

SECTION I
SCHOOL BOARD/DISTRICT GOVERNANCE

I-A. Philosophy and Policies

HAMLIN SCHOOL PHILOSOPHY

The primary goals of the Hamlin School District are to help individuals to become the best they are capable of becoming and to provide them with experiences that will equip them to evaluate new ideas, implement desirable changes, and to stimulate learning, all of which are designed to contribute toward a happy and useful life.

Individual differences will be identified in terms of capabilities, learning styles, needs, interests, and rate of maturation. It is recognized that these differences in children are subject to change from infancy through post-adolescence. These differences are met through curriculum, teaching styles, chapter services, guidance services and special education services. Opportunities for exploring and developing skills are provided through a multi-district vocational program.

It is the responsibility of parents, teachers, students and administrators to encourage an understanding, cooperative attitude between the school and the home, recognizing the importance of the home as an influence upon the student and the value to the school of parent/student input. It is the school's responsibility to encourage channels of communication among students, teachers, administrators, parents and other members of the community.

We must encourage in students a desire for continuous learning and self improvement throughout their lifetime by helping them to recognize both their limitations and their potential, recognizing their obligation to American citizenship and the responsibilities that go with it and to develop their abilities so that they may gain confidence and self respect in order to live successfully in a changing society.

I-B. POLICY OF NON-DISCRIMINATION

The Hamlin School District #28-3 shall not discriminate on the basis of sex, race, color, national origin, creed, religion, marital status, status with regard to public assistance, age or disability, in its educational programs, activities or employment practices. The District shall abide by all federal and state laws and regulations.

I-C. DRUG FREE WORKPLACE

In accordance with Federal workplace requirements it will be the goal of the Hamlin School District to maintain a drug free workplace. The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the Hamlin School District Attendance Centers.

All employees will abide by the terms of the drug-free workplace and they shall, if convicted of any criminal drug statute for a violation occurring in the workplace, report such conviction to the superintendent within five (5) days.

Within thirty (30) days, any employee so convicted may be subject to termination or may be required to participate satisfactorily in a drug abuse assistance or rehabilitation program approved by a Federal, State, local health, law enforcement or other appropriate agency.

The District shall provide a drug-free awareness program consisting of the following:

1. Provide knowledge about the dangers of drug abuse in the workplace.
2. Provide knowledge about the District's policy regarding a drug-free workplace.
3. Provide knowledge of drug counseling, rehabilitation and employee assistance programs.
4. Provide knowledge about penalties which may be imposed upon employees for drug abuse violations occurring in the workplace.

I-D. SEXUAL HARASSMENT POLICY

POLICY

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

DEFINITION

Sexual Harassment: Sexual harassment is illegal under Federal, State and local laws. It is defined as any unwelcome sexual advance, request for sexual favors, or other verbal or physical conduct of a sexual nature when:

1. Submission to the conduct is made either explicitly or implicitly a term of condition of an individual's employment or educational opportunity;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting the individual; or
3. The conduct has the purpose or effect of unreasonably interfering with the individual's work or academic performance, or creating and intimidating hostile or offensive work or educational environment.

RESPONSIBILITY

School district officers, employees and students are responsible for maintaining a working and learning environment free from sexual harassment. Workshops and activities will be provided by the school district to explain the policy and laws. Careful scrutiny will be undertaken of all allegations of sexual harassment. False allegations that are malicious or ill-founded may constitute libel or slander. Copies of the policy will be available at all administrative offices.

COMPLAINTS

Any employee who believes that he or she has been a subject of sexual harassment by a district employee or officer should report this incident immediately to his/her immediate supervisor. If the immediate supervisor is involved in the activity, the violation should be reported to the supervisor's immediate supervisor. Students should report such incidents to the guidance counselor and/or the responsible administrator. All reported incidents will be thoroughly investigated and subject to disciplinary action. Confidentiality consistent with due process will be maintained.

If an employee or student files a written complaint because of dissatisfaction with the handling of the complaint, he or she may utilize any applicable grievance procedure.

I.E. NON-RETALIATION

Retaliation for making or filing a harassment complaint is absolutely prohibited. All witnesses to any alleged harassment are assured of non-retaliation. Retaliation for making or filing a harassment complaint, or providing information in connection with a harassment complaint will result in discipline, including possible termination.

LEGAL REFERENCE

South Dakota Executive Order 81-08
Federal-Title IX (1972 Education Amendments)

SELECTED SAMPLE POLICY

I-F. CHAIN OF COMMAND

The Superintendent of Schools is in charge of all buildings owned and operated by the Hamlin School District. In the absence of the Superintendent, the following chain of command and authority will be followed:

First, the High School Principal shall be consulted. In his or her absence, the Elementary School Principal, any assistant Principal, then the Business Official, then the Athletic Director.

