate in select activities when the option whether or not to participate is also available to district students.
 - D. A student who is a member of a high school team may not participate in games, practice, tryouts, etc. in that particular sport during the same season on an independent or non-high school team, or as a member of any "all-star" team, or completely unattached on an individual basis.
 - E. The alternative instruction student and/or his or her parent/guardian are responsible for any expenses related to participation in an activity to the extent district students and their parents are responsible for such expenses.
9. Eligibility is established at the first school in which the alternative instruction student decides to participate.
10. Students may transfer their eligibility to another school one time during their high school career. An alternative instruction student who has established eligibility at another school and who subsequently transfers his or her eligibility to the Menno School District will become eligible following 45 school days unless the transfer occurs at the beginning of the school year, in which case the student would be eligible immediately.
11. A student who leaves an accredited school for any reason to enter an alternative instruction program, shall be ineligible for interscholastic competition for a period of one year, beginning on

the date the student enters the alternative instruction program. Re-enrollment in an accredited school shall not nullify the year of ineligibility.

12. All Menno School District policies that apply to activities and district students will also apply to alternative instruction students regardless of whether the policies were specifically addressed in this policy.

Adopted: June 11, 2012

Menno School District	NEPN Code: JED
Policy Manual	

STUDENT ABSENCES AND EXCUSES

A student's contribution to and achievement in class are directly related to attendance. Both students and parents must understand that students miss a vital portion of their education when they are absent from school.

While it is true that written work can be completed for make-up, class instruction or presentations, discussions, some audio-visual presentations, or student-teacher interaction can never be made up.

Certain absences of students will be excused by the principal on receipt of a written, signed explanation from the parent or guardian. These absences will include:

1. Illness or quarantine;
2. Bereavement or serious illness in family;
3. Weather so inclement as to endanger the health of the child;
4. Observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the school administrator. Also with such approval, students may be excused from school attendance for up to five days each term for attendance at a state or nationally recognized youth program of educational value.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justifiable. Any absence other than excused absence is considered truancy.

Legal References: SDCL 13-27-6; 13-27-6.1; 13-27-7; 13-27-8; 13-27-9

Adopted: 11-9-09

Revised:

Menno School District	NEPN Code: JEDA
Policy Manual	

TRUANCY

Through cooperation with parents, strict adherence to regulations in regard to tardiness and unexcused absence, and diligence in investigating the causes of absence, the Board will endeavor to reduce tardiness and truancy.

The district truancy officer will be responsible for enforcing the compulsory attendance laws which require regular attendance, provide for penalties if parents and guardians do not carry out their responsibilities, and establish procedures for referral of a truant student to juvenile authorities.

The district truancy officer shall make and file truancy complaints, and any teacher, school officer or any citizen may make and file a truancy complaint before the circuit court judge.

Legal References: SDCL 13-27-14; 13-27-16; 13-27-18 through 13-27-21; 13-27-28

Adopted: 11-9-09

Revised:

Menno School District	NEPN Code: JEDB
Policy Manual	

STUDENT DISMISSAL PRECAUTIONS

Students in any school, grade, or class may not be dismissed before the regular hour of dismissal except with the approval of the superintendent or the Superintendent's designee.

A teacher may not permit any individual student to leave school prior to the regular hour of dismissal except by permission of the principal.

No student will be permitted to leave school prior to the dismissal hour in the company of anyone other than a school employee, or parent of the child, unless the permission of the parent has been first secured. If a policeman or court official requests the dismissal of a pupil during school hours, he or she must have a warrant or written request by parents before the student is dismissed. The school administration will attempt to contact the student's parent(s) if a warrant has been presented.

Legal References:

Adopted: 11-9-09

Revised: 11-18-13

Menno School District	NEPN Code: JEE
Policy Manual	

STUDENT ATTENDANCE ACCOUNTING

The Board recognizes the importance of student accounting. Accurate information regarding the whereabouts of school-age children, both public and private, is essential to the operation of the school district.

As required by state law, the Superintendent will be responsible for an accurate record of the attendance or nonattendance of all students who should be enrolled in school. The school district truancy officer will also keep a record of all those children who are required by law to be enrolled in school and who do not attend, or whose attendance is irregular.

Legal References: SDCL 13-27-9; 13-27-15; 13-27-17

Adopted: 11-9-09

Revised:

Menno School District	NEPN Code: JEF
Policy Manual	

RELEASED TIME FOR STUDENTS

The Board will permit students, with the written consent of their parents, to receive moral or religious instruction at a suitable place away from the school, as designated by the religious group.

