

**Adair County  
R-II  
School District**

**Teacher  
Handbook  
2015-2016**

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## Handbook Overview

## **EDUCATIONAL PHILOSOPHY/SCHOOL DISTRICT MISSION    Policy 0200**

We believe that in a democratic society, education must help the students realize their worth as individuals and should lead them toward becoming productive members of society.

### **Beliefs and Visions**

The Adair County R-II Schools are committed to the ideals set forth in the Missouri Learning Standards and support the priorities of the Show-Me-Improvement program.

As such, we recognize each student as a unique individual. We believe that education should provide an opportunity for the maximum development of each individual within the limitations of his or her capacities.

We believe that the foundation of the district's educational program is based on the development of competencies in the basic fundamentals of reading, oral and written communication and mathematics. Students will gather, analyze and apply information and ideas; communicate effectively with in the beyond the classroom; recognize the solve problems; and will acquire skills necessary to make decisions and act as responsible members of society.

It is, therefore, the responsibility of the Adair County R-II School District to provide an educational environment for children of the district, which will foster and accelerate their intellectual, physical, artistic, social and career development.



**School District Philosophy**

In carrying out its responsibilities, the Board of Education is guided by the desire to use the resources of its community, its staff and its students to provide the highest quality education permitted by its financial resources. In reaching decisions the Board will attempt in every case to act in the best interests of its students.

A philosophy of education is the foundation on which a school district is built, and upon which the product of the school program is evaluated. The philosophy herein subscribed to by the Board of Education shall be a guide in determining the policies, rules and regulation of the school district.

Recognizing each student as a unique individual, we believe that education should provide an opportunity for the maximum development of each individual within the limitations of his or her capacities. Through education, it is possible for the individual to discover and endeavor to achieve to the limits of his or her capacities.

We believe that in a democratic society, education must help the student realize his or her worth as an individual and should lead him or her toward becoming a productive member of society. Strong emphasis must be placed upon democratic values that are important for an effective and satisfying personal and social life.

We believe that the role of the teacher in the educational process is to provide opportunities for the individual to achieve at the maximum level of capacity, to create a learning situation in which individual motivation for learning is the stimulus for achievement, and to promote through teaching and example the principles of the democratic way of life.

We believe that parents/guardians have definite responsibilities in education. They need to have a basic confidence in the school, and they need to impart this confidence of the students. The parents/guardians may do this by cooperating to the fullest with the schools, by encouraging the student to give his or her best efforts to the daily school responsibilities, and by participating in school activities.

We believe that the student must have responsibilities in the educational program of the community. The most important of these is attitude. The student is obliged to come with an open mind, equipped with all the necessary materials, ready to fulfill the responsibilities in the learning process. The basic attitude should be that the school is an institution of opportunity, staffed with trained personnel to help the student become a contributing member of society.

We believe that the foundation of the district's educational program is based on the development of competencies in the basic fundamentals of reading, oral and written communication and mathematics.

It is therefore, the responsibility of the Adair Co R-II School District to provide an educational environment for children of the district, which will foster and accelerate their intellectual, physical, social and career development.

**School District Goals & Objectives**

The Board of Education is charged on behalf of the public with the responsibility of determining the goals of the Adair County R-II School District. In discharging that responsibility the Board has addressed four primary areas: education, professional personnel, school environment and district operations.

It is the commitment of the Board to develop policies to implement the goals within each area. Furthermore, it is the commitment of the Board to review annually and restate as necessary the goals within each area so that the programs will at all times speak directly to the stated goals.

**Education**

To structure the overall instructional program to promote sufficient alternatives to meet the variety of individual needs, capacities and aspirations through both individualized class offerings and offerings that extend the learning environment into the community.

To promote a plan for the organized improvement of school curriculum including the articulation of instruction between elementary and secondary schools.

To provide offerings which explore wide range of career and service opportunities.

To provide an integration of the intellectual, physical, social and career developmental experiences for each student.

To maintain a comprehensive and articulated program for handicapped students involving maximum inclusion of handicapped students in regular school programs.

To help students gain an understanding of themselves as well as skills and techniques involved in living and working with others.

To promote a relevant and challenging secondary school curriculum which will adequately prepare the student for his vocational goals or postsecondary education.

To promote participation and recognition of achievement in all endeavors (academic, athletic, fine arts, performing arts, practical arts, etc.).

To provide opportunities to assist students in forming attitudes and acquiring habits needed for responsible citizenship.

**Professional Personnel**

To improve district-wide performance in the teaching of reading, writing and mathematical skills.

To establish minimum acceptable competency-based performance standards for all professional personnel.

To provide in-service training and professional growth experiences for the professional staff.

To continue disciplinary procedures that promote a positive school environment.

To maintain and review an accountability system for the improvement of the instructional program.

### **School Environment**

To assure each individual a physically and emotionally safe teaching and learning environment.

To assure that each individual is treated fairly, respectfully and without bias by all members of the school community.

To assure accessibility of all facilities and educational programs for all students and staff members.

To have each individual in the school community know and fulfill his responsibility with regard to safety and respect to others.

### **District Operations**

To make every effort to secure adequate funding for the district's educational program.

To operate within a balanced budget during the school year.

To maintain an up-to-date inventory of the supplies and equipment in the district.

To maintain adequate transportation, food service, clerical, and custodial, and maintenance services for the efficient operation of the district's schools.

To continually strive for more efficient use of all professional and support staff.

To maintain and review long-range plans for the efficient use of school facilities.

To assure immediate communication between the superintendent or his designee and the Board on critical occurrences within the district.

In establishing these goals for the district, the Board does not attempt to diminish the importance of other issues facing the district in the years ahead.

**PERSONNEL SERVICES**  
**Absences, Leave and Vacation**  
**Policy 4310\* 4310a\* 4320 4320\* 4321 4411**

**General Attendance**

1. ***Sick Leave** – Professional and support staff employees whose assignments call for 12 months of full-time employment will be entitled to ten (10) days of sick leave. Professional and support staff employees whose assignments call for full-time employment only during the regular school term will be entitled to eight (8) days of sick leave. Unused sick leave will be cumulative to seventy-five (75) sick leave days. An absence of over one (1) through four (4) hours shall be counted as a half-day of sick leave.*

*Absences may be charged against sick leave for the following reasons:*

- a. *Illness, temporary disability or permanent disability of the employee. The board reserves the right to require a physician's certification attesting to the illness or disability of the claimant and/or inclusive dates of the employee's incapacitation if the absence is for more than ten (10) consecutive days. FMLA health certification procedures apply to FMLA-qualifying absences, even if such absences are paid sick leave. The district need not wait ten (10) days before requesting an FMLA Certification of Health Care Provider form in conjunction with a preliminary designation that FMLA applies to an absence.*
- b. *Illness or injury to a member of the immediate family. The Board defines "immediate family" to include spouse, parents, children, mother-in-law, father-in-law, grandparents, grandchildren, brothers and sister of an employee or employee's spouse. (Note: "Family" for FMLA purposes is more limited.)*
- c. *Illness or injury of other relatives, with permission granted by the superintendent.*

*A district employee shall not be entitled to use sick days during the period the employee receives Workers' Compensation for time lost to work-related incidents.*

*Any certificated employee who is a member of a retirement system shall remain a member during any period of leave under sick leave provisions of the district or under Workers' Compensation. The employee shall also receive creditable service credit for such leave time, if the employee makes contributions to the system equal to the amount of contributions that he or she would have made had he or she been on active service status.*

**Sick Leave Pay**

*The following applies to the sick leave pay for professional employees:*

1. *Professional staff employees who have reached the maximum number of accumulated sick leave days (75) shall have the option of annually "selling" back to the district any sick days which he/she may accumulate for that contract year above the maximum at the rate of \$10.00 (ten dollars) per day. This "sell back" must be requested in writing by the employee no later than May 30 of the year in which the request is being made. The request must be made to the superintendent.*

## **Personnel Leave**

The Board of Education shall adopt regulations for the following types of leave for District employees:

1. Sick Leave
2. Personal Leave
3. Bereavement Leave
4. Leave for Jury Duty
5. Military Leave
6. Leave of Absence
7. Family and Medical Care Leave (See Policy and Regulation 4321)

Specific provisions of the various types of District leave are set out in Regulation 4320.

### **Paid Sick Leave**

Sick leave may only be used for illness of the staff member or the staff member's immediate family. Immediate family is defined as spouse, parents, grandparents, children, sibling or spouse's sibling, mother or father-in-law, or grandchild. The Superintendent/designee may request a physician's statement regarding an absence and/or verification that the employee may return to work.

### **Personal Leave**

Paid personal leave days may only be used for personal business that cannot be transacted in nonwork hours. Personal leave days cannot be used for work stoppages, vacation or recreation use. Employees desiring to use personal days must schedule a request to the faculty principal at least one week in advance. The Superintendent/designee has the right to deny any request for personal leave that does not conform to the policy or would cause a hardship to students or staff. Employees will be provided with two (2) days of personal leave per year. Professional and support staff members employed in excess of nine (9) months shall be granted one (1) additional day. Unused personal leave days will accumulate as sick leave days.

### **Bereavement Leave**

A maximum of three (3) days may be used in any school year for bereavement purposes. Use of these days will be charged to personal leave and if insufficient personal leave is available, to sick leave. Bereavement leave is available only upon the death of a member of the employee's immediate family, as that term is defined in the sick leave regulation. Bereavement leave is not accumulative.

### **Leave for Jury Duty**

Employees called for jury duty or subpoenaed to testify in a civil or criminal proceeding will be granted leave apart from personal leave. Employees will receive their normal pay less any jury or witness fees received.

### **Military Leave**

An employee who is a member of the National Guard, or an organized military service of the United States, and who is required by laws of the United States or the State of Missouri to report for military duty, including training, shall be eligible for a grant of military leave.

Application for military leave shall be made in advance, as soon as practicable after the employee becomes aware of his/her obligation to report and immediately upon the employee's receipt of official notice to report. A copy of the official orders must be added to the leave application. The Superintendent/designee must approve the application. Emergency mobilization orders shall be dealt with on an individual basis.

The District recognizes that employees who receive notice to report for duty typically are not provided with discretion as to when to report. However, whenever an employee has a choice as to when to report for military duty, the employee's military leave shall be arranged during periods in which school is not in session. When the employee is given a choice as to when to report for duty, the Superintendent/designee may request that the employee seek a change in military orders if such a change appears to be in the best interest of the District.

Employees shall receive leave with pay for the first fifteen (15) calendar days of military leave in each federal fiscal year. Additional military leave shall be without pay, except as required by federal and state law.

Each employee shall furnish a copy of the employee's military payroll voucher to the Superintendent/designee within thirty (30) days of the employee's return to regular assignment so that the necessary salary adjustments can be made.

Employee eligibility for reinstatement after military duty is completed shall be determined in accordance with federal and state laws.

### **Leave of Absence**

Upon the recommendation of the Superintendent/designee and the approval of the Board, an employee of the District may be granted a leave of absence for non-Family and Medical Leave Act (FMLA) child care, education, or other good cause. Such leave is renewable upon written request for one additional year only. Application for leave is to be made in writing to the Superintendent/designee via Principal/supervisor and must include the period for which the leave is requested and the reasons for the request. The period should be set to least disrupt the education of students. Requests for leave for an entire school year should normally be made in writing before March 1 of the preceding year.

If leave is approved by the Board, the employee is not paid for the period of the leave. Insurance benefits may be continued by the employee by making all payments to the Payroll Office, one month in advance.

The applicant shall have been a certificated employee of the school district for not less than six (6) consecutive years immediately preceding the application.

Whenever a leave of absence has been granted by the Board to the end of the school year, the employee must notify the Superintendent in writing by the first day of March of an intention to resume his/her position at the beginning of the next school year. Failure to notify the Superintendent/designee of such intention will be regarded as a resignation.

Upon completion of an approved leave, provided proper notification is given, a teacher will be re-employed by the District unless placed on involuntary leave of absence if tenured; or, if notified of nonrenewal of contract by April 15 if a probationary teacher.

If desired, and whenever feasible, the employee will be placed on the same or equivalent position to the one held prior to the approved leave.

**NOTE:** Leave of absence without pay under the provisions of this regulation does not apply as service towards tenure for probationary teachers.

## **Family and Medical Leave**

The Board of Education recognizes that leaves of absence are occasionally necessary due to family or medical reasons. The District has adopted detailed procedures to ensure compliance with the Family and Medical Leave Act of 1993 (FMLA). As provided by District regulations, eligible employees are entitled to use up to twelve (12) workweeks of unpaid leave for family and medical reasons. The Board of Education has designated a District administrator to act as FMLA Compliance Officer. As part of its compliance program, the District will notify each employee of the name, address and telephone number of the District's FMLA Compliance Officer and will provide a statement of commitment to adhere to FMLA regulations. The FMLA Compliance Officer will regularly evaluate the District's FMLA compliance to ensure fair and equitable opportunities for all eligible employees.

## **ELIGIBLE EMPLOYEES**

Employees eligible for family and medical leave must:

1. Have been employed for a total of *at least* twelve (12) months (not necessarily consecutive); and
2. Have worked at least 1,250 hours during the twelve (12) months immediately preceding the commencement of the leave (for noninstructional staff and part-time instructional staff); or
3. Have been considered full-time (for instructional staff); and
4. Be employed at a work-site where the employer employs at least fifty (50) employees within a 75-mile radius.

An eligible employee may take unpaid leave for the following reasons:

1. The birth of the employee's child (leave must be concluded within one (1) year of the date of birth).
2. The placement of a child with the employee for adoption, or foster care when foster placement is pursuant to State action (leave must be concluded within one (1) year of the date of placement).
3. The care of the employee's child (including biological, adopted, or foster child, stepchild, legal ward, or child of a person standing in *loco parentis*, who is either under age 18, or age 18 or older and is incapable of self-care because of mental or physical disability), spouse or parent (including a person who stood *in loco parentis* to the employee when the employee was a child -- but not parent "in-law"), who has a serious health condition.
4. The serious health condition of the employee that makes the employee unable to perform the essential functions of the employee's position.

For purposes of FMLA policy, a serious health condition\* is defined as an illness, injury, impairment, or physical or mental condition that involves the following:

1. Inpatient care (overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care.
2. Continuing treatment\*\* by a health care provider\*\*\*, including the following:

- a. A period of incapacity of more than three consecutive calendar days and any subsequent treatment or period of incapacity relating to the same condition that also involves:
  - i. Treatment two or more times by a health care provider, by a nurse or physician's assistant under direct supervision of a health care provider, or by a provider of health care services under order of, or on referral by, a health care provider; or
  - ii. Treatment by a health care provider on at least one occasion which results in a regimen of continuing treatment\*\*\*\* under the supervision of a health care provider.
3. Any period of incapacity due to pregnancy, or for prenatal care (even if the absence does not last more than three days and the employee or family member does not receive treatment from a health care provider during the absence);
4. Any period of incapacity or treatment for such incapacity due to a chronic serious health condition (even if the absence does not last more than three days and the employee or family member does not receive treatment from a health care provider during the absence). A chronic serious health condition is one which:
  - a. Requires periodic visits for treatment by a health care provider, or by a nurse or physician's assistant under direct supervision of a health care provider;
  - b. Continues over an extended period of time (including recurring episodes of a single underlying condition);
  - c. May cause episodic rather than a continuing period of incapacity (e.g., asthma, diabetes, epilepsy, etc.).
5. A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective. The employee or family member must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider. Examples include Alzheimer's, a severe stroke, or the terminal stages of a disease.
6. Any period of absence to receive multiple treatments (including any period of recovery therefrom) by a health care provider or by a provider of health care services under orders of, or on referral by, a health care provider, either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than three consecutive calendar days in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, etc.), severe arthritis (physical therapy), kidney disease (dialysis).

\* Unless complications develop, *serious health condition* does not include cosmetic treatments, such as most treatments for acne or plastic surgery, the common cold, the flu, ear aches, upset stomach, minor ulcers, headaches other than migraine, routine dental or orthodontia problems, periodontal disease, etc. Treatment for substance abuse by a health care provider or on referral by a health care provider may be a serious health condition if the conditions of this policy are met. Absence due to use of the substance, rather than for treatment, does not qualify for FMLA leave.

\*\* Treatment includes, but is not limited to, examinations to determine if a serious health condition exists and evaluations of the condition. "Treatment" does not include routine physical, eye, or dental examinations.



\*\*\* *Health care provider* includes doctors of medicine or osteopathy, podiatrists, dentists, clinical psychologists, optometrists, chiropractors (for limited purposes), nurse practitioners, nurse-midwives, clinical social workers, so long as they are licensed (if required by state law) and are performing within the scope of their practice as defined under state law; Christian Science practitioners listed with the First Church of Christ, Scientist, Boston, Massachusetts; any health care provider from whom an employer or a group health plan's benefit manager will accept certification to substantiate a claim for benefits; a health care provider as defined above who practices in a country other than the United States and is licensed in accordance with the laws of that country.

\*\*\*\* *Regimen of continuing treatment* includes, for example, a course of prescription medication or therapy requiring special equipment to resolve or alleviate the health condition. A "regimen of continuing treatment" that includes the taking of over-the-counter medications such as aspirins, antihistamines, or salves, or bed rest, drinking fluids, exercise, and other similar activities that can be initiated without a visit to a health care provider, is not, by itself, sufficient to constitute a regimen of continuing treatment for purposes of FMLA leave.

## **LENGTH OF LEAVE**

### **All Employees**

An eligible employee is entitled to up to twelve (12) workweeks\* of unpaid leave within a twelve-month period without loss of seniority or benefits. When both spouses in a family work for the District, they will be entitled to a total of twelve (12) weeks of unpaid leave (rather than 12 weeks each) for the birth, adoption, or foster placement of a child, or to care for a parent with a serious health condition.

The amount of leave available to an employee at any given time will be calculated by using the calendar year.

All leave taken under the policy and leave for any other reason that would qualify under FMLA (e.g., worker's compensation leave that qualifies as a serious health condition), will be counted against the employee's leave entitlement under FMLA.

## **Instructional Employees—End of Term Exceptions**

If an instructional employee\*\* seeks leave for any purpose, including the employee's own serious health condition, of at least three (3) weeks in duration and the requested leave would begin more than five (5) weeks prior to the end of the academic term (school semester), the District may require the employee to continue taking leave until the end of the school term,\*\*\* if the instructional staff member's return to employment would otherwise occur during the three (3) week period before the end of such term.