The purpose of the chain of command is to identify the person in charge in case of an emergency and in the absence of normal supervisors.

I-G. CITIZEN CONCERNS

The School Board of Hamlin School District No. 28-3 welcomes constructive criticism of the schools through whatever medium when it is motivated by a sincere desire to improve the quality of the educational program.

The Board places trust in its employees and desires to support their actions in such a manner that employees are freed from unnecessary, spiteful or negative criticism and complaints.

The Board also recognizes their obligation to identify responsible and valid criticism and channel it to productive uses. The Board understands that people have a right to question their public officials and to level criticism whenever they see fit. Criticism is vital to the democratic process. The educational system as does any other social institution, needs and is nourished by constant criticism and evaluation. Criticism of the schools, even when ill-informed and/or ill-advised, is an expression of free speech. No aspect of education can properly be hidden or put beyond the range of examination or disagreement.

If the concern or suggestion pertains to a student related classroom activity, citizens are directed to first contact the teacher, or the building principal if unable to reach the teacher. Matters involving building procedures, auxiliary programs, or activity programs should be directed to the person directly responsible for the activity supervisor.

In the event that the citizen is not satisfied with the action of the teacher, supervisor, or principal, the superintendent shall be contacted next regarding the concern. An opportunity for the citizen to be heard by the school board is then available to the person if he/she so desires.

Board members when contacted by the public about problems are requested to use the above procedure unless circumstances dictate that the concern be directed to the superintendent. The superintendent will then process the complaint using the above described process.

(9/17/93)

I-H. POLITICAL POLICY

The official policy of the Hamlin School District #28-3 has continually been and continues to be that it will comply with all provisions of the Hatch Act and that any use of federal grants by the school or any recipient of federal grants to the school will be in accordance with the Hatch Act and no recipient of federal grants through the school will make any political use in violation of the Hatch Act of such funds.

I-I MILEAGE POLICY

It is the Hamlin School District's policy that when a job requires travel, a school vehicle will be provided. If not available, upon prior approval by the District Superintendent or Building Principal, mileage will be paid at the approved rate.

I-J CAPITALIZATION POLICY

Let it be resolved that the Board of Education for the Hamlin School District 28-3, for the purpose of accounting for capital assets, hereby approves and adopts the following capitalization policy.

Capital assets will include land; buildings, machinery and equipment, and all other tangible assets that are used in operations and that have initial useful lives extending beyond one year. Infrastructure assets are long-lived capital assets that normally are stationary in nature and normally can be preserved for significantly greater number of years than most capital assets. Infrastructure assets will not be capitalized along with other capital assets.

The accounting treatment over capital assets will depend on whether the assets are used in governmental fund operations or proprietary fund operations and whether they are reported in the government-wide or fund financial statements.

All capital assets will be valued at the historical cost or estimated historical cost if actual historical cost is not available. Donated capital assets will be valued at their estimated fair value on the date donated.

Interest costs incurred during construction of capital assets will not be capitalized along with other capital asset costs.

Depreciation of all exhaustible fixed assets will be recorded as an allocated expense on the (GASB 34) Government-Wide Statement of Activities, with net capital assets reflected in the statement of Net Assets. Land, an inexhaustible capital asset will not be depreciated. Capitalization thresholds (the dollar values above which asset acquisitions are added to the capital asset accounts), depreciation methods, and estimated useful lives of capital assets reported in the government-wide statements and proprietary funds will be as follows:

Estimated	Capitalization		Depreciation
	<u>Threshold</u>	<u>Method</u>	<u>Useful Life</u>
Land	\$ 0	-----	-----
Buildings	\$50,000.00	Straight-Line	33-50 years
Improvements Other than Buildings	\$15,000.00	Straight-Line	10-25 years
Infrastructure	\$15,000.00	Straight-Line	5-25 years
Machinery & Equipment	\$ 5,000.00	Straight-Line	5-12 years

Upon adoption, Hamlin School District 28-3 Capitalization Records are hereby ordered to be updated to reflect this resolution effective July 1, 2003.

Adopted 7-14-03
Revised 3-8-04

I-K. SCHOOL BOARD MEETING PROCEDURES:

VISITORS

Welcome to this meeting of your elected school board. We are pleased that you have chosen to attend and trust that you will feel free to take part in the operation of your school.

The School Board is a policy-making body, and to that end has caused to have written and has adopted a set of procedural policies. These policies are the rules and regulations of the school district and are at all times available for public inspection.

Board governance and operations follow the suggested procedures of the Associated School Boards of South Dakota Handbook (ASBSD) and South Dakota Codified Law (SDCL). These are available in the Hamlin Administration Office at Hayti. Following is information which may help you better understand our process and assist you in taking an active part in the meeting.

