

Faith School District Mission Statement

Recognizing and stimulating the full potential of every student for lifelong learning.

Faith School District Vision

HOOKED ON EDUCATIONAL SUCCESS

Faith School District Beliefs

We Believe:

- **Every child succeeds at a different level.**
- **Educational success can be achieved with parents and teachers working together.**
- **Optimal educational opportunities need to be provided to allow our students to compete in the global marketplace.**
- **Students need a safe learning environment to succeed.**

NOTICE OF NON-DISCRIMINATION:

Applicants for admission and employment, students, parents, employees, and all unions or professional organizations holding collective bargaining agreements with the Faith School District 46-2 are hereby notified that the Faith School District 46-2 does not discriminate on the basis of race, sex, religion, national background, handicap and other human differences, in admission or access to or treatment or employment in its programs and activities.

Any person having inquiries concerning the school's compliance with the regulations implementing Title VI, Title IX, The Americans with Disabilities Act (ADA) or Section 504 is directed to contact:

Superintendent
Faith School District 46-2
PO Box 619
Faith, SD 57626
(605) 967-2152

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 is an Act which prohibits discrimination against individuals with disabilities in any program receiving federal financial assistance. The Act defines a person with a disability as anyone who:

1. has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working);
2. has a record of such impairment: or
3. is regarded as having such impairment.

In order to fulfill obligations under Section 504, the Faith School District 46-2 has the responsibility to avoid discriminating in its policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in any of the programs and practices of the school system.

CREDENTIALS:

Each teacher in the system must have on file in the Superintendent's Office a South Dakota teacher's certificate and an up to date transcript of all college credits. These items must be on file before the first contract payment period. Payment will be withheld until the certificate and transcript is filed.

Teaching certificates must be renewed every five (5) years. The responsibility for this lies with the individual teacher.

OTHER DUTIES:

All teachers at certain times during the school year will be expected to assume the following duties when directed by the principal: (1) act as a class sponsor, (2) to have charge of recess, before school duty, after school duty, or noon duty, and (3) to take tickets at school functions.

CHAIN OF COMMAND:

There are times during the school year that the Superintendent and Principal are out of the building at the same time. Although this is a rare occurrence, it may occasionally happen. The following line of authority will be followed (See Appendix A):

- Kelly Daughters – Superintendent / Spec. Ed. Director
- Kasey Hale – K-12 Principal
- Doug Schauer – Athletic Director/Teacher
- Darcey Mollman – 3rd Grade Teacher

NO SCHOOL ANNOUNCEMENTS:

In the event it becomes necessary to call off school the following procedure will be followed: As soon as possible the Superintendent will notify radio station EAGLE 95.9 FM, KGFX 10.60 AM, KBHB 8100 AM and KOTA TV, KELO TV, KEVN TV and it will also be posted on the school website. Teachers are urged to tune to one of these stations.

Occasionally there will be an announcement on TV and radio stations that "all Meade County schools will be closed due to weather conditions." This **does not** include the Faith Schools. It will be specified on radio and TV "Faith School District" when these announcements are made. If school has to be called off prior to school starting, the Superintendent will start the phone tree to notify all staff prior to 6:30 AM.

MAKE UP HOURS:

Occasionally school is called off due to emergency, weather or disease. Five days are built into the school calendar for emergency closing. Hours missed beyond the five days will be made up at the discretion of the Board. The number of hours in the school term will not be less than nine hundred sixty-two and one-half hours. This meets the requirement of South Dakota CL 13-26-1.

PAYDAY:

Payday for all professional personnel is on the 25th of each month unless the 25th falls on a weekend or vacation, then checks will be issued on the last school day before the vacation or weekend. Supportive personnel shall be paid either monthly or semi-monthly. The school district is not authorized to advance wages.

FIRE DRILLS:

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

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

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

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

The Fire Evacuation Map will be posted in all classrooms.

Teachers will inform and practice the following with their students:

1. Exiting out of the assigned areas for their classrooms.
2. Orderly dismissal for safety during emergencies.
3. Windows/doors closed, lights off.
4. All students will meet east of the library for teachers to take roll.
5. Students will wait for an “All Clear” before reentering the building.

FAITH SCHOOL TORNADO PROCEDURE:

If a tornado has been sighted in the school area, the Civil Defense Siren will be sounded. Students (PreK – 12) are to gather in the interior hallways or rooms away from exterior walls & windows. Students in the gym are to gather in the halls adjacent to the stage. Students will sit down and cover the back of their heads with their hands. Practice drills will be conducted so that staff and students are prepared for such an event. The tornado procedure will be posted in all structures.

LOCK DOWN DRILLS:

The Faith School District has an Emergency Preparedness Plan in place. The purpose of this plan is to help our school maximize safety by reducing panic and facilitating effective action during a school crisis. To be prepared for certain crisis situations a lock down drill will be rehearsed once during the first semester.

ASBESTOS:

The Asbestos Hazard Emergency Response Act (AHERA) requires that all public school buildings be inspected or re-inspected for the presence of asbestos every three years after a management plan is in effect. This same statute also requires initial and annual notifications of the availability of a management plan which outlines the steps to be taken to eliminate any hazards.

The Faith School District System has a very limited amount of asbestos containing materials in the buildings and it is being managed in strict compliance with all pertinent federal regulations. A copy of this inspection report which details the locations of these materials and the proper management procedure is available for public inspection during normal working hours in the Administration office.

VISITORS:

Parent(s)/guardian(s) are encouraged to visit the school. As a courtesy to the teacher, prior arrangements must be made with the teacher(s), Principal prior to classroom visits. For security purposes parent(s), guardian(s), and other visitors must check in at the main office for the purpose of obtaining a Visitors Identification Sticker. To get the full benefit of a visit, the classroom teacher must be in attendance.

High school students wishing to bring a guest to school must obtain approval from the Principal. Students who wish to visit an elementary classroom must have prior permission from the classroom teacher and the Elementary Principal. Students visiting will be expected to observe the same rules established for Faith School Students. Elementary student visitations will be limited to one hour.

ELEMENTARY ACTIVITY PARTICIPATION:

Participation in all classroom activities during school hours is only for students enrolled in the Faith School District. Visitors to the schools must follow the guidelines under Visitation and must have permission to visit classes but will not be allowed to participate in contests, games or other activities.

TEACHING HOURS:

It is expected that all personnel will be on duty in their classroom by 7:50 in the morning and they will leave no earlier than 3:50 in the afternoon. The main reason for this is that you must be available to the students before and after school whether or not they require your attention. At any time you find it necessary to leave early, we ask that you check with the principal.

COMMUNITY RELATIONS:

The greatest asset for a school in terms of public relations is the product it produces, namely the students. However, the professional staff is almost as singly important. Since your conduct reflects upon the school, you should at all times conduct yourselves as professionals. The Code of Professional Ethics for Teachers is an excellent guide to assist you in your practice.

DRESS AND GROOMING:

Suitable dress and grooming is an important part of a professional teacher's job. While on duty in the classroom or engaged in activities, teachers must dress in a manner that is acceptable to the community as a whole.

PUBLICITY AND NEWS RELEASES:

All news stories should be channeled through the Principal or Superintendents office before release to the press.

All teachers are encouraged to submit newsworthy items to the local paper; this is one of our most effective means of public relations.

DAILY BULLETIN:

Each morning a bulletin of information of importance to teachers and students is posted to the school website.

Teachers or students wanting to have announcements in the daily bulletin are to turn them in to the office of the school secretary one (1) day prior to be assured of their publication in the next mornings bulletin.

ATTENDANCE, REPORTING OF:

It is extremely important that each teacher take great care in reporting attendance. All high school teachers must be in their classrooms by the time the second bell rings to take roll and begin class. Your students are not responsible for taking attendance, although they may take care of it under your supervision.

Students who are tardy for the first period should be sent to the office immediately. Students that are tardy 2-7 period must be recorded on DDN Campus but do not have to be sent to the office for a tardy pass.

The names of all students that are absent should be recorded in the School Campus Program each period. Grade and high school teachers are asked to take a lunch count first thing each morning and it will be recorded on the Campus Program when the first period attendance is taken. During the day attendance irregularities must be reported to the office.

CLASSROOM PROCEDURE:

The teacher shall remain in his/her classroom for the entire class period. All classrooms must be properly supervised by an instructor during the time students occupy the classroom.

Lesson Plans: It is expected that each teacher will post the lesson plans on the server, web CT or wiki's where the supervisor can access them or submit properly completed copies of all lesson plans to the supervisor. The lesson plans for the following week are due on or before 4:00 PM each Friday. The lesson plan should be of such nature that a substitute teacher could read the plan and know what you expect for the following days work.

Recording Devices: Classroom teachers should be aware of any recording device being used in the classroom.

