

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.

1st Reading-05/17/2016

2nd Reading-

Date Adopted-

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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."

Legal References:

- SDCL 3-18-2 Rights relating to labor organizations
- SDCL 3-18-3 Exclusive representation by designated representatives
- SDCL 3-18-8 Implementation of settlement

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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 Exclusive representation by designated representatives

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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 Unfair practices of employers defined

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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/CEO--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/CEO.

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:

SDCL 3-18-3.1 Unfair practices of employers defined

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2nd Reading-

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BOARD NEGOTIATING AGENTS-REGULATION

APPOINTMENT OF A PROFESSIONAL NEGOTIATOR

The negotiator's fees or salary will be established at the time of appointment.

The duties of the negotiator will be mutually agreed upon, and may include the following:

1. Serve as chief spokesman in negotiations with recognized or certified bargaining units to arrive at a mutually satisfactory agreement on wages, hours, and working conditions of employees represented by the units, and at any fact finding proceedings related thereto.
2. Direct accumulation of necessary data needed for negotiations, such as comparative information.
3. Follow guidelines set forth by the Board as to acceptable agreements and will report on the progress of negotiations.
4. Make recommendations to the Board as to acceptable agreements.
5. Interpret the signed negotiated agreements to administrators.
6. Serve as the official designee of the superintendent/CEO when the grievance procedure reaches the level of the superintendent/CEO.
7. Plan, organize, direct, and represent the district in arbitrations involving agreements.

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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.

Legal References:

SDCL 3-18-3.2 Unfair practices of employee organizations defined
SDCL 3-18-3.3 Rules of unfair practices

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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 3-18-3.2 Unfair practices of employee organizations defined
SDCL 3-18-3.3 Rules of unfair practices

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PRELIMINARY NEGOTIATED AGREEMENT DISPOSTION

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 Tentative settlement

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IMPASSE PROCEDURES

In the event the Board and the employee negotiation teams are unable to reach agreement, and an impasse exists, the conciliation and fact-finding procedures outlined in state law may be requested by either party. The notice of an impasse must be in writing.

If neither party requests intervention by the Department of Labor and Regulation within 10 calendar days after impasse is reached, the Board will assume negotiations are completed and will institute the provisions of the Board's last offer.

Within five days of receipt of a fact-finders report, both parties will meet to discuss the report.

In case of failure to reach agreement after full use of conciliation and mediation, the Board will be responsible to make such decisions necessary for the operation of the school system.

Legal References:

SDCL 3-18-8.1	<u>Intervention by dept. on failure to reach agreement</u>
SDCL 60-10-1	<u>Conciliation of labor dispute</u>
SDCL 60-10-2	<u>Unsuccessful efforts to conciliate</u>

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STAFF JOB ACTIONS

By state law, it is illegal for any employee of the district to engage in a strike, withhold services, be absent without leave or authorization, or decline to perform all of their duties and responsibilities.

So that the educational programs of the district will function without interruption, the Board will ensure that employee contracts that are in force with the district are fulfilled. If necessary, legal recourse will be taken by the Board to fulfill its obligations and responsibilities to the citizens of the district.

Any employee who conducts themselves in a manner that is disruptive to the educational programs of the district and/or violates the provisions of their contract with the district subjects themselves willfully to the legal recourses available to the Board.

It is the responsibility of every administrator to ensure that the obligations and responsibilities of the Board are fulfilled as the Board directs.

Legal References:

SDCL 3-18-10	<u>Strikes prohibited</u>
SDCL 3-18-11	<u>Consent to strikes by supervisors prohibited</u>
SDCL 3-18-14	<u>Injunctive relief in case of strike</u>
SDCL 3-18-15	<u>Right of employee to expression of grievance</u>
SDCL 3-18-15.1	<u>Grievance procedures to be established</u>
SDCL 3-18-15.2	<u>Appeal to department</u>
SDCL 3-18-15.3	<u>Grievance procedure adopted in absence of action</u>
SDCL 3-18-15.4	<u>Change in policies not prohibited</u>
SDCL 3-18-16	<u>Proceedings to establish nonparticipation in strike</u>
SDCL 3-18-17	<u>Review by trial de novo of decision establishing violation</u>
SDCL 3-18-9	<u>Strike Defined</u>

1st Reading-05/17/2016

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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.

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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.

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SCHOOL YEAR-SCHOOL CALENDAR

The school calendar for the ensuing year will be prepared by the Superintendent/CEO 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/CEO or Board deems appropriate.

LEGAL REFERENCES

SDCL 13-26-1	School fiscal year
SDCL13-26-17	Nonreferral or rejection of referendum
SDCL 13-26-2	Time required in school term
SDCL 13-26-4	Teacher-parent conference hours counted
SDCL 13-26-4.1	In-service training
SDCL13-26-9	School board decision on opening day of classes

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Policy: ID

BIG STONE CITY SCHOOL DISTRICT 25-1

SCHOOL DAY

It is the responsibility of the Board to establish the beginning and dismissal times. 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 School fiscal year

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2nd Reading-

Date Adopted-

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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 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.

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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/CEO 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.

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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/CEO 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 will constitute its official adoption of the curriculum.

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2nd Reading-
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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 Division of Elementary Secondary 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 school, 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 school should be to adequately provide each student with the basic skills of reading, writing, oral communications, and 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.

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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.

Policy References

SDCL 13-24-17	<u>Flagpole required</u>
SDCL 13-24-17.2	<u>Right to post flag, recite pledge of allegiance and sing national anthem</u>
SDCL 13-33-4	<u>Instruction on US and state Constitutions required</u>

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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.

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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.

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FAMILY LIFE/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 Character development instruction

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PROGRAMS FOR HANDICAPPED CHILDREN

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 handicapped children, birth through 21.

The ultimate goal of these programs will be to have children with handicapping conditions become as self-sufficient as their handicaps permit and to increase their life options and opportunities for personal liberty, happiness, and participation in our society.

Seeking out young children with handicapping conditions 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 handicaps is not to categorize them as handicapped, but to determine and provide the most appropriate education and related service possible for each one.

The Board believes that most children with handicaps 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 handicap. 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 handicapped children. The financial commitment necessary to meet the needs of all handicapped children is extensive, and the Board, in accordance with state law, will include an amount in the district tax levy, 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 principal 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 handicapped children, the diagnosis of handicaps, 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

ARSD 24:05 §§ 13-35

SDCL 13-37

*Americans with Disabilities Act of 1990

USC Title 29 Chapter 16 §794

USC Title 42 Chapter 126

JECB

LBB

Special Education

Special assistance and related services

Equal opportunity for individuals with disabilities

Nondiscrimination under Federal grants and programs

Equal opportunity for individuals with disabilities

Open enrollment

Cooperative educational programs

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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.