AGENDA

The superintendent is required to prepare an agenda. Only the Superintendent or School Board President may place an item on the agenda. Any citizen, group of citizens, or organizations may request the School Board President or superintendent to consider a specific agenda item. Upon receiving such request, the person, group or organization will be notified whether or not the request has been granted. The request must be received by noon of the 1st Monday of the month.

On Thursday, prior to the regular meeting, an agenda is prepared. This agenda is placed in the board room for your convenience in following board actions and taking part in the meeting.

PUBLIC PARTICIPATION

All meetings of the Board, except executive sessions, are open to the public. The public is invited to attend the meetings and will be given limited time to voice opinions or speak to agenda items. It is the policy of this Board to take all actions openly and to conduct all deliberations leading to the resolution of a problem in public, except as authorized by statute.

The Board recognizes its responsibility to conduct the business of the district in an orderly and efficient manner and will therefore, require reasonable controls to regulate public presentations to the Board.

A citizen wishing to speak to the Board concerning an agenda item shall first be recognized by the President. After recognition, the speaker should proceed with his/her comments as briefly as the subject permits. If a citizen wishes to speak to an item which is not on the agenda as adopted by the Board, the membership must vote by a 3/5 majority to suspend the rules, thereby allowing such item to be placed on the agenda. If such action is not taken by the Board, the item may be placed on a future agenda by action of the superintendent or School Board President.

The president is responsible for the orderly conduct of the meeting and shall rule on such matters as the time to be allowed for public discussion, the appropriateness of the subject being presented, and the suitability of the time

for such a presentation.

The Board as a whole shall have the final decision in determining the appropriateness of all such rulings.

ORDER OF BUSINESS

1. Call to order
2. Record members present and absent
3. Establishment of a quorum/approve agenda
4. Approval of minutes
5. Financial reports
6. Consideration of claims
7. Other business for board action
8. Comments from public
9. Special reports
10. Adjourn

*The board will not discuss new items without adequate time for investigation, but thanks citizens for their interest and all matters will be taken under advisement and, if necessary, placed on the agenda for the next meeting.

I-L. DUTIES AND RESPONSIBILITIES OF THE SCHOOL BOARD AND ITS OFFICERS

I. SCHOOL BOARD

- A. The School Board shall act as the general agent of the state in carrying out the will of the people of its district in the matter of public education. It shall be responsible for carrying out certain mandatory laws and shall consider, accept, or reject the provisions of the permissive law. It shall delegate authority to the superintendent and his/her staff but it is responsible to the people for the results produced.
- B. It shall select and elect a superintendent of schools and support him/her in the discharge of his/her duties.
- C. It may accept, modify, or reject the recommendations of the superintendent and may call for new recommendations.
- D. It shall elect, promote, dismiss, and resign all employees considering the recommendation of the superintendent.
- E. It shall make salary schedules, custodial working agreements, transportation contracts, insurance contracts and any other contracts and agreements involving school business upon the recommendation of the superintendent.
- F. It shall approve materials of instruction, school philosophy, and changes in the curriculum upon recommendation of the superintendent.
- G. It shall adopt a tentative budget and final budget upon the recommendation of the superintendent and business official.
- H. It shall designate depository for school funds.
- I. It shall plan in advance capital outlay and maintenance expenditures, including building alterations and additions, new equipment, improvement of grounds, repair and replacement of buildings and equipment.
- J. It shall provide for the enforcement and administrations of all school laws, local, state, and federal.
- K. It shall study, anticipate and recognize the educational program in the district and of new ideas, trends, and advances being made in education elsewhere.
- L. It shall evaluate the educational program and the work of the superintendent and his/her staff.
- M. It shall approve all disbursements upon the recommendation of the business official and the superintendent.
- N. It shall approve the annual financial report of the business official.

- O. It shall provide finances for efficient management of the schools including the adoption of the amount of the tax levy.
- P. It shall, at least thirty days before the date of the annual school election, determine the number of voting precincts, the polling places, judges, and set special canvassing place and time.
- Q. It shall perform such other functions and duties as required by law.
- R. It shall hear communications, written or oral, from citizens or organizations on matters of administration and policy.
- S. It shall provide for the admission to the schools of the district of non-resident pupils and those above school age, and the rates of tuition for such pupils shall be the approved state rate.

II. CHAIRMAN

- A. He/she shall preside at all meetings of the Board and of the districts.
- B. He/she shall countersign all orders upon the treasurer for claims approved by the Board.
- C. He/she shall sign all contracts or agreements approved by the Board.
- D. He/she shall represent the district in all actions.
- E. He/she shall appoint all special committees and shall serve as ex-officio member on all committees.
- F. He/she shall advise the superintendent concerning important school business for which there is no policy or precedent to follow and which requires a decision before the next regular board meeting. He/she may canvass the opinion of all Board members or call a special board meeting on his/her own initiative or at the request of the superintendent. All emergency decisions shall be presented to the board at its next regular meeting for final actions. In the absence of the chairman, the vice-chairman shall serve in his/her capacity.