Student Pass Slips: Students will not generally be excused to run errands, purchase school supplies or for personal reasons during school hours. The Principal will determine what is an acceptable excuse on a case by case basis. It is the student's responsibility to come to class prepared for the classroom activities.

Students should not be excused from class (study hall is an exception: See Study Hall Rules) to go to their lockers, the bathroom, drinking fountain, use the telephone or go to the office unless it is an emergency.

Snacks: 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 whenever food is offered at the school cafeteria during the normal school day. It will be left to the discretion of the classroom teacher to allow or disallow food or drink in the classroom. Teachers may choose up to four different events each school year where the Standards for Food and Beverages do not have to be met. However, the classrooms should also offer healthy treats at these events. The use of sunflower seeds or Russian peanuts is absolutely prohibited in the school building and school vehicles.

Only foods that meet the standards set forth in the School District Wellness Policy will be available at the Faith School. The Standards for Food and Beverages are:

1. Beverages:

- a. Offer 100% fruit and vegetable juices and limit portion sizes to 4-12 ounces.
- b. Offer milk, skim, 1%, or 2% in portion sizes of 8-16 ounces.
 1. Flavored milk, 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.

2. Grains:

- a. Offer whole grains which contain at least 2 grams of fiber per 1 ounce serving.
- b. Limit total calories from fat to no more than 30%.
- c. Limit total calories from saturated fat to no more than 10%.
- d. Limit sugar content to no more than 35% of calories by weight, or less than 6 grams from sugar per serving.
- e. Limit the amount of trans fats.

3. Fruits and Vegetables:

- a. Offer 1/2 cup serving sizes of fruits and vegetables. Offer additional fruits and vegetables to help students reach the recommended 5-9 servings per day.
- b. Offer a variety of fruits and vegetables, especially colorful ones.

4. Condiments and miscellaneous:

- a. Offer salad dressing containing no more than 6-12 grams of fat per ounce.

Healthy Food Choices for Snacks/ Vending/Classroom Treats At the Faith School District

Best Choices:

Granola bars, whole-grain fruit bars, Nuts and seeds-plain or with spices, Nut mix, Trail mix-plain, Fresh fruit and vegetables of all varieties, Dried Fruit, Beef jerky (or buffalo jerky), Yogurt, low fat and no sugars added, String cheese, Fruit/Vegetable juice (100% juice), Skim or 1% milk, Plain water, and Frozen fruit juice bars (no sugar or high fructose corn syrup)

Good Choices:

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

Class Assignments: All class assignments are due when they are called for by the classroom teacher. It is the student's responsibility to be prepared when they come to class.

Make-up slips should be called for at the beginning of each class period. If a student does not have one they should be sent to the office immediately.

It is recommended that teachers give homework assignments which are reasonable, but will cover the material you are trying to cover. Lengthy assignments should be avoided if possible. Supervised study period in a class can be used to be sure that students understand their assignments.

Students will be allowed a reasonable time (usually twice the time missed) to make up work missed during an excused absence. Regarding make-up work, it must always take precedence over co-curricular activities.

Grading: The school uses the following grading system in grades 4-12: A, B, C, D and F. A - 100-94%, B - 93-87%, C - 86-77%, D - 76-70% and F - Below 70%. Grading will be done on a nine-week basis. Incompletes for one nine week period must be made up before the next grading period or the incomplete will automatically become an F. Parents may access their student's grades through the DDN CAMPUS Program via the internet. Contact the school administration office for the 32 digit alphanumeric access code.

A 4.0 scale will be used for the purpose of determining GPA in the High School. A = 4.0, B = 3.0, C = 2.0, D = 1.0. AP courses and Dual Credit courses are weighted differently when determining GPA. A = 5.0, B = 4.0, C = 3.0, D = 2.0.

An alternate grading system is used for grades K-3. Consult with your child's teacher or principal for an explanation of this grading system.

Teachers will be expected to maintain current grades on the DDN Campus. Parents frequently check their student's grades via DDN Campus.

Grades will be applied each week for the purpose of extra-curricular activities eligibility.

Mid Quarter Reports: Midway through each quarter a report will be sent to parents regarding their child's progress. These reports will be generated from the DDN Campus so it is important that all grades are posted in a timely manner.

Deficiency Notices: Notices will be sent out to the parents of students that are not maintaining a "C" (elementary) / "D" (high school) average in a subject every week. This will inform the parents of their child's need for improvement in an academic area and also of the child's lack of participation in an extra curricular event. Each semester will be considered independently for the purpose of grade calculation. Grades recorded the previous semester will not be carried over to the second semester to determine if a student is placed on deficiency. Deficiency reports must be submitted to the Principal's Office by 9:00 AM on Mondays.

End of Quarter and Semester Grades: Teachers will be expected to have end of quarter and semester grades posted by 12:01 PM on the first school day following the end of each quarter.

Grading Policy During Suspension:

1. A suspension of 1-4 days of in or out of school suspension will result in the following grading policy:
 - A one-day (1) suspension will result in the loss of 25% points off awarded grade for work completed and turned into the instructor.
 - A two-day (2) suspension will result in the loss of 50% points off awarded grade for work completed and turned into the instructor.
 - A three-day (3) or four-day (4) suspension will result in the loss of 75% points off awarded grade for work completed and turned into the instructor.
2. A suspension of five days (5) and beyond will result in zero's (0%) for all classes.

HIGH SCHOOL SEMESTER EXAM PROCEDURE:

LPA⁴ (Longhorn Pride Attendance & Academic Achievement Award)

For students to be eligible to be exempt from the semester exam, each of the following criteria must be met:

1. Attendance—Student has 14 or fewer periods absent or tardy for the semester
2. Current Grade—Student has a current grade of 94% or higher for the class/subject
3. Cumulative GPA—If the student has a cumulative GPA of 4.0 or higher, the student may be exempt for up to three (3) semester exams of their choice. If the student has a cumulative GPA of 3.75-3.99, the student may be exempt for up to two (2) semester exams of their choice. If the student has a cumulative GPA of 3.25-3.74, the student may be exempt for up to one (1) semester exam of their choice.

The Semester Exam Schedule will be at the discretion of the Administration.

The Semester Grade will be broken down as follows: Each quarter will be worth 42.5% and the semester exam will be worth 15%.

ACCIDENTS:

Accurate and prompt accident reporting is essential if similar accidents are to be prevented from happening again. If there are injuries or damage, prompt reports also are vital in assuring the district, staff, students, and others of proper insurance coverage.

Therefore, the Board requires that an accident report (See Appendix B) be filed for every accident that takes place on school property, or that involves a school vehicle, students or staff on school-sponsored trips, or staff members on authorized school business trips. Such accident reports are required whether or not there is an injury or damage immediately evident.

For accidents involving students, the teacher responsible for the child will file an accident report (See Appendix B) with the principal on the same day. Staff will report any accidents occurring during field trips or co-curricular events. Staff also will report any accidents involving school transportation vehicles.

Accident report forms will be designed and made available for each school; they will give information that (1) might be helpful in preventing similar accidents in the future; (2) is needed for filing insurance claims and workman's compensation claims; (3) might be important in case of litigation.

INJURED PARTY REPORT:

When a child has been kicked, hit, or significantly pushed down by another student, there is the potential that an injury has occurred that is not easily identified. Therefore, it will be the practice of Faith School District personnel to describe in writing on the Injured Party Report Form (Appendix C), where the child was struck and/or how they landed. A copy of this document will be forwarded to the child's parents, so if potential complications arise as a result of the incident, appropriate medical treatment can be administered.

Students have different tolerance for pain and they react to pain in different ways. As a guide for personnel; any time a student is kicked, hit, or significantly pushed down by another student and the assaulted student sheds tears or otherwise displays characteristics that signal potential injury, a report should be filed. The report will include only information that pertains to the injury.

DISCIPLINE:

The Faith School Board, Administration and Staff want to maintain the best possible learning environment for all students attending the Faith Schools. Therefore appropriate behavior is expected at all times. School personnel shall have the authority to take steps necessary to maintain proper behavior at school, on the school grounds, traveling to and from school functions by school owned vehicles and while attending school functions. The Discipline Matrix (Appendix D and E) will assist school personnel maintain a quality learning environment. Incident Reports (Appendix F) should be submitted to the Principal whenever a student is referred to the Principal.