1st Reading-05/17/2016

2nd Reading-

Date Adopted-

Last Revised-

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/CEO, either a homebound instructor will be employed, or a classroom teacher will provide instruction after regular school hours with compensation set 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/CEO 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.

1st Reading-05/17/2016

2nd Reading-

Date Adopted-

Last Revised-

ALTERNATIVE SCHOOL PROGRAMS

Some children have great difficulty coping with the conventional school program and, as a result, will drop out of school. Some children require more support and direct supervision than is reasonably available in conventional school settings. And, some children, along with a highly structured academic experience, require a special focus on life skills and an appropriate vocational involvement.

The Board will provide alternative education programs where these needs have been identified, where establishment of such programs is feasible, and where the proposed programs fall within the function normally associated with the public school system.

These alternative educational programs will seek to provide an appropriate academic, social, and vocational experience to aid these young people either to reenter the regular school system, move into another educational setting, or prepare them for successful employment.

Legal References

SDCL 13-8-1 School board defined

SDCL 13-8-39 Management of schools by board – general powers

1st Reading-05/17/2016

2nd Reading-

Date Adopted-

Last Revised-

SUMMER SCHOOLS

The Board will conduct summer sessions as a supplement to the instruction offered during the school year, when funding for such programs is available and the need is established.

In general, no tuition is charged students who: are residents of the district; whose need for a summer program has been identified by teachers; and who have been recommended for enrollment in the program to the Superintendent/CEO by the principal.

Special activities or programs for which a fee is to be charged may be conducted only with the approval of the Board and in compliance with state law.

The summer program will be designed to include enrichment, remedial, and recreational experiences--such as playground crafts--typing, music, and high school subjects, as needed.

Summer school will be under the direction of the Principal. Teachers for summer sessions will be recruited from the district staff insofar as possible. The Board will set summer salaries and make appointments upon the recommendation of the Superintendent/CEO.

Legal References

SDCL 13-33-3 Adult education, summer school, kindergarten and nursery schools

1st Reading-05/17/2016

2nd Reading-

Date Adopted-

Last Revised-

DISTANCE LEARNING

Distance learning includes virtual or online courses. A student enrolled in a distance-learning course, including a virtual or online course, may receive high school credit for work completed, provided:

1. The course is offered by an institution approved by the Superintendent or designee;
2. The course is not offered at the student's high school;
3. The provider and the course are approved by the South Dakota Department of Education; and
4. The building principal approves the course in advance.

Students may be limited as to the number of distance learning courses that apply toward high school credit. Grades earned in approved distance learning courses count toward a student's grade point average, class rank, and eligibility for athletic and extra-curricular activities. The District may pay the fee for expelled students who are permitted to take virtual or online courses in alternative settings.

Legal References

ARSD 24:43:12	Distance Learning
SDCL 13-33-21	Certificate authorizing distance learning provider
SDCL 13-33-22	Rules relating to distance learning certificate

1st Reading-05/17/2016

2nd Reading-

Date Adopted-

Last Revised-

PREKINDERGARTEN PROGRAMS

The Board recognizes the critical importance of the early years in determining the educational development of children, and authorizes schools to establish and maintain pre-kindergarten programming.

Pre-Kindergarten programs will meet all federal and state requirements and follow a comprehensive, sequential curriculum, which is geared to the individual child and emphasizes educational purposes. The programs will be offered to eligible children.

The Superintendent/CEO is charged to implement preschool programs, including age-eligibility and other requirements, when such programs are authorized by the board.

Legal References

SDCL 13-28-1.1	<u>Enrolled student defined</u>
SDCL 13-3-1.4	<u>General supervision of accredited schools</u>
SDCL 13-33-3	<u>Adult education, summer school, kindergarten, and nursery schools</u>
SDCL 13-6-2	<u>Legislative policy</u>
SDCL 13-8-39.2	<u>Authority to provide day-care for children of enrolled students</u>
SDCL 13-8-50	<u>Fee for before or after school programming</u>

1st Reading-05/17/2016
2nd Reading-
Date Adopted-
Last Revised-

EXTRA-CURRICULAR ACTIVITIES

The Board, in the interest of affording the children attending its schools the highest level of educational experience obtainable, believes that student extra-curricular activities are an essential part of deliberate education in the United States. Such activities form a logical adjunct to the required or general curriculum and the elective or special curriculum.

GUIDELINES FOR EXTRA-CURRICULAR ACTIVITIES PROGRAM

The following guidelines will govern the student activities programs:

1. Student extra-curricular activities are those school activities that are voluntarily engaged in by students, have the approval of the school administration and are sponsored by the faculty, and do not carry credit toward promotion or graduation.
2. Each school, under the direction of the principal and professional staff, will have a well-balanced and effectively administered student activity program designed to stimulate student growth and development by supplementing and enriching the curricular activities.
3. Each activity should be designed to contribute directly to the educational, civic, social, ethical, and leadership development of students involved.
4. The student activity program should receive the same attention in terms of evaluation that is given the regular school curriculum.
5. Each program shall have definite written guidelines and procedures regulating the organization and administration of student activity programs.
6. Activities must be open to all students, regardless of race, religion, sex, national origin, or disability.
7. No extra-curricular activity shall place undue burdens upon students, teachers, or the District.
8. Activities should be held on non-school class time or at an appropriate designated school class time.

Legal References

SDCL 13-32-9	Suspension from extracurricular activities
SDCL 13-36-4	Delegation of control of interscholastic activities to association
JFCH	Alcohol and other drug use by students
JGD	Student suspension and expulsion

1st Reading-05/17/2016

2nd Reading-

Date Adopted-

Last Revised-

STUDENT ORGANIZATIONS

Student organizations have an important place in the educational program of our schools. When properly organized and operated they will:

1. Extend and reinforce the instructional program.
2. Give students practice in democratic self-government.
3. Build student moral and spirit of positive support for the school.
4. Honor outstanding student achievement.
5. Provide wholesome social and recreational activities.

