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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 constitution also calls for a State Board of Education and a State Secretary of Education, who is the: Executive Officer of the State Board.

The Constitution outlines the responsibilities of the State Secretary of Education and the State Board. The State Board of Education is responsible for the adoption of all policies for the government of the Department of 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.

Every school district shall constitute a school corporation under the name of "The Dakota Valley School District, No. 61-8 of Union County, South Dakota."

The Dakota Valley School District was organized effective July 1, 1994, when the Jefferson School District #61-6 reorganized.

The area included in the new Dakota Valley School District #61-8 include: North Sioux City, McCook Lake, Riv-R-land Estates, Sandy Meade, Deer Run, portions of the Wynstone Development, and Dakota Dunes, SD, and western agricultural land to the Missouri River. Some minor boundary changes have taken place, placing some of the agricultural land in the Elk Point-Jefferson School District.

Established by law:

Adoption Date: February 12, 1996
Revised: October 9, 2006
Revised: April 10, 2012
Policy Committee Review: January 27, 2015

LEGAL REFS.: United States Constitution, Tenth Amendment
Constitution of the State of South Dakota,
Art. VIII, Sec. 1; Art. XXII; Art. XXVI,
Sec. 18.

SDCL 3-6-2; 13-5-1;13-5-2;13-5-14 to 13-5-29;13-6-1 et seq.

CROSS REF.: BB, School Board Legal Status

(SEE DISTRICT MAP ON NEXT PAGE)

DAKOTA VALLEY SCHOOL DISTRICT # 61 - 8

(PLACE MAP HERE)

(PLACE MAP HERE)

COMMUNITY INVOLVEMENT IN DECISION MAKING

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

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

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

Citizens' Advisory Committees

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

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

Adoption Date:	February 12, 1996
Policy Committee Review:	August 30, 2006
Policy Committee Review:	February 29, 2012
Policy Committee Review:	January 27, 2015

PARENT INVOLVEMENT IN TITLE I

The board recognized 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 school's and board's activities.

PARENTS' ADVISORY COMMITTEES

The board recognized that one of the best methods to maintain good communications with parents, and to establish sound public relations, is through temporary parent 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 or designee. He/she will report to the board on its membership, functions, progress and final report.

Adoption Date:	February 12, 1996
Revised:	October 9, 2006
Policy Committee Review:	February 29, 2012
Policy Committee Review:	January 27, 2015

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

**Title I - District Level
Parental Involvement Policy**

The Dakota Valley Title I District Level Parental Involvement Policy does provide the activities, events and correspondence implemented to establish the district's expectations for parent involvement.

1. The district will plan, design and implement the district's Title I program in consultation with parents of eligible students by convening an annual meeting during the fall semester. All parents of eligible students will be invited and topics to be covered will include: A. Funding, B. Selection of students, C. Activities and materials, and D. Evaluation of the program.
2. The district will provide the coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. Title I policies are distributed to all students and families at the beginning of the school year as part of district-wide mailing that is distributed annually.
3. The district will:
 - a. Distribute a school/parent compact at the time a student is enrolled in Title I. The parent signature on the compact is not required as parent permission for the student to receive Title I services;
 - b. Conduct a Title I parent meeting for parents or potential parents of Title I participants; at a time which is convenient for parents;
 - c. Provide parents of participating children with reports of their children's progress at the end of each quarter reporting periods;
 - d. Schedule parent-teacher conference at the end of the first and third quarter reporting periods with the parents of each participating child to discuss the child's progress, placement, and methods that parents can use to complement the child's instruction;
 - e. Arrange for Title I personnel to be readily accessible to parents upon parent request;
 - f. Permit parents of participating children to observe Title I activities with reasonable frequency;
 - g. Give a copy of these policies to parents of participating children who were not enrolled in school at the time of district-wide distribution of these policies.

File: ABBA-1 (continued)

4. In the event the district would have these programs, the district will coordinate and integrate parental involvement strategies under Title I with parental involvement strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home instruction Program for Preschool Youngsters (HIPPY), state-run preschool programs, and Title III language instructional programs.

5. The district will conduct, with the involvement of parents, an evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served with Title I funds. This evaluation will include identifying barriers to greater participation by parents in parental involvement activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The findings of the evaluation will be utilized to design strategies for more effective parental involvement and revise the district's parental involvement program if necessary.