I-M. POLICIES PERTAINING TO THE SUPERINTENDENT

I. ATTENDANCE AT PROFESSIONAL MEETINGS

Attendance at professional and other meetings, conferences, or conventions, within the state, shall be considered as an obligation as well as a necessity on the part of the superintendent in his/her administrative capacity. Provisions for expense for such attendance shall be included in the budget.

II. TERM OF OFFICE

The superintendent has a continuing contract as other members of the faculty. Accordingly, such contract is in effect until terminated by a majority vote of the entire Board or by resignation of the superintendent.

III. QUALIFICATIONS

Minimum qualification for the position of superintendent shall be a master's degree with majors in educational administration and supervision. His/her qualification by training and experience shall be both on the elementary and secondary levels. He/she shall have demonstrated qualities of leadership, executive ability, personality, and character consistent with the position and should set a high standard in the field of public relations.

IV. PROCEDURES IN EMPLOYMENT OF A NEW SUPERINTENDENT

In the employment of a new superintendent, the Board will avail itself of the resources at its command which will provide a list of approved candidates, such as placement bureaus of the state, colleges, and universities. Following a screening of applicants, the board shall invite a certain number of applicants for personal interviews.

V. TRAVEL ALLOWANCE

Travel by the superintendent shall follow the rates set by the State of South Dakota.

SUPERINTENDENT

I. HIS/HER DUTIES AND RESPONSIBILITIES

- A. He/she shall be ex-officio member of the School Board and shall attend all regular meetings of the Board except when his/her election is under consideration.
- B. He/she is the executive officer of the School Board and shall be responsible to it for the execution of its policies and the observance of its rules.
- C. He/she shall be responsible for developing a comprehensive program of education for the community. Every effort should be made to use the talent on the school staff, student body and the community in the development of the program.

- D. He/she may delegate responsibility, but he/she is responsible to the Board of Education for the results produced.
- E. He/she shall provide educational leadership for the board, staff members, community and state.
- F. He/she shall represent the Board in dealing with the staff.
- G. He/she shall, with the help and recommendation of the principal, make all personnel recommendations for the Board's consideration, including employment, promotion, dismissal, and assignments.
- H. He/she shall have the authority to grant requests to excuse employees from work according to his/her best judgment.
- I. He/she shall recommend to the Board any changes in salary schedules of employees, custodial working agreements, transportation contracts, insurance contracts, and any other contracts or agreements involving school business, and he/she shall execute all contracts and agreements.
- J. He/she shall, with the principal's recommendations, recommend to the Board courses of study and important changes in the curriculum of the board.
- K. He/she shall recommend materials of instruction, textbooks, equipment and facilities for fulfilling the objectives of the school curriculum.
- L. He/she shall develop a school philosophy.
- M. He/she shall observe the work of all employees as frequently as possible and shall guide, direct, and evaluate their work.
- N. He/she shall hold meetings to formulate plans, and to instruct and lead staff members including principals, supervisors, teachers, custodians, bus drivers and other employees.
- O. He/she shall keep necessary school records: local, county, state, and federal reports: reports by the teachers and other employees.
- P. He/she may suspend from school any student in accordance with South Dakota Codified Laws and Department of Education regulations. A student may be immediately removed from school if, in the judgment of the Superintendent, the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, and in that event notice and hearing procedures shall follow as soon as practicable.
- Q. He/she shall have authority to make expenditures within the approved tentative and final budgets and must sign all requisitions authorizing the expenditures of school funds.
- R. He/she shall prepare a monthly superintendent's report containing pertinent information about all school affairs;

recommendations for the Board's consideration; financial report; and the agenda for the meeting. All recommendations of the superintendent shall be properly marked so that they can be quickly identified.

- S. He/she shall audit all claims and approve all bills and submit to the business official for his/her consideration.
- T. He/she shall recommend to the Board: building alterations, additions, new equipment, and the improvement of grounds, and shall be responsible for supervising and administering capital outlay improvements.
- U. He/she shall arrange such office hours as may be necessary for the successful administration of the schools and convenience of the public.
- V. He/she shall seek the advice and decision for the chairman concerning important school business for which there is no policy of precedent to follow and which required a decision before the next regular board meeting. He/she may ask the chairman to pass the opinion of the Board members or call a special meeting. In the absence of the chairman, he/she shall consult with the vice-chairman. However, the superintendent should bring school board matters to the attention of the entire Board at a regular meeting whenever possible.
- W. He/she shall delegate emergency administrative duties and responsibilities to an executive committee in his/her absence. This committee shall be appointed by him/her.
- X. He/she shall administer and execute all local, state, and federal school laws.
- Y. He/she shall keep himself/herself and the Board informed concerning educational progress by visiting other school districts, circulating questionnaires, attending educational matters, workshops, conventions, short courses, and by reading educational books, pamphlets, and magazines.
- Z. He/she shall plan, coordinate, and lead a broad and continuous public relations program for the school system.
- AA. He/she shall be directly responsible for all phases of the improvement, evaluation supervision, and coordination of instruction in the entire school system.
- BB. He/she shall approve the extracurricular activity program.