GUIDELINES FOR STUDENT ORGANIZATIONS

In recognition of the potential educational value of student organizations, the Board authorizes the establishment of such according to the following guidelines:

1. The organization or club must have a regularly employed school staff member as an advisor.
2. The organization must have a direct relationship to or be an extension of some school class, area, or department.
3. The objectives of the organization must respond to an educational need of students in the public schools.
4. There must be enough student interest to warrant the formation or continuance of the organization.
5. The future status of an existing or proposed organization must be recommended by the school principal to the Superintendent and then by the Superintendent to the Board.

The Board will approve the formation or dissolution of all student organizations according to the above guidelines.

1st Reading-05/17/2016
2nd Reading-
Date Adopted-
Last Revised-

STUDENT PUBLICATIONS

Students will enjoy the constitutional rights of freedom of expression. They will have the right to express their views in speech, writing, or through any other medium or form of expression within limitations comparable to those imposed on all citizens but specifically designed for children and youth in a school setting.

The Board will encourage student publications not only because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism, but also because they provide an opportunity for students to express their views.

All student publications will be expected to comply with the rules for responsible journalism. This means that libelous statements, unfounded charges and accusations, obscenity, defamation of persons, false statements, material advocating racial or religious prejudice, hatred, violence, the breaking of laws and school regulations, or materials designed to disrupt the educational process will not be permitted.

The Superintendent/CEO will establish guidelines that are in keeping with the above and provide for the review of the content of all student publications prior to their distribution.

Review of content prior to publication is not censorship, but part of the educational process as this concerns student publications. It can be pointed out to students, as it frequently is to journalists, that a publisher (in this case, the school system) enjoys freedom to determine what it will and will not publish.

DISTRIBUTION OF LITERATURE

Students have a right to the distribution of literature on school grounds and in school buildings, except that the principal may prohibit the distribution in school buildings of a specific issue or publication if it does not comply with rules for responsible journalism. The principal may require that no literature be distributed unless a copy is submitted in advance.

The time, place, and manner of distribution of literature will be reasonably regulated by the principal.

1st Reading-05/17/2016
2nd Reading-
Date Adopted-
Last Revised-

STUDENT PERFORMANCES

The Board recognizes that worthy and appropriate educational values accrue from student participation in civic and community affairs. Teachers will be encouraged to provide students for public performance when:

1. Such performances fit both the aims of the schools and the needs of the students.
2. Such performances are free from the kinds of appeals, and pressures that limit the best development of participants.
3. No student is excluded because of race, color, creed, religion, sex, handicap, national origin, or ancestry.

Students may perform where admission fees are charged only if the proceeds are used for charitable, educational, or civic purposes. Payment for performances may be accepted by the school but not by the individual students. Costs directly related to performances, the supervision of the students, and liability protection for the participants will be responsibilities of the school district.

Approval for all public performances will be given by the Superintendent/CEO when the above criteria have been met.

1st Reading-05/17/2016

2nd Reading-

Date Adopted-

Last Revised-

STUDENT FUNDRAISING ACTIVITIES

Money drives will not be encouraged unless there is justification for purpose and the need is adequate.

Justified fund-raising will be permitted for school classes or groups of students, under the sponsorship of a faculty member, provided they are approved by the Superintendent/CEO and that benefits derived therefrom will be made available to all members of the class or group.

No project will be allowed that will involve the servitude of an individual.

A categorical, itemized accounting of money raised at school or in connection with the school other than money deposited in the extracurricular account which is the responsibility of the business manager, to be filed with the district financial records.

1st Reading-05/17/2016

2nd Reading-

Date Adopted-

Last Revised-

STUDENT ACTIVITIES FUNDS MANAGEMENT

The Board authorizes the establishment and maintenance of a student activity fund, which will be the only authorized depository fund for student clubs or organizations. The principal will be responsible for the proper administration of the financial activities of each student activity account in accordance with the provisions of state law and appropriate accounting practices and procedures. All payments made from the student activity fund will have the prior approval of the faculty advisor and of the principal.

The school district audit will include an audit of student organization funds. Payment for the audit will be made from district funds.

Reserves will be limited to amounts estimated as necessary for the beginning of the following year's operation.

Moneys raised by student organizations must be expended for the benefit of students.

All fund-raising projects must be approved in advance by the organization advisor and the Administration. This approval will be based upon the intended usage of the funds raised; the nature of the fund-raising activity and the degree to which the proposed activity fulfills the purposes of the organization.

When appropriate, the CEO/business manager may require the faculty advisor to submit for approval a yearly budget listing proposed activities and projected expenditures and income.

Legal References

SDCL 13-16-19	<u>Stewardship of agency funds</u>
SDCL 13-16-20	<u>Disbursements authorized</u>
SDCL 13-16-21	<u>Monthly and annual reports on funds</u>

1st Reading-05/17/2016

2nd Reading-

Date Adopted-

Last Revised-

INTERSCHOLASTIC ATHLETICS

The Board believes that students benefit from the experiences made possible through participation in interscholastic sports. Learning how to deal with success and failure, developing self-discipline, experiencing the successes of teamwork, and developing physical skills are some of the benefits which can come from these programs.

All interscholastic programs will require Board approval and will operate under the general supervision of the Superintendent/CEO. Qualified personnel will be assigned to supervise and coach the various sports as needed.

Membership of the District in an interscholastic athletic association or conference will be subject to annual approval by the Board. The Board will review the constitution and bylaws of any such organization, and its rules and regulations for member teams, before granting approval.

It is the practice of the Board to maintain membership for the District in the South Dakota High School Activities Association (SDHSAA). In the conduct of interscholastic athletic programs, the rules, regulations, and limitations outlined by that association will be followed.

Eligibility requirements for participating in athletic programs will be set by the school administration with the approval of the Board and will conform to the regulations of the SDHSAA. They will include the requirements that a student have the written permission of his parent or guardian to participate and will have been determined as physically fit for the sport by the school physician or his personal physician.

By signing the SDHSAA Consent Form the parent acknowledges the existence of potential dangers associated with athletic participation, participation in any athletic activity may involve injury of some type, the severity of such injuries can range from minor cuts, bruises, sprains, and muscle strains to more serious injuries such as injuries to the body's bones, joints, ligaments, tendons, or muscles, that catastrophic injuries to the head, neck and spinal cord and concussions and on rare occasions, injuries so severe as to result in total disability, paralysis and death may also occur.

The parent or guardian must sign a waiver to the effect that the student has health insurance coverage prior to the student participating in interscholastic athletic activities, including practice.