Students will be excused from school for such purposes no more than one hour per week.

The Superintendent is instructed to establish regulations, governing the attendance of students and their reporting for such instruction.

Students enrolled in the district normally will not be released from school for private instruction in music, gymnastics, or other activity. The discretion of the building principal, however, may be exercised in unique or unusual circumstances.

Legal References: SDCL 13-33-10

Adopted: 11-9-09

Revised:

Menno School District	NEPN Code: JEG
Policy Manual	

EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

The law provides for the exemption of students of compulsory school age from attendance when the child is provided with competent alternative instruction for a like period of time as would be provided by the public schools.

The Board may issue a certificate of exemption for a student after an application for excuse has been made in writing. The certificate will state the reason for the excuse and the period for which it is issued. The Board may immediately revoke a certificate of excuse, if, upon inspection by the Secretary of Education, it is shown that the student is not being taught in compliance with the standards of state law.

Upon revocation or denial of a certificate of alternative instruction, the parent or legal guardian may appeal the decision to the State Board of Education, which will conduct a hearing. The State Board's decision will be final.

Established by law

Legal References: SDCL 13-27-3; 13-27-7; 13-27-8; 13-27-9

Adopted: 11-9-09

Revised:

Menno School District	NEPN Code: JF
Policy Manual	

STUDENT RIGHTS AND RESPONSIBILITIES

The Board recognizes that it has the responsibility to assure students the legal rights that are theirs by virtue of guarantees offered all persons under the federal and state constitutions and statutes. In connection with rights are responsibilities that must be assumed by students.

Students are responsible for the way they exercises their rights, and must accept the consequences of their actions and recognize the boundaries of their rights. Each exercise of an individual's rights must demonstrate respect for the rights of others.

STUDENT RIGHTS IN PUBLIC SCHOOLS

These statements set forth the rights of students in the public schools of the district and the responsibilities that are inseparable from these rights:

1. Civil rights—including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.
2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.
3. The right to due process of law with respect to suspension and expulsion.

4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.
5. The right to privacy, which includes privacy in respect to the student's school records.

As part of the educational process, students should be made aware of their legal rights and of the legal authority of the Board to make, and delegate authority to its staff to make, rules regarding orderly operation of the schools.

Legal Reference:

Adopted: 11-9-09

Revised:

Menno School District	NEPN Code: JFA
Policy Manual	

STUDENT DUE PROCESS RIGHTS

All students are entitled to due process when they are subjected to disciplinary actions such as suspension or expulsion. The Board and school officials have the legal authority to deal with disruptive students and student misconduct. Due process, in the context of the administrative proceedings carried out by school authorities, refers to the hearing procedures established by the State Board of Education.

Due process procedures will conform to the following basic practices:

1. They must be fair.
2. They must apply equally to all.
3. They must be enforced in a fair manner, which involves:
 - adequate and timely notice and an opportunity to prepare a defense.
 - an opportunity to be heard at a reasonable time and in a meaningful manner.
 - the right to a speedy and impartial hearing on the merits of the case.

Legal References: SDCL 13-32-4
ARSD 24:05:30
ARSD 24:07:01 et seq.

Cross References: JGD, Student Suspension/Expulsion

Adopted: 11-9-09

Revised:

Menno School District	NEPN Code: KA
Policy Manual	

SCHOOL & COMMUNITY RELATIONS GOALS

The Board believes that responsible management of the school district requires current laws, standards, attitudes, and philosophies of education be presented to the community on a continuing basis. The Board also recognizes that as elected representatives of the people it must consider the needs and desires of the community in establishing educational policy. In order to meet both of these aims, it is essential that effective two-way communication be maintained with the community.

The basis for an effective community relations program is to be found in the following statements of Board attitudes:

1. The community will be encouraged to participate and actively assist in the future planning of the school district.
2. All avenues of communication available will be used.
3. Special attention will be given to effective internal communication among the Board, administration, the staff, and students, to assure the full understanding of existing programs and to elicit reports and recommendations on those in effect, as well as those which should be considered.

The Board is devoted to the development and maintenance of a comprehensive year-round community relations program to assure a full appreciation of the educational program and the problems of the district, and to provide for the broadest participation of all—Board, staff and community—in seeking the solution to problems and in promoting the continuing improvement of the education available to the residents of the community.

Legal Reference:

Adopted:1-12-10

Revised:

Menno School District	NEPN Code: KB
Policy Manual	

PUBLIC RELATIONS PROGRAM

The purpose of the school-community relations program is to establish and maintain a program that informs the public of and involves them in the goals and services of the district's public schools.