LEGAL REFS: Public Law 100-297, April 28, 1988
 34 CFR, Part 75 et al May 19, 1989
 Chapter I Program in Local Educational Agencies;
 Final Regulations

CROSS REFS.: ABA, Community Involvement in Decision Making (Also File:
 KC)BCF, Advisory Committees to the Board

Adopted On: December 9, 1991
Re-adoption Date: February 12, 1996
Reaffirmed: November 9, 1998
Policy Committee Review: May 30, 2006
Revised: July 12, 2010
Revised: January 9, 2012
Policy Committee Review: January 27, 2015

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 aspect 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.

Adoption Date: February 12, 1996
Policy Committee Review: August 30, 2006
Policy Committee Review: February 29, 2012
Policy Committee Review: January 27, 2015

LEGAL REF.: Title IV, 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 the 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 20-12 20-13

CROSS REF.: ACA-1, Title IX Compliance
ACA-2, Grievance Procedure to Meet the Requirements of Title IX
ACCA, Sexual Harassment Policy
GBA, Equal Opportunity Employment
JB, Equal Educational Opportunities
JECC, Assignment of Students to Schools

NONDISCRIMINATION & EQUAL OPPORTUNITY NOTICE

The Dakota Valley School District does not discriminate in its policies and programs on the basis of sex, or sexual orientation, race, color, age, religion, disabilities, or national origin.

Inquiries concerning the application of Section 504 of the Rehabilitation Act, Title VI of the Civil Rights Act and the American with Disabilities Act should be brought to the attention of: the Special Services Director, 1150 Northshore Drive, North Sioux City, SD 57049 or by phone at (605) 422 – 3800.

Inquiries concerning the application of Title IX, and School Food Services should be brought to the attention of: the Superintendent of Schools, 1150 Northshore Drive, North Sioux City, SD 57049 or by phone at (605) 422 – 3800.

To file a complaint regarding Section 504, Title VI or Title IX, please contact the Regional Office for Civil Rights, write to the U.S. Department of Education, Office of Civil Rights, One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City Missouri 64106. You may also call (816) 268 – 0550 or TDD to (800) 877 – 8339 or fax to (816) 268-0599.

To file a complaint of discrimination in regard to school food service, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, or call (800) 795-3272 (voice) or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer.

Adoption Date:	February 12, 1996
Policy Committee Review:	August 30, 2006
Revised:	April 10, 2012
Revised:	December 9, 2013
Policy Committee Review:	January 27, 2015

TITLE IX COMPLIANCE

PERSONNEL/STUDENTS

CIVIL AND LEGAL RIGHTS & RESPONSIBILITIES

Students, their parents, and employees of the Dakota Valley School District are hereby notified that this school district does not discriminate on the basis of sex and is required by Title IX not to discriminate on the basis of sex in its educational activities and employment practices. Any person having inquiries concerning Dakota Valley School District compliance with Title IX is directed to contact the Superintendent, Dakota Valley School District, 1150 Northshore Drive, North Sioux City, South Dakota, telephone (605) 422-3800. The Superintendent has been designated by the Dakota Valley School District to coordinate the school district's efforts to comply with Title IX.

Adoption Date:	February 12, 1996
Policy Committee Review:	August 30, 2006
Policy Committee Review:	February 29, 2012
Policy Committee Review:	January 27, 2015

LEGAL REF.: Title IX, Education Amendments of 1972

CROSS REF.: AC, Nondiscrimination

GRIEVANCE PROCEDURE

TO MEET THE REQUIREMENTS OF TITLE IX

Title IX of the 1972 Education Amendments prohibits discrimination on the basis of sex. It states that ...

"No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance ..."

DEFINITIONS - A "grievance" under this policy shall mean a complaint which has been filed by a student, or on behalf of the student, by the parents, or by an employee, which alleges discrimination on the basis of sex contrary to the rules of Title IX.

The "grievance procedure" is the administrative procedure for handling of a complaint of discrimination.

An "aggrieved person" is the person filing the complaint.

PURPOSE - The primary purpose of this procedure is to secure at the earliest level possible the equitable solution to a complaint.

LEVEL I -

An aggrieved person shall first attempt to resolve the complaint informally by discussion with the teacher, principal or supervisor. If informal discussion does not resolve the complaint, the complaint shall be submitted in writing within 30 calendar days of the alleged incident of discrimination to the Title IX Coordinator.