SUPERVISION OF STUDENTS AND CONDUCT OF SCHOOL –SOUTH DAKOTA CODIFIED LAW

REFERENCE NUMBERS: SDCL 13-32-1. 13-32-2. 13-32-4. 13-32-4.2. 13-32-4.3. 13-32-5. 13-32-6. 13-32-7. 26-11-5.1. <http://legis.state.sd.us/statutes/index.aspx>

LEAVE:

A. PAID LEAVE

Paid leave of up to fourteen (14) days per year accumulative to 30 may be used for personal illness, disability or at the discretion of the employee. Excess paid leave over 30 days, or when a person retires or resigns, shall be paid at the rate of \$30.00 per day. Any attendance at a convention or meeting, which is required by a supervisor, is not to be deducted from paid leave. Anyone supervising students from The Faith School District, on a school activity will not have to use their leave. Prior approval by the administration is required. Leave for teachers that are less than full time will be prorated.

B. SICK LEAVE BANK

1. A sick leave bank has been established for those who wish to participate. Sick leave bank rules are as follows:
 - a. Every teacher, superintendent/CEO/principal shall be eligible for the sick leave bank upon signing over one sick leave day to the bank before the first pay period.
 - b. Each participating employee contributes one day of sick leave per year to the bank and may draw up to 30 days of sick leave per year from the bank provided that such named employee has exhausted his/her accumulated sick leave.
 - c. Administration of the program will be handled by the school business office.
 - d. All requests for use of this bank must be submitted in writing to the sick leave bank board. The sick leave bank board has the authority to approve or disapprove any requests. The sick leave bank board is to consist of participating members of the sick leave bank, consisting only of teacher members. The members shall determine the size of the board.
 - e. Each employee enrolling in the bank will donate one day of his/her sick leave to the bank prior to the first pay period until the contribution builds the bank total to 250 or more days. No more days will be added to this total until the bank is depleted to 150 days, except for new participants who shall donate for five years.
 - f. A person withdrawing from membership in the bank will not be able to withdraw contributed days.
 - g. Persons withdrawing sick leave days from the bank will not have to replace these days except as a regular contributing member of the bank.
 - h. The sick leave bank board may, at their discretion, request a doctor's report before granting approval for withdrawal of days from this bank.
 - i. If the teacher has exhausted all sick leave days and allowable sick bank days, teachers may donate days from their sick leave to that teacher.

- j. This bank may be used for maternity leave if there is a documented medical necessity. A doctor's report is required and will be submitted with the request to the sick leave bank board for consideration.
2. Sick leave is provided so that you need not expose children to your illness nor prolong it by being at work when you should have stayed home. In case of illness, the principal or his/her designee should be notified by 6:30 AM so that a substitute can be contacted.

C. COURT AND JURY DUTY

Any school personnel called for jury duty during school hours, or who is subpoenaed to testify in a hearing during school hours on a matter in which he/she is not a named party, will be granted leave with pay for the days or parts of days such absence is required.

Any per diem received for jury duty or designated subpoena absence, except that granted for mileage, room and other expenses which are not part of the daily juror wage, shall be assigned to the Faith School District 46-2. Should said per diem not be assigned to the school, the amount will be deducted from the employees' regular salary.

Any school personnel selected will notify the superintendent/chief executive officer as soon as practical to make the necessary arrangements for a substitute, if needed, when jury duty leave must be taken.

Note: Leave will be granted with full pay and without loss of credits.

D. UNPAID LEAVE OF ABSENCE

1. A regularly employed teacher with 7 or more years of satisfactory continuous service with the Faith School District may be granted a leave of absence not to exceed one academic year. This leave of absence shall be subject to school Board approval. The returning teacher shall be given the opportunity to have his/her job back when returning to the school the following year. The teacher shall retain all accumulated sick leave and placement on the salary schedule. The teacher will also be given the choice to keep on with the school's insurance plan during the leave of absence year, with the employee paying the premiums. The same teacher may not request another leave of absence for another 7 years.
2. Application for a leave of absence shall be made in writing prior to April 1, preceding the year for which such leave is granted except in an emergency situation in which case the deadline could be waived at the discretion of the board. Notification of the Board's decision on the leave will be within (30) thirty calendar days after the date of application.
3. The number of leaves of absence during any one school year will be decided in best interest of the district.

BUILDING, USE OF:

The administration wishes to encourage the use of the buildings after school hours. With their use comes responsibility by the user to see that lights are turned off, windows closed and doors are locked when an activity is completed. Use only those lights which are necessary in your work.

Teachers supervising evening activities must be the last persons to leave the building. Do not delegate a student to turn out lights and lock doors. Students should not be allowed in the gym unless an approved adult is present to supervise. If students are observed utilizing the gym without proper supervision, they should be asked to leave and their names should be reported to the principals office. All supervisors need to be approved through the office of the superintendent.

ACTIVITIES, SCHEDULE OF:

In order to avoid conflicts in the use of facilities, all practices should be scheduled in advance with the School Principal. Athletic practices are an exception, these practices are scheduled in advance with the Athletic Director. There will be no organized athletic practices on Sundays and on days that school has been dismissed due to weather conditions or illness.

A monthly calendar of school events is published near the first of each month. It contains a schedule of all events, which are to take place at the school during that month. As a sponsor of a school activity, you are responsible for clearing dates and the type of activity which your organization will need with the Principal. A long range planning calendar will be posted in the office. Make your requests known, as this will eliminate some of the conflict of dates.

Please notify the Principal in advance of the publication of the monthly calendar of events. This must be done by the 25th of the month preceding the release of the calendar.

No school activities shall be scheduled on Wednesday evenings after 6:00 PM as this is designated as Church Night.

ACTIVITIES, SUPERVISION OF:

All activities must be properly supervised by a sponsor or instructor during the time students occupy the classroom or gym. **PLEASE REMEMBER THIS!!** Faculty members shall be governed by the following suggestions when supervising students activities:

1. Insist on promptness. Set a meeting time, and then carry out your business as rapidly and efficiently as possible.
2. Demand the same courteous conduct in extra-curricular activities as you would in the classroom.
3. If the meeting or practice is in the evening or on a weekend the teacher should arrive approximately 15 minutes before the students are expected.
4. Do not allow non-participating students to enter the school building. Allow your group to enter, and then if it is convenient lock the door.
5. It should be thoroughly understood that students are never to be allowed in the school building unless properly supervised.
6. It should also be understood that when a meeting or practice is scheduled the teachers should be the first to arrive and the very last to leave.

FUND RAISING PROJECTS:

All fund raising projects throughout the school year must be scheduled through and approved by the Principal. The class or organization conducting the activity shall be responsible to see that the activity is carried out and that all requirements of the project or campaign are completed.

ACTIVITY FUND – (TRUST AND AGENCY FUND):

The funds of all classes, clubs, or any organizations which are directly associated with the school, are a part of the high school Trust and Agency Fund. These funds are directly under the supervision of the Principal. All receipts of school-sponsored activities are to be deposited in the Trust and Agency Fund. All expenditures from the fund must be approved by the class or organization sponsor and the Principal or Superintendent.

ASSEMBLY SUPERVISION:

During the school year, student assembly programs are held in the gym. Supervision during these activities is necessary. If the entire faculty will cooperate, the burden of a few individuals will be lessened considerably.

It is expected that all respective teachers will be present at every program and pep rally presented during school hours. All teachers will be expected to supervise unless prior arrangements have been made with the principal. Faculty members should station themselves throughout the crowd as this will help assure a minimum of disciplinary problems from the students.

MEDICATION ADMINISTRATION:

We encourage medication hours to be arranged outside of school hours, if possible. Students who must depend on receiving prescription medication during school hours for medical reasons must have a written order from a physician, dentist, or other legally designated health care professional giving specific directions for taking the medication. Such written order may be the prescription label on the original pharmacy labeled container. Children in kindergarten through second grade may need some assistance in taking medication but older children generally need only to be reminded when to take medication. Any medication which is ordered to be administered at school by school personnel must be given using the following procedure:

1. The medication sent or brought to the school must be accompanied by a signed request/consent from the parent or legal guardian. This consent must grant permission for school personnel to administer the medication.
2. The permission note will be kept with the medication until treatment is completed. After this the note will be filed in the elementary office.

3. The following information must be included on the ORIGINAL PHARMACY LABELED-CONTAINER:
 - a. The student' name.
 - b. Amount of dosage.
 - c. Time of administration.
 - d. Name and strength of medication and route (i.e., oral, eye drops, ear drops, nebulizer).
 - e. The instructions for administration.
 - f. Special care, such as refrigeration.
 - g. Name of physician or other legally designated health care professional.
4. Records shall be kept when medication is given, noting the date, time and initials of the person who administered it.
5. Medication should be stored in a safe place.
6. If medication is for emergency use only, such as a bee sting kit, parent must demonstrate proper procedure to the person or persons responsible and leave complete instructions provided by the physician for administration.
7. All personnel having responsibility for supervising students shall be given adequate information about the student, including related medical problems, if any, suspected allergies, emergency contact persons, etc., and shall be informed of anticipated circumstances for which school personnel may need to be in touch with out-of-school personnel (e.g., medical personnel, other agencies, etc.). These are the responsibility of the parent or guardian.