If the instructional employee seeks leave for any purpose other than the employee's own serious health condition, less than five (5) weeks prior to the end of the academic term, the District may require the staff member to continue taking leave to the end of the term,\*\*\* if the leave is greater than two (2) weeks in duration and the return to employment would occur within two (2) weeks prior to the end of the term.

If the instructional employee takes leave for any purpose other than the employee's own serious health condition, within three (3) weeks prior to the end of the term, and duration of the leave is greater than five (5) days, the District may require the staff member to continue the leave until the end of the term.\*\*\*

\* When an employee is not required to report for work for one or more weeks (e.g., instructional employees who do not report for work during Christmas/New Year holiday, or during the summer) such days do not count against the employee's FMLA leave.

\*\* *Instructional employee*, as defined by the FMLA, means a person employed principally in an instructional capacity, whose principal function is to teach and instruct students in a class, a small group, or an individual setting, and includes athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. The term does not include teacher assistants or aids who do not have as their principal function actual teaching or instructing, or auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers, bus drivers, or other primarily noninstructional employees.

\*\*\* When an employee is required to take leave until the end of an academic term, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement.

## **COORDINATION WITH EXISTING LEAVE POLICIES**

During a family or medical leave provided under this policy for birth, placement of a child for adoption or foster care, or for care of a family member, an employee shall first exhaust all unused vacation or personal days before continuing such leave on an unpaid basis.

During a leave related to the employee's serious health condition, the employee shall exhaust all available paid sick leave, personal leave or vacation before continuing such leave on an unpaid basis.

At the conclusion of a family or medical leave provided under this policy and regulation, an employee may elect to extend leave pursuant to the provision of other Board policies and regulations governing extended leave, so long as the employee is eligible for extended leave under such other policy or regulation. The amount of time taken for FMLA leave will be deducted from the period of leave available under other extended leave policies. Once the FMLA portion of the employee's leave has ended, and the employee has elected to continue on leave pursuant to another Board policy or regulation, the remaining portion of the leave will be governed by the provisions of the other policy or regulation with respect to compensation, benefits, reinstatement, and all other terms and conditions of employment as set forth in the other policy or regulation.

## **CERTIFICATION**

If an employee takes a leave of absence because of the serious health condition of the employee or the employee's family member, the employee must submit to the Superintendent/designee, a written medical certification form (available in the Superintendent/designee's office) from a health care provider of the serious health condition. Failure to provide such certificate upon request may result in denial or delay of leave.

The District reserves the right to require that the employee receive a second (and possibly a third) opinion from another health care provider (at the District's expense) certifying the serious health condition of the employee or the employee's family member. The District reserves the right to require that an employee provide the District with re-certification of the medical condition for which leave is taken.

Before returning to work, an employee who is on leave of absence due to his/her own serious health condition must submit to the Superintendent/designee, a health care provider's written certification form that the employee is able to return to work (form available in the Superintendent/designee's office). Failure to provide such certification may result in the delay or denial of job restoration.

During the employee's leave, the District may also periodically inquire as to the employee's intent to return to work.

Employees requesting family leave, i.e., leave for the birth, adoption, or placement of a child for foster care, or to care for a child or parent with a serious health condition, pursuant to this policy may be requested to provide reasonable documentation of the family relationship.

## **INTERMITTENT OR REDUCED LEAVE**

Leave taken under this policy for the birth of a child, the placement of a child for adoption or foster care, or to care for such child may be taken on an intermittent or reduced work schedule only with the approval of the Board of Education.

## **Non-Instructional Employees**

Leave taken because of the employee or family member's serious health condition may be taken on an intermittent or reduced-schedule basis when medically necessary. If an employee seeks leave on an intermittent or reduced-schedule basis, the employee must submit medical certification, as discussed above, and additional certification from a health care provider, that the intermittent or reduced-schedule leave is medically necessary.

The District may require an employee taking intermittent or reduced-schedule leave to transfer temporarily to an alternative available position for which the employee is qualified or may modify the employee's current position to better accommodate the employee's recurring periods of leave.

The employee must make a reasonable effort to schedule the treatment so that it is not unduly disruptive to District operations.

## **Instructional Employees**

Leave taken because of the employee or family member's serious health condition may be taken on an intermittent or reduced-schedule basis when medically necessary. If an employee seeks leave on an intermittent or reduced-schedule basis, the employee must submit medical certification, as discussed above, and additional certification from a health care provider that the intermittent or reduced-schedule leave is medically necessary.

If an instructional employee requests intermittent leave to care for a spouse, son, daughter, or parent, or for the serious health condition of the employee, that is foreseeable based on planned medical treatment, and the employee would be on leave for more than twenty (20) percent of the total number of working days over the period of the leave, the District may require the employee to:

1. Take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
2. Transfer temporarily to an available 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.

The employee must make a reasonable effort to schedule the treatment so that it is not unduly disruptive to District operations.

## **INSURANCE PREMIUMS**

During an employee's family or medical leave of absence, the District will continue to provide health and life insurance coverage for employees who are eligible for insurance benefits. Voluntary deductions (employee contributions) for (dependent) insurance for health/life/vision/dental (and employee disability and/or supplemental life insurance) must be paid in full each month and received by the twenty-fifth (25<sup>th</sup>) day of the month. Payments are to be submitted to the insurance office. Employees should contact the insurance office regarding specific arrangements for making the required payments.

## **JOB RESTORATION**

Upon return from family or medical leave in accordance with this policy, the employee will be returned to the same or an equivalent position with no loss in benefits that accrued prior to the leave of absence. An employee who does not return to work at the end of an authorized leave may be subject to termination.

If an employee fails to return to work after the period of unpaid family or medical leave has ended, the District may recover health insurance premiums paid under the group plan during the leave period, except in certain circumstances (e.g., continuing serious health condition of employee or family member needing care, or other circumstances beyond control of employee). The District may recover any other insurance premiums (e.g., premiums for supplemental life insurance or for dependent coverage), submitted on behalf of the employee, for which the District has not been reimbursed, either upon the employee's return to work or the employee's failure to return after unpaid family or medical leave has ended.

## **NOTIFICATION**

An employee who can reasonably foresee the need to take family or medical leave is required to notify the District of the date of commencement and the expected duration of the leave at least thirty (30) days in advance of the leave, or if the need for the leave is not foreseeable, as soon as practicable. When the need for leave is foreseeable, an employee's failure to provide 30 days notice prior to taking leave may result in denial or delay of leave. An employee requesting leave under this policy should submit a completed application for leave form (forms available in the Superintendent's office) to the Superintendent/designee.

An employee who requests leave under this policy shall receive written notice of the specific expectations and obligations of the employee, and the consequences for failure to meet these obligations. Such written notice shall be provided within a reasonable time after the employee gives notice of the need for leave under this policy, usually within two (2) business days.

An employee who requests leave that qualifies as family or medical leave under this policy, and who does not specifically request leave under this policy, shall be notified that such leave has been designated, and will be counted, as FMLA leave. Such notification shall occur promptly, usually within two (2) business days after the District has become aware that the leave qualifies as FMLA leave. The notification may be oral or in writing; however, oral notification that the leave has been designated as FMLA leave will be confirmed in writing on or before the next payday, unless the next payday occurs less than one week after the oral notification, in which case, written confirmation will be provided on the subsequent payday.

### **Family and Medical Leave Information**

The foregoing regulation presents the pertinent provisions of the Family and Medical Leave Act of 1993 and complies with the requirements of the Act. If any employee desires additional information or explanation of the procedures and provisions of the Act, he/she is encouraged to seek additional information by obtaining a copy of the Act through the Superintendent's office or arranging a conference with the Superintendent/designee.

**PERSONNEL SERVICES**  
**PROFESSIONAL ACTIVITIES, TRAINING AND PROFESSIONAL GROWTH**  
**Policy 4411**

**Professional Development Program**

The Board shall provide a Professional Development Program to be in compliance with State Statutes regarding assistance for beginning teachers. A committee will be elected by the teachers to develop a plan to carry out the goals of the Professional Development Program.

The Professional Development Program shall further be in compliance with the "Outstanding Schools Act" Section 7 of Senate Bill #380 of the 87th General Assembly.

The District will establish a Professional Development Committee to work with beginning teachers and experienced teachers in identifying instructional concerns and remedies; assist beginning teachers with implementation of their professional development plan; serve as a consultant upon a teacher's request; arrange training programs for mentors; assess faculty needs and develop in-service opportunities for school staff; present faculty suggestions, ideas and recommendations pertaining to classroom instruction within the School District; and review and evaluate the District's staff development program.

**REGULATION**

**Professional Development Program**

The District supports professional development of its certified staff through the maintenance of a professional development committee as well as assistance programs for new teachers and resource programs for experienced teachers.

**Professional Development Committee**

The purpose of the committee is to identify instructional concerns and remedies; assist beginning teachers with the implementation of their professional development plan; serve as consultant at a personal teacher's request; arrange training programs for mentors; assess faculty needs; develop in-service opportunities for school staff; and provide District administration with suggestions, ideas and recommendations concerning instruction.

## **Committee Composition**

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 three (3) year term with one of the committee selected each of three 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.

## **New Teacher Assistance Program**

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.

## **CONFERENCES AND TRAVEL (Regulation 4420)**

The Superintendent may authorize professional leave for attendance of personnel at state, regional, and national meetings without pay deduction. The number of absences allowable for professional leave is a judgment value on the part of the Superintendent and is subject to budget limitations for employing substitutes and reimbursement for travel, meals and lodging and registration

## **Conferences and Travel**

In order to conservatively use funds and to provide an equal opportunity for staff to attend conferences, the following guidelines are established with respect to requests to be away from assigned duties in order to attend workshops and conferences:

1. Requests will be submitted in sufficient time to the Superintendent/designee fourteen (14) days prior to scheduled Board meetings. Further, requests must be submitted in sufficient time for Board approval prior to the date of the conference workshop.
2. The District will only pay membership registration fees, with nonmembers being reimbursed only for member fees.
3. Normally, no more than two persons from each school will attend conferences, depending upon available funding.
4. For major conferences held locally (reading, math, curriculum and instruction, etc.), normally only two (2) days of release time should be approved in order to permit attendance by as many teachers as possible.
5. The equitable allocation of travel funds to schools and offices will be the responsibility of the Superintendent/designee.

6. Conference requests need to have an invitation or pamphlet attached for verification of activity and a brief rationale for the request.
7. Conference attendees will not be paid unless a "report of conference" and verification of expenses are submitted.
8. Request to attend professional conferences in order to sell items or to man booths for professional organizations will not be approved.
9. Employees must state on application whether or not the sponsoring organization is paying the conference attendee any "honorarium" or travel expenses. An employee receiving an honorarium must use a vacation or personal leave day. Otherwise, the honorarium must be remitted to the District.

#### **Action**

All administrators who process conference and workshop requests shall inform their personnel of these guidelines prior to making any recommendation and forwarding the request.

### **PERSONNEL SERVICES**

**Policy 4440**  
**(Regulation 4440)**

#### **Professional Activities, Training and Professional Grants**

##### **Mentoring**

The District's mentoring goal is to facilitate the growth and development of new educators by pairing them with experienced veteran educators. Through the effort of both the mentor and the mentee, the mentee shall draw upon the experience and knowledge of the veteran mentor to enhance their own professional skills and enhance student learning. It is vital to the success of our students that new educators become integrated, through the mentoring program, into the school's culture and are given the opportunity to better themselves with the assistance of one of their veteran peers.

Through the mentoring program the Board hopes to not only create a stronger learning community but also a community where the strong professional and personal bonds between the educators in the District provide students and employees the best possible working and learning environment.

### **PERSONNEL SERVICES**

**Regulation 4440**

#### **Professional Activities, Training and Professional Grants**

##### **Mentoring**

District mentoring guidelines are as follows:

- I. The mentor will introduce and help to integrate the mentee into the culture of the school, the district, and the community by:**
  - a. Instructing the mentee on the District's policies, procedures, CSIP, and goals.
  - b. Communicating the social environment of the surrounding community.
  - c. Familiarizing the mentee with local, district, and national organizations that are active within the school environment.
  - d. Discussing any classroom issue the mentee may have; such as how the school handles race, gender, or disability issues.



- e. Providing ongoing assistance with data analysis, assessments procedures/practices.
- f. Discussing any district initiatives or parental concerns the mentee would find helpful to know about.
- g. If necessary, explaining district acronyms.

**II. The mentoring program will provide a systematic and ongoing program review/evaluation by all stakeholders:**

- a. The program will identify all stakeholders.
- b. The program will identify desired mentoring outcomes, timelines for those outcomes, and how the desired outcomes will be measured.
- c. The program will include a systematic and continuous system for gathering feedback on the mentoring program from mentors, mentees and administrators. (One possible method of gathering data would be through pre and post surveys of mentors and mentees, etc.).
- d. The program will be based on a foundation of best teaching and student learning practices.
- e. The program will require independent/anonymous exit interviews, so clear reasons for staff departure can be determined.
- f. The program will be supported by central office and school board trend data.
- g. The program will be included in broader Professional Development program evaluations.

**III. The mentoring program will include an individualized plan for beginning educators that aligns with the district's goals and needs and:**

- a. The individualized plan will be aligned with the District's Teacher/Educator Evaluation standards.
- b. The individualized plan will be a systematic and concise mentoring and professional development plan that prioritizes the immediate and future needs of the new educator.
- c. The individualized plan will align with all the district's CSIP and certification requirements.
- d. The individualized plan will establish outcomes for new educators.
- e. The individualized plan will be an extension or part of a professional development plan that may have begun during student teaching/internship or culminating project in college.
- f. The individualized plan will establish classroom or on the job observations that are guided by and contain a checklist of best practices observed by the mentor.
- g. The individualized plan will encourage structured experiences and expectations for all new educators.

**IV. The mentoring program will have appropriate criteria for selecting the mentors that will operate within the program:**

- a. The mentor will have a minimum of three years of teaching experience.
- b. The mentor will be committed to optimizing student learning.
- c. The mentor will show enthusiasm and a commitment to the education profession.
- d. The mentor will have a commitment to self-growth and a commitment to the growth of any future mentee.
- e. The mentor will hold the same or similar position in respects to the grade and subject area of the mentee.
- f. The mentor/mentee will have the ability to use mechanisms that will be in place to end the pairing if either the mentor or mentee is not satisfied.
- g. The mentor will have an understanding of both broad educational issues and specific teaching/learning issues.
- h. The mentor will have a strong understanding of pedagogy, instructional expertise and relevant administrative issues.
- i. The mentor will be made available, through release time or some other mechanisms, to mentor their assigned mentee.
- j. The mentor will be assigned by the building principals with input from the grade level or department level chair person.
- k. The mentor shall be supported in time and effort by the administration and the school board.

**V. The mentor program will provide comprehensive mentor training to all mentors:**

- a. The mentor training program will teach the prospective mentors that the mentoring process is not an evaluation and that confidentiality is required between mentor and mentee (unless it is a situation involving child endangerment).
- b. The mentor training program will include cognitive coaching and collaborative training skills.
- c. The mentor training program will include observation and feedback on the training and skills of the mentors.
- d. The mentor training program will provide the mentors with an awareness of the phases of first-year educators (stress, depression, etc.).
- e. The mentor training program will provide mentors with a catalogue of the resources that are available to beginning educators.
- f. The mentor training program will teach mentors the need to recognize the need for knowledge and strategies in regards to classroom management.
- g. The mentor training program will provide for formation of mentoring consortia.

- h. The mentor training program will teach mentors to focus on exemplary teaching and assessment practices.
- i. The mentor training program will teach mentors to build working strategies that encourage problem solving and independent thinking.
- j. The mentor training program will teach mentors the importance of student assessments and how these assessments may be utilized to guide future classroom instruction.
- k. The mentor training program will instruct the mentors on the importance of including a self-assessment that identifies whether mentoring is meeting both the mentor's and the mentee's expectations.
- l. The mentor training program will stress the importance of student learning.

**VI. During the mentoring program mentors will be given sufficient time to observe the beginning educators and for the beginning educators to observe master educators. The times of the observations should be structured in a way that limits that amount of time a substitute teacher is required while still allowing multiple opportunities for the observations. These results may be achieved by:**

- a. Aligning class schedules and planning periods in a way that allows for the completion of mentoring duties.
- b. Utilizing state and local professional development funds, career ladder, or stipends to support the mentor's additional duties.
- c. Providing release time for at least three observations and meetings between the mentor and the mentee.
- d. Encouraging colleges to support mentors and mentees, using online classes, having personal visits and/or using a beginning educators' assistance program.

#### **Mentor Assignments/Program Delivery**

Mentors will be allowed a sufficient amount of time to observe the teaching of the mentee. These observations should be accomplished via release time and schedule coordination. Additionally, when executing the mentoring program the following elements should be met:

1. That every new educator participates in a mentoring program approved and provided by the district for a minimum of two years.
2. That the program should provide the new educator with an introduction to District students, community, district, school, and classroom in a way that is systematic, ongoing and individualized.
3. The program will have classrooms visits with pre and post conferences and allow time for mentor/mentee activities and meetings.

#### **Program Accountability**

All mentor programs will have systematic and ongoing program review and evaluation by all stakeholders that identifies mentoring outcomes and their measurements, gathers feedback from stakeholders, and includes anonymous exit interviews.

**PERSONNEL SERVICES**

**Policy 4610**  
**(Form 4610)**

**Performance Evaluation**  
**Certificated Personnel Performance Evaluation**

The Board of Education's ultimate goal in education is to provide the highest quality educational experience to all District students. The District's performance-based evaluation system contributes to that goal by promoting the professional improvement of each staff member and, when necessary, by providing data to remove an employee whose employment is detrimental to students.

Performance-based evaluation is a process endorsed by the Board of Education for performance improvement that includes identification of performance expectations, documentation of performance, discussion of performance, development of improvement plans, and making personnel decisions based upon performance. The evaluation process for every employee is an on-going process that takes place every day. Formal, summative evaluations will be prepared and reviewed with each tenured teacher at least every other year. All other District employees will receive summative evaluations annually.