LEVEL II -

The Title IX Coordinator shall attempt to resolve the complaint with the immediate supervisor or other person apparently responsible for the discrimination. This shall be completed within 30 calendar days of the filing of the written complaint with the Title IX Coordinator.

LEVEL III -

If the aggrieved person is not satisfied with the disposition of the grievance at Level II, he or she may transmit it by letter to the Business Manager of the district with a statement of reasons why it is being appealed. At the next regular meeting, the Board of Education shall consider the grievance or may designate a committee to hold a hearing or otherwise investigate the grievance. The aggrieved person and the administration and/or staff member(s) shall have the right to present their position to the Board. The Board shall make a final decision thereon at the following regular or special board meeting.

Adoption Date: February 12, 1996
Policy Committee Review: August 30, 2006
Policy Committee Review: February 29, 2012
Policy Committee Review: January 27, 2015

LEGAL REFS.: Title IX, Educational Amendments of 1972
CROSS REFS.: AC, Nondiscrimination

SEXUAL HARASSMENT POLICY

POLICY -

It is the district's policy that sexual harassment is unacceptable and shall not be tolerated; that no employee or student of the school district may sexually harass another. Any employee or student will be subject to disciplinary action for violation of this policy.

DEFINITION -

Under this policy, any unwelcome sexual advances, solicitation or sexual activity by promise of rewards, coercion of sexual activity by threat of punishment, verbal sexist remarks, or physical sexual assaults constitute sexual harassment. This conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or of creating an intimidating, hostile, or offensive employment or educational environment.

RESPONSIBILITY -

School district officers, employees and students are responsible for maintaining a working and learning environment free from sexual harassment. Careful scrutiny will be undertaken of allegations of sexual harassment which may be malicious or ill-founded. Copies of the policy will be available at all administrative offices and given to all certified employees.

COMPLAINTS -

Any employee who believes that he/she has been a subject in the work place of sexual harassment should report this incident immediately to his/her supervisor. If the immediate supervisor is involved in the activity, the violation should be reported to the next highest level. Students should report such incidents to the guidance counselor and/or the responsible building principal. All reported incidents will be thoroughly investigated. Appropriate corrective action will be taken in all substantiated acts of sexual harassment. Confidentially consistent with due process will be maintained.

If an employee or student files a written complaint because of dissatisfaction with the handling of the complaint, he/she may utilize the grievance procedure established by the school district.

LEGAL REF.: SD Executive Order 81-08
Federal - Title IX (1972 Education Amendments)

CROSS REF.: AC, Nondiscrimination

Adopted On: September 9, 1991
Re-adoption Date: February 12, 1996
Policy Committee Review: April 23, 2008
Policy Committee Review: February 29, 2012
Policy Committee Review: January 27, 2015

EDUCATIONAL PHILOSOPHY

PHILOSOPHY -

The Dakota Valley School District #61-8 believes in the worth of every individual. Recognizing the fact that there is variance in the background and the ability of individuals, the total program of the school attempts to provide the means to meet the needs of the individual at this level of his/her educational experience. The school should make a deliberate effort to provide and maintain a learning program conducive to desirable self-improvement for those who seek it and to encourage those who are reluctant to participate.

Education must be an instrument for improving the nature and condition of humankind. Therefore, the school should meet the needs of the individual's personal and social development.

Administrators and faculty should strive to be most professional, keeping abreast of the times, and striving for excellence in providing materials, equipment, and facilities. All this is done with the awareness that the schools belong to the people and, therefore, should meet the needs of the people.

Adoption Date:	February 12, 1996
Policy Committee Review:	August 30, 2006
Policy Committee Review:	February 29, 2012
Policy Committee Review:	January 27, 2015

LEGAL REFS.: ARSD 24:03:03:01

CROSS REF.: IA, Instructional Goals

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

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

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

- 1.) Board member involvement in the development of standards by which they will evaluate themselves;
- 2.) Holding the evaluation at a scheduled time and place, at a study or executive session and with all board members present;
- (3.) Developing a composite of individual members' opinions, and discussion of the results of a board as a whole;
- (4.) Supporting each judgment with as much rational and objective evidence as possible.

