

EAST BUCHANAN

C-1

**SCHOOL
DISTRICT**

100 Smith Street

Gower, MO 64454

816-424-6466

Employee Manual

2023-2024

Adopted by the Board of Education: July 24, 2023

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District Information

Mission C-110-E

The Mission of the East Buchanan C-1 School District is Family, Community and School--working together, learning for all.



VISION STATEMENT

We envision that East Buchanan High School will be a safe and positive environment in which our students will learn and prepare for success after high school.

VALUE STATEMENT

We value...

- * teaching and encouraging students to solve problems and make decisions that benefit themselves and others
- * continual assessments of students' mastery of essential learning skills to monitor progress, reinforce the purpose of learning, and prepare for post-secondary education and/or training
- * holding teachers and students accountable to high standards, not only academically, but in conduct as well
- * encouraging students to be responsible, respectful, and self-disciplined members of a community
- * professional growth through collaboration and education
- * collaboration with parents and community members to nurture a productive learning climate for all students

Board of Education:

Dean Walkup - President
Jesse Fisher - Vice President
Andrea Wilson
Beth Gregory
Kyle McCoy
Lori Caylor
Ryan Harper

District Administration:

Dr. John Newell, Superintendent
816-424-6466
newell@ebs.k12.mo.us

Mr. Josh Barker, Elementary School Principal
816-424-3111
barker@ebs.k12.mo.us

Dr. Rebecca Schilling, Middle School Principal
816-473-2451
schilling@ebs.k12.mo.us

Mr. Doug Miller, High School Principal
816-424-6466
miller@ebs.k12.mo.us

Ms. Heidi Shoemaker, Special Services Director, 504 Coordinator,
ELL/Homeless/Migrant Student Coordinator and Title IX Coordinator
816-424-6466
shoemaker@ebs.k12.mo.us

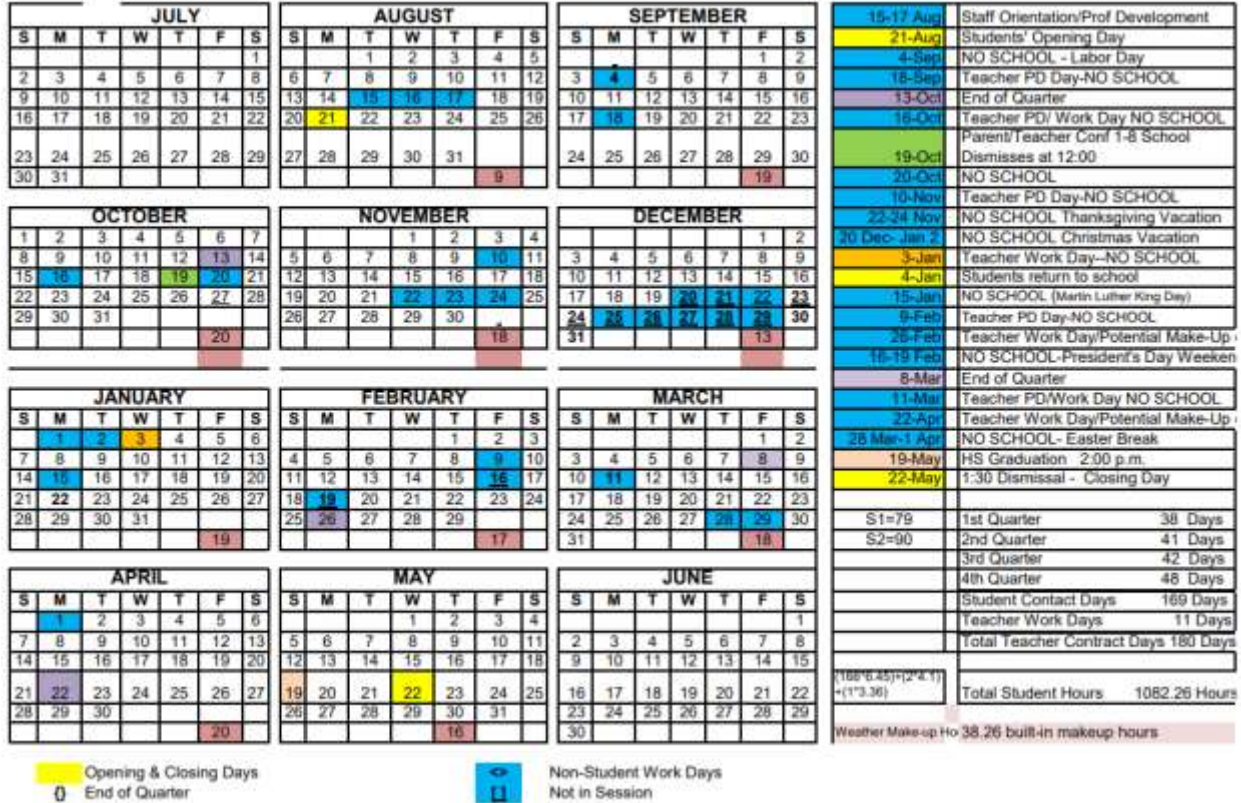
Media Releases:

Dr. John Newell, Superintendent
100 Smith Street
Gower, MO 64454
816-424-6466
newell@ebs.k12.mo.us

Academic Calendar I-100-E

The District’s 2023-2024 Academic Calendar can be found on the District’s website here: <https://www.ebs.k12.mo.us/calendar>

EAST BUCHANAN C-1 2023/2024 Approved Calendar



Complaints or Concerns C-120-E

Effective communication helps avoid and resolve many complaints, concerns, misunderstandings and disagreements. Individuals who have a complaint or concern should discuss their concerns with the school personnel involved in the issue at hand in an effort to resolve problems. This step will usually involve communicating directly with the person or persons with whom the complainant has a concern. This step may be skipped when the complainant in good faith believes that speaking directly to the person would subject the complainant to discrimination, harassment or retaliation.

This step may also be skipped if the complainant in good faith believes that any law or a District policy or written rule has been violated. The District has adopted specific procedures for investigation and resolution for complaints or concerns as required by specific and varying laws that are applicable to the District. The District’s Compliance Officer should be contacted with any complaints or concerns that any law or District written rule has been violated, including but not limited to, laws relating to: civil rights, including discrimination, harassment, and retaliation; special education matters including the IEP and 504 processes and services; federal programs and related services; bullying; and The Family Educational Rights and Privacy Act, including student records and confidentiality.

When communicating directly with the school personnel involved in the issue does not resolve matters satisfactorily, or if it is appropriate to skip the first step as described above, a complainant should consult with the District's Compliance Officer who will direct the complainant to the appropriate process for resolution of the complaint. The District designates the following individual to act as the District's Compliance Officer:

Name: John Newell, Superintendent of Schools
100 Smith Street, Gower, MO 64454
Phone #: 816-424-6466
Email Address: newell@ebs.k12.mo.us

In the event the District's Compliance Officer is unavailable or is the subject of a report that would otherwise be made to the Compliance Officer, reports should instead be directed to the alternative Compliance Officer:

Name: Heidi Shoemaker
Phone #: 816-424-6466
Email Address: shoemaker@ebs.k12.mo.us

All complaints of violation of any law or a District policy or written rule will be promptly investigated by the District, and appropriate action will be taken. Complainants are strongly encouraged to provide their concerns in writing.

Notice of Non-Discrimination: Equal Opportunity and Prohibition against Discrimination, Harassment and Retaliation C-130-E

The District is committed to providing equal opportunity in all areas of admission, recruiting, hiring, employment, retention, promotion, contracted services, and access to programs, services, activities, and facilities. The District strictly prohibits any unlawful discrimination or harassment against any person because of race, color, religion, disability, age, sex, gender, national origin, or any other characteristic protected by law. The District also prohibits retaliatory action, harassment, or discrimination against individuals who make complaints of, report, or otherwise participate in the investigation of any such unlawful discrimination, harassment, or retaliation. The District is an equal opportunity employer.

Anyone who believes that they have been discriminated, harassed, and/or retaliated against in violation of this policy should report the alleged discrimination, harassment and/or retaliation to the District's compliance officer, unless the compliance officer is unavailable or the subject of the report. In that case, the report should be made directly to the alternative compliance officer. The District designates the following individual to act as the District's compliance officer:

Name: John Newell, Superintendent of Schools
Phone #: 816-424-6466

Email Address: newell@ebs.k12.mo.us

In the event the Compliance Officer is unavailable or is the subject of a report that would otherwise be made to the Compliance Officer, reports should instead be directed to the alternative Compliance Officer:

Name: Heidi Shoemaker
Phone #: 816-424-6466
Email Address: shoemaker@ebs.k12.mo.us

All employees, students, and visitors who have witnessed any incident or behavior that could constitute discrimination, harassment, or retaliation under this policy must immediately report such incident or behavior to the District's compliance officer for investigation.

All complaints of violation of this policy will be promptly investigated by the District, and appropriate action will be taken.

Title IX C-131-E

The District does not discriminate on the basis of sex in the education program or activity that it operates and is required by Title IX not to discriminate in such a manner. The requirement not to discriminate in the education program or activity extends to admissions and employment. Inquiries about the application of Title IX to the District may be referred to the Title IX coordinator or Assistant Secretary for Civil Rights of the Department of Education, or both.

The District designates the following individual to serve as the District's Title IX coordinator:

Name or Title: Heidi Shoemaker, Director of Special Service
Address: 100 Smith Street,
 Gower, MO 64454
Email Address: shoemaker@ebs.k12.mo.us
Phone #: 816-424-6466

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

All employees, students, and visitors who have witnessed, heard about, or received a report about any incident or behavior that could constitute sexual harassment under this policy must immediately report such incident or behavior to the District's Title IX

coordinator for investigation. If the allegations are against the District's Title IX coordinator, it must be immediately reported to the Superintendent, unless the Superintendent is also the Title IX coordinator, then to the President of the Board of education.

All complaints of violation of this policy will be promptly investigated by the District, and appropriate action will be taken.

Employee Information

Hiring Procedures for Current Employees E-105-E

Current employees who are qualified for an open position may apply for advertised positions. The Superintendent has the authority to assign a current staff member to an open position, subject to any required approval by the Board. If such an assignment is to a newly created position, the Board must approve the reassignment. If such an assignment results in an increase in compensation and/or requires the execution of a new contract of employment, the Board must approve such the reassignment.

Employment of Retirees

Individuals who are retirees receiving retirement benefits from the Missouri Public School Retirement System, the Public Education Employee Retirement System, the Kansas City Public School Retirement System or the Public School Retirement System of the City of St. Louis may be employed by the District in accordance with the laws and regulations governing the hiring of retirees.

The District will not reach a formal or informal agreement, written or unwritten, to employ an individual post-retirement, until after the individual has received his or her first payment of retirement benefits.

The Superintendent or designee will maintain documentation regarding the amount of time worked by a retiree in the District and retirees hired by the District are required to maintain documentation of any work for any other public school system other than the District and provide those records to the District on the basis directed by the Superintendent or designee, to ensure compliance with regulations regarding hours worked by retirees.

Public Service Loan Forgiveness Information

Teachers may be eligible for certain public service loan forgiveness programs offered by the federal government. For the most up-to-date information regarding such programs, please go to:

<https://studentaid.gov/manage-loans/forgiveness-cancellation/public-service>

Criminal Background Checks

Prior to employment of any individual authorized to have contact with students, the District must obtain a satisfactory criminal background check. Whether a background check is satisfactory is in the sole discretion of the Superintendent or designee. A criminal background check may include, but is not limited to:

- Federal Bureau of Investigation criminal history files
- Missouri State Highway Patrol criminal history database
- Missouri State High Patrol sexual offender registry
- Family Care Safety Registry or the central registry of child abuse and neglect of the Children's Division of the Department of Social Services
- Missouri Case.net
- Other databases required by the law or by the District

Staff members may be required to submit to additional background checks, rerun background checks, or participate in state or federal RAP back programs at District expense. The District may update criminal background checks upon the Superintendent's recommendation.

Volunteer Background Checks:

All individuals who volunteer in a District position where they may periodically be left alone with students or who will have access to student records must complete a criminal background check. Further, volunteers who chaperone students on overnight trips or who serve as sponsors, advisors, or coaches for District-sponsored activities will be required to complete a criminal background check.

A volunteer will not be required to complete a background check if they have had a background check conducted by another Missouri public school within the last year and the current District receives a copy of the background check from the previous District or is able to obtain electronic access to the previous background check.

The Superintendent or designee may also require other volunteers to undergo a background check, or the District may conduct a search of the MSHP's criminal history database and the FCSR or the CD's central registry of child abuse.

Compliance with the Fair Labor Standards Act E-110-E

The Superintendent or designee shall determine whether an employee is exempt or nonexempt under the Fair Labor Standards Act (FLSA).

Overtime: Overtime hours are the actual hours worked in excess of 40 hours in a workweek. Exempt employees are not eligible for overtime compensation or compensatory time. Nonexempt employees shall not work overtime without the express prior approval of a supervisor designated by the Superintendent to approve overtime.

Compensatory Time: Time off shall be awarded to nonexempt employees at the rate of one and half times the number of actual hours worked in excess of 40 hours in a workweek.

Individuals who work more than forty (40) hours during any workweek will be awarded compensatory time off ("comp time") or paid overtime.

In the event a supervisor wishes to arrange mutually agreeable exchange of a workday, i.e., a weekend, or work on a holiday period day, such an arrangement must be reported to the Superintendent/designee stating:

1. Dates involved
2. Reason
3. Exchange date(s) for compensatory time

Such exchanges are to be done at the earliest time possible, preferably by the next week, and are to be recorded appropriately on the attendance report.

Compensatory time or overtime pay is not authorized unless approved in advance (except for emergency situations) by the Superintendent/designee upon recommendation of the employee's immediate supervisor. Employees who violate the overtime provision will be subject to disciplinary action.

Compensatory time may be accrued up to 240 hours (160 overtime hours). Overtime worked beyond this maximum accrual will be monetarily compensated at the rate of one and one-half times the employee's rate of pay.

The District may require that an employee use accrued compensatory time. The District will approve the use of compensatory time within a reasonable period of time after the request has been made to an employee's supervisor unless the use of compensatory time would impose an unreasonable burden on the District's ability to conduct District operations. In such a case, the use of compensatory time may be postponed by the District.

Individuals who accrue comp time from July 1-December 31 but do not use the time will be paid any unused comp time as of December 31. Individuals who accrue comp time from January 1-June 30 but do not use the time will be paid any unused comp time as of June 30. Individuals with unused comp time who are terminated or who terminate their employment will be paid for unused comp time at a rate not less than the average regular rate received by such employee during the last three (3) years of the employee's employment, or the final regular rate received by such employee, whichever is higher.]

Workweek: A workweek is a period of 168 hours during seven (7) consecutive 24-hour periods. The workweek shall begin on Monday at 8:00 a.m..

Timekeeping: All nonexempt employees are required to accurately complete a daily time record showing actual hours worked.

Support staff is to report all hours on District provided timesheets, to the Central Office, by the first day of each month. Failure to complete timesheet may result in employee not getting paid that month. Timesheets are available in each building office.

Breaks for Nursing Mothers

The District will provide accommodations in each school building to lactating employees, teachers, and students to express breast milk, breast-feed a child, or address other needs relating to breast-feeding for one year after the child's birth. The District

will provide a minimum of three opportunities during a school day to accommodate an employee, teacher, or student's need to express breast milk or breast-feed a child.

Compensation of Employees

District salary schedules are available at: <https://www.ebs.k12.mo.us/employment>

- **Teachers:** Teachers will be compensated according to a salary schedule applicable to all teachers of the District in accordance with law.

Staff members will move forward one step for each year of experience. Staff members may move laterally by completing the required college hours in an appropriate education program. Hours toward an administrative program will count toward advancement. Transcripts need to be provided to the District bookkeeper as soon as available, but no later than August 15th, to be considered for the upcoming school year. The Board may freeze the salary schedule, if necessary, for sound financial operations of the District.

- **Professional Non-Certified Staff Members:** Non-certified professional staff members may be compensated according to a salary schedule developed by the Superintendent and adopted by the Board or may be compensated with amounts approved individually by the Board and set forth in individual letters of assignment or contracts of employment.
- **Support Staff:** Support staff members may be compensated according to a wage schedule developed by the Superintendent and adopted by the Board or may be compensated with amounts approved individually by the Board and set forth in individual letters of assignment.

Extra Duty Assignment Compensation: Employees who provide extra duties may be compensated according to a wage schedule for such duties developed by the Superintendent and adopted by the Board or may be compensated with amounts approved individually by the Board and set forth in individual letters of assignment. Any salary/wage schedule adopted by the Board may be modified in accordance with law and in accordance with any applicable employment contracts and/or collective bargaining agreements. The Board may elect to freeze the operation of some or all salary/wage schedules.

Employees who are under contracts of employment shall not receive compensation in excess of the amount set forth in the contract of employment for the contract year unless the employee assumes additional or extra duties beyond the duties contemplated by the contract of employment.

Employees and prospective employees of the District are responsible for providing the District with sufficient information and documentation regarding past work and educational experience to allow the District to ascertain appropriate placement on any applicable salary/wage schedule and/or to determine appropriate compensation for

duties and/or extra duty assignments. The District is not required to review or change placement on any salary or wage schedule after an employee's placement has been determined.

Employees may be subject to disciplinary action for providing information that leads to improper placement on a salary or wage schedule, improper assignment of compensation based on education or experience or other relevant factors, or for inaccurately reporting time worked according to the District's timekeeping method/s.

Pay Periods: All employees shall be paid once a month on the 25th. If this date falls on a holiday or a weekend, payday will be the last banking day prior to the holiday or weekend. All employees will be paid through Electronic Funds Transfer over a twelve-month period

Payroll Deductions: Withholding Taxes

- A Federal withholding tax is retained for the Collector of Internal Revenue as payment on Federal Income Tax for the current year. The amount withheld is determined by salary and the number of dependents.
- A State withholding tax is retained for the Missouri Department of Revenue. The amount withheld is determined in the same manner as the Federal Income Tax. Employees may authorize additional sums to be withheld by notifying the payroll department in writing and completing a new W-4 form indicating the additional amount to be withheld each pay period.

Public School Retirement System (PSRS) of Missouri

- All full-time teachers and part-time teachers who work seventeen (17) hours or more per week are members of PSRS. Support employees with a teaching certificate are also eligible for membership in PSRS.

Public Education Employees Retirement System (PEERS)

- All support employees who work twenty (20) hours or more per week on a regular basis for thirty (30) calendar days are members of PEERS and are also covered by Social Security.

Medical

- Medical insurance payments will be deducted for all employees on a twelve (12) month prorated basis each month.

Credit Union and Tax Sheltered Plan

- Credit Union and Tax Sheltered Plans will be deducted under the terms of the respective contracts.

Tax Sheltered Annuities

- The School District provides for payroll deduction and processing for employees participating in tax-sheltered annuities.

Additional Deductions

- Any staff member may authorize additional voluntary deductions for payment of tax-sheltered annuities, dues to professional organizations, credit union, and dependent coverage for medical benefits.

Voluntary Deductions: The District may authorize voluntary payroll deductions from compensation earned by employees if ten (10) or more employees so request. The employee must authorize all voluntary deductions in writing. In addition to the deduction of amounts authorized by the employee, the District may deduct the administrative cost of compliance. The amount deducted will be remitted to the organization, company or association authorized by the employee.

Involuntary Deductions: The District may make deductions when an employee owes the District money, and/or the deduction does not otherwise violate the law. The District may make deductions from an employee's pay for unauthorized absences. The District will also make deductions when presented with a garnishment, wage attachment, or other legal order. The District may deduct amounts owed to the District by the employee for unpaid meal accounts for the employee or the employee's child/ren, and for payment of other District-related accounts such as daycare, preschool, and other possible charges.

The District may charge an administrative fee for processing such deductions when allowed by law.

Salary deductions for exempt employees shall be computed by dividing the salary, excluding extra-duty pay, by the number of days in the contract period. Deductions for nonexempt employees shall be based upon the hourly rate of the individual employee.

All District employees are responsible for ensuring compensation received from the District is correct according to their contracts/letters of assignment and, for non-salaried staff members, according to their timesheets and time actually worked. Employees must notify the District of any discrepancy in compensation within 30 days of receipt.

The District may deduct any overpayment made to an employee as permitted by law, even if an employee fails to report such overpayment.

Improper Deductions: Employees who believe that pay deductions have been improperly made should immediately report the concern to the Superintendent or designee.

Extra Duties Generally

Employees may be assigned to perform reasonable duties in addition to their regularly assigned job duties if the Superintendent or supervisor determines the needs of the District require the performance of these duties to adequately serve the needs of the students of the District. Whether compensation for these duties, including overtime compensation, is appropriate will be determined by the Superintendent and approved by the Board in accordance with policy and law.

Extra Duty Positions: Extra duty positions (such as coaching positions, club sponsor positions, etc.) may be created by the Board and employees may be hired for such positions by the Board upon the recommendation of the Superintendent. Extra duty positions are at-will positions and will be compensated at the rate set by the Board and in compliance with the Fair Labor Standards Act (FLSA), if applicable. Extra duty positions are not subject to the provisions of the Teacher Tenure Act.

Extra Duty Assignments: Upon approval of candidates by a majority of the whole Board, the Superintendent may engage interested employees to perform occasional extra duty assignments such as working at the concession stand, timekeeping, working at the ticket booth, and other such occasional assignments.