The giving of non-aspirin/Tylenol at school is not approved without the prior consent of a parent or legal guardian. Other over-the-counter medication may be administered only with written consent of the parent or legal guardian.

Any student with asthma or anaphylaxis may possess and self-administer prescription medication while on school property or at a school-related event or activity if:

- (1) The prescription medication has been prescribed for that student as indicated by the prescription label on the medication;
- (2) The self-administration is done in compliance with the prescription or written instructions from the student's physician or other licensed health care provider; and
- (3) A parent of the student provides to the school:
 - (a) Written authorization, signed by the parent, for the student to self-administer prescription medication while on school property or at a school-related event or activity;
 - (b) A written statement, signed by the parent, in which the parent releases the school district and its employees and agents from liability for an injury arising from the student's self-administration of prescription medication while on school property or at a school-related event or activity unless in cases of wanton or willful misconduct;
 - (c) A written statement from the student's physician or other licensed health care provider, signed by the physician or provider that states:
 - (i) The student has asthma or anaphylaxis or both, and is capable of self-administering the prescription medication;
 - (ii) The name and purpose of the medication;
 - (iii) The prescribed dosage for the medication;
 - (iv) The times at which or circumstances under which the medication may be administered; and
 - (v) The period for which the medication is prescribed.

The physician's or provider's statement must be kept on file in the office of the principal of the school the student attends.

Section 3. If any student uses the medication in a manner other than prescribed, the student may be subject to disciplinary action by the school. However, the disciplinary action may not limit or restrict the student's immediate access to the medication.

MEAL SUBSTITUTIONS FOR MEDICAL OR SPECIAL DIETARY REASONS:

In some cases, a student's disability may prevent him/her from eating meals prepared for the general school population. Substitutions to the regular meal will be made for students who are unable to eat school meals because of their disabilities, when that need is certified in writing by a physician. Meal service shall be provided in the most integrated setting appropriate to the needs of the student with a disability.

Parents with allergic children must provide the school with an individualized action plan prepared and signed by the student's licensed physician. The action plan should include; the nature of the student's disability, the reason the disability prevents the student from eating the regular school meals, including foods to be omitted from the student's diet; indication of the major life activity affected by the disability, the specific diet prescription along with the substitution(s) needed should be specifically described in the statement. In addition, at risk students should have some means of identification, such as a medical alert bracelet. The District, in compliance with USDA Child Nutrition Division guidelines, will provide substitute meals to food-allergic students based upon the physician's signed statement. Care will also be taken to consider these students when planning field trips and/or classroom treats.

SUPPLIES:

Supplies will be stored in the designated storage area. Each certified staff member will be issued a key to the supply room. You may use the supplies as they are needed. Please do not take more supplies than you need at a time. Please sign the storeroom check out booklet listing the supplies you have taken and be sure the supply room is locked when you leave.

COPY MACHINES/LAMINATORS:

The copy machine for all teachers to use is located in the teacher work area. The room is open for school personnel 24 hours a day. This is the machine to use unless there is an emergency. The copy machine located in the office is for office use. Copies for personal use, churches, rodeo club and other non-profit organizations are 10 cents per copy. Copies made for the public are 25 cents per copy.

The copier in the library is not to be used by the school staff for reproduction of school materials. The laminator in the library may be used by the staff to laminate instructional materials. Please be conservative when laminating as the cost to the district is 75 cents a foot. Laminating for private use is 75 cents per foot.

TEACHERS MEETINGS:

Teachers meetings will be scheduled as needed. All teachers are expected to attend these meetings.

PARKING AREAS:

The street west of the school gym and east of the library will be designated as faculty parking areas.

TELEPHONES, CELL PHONES & CALLS:

Teachers will not be called from their classrooms or study hall to receive telephone calls, except in cases of an emergency. If you have a call and the caller leaves a message, a note will be placed in your mailbox. Anyone making a long distance telephone call from the school or library for personal reasons will need to use their credit card or call collect. Please do not charge personal calls to the school telephones.

Staff Policy Adopted June of 2014:

Faith School District staff are prohibited from having non-district issued device set to audible ring during the school day. (8:00 AM-3:35 PM)

Calls or Texting may not be made or received during scheduled instructional time.

Staff may use their phone during their breaks, but not in the presence of students. (Exception to this would be medical reasons or emergency situations.)

Staff may use their non-district issued device in class, as long as it is being used to enhance the education of the students in the classroom.

Cell Phones and Portable Digital Media Devices for Students:

Cell Phones/Electronic Devices serve good purposes. Yet their capabilities of taking pictures and text messaging bring disruptions to the classroom and school. For the purpose of the following statements(s): Non-District issued devices refers to all Cell Phones and Electronic devices not issued to the students by the district. The use of Non-District issued devices is limited to the discretion of the classroom teacher. The use of these devices should be used to enhance the education of the students in the classroom. If a student has to leave the classroom for any reason the above device needs to be left in the classroom, unless authorized by the teacher for outside classroom projects. Student(s) will be required to show written permission by the classroom teacher. The students will NOT be allowed to use the above devices in the hallways between classes. If a student is found abusing the rules and regulations discipline will be handled as follows.

1st offense: Student may pick up Non-District issued device after school, parent notified (written)

2nd offense: Parent must pick up the Non-District issued devices prior to 4:00 PM plus the student will serve 1 hour detention.

3rd offense: Parent must pick up the Non-District issued devices prior to 4:00 PM plus the student will serve 1 day in ISS

4th offense: Parent must pick up the Non-District issued devices prior to 4:00 PM plus the student will serve 2 days in ISS

5th offense and beyond: Consequences for the 5th offense and beyond will be similar in nature to the 4th offense.

A student found to be abusing the privilege of their device is subject to the discipline matrix and rules and regulations stated above. In addition students can lose their privilege of their device for an extended period of time; the time is at the discretion of the principal.

The school district will not be responsible for loss, damage, or theft of any electronic device brought to the school by staff or students.

USE OF LIBRARY A-V MATERIALS AND EQUIPMENT:

A-V and library equipment and materials are provided for your use and located in the library. You are heartily encouraged to make full use of them. We ask that all these materials and equipment be signed out and returned to their proper place after their use. The library copy machine is not to be used for school purposes.

SUBSTANCE ABUSE:

Student and employee safety is a paramount concern to the School Board. Employees under the influence of alcohol, drugs, or controlled substances are a serious risk to themselves, to students, and to other employees. Therefore, the School Board will not tolerate the unlawful manufacture, use, possession, sale distribution or being under the influence of drugs or controlled substances. Nor will the board tolerate the unlawful use of or being under the influence of, alcohol by an on-duty employee. Any employee who violates this policy will be subject to disciplinary action which may include dismissal. Each employee of the district is hereby notified that, as a condition of employment, the employee must abide by the terms of this policy and will report to the superintendent any criminal drug statute convictions for a violation occurring in or on the premises of this school district, or while engaged in regular employment. Such notification must be made by the employee to the superintendent no later than five days after conviction.

Thirty days after receipt of information concerning a violation of this policy the district will take appropriate discipline action which may include termination of employment or requiring the employee to participate in drug abuse assistance or rehabilitation programs.

The school board recognizes that employees who have a drug abuse problem should be encouraged to seek professional assistance. An employee who requests assistance shall be referred to a treatment facility or agency in the community if such a facility or agency is available.

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

The School Board hereby commits itself to a continuing good faith effort to maintain a drug-free workplace.

TOBACCO, ALCOHOL, ILLEGAL DRUGS:

The use of cigarettes, chewing tobacco, illicit drugs and alcoholic beverages is prohibited for staff members, employees, students and visitors in school buildings, on school grounds, and in school vehicles. All students registered at the Faith School are prohibited from having cigarettes, chewing tobacco, illicit drugs and alcoholic beverages in their possession while in school buildings, on school grounds or in school vehicles. It is a Class II misdemeanor for a person under 18 years of age to purchase or have tobacco products in their possession.

WEAPONS:

State and federal laws forbids the bringing of dangerous or illegal weapons to school or school sponsored activities. A dangerous weapon is defined as any firearm, or air gun, knife or device, instrument, material or substance, whether animate or inanimate, which is calculated or designed to inflict death or serious bodily harm. No firearms are permitted on any school premises, school vehicle or any vehicle used for school purposes, in any school building or other building or premises used for school functions. An exception would be weapons under the control of law enforcement personnel, starting guns while in use at athletic events, firearms or air guns at firing ranges, gun shows, and authorized supervised school training sessions for the use of firearms.