The District's performance evaluation system incorporates the seven "Essential Principles of Effective Evaluation" adopted by the State Board of Education and set out as follows:

1. Uses research-based and proven practices to measure educator performance;
2. Establishes performance indicators for educators based on their level of performance;
3. Aligns the evaluation process with an educator's probationary period to provide for an appropriate accumulation of performance data;
4. Uses student learning, based on a variety of performance measures, in the evaluation process;
5. Assesses educator performance on a regular basis and provides feedback to teachers and administrators that they can use to improve their performance through their careers;
6. Ensures evaluators are highly trained so that evaluation ratings are fair, accurate and reliable; and
7. Uses the evaluation process to guide school district policies that impact the development of educators and student learning.

Notwithstanding the State's essential principles, the major focus on the District's evaluation system is on positive learning outcomes, cognitive and affective, for District students. Educators are responsible for the positive learning outcomes for their students.

The Board recognizes the fundamental experience differences between tenured and probationary teachers. Accordingly, District evaluators will focus their attention, non-exclusively, on probationary teachers and on tenured teachers whose practices adversely affect student learning.

District evaluators will be trained and assessed on their ability to consistently evaluate educators under their discretion.

**PERSONNEL SERVICES**

**Form 4610**

**Performance Evaluation**  
**Summative Evaluation Report**

**SUMMATIVE EVALUATION REPORT**

Teacher: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_

School Year: \_\_\_\_\_

School Code: \_\_\_\_\_

Tenure Status: \_\_\_\_\_

**LEVEL OF CONTRIBUTION TO STUDENTS**

**Detrimental** ----- **Significant**

1                      2                      3                      4                      5                      6

1. Student achievement on state standardized testing<sup>1</sup>:

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	Rating
20% of students show regression over past year.	10% of students show regression over past year.	Students achieve consistently below expected level.	Students achieve consistently above expected level.	70% of students demonstrate mastery level.	80% of students demonstrate mastery level.	<input type="checkbox"/>

2. Students are engaged in instructional activities:

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	Rating
Students are generally not involved in instructional activities.	Students are rarely involved in instructional activities.	Students are involved in some but not all instructional activities.	Students are generally engaged in all instructional activities.	Students are able to choose from a variety of activities and materials.	Students' information utilized from outside instructional activities.	<input type="checkbox"/>

3. Students demonstrate knowledge of the subject matter:

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	Rating
The students do not participate in class discussions or pass examinations due to a lack of knowledge of the subject matter.	50% of the students respond correctly during class discussions, class activities and examinations.	90% of the students are able to successfully demonstrate their knowledge of the subject matter through class discussions, activities and examinations.	100% of the students are able to successfully demonstrate their knowledge of the subject matter through class discussions, activities and examinations.	90% of the students are able to demonstrate/achieve a grade of "B" or higher.	The students are able to demonstrate an application of their knowledge to other subject areas and situations outside of the school setting.	<input type="checkbox"/>

4. Students demonstrate positive interactions with teacher and with other class members:

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	Rating
Students are disrespectful.	Students show little concern for the interests of others.	Students' negative interactions are disruptive to learning activities.	Students' conduct rarely interferes with instructional activities.	Students are routinely positive in the interactions with teacher and class members.	Students show high regard and respect for teacher and class members.	<input type="checkbox"/>

5. Teacher responds in a constructively to administrators' directives:

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	Rating
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<sup>1</sup> The exemplars for each rating are illustrative only. Each district may want to develop their own exemplars based on their testing principles.

Often hostile to administrative directives.	Indifferent to administrative directives.	Routinely complies with administrative directives.	Complies with administrative suggestions and directives.	Solicits suggestions for improvement.	Takes pride in colleagues, students, school and District accomplishments.	<input type="checkbox"/>
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6. Teacher communicates learning objectives to students and parents:

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	<b>Rating</b>
Teacher consistently fails to communicate learning objectives.	Relies on standard lesson plans without regard to class composition.	Occasionally modifies plans to suit class composition.	Consistently informs students of the objectives in class.	Consistently advises parents and students of learning objectives and individual student success.	Involves parents and students in developing learning objectives.	<input type="checkbox"/>

7. Students demonstrate enthusiasm for learning activities:

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	<b>Rating</b>
Students do not show interest in the subject matter.	Students express displeasure with the subject matter.	Students show some enthusiasm about the subject matter.	Majority of students consistently demonstrate enthusiasm and are actively engaged.	Students seek additional information and activities related to the subject matter.	Students find outside resources associated with the subject matter.	<input type="checkbox"/>

8. Teacher contributes to student self-esteem and confidence:

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	<b>Rating</b>
Demeans and belittles students.	Fails to recognize student achievement.	Inconsistently praises students and student work.	Students demonstrate confidence in their interaction with classmates and teacher.	Consistently praises students and student work.	Creates an atmosphere where students freely encourage and recognize classmates' achievement.	<input type="checkbox"/>

9. Students use of instructional time:

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	<b>Rating</b>
Students do not pay attention to the instructor or participate in the assigned lesson.	Students show some interest during the lesson and use part of the time for learning activities.	Students are consistently attentive to the teacher and participate in the activities.	Students utilize time and instruction on a consistent basis.	Students are continuously focused on the instruction and the activities.	Students are able to continue their activities after school or during other allotted times during the day.	<input type="checkbox"/>

10. Teacher demonstrates flexibility in meeting student needs:

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	<b>Rating</b>
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Little evidence of planning to meet student needs.	Relies on standard materials and techniques regardless of composition of class.	Occasionally responds to student instructional differences.	Recognizes student differences and attempts to meet needs.	Recognizes student differences and incorporates individual learning programs.	Individually plans and implements programs for each student.	<input type="checkbox"/>
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TOTAL

Evaluator: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## **RESIGNATION OF PROFESSIONAL STAFF MEMBERS**

**Policy 4710 4710a\* 4730 4730\* 4731 4740**

### **SEPERATION**

#### **Resignation: Certificated Staff**

Certificated employees who for any reason intend to retire or resign are encouraged to indicate their plans in writing to the Board as early as possible. Resignations become effective at the end of the school year in which they are submitted. Resignations to become effective earlier than at the end of the school year require a release by the Board and must be considered on an individual basis. Letters of resignation shall be submitted to the Superintendent/designee and the principal/supervisor. The letter should state reasons and an effective date for the resignation.

It is the practice to recommend release from contracts for those certificated employees who request to resign prior to July 31 when there is good cause. After July 31, a certificated employee may petition the Superintendent to recommend a release from contract for extremely unusual reasons. Should the Superintendent decline to recommend a release and the certificated employee leaves the District, the District reserves the right to pursue any and all legal options available to it.

### **RESIGNATION OF PROFESSIONAL STAFF MEMBERS**

The intent of this policy is to formulate a workable procedure to enable professional staff to withdraw from written contracts while at the same time ensuring that the school Board will be able to fulfill its responsibility to provide competent and qualified teachers for the students of the district.

Certificated employees who wish to resign should address a letter of resignation to the Superintendent. The letter should state the reasons and effective date for the resignation.

In accordance with Missouri law, a tenured teacher who desires to terminate his or her contract at the end of a school term shall give written notice of such intention to do so and the reasons therefore no later than June first of the year in which the term ends. After June 1, tenured teachers are bound by their indefinite contracts for the ensuing school year. Non-tenured, certificated employees are bound by their contracts for the next school year, as of the date on which the contracts are fully executed by the Board and the employee.

The Board recognizes that, on occasion, certificated employees of the Adair County R-II School District may wish to approach the Board requesting to be released from their contract. The Board discourages such request. However, the Board will entertain such a request and may, at its discretion, on a case-by-case basis, vote to release the certificated employee from the contract if the certificated employee agrees to pay to the School District the respective sum listed below as legal consideration for being released from the contract:

***Request by non-tenured certificated employee under contract for the next school year received on or before June 1: \$750.00***

**Request by any certificated employee received on or before July 1: \$1000.00**

**Request by any certificated employee received on or before August 1: \$2000.00**

**Request by any certificated employee received after August 1: \$3000.00**

*Certificated employees who wish to be released from their contracts in accordance with this payment method should request such release in letter format as discussed above.*



### **Nonrenewal/Termination: Probationary Teacher**

Pursuant to section 168.126.2, RSMo. (Supp. 1992), the Board of Education may choose to non-renew a probationary teacher's contract for the coming school year or may choose to terminate a probationary teacher's employment during the term of a contract in accordance with procedures outlined in Regulation 4730.

The Board of Education may terminate a probationary teacher's contract during the term of a contract for statutory causes as follows:

1. Physical or mental condition that renders the teacher unfit to instruct or associate with children.
2. Immoral conduct.
3. Willful or persistent violation of, or failure to obey, the school laws of the state or the published regulations of the School District.
4. Excessive or unreasonable absence from the performance of duties.
5. Conviction of a felony or a crime involving moral turpitude.
6. Incompetence, inefficiency, or insubordination.

Prior to mid-contract termination of a probationary teacher for causes 1-6, the teacher will be provided with written charges and will be provided with an opportunity for a due process hearing before the Board of Education as set forth in Regulation 4730. Prior to the mid-year termination for cause #6, the teacher will also be provided with a notice of deficiencies and probationary period as set forth in Regulation 4730.

### **Nonrenewal/Termination: Probationary Teacher**

Pursuant to section 168.126.2, RSMo. (Supp. 1992), the Board of Education may choose to non-renew a probationary teacher's contract for the coming school year or may choose to terminate a probationary teacher's employment during the term of a contract in accordance with the following procedures:

### **Definitions**

*The following definitions shall apply in the administration of the Missouri Teacher Tenure Act:*

1. **Teacher:** *Any employee of a school district, except a metropolitan school district, regularly required to be certified under laws relating to the certification of teachers, except superintendents, assistant superintendents and any other persons regularly performing supervisory functions as their primary duty.*
2. **Permanent Teacher:** *Any teacher who has been employed or who is hereafter employed as a teacher in the same school district for five successive years, and who has continued or who thereafter continues to be employed by the school district; except that, when a permanent teacher resigns or is permanently separated from employment by a school district, and is afterward re-employed by the same school district, re-employment for the first school year does not constitute an indefinite contract, but if he or she is employed for the succeeding year, the employment constitutes an indefinite contract; and except that any teacher employed under a part-time contract by a school district shall accrue credit toward permanent status on a prorated basis. Any permanent teacher who is promoted with his or her consent to a supervisory position including principal or assistant principal, or is first employed by a district as a principal or assistant principal, shall not have permanent status in such position, but shall retain tenure in the position previously held within the district, or, after serving two years as principal or assistant principal, shall have tenure as a permanent teacher of that system.*
3. **Probationary Teacher:** *Any teacher as herein defined who has been employed in the same school district for five successive years or less. A teacher recognized as a full-time teacher by a public school retirement system shall be recognized as a full-time teacher by a public school retirement system shall be recognized as a full-time teacher under sections 168.102 to*

*168.130. In the case of any probationary teacher who has been employed in any other school system as a teacher for two or more years, the Board of Education shall waive one year of his or her probationary period.*

### **Nonrenewal**

1. On or before the 15th day of April in each school year, the Board will notify in writing each probationary teacher whose contract will be nonrenewed for the next school year.
2. A probationary teacher is not entitled to a warning, a probationary period, notice of charges, nor a hearing prior to the Board's decision to nonrenew the contract of a probationary teacher.
3. A probationary teacher whose contract is nonrenewed may request a concise statement of the reasons for the Board's decision.

### **Termination of Employment During the Term of a Contract**

1. If, in the opinion of the Board of Education, a probationary teacher is performing his/her professional duties in an incompetent or insubordinate manner, the Board/Superintendent will provide the teacher with a written statement setting out the deficiencies in the probationary teacher's performance and will provide the teacher with a ninety- (90) day probationary period within which to resolve the deficiencies.
2. If improvement, satisfactory to the Board, has not been made during the ninety- (90) day probationary period, the Board may terminate the employment of a probationary teacher. Prior to consideration of termination, the Board/Superintendent will provide the probationary teacher with a written Statement of Charges and Notice of Hearing. Upon request, the Board will conduct a due process hearing to consider termination.
3. The Board may also terminate a probationary teacher's contract during the term of a contract for statutory causes as listed in Policy 4730.

### **Termination of Contract: Permanent Teacher**

Pursuant to sections 168.114 and 168.124, RSMo. 1986, the Board of Education may terminate a permanent teacher's indefinite contract for one or more of the following causes:

1. Physical or mental condition that renders the teacher unfit to instruct or associate with children.
2. Immoral conduct.
3. Incompetency, inefficiency, or insubordination.
4. Willful or persistent violation of, or failure to obey, the school laws of the state or the published regulations of the School District.
5. Excessive or unreasonable absence from the performance of duties.
6. Conviction of a felony or a crime involving moral turpitude.

The indefinite contract of a permanent teacher may be terminated for the foregoing reasons only in accordance with the procedures prescribed by sections 168.116, 168.118, and 168.120, RSMo. 1986.

### **Termination of Contract: Permanent Teacher**

Pursuant to state statute, the Board of Education may terminate the contract of a permanent teacher at anytime during the teacher's employment in accordance with the following procedures:

### **Termination for Incompetence, Insubordination and Inefficiency**

1. Permanent teachers considered for possible termination for incompetence, insubordination, and inefficiency will be provided with a notice of performance deficiencies and an opportunity to resolve the noted deficiencies. The notice of deficiencies will advise the teachers of the specific performance concerns, which if not resolved may result in dismissal charges being filed. At the time the notice of deficiency is issued, a District administrator will be appointed to work with the teacher to assist in remediation.

2. The period of remediation will extend for a period of not less than thirty (30) days. In individual cases the period of remediation may be set for a period of time in excess of thirty (30) days. However, even where the remediation period is set for longer than thirty (30) days, if satisfactory improvement is not made, the remediation period may be terminated at any time after expiration of thirty (30) days. A meeting will be conducted between the teacher and designated administrator at the beginning of the period of remediation. The purpose of this meeting will be to review the notice of deficiency and to discuss the procedures to be utilized during the remediation period.
3. If any of the previously noted deficiencies have not been resolved by the end of the period of remediation, the Board or the Superintendent may authorize issuance of a Statement of Charges and a Notice of Hearing. The Statement of Charges will list the incidences of deficient performance that occurred during the period of remediation. The Notice of Hearing will advise the teacher of the proposed date of hearing. However, if the teacher does not request a hearing, the Board may vote to terminate the teacher's contract without a hearing. If requested by the teacher, a hearing before the Board will be held no sooner than twenty (20) days nor later than thirty (30) days after receipt of the Statement of Charges.

#### **Termination for the Remaining Statutory Causes**

1. In cases other than incompetence, insubordination or inefficiency, there will be no notice of deficiencies and no period of remediation. These procedures are not followed due to the gravity of the charges.
2. The dismissal process for cause under this subsection is initiated by a Statement of Charges and a Notice of Hearing. The Statement of Charges will provide the teacher with the alleged acts of misconduct which, if proven, may result in termination. The Notice of Hearing will advise the teacher of the proposed date of hearing. However, if the teacher does not request a hearing, the Board may vote to terminate the teacher's contract without a hearing. If requested by the teacher, a hearing will be held no sooner than twenty (20) days nor later than thirty (30) days after receipt of the Statement of Charges.

#### **Reduction in Force: Certificated Staff**

If it becomes necessary to reduce the number of teachers due to a decrease in enrollment, District reorganization or the financial condition of the District, the Board will act to retain the most qualified teachers while following all applicable statutory guidelines.

The Board may place a permanent teacher upon unrequested 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. In placing such a teacher on leave, the Board will be governed by the provisions of the Teacher Tenure Law and District policies and regulations.

#### **Reduction in Force: Certificated Staff**

##### **Procedures**

The Board and the Superintendent acting to maintain the highest quality education program will determine which positions need to be reduced or eliminated. In making this decision, the focus will be on the position and not upon the person filling the position.

Once it has been determined which positions are to be reduced or eliminated, the identity of the teacher to be placed on involuntary leave of absence will be decided. In identifying teachers, the following rules will be applied:

- a. Probationary teachers will be the first teachers to be placed on leave within each area of specialization to be reduced. The selection of a specific probationary teacher will be made in the best interests of the instructional program.
- b. If no probationary teachers, or an insufficient number of probationary teachers, are employed in the area to be reduced, permanent teachers will be considered for placement on involuntary leave. Permanent teachers will be selected on the basis of performance-based evaluations and seniority. However, seniority will not be controlling unless the performance-based evaluations are equal. In comparing the performance-based evaluations of permanent teachers, each teacher's three most recent summative evaluations will be considered.
- c. In no case will a permanent teacher be placed on a leave of absence while probationary teachers are retained in positions for which the permanent teacher is qualified.

### **Reinstatement**

1. Permanent teachers will be recalled in the inverse order of their placement on leave of absence – the last laid off, first recalled.
2. Leave under this regulation who are properly qualified to fill such positions.
3. Probationary teachers will be recalled in the order best determined by the Board based upon the instructional needs of the students.
4. Failure to report to duty on the reinstatement date, without Board approval, will constitute a breach of contract and will terminate the employment of the teacher.
5. Leaves of absence under this regulation will continue for a period of up to three (3) years unless extended by the Board. If a teacher has not been recalled during this period, the teacher's employment will automatically terminate.

### **Additional Consideration**

1. The tenure status of teachers placed on leave under this regulation will not be impaired because of such leave.
2. Occupation during such leave.

### **Due Process**

1. Permanent teachers will be given a written statement of the reasons for the selection for involuntary leave under this regulation.
2. Upon request, the permanent teacher will also be provided with the following:
  - a. Description of the procedure used to implement the reduction in force.
  - b. The information relied upon by the Board and the administration in making reduction in force decisions.
3. Permanent teachers, upon written request, will also be provided with an opportunity to appear before the Board and to convince the Board that they were erroneously selected for involuntary leave under this regulation.

## **Staff Welfare Policy 4890**

### **Staff Conduct**

*The Board of Education expects that each professional and support staff member shall put forth every effort to promote a quality instructional program in the school district. In building a quality program, employees must meet certain expectations which include, but are not limited to, the following:*

- 1. Become familiar with, enforce and follow all Board policies, regulations, administrative procedures, other directions given by district administrators and state and federal laws as they affect the performance of job duties.*
- 2. Maintain courteous and professional relationships with pupils, parents/guardians, other employees of the district and all patrons of the district.*
- 3. Take efforts to remain knowledgeable about the employee's position and the developments in that position.*
- 4. Transact all official business with the appropriate designated authority in the district in a timely manner.*
- 5. transmit constructive criticism of other staff members or of any department of the school district to the particular school administrator who has the administrative responsibility for improving the situation.*
- 6. Care for, properly use and protect school property.*
- 7. Attend all required staff meetings called by district administration, unless excused.*
- 8. Immediately report all dangerous building conditions to the building supervisor and take action to rectify the situation and/or protect the safety of students and others if necessary.*
- 9. Properly supervise all students. The Board expects all students to be under assigned adult supervision at all times during school and during any school activity. Except in an emergency, no employee will leave an assigned group unsupervised.*
- 10. Obey all safety rules, including rules protecting the safety and welfare of students.*
- 11. Submit all required reports or paperwork at the time requested. Employees will not falsify records maintained by the school district.*
- 12. Refrain from using profanity in the school setting.*
- 13. Dress professionally and in a manner that will not interfere with the educational environment.*
- 14. Come to work at the time specified by the employee handbook or by the employee's supervisor. Employees who are frequently late to work or stop working before the scheduled time may be terminated for excessive absences.*
- 15. State law prohibits from participating in the management of a campaign for the election or defeat of a member of the Board of Education which employs such teacher.*
- 16. Employees will not use district funds to advocate, support or oppose any ballot measure or candidate for public office.*
- 17. Employees will not use any time during the working day for campaigning purposes, unless allowed by law.*

## **SUPPORT SERVICES**

**Policy 5250**

### **Safety, Security and Communications**

#### **Use of Tobacco Products**

The Board of Education recognizes that the use of tobacco products represents a health and safety hazard. Similarly, the use of substances appearing to be tobacco products, including, but not limited to, e-cigarettes, creates an environment where tobacco products are endorsed. Therefore, the use of tobacco products and substances appearing to be tobacco products shall be prohibited in all District buildings, grounds and vehicles. This Policy applies to all employees, students and patrons attending school-sponsored activities and meetings.

## **SUPPORT SERVICES**

**Policy 5260**  
**(Form 5260)**

### Safety, Security and Communications

#### Safety Standards

The Board of Education directs the Superintendent to ensure that the administration and management of all District operations be in compliance with local laws and regulations pertaining to student and staff safety and state and federal laws and standards regarding occupational safety and health. At various times District supervisors will issue specific safety standards and will provide ongoing directives, oral and written, to maximize employee and student safety. Failure to comply with such safety directives will be considered serious misconduct and will result in disciplinary action up to and including dismissal.

#### **Safety Requirements**

In order to promote safety and to reduce the occurrence of injuries to the employee; to the employee's colleagues, students and visitors to our schools, the following requirements are mandated by the Board. These requirements are not intended to be exclusive, but to be illustrative for measures required to promote safety. Moreover, these requirements are in addition to all relevant requirements of federal and state law, as well as, Board policy. Employees will be required to review, sign and return this policy on an annual basis. These requirements are:

1. All accidents are to be reported, in writing, to your supervisor on the date they occur.
2. All unsafe conditions are to be reported to your supervisor immediately.
3. No running or horseplay is permitted.
4. The use of alcohol or non-prescribed drugs during work hours is strictly prohibited. The use of prescribed drugs is permitted subject to the limitations imposed by the prescribing physician.
5. Standing on chairs, desks, boxes, or any object other than a ladder or step stool is prohibited.
6. When using chemicals, all appropriate safety equipment must be used. If the appropriate safety equipment is not available, the absence of same should be reported to your supervisor immediately.
7. If your duties require you to drive, the use of a seatbelt is mandatory. The use of a cell phone for phone calls or texting is prohibited in a moving vehicle.
8. The use of employer provided safety devices is mandatory.

# NONDISCRIMINATION AND STUDENT RIGHTS

## Policy 2130

### **Harassment**

It is the policy of the District to maintain a learning environment that is free from harassment because of an individual's race, color, sex, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation. The School District prohibits any and all forms of unlawful harassment and discrimination because of race, color, sex, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation.

It shall be a violation of District policy for any student, teacher, administrator, or other school personnel of this District to harass or unlawfully discriminate against a student through conduct of a sexual nature, or regarding race, color, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation as defined by this Policy.

It shall also be a violation of District policy for any teacher, administrator, or other school personnel of this District to tolerate sexual harassment or harassment because of a student's race, color, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation, as defined by this Policy, by a student, teacher, administrator, other school personnel, or by any third parties who are participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the School District.

For purposes of this Policy, the term "school personnel" includes school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the District.

The school system will act to promptly investigate all complaints, either formal or informal, verbal or written, of unlawful harassment or unlawful discrimination because of race, color, sex, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation; to promptly take appropriate action to protect individuals from further harassment or discrimination; and, if it determines that unlawful harassment or discrimination occurred, to promptly and appropriately discipline any student, teacher, administrator, or other school personnel who is found to have violated this Policy, and/or to take other appropriate action reasonably calculated to end the harassment/discrimination.

### **DEFINITIONS AND EXAMPLES**

#### *Sexual Harassment*

For purposes of this Regulation, sexual harassment of a student consists of sexual advances, requests for sexual favors, sexually-motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when:

1. A school employee causes a student to believe that he or she must submit to unwelcome sexual conduct in order to participate in a school program or activity, or when an employee or third party agent of the District causes a student to believe that the employee will make an educational decision based on whether or not the student submits to unwelcome sexual conduct; or
2. When the unwelcome sexual conduct of a school employee or classmate is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment.

Examples of conduct which may constitute sexual harassment include:

- sexual advances;
- touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
- coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
- coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another;
- graffiti of a sexual nature;
- sexual gestures;
- sexual or dirty jokes;
- touching oneself sexually or talking about one's sexual activity in front of others;
- spreading rumors about or rating other students as to sexual activity or performance;
- unwelcome, sexually-motivated or inappropriate patting, pinching, or physical contact. This prohibition does not preclude legitimate, non-sexual physical conduct such as the use of necessary restraints to avoid physical harm to persons or property, or conduct such as a teacher's consoling hug of a young student, or one student's demonstration of a sports move requiring contact with another student. (NOTE: Where the perpetrator is an adult and the victim is a student, welcomeness is generally not relevant.)
- other unwelcome sexual behavior or words, including demands for sexual favors, when accompanied by implied or overt threats concerning an individual's educational status or implied or overt promises of preferential treatment.

### **Harassment Because of Race or Color**

For purposes of this Regulation, racial harassment of a student consists of verbal or physical conduct relating to an individual's race or color when:

1. The harassing conduct is sufficiently severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment;
2. The harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance; or
3. The harassing conduct otherwise substantially and adversely affects an individual's learning opportunities.

Examples of conduct which may constitute harassment because of race or color include:

- graffiti containing racially-offensive language;
- name-calling, jokes, or rumors;
- threatening or intimidating conduct directed at another because of the other's race or color;
- notes or cartoons;
- racial slurs, negative stereotypes, and hostile acts which are based upon another's race or color;
- written or graphic material containing racial comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes;
- a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race or color;
- other kinds of aggressive conduct such as theft or damage to property which is motivated by race or color.



### **Harassment Based Upon National Origin or Ethnicity**

For purposes of this Regulation, ethnic or national origin harassment of a student consists of verbal or physical conduct relating to an individual's ethnicity or country of origin or the country of origin of the individual's parents, family members, or ancestors when:

1. The harassing conduct is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment;
2. The harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. The harassing conduct otherwise substantially and adversely affects an individual's learning opportunities.

Examples of conduct which may constitute harassment because of national origin or ethnicity include:

- graffiti containing offensive language which is derogatory to others because of their national origin or ethnicity;
- jokes, name-calling, or rumors based upon an individual's national origin or ethnicity;
- ethnic slurs, negative stereotypes, and hostile acts which are based upon another's national origin or ethnicity;
- written or graphic material containing ethnic comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes;
- a physical act of aggression or assault upon another because of, or in a manner reasonably related to, ethnicity or national origin;
- other kinds of aggressive conduct such as theft or damage to property which is motivated by national origin or ethnicity.

### **Harassment Because of Disability**

For the purposes of this Regulation, harassment because of the disability of a student consists of verbal or physical conduct relating to an individual's physical or mental impairment when:

1. The harassing conduct is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment;
2. The harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. The harassing conduct otherwise adversely and substantially affects an individual's learning opportunities.

Examples of conduct which may constitute harassment because of disability include:

- graffiti containing offensive language which is derogatory to others because of their physical or mental disability;
- threatening or intimidating conduct directed at another because of the other's physical or mental disability;
- jokes, rumors, or name-calling based upon an individual's physical or mental disability;
- slurs, negative stereotypes, and hostile acts which are based upon another's physical or mental disability;
- graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes;
- a physical act of aggression or assault upon another because of, or in a manner reasonably related to, an individual's physical or mental disability;

- other kinds of aggressive conduct such as theft or damage to property which is motivated by an individual's physical or mental disability.

### **Harassment Because of Gender**

For purposes of this Regulation, gender harassment of a student consists of verbal or physical conduct relating to an individual's gender when:

1. The harassing conduct is sufficiently persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment; or
2. The harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance; or
3. The harassing conduct otherwise substantially and adversely affects an individual's learning opportunities.

Examples of conduct which may constitute harassment because of gender include:

- graffiti containing offensive language;
- name-calling, jokes, or rumors;
- threatening or intimidating conduct directed at another because of the other's gender;
- notes or cartoons;
- slurs, negative stereotypes, and hostile acts which are based upon another's gender;
- written or graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes;
- a physical act of aggression or assault upon another because of, or in a manner reasonably related to gender;
- other kinds of aggressive conduct such as theft or damage to property which is motivated by gender.

### **Harassment Because of Sexual Orientation or Perceived Sexual Orientation**

For purposes of this Regulation, harassment of a student because of sexual orientation or perceived sexual orientation consists of verbal or physical conduct relating to an individual's sexual orientation or perceived sexual orientation when:

1. The harassing conduct is sufficiently persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment; or
2. The harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance; or
3. The harassing conduct otherwise substantially and adversely affects an individual's learning opportunities.

Examples of conduct which may constitute harassment because of sexual orientation or perceived sexual orientation include:

- graffiti containing offensive language;
- name-calling, jokes, or rumors;
- threatening or intimidating conduct directed at another because of the other's sexual orientation or perceived sexual orientation;
- notes or cartoons;

- slurs, negative stereotypes, and hostile acts which are based upon another's sexual orientation or perceived sexual orientation;
- written or graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes;
- a physical act of aggression or assault upon another because of, or in a manner reasonably related to, sexual orientation or perceived sexual orientation;
- other kinds of aggressive conduct such as theft or damage to property which is motivated by sexual orientation or perceived sexual orientation.

## **REPORTING PROCEDURES**

Any student who believes he or she has been the victim of sexual harassment or harassment based on race, color, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation by a student, teacher, administrator, or other school personnel of the School District, or by any other person who is participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the School

District, is encouraged to immediately report the alleged acts to an appropriate District official designated by this Regulation.

Any teacher, administrator, or other school official who has or receives notice that a student has or may have been the victim of sexual harassment or harassment based on race, color, sex, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation by a student, teacher, administrator, or other school personnel of the District, or by any other person who is participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the District, is required to immediately report the alleged acts to an appropriate District official designated by this Regulation.

Any other person with knowledge or belief that a student has or may have been the victim of unlawful discrimination, sexual harassment or harassment based on race, color, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation as set forth above, is encouraged to immediately report the alleged acts to an appropriate District official designated by this Regulation.

The School District encourages the reporting party or complainant to use the report form available from the principal of each building or available from the School District office, but oral reports shall be considered complaints as well. Use of formal reporting forms is not mandated. Nothing in this Regulation shall prevent any person from reporting harassment directly to the Compliance Officer or to the Superintendent. The District will respond to male and female students' complaints of discrimination and harassment promptly, appropriately, and with the same degree of seriousness.

1. In each school building, the building principal is the person responsible for receiving oral or written reports of discrimination, sexual harassment, or harassment based on race, color, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation at the building level. Any adult School District personnel who receives a report of discrimination, sexual harassment, or harassment based on race, color, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation shall inform the building principal immediately.

Upon receipt of a report, the principal must notify the District Compliance Officer immediately, without screening or investigating the report. The principal may request but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by

the principal to the Compliance Officer. If the report was given verbally, the principal shall personally reduce it to written form within twenty-four (24) hours and forward it to the Compliance Officer. Failure to forward any harassment report or complaint as provided herein will result in disciplinary action against the principal.

2. The School Board has designated the **K-12 principal** as the District Compliance Officer with responsibility to identify, prevent, and remedy unlawful discipline and harassment. The District Compliance Officer shall receive reports or complaints of unlawful discrimination, sexual harassment, or harassment based on race, color, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation; oversee the investigative process; be responsible for assessing the training needs of the District's staff and students in connection with the dissemination, comprehension, and compliance with this Regulation; arrange for necessary training required for compliance with this Regulation; and insure that any investigation is conducted by an impartial investigator who has been trained in the requirements of equal educational opportunity, including harassment, and who is able to apply procedural and substantive standards which are necessary and applicable to identify unlawful harassment, recommend appropriate discipline and remedies when harassment is found, and take other appropriate action to rectify the damaging effects of any prohibited discrimination, including interim protection of the victim during the course of the investigation.

If any complaint involves the Compliance Officer, the complaint shall be filed directly with the Superintendent.

The District shall conspicuously post a notice against unlawful discrimination and harassment in each school in a place accessible to students, faculty, administrators, employees, parents, and members of the public. This notice shall include the name, mailing address, and telephone number of the Compliance Officer; the name, mailing address, and telephone number of the Missouri Commission for Human Rights; the state agency responsible for investigating allegations of discrimination in educational opportunities; and the mailing address and telephone number of the United States Department of Education, Office for Civil Rights, and the United States Department of Justice.

3. A copy of Policy 2130 shall appear in the student handbook, and the Regulation shall be made available upon request of parents, students, and other interested parties.
4. The School Board will develop a method of discussing this Regulation with students and employees. Training on the requirements of nondiscrimination and the appropriate responses to issues of harassment will be provided to all school personnel on an annual basis, and at such other times as the School Board in consultation with the District Compliance Officer determines is necessary or appropriate.
5. This Regulation shall be reviewed at least annually for compliance with state and federal law.
6. The District will respect the privacy of the complainant, the individuals against whom the complaint is filed, and the witnesses as much as possible, consistent with the District's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

## **INVESTIGATION**

Upon receipt of a report or complaint alleging unlawful discrimination, sexual harassment, or harassment based upon race, color, sex, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation, the Compliance Officer shall immediately undertake or authorize an investigation. That investigation may be conducted by District officials or by a third party designated by the District.

The investigation may consist of personal interviews with the complainant, the individual against whom the complaint is filed, and others who have knowledge of the alleged incident or circumstances giving rise to the complaint. The investigation may also consist of the evaluation of any other information or documents, which may be relevant to the particular allegations.

In determining whether the alleged conduct constitutes a violation of this Regulation, the District shall consider:

- the nature of the behavior;
- how often the conduct occurred;
- whether there were past incidents or past continuing patterns of behavior;
- the relationship between the parties involved;
- the race, national origin, ethnicity, sex, and age of the victim; the identity of the perpetrator, including whether the perpetrator was in a position of power over the student allegedly subjected to harassment;
- the number of alleged harassers;
- the age of the alleged harassers;
- where the harassment occurred;
- whether there have been other incidents in the school involving the same or other students;
- whether the conduct adversely affected the student's education or educational environment;
- the context in which the alleged incidents occurred.

Whether a particular action or incident constitutes a violation of this Regulation requires a determination based on all the facts surrounding the circumstances.

The investigation shall be completed no later than fourteen (14) days from receipt of the report. The District Compliance Officer shall make a written report to the Superintendent upon completion of the investigation. If the complaint involves the Superintendent, the report may be filed directly with the School Board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this Regulation. The Compliance Officer's obligation to conduct this investigation shall not be extinguished by the fact that a criminal investigation involving the same or similar allegations is also pending or has been concluded.

## **SCHOOL DISTRICT RESPONSE**

1. Upon receipt of a report that a violation has occurred, the District will take prompt, appropriate formal or informal action to address, and where appropriate, remediate the violation. Appropriate actions may include, but are not limited to, counseling, awareness training, parent-teacher conferences, warning, suspension, exclusion, expulsion, transfer, remediation, or discharge. District action taken for violation of this Regulation shall be consistent with the requirements of applicable collective bargaining agreements, state and federal law, and District policies for violations of a similar nature of similar degree of severity. In determining what is an appropriate response to a finding that harassment in violation of this Regulation has occurred, the District shall consider:

- what response is most likely to end any ongoing harassment;
- whether a particular response is likely to deter similar future conduct by the harasser or others;
- the amount and kind of harm suffered by the victim of the harassment;
- the identity of the party who engaged in the harassing conduct.
- whether the harassment was engaged in by school personnel, and if so, the District will also consider how it can best remediate the effects of the harassment.

In the event that the evidence suggests that the harassment at issue is also a crime in violation of a Missouri criminal statute, the Board shall also direct the District Compliance Officer to report the results of the investigation to the appropriate law enforcement agency charged with responsibility for handling such crimes.

2. The results of the District's investigation of each complaint filed under these procedures will be reported in writing to the complainant and other parties by the District in accordance with state and federal laws regarding data or records privacy, and consistent with the privacy rights of the alleged harasser.
3. If the District's evaluation of a complaint of harassment results in a conclusion that an individual has engaged in unlawful discrimination or harassment in violation of this Regulation, or that school personnel have failed to report harassment as required herein, that individual may appeal this determination by use of established School Board procedures for appealing other adverse personnel and/or education-related actions. If the District's evaluation of a complaint of harassment results in a conclusion that no unlawful harassment has occurred, an individual who was allegedly subjected to harassment and believes that this conclusion is erroneous may appeal this determination by use of established School Board procedures for appealing other adverse personnel and/or education-related actions. An individual who was allegedly subjected to unlawful discrimination or harassment may also file a complaint with the Missouri Commission for Human Rights, the United States Department of Education, Office for Civil Rights, or the United States Department of Justice. In addition, such individual may choose to file suit in the United States District Court or the State Circuit Court.
4. Copies of all complaints of harassment and the investigations conducted pursuant to them shall be maintained at the main administrative offices of the School District.

## **RETALIATION**

Submission of a good faith complaint or report of unlawful discrimination, sexual harassment, or harassment based upon race, color, disability, national origin, ethnicity, or sexual orientation will not affect the complainant or reporter's future employment, grades, learning, or working environment, or work assignments.

The School District will discipline or take appropriate action against any student, teacher, administrator, or other school personnel who retaliates against any person who reports an incident of alleged sexual, racial, ethnic, sexual orientation discrimination, disability-related harassment or violence, or any person who testifies, assists, or participates in a proceeding, investigation, or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

## **Sexual Harassment**

Sexual harassment constitutes unlawful sex discrimination. It is the policy of the Board of Education to maintain a learning and working environment that is free from sexual harassment.

It shall be a violation for any employee of the School District to harass another staff member or student through conduct or communication of a sexual nature. It shall also be a violation of this policy for students to harass other students through conduct or comments of a sexual nature. Furthermore, it shall be a violation of this policy for any person who is not an employee or student of the District to harass a staff member or student of the District through conduct or comments of a sexual nature while such employee is engaged in the performance of duties for the District or while such student is under District supervision.

The Board of Education is committed to maintaining a work environment for its employees that is free from sexual harassment. Furthermore, the Board of Education strongly believes that no person in the School District shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity.

### **DEFINITION OF SEXUAL HARASSMENT**

#### **In Employment**

Sexual harassment in employment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of sexual nature when:

1. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment.
2. Submission to or rejection of such conduct by an individual is the basis for employment decisions affecting that individual.
3. Such conduct creates an intimidating, hostile, or offensive work environment.
4. Qualified employees are denied employment opportunities or benefits because the opportunities or benefits are given to another employee who submitted to an employer's sexual advances or requests for sexual favors.

#### **Under Title IX (applies to students and employees)**

Title IX forbids discrimination on the basis of sex in any educational program or activity that receives federal funds. This includes a prohibition on sexual harassment. The Office for Civil Rights of the U.S. Department of Education defines sexual harassment under Title IX as follows: "Verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or agent of a recipient that denies, limits, provides different, or conditions the provisions of aid, benefits, services or treatment protected under Title IX."

Sexual harassment under Title IX includes, but is not limited to, unwelcome<sup>2</sup> sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's academic status or progress, or employment.
2. Submission to or rejection of such conduct by an individual is the basis for educational or employment decisions affecting that individual.
3. Such conduct creates an intimidating, hostile, or offensive educational or work environment.

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<sup>2</sup>Sexual harassment of students by adults who otherwise come within this Policy is absolutely prohibited regardless of whether the conduct is "welcome."

4. Qualified students or employees are denied educational or employment opportunities or benefits because the opportunities or benefits are given to another student or employee who submitted to sexual advances or requests for sexual favors.

## **EXAMPLES OF SEXUAL HARASSMENT**

### **Unwelcome Sexual Advances**

Whether the advance is "unwelcome" is determined on a case-by-case basis. Unwelcome advances may include, but are not limited to, the following:

1. Any invitation (even subtle) intended to result in a sexual liaison.
2. Invitations to dinner or social events, when refusal results in the loss of a promotion or in other adverse employment action.
3. Propositioning an employee.

### **Unwelcome Verbal Conduct of a Sexual Nature**

This may include, but is not limited to, the following:

1. Sexually provocative or explicit speech.
2. Jokes of a sexual or crude nature.
3. Derogatory comments directed to males or females as a class (language directed toward a specific employee is more likely to be viewed as sexual harassment).
4. Demeaning comments.
5. Threats for not agreeing to submit to sexual advances.
6. Writing sexually explicit memos.

### **Unwelcome Physical Conduct of a Sexual Nature**

This may include, but is not limited to, the following:

1. Grabbing or twisting an individual's arm.
2. Any unwarranted touching.
3. Sexually offensive pranks.
4. Drawing sexually explicit cartoons, other drawings, or graffiti.
5. Gestures indicating sexual behavior.
6. Suggestive winks.
7. Kissing.

### **Conduct Towards Students**

In addition to the foregoing examples, students may experience harassment that is unique to their situation, some of which may not be immediately recognized as sexual harassment, but which may support a potential claim against the District and/or its employees if not remedied. Such harassment may include, but is not limited to, the following:

1. Unwanted sexual behavior, such as touching, oral comments, sexual name calling, spreading sexual rumors, jokes, pictures, leers, overly personal conversation, cornering or blocking a student's movement, pulling at clothes, students "making out" on school premises.
2. A student in a predominantly single-gender class who is subjected to sexual remarks by a teacher or students who regard the comments as joking and part of the usual class environment.
3. Interfering with a student's achievement in a predominantly or historically single-gender class by hiding tools or equipment, questioning the student's ability to handle the work, or suggesting that the student is "abnormal" for enrolling in the class.
4. Purposefully limiting or denying students access to educational resources because of their gender.
5. Teasing a student about the student's enrollment in a predominantly or historically single-gender class.



## **Nature of Sexual Harassment**

Sexual harassment is not limited to conduct by males toward females. Sexual harassment may occur between any or all of the following:

1. Student to student.
2. Staff to student.
3. Student to staff.
4. Male to male.
5. Female to female.
6. Male to female.
7. Female to male.

## **INVESTIGATION OF SEXUAL HARASSMENT COMPLAINTS**

### **Complaints Involving Employees**

1. If an employee believes that he/she is being sexually harassed, the employee is encouraged to bring the concern to the attention of the employee's supervisor.
2. If the employee feels that such contact with the supervisor would be inappropriate, if the situation is not satisfactorily resolved by the supervisor, or if the employee simply feels more comfortable speaking with someone other than the supervisor, the employee should contact the Title IX compliance coordinator for the School District.
3. If neither the employee's supervisor nor the Title IX compliance coordinator is of the same sex as the employee, or the employee for any other reason would prefer to report the employee's concern to another supervisor/administrator within the District, the employee may do so. However, it is essential that the report be made to someone with the authority and obligation to act upon the concern.
4. Any supervisor/administrator who receives a report, orally or in writing, from any employee regarding sexual harassment of that employee by another employee, non-employee doing business with the District, or student must notify the Title IX compliance officer within twenty-four (24) hours or within a reasonable time thereafter.
5. Oral complaints of sexual harassment will be put in writing by the complainant or by the person who receives the complaint, and should be signed by the complainant. However, the complainant's refusal to sign a complaint does not relieve the District of the obligation to investigate the complaint.
6. An employee who believes that he/she has been subjected to sexual harassment shall not be required to confront the alleged harasser prior to making the report.
7. Following receipt of the report, District personnel will promptly and fully investigate the complaint and will notify the employee and the alleged harasser of the results of the investigation. Investigations will be conducted with full recognition of the rights of all parties involved.
8. Upon receipt of the report, the Title IX officer will appoint an investigator to investigate the complaint. The investigation shall commence within forty-eight (48) hours after such appointment.
9. The District will maintain the confidentiality of the complaint and the details of the investigation to the fullest extent possible.
10. The investigator will put his/her findings in writing and will forward a copy to the Title IX compliance officer within one (1) week after concluding the investigation, or within a reasonable extension of time thereafter, for good cause shown.
11. If the investigation substantiates the complaint, the District will take appropriate disciplinary action against the offender(s), commensurate to the severity of the harassment (up to and including termination of employment). If the offender is a student, disciplinary action will be taken in accordance with Board established Policy 2610. If the offender is not an employee of the District, the District will take appropriate action within the scope of its authority to eliminate and redress the harassment.

12. If the investigation is indeterminate, the matter will be designated as unresolved, and the investigation file will be maintained by the Title IX compliance officer in a file separate and apart from any student or personnel file.
13. There will be no retaliation against or adverse treatment of any employee who uses this procedure to resolve a concern when such complaint has been brought in the good faith belief that the complainant has been subjected to sexual harassment.
14. The responsible administrator shall follow up regularly with the complaining employee to ensure that the harassment has stopped and that no retaliation has occurred.

## **ENFORCEMENT**

### **Employees**

Each supervisor and administrator is responsible for maintaining an educational and work environment free from sexual harassment. In accordance with that responsibility, each site manager, or his/her designee, shall take appropriate actions to enforce the School District's sexual harassment policy, including but not limited to the following:

1. The supervisor/administrator shall provide an inservice regarding sexual harassment to all staff by the end of the first full calendar week of each school year.
2. The supervisor/administrator shall provide a copy of the policy to all new employees of the District prior to the commencement of the employee's duties.
3. The supervisor/administrator shall further instruct employees regarding the procedures for reporting sexual harassment in the educational setting on an as-needed basis.
4. The supervisor/administrator shall take prompt action to investigate all complaints of sexual harassment.
5. The supervisor/administrator shall take appropriate disciplinary action, as necessary.

### **Students**

Each building administrator is responsible for maintaining an educational and work environment free from sexual harassment. In accordance with that responsibility, each building administrator, or his/her designee, shall take appropriate actions to enforce the School District's sexual harassment policy, including but not limited to the following:

1. All vulgar or sexually offensive graffiti shall be removed from the premises.
2. The building administrator shall provide an inservice regarding sexual harassment (including sexual harassment involving students) to all staff by the end of the first full calendar week of school.
3. Student instruction regarding sexual harassment shall be provided annually by the end of September to all students in grades six through twelve. Age appropriate instruction will also be presented to pre-kindergarten through fifth grade students.
4. All homeroom teachers shall discuss this policy with their students within one month after its adoption by the Board and during the first week of the school year thereafter. Written copies of the policy shall be given to each student in grades six through twelve (and in lower grades as may be appropriate) as part of these discussions. Discussion shall be conducted in an age appropriate manner and should assure students they need not tolerate any form of sexual harassment.
5. All teachers, counselors, and administrators shall instruct students on the procedures for reporting sexual harassment within the educational setting on an as needed basis.
6. The building administrator shall take prompt action to investigate all complaints of sexual harassment.
7. The building administrator shall take appropriate disciplinary action, as needed.

## **NOTIFICATIONS**

A copy of the School District's sexual harassment policy shall:

1. Be displayed in a prominent location at each work site.

2. Be provided to each current employee, and to each new employee prior to commencement of their duties.
3. Appear in any School District newsletter or work site publication that sets forth the School District's comprehensive rules, regulations, procedures, and standards of conduct for employees.

The District's Title IX compliance officer will be available to answer all questions regarding this policy or its implementation.

## **DISCIPLINE/CONSEQUENCES**

### **Complaints Involving Employees**

1. Any employee who engages in the sexual harassment of anyone while on school property, or while in the employ of the District off school property will be subject to disciplinary action, up to and including dismissal.
2. Any employee who permits or engages in the sexual harassment of a student will be subject to disciplinary action up to and including dismissal.
3. Any employee who receives a complaint of sexual harassment from a student and who does not act promptly to forward that complaint to the principal and the District's Title IX coordinator shall be disciplined appropriately.
4. Any employee who retaliates, or engages in conduct that could be interpreted as retaliation, against any person who has made a complaint of sexual harassment or who has participated in the investigation of a complaint of sexual harassment will be subject to discipline, up to and including dismissal.
5. Any nonemployee doing business with the District who engages in sexual harassment, or who retaliates against any person who has made a complaint of sexual harassment or who has participated in the investigation of a complaint of sexual harassment, will be subject to discipline to the extent that the District has control over the nonemployee and his/her employer.
6. Any employee who brings a false charge of sexual harassment shall receive appropriate discipline. The term "false charge" means a charge brought in bad faith, that is, without the good faith belief that one has been subjected to sexual harassment. The term "false charge" does not include a charge that was brought in good faith, but which the District was unable to substantiate.

### **Complaints Involving Students**

1. Any student who engages in the sexual harassment while on school property or while participating in school activities, will be subject to disciplinary action, up to and including expulsion.
2. Any employee who permits or engages in the sexual harassment of a student will be subject to disciplinary action, up to and including dismissal.
3. Any employee who receives a complaint of sexual harassment from a student and who does not act promptly to forward that complaint to the principal and the District's Title IX coordinator, shall be disciplined appropriately.
4. Any student who brings a false charge of sexual harassment shall receive appropriate discipline. The term "false charge" means charges brought in bad faith, that is, without the good faith belief that one has been subjected to sexual harassment. The term "false charge" does not include a charge that was brought in good faith, but which the District was unable to substantiate.

## **TITLE IX GRIEVANCE PROCEDURE (Sexual Harassment)**

**Level 1: Principal or Immediate Supervisor** (Informal and optional—may be bypassed by grievant)

Many problems can be solved by an informal meeting with the parties and the principal or coordinator. A student who believes that he/she has been subjected to sexual harassment is encouraged to first discuss it with the teacher, counselor, or building administrator involved with the objective of resolving the matter promptly and informally. Employees with a sexual harassment complaint are encouraged to first discuss it with their principal or immediate supervisor with the same objective. If the individual's teacher/supervisor is the person alleged to have engaged in sexual harassment, the grievant should skip Level 1 and go directly to Level 2.

**Level 2: Title IX Coordinator**

If the complaint or issue is not resolved at Level 1 or if the grievant chooses to skip Level 1, the grievant may file a signed, written grievance stating: 1) the nature of the grievance; 2) the remedy requested; and 3) the date the grievance was submitted. The Level 2 written grievance should be filed with the Title IX Coordinator within fifteen (15) days of the event or incident, or from the date the grievant could reasonably become aware of such occurrence.

The Coordinator has authority to investigate all written grievances. If possible, the Coordinator will resolve the grievance. If the parties cannot agree on a resolution, the Coordinator will prepare a written report of the investigation which shall include the following:

1. A clear statement of the allegations of the grievance and remedy sought by the grievant.
2. A statement of the facts as contended by each of the parties.
3. A statement of the facts as found by the Coordinator and identification of evidence to support each fact.
4. A list of all witnesses interviewed and documents reviewed during the investigation.
5. A narrative describing attempts to resolve the grievance.
6. The Coordinator's conclusion as to whether the allegations in the grievance are meritorious.

If the Coordinator believes the grievance is valid, the Coordinator will recommend appropriate action to the Superintendent.

The Coordinator will complete the investigation and file the report with the Superintendent within fifteen (15) days after receipt of the written grievance. The Coordinator will send a copy of the report to the grievant.

If the Superintendent agrees with the recommendation of the Coordinator, the recommendations will be implemented.

The Coordinator and Superintendent may appoint an outside investigator once a written grievance is filed.

**Level 3: The Board of Education**

If the Superintendent rejects the recommendations of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within ten (10) days of receiving the report of the Coordinator to the Board of Education. On receipt of the written appeal, the matter shall be placed on the agenda of the Board of Education for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board of Education will be final.

**Other Options for Grievant**

At any time during this process, a grievant may file a complaint with the Missouri Human Rights Commission or with the U.S. Department of Education, Office for Civil Rights.

# **DRUG FREE WORKPLACE**

## **Policy 4870**

The unlawful possession, use or distribution of illicit drugs and alcohol on school premises or as a part of school activities is strictly prohibited.

Employees under the influence of alcohol, drugs, or controlled substances while on duty are a serious risk to themselves, to students and to other employees. Employees who display physical manifestations of drug or alcohol use while on duty, may be subject to drug testing. Any employee who violates this policy will be subject to disciplinary action up to and including termination and referral for prosecution. Employees may also be required to satisfactorily participate in rehabilitation programs.

As a condition of employment, all employees must abide by the terms of this policy. Employees who are convicted of a drug offense which occurred on school premises or while on duty must notify the Superintendent of their conviction. Notification must be made by the employee to the Superintendent within five (5) days of the conviction. Within ten (10) days, the Superintendent will provide notice of such violation to the Impact Aid Program, United States Department of Education, or other appropriate government agency.

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.

On the basis of medical certification, employees with the illness of chemical dependency shall qualify for the employee benefits and group insurance coverages that are provided for under group health and medical insurance policies. The confidential nature of the medical records of employees with chemical dependency shall be preserved in the same manner as for all other medical records.

The District's responsibility for chemical dependency is limited to its effects on the employee's job performance. If the employee violates this policy, refuses to accept diagnosis and treatment, or fails to respond to treatment, and performance is adversely affected, the employee will be subject to employment action in proportion to the performance problem. Implementation of this policy will not require or result in any special regulations, privileges or exemptions from the standard administrative practice applicable to job performance requirements.

Upon the request of the Department of Elementary and Secondary Education or an agency of the United States, the District shall certify that it has adopted and implemented the drug prevention program described in this policy, in the form required by such agency. The District shall conduct a biennial review of this policy to determine its effectiveness, implement necessary changes, and to ensure that the disciplinary sanctions are consistently enforced.

This policy shall be distributed in writing to all present and future employees.

# ALCOHOL AND ILLICIT DRUGS

## Policy 4872

The District prohibits all employees from the possession, distribution, or presence under the influence of alcohol and non-prescribed controlled substances while on school premises. This prohibition is exemplified by Policy 4870 Drug-Free Workplace and Policy/Regulation 4871 Driver Drug Testing. Violation of this policy as well as Policies 4870 and 4871 will result in disciplinary action up to and including termination. In addition, such violation may result in substantially reduced or forfeiture of workers compensation benefits where the use of substances prohibited by this policy was in conjunction with or related to a work place injury.

### **Post Accident Drug / Alcohol Testing**

Employees under the influence of alcohol, drugs, or controlled substances while on duty are a serious risk to themselves, to students, to other employees, and to District property. Where an employee holding a safety sensitive position is involved in an accident producing injury, the District will require the employee to submit to post injury alcohol/drug testing.

Post accident testing will be utilized after any accident

- involving the loss of life;
- resulting from a violation of Board Policy or Regulations, or municipal, state, or federal law;
- which results in an injury to a person who receives medical treatment;
- resulting in disabling damage to any motor vehicle or piece of District equipment;
- resulting from a violation of a safety regulation or safety directive.

Refusal to submit to post injury testing will result in disciplinary action up to, and including termination, and may result in forfeiture of Workers Compensation benefits for injuries related to the request for testing.

Employees holding a non-safety sensitive position will be subject to post accident drug testing where a District administrator has sufficient cause to suspect the employee's use of alcohol or non-prescribed controlled substance producing accident, in conjunction with or related to a work place testing. Such post accident testing will be utilized in the instance of the occurrence of any of the five instances set forth in this policy.

### **Safety Sensitive Positions:**

The following list of positions are hereby classified as "safety sensitive" due to the serious risk of harm that can result from performing said job duties while impaired by drugs or alcohol; therefore, employees occupying such positions are subject to drug testing in accordance with published Board Policies and Regulations:

- Food service employees.
- Transportation employees.
- Custodial employees.
- Maintenance employees (HVAC, Electrical, Plumbing).

Any district employee whose job duties involve the performance of supervising children, including, but not limited to teachers, teachers' aides, lunchroom/playground monitors, etc.

## **INSTRUCTIONAL SERVICES**

## **Policy 6110**

### **Curriculum Services**

#### **Curriculum Development**

The Board of Education recognizes the need and value of a systematic and on-going program of curriculum review. The Board encourages and supports the professional staff in its efforts to identify and review new curricular ideas, develop and improve existing programs and evaluate all instructional programs.

The Board of Education directs the Superintendent to continuously carry out the curriculum development and implementation process. As used in this Policy, curriculum is the process, attitudes, skills and knowledge that is taught and learned at the appropriate levels in District schools.

However, the Board of Education is responsible for the approval and adoption of curriculum used by the District.

Similarly, the Board may adopt the District's own education standards, in addition to those already adopted by the state, provided the additional standards are in the public domain and do not conflict with the standard adopted by the State Board of Education.

## **INSTRUCTIONAL SERVICES**

## **Policy 6117**

### **Curriculum Services**

#### **Veteran's Day Commemoration**

Each District school will devote at least one class period in preparation for Veteran's Day in order to convey the meaning and significance of Veteran's Day. In addition, the Board may annually designate Veteran's Day as a school holiday.

### **Inventory Procedures**

The Board shall require a physical count of all stock supply and equipment items at least once each year. This inventory total shall be recorded on the District's accounts. This is done to provide:

- 1. Complete local property information for ready reference.**
- 2. Information for insurance purposes.**
- 3. For audit needs to determine capital worth.**
- 4. For accountability of the physical property of the District.**

**The building principal is responsible for the inventory. The person responsible for the room and its contents should take the inventory.**

## GENERAL ADMINISTRATIVE INFORMATION

- \* If you cannot be at school, notify the principal by 6:30 a.m. to get a substitute.
  

Please call:	H660-766-2541/C660-216-1491	Superintendent
	H660-395-1081/C660-342-5312	Principal

  
- \* **Teachers** should arrive at 7:45 a.m. and be in their classrooms by 8:00 a.m. to be available to students. School is out at 3:09 p.m. and teachers may leave at approximately 3:15 p.m. Appointments should be made after school if at all possible. If you must leave during regular school hours, get approval from the principal. Faculty members are expected to stay for scheduled meetings or parent conferences.
  
- \* Fill out a "Requisition" form and give to principal. Items purchased without requisitions and purchase orders will be paid for by YOU!
  
- \* Under no circumstances will students be left unattended. If a problem comes up which requires you to leave your classroom, notify the office so arrangements can be made to supervise your students.
  
- \* Please schedule library in advance with the Librarian.
  
- \* Read the bulletin daily to your students and check for faculty information. Teachers wishing to place announcements on the bulletin should inform Candace one day in advance.
  
- \* Important messages will be notified by an "all call" on the phone system.
  
- \* Do not share faculty information or discuss or allow to be discussed by students in your classroom policies or actions taken by the school board or administration.
  
- \* All teachers should check their mailboxes at least once a day.
  
- \* All after school meetings will be placed on the school calendar in Candace's office.
  
- \* All faculty should be prompt when fulfilling administrative requests and turning in reports.
  
- \* The first Wednesday of each month from 7:40-8:10 a.m. will be set aside for regular Elementary and High School faculty meetings. Please be punctual to all faculty meetings. The building principal will give a copy of the agenda to the superintendent by 3:15 p.m. each evening before faculty meeting. The superintendent will also be attending those meetings on a rotating basis.
  
- \* The superintendent will make a board meeting report via e-mail after regularly scheduled board meetings. It will usually be the third Tuesday.
  
- \* Lunch count will be taken first thing daily. All teachers will submit lunch count through the SIS program. Substitute teachers will be assisted by office staff.
  
- \* High School attendances and tardies will be taken hourly by the teacher through the SIS program. Substitute teachers will take attendance on daily slips.



- \* Students exhibiting unusual problems should be referred to the counselor in writing. Counselor referral forms are included in the “Blank Forms” section of this book.
- \* Consult with and keep your building principal informed on the progress of your class.
- \* Teachers are not required to belong to any union, teacher’s organization or professional affiliation. Everyone is encouraged to belong to CTA.
- \* Do not leave students unattended in the building after activities.
- \* All teachers are required to attend all faculty meetings and workshops.
- \* Teachers do not have the authority to release a student from school.
- \* Faculty members who are in the building late are responsible for locking outside doors to the building.

## **DISCIPLINE**

1. The teacher should handle their own classroom discipline as much as possible.
2. If you find it necessary to send a student to the office, bring the student, send an E-mail message, have the student hand carry a brief description of the incident, or phone the office on the intercom. It may be impossible for you to leave your classroom. Do this calmly and quickly without hesitation or debate.
3. Any time you send a student to the office, you must fill out an incident report describing the problem.
4. Attempt to foresee discipline problems developing and try to get things cooled down before a major crisis develops. Don't contribute to the problem in the way you handle it.
5. Being extremely organized. Keeping the students working will do much to help maintain order.
6. A student that uses profane language should be reported to the office. It will not be tolerated!
7. Students shall not leave their seats when the bell rings, but wait for the teacher to dismiss them.
8. During the passing period each teacher shall be out at their doorway to help supervise.
9. Teachers with a planning period should remain at the classroom door until the last bell rings for that period or another teacher arrives to use the same classroom.

### 1. CLASSROOM

Should show good housekeeping practices at all times. This is a teacher's responsibility. When the class leaves the room, the desk, chair, floor, tables, and etc. should be clean and free of all paper and books. Teachers should observe the condition of their desks or tables at the beginning of the year and when you see a student defacing or writing on a desk, he should be required to clean it off. The appearance of your classroom reflects on you!

### 2. ACCIDENTS

Any accident where first aid is needed should have an accident report filled out and kept on file in the office. This is the teacher's responsibility to complete the report as soon as possible

Examples:      Turned ankle  
                      Severe laceration  
                      Fainted  
                      Bump on the head

### 3. MEDICATION

ALL students who take ANY KIND of medication (prescription or over-the-counter) must bring that medication to the respective office (elementary or high school) to be placed until such time specified by parent note (if over-the-counter) or Doctor's orders (if prescription) to take that medication. The nurse or office personnel will then dispense the medicine as directed.

All medication must be in original container and with the original prescription if ordered by a physician. A parent note on exact time of dosage and amount of dosage must accompany an over-the-counter medicine. Asthma inhalers must have the original prescription attached, but allowances will be made for students who must carry them on their person after proper notification is given in the office and recorded.

### 4. USE OF THE TELEPHONE

The main office phone should be used for school business calls only. If privacy is needed to confer with a parent by telephone, please get approval from the Principal to use his telephone. Any personal calls that are long-distance must be paid for by the caller.

### 5. FIELD TRIPS

Staff members taking field trips during the school day are responsible for seeing that everyone gets a list of the students that will be gone at least five days in advance. A field trip request form must also be filled out and approved prior to scheduling. Permission slips for students must be received from parents prior to any field trip off school property.

## **NON-DISCRIMINATION**

**Adair County R-II School does not discriminate on the basis of race, color, national origin, sex, age, or disabling condition. This policy regards admission/access to treatment/employment in its programs and activities. This notification is made to: applicants for admission and employment; students; parents of elementary and secondary students; employees; sources of referral of applicants from admission and employment and all unions or professional organizations holding collective bargaining or professional agreements.**

**Any person having inquiries concerning the Adair County R-II Public Schools' compliance with the laws and regulations implementing Title VI of the civil Rights Act of 1964 (Title VI), Title IX of the Education Amendments of 1972 (Title IX), the Age Discrimination in Employment Act (ADEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), or Titles II and III of the Americans with Disabilities Act of 1990 (ADA) is directed to the applicable Compliance Coordinator below who has been designated by the Adair County R-II Schools to coordinate School District efforts to comply with the laws and regulations implementing Title IV, Title IX, the ADEA, Section 504, and the ADA.**

**The Adair County R-II School has established grievance procedures for persons unable to resolve problems arising under the statutes above. The Compliance Coordinator for the applicable law, whose name is listed below, will provide information regarding those procedures upon request.**

**Any person who is unable to resolve a problem or grievance arising under the laws and regulations cited above may contact the Office for Civil Rights, Region VII, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114; phone (816) 268-0550.**

**The Nondiscrimination Compliance Coordinator  
(Title VI, Title IX, ADEA, Section 504, and the ADA)  
Shelly Shipman  
205 West Dewey Street  
Brashear, MO 63533  
(660) 323-5272**

## STUDENT GRADING

Report cards will be issued each nine weeks. Progress reports shall be mailed home during the 3rd and 6th week, of each quarter. Staff members shall use the following guidelines in determining whether or not these will be mailed:

1. Students receiving a grade below C.
2. Students that you know are not working up to their potential.
3. Handing the student this report to take home is unacceptable. They should be given to Mrs. Church for mailing.

A student should not receive an F on their report card without the parents being aware in advance. This is one of the reasons for the progress report.

### GRADING SCALE for K-12

A	95 - 100%	C	74 - 76%
A-	90 - 94%	C-	70 - 73%
B+	87 - 89%	D+	67 - 69%
B	84 - 86%	D	64 - 66%
B-	80 - 83%	D-	60 - 63%
C+	77 - 79%	F	59 and below

Grades need to be posted in the SIS program no later than Monday for the previous week. At the end of the quarter, teachers will be instructed as to when they can upload grades.

## WEIGHTED GRADE SYSTEM

The primary purpose of the weighted grade system is to assist in calculating class rank based upon courses recognized as college preparatory. Most colleges consider class rank as a critical factor in determining a student's admission.

The weighted grade system awards more points for difficult academic courses. A 20% exact calculation will be given to the weighted classes.

A = 13.2	B+ = 10.8	C+ = 7.2	D+ = 3.6
A- = 12	B = 9.6	C = 6	D = 2.4
	B- = 8.4	C- = 4.8	D- = 1.2

Because the following courses demand a high level of written communication skills, problem solving, and creative thinking abilities, they are considered weighted:

Algebra II	Physics	Pre-Calculus
Spanish II	Advanced Biology	Accounting
Spanish III	Chemistry	Advanced Government
Sociology		

All classes offered for dual enrollment will be weighted. Any classes offered for dual enrollment but not taught for dual enrollment will remain weighted. Dual enrollment classes may include but are not limited to the following:

Exposition		College English
American Literature I & II	Public Speaking	American History I & II
College Algebra	Chemistry	Western Civilization I & II
College Trigonometry	Sociology	Advanced Government
Psychology	Fine Arts Appreciation	Advanced Biology

MoVIP (Missouri Virtual Instruction Program) offers Advanced Placement courses that will be certified by College Board and taught by AP certified teachers. These courses are recognized as allowing students to access higher-level courses and will be accepted as weighted courses. Other MoVIP or approved distance learning courses that have course and content comparable to weighted courses (i.e. Algebra II, Physics, Chemistry, etc) will be considered weighted. The above list is not necessarily all-inclusive as course titles and offerings may vary from year to year. Each year the list of course offerings for weighted and dual enrollment courses will be approved by Board action.

# DUAL ENROLLMENT

Dual Enrollment courses are offered at Brashear High School through Moberly Area Community College. Students may take these courses and receive college credit through MACC as well as high school credit through our school. Courses cost \$75.00 per credit hour (or \$225.00 per three hour semester class). Students are expected to pay for the classes in full at the time of enrollment. Students will pay for only one semester worth of classes at a time. Instructors and textbooks will be furnished by the district. (Students may enroll in these classes for high school credit only at no charge.) Students must test into these courses by showing a qualifying score on the ACT or COMPASS test prior to enrollment. MACC will offer select online dual credit courses for \$87.00 per credit hour (or \$261 per three hour semester class).

## **Classes offered for dual enrollment may include:**

College Freshman English	Exposition	American History I
American Literature I	Sociology	Western Civilization I & II
American Literature II	Fine Arts Appreciation	College Algebra
College Trigonometry	Chemistry	Advanced Biology
Psychology	Advanced Government	Public Speaking

## **GRADUATION GOALS**

1. Student will acquire knowledge and skills to gather, understand, analyze and apply information and ideas.
2. Students will acquire the knowledge and skills to communicate effectively within and beyond the classroom.
3. Students will acquire the knowledge and skills to recognize and solve problems.
4. Students will acquire the knowledge and skills to make decisions and act as responsible members of society.

## SENIOR INTERNSHIP PROGRAM

What you should know about Internship...

Internship is an out of the classroom learning opportunity. Demonstrating responsibility, communication skills, and maturity are essential to participate in this opportunity. While in an internship position, you are expected to act as adult members of the community. As an intern you may be paid or you may be working as a volunteer. Compensation is at the mentor's discretion. Whether you are paid or not, interning is an educational activity. The goal of interning is to provide you access to a learning environment outside the classroom. Your internship must be related to your future career goals.

- I. Class offered to BHS seniors
  - A. Year-long Internship/Apprenticeship
- II. Requirements - Students must:
  - A. Express a sincere interest in a career choice and complete an application.
  - B. Sign a contract and have parent signature also.
- III. Class work - Students will:
  - A. Prepare resume
  - B. Prepare cover letter
  - C. Contact employer
  - D. Research job seeking skills
  - E. Research career choice
  - F. Research post-secondary education possibilities
- IV. Benefits - Students:
  - A. Gain "real world" experience
  - B. Learn from others
  - C. Gain better understanding of career choice
  - D. See need for additional post-secondary training

See School Counselor for Details

## STUDENT A+ ELIGIBILITY

For a student to be eligible for the financial incentives of the program, students must be certified as an A+ student by A+ Coordinator, Mrs. Cheryl Reeve, at BHS. To be certified as an A+ student, an individual must do the following:

- Sign an A+ Student contract.
- Enter into a written agreement with BHS prior to the last day of the first semester of the senior year.
- Attend an A+ designated high school for the three consecutive years prior to graduation.
- Maintain a 95% attendance rate.
- Earn a 2.5 minimum grade point average on a 4.0 scale.
- Perform 50 hours of unpaid tutoring or mentoring for younger students.
- Maintain a record of good citizenship and avoid the unlawful use of drugs and alcohol, including tobacco.
- Make a good faith effort to first secure all available federal post-secondary student financial assistance funds that do not require repayment.

For more information or a full explanation of the above requirements, please contact Mrs. Cheryl Reeves, A+ Coordinator at (660) 323-5272.

## **HOMEWORK ON TIME (HOT) PROGRAM**

(Grades 7-12)

Mission: To develop and foster the responsibility of our students and provide assistance to students who need help completing assignments and learning to manage the work load of our high school schedule.

What: Students completing less than 60% of their assignment will receive a HOT Sheet from their teacher. That assignment is due by 8:15 the next day. If a student fails to complete a HOT Sheet and doesn't turn it in by 8:15 the next morning, the student will serve a mandatory after-school detention or before school detention the next morning. If the assignment is not done and turned in by 8:15, the student will serve a full day of In School Suspension (after serving detention). Completed Hot Sheet assignments may be awarded partial credit at the teacher discretion as long as the partial credit is not below 65%. If any student shows a pattern of incomplete HOT sheets and is receiving excessive days in ISS, other interventions may include but are not limited to, mentoring, Saturday school, referral to the Juvenile Office, etc.

## **ZAP (Zeros Aren't Permitted)**

(Grades 4-6)

**Zeroes Aren't Permitted!** ZAP is a program for grades 4-6. This program's goal is to increase student responsibility in regards to homework. Students who fail to complete less than 75% of an assignment or fail to display a reasonable effort will be given a ZAP paper. They will serve an after-school detention or before school detention the next morning to complete the homework on the day the ZAP is received in order to prepare students for the next day's learning. Any ZAPs not completed in after-school detention must be completed and are due by 8:15 the following morning. Any ZAP not turned in the following school day (after serving a detention) will result in ISS (In School Suspension) until the assignment is completed. If a student serves 3 days of ISS in a quarter, other possible interventions strategies may be implemented in conjunction with the ZAP program.

## **HALL PASS**

1. Each faculty member is expected to have a hall pass unique to his/her department. (Should be too big for student's pockets, but not large enough to do physical damage.)
2. You must impress upon students to have everything with them for class.
3. Students who are given permission to use the restroom or to be in the hall, must have a pass. There should never be more than one student in the hall, from the same class. Students are provided with "Hall Pass Pages" in their Time Trackers. We suggest you require the student to use the Time Tracker Hall Pass with your initials before permitting them to leave the room. This provides a record of which students have been out of the classroom.
4. Emergencies such as sickness, injuries, and etc. will be recognized as necessary time to be in the hall.
5. Teachers and students will not interrupt other classes unless absolutely necessary.
6. Teachers should report students in the hall.
7. Teachers that must have students in the hall for necessary school business, should plan ahead and let all personnel and the office know a day ahead of time which students will be in the hall, what their purposes are, and what time they will be in the hall. Also, what time they should return to the classroom.

## **Calendar of Professional Development Activities**

Submitted to the Board for Approval:  
May 20, 2015

The Adair County R-II School District will focus professional development goals on implementing and maintaining data teams to:

1. Analyze test data and student achievement.
2. Develop strategies and action plans to meet expectations/goals established by data teams.
3. Review/revise curriculum to meet student needs.
4. Provide resources to teachers on instructional strategies/techniques for student improvement.

School will be dismissed on the following dates at 1:12 p.m. for professional development activities.

<b>Date</b>	<b>Elementary &amp; High School</b>
September 18, 2015	Camp Collaborate/Simple K12 (MAP Data as an option)
October 20, 2015	Camp Collaborate/Simple K12
November 20, 2015	Camp Collaborate/Simple K12
January 18, 2016	Camp Collaborate/Simple K12
February 19, 2016	Camp Collaborate/Simple K12/PD Evaluations
March 18, 2016	Testing/ PD Evaluation Report



**ADAIR COUNTY R-II SCHOOL DISTRICT  
BOARD OF EDUCATION PROGRAM EVALUATION SCHEDULE**

**Presented to the Board July 15, 2015**

The Board reviews the goals and objectives of each program and service provided by the district on an annual basis. This evaluation process guides staff and resource allocation.

The following list of programs and services, individuals responsible for the program or service and the evaluation timelines is reviewed annually during the July Board meeting. At that time, revisions in the schedule may be made to reflect needed changes.

<b><u>Month</u></b>	<b><u>Program/Service</u></b>	<b><u>Person(s) Responsible</u></b>
July, 2015	Food Service PDC Calendar & Goals Federal Programs	Superintendent & Board PDC Chairperson Federal Programs Director
August, 2015	Tax Rate Hearing Building/Grounds Maintenance Review District Mission /Goals/CSIP Review District Evaluation Plan	Superintendent & Board Maintenance Director Board, CSIP Chairperson Superintendent & Board
September, 2015	Transportation Safety PL 94-142 Compliance Plan & Budget Special Education	Transportation Director Safety Coordinator Special Education Director
October, 2015	Technology Plan Review/Revision	Superintendent
November, 2015	Testing/Student Achievement Audit Report LMC Policy Handbook/ Collection Improvement Plan	Guidance Counselor Superintendent & Board Library Media Specialist
December, 2015	Budget Revision	Superintendent & Board
January, 2016	Superintendent Evaluation Student Activities Health Services	Board Principals Nurse
February, 2016	Principal Evaluation Community Education	Superintendent & Board Superintendent
March, 2016	Certified Staff Evaluation Homeless/Migrant/ESOL/ELL	Principals, Superintendent & Board Superintendent
April, 2016	Support Staff Evaluation	Principals, Superintendent & Board
May, 2016	At-Risk	At-Risk Coordinator
June, 2016	Preliminary Budget Yearbook Curriculum Review/Revisions	Superintendent & Board Yearbook Advisor Principals

**PROGRAMS/SERVICE COORDINATORS**

**2015-2016 School Year**

**Adopted by Board July 15, 2015**

LEA	Shelly Shipman
Homeless Coordinator	Shelly Shipman
ELL Coordinator	Shelly Shipman
Compliance Officer	Shelly Shipman
Custodian of Records	Renee Reeves
Federal Programs Coordinator	Shelly Shipman
Special Education Coordinator	Shelly Shipman
Special Education Asst.	Tonya Wood
Special Education Asst.	Nancy Peterson
Guidance Coordinator	Christy Grissom
Testing Coordinator/SIS Coordinator	Christy Grissom
School Liaison	Christy Grissom
Transportation Coordinator	Jeff McHenry
Maintenance/Facilities/Safety Coordinator	Shelly Shipman
Maintenance/Facilities/Safety Assistants	Brent Doolin
Food Service Coordinator	Renee Reeves
Food Service Director	Cathy March
Professional Development Chairperson	Tammy Wolter
Parents as Teachers Educator	Chelsea Coe
Technology Coordinator	James Scudder
Health Services Coordinator	Sheri Turner
Library/Media Services Coordinator	Tammy Wolter
Student Attendance Manager	Candace Harrington
Student Grades Manager	Karla Hettinger
Athletic Director	Brent Doolin
Student Activities Coordinator (Elem./HS)	Brent Doolin
Local Improvement Plan, High School	Brent Doolin
Local Improvement Plan, Elementary	Brent Doolin
CSIP Coordinator	Shelly Shipman
CSIP Director	Brent Doolin
MSIP Coordinator	Shelly Shipman
MSIP Directors	Shelly Shipman
Wellness	Shelly Shipman

## LUNCH SCHEDULE

August 19, 2015

<b>SHIFT</b>	<b>ARRIVE</b>	<b>DEPART</b>	<b>GRADE/CLASS</b>
1	10:55	11:17	3 <sup>rd</sup> Grade-Borgmeyer
2	10:57	11:19	1 <sup>st</sup> Grade-Fisher
3	10:59	11:21	K-Bane
4	11:00	11:22	2 <sup>nd</sup> Grade-Kincaid
5	11:48	12:17	Junior High Physical Science 7 <sup>th</sup> -Health/PE 8 <sup>th</sup> -PE/Health
6	12:17	12:42	4 <sup>th</sup> Grade-Whitlow
7	12:19	12:44	5 <sup>th</sup> Grade-Tharp
8	12:21	12:46	6 <sup>th</sup> Grade-Nelson
9	12:47	1:15	High School Mentors Public Speaking Resource Electricity/Carpentry Spanish I Government/Current Events Physics Psychology

ADAIR COUNTY R-II SCHOOL DISTRICT  
OFFICE OF ADMINISTRATION  
BRASHEAR, MO 63533

The Adair County R-II School District's school wide assessment schedule for the 2015-2016 school year is as follows:

September 22 – September 24	2nd Grade Otis-Lennon S.A.T 18 7th Grade Otis Lennon S.A.T 8
October 14	11th Grade PSAT/NMSQT (optional)
October 23	12TH Grade WorkKeys Assessment
December 10-11	Government End of Course Exam
February 17	11TH Grade ASVAB
March 28 – May 6	State MAP Math - Grades 3-8
March 28 – May 6	State MAP Communication Arts - Grades 3-8
March 28 – May 6	State MAP Science – Grades 5, 8
March 28 – May 6	End of Course Exams: Biology, English II, Algebra I, Government, Algebra II, American History, Geometry, English I, Physical Science
April 19	11 <sup>th</sup> Grade ACT test
May 12	11 <sup>th</sup> Grade ACT test make-up

Individuals UNDER twenty-one (21) years of age who have not completed an approved program are encouraged to contact the Screening Coordinator for further information regarding screening. If the scheduled screening is appropriate for the individual, he/she is encouraged to participate. If the scheduled screening is deemed inappropriate, then an individual screening program will be made available.

For more information contact:

Christy L. Grissom, Testing Coordinator  
Adair County R-II Schools  
Brashear, Missouri 63533  
(660) 323-5272  
christy\_grissom@brashear.k12.mo.us

## FIRE DRILL

As a safety precaution and in accordance with the Missouri State School Laws, fire drills will be held during the school year. The signal for a **fire will be announced over the telephone intercom** system followed by a **continuous bell**. Students will evacuate the building in a quiet and orderly fashion. No talking will be allowed. The object is to evacuate the building as quietly and orderly as possible. Once you are outside, the following procedure will be used unless given other last minute instructions by your teacher at the time of the alarm. Line up facing the building and remain so until you hear the long bell, which indicates all clear at which time you will re-enter the building and return to your respective classes.

All teachers should follow their class out and when the safety area has been reached, make certain that all students are accounted for. Make sure all windows are closed and doors shut.

1. **PE** class will exit main door south to ball field.
2. **PolyCom** class will exit the southeast stage door turning south to the ball field.
3. **Learning Center** classes will exit south door of room to northeast stage door turning south to ball field.
4. **Art** room will exit through northeast stage door turning south to ball field.
5. **Business** room will exit the main door south to ball field.
6. **Resource** room will exit the northeast stage door turning south to ball field.
7. **Weight Room** will exit the building heading south to the ball field.
8. **Lower Math** room will exit classroom door and continue through west exit doors south to ball field.
9. **Upper Math** room will exit the south door at the east end of the hallway then south to the ball field.
10. **Social Studies** room will exit the south door at the east end of the hallway then south to the ball field.
11. **Sixth Grade** will exit classroom door turning left in main hallway, exit the south door at the east end of the hallway then south to the ball field.
12. **Cafeteria** will exit the single door in the east side of the room, continue east around the building and south to the ball field.
13. **Upper English** room will exit the south door at the east end of the hallway then south to the ball field.
14. **Library** will exit library turning left through the west exit doors south to the ball field.
15. **Music** will exit music room turning left to the west exit doors south to the ball field.
16. **Science** will exit science room turning right through the west exit doors south to the ball field.
17. **Lower English** room will exit classroom door turning right through west exit doors south to ball field.

**TEACHERS TAKE ROLL IMMEDIATELY ON REACHING DESIGNATED AREA!**

## TORNADO DRILL

As a safety precaution, and in accordance with the Missouri State School Laws, tornado drills will be held during the school year. The signal for a **tornado drill will be announced over the telephone intercom** system followed by a **series of short bells**. All students will go to designated areas in a quiet and orderly manner. Students and teachers will move to shelter in the following order:

<b>LOWER RESTROOMS</b>	<b>BOYS LOCKER ROOM</b>	<b>GIRLS LOCKER ROOM</b>	<b>TEACHER WORKROOM</b>
Music	P.E.	Upper English	Upper Math
Lower Math	Business	Social Studies	
Library	Resource Room	PolyCom	<b>PAT ROOM</b>
Lower English	Art		6 <sup>th</sup> Grade
Science	Learning Center		Cafeteria
	Weights		

**TEACHERS TAKE ROLL IMMEDIATELY ON REACHING DESIGNATED AREA!**

## **EARTHQUAKE EMERGENCY PLAN**

An earthquake strikes without warning; therefore the teacher or person in charge should direct the students to get under their desk or a table and cover their heads. If they can't do this, they should get against a wall away from windows and falling objects. Students should be reminded to stay as calm as possible and listen for instructions.

If the students are in the lunchroom, in special classes like art, remedial, music, library, etc., get under the table. If in the bathroom, get in the doorway. If outside, stay in an open area, away from the building and power lines. Do not try to come back in the building until you are instructed to do so.

When an earthquake is over, the principal or head teacher will give a signal, a loud blow of a whistle, for evacuation of the building. If for any reason the principal or head teacher, cannot make teachers and pupils receive his evaluation alert, the teacher will have students wait two minutes and proceed on their own. Follow the procedure out of the building as for fire drill -- first making sure that way is safe.

The teacher will see that students will not run aimlessly and blindly out of the building. There is always danger of electrical wires, falling debris, and gas leaks which cause fires.

**TEACHERS TAKE ROLL IMMEDIATELY ON REACHING DESIGNATED AREA!**

### **TEACHER ALERT INSTRUCTIONS**

In some instances teachers may need to be alerted about an emergency situation or event taking place. The signal for an **alert will be announced over the telephone intercom** system followed by a **short-short-long-short-short-long bell**. All teachers should then check their e-mail section for the alert.

## MORNING GYM DUTY 7:45-8:09

<u>Week of</u>	<u>Duty</u>	<u>Week of</u>	<u>Duty</u>
Aug. 19	All Faculty	Jan. 11	McGinnis
Aug. 24	McHenry	Jan. 18	Becker
Aug. 31	Reeves	Jan. 25	Moots
Sept. 8	Killen	Feb. 1	Scudder
Sept. 14	Reese	Feb. 8	Coe
Sept. 21	O'Dell	Feb. 16	Wolter
Sept. 28	McGinnis	Feb. 22	Wood
Oct. 5	Becker	Feb. 29	Rearick
Oct. 12	Moots	Mar. 7	McHenry
Oct. 19	Scudder	Mar. 14	Reeves
Oct. 26	Coe	Mar. 21	Killen
Nov. 2	Wolter	Mar. 28	Reese
Nov. 9	Wood	Apr. 4	O'Dell
Nov. 16	Rearick	Apr. 11	McGinnis
Nov. 23	McHenry	Apr. 18	Coe
Nov. 30	Reeves	Apr. 25	Wolter
Dec. 7	Killen	May 2	Wood
Dec. 14	Reese	May 9	Rearick
Jan. 4	O'Dell	May 16	McHenry

All high school teachers will be assigned morning gym duty. This duty lasts for one week at a time. Students should not be allowed outside of the building before school once they have arrived at school. At 7:51 students wanting to eat breakfast will be dismissed. At 8:09 all students can be dismissed to go to their lockers.

## ELEMENTARY FIRE INFORMATION

As a safety precaution and in accordance with the Missouri State School Laws, fire drills will be held during the school year. The signal for a **fire will be announced over the telephone intercom** system followed by a **continuous bell**. Students will evacuate the building in a quiet and orderly fashion. No talking will be allowed. The object is to evacuate the building as quietly and orderly as possible. Once you are outside, the following procedure will be used unless given other last minute instructions by your teacher at the time of the alarm. Line up facing the building and remain so until you hear the long bell, which indicates all clear at which time you will re-enter the building and return to your respective classes.

All teachers should follow their class out and when the safety area has been reached, make certain that all students are accounted for. Make sure all windows are closed and doors shut.

<u>Kindergarten</u>	File out south past the multipurpose room and exit hallway doors and proceed west between the buildings then south to the ball field.
<u>First Grade</u>	File out south past the multipurpose room and exit hallway doors and proceed west between the buildings then south to the ball field.
<u>Second Grade</u>	File out west and exit the west doorway then turn south to the ball field.
<u>Third Grade</u>	File out west and exit the west doorway then turn south to the ball field.
<u>Fourth Grade</u>	File out west and exit the west doorway then turn south to the ball field.
<u>Fifth Grade</u>	File out west and exit the west doorway then turn south to the ball field.
<u>Sixth Grade</u>	Exit classroom door turning left in main hallway, exit the south door at the east end of the hallway then south to the ball field.
<u>Office</u>	File out south past the multipurpose room and exit hallway doors and proceed west between the buildings then south to the ball field.
<u>Title I</u>	File out south past the multipurpose room and exit hallway doors and proceed west between the buildings then south to the ball field.
<u>Girl's Restroom</u>	File out south past the multipurpose room and exit hallway doors and proceed west between the buildings then south to the ball field.
<u>Boy's Restroom</u>	File out south past the multipurpose room and exit hallway doors and proceed west between the buildings then south to the ball field.
<u>Resource/PAT Guidance/Nurse</u>	File out west then turn south and exit doors then proceed west between the buildings then south to the ball field.
<u>Speech</u>	File out south past the multipurpose room and exit hallway doors and proceed west between the buildings then south to the ball field.
<u>Multi-Purpose Room</u>	Exit southwest doorway turning west then south to the ball field.
<u>Industrial Arts/Shop</u>	Exit through the shop and proceed south to the ball field.

**TEACHERS TAKE ROLL IMMEDIATELY ON REACHING DESIGNATED AREA!**



## ELEMENTARY TORNADO INFORMATION

As a safety precaution, and in accordance with the Missouri State School Laws, tornado drills will be held during the school year. The signal for a **tornado drill will be announced over the telephone intercom** system followed by a **series of short bells**. All students will go to designated areas in a quiet and orderly manner. Students and teachers will move to shelter in the following order:

Classes are to go to the following areas:

Girls & Boys Bathrooms:	Kindergarten
	Grade 1
	Reading
Elementary Gym:	Grade 5
	Grade 2
	Grade 3
	Grade 4
	Multi-Purpose
	Industrial Arts/Shop
PAT Room:	Grade 6
Stay in your Room:	Counselor/Nurse
	Speech
	PAT
Counselor/Nurse Room:	Resource

Children who might be in special classes (art, music, resource, etc.) will seek shelter in the buildings or groups where they are at the time of the warning.

**TEACHERS TAKE ROLL IMMEDIATELY ON REACHING DESIGNATED AREA!**

## **EARTHQUAKE EMERGENCY PLAN**

An earthquake strikes without warning; therefore the teacher or person in charge should direct the students to get under their desk or a table and cover their heads. If they can't do this, they should get against a wall away from windows and falling objects. Students should be reminded to stay as calm as possible and listen for instructions.

If the students are in the lunchroom, in special classes like art, remedial, music, library, etc., get under the table. If in the bathroom, get in the doorway. If outside, stay in an open area, away from the building and power lines. Do not try to come back in the building until you are instructed to do so.

When an earthquake is over, the principal or head teacher will give a signal, a loud blow of a whistle, for evacuation of the building. If for any reason the principal or head teacher, cannot make teachers and pupils receive his evaluation alert, the teacher will have students wait two minutes and proceed on their own. Follow the procedure out of the building as for fire drill -- first making sure that way is safe.

The teacher will see that students will not run aimlessly and blindly out of the building. There is always danger of electrical wires, falling debris, and gas leaks which cause fires.

**TEACHERS TAKE ROLL IMMEDIATELY ON REACHING DESIGNATED AREA!**

### **TEACHER ALERT INSTRUCTIONS**

In some instances teachers may need to be alerted about an emergency situation or event taking place. The signal for an **alert will be announced over the telephone intercom** system followed by a **short-short-long-short-short-long bell**. All teachers should then check their e-mail section for the alert.

# Communications Procedures

## Situations

*Fire and tornado bells may signal emergencies or drills. They will be followed by an “All Call” intercom message to clarify the situation.*

- *Tornados and fire bells may signal emergencies or drills.*

*Tornado is a series of short rings      (.....)*  
*Fire is a continuous ring              (-----)*

- *An alert signal may be sent when a different situation exists. Situations could range from the need to disseminate routine information to a genuine emergency.*

*Alert is a jingle bell ring              (. . ---- . . ----)*

## Alert Signal Bells

- *The urgent bell signal (for an Intruder Alert) will be short-short-long-short-short-long (“Jingle Bells”). This signal will be repeated several times without a pause in between. This alert will be followed either by an “All Call” message or an email message.*

## Communication Methods

- *The telephone and intercom system will be our primary method of communication. If an “All Call” alert is being sounded, DO NOT pick up the phone as that will cut off the transmission of that message for the entire school system.*
- *In the case of an Intruder Alert, email may be used as communication especially if we do not want the intruder to know the nature of our message. Position yourself, if possible, in an area that will allow you to check for email messages.*

## Urgent Alert Bell Response

- *If the Urgent Alert is not followed by an “All Call” message, each teacher will immediately check email for information and bulletins. Students using the classroom’s main computer should stop using it until teachers have read and responded to any messages. They should keep the computer free until the teacher determines that it will not be needed for further communications.*
- *Upon receiving message, each teacher will immediately send a reply so that the original sender can be sure that all messages have been received. A TIMELY REPLY IS ABSOLUTELY VITAL! Candace or Renee will keep a tally of all responses to insure everyone has received and responded to the message.*

**Literacy Group  
Meeting Dates  
3:15 – 4:15**

September 29  
October 27  
November 17  
January 26  
February 23  
March 30  
April 27

**Evenings in Education**

August	19	Back to School Bash	5:30	Elementary teachers
October	27	Red Ribbon Week Kick-off	5:30	Elementary teachers
November	17	Reading Week Kick-off Celebration	5:30	Elementary teachers
March	30	Book Fair /Author Night/Spaghetti Supper	5:30	Elementary teachers
May	4	End of Year Celebration,	5:30	Elementary teachers

**Topics are subject to change.**

## MORNING GYM DUTY 7:45-8:09

<u>Week of</u>	<u>Duty</u>	<u>Week of</u>	<u>Duty</u>
Aug. 19	All Faculty	Jan. 11	Whitlow
Aug. 24	Whitlow	Jan. 18	Tharp
Aug. 31	Tharp	Jan. 25	Nelson
Sept. 8	Nelson	Feb. 1	Thomas
Sept. 14	Thomas	Feb. 8	Peterson
Sept. 21	Peterson	Feb. 16	Bane
Sept. 28	Bane	Feb. 22	Fisher
Oct. 5	Fisher	Feb. 29	Kincaid
Oct. 12	Kincaid	Mar. 7	Borgmeyer
Oct. 19	Borgmeyer	Mar. 14	Whitlow
Oct. 26	Whitlow	Mar. 21	Tharp
Nov. 2	Tharp	Mar. 28	Nelson
Nov. 9	Nelson	Apr. 4	Thomas
Nov. 16	Thomas	Apr. 11	Peterson
Nov. 23	Peterson	Apr. 18	Bane
Nov. 30	Bane	Apr. 25	Fisher
Dec. 7	Fisher	May 2	Kincaid
Dec. 14	Kincaid	May 9	Borgmeyer
Jan. 4	Borgmeyer	May 16	Whitlow

All elementary teachers will be assigned morning gym duty. This duty lasts for one week at a time. Students should not be allowed outside of the building before school once they have arrived at school. At 7:55 students who are eating breakfast will line up by grade to go to the cafeteria. At the 8:15 bell, all students are to go to their classrooms.

# GATE DUTY

All teachers are expected to work the game or games for which they have been scheduled. **If you find it impossible to work, you are responsible for finding a substitute.**

## FALL SOFTBALL/BASEBALL SCHEDULE

<b>DATE</b>	<b>OPPONENT</b>	<b>GATE KEEPER</b>
<b>Aug. 27-Thursday</b>	<b>North Shelby (JV/V SB)</b>	_____
<b>Sept. 1-Tuesday</b>	<b>Knox Co. (JV/V SB)</b>	_____
<b>Sept. 4-Friday</b>	<b>Meadville (SB/BB)</b>	_____
<b>Sept. 8-Tuesday</b>	<b>Novinger (SB/BB)</b>	_____
<b>Sept. 11-Friday</b>	<b>LaPlata (SB/BB)</b>	_____
<b>Sept. 14-Monday</b>	<b>Scotland Co. (JV/V SB)</b>	_____
<b>Sept. 22-Tuesday</b>	<b>Macon/Bucklin (SB/BB)</b>	_____
<b>Oct. 1-Thursday</b>	<b>Green City (JV/V SB)</b>	_____

## JUNIOR HIGH BASKETBALL

<b>DATE</b>	<b>OPPONENT</b>	<b>GATEKEEPER</b>
<b>Oct. 23-Friday</b>	<b>Green City</b>	_____
<b>Oct. 29-Thursday</b>	<b>Bucklin/Macon Co.</b>	_____
<b>Nov. 2-Monday</b>	<b>Meadville</b>	_____
<b>Nov. 5-Thursday</b>	<b>Linn Co.</b>	_____
<b>Nov. 6-Friday</b>	<b>Mary Immaculate</b>	_____
<b>Nov. 17-Tuesday</b>	<b>Mary Immaculate</b>	_____

## **VARSITY BASKETBALL**

<b>DATE</b>	<b>OPPONENT</b>	<b>GATEKEEPER</b>
<b>Nov. 23-Monday</b>	<b>Marion Co.</b>	_____
<b>Dec. 7-Monday</b>	<b>Higbee</b>	_____
<b>Dec. 11-Friday</b>	<b>Green City</b>	_____
<b>Dec. 15-Tuesday</b>	<b>LaPlata</b>	_____
<b>Jan. 15-Friday</b>	<b>Bevier</b>	_____
<b>Feb. 8-Monday</b>	<b>Brashear Tourney</b>	_____ / _____
<b>Feb. 9-Tuesday</b>	<b>Brashear Tourney</b>	_____ / _____
<b>Feb. 10-Wednesday</b>	<b>Brashear Tourney</b>	_____ / _____
<b>Feb. 11-Thursday</b>	<b>Brashear Tourney</b>	_____ / _____
<b>Feb. 12-Friday</b>	<b>Brashear Tourney</b>	_____ / _____
<b>Feb. 13-Saturday</b>	<b>Brashear Tourney</b>	_____ / _____
<b>Feb. 18-Thursday</b>	<b>Novinger</b>	_____

## **SPRING BASEBALL**

<b>DATE</b>	<b>OPPONENT</b>	<b>GATEKEEPER</b>
<b>Apr. 5-Tuesday</b>	<b>Canton</b>	_____
<b>Apr. 14-Thursday</b>	<b>Green City</b>	_____
<b>Apr. 18-Monday</b>	<b>Marion Co.</b>	_____
<b>Apr. 19-Tuesday</b>	<b>Milan</b>	_____
<b>Apr. 28-Thursday</b>	<b>Bevier</b>	_____
<b>May 6-Friday</b>	<b>Putnam Co.</b>	_____
<b>May 10-Tuesday</b>	<b>Schuyler Co.</b>	_____

## **GENERAL DUTIES OF SPONSORS**

1. Seeing that all class meetings are held in an orderly manner. Make sure that the secretary takes minutes and other officers fulfill their responsibilities.
2. Make sure that the principal is given two days prior notice before class meetings.
3. Discuss meeting schedules with principal in order to avoid conflicts, whenever possible.
4. Seeing that all class funds are turned into the office as soon as possible. When handling class or organizational funds, always make all records available to Renee Reeves.
5. Whenever an activity requires a bus, make sure the principal is informed one week in advance.
6. Whenever an activity requires the use of school facilities, make sure the principal is informed one week in advance.
7. See that school property used for activities is in good condition and returned.
8. Building may be used until 10:00 p.m. unless approved by principal for longer period of time.
9. All high school classes and organizations may have two parties only, one of which must be in the building.
10. When a student leaves a school sponsored party without receiving permission from the sponsor, they will not be allowed to return.
11. All class and organization parties must be approved by the Principal. Requests should come from the sponsor and not from the students.



## CLASS AND ORGANIZATION SPONSORS

Seniors.....	Cheryl Reeves/Jessie O'Dell
Juniors.....	Danie Becker/Mike Killen
Sophomores.....	Tammy Wolter/James Scudder
Freshmen.....	James Rearick/Jeff McHenry
8 <sup>th</sup> Grade.....	Diane McGinnis/Martha Reese
7 <sup>th</sup> Grade.....	Tonya Wood/Corbin Coe
National Honor Society .....	Christy Grissom
Student Council.....	Brent Doolin
Yearbook.....	Diane McGinnis
Cheerleader/Spirit.....	Christy Grissom
Academic Bowl.....	Mike Killen/Tammy Wolter
Math & Science Club.....	James Scudder/James Rearick
Band .....	Jessie O'Dell
Art Club .....	Danie Becker
FBLA .....	Martha Reese
Athletics.....	Brent Doolin
Renaissance.....	Brent Doolin/All Faculty

## **LESSON PLANS - CLASS OBJECTIVES**

Lesson Plans are necessary for good teaching. Weekly lesson plans are due in the principal's office each Monday morning or the first school day of the week by 8:45 a.m. They should be brief and contain the following information.

1. One or two sentences stating your class objective for the day.
2. Briefly describe activities you'll be doing.
3. Note some of your teaching material.
4. How you check for comprehension.
5. Summary or closure. One or two brief sentences recapping lesson. Summary should lead into next days assignment.

All of these will not be present every day; such as on test day or assignments that take more than one day.

On the first day of each class, faculty members should have a typed handout prepared for each student with 10 of 15 basic or general objectives to be covered. Students need to know what's going to be learned in each class.

## **CLASSROOM MANAGEMENT SKILLS**

1. Teach standing up.
2. Move around the room during testing sessions.
3. Establish a set routine for starting class.
4. Do not accept late assignments. (Except when legally excused.)
5. Do not let students go back to locker during class.
6. Do not admit a student that has been absent without an excuse from the office.

# TECHNOLOGY USAGE

## (Technology Safety) Policy 6320

### **Internet Usage**

The Board of Education recognizes that it is important for students to have access to electronic-based research tools and to master skills for their application to learning, problem solving, production of work, and presentation of information. The Board also recognizes that while these resources represent extraordinary learning opportunities and enriching educational materials, they also offer persons with illegal, immoral or inappropriate motives avenues for reaching students, teachers, staff, parents/guardians and members of the community. Additionally, these resources present tempting opportunities for users to explore areas that are either confidential, have restricted access, are inappropriate or are disruptive to the classroom or workplace. It is the purpose of District policy and regulations to outline acceptable student and employee behavior with respect to use of District technology and electronic resources.

### **Personal Responsibility**

Access to electronic research requires students and employees to maintain consistently high levels of personal responsibility. The existing rules found in the District's Behavioral Expectations policy (Board Policy/Regulation 2610) as well as employee handbooks clearly apply to students and employees conducting electronic research or communication.

One fundamental need for acceptable student and employee use of District electronic resources is respect for, and protection of, password/account code security, as well as restricted databases files, and information banks. Personal passwords/account codes may be created to protect students and employees utilizing electronic resources to conduct research or complete work.

These passwords/account codes shall not be shared with others; nor shall students or employees use another party's password except in the authorized maintenance and monitoring of the network. The maintenance of strict control of passwords/account codes protects employees and students from wrongful accusation of misuse of electronic resources or violation of District policy, state or federal law. Students or employees who misuse electronic resources or who violate laws will be disciplined at a level appropriate to the seriousness of the misuse.

### **Acceptable Use**

The use of the District technology and electronic resources is a privilege, which may be revoked at any time. Staff and students are only allowed to conduct electronic network-based activities which are classroom or workplace related. Behaviors which shall result in revocation of access shall include, but will not be limited to: damage to or theft of system hardware or software; alteration of system hardware or software; placement of unlawful information, computer viruses or harmful programs on, or through the computer system; entry into restricted information on systems or network files in violation of password/account code restrictions; violation of other users' rights to privacy; unauthorized disclosure, use or dissemination of personal information regarding minors; using another person's name/password/account to send or receive messages on the network; sending or receiving personal messages on the network; and use of the network for personal gain, commercial purposes, or to engage in political activity.

Students and employees may not claim personal copyright privileges over files, data or materials developed in the scope of their employment, nor may students or employees use copyrighted materials without the permission of the copyright holder. The Internet allows access to a wide variety of media. Even though it is possible to download most of these materials, students and staff shall not create or maintain archival copies of these materials unless the source indicates that the materials are in the public domain.

Access to electronic mail (E-mail) is a privilege and designed to assist students and employees in the acquisition of knowledge and in efficiently communicating with others. The District E-mail system is designed solely for educational and work related purposes. *E-mail files are subject to review by District and school personnel.* Chain letters, “chat rooms” or Multiple User Dimensions (MUDs) are not allowed, with the exception of those bulletin boards or “chat” groups that are created by teachers for specific instructional purposes or employees for specific work related communication.

Students or employees who engage in “hacking” are subject to loss of privileges and District discipline, as well as the enforcement of any District policy, state and/or federal laws that may have been violated. Hacking may be described as the unauthorized review, duplication, dissemination, removal, damage, or alteration of files, passwords, computer systems, or programs, or other property of the District, a business, or any other governmental agency obtained through unauthorized means.

To the maximum extent permitted by law, students and employees are not permitted to obtain, download, view or otherwise gain access to “inappropriate matter” which includes materials that may be deemed inappropriate to minors, unlawful, abusive, obscene, pornographic, descriptive of destructive devices, or otherwise objectionable under current District policy or legal definitions.

The District and school administration reserve the right to remove files, limit or deny access, and refer staff or students violating the Board policy to appropriate authorities or for other disciplinary action.

## **Privileges**

The use of District technology and electronic resources is a privilege, not a right, and inappropriate use will result in the cancellation of those privileges. All staff members and students who receive a password/account code will participate in an orientation or training course regarding proper behavior and use of the network. The password/account code may be suspended or closed upon the finding of user misuse of the technology system or its resources.

## **Network Etiquette and Privacy**

Students and employees are expected to abide by the generally accepted rules of electronic network etiquette. These include, but are not limited to, the following:

1. System users are expected to be polite. They may not send abusive, insulting, harassing, or threatening messages to others.
2. System users are expected to use appropriate language; language that uses vulgarities or obscenities, libels others, or uses other inappropriate references is prohibited.
3. System users may not reveal their personal addresses, their telephone numbers or the addresses or telephone numbers of students, employees, or other individuals during E-mail transmissions.

4. System users may not use the District's electronic network in such a manner that would damage, disrupt, or prohibit the use of the network by other users.
5. System users should assume that all communications and information is public when transmitted via the network and may be viewed by other users. The system administrators may access and read E-mail on a random basis.
6. Use of the District's electronic network for unlawful purposes will not be tolerated and is prohibited.

## **Services**

While the District is providing access to electronic resources, it makes no warranties, whether expressed or implied, for these services. The District may not be held responsible for any damages including loss of data as a result of delays, non-delivery or service interruptions caused by the information system or the user's errors or omissions. The use or distribution of any information that is obtained through the information system is at the user's own risk. The District specifically denies any responsibility for the accuracy of information obtained through Internet services.

## **Security**

The Board recognizes that security on the District's electronic network is an extremely high priority. Security poses challenges for collective and individual users. Any intrusion into secure areas by those not permitted such privilege creates a risk for all users of the information system.

The account codes/passwords provided to each user are intended for the exclusive use of that person. Any problems, which arise from the user sharing his/her account code/password, are the responsibility of the account holder. Any misuse may result in the suspension or revocation of account privileges. The use of an account by someone other than the registered holder will be grounds for loss of access privileges to the information system.

Users are required to report immediately any abnormality in the system as soon as they observe it. Abnormalities should be reported to the classroom teacher or system administrator.

The District shall use filtering, blocking or other technology to protect students and staff from accessing internet sites that contain visual depictions that are obscene, child pornography or harmful to minors. The District shall comply with the applicable provisions of the Children's Internet Protection Act (CIPA), and the Neighborhood Internet Protection Act (NCIPA).

## **Vandalism of the Electronic Network or Technology System**

Vandalism is defined as any malicious attempt to alter, harm, or destroy equipment or data of another user, the District information service, or the other networks that are connected to the Internet. This includes, but is not limited to the uploading or the creation of computer viruses, the alteration of data, or the theft of restricted information. Any vandalism of the District electronic network or technology system will result in the immediate loss of computer service, disciplinary action and, if appropriate, referral to law enforcement officials.

## **Consequences**

The consequences for violating the District's Acceptable Use Policy include, but are not limited to, one or more of the following:

1. Suspension of District Network privileges;
2. Revocation of Network privileges;
3. Suspension of Internet access;
4. Revocation of Internet access;
5. Suspension of computer access;
6. Revocation of computer access;
7. School suspension;
8. Expulsion; or
9. Employee disciplinary action up to and including dismissal.

# **Performance Evaluation**

## **Policy 4610**

### **Certificated Personnel Performance Evaluation**

The Board of Education's ultimate goal in education is to provide the highest quality educational experience to all District students. The District's performance-based evaluation system contributes to that goal by promoting the professional improvement of each staff member and, when necessary, by providing data to remove an employee whose employment is detrimental to students.

Performance-based evaluation is a process endorsed by the Board of Education for performance improvement that includes identification of performance expectations, documentation of performance, discussion of performance, development of improvement plans, and making personnel decisions based upon performance. The evaluation process for every employee is an on-going process that takes place every day. Formal, summative evaluations will be prepared and reviewed with each tenured teacher at least every other year. All other District employees will receive summative evaluations annually.

The District's performance evaluation system incorporates the seven "Essential Principles of Effective Evaluation" adopted by the State Board of Education and set out as follows:

8. Uses research-based and proven practices to measure educator performance;
9. Establishes performance indicators for educators based on their level of performance;
10. Aligns the evaluation process with an educator's probationary period to provide for an appropriate accumulation of performance data;
11. Uses student learning, based on a variety of performance measures, in the evaluation process;
12. Assesses educator performance on a regular basis and provides feedback to teachers and administrators that they can use to improve their performance through their careers;
13. Ensures evaluators are highly trained so that evaluation ratings are fair, accurate and reliable; and
14. Uses the evaluation process to guide school district policies that impact the development of educators and student learning.

Notwithstanding the State's essential principles, the major focus on the District's evaluation system is on positive learning outcomes, cognitive and affective, for District students. Educators are responsible for the positive learning outcomes for their students.

The Board recognizes the fundamental experience differences between tenured and probationary teachers. Accordingly, District evaluators will focus their attention, non-exclusively, on probationary teachers and on tenured teachers whose practices adversely affect student learning. District evaluators will be trained and assessed on their ability to consistently evaluate educators under their discretion.

**All absences MUST be accounted for.  
Candace will complete these forms.**

## END OF SCHOOL CHECK-OUT SHEET

- \_\_\_\_\_ 1. Complete inventory of books and supplies and turn forms into the office.
- \_\_\_\_\_ 2. Have all grades submitted in SISK12.
- \_\_\_\_\_ 3. Complete and turn in textbook and supply requisition forms for next year.
- \_\_\_\_\_ 4. Give Principal list of maintenance needed in classroom.
- \_\_\_\_\_ 5. Turn in keys.
- \_\_\_\_\_ 6. Notify Principal of suggested curriculum changes for your department.
- \_\_\_\_\_ 7. Notify office of summer address and phone number.
- \_\_\_\_\_ 8. Class and organization sponsors complete all necessary business.
- \_\_\_\_\_ 9. Turn in teacher handbook and/or CSIP book.
- \_\_\_\_\_ 10. If you are not returning please give the office your pin # for your phone.
- \_\_\_\_\_ 11. Prepare yourself for a fun-filled summer.