Employee Leave and Absences E-115-E

The District requires that employees have consistent attendance to achieve the best outcomes for District students and to ensure all District operations run smoothly. The District provides leave to employees, as more specifically outlined below, to provide security for employees who need time off for reasons approved herein. Attendance is an essential duty of every employee's position in the District, and excessive or improper absences and/or tardiness create a hardship on the District, its students, and staff. Staff members who are ill should take provided leave to ensure the overall health and wellness of the school community.

Absences and Tardiness: Absences and tardiness may be considered excessive or improper under conditions such as, but not limited to the following:

- The absence or tardiness results in an employee exceeding the number of leave days allotted to them;
- An employee's absences exceed 20 days within a semester, 40 days within a school year, or, or, or creates a hardship on the District;
- An employee's tardiness exceeds 3 days within a 30-day period, 5 days within a 120-day period, or 7 days within a 180-day period, or creates a hardship on the District;
- The absence/tardiness was not requested by the employee and/or was not approved by the appropriate supervisor, which includes a "no-call-no-show" situation;
- The employee provides incomplete or inaccurate information regarding the reason for the need for leave or tardiness, or fails to respond completely or appropriately when directed to provide supporting documentation;
- The employee is absent from work, fails to contact his or her supervisor, and fails to adequately respond to the District's attempts to contact the employee. Under these circumstances, the District will consider this a resignation by the employee.

The District is entitled to dock an employee's compensation when absence or tardiness is excessive or improper.

Procuring a Substitute Teacher: Employees must follow the directives of their building principal on how to procure a substitute teacher.

Employee Leave: The following leaves will be provided to employees, unless a contract for employment specifies other leave benefits, in which case the language in the contract of employment shall control. Regular part-time employees shall receive leave benefits listed below on a pro-rata basis. Temporary or substitute employees are not entitled to leave benefits unless specified at the time of employment or as required by law.

During any concerted refusal to work or any other practice that impacts or interferes with the District environment and/or District operations, employees are prohibited from using paid or unpaid leave unless it is required by law or an employee provides documentation of the need for the leave to the satisfaction of the District. The District may revoke previously approved leave.

Employees who are members of the retirement system shall remain members during applicable periods of leave provided by District policy and under the law and shall receive creditable service in accordance with the law.

Sick Leave: Full-time 12-month professional employees will receive 14 days of sick leave per school year four (4) of which can be used as personal leave. Full-time professional employees whose assignments require full-time employment during only the regular school year calendar adopted by the Board shall receive 12 days of sick leave per school year four (4) of which can be used as personal leave.

Full-time 12-month support employees will receive 14 days of sick leave per school year. Full-time support employees whose assignments require full-time employment during only the regular school year calendar adopted by the Board shall receive 12 days of sick leave per school year.

When leaving the District, any employee of the District who has worked in the District for five (5) years or more will have their sick leave bought back at the rate of \$35 per day with a cap of 100 days maximum. However, any employee retiring from the District will have their sick leave bought back at the rate of \$50 per day with a cap of 100 days maximum. The days will be figured after their last contract or appointed day of service and will be paid in the last pay period for that fiscal year. This provision will not apply when the employee is terminated for cause.

Absences of more than one hour through four hours shall be counted as a half-day of sick leave.

Sick leave may be used for:

- An employee's own illness, injury, or incapacity. (FMLA leave requirements may apply.)
- The illness, injury, or incapacity of an employee's immediate family member. (FMLA leave requirements may apply.)
- To care for the employee's stepchild if the employee is primarily responsible for furnishing the care and nurture of the child.

- Sick leave cannot be applied to the period of leave an employee receives Workers' Compensation benefits for time off due to work-related injuries/illnesses.
- The illness, injury, or incapacity of an individual who is not an employee's immediate family member, upon approval by the Superintendent.

Sick Leave Bank

Purpose

The purpose of the sick leave bank is to furnish a continuing income for staff members who are faced with a serious health condition as defined in FMLA involving themselves or an immediate family member and have utilized all of their sick leave days.

Eligibility and Use of Leave

Family and Medical Leave Act (FMLA) certification and notification requirements apply to the use of the sick leave bank.

To be eligible, an employee must have used all sick, vacation and personal leave, been off work for three (3) consecutive work days without pay and submitted a written request for withdrawal of days from the bank accompanied by the appropriate medical certification. The written request to withdraw days must be submitted to the District bookkeeper. Employees can request up to 57 days per fiscal year. The request must specify how many days the employee wants to withdraw and be accompanied by a physician's statement that the employee or immediate family member (as defined later in this section) has a serious health condition as defined by the FMLA. The physician must also verify the need for the number of days requested.

For the purpose of this policy, "immediate family" is defined as: the spouse, dependent and nondependent children, parents of the employee or the employee's spouse and individuals who are under the legal guardianship of the employee. Employees may draw from the bank any number of times during the year for multiple health conditions or the same health condition as long as they do not draw more than 57 days in any one (1) fiscal year.

A separate written request and physician's statement must be submitted each time days are requested regardless of whether the employee has previously drawn from the bank during that year.

Any employee using days from the bank will be required to repay those days at a minimum rate of five (5) days per year until all days have been repaid. Employees will not be allowed to borrow days in subsequent fiscal years until previously borrowed days have been repaid. If an employee retires, leaves the District or is terminated before all days are repaid, the balance owed will be deducted from the last paycheck(s).

Termination

The Board may terminate the sick leave bank benefit at any time. If the sick leave bank is terminated, no further requests for days will be permitted, although staff members will continue to draw days previously authorized. Payback of days will still be required.

Personal Leave:

A maximum of four (4) days of personal leave will be taken from the number of sick leave days allotted per school year. Unused personal leave days do not accumulate.

Personal leave is provided to employees to conduct personal business which cannot be conducted on other days off or on a weekend. Personal leave may be applied when sick leave has been exhausted and can also be applied to leave that would otherwise be unpaid, such as FMLA leave. Personal leave must be approved by the employee's direct supervisor, and requests should be made, when possible, at least 48 hours in advance of the date leave is required. Personal leave cannot be applied to the period of leave an employee receives Workers' Compensation benefits for time off due to work-related injuries or illnesses.

Bereavement Leave: An employee is entitled to 3 days of paid leave upon the death of a member of the employee's immediate family, or if not a member of the employee's immediate family, the approval of Superintendent. Bereavement leave days are not additional leave days but an opportunity for an employee to use sick or personal leave for bereavement purposes. Bereavement leave days shall be deducted from employee's accumulated sick or personal leave. The District may request verification of the need for bereavement leave.

Holidays: The District may grant paid or unpaid holidays in accordance with the school calendar adopted annually or later modified by the Board.

- *Independence Day*
- *Labor Day*
- *Thanksgiving Day*
- *Day after Thanksgiving*
- *December 24*
- *December 25*
- *December 31*
- *January 1*
- *Memorial Day*
- *Presidents Day*
- *Good Friday*

Professional Leave: Employees may be provided with leave to attend professional development activities that are approved by an employee's supervisor.

Pregnancy, Childbirth, and Adoption Leave: For employees who are not eligible for FMLA leave, the District may grant up to six weeks of leave for the birth, first year care, adoption, or foster care of a child. Employees must provide notification of the need for leave and the requested amount of leave, at least 30 days in advance when possible and practical. An employee may use any combination of accrued leave or unpaid leave during this period. Pregnant employees who need more than six weeks of paid or unpaid leave for medically-required, pregnancy-related leave, either before or after the birth of a child, must provide certification from a healthcare professional for such leave, which is subject to approval by the District and in accordance with applicable law.

This provision does not grant an employee leave which extends beyond a period of contracted employment. This provision does not apply to employees who are eligible for FMLA leave or to employees eligible for FMLA leave but have exhausted available FMLA leave for a given 12-month period.

Other Categories of Leave: All employees are entitled to certain leaves as required by law, including:

- *Domestic and Sexual Violence Leave:* Employees who are victims of domestic or sexual violence or have a family or household member who are victims of domestic or sexual violence may take unpaid leave from work to address such violence as required by law.
- *Civil Air Patrol Leave:* Employees who are members of the Civil Air Patrol shall be granted unpaid leave to perform duties as required by law. The District may request that the employee be exempt from responding to a specific mission.
- *Coast Guard Auxiliary Leave:* Employees who are members of the United States Coast Guard Auxiliary shall be granted unpaid leave to perform duties as required by law. The District may request that the employee be exempt from responding to a specific mission.
- *Crime Victim Leave:* An employee shall not be required to use vacation, sick, or personal leave in order to comply with a subpoena to testify in a criminal proceeding, to attend a criminal proceeding, or to participate in the preparation for a criminal proceeding, when the employee is the crime victim, is a witness to the crime, or has an immediate family member who is the victim of the crime being prosecuted.
- *Election Leave:* The District will not terminate, discipline, threaten, or take adverse actions against an employee based on the employee's service as an election judge. An employee who is appointed to serve as an election judge may, on Election Day, be absent from his or her employment for the period the election authority requires the employee to serve as election judge. Employees must notify employers at least seven days prior to an election that they will be absent from work on Election Day due to service as an election judge.
- *Firefighter Leave:* The District will permit employees to use available leave, other than sick leave, or unpaid leave, for time required to respond to an emergency when the employee is performing duties as a volunteer

firefighter, as defined under the law. The District requires documentation from the volunteer fire department's supervisor to support the need for each such absence. Employees who meet the legal definition of "volunteer firefighter" shall not be terminated from employment for joining a volunteer fire department or for absences required for responding to an emergency.

- *Leave to Vote:* Any employee eligible to vote, who does not have three successive hours free from employment with the District while the polls are open will be granted leave for up to three hours while the polls are open to allow an employee to vote if the employee makes the leave request prior to the date of the election. The District may specify the three-hour period during which the employee is entitled to take leave. The District will not subject the employee to any penalty, discipline, or deduction from salary or wages when a timely request for leave to vote is made.
- *Military Leave:* Employees will be granted military leave pursuant to Missouri state law and the Uniformed Services Employment and Reemployment Rights Act of 1994. Employees who require military leave must provide the District with required documentation for the District to process the requested leave.
- *Jury Duty Leave:* Employees are not required to use leave in order to perform jury duty, and the District will not terminate, discipline, threaten or take adverse actions against an employee on account of the employee's receipt of or response to a jury summons.

Family and Medical Leave: The District will provide leave to employees as required under the Family and Medical Leave Act (FMLA) in accordance with federal law and will provide additional leave protected by state and/or federal law. The District will not interfere with, restrain, or deny the exercise of any right provided to the employee under the FMLA. The District will not discharge or discriminate against any employee for opposing any practice, or because of involvement in any proceeding, related to FMLA.

To be eligible for FMLA leave benefits, an employee must:

1. Be employed at a worksite where 50 or more employees are employed by the District within 75 miles of that worksite;
2. Have been employed by the District for at least 12 months; and
3. Have been employed for at least 1,250 hours of service during the 12-month period immediately preceding the leave.

An eligible employee may qualify for up to 12 workweeks of FMLA leave within a 12-month period for the following reasons:

- The birth of a child or placement of a child with the employee for adoption or foster care, within one year of the birth/placement.
 - Birth and bonding leave must be taken as a continuous block of leave.
- To care for a spouse, son, daughter, or parent who has a serious health condition;
 - "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves inpatient care or continuing treatment by a health care provider.

- For a serious health condition that makes the employee unable to perform the essential functions of their job;
- An employee with a “serious health condition” is “unable to perform the functions of the position” where the health care provider finds that the employee is unable to work or is unable to perform any one of the essential functions of the employee's position. An employee who must be absent from work to receive medical treatment for a serious health condition will be considered unable to perform the essential functions of the position during the absence for treatment. Employees may be required to present a fitness for duty to return to work.
- Employees may be entitled to qualifying exigency leave under the FMLA arising out of the fact that the employee’s spouse, son, daughter, or parent is a military member on covered active duty or is called to covered active-duty status.
 - Eligible employees may take FMLA leave for a qualifying exigency while the military member is on covered active duty, called to covered active-duty status, or has been notified of an impending call or order to covered active duty.
 - Qualifying exigencies may arise when the employee’s spouse, son, daughter, or parent who is a member of the Armed Forces (including the National Guard and Reserves) and is on covered active duty or has been notified of an impending call or order to covered active duty. For purposes of qualifying exigency leave, an employee’s son or daughter on covered active duty refers to a child of any age.

An eligible employee may qualify for up to 26 workweeks of FMLA leave within a 12-month period for the following reason:

- To care for a covered servicemember with a serious injury or illness if the employee is the spouse, son, daughter, parent, or next of kin of the servicemember (military caregiver leave).
 - This applies to both current servicemembers and certain veterans.
 - The single 12-month period for military caregiver leave begins on the first day of leave and ends 12 months later, regardless of the 12-month period established by the District.
 - This is a combined total of 26 workweeks of leave for any FMLA qualifying reasons during the single 12-month period. Up to 12 of the 26 weeks may be for an FMLA-qualifying reason other than military caregiver leave.

This leave may be used once per servicemember, per serious injury or illness. However, an eligible employee may take an additional 26 weeks of leave in a different 12-month period to care for the same servicemember if he or she has another serious injury or illness.

The District shall use the following established 12-month period to measure FMLA eligibility: July 1st – June 30th. Employees must notify the District of the need for leave and the reasons for leave so the District is able to make a FMLA eligibility determination.

If the leave is foreseeable, employees are required to request leave 30 days in advance, by specifying the reasons for leave, the anticipated start date of the leave, and the anticipated

duration of the leave. When the need for leave is foreseeable less than 30 days in advance or is unforeseeable, employees must provide notice as soon as practicable under the circumstances. In the case of leave for a qualifying exigency, the employee must give notice of the need for such leave as soon as practicable, regardless of how far in advance the leave is needed. A failure by an employee to provide required notice may result in a delay or a denial of FMLA leave.

The District will comply with procedures required under FMLA regarding notification of eligibility, rights, and responsibilities. If the employee is not eligible, the District will provide a reason for ineligibility. The District will provide written notice to an employee if leave is designated as FMLA leave based on employment status and the reason for leave. The employee will be provided this notice within five (5) business days of the District receiving sufficient information to make an eligibility determination. If ascertainable, the notice will provide the employee the amount of time that will be counted against the employee's FMLA leave allotment.

The District may require an employee requesting FMLA leave to submit a timely, complete, and sufficient medical certification to support a request for FMLA leave or periodic recertification supporting the need for leave due to the employee's own serious health condition. If requested, a response is required to obtain or retain the benefit of FMLA protections. Failure to submit a timely, complete, and sufficient certification may result in discipline, up to and including termination of employment or in a denial of an FMLA request. At least 15 calendar days will be provided to the employee to obtain a sufficient and complete certification. Certifications that are incomplete will be required to be updated as permitted by and within the timelines allowed under law.

The District will apply all appropriate paid leave to an FMLA absence. Upon the exhaustion of applicable paid leave during a period of FMLA leave, the remaining FMLA-qualifying absences will be unpaid. When an employee's absence meets the criteria to be FMLA-qualified, the District will designate such absence as FMLA leave, even if the employee has not requested it be designated or does not want it to be designated as FMLA leave and/or the leave is paid or unpaid. If the employee is absent due to an injury/illness that is designated as a Workers' Compensation related issue that would also qualify as a serious health condition under FMLA, the absence will also be designated as an FMLA absence. The District may designate FMLA leave retroactively.

When both spouses are employed by the District, are eligible for FMLA leave, and wish to take FMLA leave for the same qualifying event (either birth and bonding with newborn, placement and bonding of child for adoption or foster care, or care of a parent with a serious health condition), the leave will be limited to a total of 12 workweeks during a 12-month period between the two spouses for the relevant qualifying event. The total taken by an individual employee will count against the individual employee's 12 workweek availability, should a separate FMLA qualifying event arise during the applicable 12-month period. Eligible spouses who work for the District are also limited to a combined total of 26 workweeks of leave in a single 12-month period to care for a covered servicemember with a serious injury or illness if each spouse is a parent, spouse, son or daughter, or next of kin of the servicemember. When spouses take military caregiver leave

as well as other FMLA leave in the same leave year, each spouse is subject to the combined limitations.

FMLA leave may be taken intermittently as required by law.

For eligible instructional employees who require intermittent or reduced scheduled leave of more than 20 percent of instructional time, and whose principal function is to teach and instruct students in a class, a small group, or an individual setting, including teachers, athletic coaches, driving instructors, and special education assistants, such as signers for the hearing impaired, the District may require the employee to take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment or transfer temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than does the employee's regular position. Additionally, if an instructional employee is scheduled to return from FMLA leave near the end of a school term, the District may choose to require the employee to prolong his or her leave until the beginning of the next term, in accordance with the law regarding this option under FMLA. Any leave the District requires an employee to take between the time the employee is able to return to work and the beginning of the next term will be unpaid, but shall not be charged against the employee's annual FMLA leave entitlement.

During a period of FMLA leave, employees are entitled to continue participation in the District's health plan for the period of protected leave. The District may require the employee to repay the District's share of the premium payment if the employee fails to return to work following the FMLA leave unless the employee does not return because of circumstances that are beyond the employee's control, including a FMLA-qualifying medical condition.

Employees who take FMLA leave may return to the same or an equivalent position with equivalent pay, benefits, and working conditions, upon return from leave as required by law. The District has discretion to determine what assignment is appropriate based on certification, qualifications, and what is in the best interest of students of the District and the consistent operation of the District.

Employees may file a complaint with the U.S. Department of Labor or file a lawsuit against the District for FMLA violations.

Employee Benefits E-120-E

As part of its compensation package, the District will offer benefits, including various insurance benefits, to qualifying professional and support staff members. Employees may receive additional information regarding benefits by requesting it from the Superintendent or designee.

The Board of Education provides fringe benefits to full-time staff members who work at least 20 hours per week. The extent and nature of fringe benefits provided may vary by employee group and work schedule. The following benefits are offered to employees and may be fully or partially paid by the District or available to employees at cost:

1. Health insurance or a group health plan
 - Full-time eligible employees may receive the group health plan or District-sponsored health insurance approved by the Board. These plans and eligibility will comply with state and federal law. To be eligible, the employee must be reasonably expected to work 20 or more hours per week, on average.
 - The District will ensure that any health plan offered is compliant with state law regarding the eligibility of individuals who retire from the District and who are eligible to receive benefits from PSRS and/or PEERS. This eligibility shall also extend to qualifying spouses and children. Qualified individuals who elect to enroll post-retirement must pay required premiums and are required to enroll within one year from the date of retirement.
 - The District will comply with the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA) requirements, and allow for continuing health insurance coverage as required by law. Employees will be provided by COBRA notices as required by law. Employees who elect to continue coverage after a qualifying event shall be responsible for the payment of premiums.
 - After the birth or adoption of a child, an employee has 30 days to add their child to their health insurance plan.
2. Dental Insurance
3. Life insurance

Employees have 30 days after a life-changing event to notify Central Office if they wish to change any of their existing benefits/deductions. Examples of life-changing events may include a death, marriage, divorce, change of employment, or change of benefits for a spouse. Contact Central Office if you have questions regarding a possible life-changing event.

Employee Health and Safety E-125-E

The District seeks to provide safe working conditions for all staff members. Staff members are required to comply with all safety guidelines and directives provided by District policy, job descriptions, and as provided by supervisors and administrators of the District. Staff members will be trained on health and safety and must report all conditions that threaten the health or safety of staff members or students of the District to the administration.

Staff members whose job descriptions set forth certain physical requirements may be required to provide documentation which indicates their ability to perform such duties in accordance with the law. Similarly, the District will make medical inquiries regarding employees in accordance with law. Drivers of District transportation, whether directly employed by the District or through a contracted service provider, must upon hire and thereafter biennially, file a statement from the medical examiner within the District confirming that the individual meets the physical qualifications to operate District transportation for the purpose of transporting students.

The District will provide reasonable accommodations to employees as required under the Americans with Disabilities Act (ADA) and otherwise comply with other applicable provisions of the ADA.

The District will provide reasonable safety accommodations to employees who are victims of domestic or sexual violence or have a family or household member who is a victim of domestic or sexual violence, as required under Missouri law.

Workers' Compensation

An employee of the District who is injured, killed or who is exposed to and contracts an occupational disease arising out of and in the course of employment is eligible for compensation in accordance with Missouri Workers' Compensation Law and District policy.

Employees are required to report all workplace injuries immediately to his or her immediate supervisor by submitting a written incident report. An employee's supervisor will assist the employee with completion of the written incident report as soon as possible in the event the supervisor is aware of the incident and the employee is unable to complete the incident report due to the nature of the injury or illness. Employees who fail to notify the District of the injury within 30 days may jeopardize their ability to receive compensation, and any other benefits provided under the law, District policies and rules.

The District may designate medical providers for Workers' Compensation evaluations, claims, and treatment. If the employee desires, they shall have the right to select their own physician, surgeon, or other such requirement at their expense.

An employee may experience reduced benefits if they fail to comply with safety rules, guidelines, or directives adopted by the District or if the employee fails to use safety devices provided by the District.

If an employee fails to obey the District's drug-free workplace rule or any other District policy or rule related to the use of alcohol or non-prescribed controlled substances, an employee may experience reduced benefits or the loss of benefits as set forth under the law if the injury was sustained in conjunction with the use of alcohol or non-prescribed controlled drugs. District administration may require an employee who reports an injury to undergo post-injury testing for alcohol or non-prescribed controlled substances in accordance with law. A refusal to submit to a test will result in the loss of benefits and may result in disciplinary action, up to and including termination of employment.