I-N. **SELECTED CRITERIA FOR CHIEF ADMINISTRATOR EVALUATION**

SUPERINTENDENT

I. MANAGEMENT TECHNIQUES

A. ADMINISTRATORS BOARD POLICY

1. Recognizes the need for policy oriented decisions for consistency.
2. Involves Board and staff in the process of policy development.
3. Demonstrates a thorough knowledge of board policy.
4. Applies school policy reasonably and uniformly.
5. Views policy as a means rather than an end; accommodates exceptions necessary to accomplish school purposes efficiently.
6. Demonstrates a personal commitment to school policy.
7. Communicates policy expectations to staff to ensure knowledge of policies.

B. Assumes leadership in the implementation of the district's goals and philosophy of education.

1. Demonstrates an ability to convey district goals and philosophy.
2. Effectively gives and receives input to and from staff and community on philosophy and goals of the district.
3. Generates confidence through leadership and quality decisions based on the philosophy and goals of the district.

C. Takes an active role in the development of salary for all personnel.

1. Participates in the preparation, monitoring, and implementation of salary/compensation for all personnel based on prior Board approval.
2. Secures adequate financial resources and support to fund salary commitments of the district.
3. Seeks input from and communicates with staff when making salary recommendations and decisions.

D. Inspires others to highest professional standards.

1. Possesses the professional credentials appropriate for the position.
2. Demonstrates the job-related skills for the position.
3. Actively pursues staff development activities for job improvement.
4. Has the ability to inspire and challenge others to reach professional goals.

E. Organizes a planned program of staff evaluation and development.

1. Demonstrates commitment to the importance of evaluation.
2. Is fair and corrective in staff development.
3. Is available to counsel and assist staff.
4. Provides staff development opportunities to support the evaluation process.

- F. Supervises operations, insisting on competent and efficient performance.
1. Provides help and assistance for those supervised.
 2. Demonstrates desired behavior to those supervised.
 3. Has the ability to diagnose the concerns and problems of those supervised.
 4. Has the ability to prescribe resolutions for the problems of those supervised.
 5. Has the ability to communicate expectations to those supervised.
- G. Determines that funds are spent wisely and that adequate control and accounting procedures are maintained.
1. Provides effective direction and monitoring of fiscal accounting procedures as prescribed by the School Board and the state.
 2. Effectively administers the school budget.
 3. Actively participates in the development of policy and procedures for sound fiscal management.
- H. Evaluates financial status and makes recommendations for necessary funding.
1. Monitors financial well-being of district on regular basis.
 2. Communicates district financial status to School Board, staff, and community as necessary.
 3. Determines and recommends reasonable funding needs to the Board.
 4. Actively works to improve school district funding on the local, state, and national level.
- I. Plans and reports on the present and future needs of the total school program.
1. Demonstrates the ability to anticipate the issues, problems and needs of the school, present and future.
 2. Develops short-term and long-range goals to meet district needs.
 3. Communicates status of school program to the Board and community.
- J. Keeps informed about the instructional program.
1. Evaluates and monitors instructional program throughout the year.
 2. Provides curriculum direction and leadership.
 3. Insures coordination of the instructional program district-wide.

II. STAFF RELATIONS

- A. Participates with staff, Board, and community in studying and developing the curriculum improvement process, implementation, and evaluation.
1. Have committees been established for the purposes stated?
 2. Are there agendas or minutes for meetings?
 3. Are there reports to the Board about the committee

meetings?

- B. Provides procedures in curriculum work that utilize the abilities and talents of the community.
 - 1. How were the committees selected?
 - 2. What information is given to the committees?
 - 3. Is adequate time allotted for committees to complete their task?
- C. Meets and confers with staff to promote understanding of the interest and will of the board.
 - 1. How often are meetings scheduled with the staff?
 - 2. Is there understanding of the interest and will of the board?
 - 3. Are there informational memos to the staff?
- D. Develops and executes sound personnel procedures and practices.
 - 1. What personnel procedures are being considered for change?
 - 2. Are appropriate situational leadership techniques utilized when dealing with personnel?
 - 3. Is there understanding among staff of the direction in which the chief administrator is leading?
- E. Insists on performance of duties and treats all personnel without favoritism or discrimination.
 - 1. Are decisions made on each individual case?
 - 2. Is school policy followed?
 - 3. Is positive reinforcement given to personnel?
- F. Delegates authority to staff member appropriate to the position each holds.
 - 1. Has authority been given to staff members?
 - 2. Are decisions suggested?
 - 3. Is there a reporting system for decisions rendered?
- G. Encourages participation of appropriate staff members and groups in policy planning, procedures, interpretation and recommendations.
 - 1. Are groups included in policy development?
 - 2. What procedures are used to gain involvement?
 - 3. Are listening skills evident?
- H. Evaluates or provides for procedure to evaluate the performance of staff members, giving commendation for good work as well as constructive suggestions for improvement.
 - 1. Is there an evaluation policy?
 - 2. Do the evaluations provide for increased productivity?
 - 3. Are there evidences of commendation?