EXPLOSIVES AND DESTRUCTIVE DEVICES –SOUTH DAKOTA CODIFIED LAW REFERENCE NUMBERS:
SDCL 22-14A-22. 22-14A-24. 22-14A-25. 22-14A-26. 26-11-5.1. <http://legis.state.sd.us/statutes/index.aspx>**SUPERVISION OF STUDENTS AND CONDUCT OF SCHOOL –SOUTH DAKOTA CODIFIED LAW REFERENCE NUMBERS:**
SDCL 13-32-1. 13-32-2. 13-32-4. 13-32-4.2. 13-32-4.3. 13-32-5. 13-32-6. 13-32-7. 26-11-5.1. <http://legis.state.sd.us/statutes/index.aspx>

DISCRIMINATION/ HARASSMENT POLICY: <http://www.faith.k12.sd.us/>

INTERNET ACCEPTABLE USE POLICY: <http://www.faith.k12.sd.us/>

DISTANCE LEARNING POLICY: <http://www.faith.k12.sd.us/>

BODY FLUIDS:

A Body Fluid Policy has been adopted by the Faith School District to help in preventing the spread of significant and infectious diseases.

When possible direct skin contact with body fluids should be avoided. Each staff member will be given a pair of disposable rubber gloves at the beginning of the school year and after they are used once, the gloves should be thrown away in a lined trash can and a new pair should be picked up. Disposable gloves will be available at either the Principal's Office, from the

Athletic Director or from the Custodian. The disposable gloves are to be used when direct hand contact with body fluids are anticipated.

The following secretions or excretions can contain contagious disease spreading germs: blood, saliva, nasal discharges, tears, vomit, urine or feces. Extreme care is urged when coming in contact with the above-mentioned body fluids.

In situations where unanticipated skin contact with body fluids occurs and disposable gloves are unavailable, hands or other affected skin areas of all exposed persons should be washed with soap and water, rinsed, and dried with a disposable paper towel and the towels disposed of in plastic garbage sacks.

An intermediate level disinfectant should be used to clean surfaces contaminated with body fluids. The disinfectant should be registered by the Environmental Protection Agency for use as a disinfectant in medical facilities and hospitals.

Some examples of disinfectants should be of the following classes:

- A. Ethyl or isopropyl alcohol (70%)
- B. Phenolic germicidal detergent in a 1% aqueous solution (e.g. Lysol)
- C. Sodium hypochlorite solution (household bleach), 1 part bleach to 10 parts water. The mixture needs to be prepared each time used.
- D. Janitorial disinfectants that meet the qualifications.

STAFF GRIEVANCE PROCEDURE POLICY:

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

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

1. That teachers and other employees may appeal a ruling of a principal or other administrator to the chief executive officer (CEO)/superintendent.
2. That all school employees may appeal a ruling of the chief executive officer (CEO)/superintendent to the Board.

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

LEGAL REFS.: SDCL 3-18-1; 3-18-1.1; 3-18-15 through 3-18-15.3

Definitions:

- A. A "grievance" is a complaint by a person or group of persons employed by the Faith School District #46-2, made either individually or by a duly authorized and recognized employee association through its representative, that there has been a violation, misinterpretation or inequitable application of any existing agreement, contract, policy, rule, or regulation of the School Board. Negotiations for, or a disagreement over, a non-existing agreement, contract, policy, rule, or regulation is not a "grievance."
- B. An "aggrieved person" is the person or group of persons filing the grievance.
- C. "Board" means the School Board of the district.
- D. "Days" shall mean calendar working days.

Purpose:

- A. The purpose of this procedure is to secure, at the lowest possible level, equitable solutions to the problems which may from time to time arise between employees and the district and to facilitate this purpose these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.
- B. Nothing herein contained shall be construed as limiting the rights of any employee having a grievance to discuss the matter informally with any appropriate member of the administration, and having the grievance adjusted without the intervention of the employee association, provided the adjustment is not inconsistent with the terms of any settlement with the employee association then in effect.

Procedure:

- A. It is important the grievances be processed as rapidly as possible. The number of days indicated at each level shall be the maximum and every effort should be made to expedite the process.
- B. If appropriate action is not taken by the employee within the time limit specified, the grievance will be deemed settled on the basis of the disposition at the preceding level. The time limits specified herein may be extended by mutual agreement, provided the time extension is requested within the time limits provided in the Article.
- C. If an employee does not file a grievance in writing with the principal or other supervisor within 30 calendar days after the employee knew, or should have known, of the act or condition on which the grievance is based, the grievance shall be considered as having been waived.
- D. A supply of the grievance forms shall be on file with the building principal, immediate supervisor, and the local association president.**

Informal Procedures:

If an employee feels he has a grievance, he shall first discuss the matter with his supervisor, principal or other administrator, to whom he is directly responsible in an effort to resolve the problem.

Formal Procedures:

LEVEL ONE - School Principal, Immediate Supervisor or Other Administrator

- A. If an aggrieved person is not satisfied with the disposition of his problem through informal procedures, he shall submit his grievance in writing within 30 days.
- B. A signed copy of the written grievance shall be delivered by the employee to his/her immediate supervisor.
- C. An employee who is not directly responsible to a building principal may submit his/her formal written grievance to the administrator or supervisor to whom he is directly responsible.
- D. The administrator, within 10 days of the filing of the grievance shall render his decision in writing to the aggrieved person.

LEVEL TWO - Chief Executive Officer (CEO)/Superintendent of Schools

- A. If an aggrieved person or the Board is not satisfied with the decision concerning his grievance at Level One, or if no written decision has been rendered within 10 days, he shall, within 10 days after the decision is rendered, or within 10 days after filing at level one, resubmit his grievance in writing to the chief executive officer (CEO)/superintendent of schools.
- B. The chief executive officer (CEO)/superintendent of schools shall within 10 days from the filing of the written grievance meet with the aggrieved person
- C. for the purpose of resolving the grievance. The chief executive officer (CEO)/superintendent shall, within 10 days after this meeting, render his decision in writing to the aggrieved person.

LEVEL THREE - Board of Education

- A. If the aggrieved person or the Board is not satisfied with the disposition of the grievance at Level Two, or if no written decision has been rendered within 10 days, he shall within 10 days thereafter resubmit the grievance to the business manager or the president of the Board.
- B. At its next meeting, or at a time mutually agreed upon by the parties, the Board or its designated agent shall hold a hearing on the grievances. The decision of the Board shall be rendered in writing within 10 days after the hearing.

LEVEL FOUR

If the aggrieved person is not satisfied with the disposition of the grievance at Level Three or if no written decision has been rendered within the time period set forth in the preceding paragraph, he may, within 30 days after receipt of the written decision is due, whichever is earlier, appeal to the Department of Labor, pursuant to statute. The inclusion of this paragraph in this grievance procedure shall not constitute a waiver by either party of its rights to dispute the authority of the Department of Labor to hear the appeal and/or render any particular decision.

Miscellaneous:

- A. If, in the course of investigation of any grievance by representatives of the complainant, such investigation requires their presence in a school building; they shall report immediately to the principal of such building being visited and state the purpose of the visit.

- B. Interruption of regularly assigned classes or activities shall be avoided and students shall not be included in any phase of the grievance procedure except with the mutual consent of both parties.
- C. Any party or parties in interest shall appear and may be represented at formal Levels One, Two and Three of the grievance procedure. Nothing in this agreement shall deny or restrict the grievant the right to have grievance adjusted with or without the involvement of the Association at all levels, provided that the adjustment of the grievance is not inconsistent with this agreement and except when the aggrieved person specifically requests the exclusion of all but the parties in interest and their respective representatives.
- D. If, in the judgment of the employee organization a grievance affects a group or class of employees, the organization may submit such grievance in writing to the chief executive officer (CEO)/superintendent directly and the processing of such a grievance shall be commenced at Level Two. The employee organization shall designate not more than two spokespersons for the organization in processing such a grievance through the remaining levels of the grievance procedure. Provided, however, that the employee organization shall not be permitted to file or process a grievance with respect to an incident or occurrence on which an employee or group has already initiated a grievance.
- E. Meetings and hearings under this procedure shall not be conducted in public and shall include such parties and only such parties in interest and their designated or selected representatives heretofore referred to in this grievance procedure. The vote on the Board's decision on Level Three grievances shall be made in open session but the name of the aggrieved party shall not be disclosed.
- F. When it is necessary for a party or parties in interest to attend a board meeting or a hearing called during the working day, the chief executive officer (CEO)/superintendent's office shall so notify the party or parties in interest, principals or immediate supervisor, and the party or parties in interest shall be released without loss of pay for such time as their attendance is required at such meeting or hearing.
- G. At all hearings conducted under this procedure, the aggrieved person and the administrative representative may call witnesses and present evidence that is relevant to the matter being considered. The Board may request that other witnesses be called for questioning by the parties.