An employee is disqualified from receiving temporary total disability during any period in which the employee applies and receives unemployment compensation.

If the employee is terminated from employment based upon the employee's post-injury misconduct, neither temporary total disability nor temporary partial disability benefits are payable under law.

Employees are not permitted to use paid leave for absences during a period when an employee receives any Workers' Compensation wage benefits. The District will apply paid leave, if available, to the first three (3) days of absence, if the total absence is less than 14 days, upon receipt of confirmation that an employee will not receive Workers' Compensation wages for those days. The District will require an employee to use any of the employee's accumulated paid leave, personal leave, or sick leave to attend to medical treatment, physical rehabilitation, or medical evaluations during work time. If no paid leave is available, such leave will be granted as unpaid leave. Employees who are absent due to a Workers' Compensation qualifying injury or illness and are receiving wage benefits during that period will not lose accrued leave for such absences.

Drug Free Workplace E-130-E

The District does not tolerate the unlawful use, manufacture, distribution, sale, possession or dispensation of controlled substances, alcohol, or unauthorized prescription medications by employees of the District in any District setting, including but not limited to: District property, District transportation, vehicles approved for the transport of students to or from District-related activities or programs, off-campus sites being used for any District-sponsored or District-approved activity, program, or event where students are under the supervision of the District, or in any setting where an employee is engaged in District business that requires the supervision of students or involves the presence of students. The District does not allow employees to be present in any District setting or activity while under the influence of any controlled substance, alcohol, or unauthorized prescription medication, even if such substance was consumed prior to the employee entering the District property or activity. All employees of the District are required, as a condition of employment, to comply with these rules and notify the Superintendent of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) days after the conviction. Employees who fail to comply with these requirements are subject to disciplinary action up to and including termination of employment in accordance with District rules and District policies. Information regarding the negative health and safety effects of drug use and alcohol abuse is available by making contact with Central Office.

The possession, use, and being under the influence of medical marijuana is prohibited while at work.

Employees must safeguard any of their own authorized prescription medications in any District setting, including but not limited to: District property, District transportation, vehicles approved for the transport of students to or from school-related activities or programs, off-campus sites being used for any District-sponsored or District-approved activity, program, or event where students are under the supervision of the District, or in any setting where an employee is engaged in District business that requires the supervision of students or involves the presence of students. This includes, but not limited to, storing authorized prescription medication in child-proof or locked containers.

Drug and Alcohol Testing:

The information included in this Employee Manual serves as notice to all staff members of the District's drug and alcohol testing procedures.

In accordance with the District's commitment to a drug and alcohol-free workplace, the District will make every effort to ensure that employees are not under the influence of any controlled substance, alcohol, or unauthorized prescription medication while engaging in their employment.

If the District has reasonable suspicion to believe a staff member is under the influence of alcohol or a controlled substance in violation of these rules, the District may require an employee to submit to an alcohol and controlled substances test. Employees who exhibit signs of being under the influence of a prohibited substance just before, during, or just after the period of the workday may be subject to reasonable suspicion testing.

Additionally, staff members who operate District transportation are required to undergo testing as required by law. Drivers of District transportation, whether employed by the District or a third-party contractor, are prohibited by law from using alcohol within four (4) hours of reporting for duty. Drivers who are required to take a post-accident test are prohibited from using alcohol for eight (8) hours following any such accident or until the driver undergoes the test, whichever comes first.

Supervisors of employees who have reasonable suspicion that an employee is under the influence of alcohol or drugs in the workplace are required to immediately report such condition to the Superintendent or designee. The Superintendent/designee will determine if testing is appropriate and if so, direct the employee at issue to submit to a mandatory test. Testing will be conducted at an appropriately qualified facility with collection procedures that are industry standard.

If the District employs its own drivers for District transportation who are "operators of commercial motor vehicles", the District will comply with federal requirements regarding drug and alcohol testing, including the implementation of pre-employment drug screening, and reasonable suspicion, random, and post-accident testing at laboratories certified by the U.S. Department of Health and Human Services, and shall notify all drivers covered by federal requirements of such procedures. If the District contracts with a third party for transportation services, the District will require by contract with such third party that the contractor comply with all guidelines of the Omnibus Transportation Employee Testing Act and applicable state reporting requirements.

Employees who test positive for controlled substances or alcohol and employees who refuse to submit to a test or fail to comply with required testing protocol in order to obtain an accurate and/or timely specimen are in violation of this policy and are subject to disciplinary action up to and including termination of employment in accordance with District policies and rules.

The District may refer any matter that may be a crime to the appropriate law enforcement agencies. Employees may be required to participate and complete counseling or rehabilitation programs if determined appropriate by the administration.

A list of counseling, rehabilitation, and/or employee assistance programs available to employees can be located at Central Office. The District will institute a drug-free awareness program to inform employees of:

1. The dangers of drug and alcohol abuse in the workplace.
2. This policy of maintaining a drug-free workplace.
3. Available counseling and rehabilitation.
4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

Alcohol and drug screening records shall be maintained confidentially with an employee's medical records and released only in accordance with the law. Employees who make a written request for a copy of records of an employee's drug or alcohol use, including test results, may receive a copy.

The District is required to report certain convictions to the U.S. Department of Education or other required federal agencies. Employees must notify the Superintendent of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) days after the conviction. Upon receiving notice from the employee, or upon receiving notice of conviction, the Superintendent is required to report any such conviction to any agency from which the District directly receives federal grant money within 10 days of receiving such notice. The District will take appropriate disciplinary action against employees with such convictions within 30 days.

If the District employs its own transportation service employees, the District will maintain records as required by law that relate to such drivers, and comply with all reporting requirements, including those set forth by the Missouri Department of Revenue, and to subsequent employers only as expressly requested in writing by the driver-employee.

Procedure for Drug and Alcohol Testing of Employees Other than Drivers:

1. If a supervisor has reasonable suspicion to believe that an employee is in violation of the District's drug-free workplace rules, the supervisor is required to reduce information and evidence of such violation to writing and immediately report the incident to the Superintendent or designee. The supervisor should note all physical symptoms, witness to symptoms, and other evidence.
2. The Superintendent/designee will determine if testing is appropriate.
3. Testing will be administered as soon as reasonably possible based on the circumstances. If testing is delayed beyond a reasonable period of time, the Superintendent or designee shall document the reasons for delay.
4. Testing will be conducted at an appropriately qualified facility with collection procedures that are industry standard. If such facility is not readily available or practical, the District may contact law enforcement to conduct such testing.

Procedure for Drug and Alcohol Testing of Drivers: For the purposes of this procedure, the District's coordinator of drug and alcohol testing programs for drivers shall be Dr. John Newell.

The following terms are defined below for the procedure for testing of drivers:

Alcohol - Intoxicating agent in beverage alcohol, ethyl alcohol or other low molecular weight alcohols including methyl and isopropyl alcohol.

Driver - Any person who operates a commercial motor vehicle, including full-time, regularly employed drivers; casual, intermittent, or occasional drivers; leased drivers; and independent, owner-operated contractors. Driver includes a person applying for a position that involves the driving of a commercial motor vehicle.

Drug - Marijuana metabolites, cocaine metabolites, amphetamines, opiate metabolites, and phencyclidine (PCP).

Qualified Supervisor - An employee or driver supervisor who has completed at least 60 minutes of training on the symptoms of alcohol abuse and another 60 minutes of training on the symptoms of controlled substances use (120 minutes in total). The purpose of this training is to teach supervisors to identify circumstances and indicators that may create reasonable suspicion that a driver is using or under the influence of alcohol or drugs, supporting referral of an employee for testing.

Reasonable Suspicion - Specific, contemporaneous, articulable observations concerning the appearance, behavior, speech, or body odors of an employee.

Safety-Sensitive Function - A driver is considered to be performing a safety-sensitive function from the time a driver begins to work or is required to be ready for work until the time the driver is relieved from work and all responsibilities for performing work. Safety-sensitive functions include time spent waiting to be dispatched, inspecting, servicing, or conditioning a commercial motor vehicle, time spent at the driving controls, any time spent in the commercial motor vehicle, time spent loading, unloading, or supervising loading or unloading of the vehicle, and time spent servicing or awaiting the service of a disabled commercial vehicle.

Substance Abuse Professional - A person who evaluates employees who have violated a Department of Transportation (DOT) drug and alcohol program regulation and makes recommendations concerning education, treatment, follow-up testing, and aftercare.

Testing - Testing will be conducted in accordance with federal law by facilities that meet applicable federal standards.

Pre-Employment Tests: Driver applicants are required to undergo pre-employment testing prior to performance of safety-sensitive functions and the District must receive a verified negative result. Prospective employees are required to submit to testing. Refusal to do so will disqualify an individual from employment. Current employees transferring

from a non-safety-sensitive function into a safety-sensitive position are also required to undergo pre-employment testing.

Post-Accident Tests: All drivers will be trained on the requirement and procedures for post-accident testing. Drivers are required to comply with federal regulations and District procedures regarding testing.

- Post-accident tests will be administered as soon as practicable after any accident when there is:
 - A human fatality, regardless of whether a citation is issued to the driver;
 - Bodily injury resulting in medical treatment away from the scene of the accident when a citation is issued to the driver;
 - Disabling damage to a vehicle requiring a tow away when a citation is issued to the driver;
- The District may, in its discretion, require all drivers to submit to testing after any accident when the driver was performing a safety-sensitive function.
- Tests for drugs must be administered within 32 hours following the accident and tests for alcohol should be administered within two (2) hours and must be administered within eight (8) hours following the accident.
- Post-accident testing shall be conducted in accordance with federal law and regulations. Failures to comply with federal regulations relating to post-accident testing shall be documented by the District's coordinator and any required report shall be submitted to the DOT.
- Post-accident testing done by law enforcement officials shall meet post-accident testing requirements if the results are provided to the District.

Random Testing: The District will conduct random drug and alcohol testing of drivers. Random alcohol testing will be conducted just before, during, or just after an employee's performance of safety-sensitive duties. Random testing for drugs may occur without regard to proximity to the performance of safety-sensitive functions. Drivers will be selected by random process, and each driver will have an equal chance of being selected and tested for a given round of random testing. All random testing will be in accordance with federal regulations. A failure to submit to a random test or any interference with a test by the employee will result in discipline up to and including termination.

Reasonable Suspicion Tests: The District will conduct reasonable suspicion drug and alcohol testing in accordance with federal regulations. Any qualified supervisor who has reasonable suspicion to believe that a driver has violated the alcohol or drug prohibitions of the District shall initiate the procedure for testing, beginning with documenting the basis for reasonable suspicion. Final documentation of the basis for reasonable suspicion shall be signed and filed with the appropriate District administrator by the qualified supervisor within 24 hours of the basis for reasonable suspicion or prior to the results of the test being released, whichever is earlier. Reasonable suspicion alcohol testing requires that observations are made just before, during or just after the period of the work day when the driver must comply with alcohol prohibitions. The qualified supervisor who makes a reasonable suspicion determination is prohibited from administering the test itself.

Return-to-Duty Tests: Any driver who is not terminated as a result of a positive test must receive an evaluation from a substance abuse professional at the employee's expense and successfully pass an alcohol or drug test before the driver will be permitted to perform safety-sensitive duties. The substance abuse evaluation must be conducted in accordance with federal law and by a properly credentialed substance abuse professional.

Follow-Up Tests: If a driver has violated the prohibited drug and alcohol rules, the driver shall be required to take a drug and/or alcohol test before returning to safety-sensitive functions for the District. The driver shall be subject to unannounced follow-up testing at least six (6) times in the first 12 months following the driver's return to active safety-sensitive service.

Within ten (10) days of the determination of a failed test by a driver, the Superintendent shall notify the director of the Missouri Department of Revenue of any driver who has failed to pass any drug or alcohol test administered pursuant to District procedures. All information required by the Missouri DOR shall be provided by the District in accordance with the law.

Professional Development for Employees E-135-E

The District's Professional Development Committee (PDC) is responsible for:

- a. Working with beginning and experienced teachers to identify instructional concerns and remedies;
- b. Serving as a confidential consultant upon a teacher's request;
- c. Assessing faculty needs and developing learning opportunities for staff;
- d. Presenting to the proper authority faculty suggestions, ideas and recommendations pertaining to classroom instruction.

Eligibility to serve on the committee will be restricted to certified employees with a minimum of five years of teaching and /or administrative experience. Members selected will serve for a staggered two (2) year term with one of the committees selected each of two years. New members will be selected by classroom teachers, librarians and counselors. New members will be selected on or by April 30 of the year preceding the member's term. Teaching will be completed by June 30 and membership will commence on July 1 of the new school year. Efforts will be made to insure that each attendance center is represented on the committee and that a cross-section of grade levels and disciplines are represented. Administrators may be selected to serve on the committee but will not participate in the selection process.

Each inexperienced teacher employed by the District will be assigned a mentor by the building principal. Mentors will be required to possess at least five (5) years of teaching experience and have received or be willing to complete mentor training. Mentors will work closely with their assigned new teachers during the teachers' first two (2) years upon request or at the direction of the building principal during the mentoring period.

New teachers, with the assistance of their mentors, will prepare professional development plans. The plans will be consistent with the evaluation criteria and will establish plans of development for the teachers' first two (2) years of teaching.

QUICK GUIDE FOR REQUEST OF PROFESSIONAL DEVELOPMENT FUNDS

What are the main responsibilities of the PD Committee?

Among the responsibilities of the East Buchanan Professional Development Committee are new teacher assistance and assistance for practicing teachers. One way the committee has determined to meet the needs of both new and experienced teachers is by providing them with opportunities for continuing education through in-services, workshops, seminars, conferences, etc.

Who may apply?

Any certified staff member may apply for release time and/or expenses for professional development.

What are the criteria?

The result of in-service, workshop seminar, lecture, conference, etc. should be to improve classroom instruction and/or address weaknesses identified by the East Buchanan District SIP (School Improvement Plan) or keep the staff member abreast of changes in his/her field.

If the objective is other than correcting weaknesses identified by the District's SIP, the in service, workshop seminar, lecture, conference, etc., should be curricular--having to do with courses of study offered by the East Buchanan School District-- or co-curricular--associated with or complementing the curriculum, but NOT extracurricular.

What expenses may be reimbursed?

The committee may approve:

- ✓ Any mileage in the state of Missouri at 90% of the IRS mileage reimbursement rate for any mileage within or equivalent to a 300-mile radius of Gower, Missouri
- ✓ Reasonable meals--no more than \$20 for one day; no more than \$40 for two days, or no more than \$60 over a three-day period
- ✓ Reasonable lodging, with a \$100 per night cap and a 3-night per workshop cap
- ✓ Registration or tuition
- ✓ Banquets and luncheons that are a part of a conference or workshop. Shared lodging is strongly encouraged, when convenient. Use of multiple vehicles must be pre-approved by the committee. All original receipts must be turned in for reimbursement. In addition, any programs or agendas should be kept and turned in with receipts..

Who decides what is approved?

The Professional Development Committee must approve the application. A quorum of the committee must be present when a vote is taken on an application. A majority of those present must vote in the affirmative for the application to be approved.

If the applicant is a member of the PDC, that member shall not be able to vote on the approval or disapproval of the presented application. The vote of the committee is final.

How does one apply?

Use the applications found under Users/Faculty/PDC on the H: drive.

Evaluation of Employees E-140-E

Annually, the District shall complete evaluations of professional staff members. This information can be accessed at <https://nee-onlinemanager.missouri.edu/Login> .

Support staff members will be evaluated on an annual basis. This information can be accessed at <https://nee-onlinemanager.missouri.edu/Login> .

Employees will receive a copy of their evaluation, and a copy will be placed in each employee's personnel file.

Resignations of Employees E-155-E

All resignations must be submitted to District administration in writing by the employee. Written notice of resignation shall indicate the effective date of the resignation and provide a reason for resignation.

Employees with Contracts of Employment: Probationary teachers, administrators, and other employees with contracts of employment may submit resignations effective at the end of the term of their contracts. Tenured teachers may resign not later than June 1st each year. Such resignations are effective upon receipt and do not need Board approval. Resignations may not be withdrawn thereafter, absent Board approval for withdrawal.

Employees with contracts of employment who wish to resign during the term of their contract of employment, or after a contract has been executed, will not be released from the contract unless the Board of Education approves the resignation. Only the Board has the authority to approve a resignation and release an employee from a current contract of employment. The Board will review requests for release from contract on a case-by-case basis and may decline to release an employee until a suitable replacement is recommended by the Superintendent. Employees seeking release from contracts of employment should include extenuating circumstances to be considered by the Board as reasons for release.

The District may elect to pursue available legal remedies when an employee breaches his or her contract of employment, including, but not limited to, civil monetary remedies and/or seeking the discipline or revocation of an employee's professional certificate/license.

Liquidated Damages: The District has adopted liquidated damages in order to recover the costs associated with substitute employment, locating and training replacements for the departing staff members. Actual damages related to such circumstances are not ascertainable, therefore, the following reasonable estimates of such damages is as follows:

Release requested date contract signed through May 31 (Probationary) --- \$200

Release requested June 1 through June 30 --- \$400

Release requested July 1 through July 31 --- \$600

Release requested August 1 through August 31 --- \$800

Release requested September 1 and after --- \$1,000

Employees must submit the applicable amount of liquidated damages in the form of a cashier's check at the time their written resignation is submitted to District administration. The Board is not required to release an employee simply by virtue of their submission of the resignation and liquidated damages check.

Employees without Contracts of Employment: Employees without contracts of employment may resign by providing written notice of resignation to District administration. Such resignations are considered accepted by the District upon receipt by any District administrator or supervisor and cannot be withdrawn unless authorized by the Superintendent. The Superintendent shall report resignations to the Board at the next regular meeting.

Retirement

For information about retirement, the Public School Retirement System, or the Public Education Employees Retirement System, please contact Beth Carr.

Termination of Employees E-160-E

Probationary teachers, tenured teachers, and administrators shall be non-renewed and terminated in accordance with law.

The Superintendent has the authority to terminate staff members who are not under contracts of employment.

Non-certified employees with contracts of employment shall be terminated in accordance with the terms set forth in the contract of employment and in accordance with procedures developed by District administration.

The District reserves the right to take additional action against staff members who have been terminated, including initiating proceedings for the discipline or revocation of professional licenses or certificates, pursuing criminal charges and/or civil or other administrative remedies available under law.

Reductions in Force E-165-E

The District may place tenured teachers on an involuntary leave of absence without pay when the Board determines that such action is necessary because of a decrease in pupil enrollment, District reorganization, or the financial condition of the District. Procedures used shall be in accordance with law.

Administrative Leave E-170-E

The Superintendent or designee has the authority to place staff members on administrative leave in accordance with law.

Employee Conflict of Interest E-175-E

All staff members are required to comply with the laws regarding conflicts of interest. Staff members are also required to avoid the appearance of a conflict of interest. All staff members must comply with federal laws and regulations related to purchases made with the use of federal funds. Staff members will comply with all laws regarding purchasing involving businesses with which an employee is associated.

In addition to specific requirements related to purchasing, all District staff members are prohibited from engaging in the following:

1. Acting or refrain from acting by reason of any payment, offer to pay, promise to pay, or receipt of anything of actual pecuniary value paid or payable, or received or receivable, to themselves or any third person, including any gift or campaign contribution, made or received in relationship to or as a condition of the performance of an official act;
2. Use or disclosure of confidential information obtained in the course of or by reason of their employment in any manner with intent to result in financial gain for themselves, their spouse, any dependent child in their custody, or any business with which they are associated, or anyone else;
3. Favorably acting on any matter that is specifically designed to provide a special monetary benefit to such employee or their spouse or dependent children;
 - *Special monetary benefit* - Being materially affected in a substantially different manner or degree than the manner or degree in which the public in general will be affected or, if the matter affects only a special class of persons, then affected in a substantially different manner or degree than the manner or degree in which such class will be affected.
4. Attempting to influence any District financial decision, or use their position to influence any student or parent/guardian financial decision, that may result in financial gain to the employee, the employee's spouse, the employee's dependent children, or businesses with which they are associated, unless authorized by the Board;
5. Accepting gifts of substantial value (\$100 or more) from vendors, individuals students/parents/guardians, or subordinate employees;
6. Using their decision-making authority for the purpose of obtaining a financial gain which materially enriches themselves, their spouse, or dependent children by acting or refraining from acting for the purpose of coercing or extorting from another anything of actual pecuniary value;
7. Offering, promoting, or advocating for a political appointment in exchange for anything of value to any political subdivision;
8. Attempting to trademark, patent, copyright, or claim ownership interest in, or accepting, or requesting from the District, royalties, licensing fees or other compensation for, any intellectual property created by the employee in their capacity as an employee of the District and/or with the use of any District resources, unless prior authorization is received by the employee from the Board.

9. Selling, renting, or leasing any personal property to the District for consideration in excess of \$500 value per transaction or \$5,000 value per year to the employee, their spouse, a dependent child, or to any business with the employee is associated unless the transaction is made pursuant to award on a contract let or sale after public notice and competitive bidding, provided the bid or offer received is the lowest.
10. Selling, renting, or leasing any real property to the District for consideration in excess of \$500 value per transaction or \$5,000 value per year to the employee, their spouse, a dependent child, or to any business with the employee is associated unless the transaction is made pursuant to award on a contract let or sale after public notice.
11. Performing services as an independent contractor for consideration in excess of \$500 value per transaction or \$5,000 value per year to the employee, their spouse, a dependent child, or to any business with the employee is associated unless the transaction is made pursuant to award on a contract let or sale after public notice and competitive bidding, provided the bid or offer received is the lowest.
12. Being subordinate to an immediate family member or significant other. Exceptions can be made on a case-by-case basis regarding the placement of an immediate family member if it is in the best interest of the District. Immediate family is a spouse, parent, step-parent, child, step-child; full, half, or step-sibling. Significant other is a person with whom an employee is dating or intimately involved.