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

Adoption Date:	February 12, 1996
Policy Committee Review:	October 3, 2006
Policy Committee Review:	February 29, 2012
Revised:	March 9, 2015

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

Area of **Degree of Success:**
Responsibility (Poor = 1, Inadequate = 2, Adequate =3, Good = 4, Excellent = 5)

RELATIONSHIP WITH SUPERINTENDENT

1. _____ Establishes written policies for the guidance of the Superintendent in the operation of the schools.
2. _____ Provides the Superintendent with a clear statement of the expectation of performance and personal qualities against which he/she will be measured periodically.
3. _____ Engenders confidence in the Superintendent by inviting communication from the Superintendent.
4. _____ Reaches decisions only on the basis of study of all available background data and consideration of the recommendation of the Superintendent.
5. _____ Requests information through the Superintendent and only from staff members with the knowledge of the Superintendent.
6. _____ Provides a climate of mutual respect and trust, offering commendation whenever earned, and constructive criticism when necessary.
7. _____ Matters tending to alienate either Board members or Superintendent are discussed immediately rather than being permitted to fester and deteriorate.
8. _____ Provides opportunity and encouragement for professional growth of the Superintendent.
9. _____ Provides time for the Superintendent to plan.
10. _____ Takes the initiative in maintaining a professional salary for the Superintendent, comparable with salaries paid for similar responsibility in and out of the profession.
11. _____ Does not overly involve itself in administrative management of the school district and recognizes the distinction between administration and policy setting.

COMMUNITY RELATIONSHIPS

12. _____ Encourages attendance at Board meetings.
13. _____ Actively fosters cooperation with various news media for the dissemination of information about the school program.

14. _____ Insures a continuous planned program of public information regarding the schools.
15. _____ Participates actively in community affairs.
16. _____ Channels all concerns, complaints, and criticisms of the school system through the Superintendent for study with the expectation that he/she will report back to the Board if action is required.
17. _____ Protects the Superintendent from unjust criticism and the efforts of vocal special interest groups.
18. _____ An individual Board member does not commit their self to a position in answer to an inquiry or in public statements unless Board policy is already established and clear or the question addressed to him/her requires merely a recitation of facts about the school system.
19. _____ Encourages citizens' participation in advisory capacity in the solution of specific problems.
20. _____ Is aware of community attitudes and the special interest groups which seek to influence the district's program.

BOARD MEETINGS

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

STAFF AND PERSONNEL RELATIONSHIPS

30. _____ Develops sound personnel policies, involving the staff when appropriate.
31. _____ Authorizes the employment or dismissal of staff members only upon the recommendation of the Superintendent.
32. _____ Makes provisions for the complaints of employees to be heard, and after full study, if staff dissatisfaction is found to exist, takes action to correct the situation through appropriate administrative channels.
33. _____ Is receptive to suggestions for improvement of the school system.
34. _____ Encourages professional growth and increased competency through:
- A.) Attendance at educational meetings
 - B.) Training on the job
 - C.) Salary increments which recognize training and experience beyond minimum qualifications for a given position
35. _____ Makes the staff aware of the esteem in which it is held.
36. _____ Provides a written policy protecting the academic freedom of teachers.

RELATIONSHIP TO THE INSTRUCTIONAL PROGRAM

37. _____ Understands the instructional program and the general restrictions imposed on it by the Assembly, the State Board of Education, and college and university requirements.
38. _____ Realistically faces the ability of the community to support a quality education for its children.
39. _____ Resists the efforts of special interest groups to influence the instructional program if the effect would be detrimental to the students.
40. _____ Encourages the participation of the professional staff and, in certain instances, the public in the development of the curriculum.
41. _____ Weighs all decisions in terms of what is best for the students.
42. _____ Provides a policy outlining the district's educational objectives against which the instructional program can be evaluated.
43. _____ Keeps abreast of new developments in course content and teaching techniques through attendance and participation in School Board Association conferences and meetings of other educational groups and by reading of selected books and periodicals.

RELATIONSHIP TO FINANCIAL MANAGEMENT OF THE SCHOOLS

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

PERSONAL QUALITIES

- 49. _____ A sincere and unselfish interest in public education and in the contribution it makes to the development of children.
- 50. _____ A knowledge of the community which the school system is designed to serve.
- 51. _____ An ability to think independently, to grow in knowledge, and to rely on fact rather than prejudice, and a willingness to hear and consider all sides of a controversial question.
- 52. _____ A deep sense of loyalty to other Board Members and respect for group decisions cooperatively reached.
- 53. _____ A respect for and interest in people and ability to get along with them.
- 54. _____ A desire to work through defined channels to authority and responsibility.
- 55. _____ A willingness to devote the necessary time to become an effective Board Member.