Legal References

SDCL 13-36-4	<u>Delegation of control of interscholastic activities to association</u>
IGDJ	<u>Concussion awareness and prevention</u>
JGD	<u>Student suspension and expulsion</u>

1st Reading-05/17/2016
2nd Reading-
Date Adopted-
Last Revised-

CONCUSSION AWARENESS AND PREVENTION

The school board is committed to providing all students with safe learning environment. In recognition of the risks that concussions pose to our student athletes, the school district will provide appropriate concussion awareness education and prevention programs.

AWARENESS

The district will use guidelines developed by the South Dakota High School Activities Association and South Dakota Department of Education to educate coaches, student athletes, and parents of the nature and risks of concussions. On an annual basis, the district will distribute a concussion information sheet to all parents or legal guardians of student athletes.

No student may practice or compete in any school-sanctioned athletic activity until the parent or guardian and student return to the district a signed acknowledgement that indicates they have reviewed and understand material presented in the concussion information sheet.

TRAINING

Each year, every athletic coach, including volunteer coaches, shall complete a training program to provide continuing education on the risks and management of concussions. No coach shall be allowed to participate in any way in the district's athletic program until the individual provides to the district verification that he or she has completed the required training.

RETURN TO PLAY GUIDELINES

An athlete who is suspected of sustaining a concussion or head injury during a practice or competition shall be removed from participation at that time. Any athlete who has been removed from participation during a practice or competition based on a suspected concussion may not participate in practice or competition until the athlete no longer exhibits signs, symptoms, or behavior consistent with a concussion and has received written clearance from a licensed health care provider.

For the purposes of this policy, a licensed health care provider is:

1. Registered, certified, licensed, or other wise recognized in law by the State of South Dakota to provide medical treatment; and
2. Trained and experienced in the evaluation, management, and care of concussions.

Legal References

SDCL 13-36-10	<u>Coaches to complete training program</u>
SDCL 13-36-11	<u>Removal of athlete exhibiting symptoms of concussion</u>
SDCL 13-36-12	<u>Return of athlete to activity</u>
SDCL 13-36-13	<u>Licensed health care provider defined</u>
SDCL 13-36-14	<u>Cause of action not created</u>
SDCL 13-36-9	<u>Concussion guidelines and information sheet</u>
IGDI	<u>Interscholastic athletics</u>

1st Reading-05/17/2016
2nd Reading-
Date Adopted-
Last Revised-

HONORARY DIPLOMAS

The Board recognizes the contributions and sacrifices made on behalf of our state and nation by a Veteran's service during the period December 7, 1941, to September 2, 1945, inclusive; during the period June 25, 1950, to July 31, 1953, inclusive; or during the period February 28, 1961 to May 7, 1975, inclusive. Accordingly the Board will award an Honorary High School diploma to those qualifying veterans who apply.

The Honorary High School Diploma program will be administered by the Superintendent/CEO or their designee.

Legal References

SDCL 33A-2-34

Honorary high school diploma to veterans

1st Reading-05/17/2016

2nd Reading-

Date Adopted-

Last Revised-

SCHEDULING FOR INSTRUCTION

A primary function of a classroom program is to promote the most effective use of time available. It will be the principal's responsibility to see that a satisfactory instructional program is scheduled for each student in his school building. This schedule should meet the time requirements for certain courses as set by state regulation. It should also provide for the best use of a student's time in relationship to his goals, and within the framework of practicable school operation.

1st Reading-05/17/2016

2nd Reading-

Date Adopted-

Last Revised-

INSTRUCTIONAL MATERIALS

The Board believes that materials appropriate to the needs of the school program must be available to each student and teacher. These will be furnished by the Board subject to budgetary constraints.

The task of selecting instructional materials and programs will be delegated to the professional staff of the school system.

INSTRUCTIONAL MATERIAL CRITERIA

Because instructional programs and materials are of great importance, only those that meet the following criteria will be approved by the Board:

1. They must present balanced views of international, national, and local issues and problems of the past, present and future.
2. They must provide materials that stimulate growth in factual knowledge, literary appreciation, aesthetic, and ethical values.
3. They must help students develop abilities in critical reading and thinking.
4. They must help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.
5. They must provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, or physical disabilities.
6. They must allow sufficient flexibility for meeting the special needs of individual students and groups of students.

Policy References:

KLB Public complaints about the curriculum or instructional materials

1st Reading-05/17/2016
2nd Reading-
Date Adopted-
Last Revised-

TEXTBOOK SELECTION AND ADOPTION

The Board will officially adopt textbooks and textbook programs for use in the district schools upon the recommendation of the Superintendent/CEO with the help of the Principal.

Responsibility for the review and selection of textbooks to be recommended will rest with textbook and/or curriculum committees as appointed by the Superintendent/CEO or the Superintendent's/CEO's designee. Membership on such committees shall include representation by teachers who will use the texts, administrators, and other staff members as found desirable. Students and parents may be asked to serve.

Principles that apply generally to the selection of instructional materials and library materials will apply to the selection of textbooks and books. The State Board of Education will have the power to review any books or other instructional material selected for use in the district schools. Additionally, basic textbooks and textbook programs will be chosen:

1. To advance the educational objectives of the school system and particular objectives of the course or program;
2. To contribute toward continuity, integration, and articulation of the curriculum;
3. To establish a general framework for the particular course or program.

Because the instructional purposes of textbooks, as stated above, are of such importance, particular care will be taken in their selection as to content.

TEXTBOOK CONSIDERATIONS

Although many points must be examined, the Board directs the staff to be particularly mindful of the following considerations:

1. The needs of all learners, including slow learners and the exceptionally able, must be provided for.
2. Insofar as possible, multiethnic materials which depict a pluralistic society should be selected.
3. The textbook or textbook program should lead the student and teacher beyond the textbook into a wide variety of other materials and educational experiences.
4. If the textbook deals with problems and issues of our times, it should present and encourage examination of all points of view.
5. Because textbooks are selected for several years' use, special attention shall also be given their physical characteristics, durability, format, and price.

Policy References:

KLB Public complaints about the curriculum or instructional materials

1st Reading-
2nd Reading-
Date Adopted-
Last Revised-

LIBRARY MATERIALS SELECTION AND ADOPTION

The Board endorses the School Library Bill of Rights, as adopted by the American Library Association, which asserts that the responsibility of the school library is to:

1. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. Provide a background of information that will enable students to make intelligent judgments in their daily lives.
4. Provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
5. Provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
6. Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

Initial purchase suggestions for library materials may come from all personnel--teachers, coordinators, administrators. Students will also be encouraged to make suggestions. The librarian will be responsible for evaluation and recommendation of all library materials recommended to be included in the school library. Final approval and authority for distribution of funds will rest with the principal, subject to the approval of the Superintendent/CEO and in keeping with the Board-approved budget.