III. BOARD RELATIONSHIPS

- A. Keeps the board informed on issues, needs and operation of the school system.
 - 1. Is there information on agenda items?
 - 2. Is there back-up information in difficult issues?

3. Does the chief administrator's explanation present unbiased information on both (or all) sides of issues?
 4. Does the chief administrator encourage members' attendance at workshops, conventions, etc. to improve their information?
 5. Does the chief administrator suggest resources in a constant effort to help board members be informed and knowledgeable, not only about their own district, but about education in general?
- B. Offers professional advice to the board on items requiring board action, making recommendations based on thorough analysis. Uses legal counsel when appropriate.
1. Does the chief administrator make available appropriate staff to speak/discuss a particular interest/concern or is he/she unwilling to take that risk, preferring that all positions/stands on issues come to the Board through him/her?
 2. Is it apparent that the chief administrator remains abreast of current literature, research, etc., on the field of education? (i.e. read)
 3. Does the chief administrator take advantage of opportunities to take part in workshops, conventions, etc.? (i.e., travel, personal encounters)
 4. Does the chief administrator make effort to communicate in plain English, rather than education-ese, not only with board members, but in the community, to make sure his/her "professional advice: is readily understandable to all involved?
 5. Does the chief administrator preserve the attorney's intent when providing his/her counsel?
- C. Bases any position upon principle and philosophy. Makes every effort to convey those beliefs to the board. If the board's position is otherwise, the chief administrator supports the board's position.
1. Are the chief administrator's positions based on recent research and data?
 2. Does the chief administrator make educationally sound recommendations to the board?
 3. Is the chief administrator sensitive to the board's need to be accountable to the taxpayers?
 4. Does the chief administrator recognize that public education is a partnership?
- D. Makes recommendations for employment, promotion, and/or dismissal of personnel, and accepts responsibility for the recommendations. If the recommendation is not accepted by the board, the chief administrator willingly seeks another qualified person to recommend.
1. Does the chief administrator fully appreciate that data and facts are more important for dismissal than for hiring?
 2. Does the chief administrator have available supporting data with regard to hiring?
 3. Does the chief administrator make every effort to bring into the system the best possible candidates?

- E. Goes directly to the board when an honest, objective difference of opinion exists between the superintendent and any or all members of the board, in an earnest effort to resolve such difference.
1. Does the chief administrator directly communicate problems with the board?
 2. Does the chief administrator try to deal effectively and fairly with uncompromising differences between board members and/or between majority/minority of the board?
 3. Is the chief administrator able to rise above personality differences or even conflicts between himself/herself and some board members?
 4. Is the chief administrator able to handle appropriately an "overstepping" of the bounds of the working relationship? (i.e. administering vs. governing)
 5. Would the chief administrator be able/willing to risk calling in an outside resource person to help with conflict resolution, rather than just letting it go on?

IV. COMMUNITY/PUBLIC RELATIONS

- A. Supports board policy and actions.
1. Advocates board decisions, even when his/her advice was contrary to adopted policy and actions.
 2. Refrains from sharing his/her opposing views outside the board meeting.
 3. Strives to be constructive in supporting board leadership.
- B. Earns respect and support of the community in the management of school operations.
1. Publicizes school policies and procedures in a positive manner.
 2. Demonstrates fairness and equity in dealings with students, teachers, and members of the public.
 3. Refrains from giving special privileges to any person or group.
 4. Endeavors to provide the best educational system with available resources.
 5. Provides leadership in articulating the needs of the school system to the public.
- C. Solicits opinions from divergent groups and individuals and responds respectfully to identified problems.
1. Maintains an open-door policy, free from recrimination.
 2. Refrains from categorizing people and their opinions.
 3. Makes an honest effort to document and address areas of concern.
 4. Develops plans of assistance to alleviate identified problems.
- D. Develops and maintains cooperative relationships with the news media.
1. Provides news media with regular and complete updates on school events.

2. Encourages student/media cooperation.
 3. Is prompt and regular with media contacts.
- E. Participates in community life and activities.
1. Is known as a contributing member in the community.
 2. Makes an effort to know family members of students through community activities.
- F. Establishes credibility as a community leader in public education.
1. Provides leadership in public education.
 2. Is available as a resource person for local groups.
 3. Facilitates educational opportunities for all age levels.
- G. Works cooperatively with public and private agencies.
1. Makes an effort to integrate school activities with the community calendar.
 2. Encourages joint decisions with public and private agencies when making school decisions that affect them.