Toward this end, the Board shall provide parents or guardians and other district residents opportunities for information and orientation regarding local school procedures, and will utilize, insofar as practical, all appropriate means and media to achieve the following objectives:

1. To explain the programs, achievements and needs of the schools to:
 - a) parents;
 - b) township officials and other community leaders;
 - c) local business and industry;
 - d) community organizations;
 - e) special interest groups;
 - f) the community as a whole;
 - g) State and Federal agencies.
2. To determine:
 - a) what residents expect from their schools;
 - b) what residents think about the accomplishments of their schools;
 - c) what residents would like to know about their schools that they don't now know;
 - d) which particular areas of the school program, policies, or operations need further clarification or explanation.
3. To keep staff members fully informed of:
 - a) district policies and procedures;
 - b) system-wide activities;
 - c) their own responsibilities;
 - d) their rights within district policy and under school law;
 - e) practices and procedures to follow at parent meetings or conferences to establish cordial relationships and trust on the part of their pupils' and parents.
4. To operate, insofar as required, in public session, as speedily and efficiently as circumstances permit, and with public participation.
5. To recognize pupils:
 - a) as a "public" entitled to both be heard and to be provided with reasons for policies and practices which relate to them;
 - b) as "ambassadors" from the school system to the community, whose attitudes will affect community opinion of the schools.
6. To inform teaching staff personnel that community opinion depends upon the daily life of the school, and that they should seek the following objectives as opportunity permits in their respective fields of services:

- a) acquaint citizens with the work of the schools;
- b) give courteous and thoughtful consideration to all inquiries and suggestions and carefully investigate all complaints;
- c) make parents feel welcome in the school office and in the classroom;
- d) cooperate with the parent and other community groups;
- e) maintain pupil relations so as to enlist the cooperation of the home;
- f) observe inter-staff relations conducive to high morale that merits the respect of pupils and citizens.

Legal References:

Adopted: 1-12-10

Revised:

Menno School District	NEPN Code: KBA
Policy Manual	

PUBLIC'S RIGHT TO KNOW

The Board is a public servant, and its meetings and records will be a matter of public information except as such meetings and records pertain to individual personnel and other classified matters.

The Board supports the right of the people to know about the programs and services of their schools and will make every effort to disseminate information. All requests for information will be acted on fairly, completely, and expeditiously.

The official minutes of the Board, its written policies and regulations, and its financial records will be open for inspection at the office of the Superintendent by any citizen desiring to examine them during hours when the office is open. No records pertaining to individual students or staff members will be released by the Superintendent or other persons responsible for the custody of confidential files for inspection by the public or unauthorized persons. The exception to this will be information about an individual employee (or student) that has been authorized in writing for release by the employee (or student, or student's parent).

Each building administrator is authorized to use all means available to keep parents and others in the particular school's community informed about the school's program and activities.

Legal References: SDCL 13-8-43

Cross References: GBL, Personnel Records
JO, Student Records

Adopted: 1-12-10

Revised:

Menno School District	NEPN Code: KBAA
Policy Manual	

PUBLIC RECORDS

The Menno School District believes in operating in an open, transparent manner and will make district records available for public inspection, provided the release of the record(s) does not conflict with state or federal law.

The Board hereby designates the superintendent as the District's public records officer. The public records officer shall be responsible for allowing inspection of records upon public request, and for maintaining confidentiality of those records not open to the public. The public records officer shall also establish fees that may be charged for the retrieval and copying of public records.

Legal References: SDCL 1-27
10 U.S.C. §503 as amended by the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107).
20 U.S.C. §7908 (§9528 of the ESEA) as amended by the No Child Left Behind Act of 2001 (P.L. 107-110).

Cross References: GBL, Personnel Records
JOA, Student Recruitment
JO-N, Family Educational Rights and Privacy Act (FERPA)
KBA, Public's Right to Know

Adopted: 1-12-10

Revised:

Menno School District	NEPN Code: KBAA-R
Policy Manual	

PUBLIC RECORDS - REGULATION

The Business Manager will act as the public records officer for handling routine record requests. Public records are available for viewing during the school's normal business hours. The cost of copying public records will be ____ per page. A log will be maintained of all requests, and the disposition.

[Whether the request may be made by phone, e-mail, or letter is the choice of the superintendent making the regulation]

If a request is refused, it may be submitted in writing, and if refusal is maintained, a written confirmation will be submitted.

Certain records are exempt from public access. Included are student information, and personnel information other than directory or salary.