*All tutoring provided to students of the District by staff members of the District and/or any tutoring that is provided by a staff member of the District with the use of any District resources must be approved by the staff member's supervisor.

Further, administrative and executive employees are prohibited from performing any services during the time of their employment for any consideration from any person, firm, or corporation, other than the compensation provided for the performance of their official duties, by which service they attempt to influence a decision of the District. Additionally, administrative and executive employees of the District are prohibited from performing any service for compensation by which they attempt to influence a decision of the District for one year after the termination of their employment with the District.

Employee Conduct E-180-E

The District requires that all staff members adhere to a standard of professional conduct that promotes the safety and well-being of the students of the District and upholds the mission statement of the District. These rules are included in the Employee Manual.

1. Comply with directives of supervisors and administrators of the District whether communicated verbally or in written form.
2. Review, become familiar with, and adhere to all District policies and all components of the Employee Manual.
3. Comply with all duties listed in the employee's job description.
4. Comply with all state and federal laws applicable the employee's job duties.
5. Properly supervise all students.

6. Communicate with students, parents/guardians, and patrons in a professional manner and using methods directed by the administration.
7. Communicate with fellow employees of the District in a professional and respectful manner.
8. Refrain from the use of profanity and inappropriate language.
9. Comply with all timelines and deadlines associated with an employee's job duties.
10. Maintain all required records. Do not falsify records maintained by or submitted to or on behalf of the District. Employees are required to maintain the integrity and accuracy of electronically stored information and data.
11. Maintain and operate all school property with care. Do not utilize school property or resources, including technology, for personal use. Return school property as directed.
12. Comply with all written safety guidelines. Report any dangerous conditions to a building administrator or supervisor who has the responsibility for addressing the condition.
13. Dress in a manner that is professional and appropriate for the employee's job duties.
14. Maintain the confidentiality of student records/information, personnel records/information, and other secure data as required by District policy, law, and any administrative directives.
15. Attend all required meetings, activities, and events as directed by an employee's supervisor or administrator.
16. Report to work and leave work as specified in the employee job description and as specified by the employee's direct supervisor/administrator.
17. Comply with all laws related to campaigning including:
 - a. Teachers must refrain from participating in the managing of a campaign for the election or defeat of a member of the Board of Education that employs such teacher.
 - b. Refrain from the use of any time during the working day for unlawful campaigning purposes or activities.
 - c. Refrain from the use of District funds or resources to advocate, support, or oppose any ballot measure or candidate for public office.
18. Report to the Superintendent if the employee is charged, convicted, pled guilty to or are otherwise found guilty of any misdemeanor or felony, regardless of imposition of sentence. This report must be made as soon as possible, but in no event later than two (2) business days after the event.
19. Refrain from directing any student to remove an emblem, insignia, or garment, including a religious emblem, insignia, or garment, as long as such emblem, insignia, or garment is worn in a manner that does not promote disruptive behavior.
20. Refrain from strip searching any student except as expressly permitted by law. Pursuant to state law, any employee who strip searches a student in violation of law must be immediately suspended without pay and may be terminated.
21. Refrain from engaging in a concerted refusal to work or any practice that impacts or interferes with the District environment and/or District operations. This includes, but not limited to, strikes, walkouts, boycotts, sit-ins, stoppage of work, etc.

Protected Communications

- The District will not prohibit employees from or discipline employees for discussing District operations with any member of the legislature, state auditor, attorney general, a prosecuting or circuit attorney, a law enforcement agency, news media, the public, or any state office or body charged with investigating; or
- The District will not prohibit employees from disclosing any alleged prohibited activity under investigation or any related activity or for the disclosure of information which the employee reasonable believes evidences:
 - a violation of any law, rule, or regulation; or
 - mismanagement, a gross waste of fund or abuse of authority, violation of policy, waste of public resources, alteration of technical findings or communication of scientific opinion, breaches of professional ethical canons, or a substantial and specific danger to public health or safety, if the disclosure is not specifically prohibited by law.
- The District will not require an employee to give notice prior to disclosing any activity described above or prevent an employee from testifying regarding the alleged prohibited activity or disclosure of information.
- The District requires an employee to inform the District as to legislative requests for information or the substance of testimony made, or to be made, by the employee to legislators on behalf of the District.
- The District requires an employee to follow District policies and procedures to leave their work areas during normal business hours, unless the employee is requested by a legislator or legislative committee to appear before a legislative committee.
- An employee may not represent their personal opinions as the opinions of the District.
- The District may take disciplinary action against an employee if the employee knew the information was false; the information is closed or is confidential under law; or the disclosure relates to the employee's own violations, mismanagement, gross waste of funds, abuse of authority or endangerment of the public health or safety.

Details about the ability of an employee to file suit for violation of the above and the authority of the State Auditor to investigate can be found in [§ 105.055, RSMo.](#)

Professional Appearance

Dress in a professional manner that does not interfere with the educational environment and as directed by administrators or supervisors.

Employee-Student Relations E-185-E

All staff members of the District are expected to communicate with students in a professional manner and maintain appropriate boundaries and relationships with students. The standards set forth below apply to any interactions staff members may have with students of the District or other schools. These rules are not comprehensive, therefore any inappropriate interaction a staff member has with a child may result in disciplinary action against the staff member. Staff members are required to avoid interactions or situations which may lead to an appearance of impropriety or which could give rise to allegations of an inappropriate relationship.

Interactions and communications with students should be related to the educational relationship between a staff member and a student. It is common for employees to have contact with students in appropriate settings outside of the school environment and context through familial ties, community groups and activities, and commercial endeavors. Even in such settings, employees must comply with the rules provided herein and otherwise maintain appropriate boundaries and relationships.

Employees are strictly prohibited from engaging in certain conduct, which includes, but is not limited to:

1. Making sexual advances toward a student.
2. Touching students in a sexual manner.
3. Communicating with students regarding topics that are sexual or romantic in nature outside of the District's approved curriculum unless such communication is part of an administrator's or designee's investigation into sexual harassment, sexual abuse, or violations of the District's disciplinary code.
4. Communicating with students regarding the employee's own sex life or love life.
5. Engaging in or planning a romantic relationship with a student or former student of the District.
 - a. For the purposes of these rules, the District considers any relationship that occurs within 180 days of graduation or of a student leaving the District as indicative of a failure to maintain appropriate boundaries during the period the individual would have been a student of the District.
6. Engaging in conduct that would violate District Policy C-130-P.
7. Associating with students in any setting where students are provided or are consuming alcohol, tobacco, or drugs.

The following conduct is prohibited unless there is, in the discretion of the Superintendent, an educational reason, an emergency reason, or an appropriate familial relationship in place, for such conduct to occur:

1. Allowing a student to drive a staff member's vehicle.
2. Directing students to run personal errands for the staff member.
3. Inviting students to a staff member's residence or private property.

4. Being alone in a vehicle with a student without prior authorization from the staff member's supervisor.
5. Being present when students are in any state of undress.
6. Being in a room with a student with the door closed, a door locked, or the lights off.
7. Giving gifts, including but not limited to money, to individual student.

Electronic Communication with Students

Maintaining professional boundaries between employees and students extends to all modes of electronic communication. The District may provide or prescribe certain methods of or platforms for communication for employees to reach students and may restrict/prohibit other methods. Prior to using a particular method of electronic communication with a student or group of students, employees must seek authorization from their supervisor regarding the method/platform and the intended purpose. Once a method of communication is approved, the employee should only use electronic communication as often as required to achieve the approved purpose. Employees may be required to include their supervisor on communications if directed to do so. Regardless of the mode, all communication must be for an educational reason and must occur between the hours of 6:00 a.m. and 10:00 p.m. Employees who communicate with students via electronic methods either on District-owned or personally owned devices, may be required to provide copies of all communications with students immediately if so directed by a supervisor.

Any employee who is aware of a fellow employee's failure to maintain appropriate boundaries with a student is required to immediately report any such concern to their direct supervisor, and if applicable, comply with mandatory reporting requirements under the law. The District will provide annual training to employees to ensure they are aware of the rules, signs of possible abuse, and reporting requirements under the law.

Personnel Records E-190-E

The District will maintain complete, accurate, and current personnel files for all employees of the District in accordance with the then-applicable Missouri Secretary of State's records retention schedule. The District will maintain records securely in accordance with any records-keeping recommendation practices made to the District by the District's auditors or the State Auditor.

Personnel records are maintained for the District's employment purposes and shall be confidential to the extent permitted by law. Individually identifiable personnel records, performance ratings, and records pertaining to employees, former employees or applicants for employment are closed records and not accessible to the public. Only employees and/or independent contractors of the District who are authorized by the Superintendent or designee may have access to personnel records. The District will provide access to personnel records to the District's legal counsel, to state and federal agencies with appropriate authority, to requests pursuant to legal subpoenas and court orders, and when such records may be used to defend the District in legal actions.

Employees who wish to review their personnel file, apart from the ratings, reports and records created or obtained prior to the employment of an individual, including confidential placement papers and letters of reference, must submit a request at least 24 hours in advance to review such file during regular working hours. Such review will occur in the presence of the Superintendent or designee.

The District will release the names, positions, salaries, and lengths of service of employees. Employment contracts are not confidential personnel records and will be released in accordance with law.

Schools receiving Title I funding are required to notify parents/guardians of each student attending any such school that they may request information regarding whether the:

- Student's teacher is certified to teach in the grade levels and subject areas in which the teacher provides instruction.
- Student's teacher is under emergency or other provisional certification status.
- Student is provided services by a paraprofessional, and if so, the qualifications of the paraprofessional.

Employment References E-195-E

The Superintendent or designee is the individual designated by the Board to respond to requests from potential employers for information regarding a current or former District employee.

All District employees are required to forward requests from a prospective employer regarding a professional reference for a current or former staff member of the District to the Superintendent.

Employees may provide personal references for colleagues only if the employee indicates within the reference that they are not speaking on behalf of the District. Employees are prohibited from using District resources, including letterhead and District email accounts, for providing personal references. Personal references may not give the appearance of the endorsement of the District.

District employees, contractors, and agents are prohibited from providing personal references to another District or otherwise providing assistance in obtaining a new job for any employee, contractor, or agent who has been accused of sexual misconduct regarding a minor or a student. If employees have questions or concerns regarding this prohibition, they should contact the Superintendent for additional guidance.

The following information will be provided by the Superintendent or designee about current or former employees to any individual upon request:

- Name
- Position/s
- Salary
- Length of service

Further, the Superintendent or designee may, if applicable and in accordance with the law, respond in writing to a written request concerning a current or former employee from an entity or person which the Superintendent or designee reasonably believes to be a prospective employer of such employee and truly state for what cause, if any, an employee was discharged or voluntarily quit employment with the District. If a written response of this sort is provided by the District, the Superintendent or designee shall send a copy of the response that was sent to the prospective employer to the current employee or former employee at the employee's last known address.

Additional information regarding an employee's duties and work performance may be provided by the Superintendent or designee only upon an employee submitting written consent.

As required by law, the District will disclose, to any public school that contacts the District about a former employee, information regarding any violation of the published regulations of the Board by the former employee if such violation related to sexual misconduct with a student and was determined to be an actual violation by the Board after a contested case due process hearing conducted pursuant to District policy. Sexual misconduct includes sexual misconduct involving a child as defined by [§ 566.083, RSMo](#), sexual contact with a student as defined by § 566.086, RSMo, sexual harassment as defined in C-131-P; or child abuse involving sexual acts, as determined by the Department of Social Services.

Further, if the District has previously employed any person whose job involved contact with children, and the District received allegations of sexual misconduct concerning the employee and, as a result of such allegations or as a result of such allegations being substantiated by the child abuse and neglect review board, the employee was dismissed or allowed to resign in lieu of termination, the District shall disclose the allegations of sexual misconduct when furnishing a reference for the former employee or responding to a potential employer's request. Additionally, if the District has previously employed any person about whom Children's Division conducted an investigation involving allegations of sexual misconduct with a student and reached a finding of substantiated, and another public school contacts the District for a reference for the employee, the District shall disclose the results of Children's Division's investigation to the school.

Any District employee who is permitted to respond to requests for information, acting in good faith, who reports authorized information, as provided in this policy or, who, in good faith, reports alleged sexual misconduct on the part of a District employee, will not be disciplined or discriminated against because of such report.

Student-Related Information

Teaching about Religion I-115-E

Objective teaching about religion and religious beliefs is allowed. However, state and federal law prohibit the promotion of any particular religion or religious belief.

District staff shall only provide instruction regarding religion or religious beliefs that are included in the Board approved, District curriculum and curriculum guides. Instructional resources not included in District curriculum and/or curriculum guides must be approved by the Building Principal before being used in the classroom.

Teaching about Human Sexuality I-120-E

General Requirements: Students will be provided instruction regarding human sexuality. Students in 6th grade through 12th grade will be provided training regarding sexual abuse. Parents/guardians shall be notified regarding the content of, and their right to remove their student from any part of, human sexuality instruction or sexual abuse training. Students may be separated by gender for instruction. All curriculum materials used in the District's human sexuality instruction and sexual abuse training will be available for review prior to its use. Additionally, the District will not allow any individual or organization to offer, sponsor, or furnish any materials or instruction relating to human sexuality or sexually transmitted diseases to students if the individual or organization provides abortion services.

Required Components for Course Materials and Instruction: Any materials and instruction relating to human sexuality will be medically and factually accurate and developmentally appropriate for the students' age and grade. Further, materials and instruction will:

- Present abstinence as the preferred choice for unmarried people because it is the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity.
- Advise students that teenage sexual activity places them at a higher risk of dropping out of school because of the consequences of sexually transmitted diseases and pregnancy.
- Stress that sexually transmitted diseases are serious health hazards of sexual activity.
- Provide students with the latest medical information regarding exposure to human immunodeficiency virus, acquired immune deficiency syndrome (AIDS), human papilloma virus, hepatitis, and other sexually transmitted diseases.
- Present students with the latest factual medical information regarding both the possible side effects and health benefits of all forms of contraception, including the success and failure rates for the prevention of pregnancy and sexually transmitted diseases in a manner consistent with the provisions of the federal abstinence education law, emphasizing abstinence over sexual activity.
- Discuss the possible emotional and psychological consequences of preadolescent and adolescent sexual activity and the consequences of adolescent pregnancy, as well as the advantages of adoption, including the adoption of special needs children, and the processes involved in making an adoption plan.
- Teach skills of conflict management, personal responsibility and positive self-esteem through discussion and role-playing at appropriate grade levels to emphasize that the student has the power to control personal behavior.

- Encourage students to base their actions on reasoning, self-discipline, sense of responsibility, self-control, and ethical considerations, such as respect for one's self and others.
- Teach students not to make unwanted physical and verbal sexual advances or otherwise exploit another person, as well as to resist unwanted sexual advances and other negative peer pressure.
- Advise students of the laws pertaining to their financial responsibility to children born in and out of wedlock and advise students of the definition of statutory rape under Missouri law.
- Teach students about the dangers of sexual predators, including online predators, when using electronic communication methods such as the internet, cell phones, text messages, chat rooms, email, and other instant messaging programs.
- Teach students how to behave responsibly and remain safe on the internet and the importance of having open communication with responsible adults and reporting any inappropriate situation, activity, or abuse to a responsible adult, and depending on intent and content, to local law enforcement, the Federal Bureau of Investigation, or the National Center for Missing and Exploited Children's CyberTipline.
- Teach students about the consequences, both personal and legal, of inappropriate text messaging, even among friends.
- Teach students about sexual harassment, sexual violence, and consent.

Any materials and training relating to sexual abuse will be trauma-informed and developmentally appropriate. Further, materials and training will include:

- Instruction providing students with the knowledge and tools to recognize sexual abuse;
- Instruction providing students with the knowledge and tools to report an incident of sexual abuse;
- Actions that a student who is a victim of sexual abuse could take to obtain assistance and intervention; and
- Available resources for students affected by sexual abuse.

Special Education and Section 504 I-125-E

- When a teacher or other school personnel believes that a student may have a disability, they may refer the student to a problem-solving or multidisciplinary team.
- Classroom teachers must:
 - Know which students in their class have an IEP or a 504 Plan.
 - Personally review each IEP or 504 Plan.
 - Know which students have accommodations, modifications, or behavior plans.
 - Make a "good faith effort" to implement each IEP and 504 Plan.
 - Develop and implement lessons that facilitate the participation and learning of all students.

- Collect data to demonstrate implementation of the IEPs and 504 Plans and document student performance.
- Alert the special education or 504 case manager if there seems to be a lack of or exceptional progress and share any changes in academic or behavioral performance.
- Students with disabilities who display conduct that warrants disciplinary actions may need or be entitled to protections and processes under the law. Speak with a student's case manager or administrator in this situation.
- For questions relating to Special Education or Section 504, please contact:

Name: Ms. Heidi Shoemaker
 Phone #: 816-424-6466
 Email: shoemaker@ebs.k12.mo.us

Promotion, Acceleration and Retention of Students I-185-E

Retention

- No later than October, notify the building principal or designee of any student that is at risk for failing to meet grade or course requirements for promotion or credit acquisition.
- The principal or designee and teacher will establish regular reporting periods to review the student's progress (data, observations, etc.) and support strategies. Other educators will be included as appropriate.
- Intervention and support will be provided and impact data collected.
- Communication with the family regarding a student's performance and the possibility of retention will occur no later than October and be continuous throughout the year. Communication will include face-to-face conferences. The principal or designee will be notified of any conferences, and other professionals included as appropriate.
- The principal, in collaboration with the teacher and other educators as necessary, will make a decision regarding retention. Summer school or tutoring may be offered as a condition of promotion.
- The principal will provide signed, written notification to the family.

Acceleration

- Acceleration may be considered for a student who is working at an academic level above current placement.
- The student's teacher, in collaboration with other professionals as necessary, will provide enrichment opportunities for the student.
- If grade or subject area acceleration is considered, the teacher will notify the principal or designee to discuss the student, which will include but not be limited to, the student's academic profile, social/emotional maturity, and options for acceleration. Acceleration is not a replacement for gifted programming.
- The teacher and principal or designee will meet with the family to discuss the student's performance and acceleration options.
- The family must agree that acceleration is appropriate.

Assessment Program I-195-E

All students will participate in the required, statewide screening and assessment program or an alternative assessment as determined by a student's Individual Education Plan (IEP). The District will comply with all assessment requirements for students with disabilities. The District has a written assessment plan, which is updated and posted annually on the District website. In addition, the assessment plan is included in the Student/Parent handbook at the beginning of each year. The assessment plan is also available for review at the District office during standard business hours.

Test Security: All standardized and statewide testing must be secured, maintained, and administered in a manner that protects the integrity of the testing process. All staff involved in test administration are required to participate in training for administration and security procedures, including employees who are administering assessments to students receiving homebound instruction. Appropriate disciplinary action will be taken in the event that the security or integrity of the assessment program is compromised by a staff member.

Assessment Schedule

The Assessment Plan is located at the end of this manual.

Speakers at District Events I-205-E

All student and guest speakers who are part of class presentations, assemblies, ceremonies, or professional development sessions must be approved by a building administrator. Teachers are responsible for ensuring student and guest speakers are informed of and follow the established parameters.

Bullying, Hazing, and Cyberbullying S-185-E

The District strictly prohibits bullying, including hazing, and cyberbullying on school grounds, at any school function, or on District transportation.

Bullying - Intimidation, unwanted aggressive behavior or harassment that is repetitive or is substantially likely to be repeated; causes a reasonable student to fear for their physical safety or property; substantially interferes with the educational performance, opportunities, or benefits of any student without exception; or substantially disrupts the orderly operation of the school. Bullying may consist of physical actions, including gestures, or oral, cyberbullying electronic, or written communication, and any threat of retaliation for reporting such acts.

Cyberbullying – Bullying, as defined above, through the transmission of a communication including, but not limited to a telephone, wireless telephone, or other wireless communication device, computer, or pager. The District has jurisdiction to prohibit cyberbullying that originates on District property, or at a District activity, if the communication was made using the District's technological resources, if there is sufficient nexus to the educational environment, or if the electronic communication was made on District property or at a District activity using the student's personal technological resource.

Anti-bullying Coordinators: *Each building principal serves in this capacity.*

Reporting Bullying or Cyberbullying: District employees are required to report any instance of bullying of which the employee has firsthand knowledge. Any employee, substitute, or volunteer who witnesses an incident of bullying must report the incident to the building anti-bullying coordinator within two (2) school days of witnessing the incident. If the anti-bullying coordinator is unavailable or is the subject of the report, the employee should contact the District’s complaint officer. All District employees, substitutes, or volunteers must direct all persons seeking to report an incident of bullying to the building anti-bullying coordinator.

Student Discipline S-170-E

The District is responsible for the care and supervision of students and holds students accountable for their conduct in school, on District property, including District transportation, and during District-sponsored activities to ensure the safety of all students and to maintain an atmosphere where orderly learning is possible and encouraged. The District discipline policy and procedures will be provided to every student at the beginning of each year, be published on the District website, and be made available in the office of the Superintendent during normal business hours.