FAITH SCHOOL CERTIFIED STAFF EVALUATION:

The purpose of evaluation of certified staff is to improve the quality of the education program by assisting staff to become more effective. Information gained during the teacher evaluation process shall be used to enhance individual needs. (All referenced evaluation forms are located in the Teacher Handbook)

GOALS:

- 1. The evaluation process will be positive in nature.
- 2. The evaluation will further pursue educational excellence.
- 3. The evaluation will identify and support the characteristics and qualities of excellent leaders.
- 4. The evaluation will formalize a communication between the staff and the administrator.
- 5. The evaluation will be a tool for self-improvement.
- 6. The evaluation will pertain to job duties as defined in the teacher's job description.
- 7. The evaluation will allow a teacher to develop and pursue meaningful goals.

To accomplish the desired outcomes, the Faith School District will use a basic two stage approach to evaluation.

The stages are:

Stage I - Beginning or Probationary Teachers

Stage II – Continuing Contract Teachers

Plan of Improvement—as needed

The evaluation process for all stages should focus on the criteria below. The evaluation policy will be presented to the teachers at the fall in-service by the administration. Recommendation for Continued Employment shall be based on the staff evaluation procedure identified herein this document. The code of Professional Ethics (SDCL 24:08:03) is incorporated herein as criteria subject to evaluation and comment.

TEACHING CRITERIA

The evaluation of teacher performance shall be based on the following components of professional practice. The principals of the Faith School District shall be responsible for the evaluation of teachers in their respective schools. Should any teacher feel that they have been unfairly evaluated, they may request an evaluation by the superintendent/CEO or other supervisory personnel approved by the Board.

- I. Planning and Preparing for Instruction:**
- II. Instruction**
- III. Classroom Environment**

IV. Professional Responsibilities

TEACHER DEFINED

1. Probationary Teacher:

A beginning teacher is defined as an individual new to the profession or district. Probationary teachers will be on "probationary status" the first three consecutive years in Faith School District 46-2.

2. Continuing Contract Teacher:

A non-probationary teacher with three or more successful years, beginning with the fourth consecutive contract, at the Faith School District 46-2 is considered a "Continuing Contract Teacher".

EVALUATION PROCEDURE AND FREQUENCY

The following will apply for each teacher that is employed under contract.

- A) Professional staff employed in the district from one to three years consecutively will be evaluated each year using a Formal Evaluation.
 - 1) Formal Evaluation: Each teacher will have a minimum of one formal evaluation the first semester and one the second semester. Each formal evaluation shall include a minimum of one classroom lesson observation. (Form A)
- B) Professional staff employed in the district for four or more years consecutively will be evaluated each year using one of two evaluation methods.
 - 1) Formal Evaluation: The teacher will have a minimum of one formal evaluation. Each formal evaluation shall include a minimum of one classroom lesson observation.
 - 2) Professional Growth Plan: The teacher will choose one of the professional growth plan options with administrator approval. Under this plan, the teacher will develop and submit his/her goals by October 15 (Form B). Three conferences will be held during the school year with the administrator. The second conference will be held by April 1, with the final meeting upon completion.
 - i. Instructional Improvement Plan
 - ii. Curriculum
 - iii. Professional Development Presentations
 - iv. Peer Observation

At the discretion of their supervisor, professional staff members can be formally evaluated at any time.

Prior to April 1st, a conference will be held to discuss the evaluation. The evaluation shall be acknowledged by the signatures of the administrator and the individual being evaluated. Such signatures may not denote agreement with the statements contained therein.

The individual being evaluated may make written comments which disagree with any part of the evaluation. The evaluation and conference notes will be made in duplicate. One copy will be provided for the teacher and the other will be placed in the teacher's personnel file.

PLAN OF IMPROVEMENT:

The Plan of Improvement provides good faith effort to support and guide the teacher in meeting the expectations of the Faith School District. This plan provides a more structured and intensive mode of supervision for the staff member who is not consistently demonstrating one or more of the established teaching criteria. The decision regarding implementation of the plan should be collaborative, but may be directive and may be implemented by the supervisor at any time. This plan is intended to provide the highest likelihood for professional improvement. Because of the personal nature of this plan, confidentiality is expected of all participants. The Plan of Improvement consists of two phases.

Awareness Phase

In the awareness phase, the administrator/evaluator identifies a problem relating to the established Teaching Criteria. The evaluator should contact the staff member in writing, make him/her aware of the problem, collaboratively develop the means to resolve the problem, and schedules a time (not to exceed three months) to discuss the resolution (Form C). While the teacher and the evaluator attempt to resolve the problem, the staff member continues to remain in Stage I or Stage II. At the conclusion of the agreed upon timeframe, the evaluator will review the progress and will make one of the following recommendations:

- The concern is resolved and the staff member is removed from the awareness phase and continues to work within Stage I or Stage II.
- The concern is not resolved, the staff member will be recommended to be moved to the assistance phase. Placement in the assistance phase would suggest that activities in the Career Growth Plan would be

suspended. The supervisor must approve the decision to postpone the teacher's responsibility for engaging in the learning identified in the Career Growth Plan.

Assistance Phase

If the problem is not resolved in the Awareness Phase, the staff member will be formally notified of his/her placement in the Assistance Phase (Form C). A copy will be forwarded to the Superintendent's office and is placed in the teacher's personnel file. The staff member should also be notified of their right to request assistance from their local association. A conference will be held between the staff member and the evaluator to develop an Assistance Plan that must include a specific statement of concerns related to one or more of the Faith School District Teaching Criteria, the methods or strategies to address the concern, a timeline for addressing the concern, indicators of progress, and the resources and support needed. It may be beneficial for the supervisor and the teacher to identify a team of individuals who have the knowledge and skills to assist the identified teacher in improving his/her performance. At least once during the designated timeframe a progress report will be provided to the teacher. At the end of the designated timeframe the supervisor will complete a summary of the Assistance Plan and both the teacher and supervisor will sign it (Form D). One of three recommendations will be made:

- The concern is resolved; the staff member is removed from the Assistance Plan
- Progress is noted, the timeline is extended.
- The concern is not resolved, no progress noted.

RECOMMENDATION FOR CONTINUED EMPLOYMENT

- a. Teachers in their first three years of employment with the district will be provided annual recommendations for continued employment by their supervising administrator. Those recommendations may take one of three forms:
 1. Recommended for Continued Employment
 2. Recommended for Continued Employment with Conditions
 3. Not Recommended for Continued Employment
- b. Teachers under continuing contract status will be assumed to be recommended for continuing employment unless notified to the contrary by April 15th of the current school year. If notified, recommendations take one of two forms:
 1. Recommended for Continued Employment with Conditions
 2. Not Recommended for Continued Employment
- c. Teachers "Recommended for Continued Employment with Conditions" shall be placed on a Plan of Improvement.
- d. Teachers who are "Not Recommended for Continued Employment" will be accorded rights under SDCL 13-43.

PERSONNEL AND WORKING FILES

- a. Notes and paperwork regarding all informal observations shall be maintained separately from the district personnel files, and shall be treated in a confidential manner. Items moved from working files will require notification and signature of the staff member at the time of placement in the personnel file.
- b. The results of all evaluations shall be placed in the teacher's personnel file. Said files shall be maintained at the district central office.
- c. The contents of a teacher's personnel file shall be available for review and inspection by the teacher, a teacher's designated representative, the teacher's supervisor, or by the administration at any time.
- d. No teacher shall be permitted to physically remove their personnel file from the central office or to review it without being in the direct presence of the administrator, or his designee.
- e. Materials may be removed from a teacher's personnel file only upon the written approval of the superintendent of schools/ceo.
- f. Information in the evaluation section shall be released to potential employers only upon the written consent of the teacher.

OBSERVATION PROCEDURE

Formal observations should be preceded by a pre-conference. The purpose of the pre-observation conference will be to discuss the lesson to be observed. The pre-observation conference may be waived by the teacher being observed. In either case the Pre-Observation Form (Form E) will be completed by the teacher and returned to the supervisor one day prior to the observation. Prior to completing the form, the teacher and supervisor will need to mutually agree upon a scheduled time for the observation. The observation will take place at the scheduled time. The Formal Observation Form (Form A) will be utilized by the teacher and supervisor during the conference. The form will be used to facilitate dialogue during the post-conference. The post-conference will take place within five (5) working days of the formal observation. The completed Evaluation Form will be placed in the teachers working file. **Additional formal observations may be conducted at the discretion of the administrator.**

INFORMAL OBSERVATION PROCEDURE

Informal observations may be conducted at any time, and may be reduced to writing at the discretion of the administrator. These observations may result in a written summary of the observation and/or a conference between the teacher and administrator on the result of the observation.