Denial may also be based on the cost of retrieval, and form requested. If staff time is required, the district may charge an hourly fee to compensate for this time.

It is the desire of the administration to fully comply with the letter and spirit of the district's policy and South Dakota Law. While there may be disagreements over the availability of records, the district will make every attempt to settle disputes amicably and factually through the processes established by state and federal law.

Legal References: SDCL 1-27
10 U.S.C. §503 as amended by the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107).
20 U.S.C. §7908 (§9528 of the ESEA) as amended by the No Child Left Behind Act of 2001 (P.L. 107-110).

Cross References: GBL, Personnel Records
JOA, Student Recruitment
JO-N, Family Educational Rights and Privacy Act (FERPA)
KBA, Public's Right to Know
KBAA, PUBLIC RECORDS

Adopted: 1-12-10

Revised:

Menno School District	NEPN Code: KBC
Policy Manual	

NEWS MEDIA RELATIONS

The Superintendent or designee will coordinate all activities relating to the publication of information concerning the schools or the appearance of news releases relating to school personnel or activities.

In addition to the use of the official newspaper as required by state law for specific announcements, the public schools will use all media available, both public and private, and the school media to keep the public informed as fully as possible on school matters.

The Board welcomes the active participation of newspapers, magazines, radio, television, and other mass communication media in promoting the cause of good education in our district and state.

Suggestions and advice from representatives of such media as to how best to facilitate the flow of information to them by the Board and personnel of the school district will be welcomed.

Newscasts, spot announcements, sports and media coverage of other school activities and programs must be presented in the public interest. Identification of the schools with the promotion of any commercial or political enterprise will not be permitted.

Legal Reference:

Adopted: 1-12-10

Revised:

Menno School District	NEPN Code: KBCA
Policy Manual	

NEWS RELEASES

The Superintendent or his designee will be the press liaison for coordinating the release of information concerning the school district and the actions of the Board. The Board president will be the official spokesman for the Board, except as this duty is delegated to the Superintendent or his designee.

The Superintendent or his designee will work in cooperation with the administrative staff, and the school principals. He will assure that each school in the district has equitable news media coverage.

While it is impossible to know how news releases will be treated by the press, every possible effort should be made to obtain coverage of school activities and personnel, which will create and maintain a dignified and professionally responsible image for the school system.

Legal Reference:

Adopted: 1-12-10

Revised:

Menno School District	NEPN Code: KBE (FD)
Policy Manual	

BOND CAMPAIGNS

In accordance with law, the Board by resolution may determine that the district should issue negotiable bonds. These bonds may only be used for the purposes of:

1. Refunding any bonded indebtedness which is or is about to become due and payable or whenever such indebtedness can be refunded at a lower rate of interest to fund any judgment or outstanding warrants;
2. Raising money for any purpose for which the Board is authorized to spend school district funds.

The proposition to issue bonds, except bonds to fund registered warrants or to refund bonded indebtedness, will first be submitted to the electors of the district at a general or special election.

The amount of money borrowed will not exceed the sum of 10 percent of the previous year's assessed valuation.

Established by law

Legal References: Constitution of the State of South Dakota, Art. XIII, sec. 4;
SDCL 6-8B-2

Cross References: FC, Facilities Capitalization Program

Adopted: 1-12-10

Revised:

Menno School District	NEPN Code: KC (ABA)
Policy 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 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:

Cross References: BCF, Advisory Committees to the Board

Adopted: 1-12-10

Revised:

Menno School District	NEPN Code: KD (BDDH)
Policy Manual	

PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board welcomes citizens of the district to attend its sessions so they may become better acquainted with the operation and programs of the schools.

In order to assure that citizens who wish to appear before the Board may be heard, and, at the same time, conduct its meetings properly and efficiently, the following procedures have been adopted:

1. Any individual who desires to speak about an item on the agenda, is asked to present the "request to speak" to the Superintendent, the business manager or the Board President. The request may be communicated orally prior to the meeting or in written form or by a raised hand during the meeting.
2. Persons, who wish to speak about an item that is not on the agenda, are asked to present such request to the Superintendent or the Board President, prior to the beginning of the meeting.
3. Citizens, who desire Board action on an item not on the agenda, will submit the item to the Superintendent's office, at least 5 days prior to the meeting of the Board, at which they wish for the item to be considered.
4. Presentations should be as brief as possible. Unless an extension of time is granted, a speaker will be limited to five minutes.

The Board vests in its President or other presiding officer, authority to terminate the remarks of any individual when they do not adhere to the rules established above.