Teacher Reporting Requirements

Teachers must report any assault to the principal and law enforcement. Any physical contact that produces actual (observable, even if slight) or potential harm (e.g., blow to the head without visible injury), should be reported to the principal. Teachers must report to the principal upon finding a student in possession of a weapon or controlled substance.

Student Code of Conduct

The District believes students deserve the right to participate and learn in a safe environment which allows teachers to focus on instruction that accelerates achievement. The District expects and acknowledges the majority of students are respectful and well-behaved. However, in order to ensure a quality atmosphere for all students at all times, the code of conduct and discipline policies outline consequences for misconduct that occurs at school, during a school activity whether on- or off-campus, on District transportation, or involves the use of District technology. All District personnel are responsible for supervising and holding students accountable for violations of discipline policies.

Disciplinary Consequences

The following discipline matrix for addressing student misconduct is included in the Student Handbook:

Prohibited Conduct	Definition
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Academic Dishonesty	Any type of cheating that occurs in relation to an academic exercise or assignment. It may include plagiarism, fabrication or information or citations, cheating, falsification of work or excuses for work, disrupting or destroying another person's work, failure to contribute to a team project, or other misconduct related to academic work.
Arson	Starting or attempting to start a fire or causing or attempting to cause an explosion.
Assault, First or Second Degree	Knowingly causing or attempting to cause serious physical injury or death to another person, recklessly causing serious physical injury to another person, or any other act that constitutes criminal assault in the first or second degree.
Assault, Third or Fourth Degree	Using physical force, such as hitting, striking, or pushing, to cause or attempt to cause physical injury; placing another person in apprehension of immediate physical injury; recklessly engaging in conduct that creates a grave risk of death or serious physical injury; causing physical contact with another person knowing the other person will regard the contact as offensive or provocative; or any other act that constitutes criminal assault in the third or fourth degree.
Automobile/Vehicle Misuse	Discourteous or unsafe driving on or around District property, unregistered parking, failure to move vehicle at the request of school officials, failure to follow directions given by school officials or failure to follow established rules for parking or driving on District property.
Bullying and Cyberbullying	Intimidation, unwanted aggressive behavior, or harassment (including criminal harassment under the Safe Schools Act), that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; substantially interferes with the educational performance, opportunities, or benefits of any student without exception; or substantially disrupts the orderly operation of the school. Bullying may consist of physical actions, including gestures, or oral communication, cyberbullying, electronic or written communication, and any threat of retaliation for reporting of such acts. "Cyberbullying" means bullying through the

	transmission of a communication including, but not limited to, a message, text, sound, or image by means of an electronic device including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager. Students will not be disciplined for speech in situations where the speech is protected by law.
Bus or Transportation Misconduct	Any misconduct committed by a student on transportation provided by or through the District.
Dishonesty	Any act of lying, whether verbal or written, including forgery.
Disrespectful or Disruptive Conduct or Speech	Conduct that interferes with an orderly education process such as disobedience or defiance to an adult's direction, use of vulgar or offensive language or graphics, any rude language or gesture directed toward another person. Discriminatory or harassing conduct may be addressed under the District's policy regarding this conduct.
Drugs/Alcohol/Tobacco/E-Cigarettes	The use, sale, transfer, distribution, possession, or being under the influence of prescription drugs, alcohol, tobacco products, electronic cigarettes, vaping products, other nicotine delivery products, imitation tobacco products, narcotic substances, unauthorized inhalants, controlled substances, illegal drugs, counterfeit substances, imitation controlled substances, drug/tobacco paraphernalia, or over the counter drugs on any District property, vehicles, or at District-sponsored events. However, students may use, possess, and be under the influence of their prescription drugs and over the counter drugs in compliance with District procedures.
Extortion	Threatening or intimidating any person for the purpose of obtaining money or anything of value.
False Alarms or Reports	Intentionally tampering with alarm equipment for the purpose of setting off an alarm, making false reports for the purpose of scaring or disrupting the school environment.
Fighting	A conflict: verbal, physical, or both, between two or more people.

Weapons and Firearms	<p>A) Possession or use of a firearm as defined in 18 U.S.C. § 921 or any instrument or device defined in § 571.010, RSMo, or any instrument or device defined as a dangerous weapon in 18 U.S.C. § 930(g)(2).</p> <p>B) Other weapons are prohibited. Other weapons are defined as devices readily capable of lethal use, or devices designed to mimic a weapon. Other weapons include, mace spray, any knife, regardless of blade length; and items customarily used, or which can be used, to inflict injury upon another person or property.</p> <p>C) Possession or use of ammunition, a component of ammunition or a weapon, weapon accessories, or tactical gear.</p>
Fireworks or Incendiary Devices	Possessing, displaying, or using fireworks, matches, lighters, or other devices to start fires or other unsanctioned actions. This does not include educational activities designed and supervised by District employees.
Gambling	Betting something of value upon the outcome of a contest, event, assignment, or game of chance.
Harassment, including Sexual Harassment	<p>Conduct that annoys, threatens, intimidates another person based on gender, race, color, religion, sex, national origin, ancestry, disability, or any other characteristic protected by law. Harassment, including sexual harassment, is unwanted and unwelcomed that causes another person extreme unease or fear. Examples include, but are not limited to, derogatory comments or slurs, lewd propositions, blocking movement, offensive touching, or offensive posters or graphics.</p>
Hazing	The imposition of strenuous, humiliating, and/or dangerous tasks as part of an initiation, admission, or affiliation to a group, even when all parties willingly participate.
Nuisance Items	Displaying or using items that create distractions and could be lost, stolen, or broken such as toys, collectible items, or other possessions not approved for educational purposes.

Property Damage or Loss of School Property	Damage to or loss of school property such as, but not limited to, books, electronic devices, calculators, uniforms, equipment, or facilities, etc.
Public Display of Affection	Physical intimacy that is inappropriate for an educational setting, such as but not limited to, kissing, groping, fondling, cuddling.
Sexting and/or Possession of Sexually Explicit, Vulgar or Violent Material	Possessing, displaying, or generating sexually explicit, vulgar, or violent material, such as but not limited to, pornography, nudity, violence or explicit death or injury. Students will not be disciplined for speech in situations where it is permissible by law. This restriction does not apply to curricular material vetted and approved by District employees for educational purposes.
Sexual Activity	Consensual acts of sex or consensual simulations of sex including, but not limited to, intercourse or oral or manual stimulation.
Tardiness or Truancy	A student arriving after the class period has begun is marked tardy. Truancy is when a student is absent from school without permission from the parents/guardians or school official. Truancy includes, but is not limited to skipping classes, falsifying the reason for an absence, or absences that have not been pre-arranged and pre-approved as excused.
Technology Misconduct	Gaining or attempting to gain unauthorized access to or interfering with a technology system or information, using any type of electronic device without permission, or recording audio or visual information without express permission for educational purposes and as allowed by District rules, or using technology in a manner inconsistent with the terms of the Technology Usage Agreement. This includes cell phone misuse.
Theft	Taking or attempting to take the property of others without consent or knowingly taking possession of stolen property.
Threats or Verbal Assault	Verbal, written, graphics, or gestures in a convincing manner that causes another person to fear for the safety of themselves or property.
Unauthorized Entry	Entering a District facility, office, locker room, or other area that is locked through or through an unauthorized

	entrance or assisting someone not authorized to enter District property.
Vandalism	Deliberate destruction of or damage to property belonging to the District, employees, or students.
Violation of Imposed Disciplinary Consequences	The failure to comply with the discipline consequences assigned. This includes appearing on District property or at a school-sponsored event while serving a suspension or expulsion.

Corporal Punishment

Corporal punishment is the intentional infliction of physical punishment, usually in the form of spanking, as a method of student discipline. District staff and volunteers are expressly prohibited from using corporal punishment as a method of discipline. However, reasonable force may be used, when necessary, for the protection of a student or others, or property.

Seclusion and Restraint S-205-E

The District is committed to implement professionally accepted practices to protect the health and safety of students. Therefore, as required by law, District policy comprehensively addresses the use of restrictive behavioral interventions for behavior management and student discipline.

Employees are expected to review District policy to become familiar with the requirements and limitations associated with seclusion and restraint.

In order to receive permission to implement restrictive behavioral interventions, all authorized personnel must receive annual training in

- District seclusion and restraint policies and procedures,
- De-escalation practices,
- Professionally-accepted and appropriate uses of physical restraint,
- Appropriate uses of seclusion,
- Communication expectations and requirements for students and families about restraint, and
- Required documentation procedures.

The District limits the use of seclusion or restraint to situations or conditions in which there is imminent danger of physical harm to self or others..

Administration of Medication S-135-E

All student medication is to be kept in the health office whether it is prescription or over-the-counter. District personnel are not authorized to dispense any medication, including over-the-counter medication, without written permission from a parent or

guardian and then, only designated, trained personnel may dispense medication or treatment in the health office.

Students who are incapacitated due to a cast, crutches, sutures, or other conditions need a physician's note specifying the restrictions and duration of the restrictions. The school nurse can assist with obtaining clarification of physician orders.

Employees will be notified by the nurse, IEP case manager, and/or 504 case manager when a student has a health condition that warrants specific accommodations. Any accommodations provided via a health plan, IEP, or 504 Plan must be followed as written.

Students with Allergies S-145-E

The classroom is the most common area in which students experience allergic reactions. Therefore, to protect the student, employees, and others, employees should know which students have life-threatening allergic conditions as well as any plans (IEP, 504 Plan, Emergency Action Plan (EAP), and Individual Health Plan (IHP) the student may have. All substitute plans should include any pertinent student information and procedures for students with a plan. Employees must follow the plans, especially being attentive to any accommodations for the student. Employees must attend all required trainings and individual meetings for a particular student.

A student who is feeling ill after exposure to a known allergen should not be sent to the health room or office alone or with another student. If necessary, request assistance from staff outside the classroom.

Administrators will identify who will inform parents of any school events and activities where food will be served other than during regularly scheduled meal/snack times or when other allergens may be present. Such persons may include but are not limited to classroom teachers, the school nurse, the student's case manager, etc.

Foods or other potential allergens should not be offered to students without parental approval and employees should encourage non-allergen and non-food activities, rewards, and treats. Employees should educate, with written permission from the family of a student with allergies, the class and families of restrictions and precautions. Employees should not interpret food or product labels.

Reporting and Investigating Child Abuse S-160-E

Definitions:

Child Abuse - Any physical injury, sexual abuse, or emotional abuse inflicted on a child other than by accidental means by those responsible for the child's care, custody, and control.

Child Neglect – Failure by those responsible for the care, custody, and control of a child to provide the proper or necessary support, education, nutrition, or medical, surgical or other care necessary for a child's well-being.

Reasonable Cause to Suspect – Some reason to believe that a child may have been subjected to abuse or neglect; the employee does not need to have any sort of conclusive proof or validation.

Mandated Reporting: Missouri law classifies all District employees as mandatory reporters of child abuse and neglect. Employees are required to report possible abuse or neglect regardless of whether the alleged perpetrator had “care, custody, or control” of the alleged victim. As mandated reporters, employees are required to immediately report any child abuse or neglect they suspect or observe by calling the Abuse Hotline at 1-800-392-3738. The employee may also make a report of suspected child abuse or neglect to any law enforcement agency or juvenile office however, such report does not take the place of reporting to Children’s Division (CD). When in doubt whether abuse or neglect may have occurred, employees should err on the side of reporting.

The reporting requirements are individual. Therefore, a teacher’s or employee’s supervisor should not make the hotline call to CD. The teacher or employee must make the call themselves. Teachers and other District employees should not be disciplined or discriminated against for reporting suspected abuse or neglect to the CD in good faith. If any District employee has reasonable cause to suspect that a student has been subjected to abuse or neglect, the employee should be provided immediate access to a phone and be temporarily relieved of other work duties, as necessary, to make the report.

If a student reports alleged sexual misconduct on the part of a teacher or other District employee to a District employee, both the employee and the Superintendent must report the allegation to CD. CD is required to investigate the report. The Superintendent may investigate allegations against an employee of the District for the purpose of making employment decisions.

Making a Report: District employees making a report to CD will be required to provide the following information:

- Names and addresses of the child and their parents or other persons responsible for the child’s care;
- The child’s age, sex and race;
- The nature and extent of the child’s injuries, abuse, or neglect, including any evidence of previous injuries, abuse, or neglect to the child or siblings;
- The name, age and address of the person responsible for the injuries, abuse, and/or neglect, if known;
- The family composition;
- The source of the report;
- The name, address, contact information, and occupation of the person making the report;
- The actions taken by the person making the report, including any photographs taken; and
- Any other information that may be helpful.

If CD declines to accept the report, the employee making the report should log the name of the CD representative, the date, and the contents of the report.

Student Records S-125-E

Student education records are official and confidential documents protected by the Family Rights and Privacy Act (FERPA). A student education record includes, but is not limited to, information such as the student's date and place of birth, the names and address of the parent/ guardian(s), emergency contact information, enrollment and attendance records, academic records, special education records, discipline information, and health records.

A student record may also consist of notes or communication shared with one other individual that contains personally identifiable information regarding a student, including email, texts and other forms of transmitted information. Communication about a student must be consistently professional in all contexts.

Education records are requested and disclosed as required by law. Only District employees with a "need to know" have a right to certain types of a student's education records, which may not be the same information dependent upon one's role in working with the students. The District is required to document specific information associated with disclosing student records. When records are shared outside the District policy and procedures, it may create unmanaged risks for the District and the employee who shared information apart from approved procedures.

All records requests made to anyone in the District, unless it involves specific classroom assignments or activities, should be directed to and responded by:

Title: Ronetta Walkup
Address: 100 Smith Street,
Gower, MO 64454
Email Address: walkup@ebs.k12.mo.us
Phone #: 816-424-6466

The topic of student records is addressed within *District policy S-125-P* and in the *Student/Parent Handbook*.

Community, Finance, Facilities, and District Operations

Prohibition of Tobacco and Imitation Tobacco Products C-150-E

To promote the health of all individuals, the District prohibits all employees, students and patrons from smoking or using tobacco products, electronic cigarettes or imitation tobacco or cigarette products in all District facilities, on District transportation, on District grounds at all times, and at any off campus District-sponsored event or activity.

Use of Recording Devices or Drones C-165-E

The District prohibits audio and visual recordings on District property, District transportation, or at a District activity unless authorized by the Superintendent. Requests for such authorization must be made within a reasonable period of time prior to the recording. Unless otherwise specified by the Superintendent, the following exceptions to this prohibition apply:

1. The District or designated agents of the District may make audio or visual recordings to provide security, to maintain order, for staff or preservice teacher development use, or for educational purposes.
2. Students may record if required by a District-sponsored class or activity.
3. Individuals may record performances or activities to which the general public is invited such as athletic competitions, concerts and plays.
4. Individuals may record open meetings of the Board or Board approved committees.
5. Outside entities may record an event when using or renting District facilities in accordance with District rules.
6. A parent or legal guardian of a student may audio record any meeting held under IDEA or Section 504 of the Rehabilitation Act with no less than 24 hours' notice to the Director of Special Services.

All unmanned aircraft systems (UAS), commonly known as drones, with the potential to capture or produce visual images of District property or District events must be operated in accordance with applicable Federal Aviation Administration regulations or safety guidelines. All UAS operators must receive authorization from the Superintendent to operate a UAS on or over District property or at a District event.

Advertising on District Property C-170-E

It is the District's intent to maintain a nonpublic forum. Advertising is prohibited on District property unless authorized by the Superintendent or designee. Prohibited advertising includes, but is not limited to, personal solicitations, signage, announcements, pamphlets, handouts, and any other dissemination of information regarding products or services available or for sale. The solicitation of information including, but not limited to, political campaigning, is also prohibited.

Purchasing F-140-E

Employees are required to comply with District purchasing guidelines. Comprehensive guidelines are located in the District Policies document. For purposes of this Employee Manual, the following purchasing guidelines are particularly relevant:

- District staff members are encouraged to purchase products manufactured, assembled, or produced in the United States.
- The District will follow all requirements for purchases undertaken with federal funds which are subject to the federal Uniform Grant Guidance (UGG) and other applicable federal law, including but not limited to the Education Department and General Administration Regulations (EDGAR) and the United States Department of Agriculture (USDA) regulations governing school food service programs.

Purchasing Generally: The Superintendent or designee will supervise District purchasing to ensure the following:

1. No purchase that may exceed \$25,000 will be made without prior Board approval unless it is an emergency and is approved by the Superintendent.
2. Purchases may only be made through a purchase order, credit or purchasing card, or through petty cash.
3. All purchases must receive approval from the appropriate supervisor responsible for the budget code from which the purchase is made.
4. The Superintendent or designee must approve travel expenses such as airline tickets and hotel reservations.
5. All purchases must be appropriately documented consistent with District guidelines. Documentation related to purchases will be maintained in accordance with the Missouri Secretary of State's retention manual and include an audit trail linking the solicitation, evaluation, award, and payment.
6. District employees will provide the District's tax-exempt letter to vendors before making any purchase that may be taxed.
7. No contract will be entered into or bill paid without the proper documentation and an affirmative vote from a majority of the whole Board.
8. Any contract to provide the District services in excess of \$5,000 to the District must be conditioned on the provider submitting a sworn affidavit and documentation affirming enrollment in E-Verify and stating that the provider does not knowingly employ any person who is not authorized to work in the U.S.

Credit and Purchasing Cards: The following rules apply to the use of District credit or purchasing cards:

1. The Board will set limitations on the use of the Superintendent's credit/purchasing card. The Superintendent will set the limit on all other credit/purchasing cards.
2. Any employee using a District card shall first sign a card usage agreement and receive training on procedures for card use.
3. Employees issued credit or purchasing cards must reconcile their statements every month. Documentation, including receipts and the appropriate budget code, will be produced for each item purchased.
4. The Superintendent or designee will examine all documentation prior to payment. If any purchase was made by an employee contrary to law, Board policy or administrative procedures, the Superintendent/designee will immediately confiscate the card.
5. District cards will not be used to purchase personal or unauthorized items.

Petty Cash: District administrators are responsible for the accounting of petty cash. All petty cash funds must be used exclusively for school purposes and appropriately documented.

Fraud Prevention F-160-E

Reporting Suspected Fraud or Financial Irregularities: Any person who has reason to suspect fraud or financial irregularities should report that suspicion to the Superintendent or designee as soon as practicable. Employees or District volunteers who suspect fraud or financial irregularities are required to report it and may be disciplined or dismissed for failing to do so. If the suspected fraud or financial irregularity directly involves the Superintendent, the report should be made to the President of the Board. Reports will be kept confidential to the extent allowed by law. The person making the report should not communicate directly with the suspected individual or individuals unless specifically authorized to do so.

Expense Reimbursement F-175-E

District employees are required to follow District purchasing procedures for all regular purchasing practices. For emergency or special circumstances purchases, the Superintendent or designee may authorize the reimbursement of certain expenditures. Any reimbursed expenditures will fall within the District's budget, must contain documentation of why the expenditure occurred, and receipts for the expenditure must be produced.

Travel Expenses F-180-E

With prior written approval by the Superintendent, the District will pay reasonable expenses necessary for those who travel on District business. Each employee traveling on District business will file an itemized account of incurred expenses with the Superintendent or designee. Each employee will submit any other reports regarding travel as may be required by the Superintendent or designee.

Automobile travel will be reimbursed at 90% of the Internal Revenue Service (IRS) mileage rate applicable at the time of travel. Reasonable travel costs must not exceed charges normally allowable by the District in its normal operations. Commercial air travel must be the least expensive, unrestricted accommodation class.

Travel documentation should include an itemized account of expenses incurred, written justification for participation on behalf of the District, the reasonableness of costs incurred, and consistency with District rules. Such documentation should also include a list of District attendees, the agenda or program, and the Superintendent's written approval.

Traffic and Parking Control F-210-E

All District parking lots and sidewalks are under the control of the Superintendent or designee, and subject to restrictions deemed appropriate by the administration. Vehicles on school property are subject to search in accordance with law. District parking lots carry the same restrictions on weapons or other items that are prohibited in District buildings. Administrators have the authority to restrict or prohibit vehicles from being on school property and to request that vehicles be moved. If individuals refuse to comply with the administrator's request, the vehicle may be towed at the owner's expense.

Safety F-225-E

See the District Crisis Plan at the end of this manual.

Emergency Preparedness Plan F-230-E

See the District Crisis Plan at the end of this manual.

Firearms and Weapons F-235-E

A weapon is defined as a device readily capable of lethal use, or device designed to mimic a weapon.

Unless exempted by this policy, weapons are banned from all District property and District related events, as allowed by law. Weapons may only be possessed on school property by commissioned law enforcement officers, other specifically trained individuals, or for the purpose of a school-sanctioned firearm related events such as gun safety courses for students, military student programs, or a District-sponsored club shooting team.

The District will follow all state and federal law that address the discipline of individuals that violate this policy.

Communicable Diseases F-245-E

Medical information of students and employees is highly confidential, and the District will take necessary steps to protect the medical information of individuals, except as provided by law on a need to know basis.

Employees are not allowed to work if they have a medical condition that is communicable, unless they have a written statement from their physician clearing them to work, and the appropriate school personnel have agreed with the precautionary measures, as necessary, offered by the treating physician, as permitted by law. The Superintendent or designee will work with local agencies and the State Health Department on identifying categories of potential risk, procedures for cleaning body fluids, and procedures for dealing with communicable disease in individuals. District funds will be utilized for the purchase of equipment and supplies necessary to appropriately clean body fluids. The Superintendent or designee is permitted to communicate personally identifiable health information of students and employees with other governmental agencies, as permitted by law.