**FAITH SCHOOL DISTRICT
EVALUATION OF CERTIFIED CLASSROOM TEACHER**

EVALUATION OF: _____ **DATE:** _____

GRADE/CLASS: _____

STATUS: Probationary Continuing Contract
 Preliminary Final

E Exceeds Expectations Exceeds district's expectations.
M Meets Expectations Meets district's expectations.
NI Needs Improvement Does not meet district's expectations, and must improve to meet satisfactory levels.
N/O Not Observed An area which does not pertain to the individual being evaluated.
PA Plan of Assistance A mandatory written plan between the teacher and administration to raise the area(s) to a satisfactory level.

I.	PLANNING AND PREPARATION	E	M	NI	N/O
A.	Plans and designs instruction and evaluation aligned with state academic content standards and state performance indicators that are developmentally appropriate for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.	Selects research-based strategies, methods, activities, and materials validated as sound practice within the content area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.	Plans student evaluation and assessments that will allow all students ample opportunity to demonstrate what they have learned on the identified content goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

II.	INSTRUCTION	E	M	NI	N/O
A.	Presents the content correctly in a logical, coherent fashion, building on content previously mastered and connecting to content to be learned in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.	Paces the presentation of concepts appropriately to build students' capability for critical thinking, problem solving, and clarifies when students misunderstand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.	Uses questioning techniques appropriate to the content and structures activities that require students to use higher order thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.	Facilitates students in constructing their own understanding of the content in large, small group, and independent settings, and provides specific, corrective feedback relevant to the task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E.	Assures that students have ample opportunity to explore, respond, and extend their thinking through technology, as appropriate to the content area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F.	Provides opportunities for students to learn and challenge each other through planned, cooperative peer interaction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G.	Communicates the content to students through research based methods, activities, and materials specific to the content that are differentiated for diverse learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H.	Uses multiple evaluations and assessments to evaluate student mastery of content and to inform instruction for the class as a whole, as individuals, and within diverse groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.	Maintains correct and useful records of student work within the content area and communicates student performance correctly and responsibly to students, parents, and other stakeholders, with prompt and useful feedback given to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J.	Includes instructional activities relevant to students, real life, and (student career pathways).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

III	CLASSROOM ENVIRONMENT	E	M	NI	N/O
A.	Exhibits enthusiasm and positive disposition toward the content area and conveys high expectations for success to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.	Establishes clear classroom standards and expectations for behavior that emphasizes self-control, self-discipline, collaboration, and mutual respect among students and teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.	Creates a classroom environment that organizes and manages time, space, facilities, and other resources for maximum engagement of students in the content area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

III	PROFESSIONAL RESPONSIBILITIES	E	M	NI	N/O
A.	Demonstrates employee responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.	Works with colleagues to assure student integration of learning across the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.	Participates in school side activities that are supportive of school improvement in the building and district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.	Participates actively in high-quality professional development applicable to the content area and practices new learning with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E.	Performs assigned duties in a timely manner with a professional disposition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F.	Upholds school regulation and policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

<p>EDUCATOR STATEMENT I have read the contents of this evaluation and understand that my signature does not necessarily indicate agreement. I have a right to attach my demurral statement to this evaluation</p> <hr style="width: 80%; margin-left: 0;"/> <p>Signature _____ Date _____</p> <p>Demurral Statement Attached Yes No</p>	<p>EVALUATOR STATEMENT I have reviewed this evaluation with the educator and attest that it indicates to my best ability the performance of the teacher/educator herein named.</p> <hr style="width: 80%; margin-left: 0;"/> <p>Signature _____ Date _____</p>
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If Final Evaluation:
 Recommended for Continued Employment
 Recommended for Continued Employment with Conditions
 Not Recommended for Continued Employment

FAITH SCHOOL DISTRICT
PROFESSIONAL GROWTH PLAN FORM

Name _____

Date _____

Position _____

Date _____

Date _____

The teacher will choose one of the professional growth plan options with administrator approval. Under this plan, the teacher will develop and submit his/her goals by October 15. Three conferences will be held during the school year with the administrator. The second conference will be held by April 1, with the final meeting upon completion.

a. Professional Growth Plan Options:

- _____ Instructional Improvement Plan
- _____ Curriculum
- _____ Professional Development Presentations
- _____ Peer Observation

b. Goals of Professional Growth Plan:

c. Proposed Strategies/Activities:

d. Written reflective summary (attached)

e. Evaluator's Comments

Signed _____
Evaluator Date

Staff Member Date

Evaluator and staff member each receive a copy.

FAITH SCHOOL DISTRICT
PLAN OF IMPROVEMENT FORM
AWARENESS AND ASSISTANCE PHASE

Teacher: _____ Date: _____

Position/Assignment: _____

Check appropriate category(ies):

- Planning and Preparation
- Instruction
- Classroom Environment
- Professional Responsibilities

Specific Concerns:

Plan (Methods/Strategies):

Proposed Timeline:

Indicators of Progress:

Resources/Support Needed:

Next Meeting Date:

Signed _____
Teacher Date

Administrator Date

FAITH SCHOOL DISTRICT
PLAN OF IMPROVEMENT
FINAL SUMMARY FORM

Teacher: _____ Date _____

Position/Assignment: _____

Meeting Dates: _____

Plan outcomes:

Faith School District Teaching Criteria not met:

Future considerations:

Evaluator's comments:

Evaluator's Recommendation:

- THE CONCERN IS RESOLVED; REMOVAL FROM ASSISTANCE PLAN
- PROGRESS IS NOTED; TIMELINE IS EXTENDED
- THE CONCERN IS NOT RESOLVED; NO PROGRESS NOTED

Signed _____
Evaluator Date

Teacher Date
Signing does not imply agreement; doing so only indicates a conference was held and the above information was discussed.

Teacher's Comments:

**FAITH SCHOOL DISTRICT
PRE-OBSERVATION CONFERENCE FORM**

Classroom Observation Plan for:

Date of Observation:

Subject Area:

Specific Topic of Lesson:

Goals and/or Objectives of Lesson:

State Academic Standards Addressed:

What is the lesson menu (lecture, lab, cooperative project, assessment)? Is this new learning, review learning, and/or diagnostic?

Teaching Strategies that will be used to meet the Objectives and Learning Styles of all students:

How will Student Achievement be Assessed?

Is there anything in particular that you would like feedback on?

**FAITH SCHOOL DISTRICT
EVALUATION OF CERTIFIED SPECIAL EDUCATION TEACHER**

EVALUATION OF: _____ **DATE:** _____

GRADE/CLASS: _____

STATUS: Probationary Continuing Contract
 Preliminary Final

E Exceeds Expectations Exceeds district’s expectations.
M Meets Expectations Meets district’s expectations.
NI Needs Improvement Does not meet district’s expectations, and must improve to meet satisfactory levels.
N/O Not Observed An area which does not pertain to the individual being evaluated.
PA Plan of Assistance A mandatory written plan between the teacher and administration to raise the area(s) to a satisfactory level.

I. PLANNING AND PREPARATION		E	M	NI	N/O
A.	Plans and designs instruction and evaluation aligned with state academic content standards and state performance indicators that are developmentally appropriate for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.	Selects research-based strategies, methods, activities, and materials validated as sound practice within the content area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.	Plans student evaluation and assessments that will allow all students ample opportunity to demonstrate what they have learned on the identified content goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans for the educational needs of special education students:					
D.	Accepts case management responsibility for individual students as assigned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E.	Follows through with new referrals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F.	Schedules and/or administers appropriate evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G.	Documents through the multidisciplinary team report student eligibility for special education services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H.	Plans instruction and/or techniques to address student goals and objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.	Assists regular education teachers with such things as modifications, strategies, techniques, and collaborative teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

II.	INSTRUCTION	E	M	NI	N/O
A.	Presents the content correctly in a logical, coherent fashion, building on content previously mastered and connecting to content to be learned in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.	Paces the presentation of concepts appropriately to build students' capability for critical thinking, problem solving, and clarifies when students misunderstand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.	Uses questioning techniques appropriate to the content and structures activities that require students to use higher order thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.	Facilitates students in constructing their own understanding of the content in large, small group, and independent settings, and provides specific, corrective feedback relevant to the task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E.	Assures that students have ample opportunity to explore, respond, and extend their thinking through technology, as appropriate to the content area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F.	Provides opportunities for students to learn and challenge each other through planned, cooperative peer interaction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G.	Communicates the content to students through research based methods, activities, and materials specific to the content that are differentiated for diverse learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H.	Uses multiple evaluations and assessments to evaluate student mastery of content and to inform instruction for the class as a whole, as individuals, and within diverse groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.	Maintains correct and useful records of student work within the content area and communicates student performance correctly and responsibly to students, parents, and other stakeholders, with prompt and useful feedback given to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J.	Includes instructional activities relevant to students, real life, and (student career pathways).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