Adoption Date: February 12, 1996
Revised: December 9, 2002
Policy Committee Review: October 3, 2006
Policy Committee Review: January 27, 2015

EVALUATION OF THE SUPERINTENDENT

A Superintendent new to the school system will be evaluated once each semester during the first two years of employment, in accordance with state law. Thereafter, the Board shall evaluate and assess in writing the performance of the Superintendent a minimum of once every year. The results of this evaluation shall be discussed in an executive session meeting in December and April for the individual not having continuing contract status, and in January for the individual with continuing contract status.

At least once each fiscal year, district and Superintendent shall meet in closed executive session for the purpose of mutual evaluation of the performance of district and Superintendent. In the event that the Board determines that the performance of the Superintendent is unsatisfactory in any respect, it shall describe in writing, in reasonable detail, specific instances of unsatisfactory performance. The evaluation shall include recommendations as to areas of improvement in all instances where the Board deems performance to be unsatisfactory. A copy of the written evaluation shall be delivered to the Superintendent. The Superintendent shall have the right to make a written reaction or response to the evaluation. This response shall become a permanent attachment to the Superintendent's personnel file. Within thirty (30) days of the delivery of the written evaluation to the Superintendent, the Board shall meet with the Superintendent to discuss the evaluation.

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

- 1.) Clarify for the Superintendent his/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/her job description and the immediate priorities among his/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/her, and discussed with him in an executive session.

Adoption Date:	February 12, 1996
Policy Committee Review:	October 3, 2006
Revised:	April 10, 2012
Policy Committee Review:	January 27, 2015

CROSS REFS.: BDC, Executive Sessions
CBA, Superintendent of Schools Job Description

DAKOTA VALLEY SCHOOL DISTRICT #61-8
SUPERINTENDENT EVALUATION FORM

Instructions: An attempt has been made to organize the superintendent's responsibilities in seven (7) categories. Each Board Member is asked to rate the superintendent on each of the items cited in each of the categories on a scale ranging from 1 to 5. The number 1 is the lowest possible score and connotates gross incompetence. The number 5 indicates excellent or highly commendable performance. Any score of 1 or 2, will be regarded as indicators of unsatisfactory performance; of 3, as satisfactory but not commendable; and 4 or 5 as commendable.

Rating **A. RELATIONSHIPS WITH THE BOARD**

- _____ 1.) Keeps the Board informed on issues, needs, and operation of the school system.
- _____ 2.) Offers professional advice to the Board on items requiring Board action, with appropriate recommendations based on thorough study and analysis.
- _____ 3.) Interprets and executes the intent of Board policy.
- _____ 4.) Seeks and accepts constructive criticism of his work.
- _____ 5.) Supports Board policy and actions to the public and staff.
- _____ 6.) Has a harmonious working relationship with the Board.
- _____ 7.) Understands his role in administration of Board policy, makes recommendations for employment or promotion of personnel in writing and with supporting data, and accepts responsibility for his recommendation. If the recommendation is not accepted by the Board, he willingly finds another person to recommend.
- _____ 8.) Receives recommendations for personnel from Board members with an open mind but applies the same criteria for his selection for recommendation as he applies to applications from other sources.
- _____ 9.) Accepts his responsibility for maintaining liaison between the Board and personnel, working toward a high degree of understanding and respect between the staff and the Board and the Board and the staff.
- _____ 10.) Remains impartial toward the Board, treating all Board members like.

- _____ 11.) Refrains from criticism of individual or group members of the Board.
- _____ 12.) Goes immediately and directly to the Board when he feels an honest, objective difference of opinion exists between him and any or all members of the Board, in an earnest effort to resolve such difference immediately.
- _____ 13.) Bases his position with regard to matters discussed by the Board upon principle and is willing to maintain that position without regard for its popularity until an official position has been reached, after which time he supports the decision of the Board, as long as he remains in its employ.