Legal Reference:

Adopted: 1-12-10

Revised:

Menno School District	NEPN Code: KDG
Policy Manual	

CONSUMPTION OF ALCOHOLIC BEVERAGES ON SCHOOL PROPERTY

The Board will allow the consumption of alcoholic beverages on school property, when school facilities are used for (1) receptions or dances for weddings and anniversaries; (2) a community wide benefit function; or (3) use by a non-profit organization. Such use must be in compliance with district policies on the community use of school facilities and on public conduct on school property, and only on the conditions stated below.

In its application to use school facilities, the organization shall clearly indicate its intent to have alcoholic beverages at its proposed activity. The Board shall approve or disapprove each use of alcoholic beverages on a case-by-case basis at a regularly scheduled board meeting. The board's decision on the use of alcoholic beverages will not otherwise jeopardize the applicants' use of school facilities.

The applicant shall state on its application the reason for requesting the use of alcoholic beverages and the anticipated benefit from having alcoholic beverages at its activity.

If approved, the consumption of alcoholic beverages on school property shall be governed by the following conditions:

1. Alcoholic beverages may be consumed or blended but not sold on school property, except at city approved functions;
2. The permit period shall not exceed twenty-four hours, and hours of authorized consumption shall not exceed those permitted for on-sale licensed facilities.
3. The activity at which the consumption of alcoholic beverages is to occur cannot be held at the same time as any school or school-related activity or in conjunction with any such activity.

4. The sponsoring organization shall show evidence of liability protection for the consumption of alcoholic beverages by all individuals at the proposed activity.
5. The sponsoring organization must have the necessary municipal, county and state permits.

Legal References: SDCL 35-1-5.3

Adopted: 1-12-10

Revised:

Menno School District	NEPN Code: KF (IIC)
Policy Manual	

COMMUNITY INSTRUCTIONAL RESOURCES

Helping each child develop to his full potential and become a contributive citizen to this community are important objectives of this district's educational program.

Toward these ends, the Board will encourage administrative and instructional personnel to rely on the community as one available educational tool. The administration **may** direct the development of a community instructional resources program designed to involve the citizens, the institutions, and the environment of our community in the education of its children.

The Superintendent will have supervisory control over the community resources program, which will include the school volunteer service. Members of the staff and of the community will be encouraged to offer their ideas and services through the channels developed by the administration. Community resource files will be developed, noting contacts for voluntary assistance, program contribution, and an evaluation of the effectiveness of each contribution.

From time to time, each school principal may be asked to provide the Superintendent with a summary of the extent and effect of using such volunteers. At least annually the Superintendent will report to the Board on the involvement and effectiveness of the community in the resource program.

Legal References:

Adopted: 1-12-10

Revised: 12-9-14

Menno School District	NEPN Code: KG
Policy Manual	

COMMUNITY USE OF SCHOOL FACILITIES

Since the district schools belong to the people of the school district, and since the district plant facilities are established, maintained, and operated by funds largely provided by local taxes, the Board accepts the responsibility for making its plant facilities available to responsible organizations, associations, and individuals of the community for appropriate civic, cultural, welfare, or recreational activities. These activities may not infringe upon nor interfere with the conduct and best interests of the school district or its programs.

More specifically, it is the Board's intention to grant the use of school facilities for activities of a cultural, educational, civic, social, recreational, governmental, and general political nature which are to be sponsored by responsible, recognized local persons, organizations, agencies, or institutions. The Superintendent will develop regulations to be approved by the Board for the use of these facilities. The schedule of rental fees will be determined by the administration. Use of school equipment outside of school facilities for other than school district purposes or functions will not be permitted without proper approval.

PROHIBITED ACTIVITES

The following activities will be prohibited on school grounds or in school facilities:

1. Partisan political meetings;
2. Promulgating any theory or doctrine subversive to the laws of the United States or any political subdivision thereof advocating governmental change by violence;
3. Any activity that may violate the canons of good morals, manners or taste, or be injurious to the buildings, grounds or equipment;
4. Any purpose in conflict with school activities;
5. Commercial advertising;
6. Fund-raising campaigns except as permitted by Board policy or special action of the Board;
7. Activities which are discriminatory in the legal sense.

Permission may be granted by the Board to allow local colleges and universities, which may charge tuition, or school personnel to use district facilities for staff improvement or in-service training. Other private teaching, either by staff members employed by the school district or by any other outside agencies or persons, for which tuition is charged will require Board approval before facilities may be used.

GRANTING OF APPROVAL

The Superintendent is authorized to approve and arrange for scheduling the use of school facilities by qualified applicants who satisfy the above purposes and limitations.