V. PERSONAL QUALITIES

- A. Defends principal and conviction in the face of pressure and partisan influence.
1. Displays strong character in beliefs and defends what is right.
 2. Demonstrates the ability to cope with pressure and influence in dealing with difficult situations.
 3. Deals with people in straightforward, professional manner.
- B. Seeks and accepts constructive criticism.
1. Utilizes available resources to improve performance.
 2. Accepts constructive criticism and suggestions for improvement without becoming defensive.
 3. Seeks continuously to improve professional performance.
- C. Demonstrates the ability to work well with individuals and groups.
1. Meets regularly with public groups and individuals to share information and receive input.
 2. Responds to the concerns of the public.
 3. Demonstrates genuine concern and caring for individuals.
 4. Establishes effective interaction with community agencies, including the School Board, faculty, support staff, business and service groups.
- D. Serves as a model for wellness in appearance, personal habits, and behavior.
1. Dresses and behaves in a manner appropriate for the position.
 2. Demonstrates a manner that conveys personal responsibility and high expectations of self, colleagues, and students.

3. Is an effective model for those with whom he/she works.
 4. Has achieved a balance between self-confidence and humility.
- E. Speaks and writes effectively.
1. Has the ability to listen, understand and appreciate.
 2. Is effective in both oral and written expression.
 3. Is sensitive to the need for good communication.
 4. Has an appreciation for both formal and informal communication channels.
 5. Demonstrates the ability to receive and send messages appropriate for the issue and the situation.
- F. Maintains composure when faced with unexpected or disturbing turn of events.
1. Displays the ability to cope with difficult situations.
 2. Meets crisis situations in a straightforward and professional manner and resists the temptation to ignore significant school problems.
 3. Is receptive to the suggestions of others, regardless of their place in the organization, when faced with difficult reactions.
 4. Is fair-minded and consistent in his/her positions and reactions.
- G. Enjoys an appropriate sense of humor.
1. Is open, friendly, and empathetic.
 2. Has a mature sense of humor.
 3. Is consistently positive and pleasant.

VI. PROFESSIONAL GROWTH, LEADERSHIP, AND CONDUCT

- A. Continues professional development through reading, coursework, conference attendance, professional committee work, and interaction with educators from other districts.
1. Is involved in reading, coursework and conference attendance.
 2. Is available for professional committees.
 3. Attends area administrators' meetings.
- B. Develops, uses and evaluates effective approaches to improve job performance.
1. Has a professional development plan.
 2. Communicates areas for improvement.
 3. Recognizes researched, effective improvement plans.
- C. Behaves in a manner expected of the community's educational leader.
1. Is involved in community activities.
 2. Recognizes the limits of the code of ethics.
 3. Speaks positively of the code of ethics.

One copy of this form shall be kept on file for every evaluation period. The job description of the educator should be considered during the evaluation process. Comments discussing the reasons for the rating shall be given in writing.

**STATE OF SOUTH DAKOTA
PROFESSIONAL ADMINISTRATORS PRACTICES
AND STANDARDS COMMISSION**

CHIEF ADMINISTRATOR - EVALUATION INSTRUMENT

EVALUATION OF

DATE

KEY:

ES - Exceeds standards	Exceeds standards of performance.
S - Standard	Successfully meets standards.
NI - Needs Improvement	Demonstrates an attempt to accomplish the standard, but needs additional experience or help to improve.
U - Unsatisfactory	Unacceptable performance. Not meeting standards.

CHIEF ADMINISTRATOR - EVALUATION INSTRUMENT

I. MANAGEMENT TECHNIQUES

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

		EXPECTATIONS			
		ES	S	NI	U
A.	Administers board policy.	—	—	—	—
B.	Assumes leadership in the implementation of the district's goals and philosophy of education.	—	—	—	—
C.	Takes an active role in development of salary for all personnel.	—	—	—	—
D.	Inspires others to highest professional standards.	—	—	—	—
E.	Organizes a planned program of				

staff evaluation and development. — — — —

- F. Supervises operation, insisting on competent and efficient performance. — — — —
- G. Determine that funds are spent wisely and that adequate control and accounting procedures are maintained. — — — —
- H. Evaluates financial status and makes recommendations for necessary funding. — — — —
- I. Plans and reports on the present and future needs of the total school program. — — — —
- J. Keeps informed about the instructional program. — — — —