COMMENTS:

RECOMMENDATIONS with Timeline for Improvement:

B. COMMUNITY RELATIONSHIPS

- _____ 14.) Gains respect and support of the community on the conduct of the school operation.
- _____ 15.) Solicits and gives attention to problems and opinions of all groups and individuals.
- _____ 16.) Develops friendly and cooperative relationships with news media.
- _____ 17.) Participates actively in community life and affairs.
- _____ 18.) Achieves status as a community leader in public education.
- _____ 19.) Works effectively with public and private agencies.
- _____ 20.) Plans the use of school facilities by community groups.
- _____ 21.) Makes an effort to involve patrons in school district affairs and decisions.

COMMENTS:

RECOMMENDATIONS with Timeline for Improvement:

C. STAFF AND PERSONNEL RELATIONSHIPS

- ___ 22.) Develops and executes sound personnel procedures and practices.
- ___ 23.) Develops good staff morale and loyalty to the organization.
- ___ 24.) Encourages participation of appropriate staff members and groups in planning, procedures, and policy interpretation.
- ___ 25.) Takes an active role in development of salary schedules for all personnel, and recommends to the Board the levels which, within budgetary limitations, will best serve the interests of the district.
- ___ 26.) At the direction of the Board, meets and confers with leaders of the teachers association representing to the best of his ability and understanding the interest and will of the Board.

COMMENTS:

RECOMMENDATIONS with Timeline for Improvement:

D. EDUCATIONAL LEADERSHIP

- ____ 27.) Understands and keeps informed regarding all aspects of the instructional program.
- ____ 28.) Implements the district's philosophy of education.
- ____ 29.) Participates with staff, Board, and community in studying and developing curriculum improvement.
- ____ 30.) Organizes a planned program of staff evaluation and improvement.
- ____ 31.) Provides democratic procedures in curriculum work, utilizing the abilities and talents of the entire professional staff and lay people of the community.

COMMENTS:

RECOMMENDATIONS with Timeline for Improvement:

E. BUSINESS AND FINANCE

- ____ 32.) Keeps informed on needs of the school program i.e., plant, facilities, equipment, and supplies.
- ____ 33.) Supervises operations, insisting on competent and efficient performance.
- ____ 34.) Determines that funds are spent wisely, and adequate control and accounting are maintained.
- ____ 35.) Evaluates financial needs and makes recommendations for adequate financing.

COMMENTS:

RECOMMENDATIONS with Timeline for Improvement:

F. PERSONAL QUALITIES

- ___ 36.) Defends principle and conviction in the face of pressure and partisan influence.
- ___ 37.) Maintains high standards of ethics, honesty, and integrity in all matters.
- ___ 38.) Demonstrates his ability to work well with individuals and groups.
- ___ 39.) Exercises good judgment and democratic processes in arriving at decisions.
- ___ 40.) Possesses and maintains the health and energy necessary to meet the responsibilities of his position.
- ___ 41.) Maintains poise and emotional stability in the full range of his professional activities.
- ___ 42.) Is suitably attired and well groomed.
- ___ 43.) Uses language effectively in dealing with staff members, the Board, and the public.
- ___ 44.) Writes clearly and concisely.
- ___ 45.) Speaks well in front of large and small groups, expressing his ideas in a logical and forthright manner.
- ___ 46.) Thinks well on his feet when faced with an unexpected or disturbing turn of events in a large group meeting.
- ___ 47.) Overall performance thus far.

COMMENTS:

RECOMMENDATIONS with Timeline for Improvement:

Please add any comments. Include any area you feel more work should be done in or site commendable performance areas. Use additional sheets of paper if they are needed.

Evaluation Date: _____

(Board Member Signature)

Adoption Date:	November 11, 1991
Re-Adoption Date:	February 12, 1996
Revised:	July 8, 1996
Policy Committee Review:	October 3, 2006
Policy Committee Review:	January 27, 2015

CROSS REF.: CBA, Superintendent of Schools Job Description

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.

CONTRACT REF.: Dakota Valley Education Association Negotiated Agreement

Adoption Date:	February 12, 1996
Revision Date:	January 12, 1998 (with Section G)
Policy Committee Review:	October 3, 2006
Revised:	April 10, 2012
Policy Committee Review:	March 9, 2015

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; and,
- 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.

Adoption Date:	February 12, 1996
Policy Committee Review:	October 3, 2006
Policy Committee Review:	February 29, 2012
Policy Committee Review:	January 27, 2015

CROSS REF.: IFB, Pilot Projects