Right is reserved by the Board to revoke any such permit, without liability, should such action be deemed necessary or desirable.

Applicants will be required to submit a statement declaring that to the best of their knowledge their projected use is legal. Applicants requesting permission to use a school building will be held responsible for the preservation of order and for any damage to school facilities. The person signing the application will agree to replace or pay for all damages or lost equipment or material when directed to do so by the school administration.

Legal References: SDCL 13-24-20

Adopted: 1-12-10

Revised:

Menno School District	NEPN Code: KGB
Policy Manual	

PUBLIC CONDUCT ON SCHOOL PROPERTY

Although the Board welcomes the use of its facilities for public events, and public visitations to the schools, the Board expects all visitors to abide by acceptable rules of conduct. To maintain public order on school property, the Board prohibits the following conduct or acts on school property by students, teachers, staff members, licensees or invitees:

1. The willful physical injury of any person or the threat to use force which would result in such injury.
2. The harassment or coercion of any person;
3. The willful damage to, or destruction of, property;
4. The willful disruption of the orderly conduct of classes or of any other school program or activity;
5. The entry of any school building or upon any portion of the school premises unless such entry is made in connection with official business with the district or to attend an activity or function authorized thereby;
6. The willful interference with the lawful and authorized activities of others;
7. The possession, consumption, or exchange of alcoholic beverages, unauthorized drugs, or narcotics on school property;
8. The possession or use of a knife, razor, ice pick, explosives, loaded cane, sword cane, machete, pistol, rifle, shot gun, pellet gun, air gun, or any other object that reasonably can be considered a weapon, on property of the school district;
9. The violation of any federal or state statute, local ordinance, or Board policy;
10. The refusal or failure of any person to comply with a lawful order or direction of an official of the school district in the performance of his or her duties;
11. The distribution or posting of any written material, pamphlets, or posters without the prior written approval of the Superintendent.

ENFORCEMENT AND PENALTIES

Any violation of the above shall be reported immediately to the building principal. The principal will investigate the case thoroughly and make a written report to the Superintendent.

Penalties that may be imposed by the principal and/or the Superintendent include:

1. A reprimand;
2. An order by violators to leave school property immediately;
3. A call to police and a specified charge made under the penal code.

OTHER PENALTIES

The penalties mentioned above are not considered to be inclusive or to preclude in any way the prosecution and conviction of any person for the violation of any federal or state law or local ordinance and the imposition of a fine or penalty provided for therein.

Legal Reference:

Adopted: 1-12-10

Revised:

Menno School District	NEPN Code: KGC (GBK)
Policy Manual	

SMOKING ON SCHOOL PREMISES

The School Board recognizes that smoking represents a health and safety hazard, which can have serious consequences for the smoker and nonsmoker and the safety of the District. In order to protect the students, staff, employees, visitors and guests of the District from an environment that may be harmful to them, and because of possible harm to personal well-being, the Board hereby prohibits smoking by staff members, employees, visitors, or guests in all District buildings, on grounds, and in all school vehicles at all times.

For the purpose of this policy, "smoking" will mean all uses of tobacco, including cigars, chewing tobacco, cigarettes, and pipes.

It is understood that this policy will be in addition to other Board policies concerning the prohibition of smoking by students on school property and buses.

This smoking prohibition will be in effect 24 hours a day, seven days a week, and will apply to anyone present in District buildings or on District grounds.

The Board hereby directs the Superintendent to formulate the necessary rules and procedures to ensure the enforcement and implementation of this nonsmoking policy.

Legal References: SDCL 22-36-2;
SDCL 34-46-2.

Resource: NSBA (1987). No Smoking: a Board Member's Guide to Nonsmoking Policies for the Schools. 1680 Duke Street, Alexandria, VA 22314

Adopted: 1-12-10

Revised:

Menno School District	NEPN Code: KH
Policy Manual	

PUBLIC GIFTS TO SCHOOLS

Gifts, grants, bequests, or other devises to the schools or any school department may be accepted by action of the Board and will become district property. All gifts will be accepted in the name of the school district, but may be designated for use in a particular school or department. All items must be of legitimate use in the school program.

Gifts will not be accepted if there is excessive cost of maintenance or installation. Where installation is required, the gift will be installed under the supervision of district personnel.

The Board is under no obligation to replace the gift if it is destroyed or becomes worn out.

The Board welcomes gifts of books and other materials to school libraries provided they meet the same standards of selection as those applied to the purchase of library materials. School libraries may dispose of gifts at their discretion (for example, if the book is out-of-date or in poor physical condition).