Students, employees, and visitors to schools may not be present on school property unless they have received the appropriate immunizations required by law, unless they are appropriately exempted.

Animals on District Property F-250-E

Eligible students or adults with disabilities may utilize a service animal on District property or District events as required by law and the conditions of this policy. The District will not discriminate based on an individual's disability.

The definition of a service animal will be based upon state and federal law. The task of a service animal must be based upon the disability of the individual. The "deterrent of

crime” effect of a service animal’s presence and the provision of emotional support, well-being, comfort, or companionship does not constitute work or task for the purpose of this definition.

The definition of a service animal applies to a dog, and in some cases a miniature horse. If the situation includes a miniature horse, the District will determine if the presence of the horse compromises facility safety requirements, and what modifications might need to be made because of the weight and size of the horse. The District may inquire what task or work the animal has been trained to perform, and whether the animal is required because of a disability. The District will not request documentation to determine whether the animal has been trained or certified as a service animal.

Service animals will not be allowed on District property if they present a safety risk or a health threat to students, employees or visitors. The District is permitted to make additional inquiries of the individual or service animal as permitted by law.

It is a class C misdemeanor for a person to misrepresent a dog as a service dog for the purpose of receiving accommodations regarding service dogs under the Americans with Disabilities Act. A person may also be civilly liable for any actual damages resulting from such misrepresentation.

Technology F-265-E

The Superintendent or designee will delegate responsibility for the District’s technology system to a District employee. The District may contract with one or more vendors to assist in the overall operation of the technology system. The technology system shall be considered a closed forum to the extent allowed by law.

Only those individuals authorized by the District may utilize the District’s technology resources. Students, employees, and Board members are required to sign a User Agreement prior to utilization of the technology resources and such users do not have an expectation of privacy in utilizing any District technology resources.

Users of District technology are subject to necessary review of data accessed or stored on District technology and technology equipment, as allowed by law. The District will utilize a content filter system to help prevent minors from accessing inappropriate information and the District will retain data stored electronically as required by law. In accordance with law, the content filter system will be used to protect against access to visual depictions that are obscene, harmful to minors, or child pornography. The District will monitor the online activity of students in compliance with the Children’s Internet Protection Act (CIPA).

Copyrighted Materials F-275-E

A summary of copyright laws is posted by each copy machine in the District and the same information is posted on the District’s website. If any student or employee believes copyright or intellectual laws have been violated, they should report the issue to the building administration. The building administration will refer the matter to the Superintendent’s office for coordination of an investigation into the allegation.

District Wellness Plan F-290-E

District Standards

Standards for All Foods and Beverages Sold to Students at School and During the School Day: The District will ensure that student access to foods and beverages meet federal, state, and local laws and guidelines including, but not limited to, USDA National School Lunch and School Breakfast nutrition standards and USDA Smart Snacks in School nutrition standards.

The District will offer students a variety of age-appropriate, healthy food and beverage selections with plenty of fruits, vegetables, and whole grains aimed at meeting the nutrition needs of students within their calorie requirements to promote student health and reduce childhood obesity.

Standards for All Foods and Beverages Provided, But Not Sold to Students During the School Day: The District may provide a list of healthy party ideas or food and beverage alternatives to parents, teachers, and students for classroom parties, rewards and incentives, or classroom snacks. The District discourages the use of food and beverages as a reward or incentive for performance or behavior.

Employee Wellness: The District Wellness Committee will have a sub-committee that focuses on the health and wellness of employees. This sub-committee will work closely with the Human Resources department, and/or the Superintendent in relation to any potential initiatives or incentives for employees.

This form MUST be filled out **immediately and completely** following the injury. This report may be filled out by the supervisor or building secretary by interviewing the injured employee. Do not omit any answers to any of the questions. Fax or deliver to Central Office **within 24 hours** of reported injury.

Employee Name (please print) _____

Social Security Number _____

Date of injury _____ **Time of injury** _____

Time employer notified _____

School Location (where injury occurred) _____

EMPLOYEE INFO: Home Address

Phone Number _____ **Date of Birth** _____

Martial Status _____ **# Dependent(s)** _____

Occupation _____

Full/Part time _____ **Return to work date** _____

Estimated RTW Date _____

*******THE FOLLOWING QUESTIONS MUST ALL BE ANSWERED COMPLETELY*******

Did injury occur on employer premises? **Y** or **N**

Medical attention received? **Y** or **N**

Location of employee at time of injury _____

Name of provider of medical aid _____

Type of injury _____ **Specific body part injured** _____

How did the injury occur? **BE SPECIFIC**

What work was the employee performing when injury occurred?

Time employee started work on date of injury _____ am/pm

Were there witnesses? Y or N

Name of Witness(es)

This Employee Manual does not constitute a contract between the District and any employee of the District. An employee's signature on the included Employee Manual Acknowledgment Form does not create a contract between any employee and the District or create any employment rights or guarantees beyond what is specifically granted by law.

I acknowledge that I have received and reviewed the 2023-2024 Employee Manual. I understand the policies and guidelines of the East Buchanan C-1 School District and that violations of these policies and guidelines may result in disciplinary action up to and including termination of employment.

Employee Signature:

Employee Name (please print):

Date: _____

Technology Usage Agreement for Non-Students

The District maintains an environment that promotes ethical and responsible conduct in all online network activities by employees and students. All authorized users are expected to acknowledge and comply with the rules and policies of technology usage and the District network.

I have read, understand, and agree to the following terms and conditions when using electronic devices owned, leased, or operated by the District *or* while accessing the District Wi-Fi/Internet, even if using a personal device. Should I violate the policy, my access privileges may be revoked. I also understand that any violation of the policy is prohibited and may result in disciplinary or legal action.

- All use of District devices and internet usage must support educational purposes consistent with the District mission.
- Network accounts must be accessed only by the authorized user of the assigned account.
- Employee and student subscriptions to mailing lists and bulletin boards require prior approval by the system administrator.
- The District's technology system shall be considered a closed forum to the extent allowed by law.
- Users do not have an expectation of privacy in utilizing any District technology resources.
- Users of District technology are subject to necessary review of data accessed or stored on District technology and technology equipment, as allowed by law.
- The District will utilize a content filter system to help prevent minors from accessing inappropriate information and the District will retain data stored electronically as required by law.
- All online activity will be respectful and align with the code of conduct, discipline, and other related policies of the District.
- District users may not use District technology in a manner that is unauthorized, in violation of the law, or in violation of District policies, guidelines, directives, and/or rules.
- Employees of the District are required to read and comply with the policies, guidelines, directives, and/or rules of the District, including those related to District technology.

Signature: _____

Name (please print): _____

Date: _____

East Buchanan Assessment Plan

Revised and Adopted: March 2012, January 2013, March 2014, March 2015, March 2016, March 2017, March 2018, March 2019, March 2020, March 2021, March 2022

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EAST BUCHANAN ASSESSMENT PLAN

East Buchanan C-1 School District will provide the following testing services and activities at each instructional level to meet the minimum statewide testing program requirements set by our state and by the **Department of Elementary and Secondary Education (DESE)**, and based on the **Missouri Learning Standards**.

The testing results will have instructional, counseling, and administrative utilization. Additional testing above the minimum program may be needed for decision-making purposes at any instructional level and would be a requirement for students if parents seek special programs for their child.

The East Buchanan School District will comply with screening and testing requirements under state and federal program regulations for special education and vocational education.

ASSESSMENT PLAN REVIEW

This plan will be annually reviewed and revised as necessary.

PHILOSOPHY of ASSESSMENT

At East Buchanan Schools, the primary goal of assessment is to improve student learning. Assessments can be broken down into three categories: screenings, formative and summative. Screenings are used for identification purposes in academic and health related areas of learning. Formative assessments are those teachers do on a daily basis to check understanding and mastery. Though formatives may be graded, they frequently are not. In contrast, summative assessments, like projects, longer essays, research papers, lab reports, or unit/final exams, are given on a predetermined date, and are used to measure how well a student has mastered the course learning objectives at that specific point in time. At East Buchanan, assessment results are used to verify, support, and promote learning by the assessment *of* learning as well as assessment *for* learning. The principles of Assessment *for* Learning are summarized in the document “The Nine Principles of Assessment FOR Learning”, adapted from *Assessment for Learning: An Action Guide for School Leaders*. Richard J. Stiggins, Stephen Chappuis, Judy Arter, and Jan Chappuis, 2006.

TESTING PERSONNEL

The **Counselor and/or Principal** at each building will be responsible for securing, distributing, and collecting tests and for ensuring ease in administration.

The **District Test Coordinator** will be responsible for ordering tests, for the notification and documentation of test dates and times, for ensuring communication between testing personnel and Tech Support personnel, and for the notification to parents of the availability of scores.

The **High School Counselor** will be responsible for interest inventories. This counselor will also be responsible for ensuring that students are aware of the opportunities to take optional tests, and/or administering the tests according to District policy.

The **Building Principal** and/or **the Director of Special Services** will be responsible for the screening, referral, and placement of students in special education programs. Refer to the S.A.I.L. handbook for information on the program for gifted students.

The **Special Education Team** will be responsible for all students referred for evaluation for possible special education placement. Most testing will be provided at the building level by the East Buchanan Special Education Team and/or **the Director of Special Services**.

The **Educational Staff** will be responsible for assisting the Special Education Team by monitoring student progress, making referrals, initiating intervention strategies, and participating on evaluation teams as needed.

The **School Nurse** and/or **Speech Therapist** will administer speech and hearing screenings and health checks. Kindergarteners will be screened during Kindergarten Round-Up or at other times in the school year. Students in grades 1-5 will have vision and hearing screening each year. Special Education students grades 6-12 will have vision and hearing screening each year. Students referred or noted to have possible problems will be evaluated and screened for hearing or vision deficits as needed.

INSTRUCTIONS for TEST ADMINISTRATION

Prior to the first day of state testing, and in accordance with state and testing provider's requirements, the **District Test Coordinator** will instruct building-level School Test Coordinators about proper administration procedures for all state assessments. The **School Test Coordinators** will instruct all test administrators about proper administration procedures.

All staff involved in test administration will be instructed to read the East Buchanan Assessment Plan as well as the general testing manuals provided by the testing provider. All test administrators will view required webinars, online presentations, and/ or any other required training. All test administrators and testing personnel will sign the East Buchanan Test Security Statement which states the examiner's commitment to the highest level of test security and to preparing for all testing by reading all manuals, testing notes, and the East Buchanan Assessment Plan.

The instruction will stress the maintenance of test security. Security issues will include the handling of testing materials in a secure manner, providing directions to students about the test, responding to students' questions, and monitoring the test setting.

Materials and procedures for all other assessments used for monitoring students' progress will be reviewed with test administrators by the **Building Principal and/or the Building Counselor**.

TEST SECURITY POLICY and ADMINISTRATION PROCEDURES

Test security is paramount.

All secure tests and testing materials retained in a school building are to be stored out of sight in a locked file cabinet, safe, storage closet, or room in the building. Secure tests and testing materials will not be stored in a classroom in between testing administrations.

Neither students nor test examiners are to be in possession of a cell phone, smart watch, or other prohibited electronic device during testing. Devices should be left out of the room, but if they are not, students/examiners will turn off cell phones/electronic devices and turn them into a secure location (tote, basket, drawer, locker, etc) in the test room prior to the beginning of the test. These items will be available at the completion of testing for the entire room. All backpacks/purses should be out of reach of the student for the duration of testing. Students or test examiners found to be in possession of cell phones or electronic devices during testing are subject to disciplinary action.

The **District Test Coordinator** will be responsible for ordering tests, having the tests distributed to the appropriate building, and notification and documentation of test dates and times. The **District Test Coordinator** will be responsible for contacting the testing center if the order is inaccurate.

All standardized testing will be administered by classroom teachers, by District or building test coordinators, or by District employees eligible by Title 1 specifications. All **Test Administrators** will fulfill all testing procedures training prior to administering a test.

All **Test Administrators** will strictly follow the procedures outlined in test administration manuals and/or in the various required training sessions. The testing room and secure test materials are not to be left unsupervised at any time. No student will transport test booklets. No student will be left unsupervised with a test booklet or an active online test.

While a test is being given, building administrators, building test coordinators, and the District test coordinator may be available to help monitor test administration and give assistance as needed to the test administrators.

Classroom Teachers/Test Administrators are responsible for the classroom environment and security of the tests while in their possession/vicinity. All makeup tests will be given over a short period following the general administration of the test. Students from different grade levels may be grouped together. Designated

individuals in each building will administer the test(s) according to the specified administration procedures, taking all appropriate precautions to ensure security. Absentees make up a test within the testing window at the appointed times generally after the assessment has been given to the general population.

Online Testing

The **School Test Coordinator** is responsible for ensuring all students are set up for and take the required tests.

The **District Technology Administrators** are responsible for ensuring that computers to be used during testing are prepared with the needed programs for administering tests.

Test Administrators are responsible for ensuring test security by monitoring students at all times during testing. Students will not be allowed to view another's screen/test. Students will not be allowed to communicate with other students during testing administrations. All content will be absent from the student's view except for that in the assessment. No restricted electronic devices will be allowed in a student's possession.

Students will be encouraged to use restroom facilities, get drinks, etc., prior to starting testing. If a student needs to leave the room during testing, the student will be escorted, are not allowed to converse with other students, and will not transport their device with an item visible on the screen. Devices with a test item open will not be left unsupervised for any reason.

Paper-and-Pencil Testing

The **Building and/or District Test Coordinator** will carefully recheck all materials and sort them in preparation for administration.

Beyond the initial checking and sorting, the test booklets will remain out of sight and in a locked file cabinet, safe, storage closet, or room in the Principal's or Test Coordinator's office; further, test booklets will never be stored in a classroom. Only the designated test coordinator and/or the building principal will have access to lock and unlock the storage facility when the tests are being stored before and after administration.

Test booklets will be taken from the secure area on the day of testing and returned to the locked file cabinet, safe, storage closet, or room daily. Students will not receive test booklets until time for testing. Classroom teachers or test administrators will not receive test booklets until only just prior to testing. Booklets will not be left unsupervised for any reason. Booklets will be immediately returned to the secure storage facility as soon as each group finishes any one particular administration of the test.

Students testing off-campus or those with an IEP/IAP 504 may require a paper-and-pencil form of an online test. The above security guidelines still apply with special attention paid to the chain of custody of the test booklet. Any transporting of these booklets may include the additional usage of a large, sealable envelope during transportation. Test Examiners will be trained in the same manner as required in the Test Administration Manual (TAM.)

Students will be encouraged to use restroom facilities, get drinks, etc., prior to starting testing. If a student must leave the room during a test administration, he/she will be instructed to close the test booklet and leave it on the desk under the supervision of the test examiner. Further, the student will be escorted and not allowed to converse with other students

At each testing center, all paper-and-pencil test booklets for each building will be counted prior to and after testing, and the **Building Test Coordinator** will record the numbers.

Building Principals and/or **Test Coordinators** are responsible for the overall **security** of the paper-and-pencil tests.

Test booklets will be sorted and packed by the **Test Coordinators** and/or **Building Administrators** according to testing directions and will be mailed together or picked up by a professional courier.

SANCTIONS AGAINST UNFAIR PRACTICES

The security measures outlined herein should help prevent unfair practices; however, should they occur, the transaction specified in this section will be put into motion. Unfair practices include, but are not limited to, the following:

1. Copying any part of a standardized test for any reason.
2. Removing a test booklet from the secure storage area except during test administration.
3. Failing to return all test booklets following test administration.
4. Directly teaching any test item included on a standardized test.
5. Altering a student's response to items in a test booklet or on a computer.
6. Indicating to students during or after testing they missed an item(s) and need to change it (them); giving students clues or answers to questions; allowing students to share answers or to copy answers from another's work; or altering test administration procedures in any other way (except as indicated on an Individual Education Plan, or a 504 Plan) to give students an unfair advantage.

If a District staff person is suspected of engaging in any of the aforementioned unfair practices, then an immediate investigation will occur. If allegations are proven, a report will be forwarded to the Superintendent and appropriate disciplinary action will be taken.

TEST-TAKING SKILLS

Classroom teachers and counselors are responsible for teaching test taking skills throughout the year.

Elementary School—Students are helped to develop good test-taking skills. Teachers use a variety of test-taking skills in their classrooms. Readiness games are played to practice listening to and following directions. Practice tests are given. Prior to testing, parents may be given suggestions on ways they can help their child(ren) perform well.

Middle School—Classroom teachers help students to develop study skills and test-taking skills in a variety of classroom activities throughout the year.

High School—Classroom instructors teach test-taking strategies as it pertains to their content. Special training time is set aside for test-taking skills required for special national assessments, such as the ACT.

TESTING STUDENTS with DISABILITIES

All students with disabilities will be tested according to their IEPs or 504 Plans. All students will be administered the MAP and EOC tests except for MAP-A students. The **Special Education Teachers** and the **School Test Coordinator** will be responsible for arranging testing accommodations per each student's IEP or 504.

DYSLEXIA SCREENING

East Buchanan will identify and serve students who are at risk for dyslexia or related disorders in accordance with the provisions of related rules and regulations, including Section 167.950, RSMo. The assessments listed are expected to be used for dyslexia identification but may change due to evolving regulations and funding.

DISSEMINATION PROCEDURES

Dissemination of Assessment Information and Results: Parents

Test dates will be announced in parent newsletters/mailings and may be published in local newspapers.

Standardized test results will be sent home with grade cards/progress reports or in a separate mailing. A copy of the standardized test results will be available to the classroom teachers for instructional purposes. A conference on test results will be available upon parent request. Test results for Special Education students are made available for parents in IEP meetings.

Dissemination of Assessment Results: Intra-District

The District testing coordinator separates the testing results and disseminates them to the building levels (1-5, 6-8, and 9-12). Copies of building and District reports may be compiled for the building principals, the Superintendent, the Title 1 reading/math teacher, and the curriculum coordinator. Teachers may be given individual student, classroom, and grade-level reports, with all other information available to teachers on a need-to-know basis. Teacher teams may be provided data upon request for further evaluations and decision-making.

Assessment results are recorded in secure, electronic-data accounts. A test-result label (when available) may be applied to each student's record, and a copy of the individual student report (if there is additional information to what is available on the label) may be put into the physical student record.

Building principals disseminate test results to the East Buchanan School Board of Education for further evaluation of strengths and weaknesses in the assessment areas. The Superintendent disseminates an annual report to the East Buchanan School Board of Education. The report is used to evaluate the effectiveness of the District's programs and to make recommendations/adjustments in the curriculum and instructional process.

UTILIZATION OF TEST RESULTS

Testing involves the sampling of the student's performance so evaluations and decisions can be made concerning individual students, groups of students (a certain class, gender, etc.) and educational programs. Test results have the following major uses.

Instructional—Individual teachers and teams of teachers use information gained from testing results to identify student strengths and weaknesses and to evaluate instructional methods. Results are used to administer reteaching, remediation, or enrichment, and to make instruction more relevant and meaningful for each student. The teams may include administrators and may be in the form of grade-level teams, vertical teams, cadres, content teams, and/or instructional improvement committees.

Counseling—Information from testing results may help counselors and students make better decisions about personal and educational endeavors, including scheduling/placement decisions.

Administrative—Test information is used to monitor student, class, and building performance, and to gauge whether students have achieved a certain level of competence. Test performance is used to detect trends in the educational process and in instructional programs to aid decisions for curriculum and instruction, such as setting priorities, planning, aligning, scheduling, and revising.

ASSESSMENT COMPONENTS

The following assessments are the current specific components of the East Buchanan Assessment Plan and are listed alphabetically. Assessments may change. (See Appendix A: East Buchanan C-1 Assessment Schedule.)

Regular Education

The **ACT** is available for grades 9 through 12 and is used to measure educational development in English, mathematics, reading, and science-reasoning. Scores are used to meet college entrance requirements. Students must register themselves for these regular nationwide Saturday tests. It is strongly recommended that college bound students take the ACT multiple times throughout high school. Students are encouraged to have results sent to the high school to be added to their cumulative official high school transcript and more easily shared with prospective post-secondary institutions.

AIMSwebPlus is used in grades K-6 and for identified students in grades 7 and 8.

The **ASVAB** is given to all juniors in December of the junior year. This multidisciplinary test gives significant information on students' aptitudes, many of which are not formally evaluated through other school assessments. The ASVAB is also the military entrance exam and helps recruiters evaluate and advise potential military recruits. Results are documented in the student's cumulative high school transcript.

The **Career Assessment/Career Interest Inventory** is administered at least once in grades 7 or 8 and in grades 10 or 11 to provide information with which to develop a 4-6 year educational plan. All students are expected to complete a career assessment or career inventory in order to effectively plan short-range and long-range educational/career paths.

A **Comprehensive Needs Survey** is administered every three years to students in grades 4 through 12. It is given to help identify needs of the elementary, middle and high school students so that counseling programs can be developed to meet common group and individual needs.

The **Dial IV K and 1 Screening, Good Light Vision Screening, and Tympanometry and Pure Tone Audiometry** are given to pre-Kindergarten students in the spring prior to matriculation in the fall. Students must be five years of age before August 1 of that school year to be tested. The purpose is to screen for early detection of possible hearing or sight impairments.