III	CLASSROOM ENVIRONMENT	E	M	NI	N/O
	A. Exhibits enthusiasm and positive disposition toward the content area and conveys high expectations for success to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	B. Establishes clear classroom standards and expectations for behavior that emphasizes self-control, self-discipline, collaboration, and mutual respect among students and teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C. Creates a classroom environment that organizes and manages time, space, facilities, and other resources for maximum engagement of students in the content area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Submits requested documentation to the district office in a timely fashion:				
	D. Utilizes appropriate special education forms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E. Maintains special education files with all required documentation in an orderly and prescribed fashion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Maintains accurate Child Count information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	G. Arranges evaluations well in advance of testing due dates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	H. Demonstrates responsibility for provision of documentation to the State Department of Special Education as a result of compliance review.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I. Submits ESY (Extended School Year) information as requested.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	J. Submits IEPs (Individualized Education Programs) to the office within two weeks of their date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	K. Submits an annual timeline of caseload responsibility completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments:				

III	PROFESSIONAL RESPONSIBILITIES	E	M	NI	N/O
	A. Demonstrates employee responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	B. Works with colleagues to assure student integration of learning across the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C. Participates in school side activities that are supportive of school improvement in the building and district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	D. Participates actively in high-quality professional development applicable to the content area and practices new learning with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E. Performs assigned duties in a timely manner with a professional disposition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Upholds school regulation and policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Observes the required rules and regulations of special education:				
	G. Demonstrates overall understanding of the district special education comprehensive plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	H. Follows the eligibility criteria as set forth by the state	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I. Consistently applies prior notice requirements with regard to evaluation, re-evaluation, IEP writing and review, and change in placement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	J. Obtains written consent as necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	K. Maintains accurate records of parent/guardian contacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	L. Adheres to the timelines for prior notice, evaluation, re-evaluation, IEP meetings and review.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	M. Uses appropriate content for prior notices and IEPs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	N. Maintain confidentiality of personally identifiable information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Appropriately conducts IEP meetings:				
	O. Arranges for appropriate representation at all IEP meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	P. Adequately prepares for the meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Q. Helps to create a positive, professional working relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	R. Addresses all components of the IEP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	S. Assures parent and student (when appropriate) participation in the process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	T. Informs parents of their rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	U. Gives parents copies of the IEP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

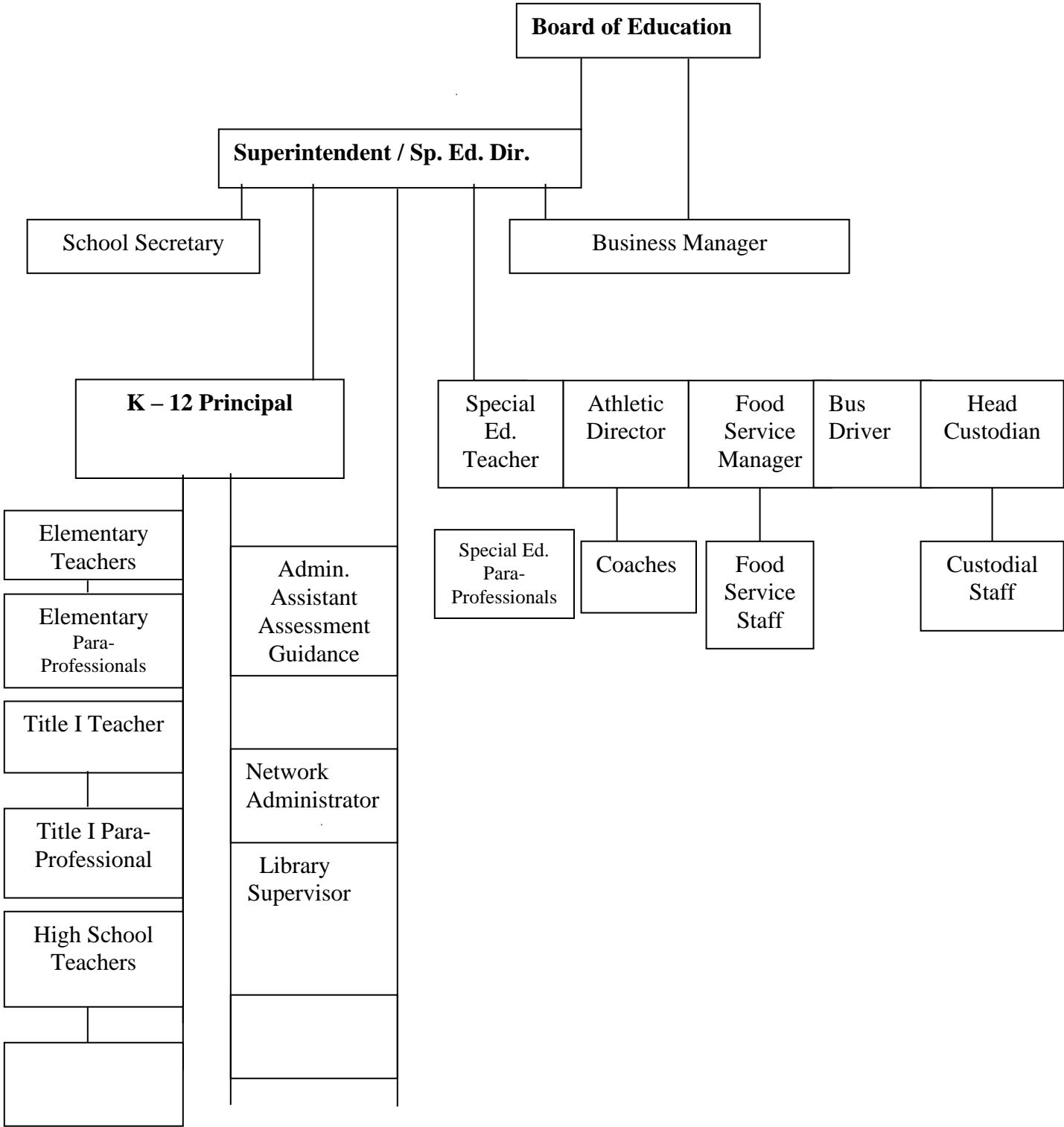
Comments:

<p>EDUCATOR STATEMENT</p> <p>I have read the contents of this evaluation and understand that my signature does not necessarily indicate agreement.</p> <p>I have a right to attach my demurral statement to this evaluation</p> <p>_____</p> <p>Signature Date</p> <p>Demurral Statement Attached Yes No</p>	<p>EVALUATOR STATEMENT</p> <p>I have reviewed this evaluation with the educator and attest that it indicates to my best ability the performance of the teacher/educator herein named.</p> <p>_____</p> <p>Signature Date</p>
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If Final Evaluation:

- Recommended for Continued Employment
- Recommended for Continued Employment with Conditions
- Not Recommended for Continued Employment

FAITH SCHOOL DISTRICT CHAIN OF COMMAND



**FAITH SCHOOL DISTRICT #46-2
ACCIDENT/DAMAGE REPORT**

DATE OF ACCIDENT: _____ **TIME:** _____

LOCATION: _____

NATURE OF ACCIDENT (IF AN INJURY WAS SUSTAINED, PLEASE LIST THE NAME(S) OF STUDENT OR STAFF MEMBER INJURED, HOW IT OCCURRED, WHO WAS INVOLVED, AND THE ACTION TAKEN):

IF DAMAGE WAS SUSTAINED TO PROPERTY, PLEASE LIST THE NATURE OF THE DAMAGE (IF A SCHOOL VEHICLE WAS INVOLVED, IDENTIFY THE VEHICLE AND WHERE THE DAMAGE WAS SUSTAINED):

SIGNATURE: _____ **DATE:** _____

APPENDIX C:

Faith School District Injured Party Report

If a student of the Faith School is seriously injured in any manner, the parents of the student will be notified as soon as possible. However, when a child has been kicked, hit, or pushed by another student, there is the potential that an injury has occurred that is not easily identified. Therefore, it will be the practice of Faith School District personnel to describe in writing, where the child was struck and/or how they landed. A copy of this document will be forwarded to the child's parents, so if potential complications arise as a result of the incident, appropriate medical treatment can be administered.

Students have different tolerance for pain and they react to pain in different ways. As a guide for personnel; any time a student is kicked, hit, or pushed by another student and the assaulted student sheds tears or otherwise displays characteristics that signal potential injury, a report should be filed. The report will include only information that pertains to the injury.

Student Name: _____ **Date of incident:** _____

Person filling out form: _____

Description of injury: _____