Gifts of library books will be accepted in keeping with the above policy on selection. Complaints about library books will be handled in line with Board policy on complaints about instructional materials.

Policy References:

- KH Public gifts and memorials to schools
KLB Public complaints about the curriculum or instructional materials

1st Reading-05/17/2016

2nd Reading-

Date Adopted-

Last Revised-

TEACHER AIDES

In approving the employment of instructional or teacher aides, or paraprofessionals in the school, the Board believes that their services will permit:

1. Teachers more time to devote to actual instruction.
2. More effective grouping for instructional purposes.
3. Wider use of audio-visual equipment in the classrooms.
4. Greater individualized attention for meeting pupil needs.
5. More effective group instruction.

The use of instructional aides will be individually determined and will require a written recommendation from the principal and approval by the Superintendent/CEO. Official appointment to such a paid position will be made by the Board acting upon the recommendation of the Superintendent/CEO.

Under no circumstances will instructional aides be given responsibility and duties which are properly and/or legally those of a regularly employed and certificated professional staff member.

1st Reading-05/17/2016

2nd Reading-

Date Adopted-

Last Revised-

SCHOOL LIBRARIES

The Board recognizes that an effective school library media center is an important and integral part of the instructional resources of each elementary and secondary school. Consequently, the school district will provide and maintain adequate school library media centers.

Materials in school libraries will include a full range of print and audio-visual media. Library services will include instruction and help in the use of library resources. A school librarian will be employed in accordance with state regulations. The school librarian and assistants will act as teachers in the use of these resources.

The school librarian, together with the school principal and Superintendent/CEO, will develop such teaching programs and rules for library use as necessary to ensure maximum use of the library services and materials, and control of material.

The Superintendent/CEO, upon the recommendation of the school librarian, will annually request sufficient funds from the Board to maintain library services at a high level.

Policy References:

SDCL 13-1-31 School library supervision

1st Reading-05/17/2016

2nd Reading-

Date Adopted-

Last Revised-

INSTRUCTIONAL TELEVISION

The Board recognizes that instructional television can provide educational experiences and cultural involvement for students and adults alike. Therefore, the Board endorses the use of instructional television as an integral part of the school curriculum when practical.

When using instructional television in addition to general curriculum materials, a teacher should keep in mind that the program should be suitable to the maturity level of the students, and that the subject matter should be of specific interest to the class curriculum.

Cultural and enrichment television presentations of general interest to the community may also be used for instructional purposes to supplement the curriculum materials. Before recommending the viewing of such a program, the teacher should ascertain that the format and content of the program is suitable for students.

1st Reading-05/17/2016
2nd Reading-
Date Adopted-
Last Revised-

USE OF COMPUTERS AND NETWORKS

Access to the internet is available to students and teachers of the school district. Online resources will allow classroom projects such as pen-pal discussions, scientific data collection, and international cultural exchanges. The internet enables worldwide connection to electronic mail, discussion groups, databases, computer software and informational sources such as libraries and museums. The goal of the district through online resources is to promote educational excellence by facilitating resource sharing, innovation and communication within our own community, our nation and worldwide.

With the access of online resources comes the availability of material that may not be considered to be of educational value in the context of the school setting. On a global network, it is impossible to control all materials and an industrious user may discover controversial information. However, it is the district's belief that the valuable information and interaction on these networks far outweigh the possibility that a user may locate material that is not consistent with the educational goals of the district.

Internet users, like traditional library users, are responsible for their actions in accessing online resources. Before faculty, staff, students or parents have access to the Internet, they must complete a mandatory workshop. The intention of the workshop is to educate users on proper Internet conduct.

The administration will formulate the necessary regulations to carry out the policy of acceptable Internet use and the consequences if violations occur.

1st Reading-05/17/2016
2nd Reading-
Date Adopted-
Last Revised-

DISTRICT OWNED COMPUTERS

The School District will check out District owned equipment, such as laptop computers, to staff and students. Equipment will be used to fulfill requirements of school programs. To ensure laptops are used to their fullest benefit and in an appropriate capacity, the Superintendent/CEO, or a designee, will develop a Laptop Use Agreement.

The Laptop Use Agreement will:

1. State the length of time that computers are to be checked out;
2. Provide an avenue for staff, students and parents to acknowledge responsibility for the care and use of District property;
3. Set forth guidelines for appropriate laptop use, including considerations that inform users how to properly care for laptops;
4. Inform staff, student and parents of the consequences of violating the Laptop Use Agreement, which could include restricted laptop privileges; and
5. State that abuse, damage, negligence, or loss of this equipment will result in an assessment of cost to the staff member or to parents of students checking out the equipment.

A Laptop Use Agreement must be filed prior to laptop check out. Students must have a parent or guardian sign the Laptop Use Agreement.

The tech department is responsible for establishing and maintaining a system to inventory laptops and to maintain a record of signed Laptop Use Agreements, overseen by the superintendent/CEO.

1st Reading-05/17/2016
2nd Reading-
Date Adopted-
Last Revised-

INTERNET SAFETY INSTRUCTION

The board is committed to providing a safe learning environment that prepares students for a rapidly changing world. To ensure that students safely and appropriately benefit from the district's technology resources, the district shall provide Internet safety instruction to all students. The district's internet safety curriculum shall include, but is not limited to:

- Instruction conveying appropriate online behavior and online social interaction; and
- Instruction promoting cyberbullying awareness and the ways in which the district responds to cyberbullying.

It shall be the duty of the principal to ensure that Internet safety instruction is integrated into the district's instructional program.

Policy References:

SDCL 22-24-55 Restrict access to obscene materials
Public Law 106-554 Children's Internet Protection Act

1st Reading-05/17/2016

2nd Reading-

Date Adopted-

Last Revised-

SCHOOL VOLUNTEERS

The School Board recognizes the need to develop a volunteer program to support district instructional programs and extracurricular activities. The purpose of the volunteer program will be to:

1. Assist employees in providing more individualization and enrichment of instruction;
2. Build an understanding of school programs among interested citizens, thus stimulating widespread involvement in a total educational process;
3. Strengthen school/community relations through positive participation.

A volunteer is a person who works at the recommendation of professional personnel. A volunteer will serve without compensation or employee benefits of any type, except for workers' compensation if the school district is desirous of providing coverage. (To be covered for workers' compensation, the appointment of a volunteer must be reflected in the official minutes.)