The **Missouri Assessment Program (MAP) GLAs (Grade Level Assessments)** are administered in grades 3 through 8 for all mathematics and language arts students, and in grades 5 and 8 for science students. The GLAs give data for Districts and for the state of Missouri to monitor the progress of students in meeting the Missouri Learning Standards, to inform the public and the state legislature about

student performance, and to help all stakeholders make informed decisions about educational issues.

The **Missouri End Of Course Assessments (EOCs)** are administered to high school students at the end of specified, mandated courses. Optional EOCs may be given each year as well. EOC data is for District and state use for the purpose of monitoring student progress in meeting Missouri Standards, of informing the public and the state legislature, and of aiding decision-making for all stakeholders in educational issues.

The **PLAN** is given to students in the ACT Prep classes and can be administered during each semester or as needed. Those scores can drive placement and provide qualifying scores to meet eligibility requirements for dual credit and/or college programs in addition to ACT and other scores. Results are documented in a student's cumulative high school transcript.

The **STAR Reading** and **STAR Math** are norm-referenced, computer-adaptive tests used to measure student performance in reading and in math. The tests provide diagnostic, performance, and achievement information, including specific strategies for improvement. The tests are accepted as a placement tool for special programs, such as Title I Math and Algebra I at the 8th grade. Regular multiple administrations are expected throughout the year in grades 6 through 8 for Star Math and grades 6 through 12 for Star Reading.

The **Technical Skills Assessments** are available for completers in a Career or Technical Education program with the purpose of measuring technical skills.

Special Education/Dyslexia Screening/EL/Advanced Placement Programs

All students who are potential English Learners (ELs) as determined by the Language Use Survey during enrollment will be given the state mandated screener within 30 days of enrollment. If a student qualifies, he or she will also take the **ACCESS** assessment each year until the student meets the state's defined reclassification criteria.

The **Missouri Assessment Plan-Alternate (MAP-A) and the Dynamic Learning Map (DLM)** are given to students in Grades 3-8 and 11th grade for all students eligible. The District and School Testing Coordinator, District Technology personnel, and Test Administrators must follow all guidelines, responsibilities and requirements for online testing, testing security, and testing administration already stated above in this document.

The following assessments may be used for screening/placement in special programs such as the gifted program, the special education program, English Learners program, or advanced placement courses. The **Director of Special Services** assists the buildings in assessment and subsequent placement or non-placement of students into special education programs.

ACCESS for ELLs
AIMSwebPlus

Comprehensive Test of Phonological Processing (C-TOPP 2)
CORE Phonics Survey
Gentry Developmental Spelling Inventory (aka Monster Test)
Iowa Algebra Readiness Assessment (IARA)
Kaufman Test of Educational Achievement | Third Edition (KTEA)
KeyMath-III
Missouri MAP GLAs/MAP A
Otis-Lennon School Ability Test (OLSAT)
Phonological Awareness Screening Test
RAN/RAS Test
Stanford-Binet Intelligence Scales - 5th Edition (SB-5)
STAR Reading and STAR Math
Test of Early Reading Ability (TERA) (Achievement Test)
Test of Early Math Ability (TEMA) (Achievement Test)
Wechsler Individual Achievement Test - 3rd Edition (WIAT-III)
Wechsler Intelligence Scale for Children-5th Edition (WISC-V)
Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R)
WIDA ELL Screener
WoodCock Johnson (WJ-IV) (Achievement Test)
Woodcock Reading Mastery Test (WRMT)

APPENDIX A: EAST BUCHANAN C-1 ASSESSMENT SCHEDULE

Assessment	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
WIDA Screener and ACCESS for ELLs (level of enrolled student)														
AIMSwebPlus		√	√	√	√	√	√	√						
DIAL-4	√													
RAN/RAS Test		√	√	√	√									
STAR Math								√	√	√				
STAR Reading								√	√	√	√	√	√	√
MAP: Math & ELA					√	√	√	√	√	√				
MAP: Sci							√			√				
MAP-A/DLM					√	√	√	√	√	√			√	
MO Comp Needs Survey						√	√	√	√	√	√	√	√	√
IARA								√	√	√				

PHASE I EOC Assessment	STATUS
Alg I	Required
ENG II	Required
Bio	Required
PHASE II EOC Assessment	
Govt	Required
Eng I	Optional
Alg II	Optional
Geom	Optional
Am Hist	Optional
Phys Sci	Optional
On Yearly Basis	
Pers Finance	

EAST BUCHANAN TEST SECURITY STATEMENT

I agree to uphold and carry out any and all directions and safeguards in order to ensure the highest level of test security. These directions and safeguards were communicated to me by the DTC and/or the STC this spring in webinars, in training meetings, in the East Buchanan Assessment Plan, in examiner's manuals, and in training notes given to me by my DTC/STC in the training meetings. I agree to read all materials given to me the requisite number of times to ensure my understanding of all directions and safeguards, which is at minimum once. I agree to direct any questions that still exist or might arise for me about any directions and/or safeguards to my DTC or STC. I understand and agree that test security is paramount in the effective administration of testing of our students.

Signature of Test Examiner

Date

EAST BUCHANAN C-1 SCHOOL DISTRICT



CRISIS MANAGEMENT PLAN

Revised 8/2/2018

1

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EAST BUCHANAN C-1 CRISIS MANAGEMENT PLAN

NEED FOR PLAN

Three million crimes are committed on school grounds each year. These include beatings, murder, and terrorism. This fact does not include natural deaths, accidents and acts of nature.

Because the school community is part of a society that is becoming increasingly complex and volatile, it is necessary for the schools to develop a crisis plan. A crisis is a situation which is unexpected and uncontrollable and thus cannot be predicted. Human reactions, however, are predictable. Knowing how people will react in a crisis makes it possible to implement a plan that will meet the needs of the people involved. A flexible and previously developed plan provides the forethought that is not possible during a crisis. The number one concern of school personnel in a crisis situation is the safety and welfare of the students and staff. Guidelines given are designed to be thorough as well as flexible and adaptable. Discretion and judgment will determine their use.

BOARD POLICY

The East Buchanan C-1 School District recognizes its responsibility to have effective written emergency procedures for crisis situations. These procedures will be outlined in handbook form that has received Board approval. The handbook will be reviewed and revised if necessary, prior to the start of each school year.

It is very important that school districts address the issue of memorials and memorial services before the need arises. When a school suffers a loss through an accident or suicide, it is often suggested that the school become involved in memorializing that student.

It is the policy of the East Buchanan C-1 School District NOT to become involved in the business of memorial services. To have a funeral or memorial service at school is highly inappropriate and can cause problems for students and family members in the future. A school gymnasium is NOT a good place to hold services and this policy will help prevent this from being requested for student/faculty services.

Research shows that plaques with identifying labels are an inappropriate memorial and suggests a general scholarship fund or books donated to the library. To allow an elaborate

memorial for some students and not for others can be very hurtful and confusing and can be avoided with advance planning.

MEMORIALS AND MEMORIAL SERVICES SHALL BE TREATED AS FOLLOWS

1. Each school will provide a memorial plaque to list names of students and staff that died during their tenure. The family will be asked to provide written permission for the family member's name to be added.
2. Any memorial contributions generated by school mates should not exceed \$500 and will be limited to educational resources (i.e. books, videos, etc.), living memorials (i.e. trees, flowers, etc.), or items related to appropriate extracurricular activities. In no case will identifying labels, plaques or pictures be an acceptable part of the memorial contribution by friends or families.
3. Memorial contributions made by family or friends can be directed to individual or general scholarships, educational resources, living memorials, items related to extracurricular activities or facilities. There is no dollar limit and recognition will be at the time of the donation and will not include a permanent memorial plaque. Scholarship plaques will remain as long as the scholarship is in effect.
4. Effective from inception of the Crisis Management Plan all current memorials with identifying labels located in the various buildings will remain until family request its removal.
5. We strongly recommend no funeral or memorial services will be held on school Property, any exception to this policy must be approved by the East Buchanan C-1 Board of Education.

DISASTERS OF HUMAN INFLUENCE

BOMB THREATS

1. The person receiving the bomb threat should write down the exact time and exactly what the person said. Use the form on the next page. (**Offices will record the phone call.**) The person receiving the call will notify the Principal or Counselor while taking the call if possible. (Write and hold up a note: BOMB.) If a teacher receives the call, they will send a student to the office with a Red Card with the teacher's name on it.
2. Building Administrator will call 911, Central Office, and bus company to transport students.
3. The Building Administrator or designee will have the building evacuated to the designated area by fire drill procedures.
4. Students will board buses and be transported to designated area if necessary.
5. No student is to leave designated area unless he/she has been released to a parent/guardian and cleared with a Building Administrator/Secretary.

Standard Operational Procedure:

Teachers will take their emergency rosters

Teachers will take their cell phones

*99 will be used to obtain an outside line if all lines are busy

Alternate locations will be:

High School and Elementary—Bused to Frazier Baptist Church

Middle School—Catholic Church

BOMB THREAT CHECKLIST

****PUSH RECORD****

Exact time of call: _____

Exact words of caller: _____

QUESTIONS TO ASK

When is the bomb going to explode? _____

Where is the bomb? _____

What does it look like? _____

What kind of bomb is it? _____

What will cause it to explode? _____

Did you place the bomb? _____

Why? _____

Where are you calling from? _____

What is your address? _____

What is your name? _____

CALLER'S VOICE (circle)

Calm	Disguised Nasal	Angry	Broken	
Stutter	Slow	Sincere	Lisp	Rapid
Giggling	Deep	Crying	Squeaky	Excited
Stressed	Accent	Loud	Slurred	Normal

If voice is familiar, whom did it sound like? _____

Were there any background noises? _____

Remarks: _____

Person receiving call: _____

Telephone number call received at: _____

Date: _____

Report call immediately to: _____

(Refer to bomb incident plan)

INTRUDERS IN THE SCHOOL

PROCEDURE FOR POTENTIALLY HARMFUL SITUATIONS

***Call 911 Immediately**

*Announcement: "This is a lockdown" (Example)

*Administrators will immediately bring up video cameras on their computer.

*** Technology Director will be notified to disable the keyless entry (Will only be assessable to law enforcement and district administration.)**

*Teachers keep students in their classrooms and lock the doors.

*When crisis is over, law enforcement will let administration know when it is all clear. **Administration will come around and open doors with key. No one should open door other than an administrator. Please note that this will take some time to get to all classrooms. Remain in lock down position until this is done.**

1. All visitors must report to the office upon entering the building.
2. Staff members should contact the office to see if a visitor has received permission to be in the building.
3. No child will be released from school without office permission.
4. Classroom lockdown procedures will be developed and practiced. Upon a chosen signal, doors will be locked, lights extinguished, and all will move to designated safe areas away from windows and doors.
5. A hallway plan will be developed where, upon signal, students go to the nearest classroom and the lockdown plan is implemented.
6. Students caught outside during lockdown should do the following:

Elementary	Christian Church
Middle School	Catholic Church
High School	Baptist Church

Standard Operational Procedure:

***Interior and Exterior Doors** will be numbered (Law Enforcement and EMS will be given a map of the building with room numbers labeled.)

***Exterior Windows** will be numbered (Law Enforcement and EMS will be given a map of the building with room numbers labeled.)

***Students inside the building that cannot get into a room will:**

High School—Go to Kwik Korner/Subway or to the Baptist Church

Middle School—Go to the Catholic Church

Elementary—Go to the Restroom Stalls and Stand on a stool or go to Subway

***Students outside the building will:**

High School—Go to Kwik Korner/Subway or to the Baptist Church

Middle School—Go to the Catholic Church

Elementary—Go to the Christian Church

WEAPONS

SUSPICION OF A CONCEALED DANGEROUS WEAPON:

1. Immediately call 911
2. Notify a Building Administrator ASAP
 - a. MS also notify SRO
3. The Building Administrator will:
 - a. Call 911 and notify them of a possible situation.
 - b. Notify the referring staff member that the message has been received.
 - c. Evacuate the area around the crisis if necessary.
 - d. Notify Central Office as soon as is practical.
 - e. Notify parents/guardians of students bringing weapons to school only after notifying police.

DISPLAY OF A DANGEROUS WEAPON:

1. Immediately call 911
2. Notify the Office if at all possible.
 - a. MS also notify SRO
3. Office personnel will immediately call 911 and Building Administrator. Constant contact with 911 should be maintained until the police arrive on the scene.

4. The staff members involved in the immediate situation should always leave a means of escape. They should not feel trapped. (Do not go between intruder and the door.)
5. The Building Administrator shall call a lock down.
6. The Building Administrator, Secretary or Counselor shall notify Central Office ASAP.
7. The parents/guardians of any student who brings weapons to school shall be notified after the police have arrived.

CAMPUS UNREST

LEVEL 1: NON-THREATENING/NOT INVOLVING STUDENTS

1. Notify Building Level Administrator.
2. Inform police of situation and ask them to patrol the area.
3. Remain calm and remember: Picketing is lawful if peaceful and does not interfere with the rights of others.
4. Alert staff and students if there is to be a deviation in routine scheduling.
5. Attempt to keep students isolated from picket line.
6. Picket line people who are not peaceful or who interfere with the operation of the school will be considered demonstrators and the police will be contacted.

LEVEL 2: NON THREATENING INVOLVING STUDENTS

1. Notify Building Level Administrator.
2. Identify student leaders involved and arrange to hear their complaints. Student concerns will be communicated through representatives.
3. Inform students of possible disciplinary action.
4. Follow steps 4-6 of Level 1.

LEVEL 3: THREATENING UNREST INVOLVING STUDENTS AND/OR COMMUNITY

Building Administrator or designee will:

1. Call the police.
2. Contact Central Office.
3. Activate District Crisis Team.
4. Appoint someone to:
 - a. Keep in touch with Central Office
 - b. Take phone calls.
 - c. Appoint team members to patrol outside entrances.
5. When students are involved, identify leaders and hold meetings to hear complaints.
6. Remind students of possible disciplinary actions.

ABDUCTION OR RUNAWAY

THE BUILDING ADMINISTRATOR WILL:

1. Notify the police giving the following information:
 - a. Full name of the child
 - b. Age of the child
 - c. Description of the child
 - d. Description of the assailant including wearing apparel and vehicle
Description
 - e. Provide police with a photo of the student

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2. Notify Central Office
3. Notify parents/guardians

MEDICAL EMERGENCY

1a. Notify the Building Administrator or School Nurse immediately and Call 911 giving a detailed location and stay on the line.

1b. Begin basic life support procedures and/or first aid.

1c. Remove others from the area.

Do not move the victim unless in immediate danger.

Parents/guardians and/or family should be called as soon as practical.

Activate Northwest District Crisis team as necessary.

Standard Operating Procedure:

Provide EMS with Maps and Floor Plan of Facilities (Exterior Doors Numbered)

Describe specific location to EMS

Have someone at the designated door lead EMS to the location

Keep the same person on the 911 phone line (Transfer to the scene if necessary)

If using a Cell Phone provide your location (County and/or City)

Pandemic Flu

An influenza pandemic is a global outbreak of disease that occurs when a new flu virus appears that can spread easily from person to person. Because people have not been exposed to this new virus before, they have little or no immunity to the virus; therefore serious illness or death is more likely to result than during seasonal flu. The illness rates for both seasonal and pandemic influenza are high among children, and schools are likely to be an important contributor to the spread of influenza in a community.

Scientific models support school closure as an effective means of reducing

overall illness rates within communities and suggest that the value of this intervention is greatest if school closure occurs early in the course of a community outbreak. In the case of a pandemic flu the school administrators and school health department will work with the local and/or state health department to determine and declare a public health emergency and implement a specific plan that addresses communication, prevention and response.

NATURAL DISASTER CRISIS

FIRE:

1. Call 911.
2. In case of fire, notify the office (Principal or Counselor); sound the fire alarm to evacuate the building according to fire drill procedures. The Principal/Counselor will notify Central Office.
3. Call Bus Company for transporting purposes if necessary.
4. Teachers take grade books/roster and keep students together.
5. Office personnel take absentee list and master roster with them.
6. Assigned personnel will check the building to make sure everyone is out and shutting doors.
7. Check for injuries.
8. Evacuate to designated area for holding.
High School will walk to the Baptist Church.
Elementary will walk to the Christian Church.
Middle School will walk to the Catholic Church
9. No student is to leave designated area unless he/she has been released to a parent/guardian and cleared with a Building Administrator/Secretary.
10. Notify parents using Blackboard.
11. Notify radio and TV stations where children are located if necessary. **(Supt)**

(Alternate exits will be utilized if the normal exit is blocked by fire.)

TORNADO:

1. The signal for a tornado alert will be sounded.
2. If outdoors, enter the nearest building at the nearest door immediately and take cover.
3. If indoors, take cover in designated area. Teachers should carry their roster and keep students together.
4. Stay away from windows, doors and high ceilings.
5. Hallway doors should be closed. Leave windows in current position.
6. After tornado has passed, calm everyone. Office Personnel will Call 911 if necessary.
7. Call Central Office (Superintendent) and Bus Company for buses to transport students.
8. Warn everyone that they must be careful of loose electrical wires and gas leaks.
9. Evacuate building and wait for help.
10. Board buses to transport students to designated holding area.
11. No student is to leave school unless he/she has been released by a Building Administrator/Counselor/Secretary. (A log of students and who they go with will be kept.)
12. Notify radio and TV stations where children are located. (SUPT) Blackboard will also be utilized.

END OF SCHOOL DAY PROCEDURE:

1. If an alert is given toward the closing of the school day, the Superintendent's decision will determine the procedure that is followed. If the Superintendent concludes that the severity of the storm alert threatens the safety of the students within busing time they will not be allowed to board the buses.
2. If students must stay later than usual, parents/guardians will be notified by television and radio stations. Blackboard will also be utilized.

EARTHQUAKE:

Students and staff should do the following:

1. If indoors—
 - a. Stay indoors where you are until shaking stops. Take cover under a desk, table or against a wall.
 - b. Stay away from glass, windows and outside doors.
 - c. Be prepared for additional sudden aftershocks. Although most of these are smaller than the main shock, some may be large enough to cause additional damage or bring weakened structures down.
2. If outdoors—
 - a. Get away from the building, trees and utility wires and poles.
 - b. Stay in the open until shaking stops.

FOLLOWING TREMORS:

1. Call 911.
2. Call Central Office and Bus Company for transporting students.
3. Check for injuries. Do not move injured—wait for help.
4. Evacuate building to a designate open area as safety permits.
5. Take class roster/grade book and transport student to designated area.
 - a. Watch for falling debris while exiting the building.
 - b. Warn students and watch for downed electrical lines down.
 - c. Warn students not to take anything with them or enter the building until permission is given.
6. No student is to leave designated area unless he/she has been released to a parent/guardian and cleared with a Building Administrator/Secretary. (Log who they go with.)
7. Notify radio and television stations where students are located. **(SUPT)**
Blackboard will be utilized

Hazardous Materials

1. Call 911
 2. Evacuate students (Consider alternate exits.)
 3. Isolate students
 4. Shut HVAC System down (Ace, Maintenance)
 5. Notify Building Level/Central Office Administration
 6. Determine additional evacuation routes if needed
- Preplan MSDS Procedures (Material Safety Data Sheets)—A binder will be kept in the classrooms and office
 - Hazardous material signs will be posted in the following areas: Chemistry room, Biology room, Ag. Shop outside the door, maintenance closets, maintenance shed, and bus barn.
 - Suspicious Objects will be reported following the procedures listed above. (This would include postal items, UPS, & FedEx.)

PSYCHOLOGICAL CRISIS

IMMEDIATE ACTIONS TO BE TAKEN

1. The Building Administrator will coordinate activities, approve, conduct, or delegate all information released to students and keep the Superintendent informed of the status of the events as they occur. There must be consistency in the content of the information given out and this information will need to be consented to by the parents/guardian/family directly involved in the crisis situation when possible.
2. Call Northwest District Crisis Coordinator and other appropriate personnel.
3. Activate District Crisis Team.

ADMINISTRATOR RESPONSIBILITIES

Any or all of the responsibilities below may be delegated to the Building or Crisis Team Coordinator.

1. Use **Blackboard** to notify faculty before arrival at school and to inform them of a special faculty meeting prior to the beginning of the school day if emergency/crisis occurs after school hours.

2. Meet with faculty and building staff as soon as possible after the event if emergency/crisis occurs during the school day.
3. Include in the faculty meeting agenda:
 - a. A printed statement verified by the facts to be read verbatim by the classroom teacher in the classroom setting. Decide the time the statement will be read. Emphasize the need for hard facts to reduce rumors and reassure faculty/staff that further information will be forthcoming.
Note: There may be times the Crisis Team determines it is appropriate to meet with the student body as a single group for this announcement, and then to move to the individual classroom setting.
 - b. A handout review covering recommendations for dealing with a death. (See Appendix)
 - c. An announced plan for disseminating further information during the day, e.g. notes in boxes, runners, further faculty meetings, information to be given on phone.
 - d. The names and location of person in the building who can be called upon for accurate and current information.
 - e. An assessment of the individual faculty members' comfort levels in reading the prepared statement and discussing the situation with students.
 - f. An evaluation of the need for substitute personnel.
 - g. A schedule of times and location for faculty to process the death, to share their experience, and offer experience, and suggestions. *(Prior to this, Building Crisis Team will have determined who will work with students and who will work with faculty.)*
 - h. The area that will be designated as a work room for the team.
 - i. The space available for small group counseling sessions.
 - j. The plan for the Superintendent/Designee to handle the media.
4. When appropriate, inform parents/guardians of school's activities in connection with the emergency/crisis.