The Board directs the Superintendent to assure that an appropriate expression of thanks is given all donors.

Legal References: SDCL 13-14-5

Cross References: IIAC, Library Materials Selection and Adoption

Adopted: 1-12-10

Revised:

Menno School District	NEPN Code: KI
Policy Manual	

PUBLIC SOLICITATIONS AND ADVERTISING IN THE SCHOOLS

SOLICITING

No person will sell or offer for sale within school buildings or on school property any articles or services, or solicit contributions, except those approved by the Superintendent or the Board. This policy does not prohibit any school fund-raising activity authorized by the Board and the school administration.

Salespeople are prohibited from talking to teachers at any time during the school day. Salespeople representing educational companies may be granted this opportunity by making arrangements through the principal's office, at a time that will not interfere with the classroom work of the teacher.

The school directory or lists of pupils and staff will not be made available to any outside person or agency.

ADVERTISING

No notices or advertisements by or in behalf of persons not officially connected with the schools will be distributed in any school building except by permission of the Superintendent or Board. All notices, even by school personnel, will be cleared by the building principal and, in case of doubt, by the Superintendent.

CHARITY FUND-RAISING

The administration may select a special fund or charity project which is considered important. Approval for such a project must be secured from the Superintendent.

This policy should not be construed as preventing a teacher from using instructional or informational materials even though the materials might include reference to a brand, a product, or a service.

Legal Reference:

Adopted: 1-12-10

Revised:

Menno School District	NEPN Code: KIA
Policy Manual	

DISTRIBUTION AND POSTING OF PROMOTIONAL MATERIALS

The board recognizes that students, employees, parents or citizens may want to distribute materials within the school district that are non-curricular. Non-curricular materials to be distributed must be approved by the building principal and meet certain standards prior to their distribution.

It is the responsibility of the Superintendent, in conjunction with the building principals, to draft administrative regulations regarding this policy.

Legal Reference: U.S. Const. Amend. I;
 Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988);
 Bethel School District v. Fraser, 478 U.S. 675 (1986);
 New Jersey v. T.L.O., 469 U.S. 325 (1985);
 Tinker v. Des Moines Ind. Comm. Sch. Dist., 393 U.S. 503 (1969);
 Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987).

Cross Reference: KI, Public Solicitations and Advertising in the Schools.

Adopted: 1-12-10

Revised:

Menno School District	NEPN Code: KK
------------------------------	----------------------

Policy Manual	
----------------------	--

VISITORS TO THE SCHOOLS

The Board and staff of the school district welcome members of the community and other interested persons to visit the district schools. School improvements often come from suggestions originating in such visits.

The Superintendent will encourage visitors to observe our schools; provide for appropriate hospitality for visitors; channel expressions of approval as well as constructive criticism to the Board; ensure that such visits will enhance the effect of the educational program.

All visitors must report to the school office and receive the principal's permission to be on the school grounds. Any person on school property who has not registered with the school office will be requested to report to the principal's office for permission to remain. Any request to be on school property for any purpose deemed by the school principal or his assistant to be disruptive of the educational process will be denied permission to remain.

If a visitor refuses to leave the school grounds, creates any disturbance, or attempts to disrupt the educational process, the principal is directed to request aid from the local law enforcement agency.

Legal Reference:

Adopted: 1-12-10

Revised:

Menno School District	NEPN Code: KL
Policy Manual	

PUBLIC COMPLAINTS

Constructive criticism of the schools will be welcomed by the Board when it is motivated by a sincere desire to improve the quality of the educational program or to equip the schools to do their tasks more effectively.

Whenever a complaint is made directly to the Board as a whole or to an individual Board member, the individual or group involved will be advised to take their concern to the appropriate staff member.

The Board believes that complaints and grievances are best handled and resolved as close to their origin as possible, and that the staff should be given every opportunity to consider the issues and attempt to resolve the problem prior to involvement by the Board. Therefore, the proper channeling of complaints involving instruction, discipline, or learning materials will be as follows:

1. Teacher;
2. Principal;
3. Superintendent;
4. Board.

If a complaint, which was presented to the Board and referred back through the proper channels, is adjusted before it comes back to the Board, a report of the disposition of the matter will be made to the Board and then placed in the official files.

The Board expects the professional staff to receive complaints courteously and to make a proper reply to the complainant.

Matters referred to the Superintendent and/or Board must be in writing and should be specific in terms of the action desired.

Exceptions to this policy will be made when the complaints concern Board actions or Board operations only.