Volunteers will work with students under the immediate supervision and direction of certified staff and are expected to comply with all rules and regulations set forth by the district.

Policy References:

SDCL 47-23-29 Immunity of volunteers of nonprofit organizations
SDCL 62-1-5.1 Volunteers serving state or subdivisions without pay

1st Reading-05/17/2016

2nd Reading-

Date Adopted-

Last Revised-

CHAPERONES FOR SCHOOLRELATED ACTIVITIES

The Board acknowledges the need for chaperones to support staff during school-related activities. The Board defines a chaperone as a district employee, parent or adult community member who volunteers to work on a temporary basis at a school site or off-campus event for the purpose of supporting the district in its education of students.

Chaperones will work with students under the immediate supervision and direction of a certified teacher or staff member, and are expected to comply with all rules and regulations set forth by the District.

The board approves the use of staff, parental or community members as school chaperones, and will consider any chaperone a volunteer of the School District.

As such, the Board will generally approve the coverage of chaperones under the District's workers' compensation insurance in order to provide coverage in instances of injury that occur during the time that the chaperone is acting as a volunteer worker of the district. The approval will be done during a regular meeting of the Board.

The Board authorizes the Superintendent/CEO or Superintendent's/CEO's designee to establish guidelines and procedures for chaperones for school-related activities.

At the discretion of the Superintendent/CEO, non-employee chaperones may be required to undergo a criminal history check.

All chaperones will abide by the school chaperone rules established by the Superintendent/CEO or Superintendent's/CEO's designee, and will be given a copy of this policy and any subsequent regulations or procedures.

Policy References:

SDCL 47-23-29

Immunity of volunteers of nonprofit organizations

SDCL 62-1-5.1

Volunteers serving state or subdivisions without pay

1st Reading-05/17/2016

2nd Reading-

Date Adopted-

Last Revised-

GUIDANCE PROGRAM

A guidance program will be incorporated into the curriculum to aid students in making informed and responsible decisions and in using effective decision making process.

The major objective of the guidance program is to help each child make the best of his or her educational opportunities toward a normal, useful, and happy life.

The program will be directed toward the growth and improvement of all pupils in the school, recognizing, however, that some pupils are in greater need of individual guidance than others.

The program will attempt to provide for each pupil a sense of belonging, self-respect, emotional security, achievement and recognition. It will help students develop an appreciation and understanding of the world in which they live by providing a classroom and school environment in which effective learning and good behavior takes place.

A positive program of correction and prevention of antisocial behavior of students will be provided and will provide a sense of responsibility and self-respect in students.

1st Reading-05/17/2016

2nd Reading-

Date Adopted-

Last Revised-

ACADEMIC ACHIEVEMENT

The philosophy of the Board concerning academic achievement is based on the premise that children have diverse capabilities and interests and individual patterns of growth and learning.

Therefore, the Board feels it important that teachers have as much and as accurate knowledge of each student as is possible through tests and observations of students' intelligence, achievement, work habits, skills, health, and home environment.

The Board recognizes that many factors which cannot be clinically tested—attitude toward others and work habits, for example—may influence a student's success in school as much as his knowledge of subject areas.

In fairness to each student, achievement will be judged by assessing each student's work in relation to his or her own progress, and also in terms of his or her degree of mastery of the course work in relation to his or her peer group.

1st Reading-05/17/2016

2nd Reading-

Date Adopted-

Last Revised-

STUDENT PROGRESS REPORTS TO PARENTS

The Board feels that it is essential for parents to be kept fully informed of their children's progress in school.

The type of progress reports sent to parents will be devised by the professional staff in cooperation with parents. Report cards will be uniform throughout the district at comparable grade levels except as special forms may be developed for special programs or new forms tried out on a temporary basis.

Report cards will be distributed on a nine-week basis. The nine-week grade will be based on many factors, such as: basal text assignment, both oral and written; class participation; special assignments; research; activities of various types and kinds; special contributions.

Supplementary reports will be required for students in danger of failure. Conferences with parents also will be used as an integral part of the reporting system.

Policy References:

KMB Title I parent involvement

1st Reading-05/17/2016

2nd Reading-

Date Adopted-

Last Revised-

HOMEWORK

The Board believes that homework -- as long as it is properly designed, carefully planned, and geared to the development of the individual student -- meets a real need and has a definite place in the educational program.

The Administration will develop regulations for the assignment of homework according to these guidelines:

1. Homework should be a properly planned part of the curriculum, extending and reinforcing the learning experience of the school.
2. Homework should help children learn by providing practice in the mastery of skills, experience in data gathering and integration of knowledge, and an opportunity to remediate learning problems.
3. Homework should help develop the student's responsibility by providing an opportunity for the exercise of independent work and judgment.
4. In assigning homework, a teacher should consider a student's age and mastery of skills; his need for play time; and/or, his out-of-school responsibilities and activities, which often aid a student in developing his interests or tastes. However, the homework grade is dependent on performance by the student.
5. As a valid educational tool, homework should be clearly assigned and its product carefully evaluated.
6. The schools should recognize the role of parents by suggesting ways in which parents may assist the school in helping a child carry out his responsibilities.

1st Reading-05/17/2016
2nd Reading-
Date Adopted-
Last Revised-

PROMOTION AND RETENTION OF STUDENTS

The administration and teaching staff must strive to create plans of instruction and instructional organization that will permit students to progress through school according to their needs and abilities.

Students will normally progress annually from grade to grade. However, exceptions to this general policy may be made when it becomes evident that a student should proceed more slowly.

Retention will not be used until other possibilities have been exhausted, including special help, remedial work, and summer school opportunity.

In all cases of retention, parents must be informed of such possibility well in advance (usually by the third reporting period) and a conference with them sought. In all instances, the advice and help of the guidance and other special school personnel will be used by teachers.

Although teachers may recommend retention, all retentions (as well as promotions) will be assigned by the principal. Teachers, in recommending retentions and the principal in assigning them, will give the reasons why they feel the student should repeat. The school system shall have final authority in the promotion or retention of a student in grades 1-8.

The principal will take particular care in assigning more than one retention during a child's elementary school life. The Superintendent/CEO must approve a second retention assigned any student.

Policy References:

SDCL 13-27-1 Responsibility for school attendance

1st Reading-05/17/2016
2nd Reading-
Date Adopted-
Last Revised-

TESTING PROGRAMS

Testing of students can provide a meaningful source of information about student achievement, the curriculum, and instruction. The Board, therefore, authorizes testing to help accomplish the following objectives:

1. To evaluate strengths and weaknesses of the current curriculum and instruction to identify areas needing change.
2. To compare achievement of district students with themselves and with students nationally as one means to evaluate student growth.
3. To provide a degree of diagnostic instructional information to teachers about the group(s) of students they work with.
4. To provide one basis for longitudinal study of student achievement.

Information gained through the use of tests will be used to design educational opportunities for students to better meet their individual and collective needs.

The Board recognizes that all tests provide only a limited source of information about an individual student. Information drawn from tests will therefore be used only in conjunction with all other information known about a student in advising the student or assisting the student in improving his work.

The District shall not collect information that is not necessary for the determination of student academic progress, state and federal reporting requirements, other duties prescribed to the District, or for the calculation of funding for public education.

1st Reading-05/17/2016
2nd Reading-
Date Adopted-
Last Revised-

STATE REQUIRED ASSESSMENTS

The district testing coordinator is charged with the administration of all state assessments. As a valuable measurement of student progress, results of state assessments will be shared with the Board so the Board can use accurate and up-to-date data in district decision making.

If the Superintendent has sufficient evidence that cheating on a state-required academic test occurred; the Superintendent shall investigate the circumstances. The Superintendent shall report the findings of the investigation to the South Dakota Department of Education. The Superintendent will also make a formal report the Board, excluding any personally student identifiable information of students involved.

Cheating is defined as any form of academic dishonesty or cheating, including the unauthorized knowledge of the achievement test by a student or providing unauthorized access to secure test questions or tampering or altering of student answer sheets by school district personnel.

Student and staff handbooks will contain information what constitutes cheating and communicate the possible personal and district sanctions.

The District shall not collect information that is not necessary for the determination of student academic progress, state and federal reporting requirements, other duties prescribed to the District, or for the calculation of funding for public education.

1st Reading-05/17/2016

2nd Reading-

Date Adopted-

Last Revised-

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 Principal.

1st Reading-05/17/2016

2nd Reading-

Date Adopted-

Last Revised-

TEACHING ABOUT CONTROVERSIAL ISSUES

Training for effective citizenship is accepted as one of the major goals of the district's schools. The instructional program developed to achieve this purpose properly places great emphasis upon teaching about our American heritage, respect for our established institutions, the rights and privileges we enjoy as citizens, and the citizenship responsibilities that must be assumed in maintaining our American way of life.

To enable students to learn how to become effective citizens, the public schools have an obligation to prepare them for intelligent and conscientious participation in a democratic social order. Such participation requires that students have the opportunity to become cognizant of public issues; to learn the skills of analyzing current problems and arguments; to distinguish between fact and opinion; to gather and organize pertinent facts; and to respect the opinions of others. The schools have the additional responsibility of providing students the opportunity to identify, form, and express their own opinions on controversial issues.

Teachers will use the following guidelines for selection and study of controversial issues in the classroom:

1. The topic and method used in its study should contribute toward helping students develop techniques for examining other controversial issues.
2. The issue should be appropriate to the maturity level background of the students in the class.
3. The issue should be related to the course content and help achieve course objectives.
4. A balanced and fair presentation of the issue should be presented.

Teachers desiring to bring resource people into the class to discuss a particular viewpoint on a controversial issue must first obtain the endorsement of the principal. Care must be taken by the teacher not to expose any one viewpoint as more acceptable than another.

1st Reading-05/17/2016

2nd Reading-

Date Adopted-

Last Revised-

SCHOOL CEREMONIES AND OBSERVANCES

During the course of a school year, many opportunities are available to the instructional staff in the district schools to recognize the plural characteristics of American culture. What these days mean to minorities must be understood by the total society and viewed by educators as a unifying principle of our democracy.

In view of recent Supreme Court opinions, the school district will not sanction prayers, invocations, or benedictions at school sponsored ceremonies and observances as the Court says this would be a violation of the U.S. Constitution.

1st Reading-05/17/2016

2nd Reading-

Date Adopted-

Last Revised-

PATRIOTIC EXERCISES/FLAG DISPLAYS

The American flag will be flown from the mast every day that school is in session. The principal is responsible for flying the flag on school days. A small flag shall be provided for each classroom. The District shall provide all students the opportunity to salute the United States and the flag each day by reciting the pledge of allegiance to the flag of the United States. A student may choose not to participate in the salute to the United States and the flag; however, a student who does not participate in the salute shall maintain a respectful silence during the salute. The national anthem may be sung during any school day or school event.

Observation and commemoration of special days and events will be considered a valuable part of the instructional program of the school.

Policy References:

SDCL 13-24-17 Flagpole required
SDCL 13-24-17.2 Right to post flag, recite pledge of allegiance and sing national anthem

1st Reading-05/17/2016
2nd Reading-
Date Adopted-
Last Revised-

ANIMALS IN SCHOOLS

CLASSROOM / BUILDING

The governing board recognizes that some students have a moral objection to dissecting or otherwise harming or destroying animals.

Students will not be discriminated against for a decision to exercise this right.

The accommodation of students' requests for alternative educational projects will be left to the discretion of the administration and teachers.

ANIMALS ON GROUNDS

When an uncontrolled dog or other animal is discovered on school property, the principal or designee(s) should call the animal control officer or local law enforcement.

In the event of an animal bite, suffered while the animal is being removed from or controlled on school premises contact Administration and/or seek medical attention. After medical attention has been given, the BSCS Injury Report should be completed and turned into the Administration Office.

1st Reading-05/17/2016
2nd Reading-
Date Adopted-
Last Revised-

WELLNESS

The Child Nutrition and WIC Reauthorization Act of 2004, PL 105-268, the U.S. Congress established a new requirement for all local agencies (including public and nonpublic, as well as, Residential Child Care Institutions) with federally-funded National School Lunch Program (NSLP). The local agencies are required to develop and implement wellness policies that address nutrition and physical activity by the start of the 2006-2007 school year. Four (4) criteria are required in meeting the objective; nutrition education, physical activity, nutrition standards and other school based activities. New rules for public input, transparency and implementation were added with the Healthy, Hunger-Free Act of 2010, PL 111-296.

The Big Stone City School District promotes healthy schools by supporting wellness, good nutrition and regular physical activity as a part of the total learning environment. The District supports a healthy environment where students learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of students.

The school will convene a committee to develop its wellness policy. The most effective wellness policy is one that has input from stakeholders in the community. The committee must include the following:

- Food service representative
- Administrators
- Classroom teacher (for example health and physical education, nutrition, and general subject matter)
- Student
- School board member/Community member/Parent

General Guidelines

- Procedures will be in place for providing information to families, upon request, about the ingredients and nutritional values of the foods served.
- Food and beverages sold or served on school grounds or at school sponsored events during the normal school day will meet the Dietary Guidelines for Americans and the Standards for Food and Beverages set forth in this document.

Nutrition Standards Component

- Students' life-long eating habits are greatly influenced by the types of foods and beverages available to them. Foods of good nutritional content including fruits, vegetables, low-fat dairy foods, and low-fat grain products will be available wherever and whenever food is sold or otherwise offered at school during the normal school day. Examples may include a la carte, snacks, and school sponsored events.

Daily Physical Education Classes K-8

- Between the hours of 8:00AM – 8:30AM all K-8 students receive recess.
- Elementary students receive 30 minutes of recess during lunch time and 15 minutes in the AM.

- Middle school students receive 15 minutes of recess during lunch time.
- Elementary students will receive 30 minutes of physical education classes per day.
- Middle school students will receive 40 minutes of physical education classes for 3 days per week.
- Health instruction will be given to all K-8 students for 2 days per week.

Eating Environment

- Students and staff will have adequate space to eat meals in clean, safe, pleasant surroundings and will have adequate time scheduled as near the middle of the school day as possible to eat, relax, and socialize.
- Safe drinking water and convenient access to facilities for hand washing and oral hygiene will be available during all meal periods.
- Consideration will be given for passing time, bathroom break, hand washing, and socializing so as to allow ten minutes for breakfast and twenty minutes for lunch once the student is seated.

Snacks

- Healthy snacks will include fresh, dried, or canned fruits (in 100% juice only); vegetables; 1%, skim milk, flavored skim milk; and/or grains meeting the Standards for Food and Beverages set forth in this document.

Parties and Celebrations

- Schools should limit celebrations that involve food during the school day.
- Each party should include no more than one food or beverage that does not meet the Standards for Food and Beverages.

School Sponsored Events (such as but not limited to athletic events, dances, or performances)

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

A yearly committee meeting will be held sometime in the fall of the current school year to discuss the following, but not limited to: purpose of the committee, improvements, recommendations, and review any new rules and regulations that need to be adopted by the school board policy. Minutes will be taken at this meeting, including a member's present list and the topics discussed. These minutes will be filed.

The wellness policy will be reviewed and approved every year in the fall after the committee meeting by the school board of education.

Standards for Food and Beverages

1. Beverages:

- a. Provide 100% fruit and vegetable juices and limit portion sizes to 4-12 ounces.
- b. Provide water - non-carbonated and unflavored without added sugar, artificial sweeteners, or caffeine.
- c. Provide milk-skim or 1% in portion sizes of 8-16 ounces.
 1. Flavored milk (chocolate or strawberry), low fat, or skim may be offered in up to 12 ounce serving sizes with no more than 36 grams of sugar in a 12 ounce portion.
- d. Eliminate the sale of soft drinks, sports drinks, punch, fruit drinks, iced tea, coffee and coffee-like beverages, and other items not included in allowable beverages listed above.
- e. Allow only water as a beverage in the classroom.

2. Grains:

- a. Serve whole grains which contain at least 2 grams of fiber per 1 ounce serving. One half of all grains served should be whole grain.
- b. Limit portion sizes to 1.25 ounces - 2 ounces with most being 1.25 ounces.
- c. Limit total calories from fat to no more than 30%.
- d. Limit total calories from saturated fat to no more than 10%.
- e. Limit sugar content to no more than 35% of calories by weight, or less than 6 grams from sugar per serving.
- f. Limit the amount of trans fats.

3. Fruits and Vegetables:

- a. Offer fruits and vegetables prepared/packaged without added fat, sugar, or sodium. Low-fat dips and sauces on the side may be served in small portions to make foods more appealing.
- b. Offer ½ cup serving sizes of fruits and vegetables. Offer additional fruits and vegetables to help students reach the recommended 5 - 9 servings per day.
- c. Offer a variety of fruits and vegetables, especially colorful ones.

4. A la carte entrees and side dishes:

- a. Offer meat/meat substitutes in portions no greater than 3 ounces with 5 grams of fat per ounce or less (except nut butters).
- b. Offer nuts and seeds in portion sizes no greater than 1.25 ounces.
- c. Offer nut butters in portion sizes of 2 - 4 Tbsp.
- d. Offer non-fat and low-fat yogurt in portion sizes of 8 ounces or less. Sugar should not be the first ingredient on the label.
- e. Limit ice cream and frozen desserts to portion sizes of 4 ounces or less with 5 grams or less of fat. Sugar should not be the first ingredient.
- f. Offer cheese in portion sizes of 1- 2 ounces.

5. Condiments and miscellaneous:

- a. Offer salad dressing containing no more than 6 - 12 grams of fat per ounce.
- b. Remove salt shakers from tables.

1st Reading-
2nd Reading-
Date Adopted-
Last Revised-

Local Wellness Policy Checklist

	Wellness Policy Requirement	Areas of Improvement/Recommendations
<input type="checkbox"/>	1. The District has a current wellness policy.	
<input type="checkbox"/>	2. The District wellness policy has goal for nutrition promotion.	
<input type="checkbox"/>	3. The District wellness policy has goals for nutrition education.	
<input type="checkbox"/>	4. The District wellness policy has goals for physical activity.	
<input type="checkbox"/>	5.	
<input type="checkbox"/>	6. The District wellness policy has nutrition guidelines for all foods available at the school.	
<input type="checkbox"/>	7. The nutrition guidelines promote student health through other school-based activities.	
<input type="checkbox"/>	8. The District has designated at least one official charged with responsibility to ensure each school complies with the LWP requirements.	
<input type="checkbox"/>	9. The District permits involvement of the following people in the development, implementation, review, and modification of the wellness policy: 1) parents, 2) students 3) school food service staff, 4) teachers of PE, 5) school health professionals, 6) school board, 7) school administrators, 8) general public	
<input type="checkbox"/>	10. The District informs and updates the public on the content and implementation of the wellness policy.	
<input type="checkbox"/>	11. The District has a system in place to periodically measure the implementation of the wellness policy.	
<input type="checkbox"/>	12. The District makes the wellness policy implementation assessment available to the public and address: A. The extent to which the school in the LEA are in compliance with the local school wellness policy. B. The extent to which the LWP compares to model local school wellness policies. C. A description of the progress made in attaining the goals of the LWP.	