FACULTY RESPONSIBILITIES

1. Read prepared statement at the designated time.
2. Provide an opportunity for students to discuss the incident and express their feelings.
3. Acknowledge emotions through discussion and involvement in constructive activities in classroom.
4. Discuss strategies for students dealing with the media.
5. Notify the school counselor of those who were close friends or those who are obviously in distress.
6. Allow distressed students to attend a group or individual counseling activity.
7. Request assistance from Northwest District Crisis Team if a class has a large number of distressed students.
8. Shorten and re-structure assignments appropriate. Postpone and reschedule tests.

SUPERINTENDENT AS MEDIA CONTACT

(If superintendent is unable to meet this responsibility than principals and technology director will fill this role.)

Through verbal or written statements, briefly state the known facts of the situation, but do not give names of victims or personal responsible.

If civil authorities are involved, refer questions to them that require their expertise.

Review schools support of the situation, emphasizing the primary goal is to help the students through the crisis situation.

Indicate that the school will try to maintain or quickly return to its normal routine and schedule.

Try to emphasize the positive aspects of the situation, such as the response of staff and

students and how well people are coping.

Announce any information, such as meetings, memorials or special activities that is important for the public to know.

As appropriate, publicly thank any employees, students, parents/guardians, or outside persons who play an important role in responding to the crisis and who deserve recognition.

Training

CPR—Coaches, Nurse, Counselors, Administration

First Aide—Coaches & Nurse

CPI Training—Teachers that have contact with ED—IEP Students, Counselors, Aides, and Administrators

Hazardous Materials—Science teachers, maintenance personnel, & custodial personnel

Blood & Bodily Fluids—Custodians, Teachers, Nurse, Counselors, & Administrators

Plan Review and Drills

The Crisis Management Plan will be reviewed annually by the Crisis Management Team. The plan will be discussed with all employees annually.

Drills—All drills will be practiced at least once in the Fall and once in the Spring.

- Fire drills will be conducted during the first full week of school and once each semester with review of drills within classrooms done monthly. (This will be placed in bulletins)

APPENDIX

**PERSONAL TIPS FOR COUNSELORS AND/OR CRISIS TEAM MEMBERS
WHEN ASSISTING IN A CRISIS SITUATION**

1. Keep your life in balance.
 - a. Eat well and get plenty of exercise. A good diet and exercise is important when under stress.
 - b. Balance work and rest.
 - c. Stick to a schedule as much as you can. It provides stability and the comfort of a normal routine when you are feeling out of control.
 - d. Avoid new major projects or decisions.
2. Be realistic about what you can do.
3. Recognize and acknowledge your own feelings of loss and grief.
4. Give yourself permission to mourn. No matter what the nature of your relationship, there is loss. Give yourself the same latitude you give your students.
5. Meet with fellow Crisis Team members and be supportive of each other or form a support group with fellow counselors or staff members.
6. Be kind to yourself. You don't have to "get it all together" right away. You don't have to do it all, be strong for everyone, or take care of everything. Treat yourself with the same gentleness and understanding you would anybody else.

**CRISIS TEAM ROLES AND PROCEDURES
IN THE EVENT OF A STUDENT DEATH**

PERSONAL POSSESSION PLAN

As soon as possible, a member of the Crisis Team gets to the student's locker and other areas where he/she may have possessions to empty the contents. This keeps a mass of students from witnessing removal of the possessions and prevents students from memorializing the locker.

FOLLOW STUDENT SCHEDULE

Purpose: To talk specifically with each class, provide factual information, answer

questions, clarify any misinformation, provide support, and identify students who may need individual or group support.

Mechanics: Two people, preferably the student's Counselor and one member of the Crisis Team, will follow the schedule hour by hour of the deceased student or the student involved. One person talks and explains, and one person will identify students who are not coping well and escort them to the group support room.

Note: At the high school level, talking to classrooms is usually more informational in nature than an exchange with feedback and reaction from students.

HALL MONITORING

Purpose: To keep students in the building and to seek out those who may be in need of support.

Mechanics: Hall monitors will check out the "nook and crannies" in the building, bathrooms, hallways, etc., to locate students who may be seeking refuge away from the mainstream. If students are milling around in groups, it may be necessary to approach the group and encourage them to use the group room, specifically so those missing classes can be monitored while they are out of the classroom.

GROUP SUPPORT

Purpose: 1) To provide one specific area for students to receive support, comfort each other, and express feelings, all under the supervision of trained Crisis Team members, 2) To keep grieving and upset students in the building, and 3) To identify students who may need attention and support beyond that provided by the Crisis Team.

Mechanics: One room is designated the "group support room" and is staffed with at least one or more Crisis Team members (depending on the number of students utilizing the service). Kleenex, water, and plenty of chairs with room to move around are necessary when setting up the room. Sign-in-and out forms are to be placed on a table near the door so students' absences from class can be monitored. This information is given to teachers at the end of the day or the next morning.

What to say: The role of the Crisis Team member assumes in the group support room is dependent on the make-up of the students present. Some students share, talk, and comfort each other without much encouragement from the Crisis Team members. Others will need some direction.

- 1) Encourage students to express and talk about their feelings.
- 2) Ask students to talk about memories they will have of the deceased.
- 3) Encourage students to ask questions and talk to each other.

EVENING FOLLOW-UP

Purpose: To follow up on those students and staff who were identified as most affected by the traumatic event or those who are not coping well.

Mechanics: During the school day a list is compiled of students and staff described above. The list is divided among Crisis Team members and follow-up calls are made in the evening.

What to say: Advise the parent/guardian of their child's situation. Check on current functioning, refer to an outside counselor if necessary, or refer for further intervention by school Counselor or Crisis Team member for the next day. Crisis Team member or school Counselor will need to follow through.

SUGGESTED GUIDE FOR CRISIS TEAM VISITS TO CLASSROOMS

1. **Briefly** explain why you are there... "If you are wondering why there are some **unfamiliar**-faced adults in the building this morning, it's because we are all counselors who care and were invited here by your Counselor/Building Administrator because of the death of Joe. We care about what you are going through and know it is tough. Because we were not as close to the person as you are, we are not suffering the way you and the teachers are—we just want to help out in any way possible." Emphasize that the team or individual team members are not there to take the place of local counselors, administrators or clergy, but that you are there to assist and help in any way that you can.
2. Review the facts of the death or situation.
3. Answer the questions to dispel any rumors or misinformation.
4. Let all kids know that whatever they are **feeling** is **okay**. It may be anger, sadness, fear, confusion, guilt—anything.
5. Help them realize that different people will express feelings in different ways and that is okay. "Try not to be upset because someone else does not seem to be hurting or suffering as much as you are."
6. Help them believe that the intense sadness or hurt will **not** last forever. "Life will go on and the terrible hurt you are feeling right now will not hurt quite so much after some time passes. You won't forget Joe, of course, but time will help and just because we have to go on with school schedules, jobs and everything else does not mean you care less for the person who died."

7. Encourage expression of present feelings, but accept the silence.
8. If there is a seating assignment, deal with the "empty chair." Provide alternatives such as a new seating chart, removing the chair, or leaving the chair alone. The students need to make a decision but can be allowed to decide at a later time with the classroom teacher.
9. Provide information on funeral and visitation arrangements if available.
10. Explain what funerals and visitations are like and what to expect.
11. Suggest what type of things they can say to the family members.
12. Remind students of the group support room and other areas of support and the procedures involved in using them.
13. Inform them of smaller groups for them to meet and share.
14. Help them eventually talk about some of their experiences with the deceased student—fun times, etc.
15. Compliment them for being supportive of each other and really helping each other.
16. If possible and it seems appropriate, walk around the school with one or two students. Physical activity helps some students.
17. Allow students to write things about the student who died.
18. Encourage students to sit close together. Do not be too structured and allow them to sit on the floor or on a desk if safe. Sitting in a circle is a good way to draw people close together. This will develop intimacy and make members of the group feel together and equal.
19. Let students talk to one another.
20. Ask students to think of at least three words that would describe the victim(s) and go around the circle and share these words. Don't force participation, most will want to share.
21. If there is a community wide crisis let students tell what has happened at their homes and how they felt.
22. Honor requests from students prayer without promoting personal religious beliefs.

DO'S AND DON'TS

DO'S

1. Do listen to the students and wait after you've asked a question to give them adequate time to respond.
2. Do allow students the opportunity to express any and all thoughts regarding the incident without judging or evaluating their comments.
3. Do be aware of your voice tone, keeping it low, even, and warm.
4. Do help the students see that everyone shares similar feelings (i.e., "We're (not you're) all stunned that something like this could happen here" or "A lot of us (not you) are feeling angry.")
5. Do expect tears, anger, resentment, fear, inappropriate laughter (often due to tension and discomfort), stoicism (apparent non-reaction).
6. Do expect some students to become phobic and have sudden overwhelming concerns that may seem illogical to you but are very real to them.
7. Do encourage students to sit in a circle, or to make a more intimate grouping in which to have this discussion.
8. Do stress the confidential nature of the feelings and thoughts expressed in the discussion.
9. Do honor requests from students for prayer without promoting personal religious beliefs.
10. Do use your own thoughts and ideas as a means to encourage discussion, not as a means for alleviating your own feelings.
11. Do expect that other feelings of loss may emerge.
12. Do give accurate information about the incident. If you don't know an answer, say so. When possible, squelch any rumors that may exist by either giving the facts, or researching what the "facts" are and report back.

DONT'S

1. Don't give "should, ought, or must" statements (i.e., "You shouldn't feel like that." "We mustn't dwell on this.")
2. Don't use cliché' (i.e., "Be strong." "It could have been worse.")
3. Don't ask questions without being ready to listen.
4. Don't try to make them feel better, let them know that it's okay to feel what they're feeling.
5. Don't isolate anyone—each will need to feel a part of a group.
6. Don't expect the students to "get over" the grief/recovery process within a certain time.
7. Don't assume a person is not grieving/reacting just because they don't look or act like it. Let them know you are available at any time. (i.e., six weeks or three months from now), IF YOU REALLY ARE.
8. Don't assume any religious beliefs or religious affiliations.

GUIDELINES TO HELP TEACHERS UNDERSTAND AND RESPOND TO A CRISIS

1. Here are some of the emotions you may observe in your students (or in yourself) following a tragedy:

Numbness, shock, denial—After a sudden death you don't want to believe it has happened: you had no preparation for its occurrence.

Confusion—Why did this happen? I don't understand the circumstances. How could this happen to someone I know?

Fear—Could something like this happen again? Will something like this happen again?

Grief—Sadness, crying, a deep sense of personal loss.

Anxiety—A difficulty in explaining or understanding the tragedy; things are not the same at school or in my class.

Depression—Emptiness, unhappiness.

Guilt—An irrational feeling of responsibility for the event. What could I have done to prevent it?

Anger—Why did someone do a violent, senseless thing? Why did others let it happen? Anger can be directed toward a specific person or persons or be a more general feeling of anger.

2. Here are some of the changes in behavior that you may see. Most, if not all of these changes, will be temporary. Children are resilient and do bounce back.

Lack of concentration—Inability to focus on schoolwork, household chores, or other leisure activities.

Lack of interest in usual activities—Their minds are preoccupied with other thoughts and feelings and what would usually be very enjoyable may not have much appeal.

Greater dependency—A need to feel protected may result in their wanting to do more with you or not have you away from them for long periods of time; some kids may not want to be alone.

Problems with sleeping and eating—Difficulty going to sleep, occasional bad dreams or decreased or increased appetite are common physical reactions to a stressful event.

Overly quiet or overly talkative or a combination—Adults may need to talk about a tragic incident over and over again, asking questions that may be unanswered but needing to ask them anyway. This repetition is often a healthy way of working through the grief process; on the other hand, a student may not want to talk about it much with you, preferring to discuss it with friends, classmates, parents—those who may have been closer to the tragedy; or the student may not want to talk with anyone about it.

3. Here are some things that teachers and parents can do to help a child through this difficult time:

Listen—Don't interrupt. He/she needs to be heard.

Accept feelings—They are valid feelings for this student, even though your feelings may not be similar ones.

Empathize—Let the child know that you recognize his/her sadness, confusion, anger or whatever feelings he/she has about the tragedy.

Reassure—The student is not responsible for what happened.

Accept—The student may not want to talk about the trauma right away. Let him/her know you are willing to listen whenever he/she wants or needs to talk about it.

Be tolerant of the temporary changes.

Maintain as much of a sense of routine as possible.

Provide additional activities if the students seems to have excess energy.

Don't hesitate to ask for help. This help can be sought from other parents, the school staff, or an outside professional.

AGENDA FOR CRISIS TEAM TO USE TO ASSIST IN GUIDING DISCUSSION AT TEACHERS MEETING

1. Present facts as they are known.
2. Discuss procedures and support that will be available.
3. Discuss use of hall passes as means of students getting from class to support rooms. Emphasize the need for sensitivity in approaching students who may be in the hall. Emphasize the importance of monitoring exits. Be alert to students who may be in need of emotional support.
4. Explain that members of the Crisis Team will follow the student's schedule in order to speak to classes. Explain that other team members will be available for other classes if needed.
5. Go over teacher handout pertaining to grief and emphasize "if kids want to talk," be sensitive.
6. Go over how to take care of teacher feelings (your own) and emphasize that support rooms and support is available.
7. Offer faculty and staff the opportunity to meet at the end of the day.
8. Discuss staff and students handling of the press.

9. Inform teachers to notify Crisis Team members of names of students who may be high-risk.
10. Inform teachers to refrain from discussing death in terms of religious beliefs.

YOUNG PEOPLE AND GRIEF

The grieving process is a normal, natural, and healing result of loss, and pain is to be expected. Young people of all ages exhibit grief and reactions to grief. Guilt, anxiety, anger, fears, and sadness may be universal, and the expressions of these emotions may vary from day to day. Helping a young person and yourself through this difficult time may often feel overwhelming; however, knowledge of common reactions to loss may help you recognize behavior for what it is—grieving.

POSSIBLE GRIEF REACTIONS:

1. Anger
2. Aggression/acting out: starting fights, outbursts of temper, drop in grades, change of peer affiliation.
3. Explosive emotions: gentle tears, wrenching sobs, extremes in behavior.
4. Physiological changes: fatigue, trouble sleeping, lack of appetite, headaches, stomach pains.
5. Idealization of the deceased.
6. Sadness/emptiness/withdrawal: overwhelmed by feelings of loss when realizes person is not coming back; feels extremely vulnerable.
7. Guilt/self-blame: "If only... ", "Why didn't I... ", feels responsible for the loss; seeks self-punishment.
8. Disorganization: restless, unable to concentrate, uncontrollable tears, difficulty focusing.
9. Relief: natural feeling after long illness; can be difficult to admit, may think they are the only one who feels so guilty.
10. Lack of feelings: protection from pain; can be a form of numbness; may be difficult to admit and may generate guilt.

HOW TO HELP A YOUNG PERSON EXPERIENCING GRIEF:

1. Use the terms "died/dead/death:" rather than phrases like "passed away", or "taken from us". Give an honest explanation for the person's death, avoiding clichés or easy answers. Straightforward, gentle use of the words helps a person confront the reality of the death.
2. Explain and accept that everyone has different reactions to death at different times. The reaction might not hit until the funeral or weeks later.
3. Reassure the young person that his/her grief feelings are normal. There is no "right" way to react to a loss. Give permission to cry. Let them know it's okay not to cry if the young person does not typically react in that way.
4. Permit or encourage the young person to talk about the person who has died, both at the moment of loss, and especially after the funeral. This is a vital part of the healing process. It is best not to protect the person from this first step of acceptance and healing.
5. Do not attempt to minimize the loss or take the pain away. Phrases like "Don't worry, it will be OK", "He/she had a good life", or "He/she is out of pain" are not helpful. Grief is painful. There must be pain before there can be acceptance and healing. It is very difficult to do, but most helpful to acknowledge the person's pain and permit them to live with it without trying to take it away or make it "better".
6. Encourage the young person to talk about their feelings. Encourage communication first in family, but also be aware of other support people such as clergy, trusted friends, and trusted peers.
7. LISTEN. Listen with your heart. Listening to the feelings of the young person is most important. Listen through the silences. Your just being there, showing you care by your listening is more important than knowing what to say or even saying anything at all.
8. Help the young person decide about attending the funeral. The funeral can be a way to say goodbye, but abide by the young person's wish and express understanding if he/she chooses not to go.

A GRIEVING PERSON'S NEEDS:

1. To cry.
2. To be held.
3. To talk.
4. To be listened to.
5. To feel caring around them; to be with people they care about.
6. To understand how others may react.

STAGES OF GRIEF

The following are statements that may be heard in relation to each emotional state. There are examples of responses that may be used when these types of statements are employed.

Shock	"I'm just numb—I don't feel anything." R—"It's hard to accept this." Be with the person
Panic	Desperate crying. "Help me, help me—I can't stand this." R—"You feel really desperate right now." Hold the person gently.
Denial	"This doesn't bother me—we'll make it through okay." R—"It's hard to deal with right now." Don't force awareness.
Release	"I just can't stop crying. I'm so tired, but I've got to go on." R—Accept—allow the feelings—support.
Guilt	"I wish I hadn't said that. I should have known better. I encourage them to drive over there." R—Encourage expression of guilt feelings—don't judge. It is natural to feel guilt.
Anger*	"I'm damned mad—why did this have to happen?" R—"It's okay to be angry—very normal—it really hurts too."

Depression* "I feel so lonely. I hate being so depressed. I shouldn't feel this way"
R—Reassure—"Loneliness is painful, but, a part of losing. This, too, will pass."

Returning
anymore." "I finally see some light at the end of the tunnel—I'm not so angry
R—"You believe you are going to be okay—welcome back."

Hope "I'm surprising myself at all the things I'm doing—it's been tough, but, I'm
going to make it."
R—Support—encouragement—"You've been through a rough time, but
you sound as though you really are okay."

Acceptance* "I've learned a lot—I can't control everything—I'm stronger than I ever
realized."
R—Congratulate person—reinforce the good feelings.

TIPS FOR PARENTS OF STUDENTS WHO ARE EXPERIENCING CRISIS

1. Keep your child informed and updated. Children need to feel involved and as in control as much as possible.
2. Watch for signs of distress. Loss of appetite, aggression, acting out, being withdrawn, sleeping disorders, and other behavior changes can indicate problems.
3. Send your child to school if possible. The stability and routine of a familiar situation will help young people feel more secure.
4. Remember that everyone reacts to stress and/or grief in different ways. There is no one way to act in a crisis situation.
5. Allow children the opportunity to express feelings. It is important to validate these feelings.
6. A good diet and plenty of exercise are important for children who are under stress. Encourage your child to eat well and get plenty of exercise.
7. Be honest about your own concerns, but stress your, and your child's ability to cope with the situation.
8. Respect a child's need to grieve.

9. Provide somewhere private and quiet for your child to go.
10. Be available and listen to your child.
11. Remember to take care of yourself.

TIPS FOR STUDENTS IN CRISIS

1. Remember that everyone reacts to pain and stress in different ways. Don't expect everyone to act or feel the same. Also, don't expect the pain to last the same amount of time for everyone.
2. In case of death, remember that friends and family will need your care and concern long after the funeral is over.
3. Don't be afraid to ask for help if you aren't sure if you can cope.
4. Take care of yourself. Eat well, get plenty of sleep, and exercise.
5. Try some of these ideas to help you handle stress and grief:
 - a. Talk to someone.
 - b. Cry.
 - c. Write a letter.
 - d. Ride a bike.
 - e. Keep a journal.
 - f. Clean your room.
 - g. Dance.
 - h. Help someone else.
 - i. Listen to music.
 - j. Run.
 - k. Rearrange your room.
 - l. Read a book.
 - m. Create something.
 - n. Go for a walk.
 - o. Draw or paint.
 - p. Plant something.
 - q. Dig in the dirt.
 - r. Yell at your pillow.
 - s. Set some goals.
 - t. Get a neck rub.

SAMPLE ANNOUNCEMENT:

We have something very sad to tell you today...

(Give facts about what happened and who it happened to in the space that follows.

NOTE: The facts given will need to be consented to and verified by the family involved whenever possible.)

"I know this is a very tragic thing to happen and we have planned several things to help you. We will take time in class to discuss some of your feelings and how you might be able to work through them. We also have special counselors here along with our own school counselors who are available for students who are especially struggling with their feelings.

"We are saddened today to learn of the death of (Suzie Smith). (Suzie) was a (5th grader) in (Mrs. Brown's class). (Suzie) will be missed and we will want to remember her in our own way.

The funeral will be held (Tuesday at 2:00 p.m. at Caron Funeral Home). Visitation will be from (7:00—8:30 p.m. tonight).*

or

Funeral arrangements are pending at this time. An announcement will be made when details are known.

Facts for the Teacher: (Which may or may not be talked about with the class?)

Student's full name _____ Age _____

Address _____

Parent's Guardian's name _____

Brothers and Sisters _____

Sample of factual information which might be added from police investigation for the teacher's information:

At approximately 8:30 p.m., the police were summoned to the residence to investigate the report of a shooting. They found Suzie Smith lying in her bed with a single gunshot wound to the head. Lying next to Suzie, the police found a note apparently written by Suzie attempting to explain her actions. At this time, the police are suspecting the death to be ruled as suicide.

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