COMMENTS: _____

RECOMMENDATIONS with Timeline for Improvement: _____

II. STAFF RELATIONS

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

	EXPECTATIONS			
	ES	S	NI	U
A. Participates with staff, board, and community in studying and developing the curriculum improvement process, implementation, and evaluation.	—	—	—	—
B. Provides procedures in curriculum work that utilizes the abilities and talents of the professional staff and lay people in the community.	—	—	—	—
C. Meets and confers with staff to promote understanding of the interest and will of the board.	—	—	—	—
D. Develops and executes sound personnel procedures and practices.	—	—	—	—
E. Insists on performance of duties and treats all personnel without favoritism or discrimination.	—	—	—	—
F. Delegates authority to staff members appropriate to the position each holds.	—	—	—	—
G. Encourages participation of appropriate staff members and groups in policy planning, procedures, interpretation and recommendations.	—	—	—	—
H. Evaluates or provides for procedure to evaluate the performance of staff members, giving commendation for good work as well as constructive suggestions for improvement.	—	—	—	—

COMMENTS: _____

RECOMMENDATION with Timeline for Improvement: _____

III. BOARD RELATIONSHIPS

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

EXPECTATIONS

ES S NI U

- A. Keeps the board informed on issues, need and operation of the school system. — — — —
- B. Offers professional advice to the board on items requiring board action, making recommendations based on thorough analysis. Uses legal counsel when appropriate. — — — —
- C. Bases any position upon principle and philosophy. Makes every effort to convey those beliefs to the board. If the board's position is otherwise, the chief administrator supports the board's position. — — — —
- D. Makes recommendation for employment, promotion, and/or dismissal of personnel, and accepts responsibility for the recommendations. If the recommendation is not accepted by the board, the chief administrator willingly seeks another qualified person to recommend. — — — —
- E. Goes directly to the board when an honest, objective difference of opinion exists between the superintendent and any or all members of the board, in an earnest effort to resolve such a difference. — — — —

COMMENTS: _____

RECOMMENDATIONS with Timeline For Improvement:

IV. COMMUNITY/PUBLIC RELATIONS

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

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

COMMENTS: _____

RECOMMENDATIONS with Timeline for Improvement: _____

V. PERSONAL QUALITIES

Presents a positive leadership model.

EXPECTATIONS

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

COMMENTS: _____

RECOMMENDATIONS with Timeline for Improvement: _____

VI. PROFESSIONAL GROWTH, LEADERSHIP AND CONDUCT

Improves professional skills and knowledge
and model ethical conduct.

EXPECTATIONS

ES S NI U

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

COMMENTS: _____

RECOMMENDATIONS with Timeline for Improvement: _____

EMPLOYMENT RECOMMENDATION

- A. Recommended for continued employment. —
- B. Recommended for continued employment with qualifications. —
- C. Not recommended for employment. —

COMMENTS: _____

I-O. ENERGY CONSERVATION POLICY

All Vehicles owned and operated by the Hamlin School District shall be subject to reduced speed limits in order to conserve energy.

District vehicles traveling on roadways will be required to travel 5 MPH (Miles Per Hour) below the posted speed limit unless the posted speed limit is 60 MPH or less.

Legal References:

Adopted: 8/11/08

Revised:

I-P. PROCUREMENT CARD POLICY

The Superintendent and Business Manager are authorized to obtain Procurement Cards in the School District's name for the purpose of purchasing items and services that are School related.

The total line of credit shall not exceed \$75,000. The Superintendent and Business Manager are authorized to administer the Procurement Cards usage by the administration and staff. Procurement Cards are to be used for the following:

- 1.) Travel Costs-airline tickets, registration fees, vehicle rental, airport parking, and lodging (meals are not to be purchased with procurement cards).
- 2.) Purchase of materials, supplies, or non-capital asset technology equipment when the Business Manager or Superintendent provides prior authorization.
- 3.) On-line/internet purchases, registration, or professional membership dues renewal where a credit card is required and the purchase is authorized by the Business Manager or Superintendent.
- 4.) Payment of normal or reoccurring monthly invoices as determined by the Business Manager or Superintendent (Business Office Use Only).
- 5.) Emergency purchases for School related items when there isn't sufficient time to follow regular purchase procedures.

Individuals making purchases as outlined above are required to submit itemized invoices and other such itemized documentation as the Business Office will require prior to the Procurement Card bill being paid to allow for proper expense coding.

The Hamlin School Board and Superintendent and Business Manager have the authority to revoke use of any Procurement Card to an employee or administrator if use becomes other than for which it was originally intended. If the Board or Administrators revokes the use of an employee's Procurement Card privilege, the Superintendent or Business Manger will notify that employee in writing within 2 business days.

Adopted 11/11/13

Hamlin School District Food Service Non-Discrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD- 3027) found online at:

http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form.

To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) Mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410;
- (2) Fax: (202) 690-7442; or
- (3) Email: program.intake@usda.gov.

The Hamlin School District is an equal opportunity provider.

Adopted 1/8/18