FORM (1)

MENNO SCHOOL DISTRICT 33-2

COMPLAINT CONCERNING SCHOOL PERSONNEL FORM
(SEE CONFIDENTIALITY NOTE AT END OF FORM)

Answer all questions. If a question is not applicable, state such.

Please print or type.

FULL NAME _____
DATE _____

ADDRESS _____
TELEPHONE _____

Complainant Represents:

Himself/Herself _____

Others (Please Identify)

Organization (Please identify)

What specific complaint do you have?

When, and how often, do you believe these have occurred?

How and on what evidence did you learn of the situation?

What action do you feel should be taken to correct the situation?

Comments:

Signed _____

NOTE: This form when completed is confidential and must not be reproduced or copied for any reason other than stated in this procedure.

Legal References: SDCL 13-46-1

Adopted: 1-12-10

Revised:

Menno School District	NEPN Code: LA
Policy Manual	

EDUCATION AGENCY RELATIONS GOALS

The Board will cooperate to the fullest possible extent with other school districts and with other local, state, and regional agencies and organizations in the solution of educational problems of common concern. This cooperation will extend to such areas

as research, exchange of information and data, coordination of curriculum, coordination of school calendars and activities, and construction of facilities that may be efficiently used on a cooperative basis, and any other activity where it may be advantageous to serve a broader area than one district.

In carrying out this policy, the Superintendent will include in their recommendations to the Board an evaluation of the desirability and feasibility of cooperation with other agencies in endeavors which could benefit the district.

Legal References:

Adopted: 1-12-10

Revised:

Menno School District	NEPN Code: LB
Policy Manual	

RELATIONS WITH OTHER SCHOOLS AND SCHOOL DISTRICTS

The Board will cooperate and may develop contracts with the state, its agencies and institutions, and any political subdivision for educational purposes and services. These contracts may be developed:

1. To share the services of employees with other school districts;
2. To provide for educational services with the Bureau of Indian Affairs, or any other federal department or agency;
3. To provide for elementary and secondary education for students who reside within the school district of a bordering state;
4. To provide joint educational services for students who reside within the district with students who reside within a bordering state's school district;
5. To provide educational services for grades 6-12 within this district and an adjacent school district. Both districts will operate grades K-5 in the home district.

Tuition for students taught under contractual educational arrangements will be charged as provided by law. As also provided by law, approval for entrance into these contractual arrangements will be received from the Secretary of Education.

Legal References: SDCL 13-15-1 through 13-15-24

Cross References: JECB, Admission of Nonresident Students

Adopted: 1-12-10

Revised:

Menno School District	NEPN Code: LBB
Policy Manual	

COOPERATIVE EDUCATIONAL PROGRAMS

In accordance with law, the Board may establish a cooperative educational service unit with one or more school districts. This unit will be considered a legal entity, which may carry out the services of the cooperative agreement, but which will have no authority to levy taxes or issue bonds.

Established by law

Legal References: SDCL 13-5-31; 13-5-32; 13-5-32.1; 13-5-33

Cross References: IGBA, Programs for Handicapped Children

Adopted: 1-12-10

Revised:

Menno School District	NEPN Code: LEB (IGCD)
Policy Manual	

ADVANCED COLLEGE PLACEMENT

The Board recognizes that there may be some high school students who exhibit exceptional academic progress and who are capable of performing college-level work while enrolled in high school. In order to encourage these students to their fullest capabilities, assistance will be given to these students to enroll in advanced courses.

Advanced placement courses may be offered by the district provided a sufficient number of students request a particular course and qualify for it, and that a staff member qualified to teach it is available.

If a particular course is not offered by the district, a qualified high school student may enroll in a college-level course offered by an approved nearby college or university, and may be released from high school attendance for such hours as are required for the college course(s). If the student wishes to receive high school credit for the course, he may request permission from his principal, who will recommend to the Superintendent that the course apply to high school graduation requirements. This also applies to on-line courses.

Legal References:

Adopted: 1-12-10

Revised:

Menno School District	NEPN Code: LI
Policy Manual	

RELATIONS WITH EDUCATION ACCREDITATION AGENCIES

The district's schools will meet the requirements and standards for both basic approval and accreditation by the State Board of Education. Accreditation is required in order for the district to be eligible to receive general support foundation program funds.

In addition, each of the district's schools will seek the highest status of membership in the North Central Association of Colleges and Schools, by cooperating in the Association's evaluations of the district schools and considering the Association's recommendations.

Legal References: SDCL 13-1-12.1;
SDCL 13-3-47;
SDCL 13-13-18

Adopted: 1-12-10

Revised: