

ST. PAUL'S LUTHERAN SCHOOL

Concordia, Missouri

LUTHERAN SCHOOL BOARD POLICIES

**Policies,
Procedures,
And
Tools**

Of the
Lutheran School Board
Of
St. Paul's Lutheran School

Revised December 2012

ST. PAUL'S LUTHERAN SCHOOL
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0000 General Governance and Board structure *NLSA IIIA*

0100 Missions, Philosophy, Objective

- A. The mission of St. Paul's Lutheran School is to proclaim the Gospel of our Lord, Jesus Christ. Through a loving and caring Christ-centered Lutheran environment, we assist students and families in spiritual, intellectual, physical, emotional, and social growth, empowering them to serve God in His kingdom.

- B. The mission of the Lutheran School Board is to ensure a Christ-centered environment for children ages preschool through grade 8, and their families, while promoting excellence in education through quality curriculum.

- C. The philosophy of Christian education at St. Paul's Lutheran School is: Man was created in God's image, a unique creation, endowed with reason, senses, and an immortal soul. But, since the fall of Adam, all men are sinners in need of salvation. By the Holy Spirit's enlightenment, man is led to eternal salvation and a sanctified life in Jesus Christ. His capacity to learn enables him to develop his God-given talents, discover his unique characteristics, and place them in loving service to God and his fellow man.

- D. The objective of Christian education at St. Paul's Lutheran School is to:
 - 1. Fulfill God's command to diligently and faithfully teach His Word.
 - 2. Thoroughly instruct students in the fundamentals of Christian doctrine as given in God's Word.
 - 3. Assist students in developing skills, which will enable them to live useful and productive lives.
 - 4. Prepare students to live as Christians in a secular society.
 - 5. Provide daily Christian fellowship as a powerful influence in building Christian character and living.
 - 6. Support family and home life for the purpose of strengthening the very base of society.
 - 7. Stabilize, extend, and strengthen the church and the congregation through young people who are well grounded in Scripture.
 - 8. Encourage young people to consider professional church work as their career.

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0200 Lutheran School Board – General Duties

NLSA IIIA

- A. The Lutheran School Board (hereinafter referred to as “board”) has no legal status of its own and may not operate outside the Constitution and Bylaws of St. Paul’s Congregation.

- B. The board shall be a hearing committee in matters pertaining to HB 94:142, “Education of the Handicapped Act.”

- C. The Board members shall:
 - Attend all board meetings
 - Prepare for board meetings by reviewing minutes, agenda, and previously assigned tasks
 - Participate in discussions and voting
 - Demand accurate information on which to base decisions
 - Support the board’s final decisions once they have been fully discussed and resolved
 - Maintain Christ centered relationships with constituents of the board
 - Evaluate the administrator according to the job description
 - Keep board documents and discussions confidential
 - Abide by policies that govern the behavior and operation of the board

- D. Review Policy Handbook during the first quarter of the year.

- E. Review St. Paul student/teacher handbook during the second quarter of the year, considering recommendation of changes submitted by teachers.

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0300 Lutheran School Board — Structure and Officers *NLSA IIIA*

- A. The board shall consist of six members elected by the Voters Assembly at its October meeting. Three members are elected each year for terms of three years (Article VII, Section f). The Principal is an ex officio member of the board.

- B. The board at its first meeting of the calendar year shall elect or designate a chair, secretary, a purchasing agent, and other officers as it deems necessary. The chairman-elect shall serve a one-year term; become Chairman in his second year and Past Chairman in his third year on the board. (Bylaws, Article VII, Section f).
 - 1. The chair shall:
 - a. Prepare board-meeting agendas, call meetings, and preside at the meetings.
 - b. Be a member of the Ministry Council and submit to the council the recommendations of the board.
 - c. Report the board activities to regular Voters Assembly meetings.
 - d. By the February meeting, in conjunction with the staff, shall evaluate the Principal.
 - 2. The chairman-elect shall:
 - a. Assume the duties of the chair if the chair is unable to serve.
 - b. Carry out such other assignments as directed by the chair and or the board.
 - c. The Lutheran School Board chairman-elect shall be elected with the intent that the following year this person will assume the duties of chair. (July 24, 1994).
 - 3. The secretary shall:
 - a. Record minutes of both open and closed meetings and give copies of the minutes to each board member, the pastor(s), and the Principal.
 - b. Keep a record of attendance at board meetings.
 - c. Provide the board chair with copies of board reports and recommendations to the Ministry Council.
 - d. Carry out board correspondence.

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- e. Work with Principal to complete the annual update of the handbook to include all newly established policies.
4. The purchasing agent shall:
- a. Review bills of purchases as approved and coded by the Principal.
 - b. With school or church secretary, co-sign checks (on average of once every two weeks).
 - c. Monitor petty cash fund of \$100 as administered and reported by the Principal.
 - d. Reviews monthly detailed reports and receipts of school funds as prepared by the financial service.

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0400 Lutheran School Board – Meetings

NLSA IIIA

- A. The board may meet monthly with the date being published on the church calendar.
- B. The meeting shall be held on church property.
- C. A quorum shall consist of four board members.
- D. Special meetings may be called at the discretion of the chair. The agenda shall be announced in advance and only those items on the agenda may be addressed.
- E. Members unable to attend the meetings are requested to excuse themselves to the chair prior to the meetings.
- F. Designated representatives of St. Matthew Lutheran Church, Ernestville, and Holy Cross, Emma, shall be invited to attend the meetings but have no vote.
- G. Designated representatives of staff shall be invited to attend the meetings but have no vote.
- H. The executive nature of the meetings shall be:
 - 1. Closed meetings deal with personnel issues and are by nature closed to the public and the teacher representative.
 - 2. A member of the congregation may request a hearing at a board meeting. Matters discussed by the board should be made public only through approved channels such as by a representative for the board; through announcements at the Church Council and/or Voters Assembly; through announcements in the church bulletin and/or newsletter; and through public media.
 - 3. Members of the congregation who have a complaint against a school staff member should be directed to speak first to that person to try to resolve the matter. If the matter cannot be resolved in this way, the complainant should be directed to speak next with the Principal. If not resolved, then the complainant should speak with the board.

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0500 Acquiring Teachers

NLSA IIIA

- A. The position of called teacher shall be given only to those who profess and adhere to the confessional standard set forth in the Constitution, are qualified for their work, have been endorsed by The Lutheran Church–Missouri Synod, and are a member of the synod. (Constitution, Bylaws, Article III Section 1)
- B. The process for calling a teacher is outlined in the Bylaws, Article III Section 1. The board shall provide the calling committee with the specific criteria needed to fill the teacher position.
- C. The process for removing a teacher from office is outlined in the Bylaws, Article III, Section 2.
- D. The board, in consultation with the Church Council, may fill a teacher vacancy by contracting with a teacher for a specified period of time.
 - 1. The board shall request names for the open position from the congregation and the LCMS Missouri District Director of Lutheran Schools.
 - 2. The Principal shall obtain and present information on the proposed names to the board. The board reserves the right to accept or reject any or all names proposed.
 - 3. Upon the board's desire to contract with a teacher, the contract document shall be delivered to the personnel committee for contract / wage information and then to the Finance Team for budget approval. Contracts are signed in accordance to current church personnel policies.
 - 4. Contract teachers shall receive their contracts in January after evaluation of such teacher by the Principal and discussed by the School Committee. The School Committee shall give its recommendations to the board in the January board meeting.

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0600 School Personnel

NLSA III B & IV Job Descriptions

- A. The professional staff members of the school are the pastor(s), the principal, and the teachers.

- B. The non-professional staff members of the school are the teacher aides, the school secretary, the kitchen staff, and the custodian(s).

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1000 Administration *NLSA IIIA*

1100 Principal *NLSA IIIB*

The Principal, as the school administrator, shall:

- A. Be a called teacher who holds a Lutheran Teachers Diploma; be certified by a college or university of the LCMS Concordia University System; hold or is in the process of obtaining a Missouri teaching and administrator's certificate; and shall have demonstrated successful classroom teaching.
- B. Carry out the policies of the Voters Assembly and the board that are pertinent to his/her jurisdiction.
- C. Shall be evaluated annually by the Lutheran School Board in conjunction with the staff.
- D. The following outline shall be used as the Principal job description:

1. The administrator as spiritual leader of the school:

Understands and is committed to the overall ministry of Christian Education in church and school.

Is a Christian role model for staff and students.

Is committed to personal growth in Word and Sacrament.

Exhibits leadership in the spiritual growth of faculty, staff and students.

Strives to maintain the confessional stance of The Lutheran Church-Missouri Synod.

Strives to make the faith curriculum and chapel services effective, meaningful, and applicable to the Christian life.

Plans and implements outreach to non-member families.

Works to improve the spiritual climate of the school.

Demonstrates that the spiritual mission of the school is the highest priority for time, energy, and service.

Demonstrates servant leadership.

2. As executive staff of the board:

Enforces government regulations.

Delegates authority and responsibility.

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Provides adequate information for effective board meetings.

Cooperates with the district and synod level.

Works effectively with support staff.

Sets goals and plans to achieve them.

Manages time effectively.

Keeps the Board informed of all school related activities, needs, and successes.

Provides written report to the Board.

Responsibly carries out Board policies.

Provides leadership in the review and development of school policy.

3. As manager of the school:

Effectively manages the school office.

Effectively plans and administers an annual budget.

Manages all funds with skill, integrity and responsibility.

Assures the safety of students, faculty, and families.

Plans for efficient long-range and short-range operation of facilities and equipment.

Supervises appropriate use of the facilities and equipment.

Holds faculty and staff responsible for assigned tasks and procedures.

4. As leader of curriculum and instruction:

Demonstrates knowledge of curriculum trends.

Is aware of student curriculum needs.

Motivates and assists staff as they set curriculum objectives.

Demonstrates knowledge of effective teaching techniques.

Plans and implements staff development activities.

Assists staff in selecting and evaluation of instructional materials.

Secures appropriate involvement of students, staff, and community regarding curricular and/or instruction objectives.

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5. As staff leader:

- Provides appropriate praise and recognition for staff.
- Uses discretion when discussing students, staff and families.
- Determines staff assignments to insure a balance of classroom, school, and church responsibilities.
- Evaluates staff responsibilities and ministry effectiveness.
- Provides clear and consistent direction for the staff.
- Demonstrates appropriate use of Matthew 18 in dealing with staff problems.
- Promotes and supports staff initiative and innovation.
- Seeks and recommends the best-qualified candidates for staff positions.
- Orients and supports new staff.
- Promotes goal-setting/self-improvement for staff members.
- Uses a systematic program of teacher supervision.
- Demonstrates knowledge of professional literature/research.
- Benefits from constructive criticism.
- Maintains membership and participation in professional organizations.
- Practices appropriate techniques of leadership.
- Models professional growth through participation in workshops, conferences, and graduate courses.
- Maintains professional certifications.

6. As director of student relations:

- Assists students to take responsibility for their conduct.
- Promotes students' respect for the rights, property, and opinions of others.
- Understands and respects students' growth as individuals.
- Maintains communication with students.
- Is available before, during, and after school hours for handling student problems and conflicts.
- Demonstrates fairness, firmness, and consistency in handling student problems and conflicts.

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Knows students personally.

Annually updates promotional materials and applications.

Personally interviews all families who apply to the school.

Follows up on all potential students who are not registered.

Provides leadership in student relations.

Helps to secure financial aid for families experiencing financial stress.

Supports the philosophy that every child needs a Christ-centered education.

7. As director of community relations:

Deals effectively with groups.

Secures effective use of human and community resources.

Maintains an effective community with families.

Speaks and writes accurately and correctly.

Develops and uses effective procedures for reporting to the school constituents.

Demonstrates knowledge of community-based activities with educational value.

Represents the school effectively within the community.

Demonstrates patience, empathy, and respect for others.

Treats people in an unbiased and fair manner.

Works constructively to facilitate growth in others.

Is honest and consistent in all dealings.

8. As director of public relations and resource development:

Practices and encourages Biblical principles of stewardship.

Tells the story of the school in terms of ministry and Christian education.

Challenges and tracks congregation financial support.

Actively seeks financial support from those who have a relationship with the school.

Identifies, trains, and cultivates volunteers.

Seeks third source funds.

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1200 Upholding Policy

The Principal shall investigate all instances of violations brought to his/her attention by parents, faculty and staff members, and/or by his/her personal observation. If it is determined that a violation has taken place, the Principal shall, in writing, reprimand the teacher or staff member, insert a copy of the written reprimand in the personnel file, and report the details of the violation to the Lutheran School Board at the next regular board meeting following the occurrence of the violation. Three or more confirmed and documented violations of this policy within a school year may be considered by the board as willful neglect to perform the duties of his/her office and, under Article III, Section 2, of the Bylaws of the congregation, as a basis for recommending to the Voters Assembly that the teacher be removed from his/her teaching position and his/her employment terminated.

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2000 Instructional Staff

2100 Classroom Teachers

NLSA IV

- A. The classroom teacher, except in the case of a contract teacher, shall be a called teacher who holds a Lutheran Teachers Diploma; be certified by a college or university of the LCMS Concordia University System; and hold or is in the process of obtaining a Missouri teaching certificate. A maximum of 3 years shall be given to obtain such a certificate.
- B. The teachers shall be faithful in worship and Holy Communion attendance and set a good example in growing in the Word and in Christian living.
- C. The teachers shall provide for the spiritual growth of their students by:
 - 1. Setting a Christ-like example in word and deed.
 - 2. Prayerfully and creatively teaching the religion curriculum and applying the teachings to everyday living.
 - 3. Supervising student interrelationships and requiring such relationships to be consistent with Christian living.
 - 4. Encouraging students to be in the Word and to faithfully attend the congregation's worship services and education hour.
- D. The teachers shall provide for the academic growth of their students by:
 - 1. Studying and effectively teaching the curriculum.
 - 2. Evaluating students' academic needs and progress.
 - 3. Providing classroom settings that are conducive to learning.
- E. The teachers shall foster positive social and emotional growth of their students by:
 - 1. Being aware of students' social and emotional problems and taking steps to assist them.
 - 2. Encouraging parents or guardians of children with serious social and emotional problems to seek professional help.
 - 3. Providing a school atmosphere in which the child/God and God/man relationships are stressed and taught.

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F. The teachers shall assist in the physical development of their students by:

1. Teaching good health habits.
2. Encouraging participation in recess activities and, where appropriate, extra-curricular physical education activities.

G. The teachers shall:

1. Be responsible at all times for the direct supervision of the students assigned to their care, custody, and control during the school day or school function. To fulfill this responsibility, a teacher shall be physically present in his/her respective classroom at all times when his/her assigned students are present during the school day. When his/her students are outside the classroom during the school day or while attending school functions, the teacher shall maintain constant visual contact with and remain in close physical proximity to all his/her assigned students with the following exceptions:
 - a. A student has been granted permission to leave the classroom to go to the restroom, resource room, library, office, or the classroom of another faculty member.
 - b. The supervision of an individual student has been returned to the student's parent or guardian by the resumption of the physical custody of the student by the parent or guardian.
 - c. The supervision of and responsibility for the entire class, or part thereof, under this policy has been delegated to and accepted by another faculty member as noted by the faculty member's acknowledgment of the same. Note: For the purpose of this exception, a faculty member shall mean a professional staff member of the school as defined by policy.
2. Attend faculty and Parent Teacher League meetings, the annual LCMS Missouri District Teachers Conference; confer with Principal about attendance at church and school events, and the annual Concordia Circuits Conference for pastors and teachers.
3. Confer with the Principal about discipline and other classroom or student problems.
4. Make home visits to their students prior to the opening of the school year. Teachers should keep an accurate record of mileage incurred in making these visits and submit the total mileage to the Principal. The mileage cost will be reimbursed by the congregation (*due to the new congregation Financial Management Team plan of 2012, this is revised to 'reimbursed by the school'*).

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5. Prepare report cards for reporting student progress to parents or guardians, and schedule other conferences with parents when necessary and meet with parents or guardians at least twice a year.
6. Serve, in rotation with other teachers, as supervisor at home basketball games.
7. During the summer months, outline courses they will teach the coming year, study textbooks that are new, and make such other classroom arrangements that will help ensure a well-prepared school opening day and school year.
8. At the end of the school year, have their classrooms in order, as directed by the Principal, in preparation for summer custodial work in the classrooms.
9. Attend required conferences and conventions unless excused by the Principal.
10. Furnish to the congregation and the LCMS Missouri District his/her biographical and professional data.
11. Use their time during the school day in behalf of the congregation, especially in behalf of the school. Teachers may not leave the premises of the church property during the school day except with permission of the Principal.
12. Maintain orderly and attractive classrooms, with special attention given to instructive bulletin boards and non-clutter on/in desks, tabletops, bookshelves, and cloakrooms.
13. Encourage students to respect school property.
14. In accordance with a rotation schedule, supervise the holding room for students who arrive at the school before 8 a.m.
15. Carry out such other assignments as might be requested by the Principal or board.

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2110 Teachers – 10-Month Calls / Contracts: Vacation Time

On May 23, 1994 The Lutheran School Board withdrew this area from the policy manual.
Following are the related approved minutes

Approved: Change the teachers' months employed from 12 to 10 months, eliminating the paid vacations segment of the fringe benefit summary and the paid holiday of Independence Day.

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2120 Teachers – Continuing Education

- A. Teachers are encouraged to attend graduate level classes outside of school hours to increase their professional competency. The teachers' salary schedule allows for a greater increase in annual pay when graduate courses are taken towards a degree rather than simply accruing years of experience.

- B. Teachers who plan to attend summer school should make such intention known to the Principal.

- C. Teachers may apply to the St. Paul's Endowment Committee for financial assistance with graduate level course costs. Such application must be submitted in writing.

- D. St. Paul's Lutheran School has a written curriculum that integrates the faith and is supported by appropriate materials and resources. The written curriculum guide clearly defines the actions, assessments, and educational goals. Annually, the teachers refine the curriculum to coordinate current research with existing standards. The Lutheran School Board annually approves the finished product during its summer meeting. Every three years stakeholders are requested to sit on a curriculum review committee.

- E. The curriculum addresses the spectrum of academic achievement and attends to individual student learner needs through differentiated instruction. The school regularly offers staff development opportunities to support the staff in implementing research-based learning theories as related to curriculum. The school has a written plan to effectively integrate and connect technology with classroom goals.

- F. Teaching strategies reflect the current understanding of best practices and are appropriate for student age, interest, and achievement level. Within the confines of the approved curriculum, the teacher may select the media(s) most suited for the learning styles of the students in the current class. Formative as well as summative assessments guide instructional goals. Technology is appropriately used in instruction and assessment. Student use of technology is integral to the instructional process. Resources available outside the school community are utilized to enhance the learning of students and support the educational objectives.

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2130 Teachers – Calls and Contracts

Teachers, upon receipt of a call or contract offer from another congregation or school, shall:

1. Inform the Principal and pastor as soon as possible.
2. Make a decision on the call or contract offer as soon as is feasible. Notify the Principal and the Lutheran School Board, the calling congregation or school, and the district official of the decision.

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2140 Teachers — District Conventions, Faculty Meetings, and Devotions

- A. Unless excused by the Principal, teachers are required to attend faculty meetings, circuit pastor and teacher meetings, and the LCMS Missouri District conventions.

- B. Faculty meetings are to be held monthly during the school year at a time determined by the faculty. The Principal with the consensus of the faculty may cancel a meeting when it is determined there is not sufficient business or professional study to warrant a meeting. Decisions at faculty meetings are to be made through formulated motions followed by a majority vote. These decisions are binding upon all faculty members.
 - 1. The faculty in its first meeting prior to the opening of the school year shall elect a member to the Grievance Committee (see Grievances, page 26).
 - 2. Other faculty meetings for orienting new teachers and planning for the school year shall be arranged prior to the opening of the school year.
 - 3. Special faculty meetings may be called by the Principal, the pastor, the board, or by three faculty members with the consent of the Principal.
 - 4. Faculty meetings are to be held on church property.
 - 5. Faculty meetings are considered executive sessions, the contents of which are to be disclosed only through regular channels by the Principal or those authorized by him/her. Matters of tension and disagreement are not to be made public by any faculty member.
 - 6. Faculty members in rotation serve as faculty secretary.
 - a. The secretary shall record the minutes of each meeting, which shall include the time and date, names of those present, announcements, and committee appointments and assignments, as well as accurate phrasing of motions and vote results.
 - b. The secretary shall distribute copies of the minutes as soon as possible after the meetings to all faculty members.
 - c. The secretary shall carry out the faculty policy on memorials, cards and flowers (see Memorials, Cards, Flowers, page 89).
 - d. In the event the secretary cannot complete the one-year term, the Principal shall appoint another faculty member to complete the term.

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- C. Faculty devotions or Bible studies are held daily.
 - 1. Faculty members take turns leading the devotions according to a schedule prepared by the Principal and are encouraged to write their own inspirational and/or instructional devotion materials.
 - 2. Faculty members are to attend all devotions and Bible studies.

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2150 Lesson Plans, Daily Schedules, Lunch Count

- A. The teachers' lesson plans should show plans for every subject taught each day and be available to the Principal upon request. The plans should be retained for at least one year after the lesson. The school day should be used primarily for teaching and supervising the lessons. Planning for the next school day and checking papers should be secondary.

- B. Daily schedules should be developed by teachers before the school year begins and revised as necessary. The teachers should give copies of their daily schedules and classroom rules to the Principal at the end of the second week of school so a master schedule can be prepared. Later revisions by teachers should be given in writing to the Principal.

- C. Teachers at the beginning of the class day should take a lunch count and send the count number by Fast Direct to the school secretary.

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2160 Faculty Supervisor for Sports Events

- A. Faculty members shall serve as supervisors at home volleyball and basketball games.
- B. The supervisor shall:
 - 1. Place a large waste container in gym lobby preceding the activity.
 - 2. Make sure all gates and locked doors remain locked throughout the activity.
 - 3. Disallow playing in the school lobby, halls and stairways.
 - 4. Make occasional restroom checks (to guard against vandalism) and flush toilets in final checkup before leaving the building.
 - 5. Assist in cleaning kitchen, gym and lobby at conclusion of activity, lock gym doors and turn off lights.
 - 6. Report to the Principal, when necessary, students who have disobeyed rules or acted improperly.
- C. The Athletic Director assists the supervisor before the activity by providing a cash box for and setting up the concession stand and locking school entrance doors except the main entrance to the gym.

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2200 Special Education/Resource Room Teacher

- A. The special education/resource room teacher shall conduct the resource room in accordance with the preceding guidelines for the classroom teachers, insofar as the guidelines apply.
- B. The special education/resource room teacher shall:
 - 1. Follow the procedure for determining student placement in the resource room as outlined in "Resource Room Entrance Procedure" below.
 - 2. Work with public school personnel to obtain use of the public school's special education services, in accordance with Public Law 94:142, including staff meetings with parents affected by the evaluation of students referred.
 - 3. Shall provide materials and resources for higher order thinking skills (HOTS) utilizing depth of knowledge (DOK) process for students in the resource room as well as for teachers to maximize in their classroom.
 - 4. Assist the classroom teachers by providing appropriate materials and techniques for students with learning difficulties and special needs.
 - 5. Stay informed on materials, equipment, techniques and evaluations developed for students with learning difficulties and special needs.
 - 6. Check the progress records periodically of all students, especially students in the lower grades, in order to help determine if students have special education needs.
 - 7. Keep the Principal informed on students as they enter or are dismissed from special education classes and on their progress in learning.

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2300 Instrumental Music Director

- A. The instrumental music director shall work closely with the Principal in planning activities and making purchases.

- B. The instrumental music director shall:
 - 1. Instruct and supervise students in the use and care of musical instruments and related materials and equipment.
 - 2. Advise parents in selecting musical instruments for their children.
 - 3. Select and purchase musical instruments and related materials and equipment, in accordance with the school's purchase policy.
 - 4. Schedule rehearsals and other activities relative to the musical instrument program.
 - 5. Arrange for transportation of students to locations where they will participate in music activities.
 - 6. Be responsible for the maintenance of the school-owned musical instruments.
 - 7. Be responsible for maintaining in good order the storage area for the musical instruments.
 - 8. Maintain an inventory of the school-owned musical instruments, music, and related equipment; give duplicate copy of inventory to the Principal.

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2400 Technology Director

- A. The technology director shall be responsible for the computer lab, hardware, software, and the audiovisual equipment.

- B. The technology director shall:
 - 1. Work closely with the Principal in selecting and purchasing computer lab materials and audiovisual equipment.
 - 2. Be responsible for processing new technology materials and discarding outdated materials.
 - 3. Schedule regular visits of classrooms to the computer lab.
 - 4. Obtain and train volunteers to staff the computer lab.
 - 5. Be responsible for keeping the computer lab in good order.
 - 6. Take an annual inventory of technology materials, school-owned audiovisual equipment, computers and printers; give duplicate copy of inventory to the Principal and to the Librarian.
 - 7. Submit annually to the Principal a suggested purchase list of technology materials.
 - 8. Be responsible for storage and maintenance of the technology equipment.
 - 9. Coordinate and supervise use of projectors and speaker system between church and school.
 - 10. Shall be the resource coordinator for school functions when technology is necessary (i.e. concerts, programs, assemblies).

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2500 Librarian

- A. The Librarian shall be responsible for the library.
- B. The Librarian shall:
 - 1. Work closely with the Principal in selecting and purchasing library materials.
 - 2. Be responsible for processing new materials and discarding outdated materials.
 - 3. Schedule regular visits of classrooms to the library.
 - 4. Obtain and train volunteers to staff the library.
 - 5. Be responsible for keeping the library in good order.
 - 6. Take an annual inventory of library materials; give duplicate copy of inventory to the Principal.
 - 7. Submit annually to the Principal a suggested purchase list of library materials.
 - 8. Be responsible for storage and maintenance of the library materials.

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2600 Substitute Teachers

- A. The Principal is to be notified as soon as possible when a substitute teacher is needed.
- B. Substitute teachers are to be secured from a list of competent teachers compiled by the Principal and approved by the Lutheran School Board. List is to be comprised from individuals with minimum of 60 hours college credit.
- C. Substitute teachers may be hired at the expense of the congregation with the exceptions listed under Teachers — Absences, page 53.
- D. Substitute pay set at \$75 per day or at a rate equal to or higher than Concordia R-II.
- E. Long-term substitutes (over 10 days) shall receive a minimum of \$10 more per day than a regular substitute. Long-term substitute pay may begin as soon as the Principal is aware of the need.

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2700 Counselor

Title of Supervisor: Principal

Position Summary:

It is the school counselor's job to work with children in a variety of settings and to consult with teachers, parents and others regarding children's needs. The school counselor works with students to meet their needs on an academic level, help them to develop personally, spiritually, and socially.

- ✦ Assist students with emotional, spiritual, and or social issue that are impacting their academic life.
- ✦ Assist students by equipping them with skills to handle social, physical, and / or academic pressures.
- ✦ Provide another adult role model for children to turn to in times of crisis.
- ✦ Conduct classroom guidance lessons with all the students on a rotating schedule on a variety of topics. Topics may include character education, bullying, self-esteem, personal safety, problem solving, good listening skills and devotions to name a few. The counselor works together with classroom teachers to identify topics that will best meet the needs of the students in each classroom.
- ✦ Set up small group opportunities for students. These groups work on issues such as friendship, study skills, self concept, or anger management.
- ✦ Individual meetings with students will occur through teacher, student or parent referrals. Please keep in mind that meeting with a school counselor does not always mean there is a problem or cause for concern. The goal is to work with all the students on a regular basis throughout the school year and build skills that help students successfully navigate difficult times.

Qualifications

Active member of Lutheran Church Missouri Synod.

Ability to regularly bring prayer and other spiritual tools (Bible Verses, songs, etc) into the sessions.

Extensive higher education course work in counseling.

Life experience in assisting various ages in crisis situations.

Parameters

1. In general, receive permission from parents prior to meeting with students. In extenuating circumstances this conversation may need to occur after the first meeting.
2. Contact parents, principal, and teachers on a regular basis if counseling continues for an extended period of time. This contact should be a two-way means of discussing issues and directions for skill building.
3. Class sessions are scheduled in conjunction with the homeroom teacher. Work together to create plans that best fit overall needs.
4. Sessions may include an eating lunch together and the 20-minute recess.
5. Consider whether to offer scheduling time after school.

Hours and Pay

Placed on teacher salary schedule based on time, education and experience.

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3000 Non-Instructional Support Staff *NLSA IV*

3100 Athletic Director

- A. The athletic director shall be responsible for the physical education program, inter-school athletics including soccer, volleyball, cheerleading, basketball and track, and the sports medical kit. A certified teacher or a member of the community may fill the role.
- B. As director of the physical education program, the athletic director shall:
1. Take an annual inventory of physical education equipment and supplies. Give a duplicate copy of the inventory to the Principal.
 2. Submit annually to the Principal a list of needed equipment and supplies and their estimated costs.
 3. Instruct teachers and students in proper care and storage of equipment and supplies.
- C. As director of inter-school athletics, the athletic director shall:
1. Select persons to instruct and supervise athletic teams.
 2. Schedule all interscholastic athletic activities and present to the board for approval.
 3. Receive health examinations of and fees from students participating in inter-school athletic activities.
 4. Distribute and receive student travel permits.
 5. Direct the tournaments and meets sponsored by the school.
 6. Secure referees and other officials as needed for home activities.
 7. Provide for upkeep, cleaning and storage of athletic uniforms.
 8. Make arrangements for operating a concession stand at home activities and placement of appropriate signs (“No Eating or Drinking in the Gym”).

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3200 Teacher Aide

- A. The duties of the teacher aide include but are not limited to the following:
1. Assist the teacher in modeling and teaching children about the Christian faith.
 2. Assist the teacher in supervising students in the following areas or as needed:
 - Recess
 - Walking around classroom assisting students to stay on task
 - Bathrooms
 - Library
 - Small group
 - One-on-one
 - Field trips
 3. Assist students with their work, play and other activities as directed.
 4. Help the teacher to encourage cooperative behavior among students.
 5. Copy any papers; assist with any bookwork, craftwork, or art activity.
 6. Enter lunch count, Church/Sunday School attendance, and/or grades on computer as directed by teacher.
- B. As per state guidelines for instructional aides, the position qualifications require 60 college hours when hired after September 30, 2011.

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3300 School Secretary

- A. The secretary shall be responsible to and directed by the Principal in carrying out the duties of the position. The secretary shall:
1. Answer phone, deliver messages and keep files current.
 2. Schedule students for school bus transportation, collect and deposit bus fees from students, deliver payment checks to bus owner, and notify parents of changes in bus schedules; deposits should be made within 1 week of receipt.
 3. Prepare roster of students; monthly school calendar; forms for school registration, free and reduced lunches, parent volunteer, health screenings, and other forms as needed.
 4. Prepare and keep current the record book for children's chapel contributions; include with each quarterly report card a statement showing quarterly contributions total.
 5. Complete insurance and accident claim forms.
 7. Keep student health records current, submit immunization forms to state health department, assist in scheduling health screenings, and obtain volunteers to assist with the screenings.
 8. Keep account book of bills incurred by the school and sort the bills in preparation for giving them to congregation's accountant in a timely manner.
 9. Collect and deposit all student fees; deposits should be made within 1 week of receipt.
 10. Assist in preparing an annual school handbook.
 11. Place orders and receive payments for school pictures and yearbooks.
 12. Send pre-school, pre-kindergarten, and Kindergarten round-up information letter to the parents of congregation.
 13. Prepare graduation diplomas.
 14. Write thank-you notes to school volunteers and donors.
 15. Stock and maintain the first aid cabinet.
 16. Maintain class enrollment in Fast Direct.

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17. Compile, publish, and distribute the Main Street Journal.
18. Routinely order books and supplies according to budget as requested by Principal.
19. Carry out any other work assigned by the Principal.

(Secretary) Lunch program:

19. Solicit bids for milk and bread products.
20. Receive student count for meals and milk; verify lunches served; keep record of free and reduced meals.
21. Record receipts, keep account book of receipts and disbursements.
22. Complete and submit monthly and annually forms to Missouri Department of Education School Lunch Program.
23. Prepare for the Personnel Team the information for lunch employee contracts.

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3400 Kitchen Staff

- A. The staff shall include a head cook, who shall be the lunchroom manager, and other cooks or assistants as determined and hired by the board.
- B. The staff shall be responsible to the Principal and the board.

3401 KITCHEN MANAGER (Revised 4/28/11)

Required Qualifications:

- ⇒ Effective oral and written communication skills
- ⇒ Basic computer skills
- ⇒ Able to positively relate to students, staff and parents.
- ⇒ Sensitive to the eating habits and needs of children.
- ⇒ Able to plan and prepare meals that meet nutritional guidelines.

Reports to: DESE Authorized Representative and School Administrator

Physical Requirements:

The majority of the daily work will include standing, walking, bending, reaching, carrying and lifting. Lifting may include 30 pounds of hot pans. Visual and hearing skills are essential for daily operation. A minority of the day will allow for sitting.

Essential Job Functions:

- Public relations advocate for school and church
- Plan, prepare, and serve menus that meet or exceed *Eat Smart Intermediate Level* lunch requirements.
- Plan, order, and receive all food and supplies for the operation
- Organize and direct work of kitchen staff members
- Purchase nutritional foods as needed for menus.
- Arrange for storage of food products and related goods
- Maintain safe and sanitary conditions of kitchen and lunchroom
- Maintain records as required by the school & state for the purpose of meeting all reporting requirements
- Cater meals for HLL
- Prepare kitchen related budget
- Perform related duties as assigned by administration.

Salary and Schedule

Full time is 6-8 hours per day when school is in session, plus cater hours during non-school days for HLL as scheduled throughout the calendar year. Worker benefits available as outlined in St. Paul's Lutheran School / Church Personnel Manual.

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Updates

Job description and tasks are updated regularly in response to requirements from the Department of Education, St. Paul's Lutheran School and Church.

Details evaluated under each major heading of job description include, but are not limited to:

1. This position is a key opportunity for public relations, be *courteous* and *professional* in attitude and remarks while at work and in all conversations outside of work.
 - Use the church personnel manual to further understand and clarify role as employee of the church and school.
 - Coordinate with office about kitchen use schedule and monitor use of kitchen by all groups wanting to use the kitchen.
 - For kitchen use for all groups, develop and post guidelines in clear, friendly language i.e. limitations, restrictions, etc.
 - Make available such items as wash clothes, soap, foil and wrap, etc. for groups using kitchen
 - Leave personal issues at the school door

2. Plan, prepare, and serve menus that meet or exceed Type A lunch requirements.
 - Menus should be predominately made from scratch
 - Strive to keep processed foods out of the menus
 - Salad bar may include: leaf salad, cheese, dressing, chopped hard-boiled eggs, fruits, vegetables, cottage cheese, yogurt, leftovers from previous lunches (one heat up allowed).
 - Monitor temperature of items on ala cart or salad bar.
 - Donations from area churches or groups may be served. However, desserts, whipped topping salads, ice cream, and other high sugar content food should not be prepared or purchased.
 - When adults are invited in, there should not be a significant difference in menu options.
 - Use past records for entrée quantities
 - Menus shall follow a 3 – 6 week rotation
 - Develop menus for the purpose of ensuring nutrition and portion control standards meeting USDA Meal Pattern requirements and providing an appealing selection for students.
 - At a minimum of 3 weeks in advance menus, nutritional analysis, and estimated costs shall be submitted to DESE Authorized Representative. Menu alone shall be submitted at the same time to HLL and local newspaper
 - Each tray served should show attention to details such as eye appeal (colors) and textures (mix of smooth, crunchy, and chewable)

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3. Organize and direct work of kitchen staff members.
 - Time management is a critical part of this skill.
 - Create schedules so that workers can get out on time.
 - Maximize the efficiency of the workers
 - Train and supervise staff in proper use and care of all equipment, sanitation, safety, and serving procedures
 - Establish standards for personnel performance and service to students
 - Assist administration with the assessment and evaluation of kitchen staff
 - Arrange employee schedule or substitutes to cover absences – Personnel Manual must be adhered to (i.e. not supervising members of own family)
 - Cross train staff to fill in all areas and requirements

4. Purchase nutritional foods as needed for menus.
 - When trying a new food item purchase small quantities.
 - Bulk order is preferred rather than specialty shopping (i.e. Patricia's, Wal-Mart)
 - Church groups may request bulk food purchase through school accounts; individual orders are not to be honored

5. Arrange for storage of food products and related goods.
 - Receive and inspect items of food and / or supplies for the purpose of ensuring specifications, quantity, and quality of order
 - Bread products may be frozen up to one month
 - Meat/protein products may be frozen up to three months
 - Rotate out all other products in a timely manner
 - Appropriately label with contents and date stored & to be used by
 - Use USDA storage recommendation as final guide

6. Maintain safe and sanitary conditions of kitchen and lunchroom:
 - H.A.C.C.P: Every operation serving or selling food needs to have a food safety system in place that is designed specifically to guarantee the food being served is safe to eat. This specific food safety system is called HACCP for Hazard Analysis and Critical Control Point. HACCP is a system comprised of 7 principles that are to be applied to a written food safety program focusing on the food in your operation.
 - Hairnets worn by anyone working in kitchen
 - Gloves worn at all times while preparing or serving food. Change gloves as needed when returning to a workstation.
 - Establish, monitor and enforce sanitary standards for the purpose of safeguarding staff and student health.
 - Be responsible for keeping the kitchen clean.
 - Purchase cleaning products that allow for quick and sanitary results.
 - Visitors with official business are allowed in the kitchen during school hours.

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7. Organize and maintain school, state, and federal reports for the purpose of meeting all reporting requirements.

- Maintain records as required by the Missouri Department of Education School Lunch Program.
- Menus
- Production records
- Recipe for every food / condiment served
- Nutritional Facts or manufacturer's analysis information (CN Labels) for every food / condiment served
- Inventory
- Other forms as may be required by school, county, state, or federal authorities

8. When catering meals for HLL, meals shall

- Meet or exceed Childcare Food Program – Eat Smart Intermediate Level specifications
- Each plate served should show attention to details such as eye appeal (colors) and textures (mix of smooth, crunchy, and chewable)
- Be considerate of time in packing – limit time in warmer to avoid over cooking or soggy/mushy food.

9. With administration, prepare budget for year

- Projects budget 3 years out
- Income and expenses
 - Salaries, benefits
 - Food
 - Preparation supplies
 - Sanitation supplies
- Submits projected budget to school administrator by April 1 for new fiscal year (July 1 – June 30)
- Submits suggestion for meal and milk cost for April school board meeting
- Submit update / revised budget to school administrator by Oct 15 (actual enrollment & food cost update)
- Monitor equipment use and budget for repairs and replacement

10. Recommendations for Lunch Program based on executive summary from Healthier US School Challenge

- Daily sodium less than 766 mg for the lunch meal, goal of less than 500 mg.
- Consume less than 10 percent of calories from saturated fatty acids.
- Consume less than 100 mg of dietary cholesterol.

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- Keep trans fatty acid consumption as low as possible by limiting food that contain synthetic sources of trans fats, such as partially hydrogenated oils and by limiting other solid fats.
 - Reduce the intake of calories from solid fats and added sugars. Create Baseline from all available food served during one randomly selected week.
 - Limit the consumption of foods that contain refined grains, especially refined grain foods that contain solid fats, added sugars, and sodium.
 - Increase vegetable and fruit intake. Create Baseline from all available food served during one randomly selected week.
 - Serve a variety of vegetables, especially dark-green, red, orange vegetables, and beans.
11. Other duties as instructed by administration or as required for the position by the guidelines of the Federal Food Program.

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3402 **Duties of Assistant Cook**

In general a three-hour per school day position – approximately 8:00 – 11:00

- _ Be courteous and professional in attitude, dress, and remarks
- _ Do the baking; assist with cooking
- _ Prepare the vegetables and the fruit.
- _ Duties related to HLL:
 - o Midmorning – take supplies to the daycare
 - o Package the noon meal and transport to the daycare.
- _ Set up the condiment table with bread, jelly, peanut butter, water, glasses, etc.
- _ Set up the salad bar area.
- _ Place silverware into the holder, refill napkins and straws.
- _ Wipe the lunchroom tables prior to the serving of lunch
- _ Assist with clean up
- _ Rule of thumb—If you see something is dirty, clean it.
- _ Cross train to assist or lead in all areas

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3403 Duties of Part-time Kitchen Assistant

In general a three-hour per school day position – approximately 11:00 – 2:00

- a. Upon arrival at work, assist the cooks with current tasks
- b. Assist in serving the food, maintaining a gentle and kind tone to all
- c. Clean and replenish salad bar between classes
- d. Wash all the food trays and silverware
- e. Wet mop floor daily after lunches and dump water in janitor floor drain.
- f. Assist in general clean up
- g. Cross train to assist or lead in all areas

Details on cleaning procedures

1. Soak the silverware in soapy water. Separate the different silverware and put in holders to be washed.
2. Daily, after the dishwashing is finished, spray the inside of the dishwasher, drain the water, wipe the counters dry, turn off the dishwasher, and turn off the water.
3. Clean the garbage from dishwasher tray each Friday or more often if needed.
4. Wipe down the outside of the dishwasher when it gets dirty.
5. Keep the spray nozzle and water faucet clean.
6. Check that the chemicals are being added to the dishwasher as needed.
7. If the floor does get wet while doing the dishes, turn black mat upside down so it dries.
8. Prior to mopping, dust mop or sweep the kitchen floor daily
9. Wet mop pantry floor every Friday or at least every two weeks.
10. Each Friday, wet mop stairs and landing that lead to the alley door.

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3500 Custodian(s)

- A. The school custodial staff is hired by the St. Paul's Board of Trustees. While responsible to the trustees, the Principal provides daily supervision.
- B. The custodian(s) specific procedures and duties are detailed by the trustees, they shall in general include:
 - 1. Clean and maintain the school interior and maintain the exterior school property.
 - 2. Arrange with the Principal a daily schedule for cleaning the school interior.
 - 3. Make minor repairs as needed.
 - 4. Bring to the attention of the Principal and the Board of Trustees the physical condition and needs of the school.
 - 5. Work with the Principal in carrying out storm and fire drills and emergency evacuations.
 - 6. Be ready to meet such emergencies as breakage and wiping up water and body fluids.

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4000 Students NLSA VII +

(Note that portions of the Student / Parent handbook contains both Board Policy and Administrative Procedures)

4100 Harassment/Bullying

NLSA II-C, VII

Harassment and bullying are serious problems that can affect the ability of students to progress academically and socially. Such behavior is incongruent with who we are as the people of God. *"But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. Against such things there is no law"* (Galatians 5:22-23). Our goal is that our students would, by God's grace, live as the new creation that God has made them to be. St. Paul's has adopted a Harassment/Bullying Policy, guidelines, and procedures for investigating incidents of harassment and bullying. It is available in the school office.

Harassment includes but is not limited to *verbal abuse* such as name-calling, directing an obscene gesture, vulgar, offensive, or profane language, derogatory cartoons or drawings, general insolence, back talk, verbal refusal to follow directive, rule, policy, or procedure, or making a threat of physical violence to an individual or property belonging to any individual.

Harassment also includes but is not limited to *physical abuse* such as striking, shoving, choking, kicking, intentionally making physical contact of an insulting or provoking nature with another person, or making physical contact that causes physical harm to another person.

Harassment also includes but is not limited to *sexual harassment* such as leering, physical contact in a sexual way, unwelcome sexual advances, requests for sexual favors, exposition of sexually related materials, and other inappropriate verbal or physical conduct of a sexual nature.

Bullying includes but is not limited to disrespectful behaviors such as teasing, taunting, threatening, hitting, touching, and stealing that is initiated by one or more students against a victim. In addition to direct attacks, bullying can also be more indirect by causing a student to be socially isolated through intentional exclusion. Whether direct or indirect, bullying that is physical or psychologically intimidating, occurs repeatedly over time, and creates a pattern of harassment and/or abuse will not be tolerated and is subject to disciplinary action.

The school will act promptly to follow the Harassment Policy Guidelines to investigate all complaints. Appropriate action will be taken to protect individuals from further harassment.

Retaliation against any individual who filed a complaint of harassment or against anyone who cooperated in an investigation will not be tolerated.

Persons who engage in harassment, bullying, or retaliation will be subject to disciplinary action, suspension, and/or termination/expulsion subject to decision of the Principal and the Lutheran School Board.

In certain cases, harassment may constitute child abuse under Missouri law and may be reported to the Department of Social Services. St. Paul's will comply with all legal requirements of reporting suspected cases of child abuse.

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All teachers will review this policy and its guidelines in their classrooms at the beginning of the school year in an age-appropriate way and assure the students that they do not need to endure any form of harassment and/or bullying. Teachers will seek curriculum materials for effective prevention of harassment and bullying as well as teach the students effective strategies for assisting victims. Our goal at St. Paul's is to ensure a safe and fear free environment.

See Appendix 5 pages 105-114 for complete guidelines and forms for reference.

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4200 Search & Seizure Policy

The School Board recognizes that the privacy of students or their belongings may not be violated by unreasonable search and seizure and directs that no student be searched without reasonable suspicion or in an unreasonable manner.

The Board acknowledges the need for in-school storage of student possessions and shall provide storage places, including desks, for that purpose. Such spaces remain the property of the Board and, in accordance with law, may be the subject of random search. In no such places shall students have such an expectation of privacy as to prevent examination by a school official. The Board directs the school principals to conduct a routine inspection at least annually of all such storage places.

School authorities are charged with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, school authorities may search the person or property, including vehicles, of a student, with or without the student's consent, whenever they reasonably suspect that the search is required to discover evidence of a violation of law or of school rules. The extent of the search will be governed by the seriousness of the alleged infraction and the student's age.

This authorization to search shall also apply to all situations in which the student is under the jurisdiction of the Board.

Administrators are permitted to conduct a random search of any student's desk and its contents at any time.

Search of a student's person shall be conducted by a person of the student's gender, in the presence of another staff member of the same gender, and only in exceptional circumstances when the health or safety of the student or of others is immediately threatened.

Administrators are authorized to arrange for the use of a breath-test instrument for the purpose of determining if a student has consumed an alcoholic beverage. It is not necessary for the test to determine blood-alcohol level, since the Board has established a zero tolerance for alcohol use. The Board also authorizes the use of canines, trained in detecting the presence of drugs or devices, when the Principal has reasonable suspicion that illegal drugs or devices may be present in a school. This means of detection shall be used only to determine the presence of drugs in desk areas and other places on school property where such substances could be concealed. Canine detection must be conducted in collaboration with law enforcement authorities or with organizations certified in canine detection and is not to be used to search individual students unless a warrant has been obtained prior to the search.

Except as provided below, a request for the search of a student or a student's possessions will be directed to the principal who shall seek the freely offered consent of the student to the inspection. Whenever possible, a search will be conducted by the principal in the presence of the student and a staff member other than the principal. A search prompted by the reasonable belief that health and safety are immediately threatened will be conducted with as much speed and dispatch as may be required to protect persons and property.

The Principal shall develop and update administrative procedures as necessary to implement this policy.
Reference: U.S. Constitution, 4th Amendment

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4300 Acceptable Use Agreement

What is an AUA (Acceptable Use Agreement)?

An Acceptable Use Agreement is a written statement signed by St. Paul Lutheran (SPL) staff, parents/guardian and students (preschool – 8) that describes the terms and conditions for the use of technology available to all persons during SPL sponsored activities. This agreement outlines the rules of acceptable behavior during online Internet/offline Intranet sessions and the consequences for misbehavior. This agreement delineates published usage of student photographs and student work on the Internet/Intranet.

SPL Technology

With the use of electronic networks, including both Internet and Intranet, SPL is expanding technology access for students, parents, and staff. With this access comes the responsibility for appropriate use. Students, parents, and staff are expected to maintain Christian ethics in making appropriate decisions regarding their technology use provided by SPL. In general that requires efficient, ethical, and legal utilization of the network/non-network resources. Thus, the following principles will be applied:

1. The signatures required in accordance with the AUA are legally binding and indicate the parties who signed have read the terms and conditions carefully, understand their significance, and agree to abide by them.
2. Failure of users to abide by the AUA guidelines may cause the elimination of a user account at any time as required.
3. In accordance with the AUA guidelines, the SPL administration in its sole discretion will deem what is inappropriate use and all such decisions by the administration are final.
4. Additionally, if SPL incurs a financial cost due to user misuse or intentional malicious action, the user will bear the sole responsibility for the financial cost incurred.

SPL Network Users

The electronic networks are “public places” and user actions are visible to other users on the network. SPL has the right to monitor network use to ensure that the network continues to function properly for all of its users.

All SPL existing policies and regulations apply to the use of technology. Community Users and students are expected to comply with the following procedures when using the SPL networks or accessing any resource via the Internet.

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1. Users will follow SPL Acceptable Use Policy.
2. No user is allowed to use any material that is not preloaded onto the computers or approved by SPL network administrators.
3. Hate mail, harassment, discriminatory remarks, threatening, and other antisocial, non-Christian behaviors are prohibited.
4. The use of the computer to Users of SPL technology shall promote efficient use of the networks to reduce congestion of the networks and interference with the work of others using the networks. Such interference or disruption includes, but is not limited to the following:
 - a. Altering the computer system's operating perimeters such as screensavers, desktops, sounds, or other appearance aspects of the computer
 - b. Propagation of computer worms or viruses
 - c. Using the network to make unauthorized entry into other computational, informational, or communications devices or resources.
 - d. Access of files belonging to anyone else on the network without express consent.
 - e. Networks or equipment shall not be used to transmit any communication where the meaning of the message, or its transmission or distribution would violate any applicable law or regulation or would likely be offensive to the recipient(s).

SPL Internet Users

Use of Internet activities must be in support of ministry, education and research that are consistent with the goals, objectives, and policies of the SPL entity. There is a wealth of information on the Internet. SPL network users will have the opportunity to access that wealth, and will be required to use the Internet responsibly. The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of that privilege. Prior to participation, a user will receive information pertaining to the proper use of the Internet and sign the AUA user agreement.

SPL has taken reasonable precautions to restrict access to controversial materials. However, on a global network such as the Internet, it is impossible to control all available materials. We firmly believe that the valuable information and interaction available on the Internet far outweigh the possibility that users may procure material that is not consistent with the goals of SPL. It is the user who controls the material accessed. With this in mind, we believe that it is imperative to teach our community members to make Christian choices about the type of material they access.

E-mail and the Internet do not replace face-to-face communication. Following the Biblical principles stressed in Matthew 18 is the appropriate procedure used to resolve personal conflicts. **Matthew 18:15-16 states how we should first attempt to resolve conflicts one-on-one (between the two parties involved) before other people become involved in attempting to resolve the conflict.**

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Internet Etiquette

Users are required to abide by the accepted rules of network etiquette. These include (but are not limited to) the following:

1. Be polite. Do not get abusive in your messages to others. Use appropriate language. Do not swear, use vulgarities, or other inappropriate language. Try to resolve conflicts in person following Matthew chapter 18.
2. Illegal activities including but not limited to downloading computer worms or viruses; any action for the sole purpose of plagiarizing any image, object or document; viewing pornography, violent materials, or any other information generally considered inappropriate in a Christ-centered learning environment; is strictly forbidden.

In addition, these rules apply for our youth.

1. Do not reveal your personal information (i.e. name, address, phone number) online.
2. If a youth accidentally finds anything inappropriate on a website, they are to turn off their monitor and notify a teacher or adult immediately.
3. Youth are not allowed to download documents or software from the Internet without teacher approval.
4. SPL school students will use the Internet for educational purposes only.
5. A teacher or adult must be present at all times while a youth is using the Internet. The student must ask for and receive permission to access the Internet.

Electronic Mail

Users should be aware that electronic mail (e-mail) is not private. People who operate the system do have access to all mail. Transmission and viewing of any material via e-mail that is in violation of any U.S. or state regulation is naturally prohibited. This includes, but is not limited to plagiarized copyrighted material, threatening or obscene materials or materials protected by trade secret or classified government information. All e-mail users are required to abide by the accepted rule of network etiquette.

Consequences

Interpretation, application, and possible modification of these policies shall be within the sole discretion of the SPL Administration. Violation of these policies will be reviewed on a case-by-case basis by the SPL administration and appropriate action taken if necessary. The SPL Administration may at any time make determinations that particular uses are or are not consistent with the purposes of the network and computer resources. Furthermore, the teachers reserve the right to discontinue access to the computing equipment and network at any time for any and all users.

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Depending on the severity of the infraction and the judgment of the administration, any of the following consequences may be imposed upon student and community users:

- Individual access privileges may be suspended.
- Out of school suspension.
- Individual access privileges may be revoked.

Automatic notification will be made to the parent/guardian of the student involved in any violation of this Acceptable Use Policy. Violations include, but are not limited to, the following:

1. Internet Abuse including but not limited to choosing to visit inappropriate websites; downloading controversial material; abusive language.
2. Hardware Abuse including but not limited to malicious mistreatment of any piece of technology hardware.
3. Software Abuse including but not limited to amending program instructions; initiating to illegally copy media.
4. Network Abuse including but not limited to illegal/inappropriate use of username and password; accessing non-authorized files; misuse of network resources.

Media Equipment

SPL has an assortment of media equipment including but not limited to LCD projectors; laptops, digital cameras, video cameras. This equipment is available for SPL School & church use as approved by the Computer Lab and lead teacher/instructor. The equipment shall be formally reserved, picked up and returned by the sole individual who 'checks out' said equipment upon stated approval. This individual is financially liable for the safe and immediate return of all equipment in question.

Personal Technology Devices

Personal technology devices-including but not limited to cell phones, PDAs, laptops, and notebooks are to be used under the direction and in compliance with directives set by the classroom teacher and SPL administration. Personal technology devices are the sole responsibility of the owner, thus SPL is not responsible for any damaged, lost or stolen device.

During school hours, cell phones are not to be in the possession of students at SPL School.

Handheld computers and PDAs are acceptable for use with prior approval by the administration. They should be used, with permission, for class work only. They should not be used for e-mail or Internet access while on campus during school hours. Such a device, used in any other way, is

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considered a nuisance item and it will be confiscated the first time. A repeat offense will be treated as the serious concern that it is.

Community Users and Student Photographs and Work

SPL maintains an informative website (www.stpaulconcordia.org) designed to highlight various church and school schedules, personnel and activities. It is a desire of SPL to publish photographs of SPL life and works including, but not limited, to class programs, field trips, and athletic /academic /childcare / church adventures.

This agreement, in abbreviated form, is located in the Student Handbook.

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5000 Finances and Benefits *NLSA X*

5100 Teachers – Salaries

A salary schedule that compensates teachers for years of service and college graduate hours/degrees acquired is maintained by the congregation (See Appendix 1). Unless arranged otherwise, compensation for the 10 months of employment is paid twice each month over a 12-month period.

- A. Part-time teachers with appropriate degrees shall be placed on salary schedule with the formula of a percentage of teaching time. Note that the salary schedule is set up for full-time teachers on the roster of the Lutheran Church Missouri Synod, there is a percentage difference in the base for teachers without this extra training. Teachers without a bachelors degree receive 80 percent of the base salary, excluding years of experience, until they have met appropriate requirements.

- B. Compensations for teacher additional responsibilities, or other individuals filling these positions, shall be a percentage of the base salary as per the church salary schedule.

See Appendix 1: Salary Schedules pages 94-98.

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5200 Teachers – Absences

See Appendix 2 for specifics on benefits provided for the following absences.

- A. Teachers are allowed up to 10 days of sick leave per school year. Unused days of sick leave are accumulative up to 30 days. Sick leave days may be used for illnesses of children, parents, or spouse.
- B. Teachers may use up to 30 days of accumulated sick leave days for maternity family leave time, during which time they will receive full salary.
- C. Full pay is made for only 14 consecutive days of sick leave, at which time the Concordia Health Plan takes effect for a longer disability period. The congregation will pay only the amount of difference between Concordia Health Plan benefits for the next 16 days, or the duration of the teacher's cumulative time.
- D. Sick leave payment does not pay for disability from work related accident that is covered by Workmen's Compensation, except for the first three days.
- E. Teachers are allowed two days per year, not accumulative, for personal leaves.
- F. Each teacher is allowed one professional day per school year, provided the day will be beneficial to the teacher's assigned duties at school.
- G. Teachers are allowed five days' absence per funeral for immediate family.
- H. Teachers are expected to serve when called to jury duty. Teacher keeps only the mileage funds received from the court. The (congregation) will pay the cost of a substitute teacher.
- I. With permission from the Principal, teachers may take additional absences other than those provided above. Teachers shall take such days off paying the cost of hiring their substitute teachers.
- J. Teachers serving on a board or committee of the LCMS Missouri District may be excused by the Principal from school responsibilities in order to attend district meetings. The congregation will pay the cost of a substitute teacher.

See Appendix 2 Sick Leave Policy page 99-101.

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5300 Compensation and Fringe Benefits

- A. Compensation of all school employees except the kitchen staff is under the jurisdiction of the congregation. Kitchen staff compensation is derived directly from proceeds of the lunch program.
- B. All school employees, including the kitchen staff, receive fringe benefits in accordance with the "Fringe Benefit Summary" of the congregation (See Appendix 2). Fringe benefits for qualifying kitchen staff are paid from lunch program proceeds.
- C. "Legal dependents of all full-time employees of St. Paul's (School, Church, His Little Lambs) shall, as part of their fringe benefits, receive a reduction in school fees. This policy to be reviewed for necessity every 2 years."

Original verbiage created April 2008, updated May 29, 2008, and again revised November 2011.
Note that as of 2012-13 school year part-time school employees holding membership at St. Paul's do not pay regular tuition or assessment fees. Part-time school employees holding membership at other congregations do pay fees (or their church pay).

See Appendix 2 Fringe Benefit Policy pages 99-101.

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5400 Tuition and Fees

- A. Members of St. Paul's Lutheran Church pay a family assessment fee for sending their children to St. Paul's Lutheran School. Members also pay a registration and monthly tuition.
- B. Members of associated churches send their children to St. Paul's Pre-School – Eighth grade School under an agreement between the two congregations. The arrangement calls for payment of 80 percent of the predetermined tuition cost for non-members. Eighty percent times the number of students enrolled from the associated church is the current year payment. Payments are rounded to the nearest whole dollar and are handled by the congregation, not by the students. Families pay the registration fee,
- D. Non-members of St. Paul's Lutheran Church, other than associated church members, pay tuition per student, as set by the Board, unless financial arrangements for them are made with the Principal.
- E. Students paying tuition are expected to pay 25 percent down at the time of enrollment, with the remaining amount to be in one of three manners. Payment may be made by regular check in full or by the semester. Smaller equal payments are set up through electronic fund transfer.
- F. The Lutheran School Board shall approve student fees. Each student is assessed Registration fees regardless of membership. Registration fees are yearly fees. Payment should be made by regular check in full. Smaller equal payments are set up through electronic fund transfer.
- F. Music students will be charged for the loss of any music book or sheet music. If lost music is not paid for, they will be suspended from band until the matter is reconciled.
- G. The lunch and milk fee shall be set in conjunction with the head cook, kitchen supervisor, and the Principal. Board makes the final approval.
- H. Dual Enrollment fees may be charged by the class or by the semester (A.M. / P.M). Regular Registration fees apply. The Board currently has an agreement with other Lutheran congregations to pay a portion of the fees rate as paid by community members.

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5500 Budget and Tax Exemption

- A. Funds for operating the school are included in the congregation's annual budget. (Maintenance of the building and grounds is the responsibility of the Board of Trustees.)
- B. The Principal is responsible for preparing the school budget and submitting it to the Lutheran School Board for approval in the June board meeting and, after approval, submitting it to the Church Council for inclusion in the congregation's annual budget, which is voted on at the November Voters Assembly meeting.
- C. The Principal is to solicit the teachers for their suggestions for materials and equipment needed.
 - 1. Teachers are to fill out a Budget Request Form for the items they need for their teaching responsibilities and submit it to the Principal by June 1. In completing the forms, teachers are to include the name of the catalog that carries the item, page number, catalog number, name, and cost of item, and number of items needed.
 - 2. The Principal, in preparing a total budget, may request teachers to prioritize their requests.
- D. Without prior approval by the Principal, teachers may not charge purchases to the school or congregation or pay for purchases with the expectation of reimbursement from the school. A signed purchase order by the Principal shall be regarded as authorization.
- E. Those making authorized purchases for the school should take with them a copy of the exemption from sales and use tax letter issued to the school by the State of Missouri unless the place of business already has on file the school's tax-exempt letter. Copies of the tax-exempt letter may be obtained from the school office.

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5600 Solicitation of Funds

- A. Only such gifts to, and funds for the school may be accepted with prior approval of the Lutheran School Board and, if necessary, the Board of Trustees, Church Council, and Voters assembly along with the recommendation of the Principal. All donations shall be in harmony with the mission, philosophy, and objective of the school.
- B. The Principal may accept gifts/donations without approval of the Lutheran School Board when such donations are for replacement, updating or extending items and/or programs already in the school.
- C. No funds may be solicited in behalf of the school without approval of the Lutheran School Board and, if necessary, the Board of Trustees, the Church Council and the Voters assembly.
- D. Students are enlisted in fund-raising projects only with the approval of the Lutheran School Board.
 - 1. The use of the profits is under the supervision of the Principal and faculty and the approval of the Lutheran School Board.
 - 2. The Principal in consultation with the treasurer of the congregation shall invest project funds until they are needed.

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6000 Property

6100 Building and Grounds

- A. The congregation's Board of Trustees is the legal caretakers of the congregation's property. The congregation has given the Lutheran School Board responsibility for use of the school building and the Principal responsible for scheduling use of the building.
- B. All doors to the building remain locked. Doors inside the building are locked at the end of the school day. Those who unlock doors for a scheduled activity are responsible for the care of that part of the building and re-locking the doors.
- C. Groups high school age and under using the building must be supervised by an adult.
- D. Consumption of alcoholic beverages is not permitted on school premises.
- E. The school grounds are smoke-free.
- F. Fees for use of any part of the building are set by the congregation's Board of Trustees.
- G. Other situations are subject to rulings by the congregation's board of trustees. In case of emergency, the chair of the Board of Trustees may make a temporary ruling.
- H. The gymnasium and lunchroom may be used free of charge by any organization of the congregation. Donations to cover overhead expenses are encouraged. Outside organizations are charged a fee, set by the congregation's Board of Trustees. The Principal is responsible for administering the use of the facilities according the rules set by the Board of Trustees. Organizations or individuals using the facilities are responsible for cleaning and locking the facility.
- I. The kitchen may be used free of charge, provided it is left in sanitary condition, by any organization of the congregation.
 - 1. Arrangement of equipment in the kitchen is under the supervision of the lunchroom manager. Mechanical equipment such as the food mixer may be used only after use instruction by the lunchroom manager.
 - 2. The organization using the kitchen is responsible for the cost of replacing items damaged during such use. Costs are determined by the lunchroom manager.
- J. Donated equipment becomes the property of the congregation and the congregation assumes control and maintenance of such equipment. The congregation's Board of Trustees determines which equipment may be borrowed from the school premises and the fair rental usage.

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- K. The playground areas are the areas of the school block east of the school building, and the area directly across Fifth Street at the corner of Orange and Fifth streets. The areas in front of the school and parish hall are not to be used as play areas.

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- 7000 Operations** *NLSA VII+*
7100 General School Culture *NLSA VII*
7101 Admissions Policy

St. Paul's Lutheran School admits students of any race, color, national and ethnic origin to all rights, privileges, programs and activities generally accorded or made available to students at St. Paul's Lutheran School. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, athletic and other school administered programs. Reasonable adaptations may be available for students with physical or academic disabilities.

Admission to the school shall be with the understanding that parents have familiarized themselves with the philosophy and policies of St. Paul's Lutheran School.

All children are expected to take part in the religious instruction and devotions of the school. All school families are expected to be regular in attendance at worship services and Sunday school at their home congregations.

All children attending school must be able to use the toilet independently.

St. Paul's Lutheran School is open to all who desire Christian education for their children. For a three or four-year-old to enter preschool, the child must be of that age on or before August 1. To enter kindergarten, a child must be five on or before August 1. Acceptance to grade 1 through 8 is dependent upon evidence of successful completion of the prior grade level.

St. Paul's Lutheran School reserves the right to determine final grade placement for any applicant or present student based on educational needs.

St. Paul's Lutheran School is maintained primarily for the education and training of the children of St. Paul's, St. Matthews and Holy Cross members, but it is the objective of the Day School to provide full time Christian education to as many children as possible. To the extent that space permits and special needs can be met, non-members are encouraged to apply for enrollment. However, limitations of facilities dictate that a system of priorities is necessary to give the Board a guide for recommending the approval of applicants. Pupils will generally be accepted in the following order:

1. Family membership of St. Paul's Lutheran Church, St. Matthew's Lutheran Church and Holy Cross Lutheran Church
2. Children already enrolled from previous years
3. Sister congregations
4. Other Lutheran bodies
5. No home church
6. Children of parents who hold membership in other church denominations

Application forms and health forms are available through the school office. Parents (especially those of upper grade students) may be required to have a conference with the child's teacher as well as with the Principal before the child is enrolled for the first time. Admission of the child

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may depend on the conferences and the attitudes of the parents. Records and transcripts, which must be obtained from the previous school, will be consulted; and tests may be administered for placement. If applicable, written documentation of child custody may also be required.

Upon admission to the school and when updates are requested, parents must provide the following information (on forms provided by the school): physician's health statement; copy of birth or baptismal certificate; transcript (first grade and up); field trip authorization; emergency contact information; emergency medical authorization.

All parents are expected to cooperate fully with the teachers and the congregation. Non-Lutheran parents are encouraged to attend the Adult Information Class that features the doctrine of the Lutheran faith so they will understand what their children are being taught in school.

Each spring during the month of April, Preschool and Kindergarten, as well as grades K-8, will re-register for the coming school year. Parents not able to register at this time will be able to schedule an appointment with the school office for the purpose of enrolling their children. All outstanding fees must be paid before re-enrollment. Enrollment of new students will also depend upon residence with a parent, academic achievement, and previous conduct or in special cases, Board approval.

Should a family become 45 days behind in the payment of fees during the school year, a notice shall be sent by the school board requesting that arrangements be made for the payment of said fees. Should a family become 60 days behind in the payment of fees, they shall be requested to appear before the school board at the next regularly scheduled meeting to reach a mutually agreeable method for the payment of said fees. Failure to appear at this meeting could result in the dismissal of students from school. At no time shall a family be 75 days behind in payment of said fees unless acceptable arrangements have been made with the school board.

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7101.5 Dual Enrollment

Information concerning DUAL ENROLLMENT - Home School and St. Paul's Lutheran School

Lutheran schools in the rural area give students academic excellence in a caring, Christian environment. It is a goal of this Lutheran School is to assist parents in providing a Christ-centered education for their children to strengthen them in Christian faith and life. As Martin Luther did, we believe that Christian education begins at home, and we hold it as a privilege to be in partnership with parents in this important mission.

At St. Paul's we embrace half-day preschool and prekindergarten as the best option for early childhood. Parents desiring to instruct their children at home during the older years may request attendance at St. Paul's for specific subject areas (dual enrollment). Students complete all regular registration forms and are considered a member of the general school population with ability to enroll in extra-curricular activities. Participation in athletics is permitted while adhering to the enrollment requirements of the Lutheran Sports Association of Missouri (LSAM). All enrolled students are eligible to receive Title I services should they meet the qualifying scores. There is no cost to the family or church for Title One Services. As with full-time students, the student's scores must qualify for this service. While the first year of applying for eligibility may be individually arranged, future years are based on standardized test scores. Parents educating their children at home are encouraged to participate in the Stanford Testing at SPLS in April of each school year. At this time the cost for the testing is included in the fees already charged. The Lutheran School Board, administration, and faculty on an annual basis determine fees and classes available for dual enrollment. Students enrolled in a class will attend each session the class is offered. In some circumstances, a grade level or class may be too crowded to allow part-time student participation. This unique situation will be dealt with on an individual basis and subject to faculty, board, and administrative approval. Fees for classes are charged either for individual classes (Art, Band, PE, Technology, etc.) or by the portion of a semester when core subjects are needed. During the 2011-12 school year, the averaged cost to St. Paul's Lutheran Church and School to educate a student was \$4,600. A \$6 per hour fee is charged to members of Lutheran Churches, \$10 for general members of the community.

Weekly Classes offered to the home-schooling community for grades K - 8

Art (50-60 minutes)

Physical Education (2 30 minute or 1 60 minutes)

Classes offered to the home-schooling community for grades K – 5

Technology (1 40 minute)

Title 1 Reading and / or Math (upon qualifying scores)

Offered to 5th grader only:

Beginning Band (three sessions of 40 minutes)

Offered to 6th, 7th, 8th, only:

Advanced Band (5 sessions of 25 minutes)

Exploratory (One weekly session of 65 minutes)

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Dual Enrollment Fee Comparisons for the 2012 – 2013 School Calendar Year

<i>Community Member Registration Fee -</i>	<i>\$ 200.00</i>
<i>Community Full Time Tuition</i>	<i>\$3325.00</i>

<i>Sample Part Time Enrollment Options</i>	<i>One Semester</i>
<i>Morning Session 8:10 – 11:30</i>	<i>\$800</i>
<i>Lunch & Recess 11:30 – 12:30</i>	<i>\$200</i>
<i>Afternoon Session 12:30 – 3:15</i>	<i>\$800</i>

<i>LCMS Member Registration Fee -</i>	<i>\$ 200.00</i>
<i>LCMS Church Pay Full Time Tuition</i>	<i>\$2600.00</i>

<i>New</i>	<i>Sample Part Time LCMS Enrollment Options</i>	<i>One Semester</i>
	<i>Morning Session 8:10 – 11:30</i>	<i>\$600</i>
	<i>Lunch & Recess 11:30 – 12:30</i>	<i>\$200</i>
	<i>Afternoon Session 12:30 – 3:15</i>	<i>\$600</i>

SPLC Member:

Per Course Cost Per Month \$10.00 + Family Assessment \$200 + \$25 registration fee

LCMS Member:

Per One Hour Course Per Week Cost with class \$6.00 (individual \$13.00) + \$200 registration fee

Community Member Per One-Hour Course Per Week Cost \$10.00

Note that in the lower grades (K – 5) can have as many as 5 subjects in either the morning or afternoon session. Due to the nature of the self-contained room instruction time is considered ‘fluid’. In these cases it is appropriate to charge a flat rate for the morning (or afternoon) and have the child present for all of the subjects rather than picking only one.

Classes offered outside the regular classroom (i.e. physical education, art, technology, or exploratory) have a set starting and ending time, therefore lending to ease of choosing a single course.

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7102 Non-Discrimination Policy

St. Paul's Lutheran School admits students of any sex, race, color, national and ethnic origin to all the rights, privileges, progress and activities generally accorded or made available to students of the school. It does not discriminate on the basis of sex, race, color, national and ethnic origin in the administration of its educational policies, admission policies, athletic and other school administered programs.

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7103 Student-Teacher Ratio Policy

St. Paul's Lutheran School, the Principal, and the classroom teachers involved use the following guidelines in determining which of the following actions to recommend to the Administrative Council:

Action	Class Size
One teacher, grades K-3	below 22
Teacher and aide, grade K-3	22-26
Floating part-time teacher (math, reading, language arts), grades K-3	27-31
Split into two classes, grades K-3	32+
One teacher, grades 4-8	below 25
Floating part time teacher (math, reading, language arts, science)	25-34
Split into two classrooms	35+

Student academic needs rather than student numbers may warrant a change in the number of teachers and/or aides per classroom. Changes amongst teachers, occurs only with Principal approval.

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7104 Resource Room Entrance Procedure

- A. Teachers or parents may request individual or small group instruction in the Resource Room.
- B. It is recommended, that all students in need of the Resource Room go through the evaluation process for special education services. Individual evaluation is available from the Concordia R-2 School District. This testing will identify learning disabilities, or other academic concerns, and determine if the student qualifies according to state guidelines. At the initiation of a student's parent or teacher, the special education/Resource Room teacher will be responsible for following up on the process with the Special Services Director at Concordia High School.
- C. With the completion of testing, a consultation will be held with parents, Resource Room teacher, classroom teacher, and the student. The student's teacher, parents, and Resource Room teacher will work out scheduling and details of further help for the student.
- D. Responsibility for reporting grades (home room teacher or resource teacher) shall be determined based on amount of instruction required by the resource teacher. The final decision shall be approved by the teachers, parents, and principal.
- E. Each teacher provides enrichment opportunities within the regular class day. The Resource Room acts as a center for materials as well as an area to meet should the need arise. Enrichment opportunities are geared for students excelling across all areas. The Otis-Lennon School Ability Test is provided to all students in grades 1, 4, and 7. The School Ability Index score is referenced when considering the actual use of the Resource Room rather than enrichment in the classroom alone. SAI of 130 is an average referenced.
- F. An Individual Education Plan or Service Plan is not required for use of the Resource Room.
- G. The Resource Room Teacher may participate in initial and / or annual meetings in connection with Speech and Language screening and service referrals.

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7105 Wellness Policy on Nutrition and Physical Activity

Introduction

In the Child Nutrition and WIC Reauthorization Act of 2004, PL 105-268, the U.S. Congress passed Section 204 of Public Law (PDF) which established a new requirement for all local agencies (including public and nonpublic, as well as, Residential Child Care Institutions) participating in the National School Lunch program. The local agencies are required to develop and implement wellness policies that address nutrition and physical activity by the start of the 2006-07 school year.

Preamble

Whereas, children need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive;

Whereas, a healthy school environment goes beyond school meals in the cafeteria; living a healthy lifestyle and maintaining a healthy weight requires a combination of healthy food choices, knowledge of nutrition, and appropriate amounts of physical activity. The healthy, nutritionally astute, and physically active child is more likely to be academically successful;

Whereas, obesity rates have doubled in children and tripled in adolescents over the last two decades, and physical inactivity and excessive calorie intake are the predominant causes of obesity;

Whereas, heart disease, cancer, stroke, and diabetes are responsible for two-thirds of deaths in the United States, and major risks factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood;

Whereas, only 2% of children (2 to 19 years) eat a healthy diet consistent with the five main recommendations from the Food Guide Pyramid;

Whereas, community participation is essential to the development and implementation of successful school wellness policies;

Thus, St. Paul's School is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of St. Paul's Lutheran School that:

- ❖ The school will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing implementing, monitoring, and reviewing school-wide nutrition and physical activity policies.

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- ❖ All students in grades K-8 will have opportunities, support, and encouragement to be physically active on a regular basis.
- ❖ Food and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- ❖ St. Paul's will provide access to a variety of affordable, nutritious, and appealing foods that meet students' health and nutrition needs; accommodations concerning religious, ethnic, and cultural diversity of the students will be made in meal planning; and students will be provided clean, safe, and pleasant settings and adequate time for eating meals.
- ❖ To the maximum extent practicable St. Paul's will participate in the National School Lunch Program.
- ❖ St. Paul's will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

To Achieve These Policy Goals:

L. Original School Wellness Committee

Local Wellness Policy Committee – formed January, 2006

Judy Rittman, Acting Principal

Judy Roepe, Faculty Member

Mary Anderson, St. Paul's School Lunch Manager

Phyllis Mieser, Lutheran School Board Member

Elizabeth Foster, St. Paul's Student

Aaron Frerking, St. Paul's Student

Lisa Galloway, St. Paul's Parent and Owner of Galloway Fitness

Mark Schulze, Certified Dietary Manager, Certified Protection Professional

St. Paul's Lutheran School will create, strengthen, or work to develop, implement, monitor, review, and as necessary, revise school nutrition and physical activity policies. The Committee also will serve as a resource for implementing those policies. The Wellness Committee will consist of a group of individuals representing the school and community, teachers, parents, students from the school, the school lunch manager, a member of the Lutheran School Board, and the Principal. The Principal will take the initiative to fill the vacancies of the committee as needed.

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II. Nutritional Quality of Foods and Beverages Sold and Served at School

School Meals

Meals served through the National School Lunch Program will

- ❖ Be appealing and attractive to children;
- ❖ Be served in clean and pleasant settings;
- ❖ Meet nutrition requirements which are no less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to Subsections (a) and (b) of Section 10 of the Child Nutrition Act (42 U.S.C. 1779) and Section 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42U.S.C. 1758(f)(1), 1766(a)0, and the program requirements and nutrition standards set forth under the 7CFR Part 210 and Part 220;
- ❖ Offer a variety of fruits and vegetables;
- ❖ Offer 2% white milk and 1% chocolate milk;
- ❖ Offer a variety of whole grain foods.

The St. Paul's School Lunch Manager will engage students and parents if possible, through taste-tests of new entrees and surveys, in selecting foods served through the school lunch program in order to identify new, healthful, and appealing food choices. In addition, information about the nutritional content of meals will be available to parents and students through the school lunch manager.

Free and Reduced Price Meals

St. Paul's will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced price school meals. Toward this end, such information will be kept by the school secretary who is responsible for identification and payment system of the Free and Reduced price program. The availability of school meals to all students regardless of income will be promoted by the school.

Meal Times and Scheduling

St. Paul's

- ❖ Will provide students with at least 20 minutes to eat after sitting down for lunch;
- ❖ Will schedule meal periods between 11 A.M. and 1 P.M.;

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- ❖ Should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- ❖ Will provide students access to hand washing or hand sanitizing before they eat meals or snacks; and
- ❖ Will take reasonable steps to accommodate the tooth-brushing regiments of students with special oral health needs (e.g., orthodontic or high tooth decay risk).

School Food Service Staff

As part of our responsibility to operate a food service program, St. Paul's will provide continuing professional development for all food service staff according to their levels of responsibilities.

Sharing of Foods and Beverages

Students will be discouraged from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions of some children's diets.

Foods and Beverages Sold Individually (i.e. foods sold outside of reimbursable school meals, such as through vending machines, fundraisers, school sporting events, etc.)

Teachers, sponsors, or those in charge of food and beverage sales to students in the school will consider nutritionally balanced items such as water without added caloric sweeteners, fruit and vegetable juices that contain at least 50% fruit juice, unflavored or flavored low-fat or fat-free milk, food items that have no more than 35% of their calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10% of their calories from saturated and trans fat combined, no more than 35% of its weight from added sugars, and no more than 230 mg of sodium per serving for chips, cereals, crackers, French fries, baked goods, and other snack items, and no more than 600 mg of sodium for pizza, sandwiches, and main dishes.

Portion sizes of foods and beverages will be limited to the following as much as possible:

- ❖ One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky;
- ❖ One ounce for cookies;
- ❖ Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels, and other bakery items;

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- ❖ Four fluid ounces for frozen desserts, including but not limited to low-fat or fat-free ice cream;
- ❖ Eight ounces for non-frozen yogurt;
- ❖ Twelve fluid ounces of beverages, including water, and
- ❖ The portion size of ala carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of the school meals. Fruits and non-fried vegetables are exempt from portion-size limits.

Fundraising Activities

To support children's health and school nutrition-education efforts, if school fundraising activities involve food sales, the sponsoring group will be encouraged to sell foods that meet the above nutrition and portion size standards for foods and beverages. The school will encourage fundraising activities that promote physical activity.

Snacks

Snacks served during the school day or in after-school school-sponsored activities will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. The teacher or adult supervising the snack will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations.

Rewards

The school will not use foods or beverages that do not meet the nutrition standards listed above, as rewards for academic performance or good behavior, (unless this practice is allowed by a student's individual education plan, IEP), and will not withhold food or beverages served through school meals as a punishment.

III. Nutrition and Physical Activity Promotion and Food Marketing

Nutrition Education and Promotion

St. Paul's School aims to teach, encourage, and support healthy eating by students. We will provide nutrition education and engage in nutrition promotion that:

- ❖ Is offered at each grade level as part of a sequential, comprehensive, objectives-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;

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- ❖ Is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, and social sciences;
- ❖ Includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as class and school health and nutrition assemblies, contests, promotions, taste testing, farm visits, and school gardens;
- ❖ Promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health enhancing nutrition practices;
- ❖ Emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- ❖ Links with school meal programs, other school foods, and nutrition-related community services;
- ❖ Teaches media literacy with an emphasis on food marketing; and
- ❖ Includes training for teachers and other staff.

Integrating Physical Activity into the Classroom Setting

Students need opportunities for physical activity beyond physical education class. Toward that end:

- ❖ Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- ❖ Opportunities for physical activity will be incorporated into other subject lessons; and
- ❖ Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

Communication with Parents

St. Paul's will support parents' efforts to provide a healthy diet and daily physical activity for their children. The school may offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on the school website or publish such information in the Main Street Journal, and make available the nutrient analyses of school menus. The school will encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards

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for individual foods and beverages. Pop is not allowed as a student lunch beverage. The school will provide opportunities for parents to share their healthy food practices with others in the school community.

The school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through the website, newsletter, or other take-home materials, special events, or physical education homework.

Food Marketing in School

School-based marketing will be consistent with nutrition education and health promotion. As such, the school will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above). The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged. Examples of marketing techniques include the following: logos and brand names on/in vending machines, books, or curricula, textbook covers, school supplies, scoreboards, education incentive programs that provide food as a reward, free samples or coupons, and food sales through fundraising activities.

Staff Wellness

St. Paul's highly values the health and well-being of every staff member and will implement activities that support efforts by staff to maintain a healthy lifestyle. Activities will be documented annually.

IV. Physical Activity Opportunities and Physical Education

Daily Physical Education K-8

All students in grades K-8 including students with disabilities and special health-care needs will receive physical education as required by the Missouri Department of Elementary and Secondary Education Program of Studies for the entire year. Student involvement in other activities involving physical activity (i.e., interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

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Daily Recess

All students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which they will be verbally encouraged having moderate to vigorous physical activity through the provision of space and equipment.

The school will discourage extended periods (i.e. periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity Opportunities Before and After School

St. Paul's offers extracurricular physical sports programs to grades 5-8. The community of Concordia also offers programs to all students. The school will encourage such participation as long as it does not interfere with the academic goals of our school.

V. Monitoring and Policy Review

Monitoring and Policy Review

All teachers will ensure compliance with these policies and report annually using the Implementation Work Plan attached to this policy.

The School Lunch Manager will ensure compliance with these nutrition policies within the school lunch program and will report annually to the Principal using the Implementation Work Plan developed with this policy.

Assessments will be repeated every three years to help review policy compliance, assess progress, and determine areas in need of improvement. The school will review our nutrition and physical activity policies, provision of an environment that supports healthy eating and physical activity, and nutrition and physical education policies and program elements. St. Paul's will, as necessary, revise the wellness policy and develop work plans to facilitate their implementation using the Implementation Work Plan developed with this policy.

The Principal or designee will provide a summary report annually on school-wide compliance with the Wellness Policy. That report will be available in the school office.

Adopted by
St. Paul's Lutheran School Board

April, 2006

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VI. Resources for St. Paul's Wellness Policy on Nutrition and Physical Activities

General –

<http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>

USDA Team Nutrition web pages serve as a clearinghouse of information on the Local Wellness Policy.

<http://www.nasbe.org/HealthySchools/fithealthy.mgi>

Fit, Healthy, and Ready to Learn: A School Health Policy Guide from the National Association of State Boards of Education offers sample policies on a wide variety of school health topics including nutrition and physical activity.

<http://www.schoolwellnesspolicies.org/WellnessPolicies.html>

Model School Wellness Policies on physical activity and nutrition from the National Alliance for Nutrition and Activity (NANA)

<http://www.health.gov/dietaryguidelines/dga2005>

Dietary Guidelines for Americans 2005.

<http://www.actionforhealthykids.org>

Action for Healthy Kids, with a focus on addressing the epidemic of overweight children, provides resources for schools and examples of strategies from all 50 states.

<http://www.cdc.gov/HealthyYouth/index.html>

The School Health Index is an assessment of the coordinated school health environment from CDC's DASH. There is a copy of this in the Principal's Office.

Nutrition

<http://www.cdc.gov/mmwr/PDF/RR/RR4509.pdf>

CDC MMWR Guidelines for School Health Programs to Promote Lifelong Healthy Eating summarizes strategies most likely to be effective in promoting healthy eating among school-age youth and provides nutrition education guidelines for a comprehensive school health program.

http://www.cspinet.org/nutritionpolicy/constructive_rewards.pdf

Constructive Classroom Rewards: Promoting Good Habits While Protecting Children's Health by the Center for Science in the Public Interest provides ideas for positive reinforcement of good behavior and academic performances.

<http://www.eatsmartmovemorenc.com/tools/school%20celebrations.pdf>

School Celebrations by North Carolina's Division of Public Health, Department of Public Instruction, Cooperative Extension and Action for Healthy Kids, provides suggestions for celebrations with activities other than eating and celebrations involving food that support healthy choices.

<http://www.schoolmeals.nal.usda.gov/>

Healthy School Meals Resource System, U.S. Department of Agriculture

Physical Activity

<http://www.cdc.gov/mmwr/preview/mmwrhtml/00046823.htm>

CDC MMWR Guidelines for School Health Programs to Promote Lifelong Physical Activity Among Young People summarizes recommendations for encouraging physical activity among young people.

Other –

<http://www.cspinet.org/marketingguidelines.pdf>

Guidelines for Responsible Food Marketing to Children, January 2005 for the Center for Science in the Public Interest, establishes marketing and advertising guidelines that minimize the risk of overweight in children and youth.

<http://www.fns.usda.gov/tn/Healthy/changing.html>

USDA's Changing the Scene: Improving the School Nutrition Environment tool kit offers a nutrition and physical activity checklist for schools.

<http://www.asfsa.org/keys/>

Keys for Excellence in School Food and Nutrition Programs is a self-assessment tool for child nutrition programs.

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7106 Seclusion

Seclusion and Restraint Policy
Based On
Department of Elementary and Secondary Education Model Policy

Recent changes in Missouri law (RSMo 160.263) require all school districts in the state of Missouri to develop a policy on the use of seclusion and restraint, as well as other responses to emergency or crisis situations, in which student and/or educator safety is at risk. The Department of Elementary and Secondary Education was directed to develop a model policy. This policy is based on the premise that seclusion, isolation and restraint are used only in response to emergency or crisis situations and should: (a) not be viewed as a behavior change or intervention strategy, (b) be implemented only under extreme situations and as a matter of last resort, (c) be implemented only by trained personnel, and (d) be accompanied by school wide pro-active positive supports to prevent the need for their use. This policy is not an endorsement of the use of seclusion and restraint. A school district may adopt a policy prohibiting the use of seclusion, isolation or restraint. This policy applies to all students.

It is recommended that effective practice guidelines and training resources be developed that delineate district-wide prevention and individual student positive behavior support interventions to increase the likelihood that extreme responses to crisis situations will not be necessary.

Purpose

- Meet the requirements of RSMo 160.263.
- Promote safety and prevent harm to all students, school personnel and visitors in the school district.
- Treat all students with dignity and respect in the use of discipline and behavior-management techniques.
- Provide school personnel with clear guidelines about the use of seclusion, isolation and restraint in response to emergency situations.
- Promote retention of teachers and other school personnel by addressing student behavior in an appropriate and safe manner.
- Promote parent understanding about state guidelines and district policies related to the use of discipline, behavior management, behavior interventions and responses to emergency situations.
- Promote the use of non-aversive behavioral interventions.

Use of Restrictive Behavioral Interventions

• Time-Out

Nothing in this section is intended to prohibit the use of time-out as defined in this section.

• Seclusion

Seclusion as defined in this section is prohibited except for an emergency situation while awaiting the arrival of law enforcement personnel as provided for in RSMo 160.263.

• Isolation

Isolation may only be used:

- After de-escalating procedures have failed.
- In an emergency situation as defined in this section.

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- With parental approval, as specified in a student's Individualized Education Program (IEP), Section 504 plan, or behavior intervention plan.

Use of isolation requires all of the following:

- The student to be monitored by an adult in close proximity who is able to see and hear the student at all times. Monitoring shall be face-to-face unless personal safety is significantly compromised in which case technology supported monitoring may be utilized.
- The total time in isolation is to be reasonably calculated based on the age of the child and circumstances, and is not to exceed 40 minutes without a reassessment of the situation and consultation with parents and/or administrative staff, unless otherwise specified in an IEP, Section 504 Plan or other parentally agreed-upon plan to address a student's behavior.
- The space in which the student is placed should be a normal-sized meeting or classroom commonly found in a school setting.
- The space in which the student is confined is comparable in lighting, ventilation, heating, cooling, and ceiling height to those systems that are in use in other places in the school.
- The space in which the student is placed must be free of objects that could cause harm.

Isolation shall never be used as a form of punishment or for the convenience of school personnel.

- **Physical Restraint**

Physical restraint shall only be used:

- In an emergency situation.
- When less restrictive measures have not effectively de-escalated the situation and the school has a plan for how to respond in such situations.
- When otherwise specified in an IEP, Section 504 Plan or other parentally agreed-upon plan to address a student's behavior.

Physical restraint shall:

- Only be used for as long as necessary to resolve the actual risk of danger or harm that warranted the use of physical restraint.
- Use no more than the degree of force necessary to protect the student or other persons from imminent bodily injury.
- Not place pressure or weight on the chest, lungs, sternum, diaphragm, back, neck or throat of the student that restricts breathing.
- Only be done by school personnel trained in the proper use of restraint.

Any school personnel using physical restraint shall:

- Use methods of restraint in which the person has received district approved training.
- Conduct restraint with at least one additional adult present and in line of sight unless other school personnel are not immediately available due to the unforeseeable nature of the emergency situation.

Physical restraints should never be used as a form of punishment or for the convenience of school personnel.

- **Mechanical Restraint** Mechanical restraint shall only be used as specified in a student's IEP or Section 504 plan with two exceptions:
 - Vehicle safety restraints shall be used according to state and federal regulations.
 - Mechanical restraints employed by law enforcement officers in school settings should be used in accordance with their policies and appropriate professional standards.

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Chemical Restraint - school personnel shall never use chemical restraints. School personnel shall never use aversive interventions that compromise health and safety.

Communication and Training:

- **School Personnel Debriefing** Following any emergency situation involving the use of seclusion, isolation or restraint a debriefing shall occur as soon as possible but no later than two (2) school days after the emergency situation. The debriefing shall include, at a minimum, a discussion of the events that led to the emergency and why the de-escalation efforts were not effective; any trauma reactions on the part of the student, other students or school personnel; what, if anything, could have been done differently; and an evaluation of the process.

- **Parental Notification** Except as otherwise specified in a student's IEP or Section 504 plan:

- Following an emergency situation involving the use of seclusion, isolation or restraint the parent or guardian of the student shall be notified through verbal or electronic means of the incident as soon as possible, but no later than the end of the day of the incident.
- The parent or guardian shall receive a written report of the emergency situation within five (5) school days of the incident. The written incident report shall include all of the following:
 - Date, time of day, location, duration, and description of the incident and interventions.
 - Event(s) that led up to the incident.
 - Nature and extent of any injury to the student.
 - Name of a school employee the parent or guardian can contact regarding the incident.
 - Plan to prevent the need for future use of seclusion, isolation or restraint.

- **School Personnel Training**

School districts shall ensure that all school personnel are trained annually and know the policy and procedures involving the use of seclusion, isolation and restraint. Training shall include all of the following:

- A continuum of prevention techniques.
- Environmental management techniques.
- A continuum of de-escalation techniques.
- Information about the policy.

School personnel who utilize seclusion and/or isolation and/or restraint shall receive annual training in:

- De-escalation practices.
- Appropriate use of physical restraint.
- Professionally-accepted practices in physical management and use of restraints.
- Methods to explain the use of restraint to the student who is to be restrained and to the individual's family.
- Appropriate use of isolation.
- Appropriate use of seclusion.
- Information on the policy and appropriate documentation and notification procedures.

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Students with Disabilities

The foregoing policy applies to all students. However, if the IEP team determines, and the parent consents, that a form of restraint or isolation or aversive behavior intervention may be appropriate in certain identified and limited situations, the team may set forth the conditions and procedures in the IEP or Section 504 plan. Any use of restraint, isolation or aversive behavior interventions must be limited to what is set forth in the IEP or Section 504 plan. If the IEP or Section 504 plan permits use of restraint, isolation or aversive behavior interventions, it must also contain a plan to eliminate the need for their use. Before adding the use of restraint, isolation or aversive behavior interventions to an IEP or Section 504 plan, the student must have undergone appropriate assessments to include, but not limited to, a formal functional behavior assessment and a positive behavior support plan developed.

Reports on Use of Seclusion, Isolation, Restraint or Aversive Behavior Interventions

Districts shall maintain records documenting the use of seclusion, isolation, restraint and aversive behavior interventions showing when, reason for use, duration, names of school personnel involved, whether students or school personnel were injured, name and age of the student, whether the student has an IEP, Behavior Intervention Plan (BIP) or personal safety plan, when the parents were notified, if the student was disciplined, and any other documentation required by federal or state law.

Applicability of this Policy

This policy applies to all school personnel.

Definitions "Assistive technology device" means any item, piece of equipment or product system that is used to increase, maintain or improve the functional capacities of a child with a disability.

"Aversive behavioral interventions" means an intervention that is intended to induce pain or discomfort to a student for the purpose of eliminating or reducing maladaptive behaviors, including such interventions as: contingent application of noxious, painful, intrusive stimuli or activities; any form of noxious, painful or intrusive spray, inhalant or tastes; or other stimuli or actions similar to the interventions described above. The term does not include such interventions as voice control, limited to loud, firm commands; time-limited ignoring of a specific behavior; token fines as part of a token economy system; brief physical prompts to interrupt or prevent a specific behavior; interventions medically necessary for the treatment or protection of the student; or other similar interventions.

"Behavioral intervention" means individualized instructional and environmental supports that teach students appropriate behaviors to replace problem behaviors. Behavioral interventions are guided by a functional behavioral assessment that identifies the communicative intent of problem behavior and takes into consideration any known medical, developmental or psychological limitation(s) of the child.

"Behavior Intervention Plan (BIP)" sets forth specific behavior interventions for a specific student who displays chronic patterns of problem behavior.

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“**Behavior management**” means those comprehensive, school-wide procedures applied in a proactive manner that constitutes a continuum of strategies and methods to support and/or alter behavior in all students.

“**Chemical restraint**” means the administration of a drug or medication to manage a student’s behavior that is *not* a standard treatment and dosage for the student’s medical condition.

“**Confinement**” means the act of preventing a child from leaving an enclosed space.

“**Discipline**” means the consequences for violating the school’s student code of conduct.

“**Emergency situation**” is one in which a student’s behavior poses a serious, probable threat of imminent physical harm to self or others, or destruction of school or another person’s property.

“**Functional Behavior Assessment**” a formal assessment to identify the function or purpose the behavior serves for the student so that classroom interventions and behavior support plans can be developed to improve behavior. The assessment could include observations and charting of the behavior and interviews with family, teachers, and the student, so as to determine the frequency, antecedent and response of the targeted behavior.

“**IEP**” means a student’s Individualized Education Program as defined by the Individuals with Disabilities Education Act (IDEA).

“**Isolation**” means the confinement of a student alone in an enclosed space without locking hardware.

“**Law enforcement officer**” means any public servant having both the power and duty to make arrests for violations of the laws of this state.

“**Locking hardware,**” means mechanical, electrical or other material devices used to lock a door or to prevent egress from a confined area.

“**Mechanical restraint**” means a device or physical object that the student cannot easily remove that restricts a student’s freedom of movement or normal access to a portion of his or her body. This includes but is not limited to straps, duct tape, cords or garments. The term does not include assistive technology devices.

“**Physical escort**” means the temporary touching or holding of the hand, wrist, arm, and shoulder or back for the purpose of inducing a student who is acting out or helping to walk to a safe location.

“**Physical restraint**” means the use of person-to-person physical contact to restrict the free movement of all or a portion of a student’s body. It does not include briefly holding a student without undo force for instructional or other purposes, briefly holding a student to calm them, taking a student’s hand to transport them for safety purposes, physical escort or intervening in a fight.

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“**Positive behavior supports**” are a range of instructional and environmental supports to teach students pro-social alternatives to problem behavior and allow multiple opportunities to practice pro-social skills and receive high rates of positive feedback. The intensity of instructional and environmental supports should be matched to student need.

“**School personnel**” means

- ✓ Any person, paid or unpaid, working on school grounds in an official capacity.
Any person working at a school function under a contract or written agreement with
- ✓ The school system to provide educational or related services to students.
- ✓ Any person working on school grounds or at a school function for another agency
- ✓ Providing educational or related services to students.

“**Seclusion**” means the confinement of a student alone in an enclosed space from which the student is physically prevented from leaving by locking hardware.

“**Section 504 Plan**” means a student’s individualized plan as defined by Section 504 of the Rehabilitation Act.

“**Time out**” means brief removal from sources of reinforcement within instructional contexts that does not meet the definition of seclusion or isolation.

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7107 Dismissal at end of school day

School personnel dismiss students as per parent request. Parents alert the teacher/secretary at the beginning of the year as to whether the student will walk, ride the bus, be picked up by car, or attend His Little Lambs. Any change in routine is conveyed to the teacher or secretary preferably by written note; however, a phone call is acceptable. School liability ends with the dismissal from school grounds.

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7200 Practical and Fine Art Services / Programs *NLSA VII*

7210 Athletic Program

- A. The athletic program shall be responsible for its own maintenance other than for the remuneration received by the athletic director and coaches. (The athletic program should not be confused with the physical education program, which is maintained as a budget item.)
- B. Profits from concession stands at athletic events shall be designated for the athletic program.
- C. Organizations such as the Parent Teacher League are regarded as legitimate donors to the athletic program as long as such gifts are used for purchases approved by the Lutheran School Board.
- D. When travel costs are involved, they shall be borne by the participants.
- E. All apparel that is for sports related or extracurricular activities must be approved by the Principal, Athletic Director, and appropriate sponsor and reflect the over-all mission statement of our school.
- F. Athletic teams to be allowed to participate in two local tournaments and two near-by out-of-town tournament as decided by the athletic director.
- G. The athletic director is to develop a rotation for uniforms to be replaced on an as-needed basis.

ATHLETIC PROGRAM ENROLLMENT POLICY

Last update: July 15, 2011

The *St. Paul's Lutheran School Athletic Program* enrollment policy requires

- That parents understand and support the school's philosophy of Christian Education and agree to comply with policies as stated in our School Handbook.
- That parents agree to share responsibility for chaperoning, scorekeeping, concessions, driving, and other areas as agreed upon at pre-season meetings
- That the child is able to respond positively to our learning environment.

Failure to meet criterion will prevent us from enrolling the student.

St. Paul's Athletic Program has high academic and behavior standards.

St. Paul's Athletic Programs are available to full-time students enrolled in the grades the program is offered. Although *St. Paul's Athletic Program* is able to meet a wide variety of needs of students, the school is not able to meet the needs of every student. For the good of the child, students will not be admitted if it is felt that the school is unable to meet their special needs or the student is unable to maintain a satisfactory grade point average (teacher / parent discretion). Self-control and team building are critical to the athletic program; inconsistent demonstration of these traits may lead to dismissal from the program.

There may be set sizes for teams comprising the programs at St. Paul's.

Enrollment for each team is open

- To currently enrolled students of St. Paul's

District and state events may disqualify teams with non-school students

- The enrollment is open to other church and community families only in unique circumstances at the recommendation of the athletic director, the principal, and the Lutheran School Board. Standard Policy of Nondiscrimination holds true for these programs.

ST. PAUL'S LUTHERAN SCHOOL
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7220 Band Program

- A. The cost of the band program shall be borne by charging a fee to students in the band and the flag and drill team, the twirlers and the majorette(s).
 - 1. Funds donated by the Parent Teacher League may be used to help meet the cost of the band program.
 - 2. Travel expenses of the band shall be the responsibility of the band students and others who travel with the band. The Principal and band director are to set the travel fee.
- B. Funds received by the band for performances shall be placed in the school's regular checking account and may be used for expenses of the band.
- C. When determining the band fees for each school year, the Principal and the band director shall designate a set amount of the fee for depositing in a fund for the purchase and repair of instruments. Such funds shall be placed in an interest-bearing fund until such time as the money is needed.

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7300 Relations among Adults within the School Culture *NLSA II*

7310 Faculty Relationship to School Secretary, Custodian, Kitchen Staff

- A. The school secretary is under the direction of the Principal. Using the services of the secretary is to be done only with the Principal's permission.
- B. The custodian is to be given directives by the Principal or Board of Trustees, except in cases of 'normal' daily events such as broken furniture, plumbing problems, burned-out lighting, and messes caused by students.
- C. The kitchen staff is under the direction of the Principal. Proposed changes in lunchroom schedules, complaints, and the like are to be made through the Principal.

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7320 Conflicts among School Personnel

When major differences, disagreements, misunderstandings and/or dissensions occur among any school personnel, every effort is to be made to resolve the differences beginning with a private, one-on-one approach. If not resolved privately, the Principal shall attempt to help resolve the differences. Only after all efforts at resolving the differences in such manner are exhausted, shall the matter be taken to the Grievance Committee (see "Grievances", pg 26), according to the following procedure:

- A. The grievant initiates proceedings by completing an Initiation Form (See Appendix 3), the same form as is used for a sex discrimination allegation.
- B. After receiving the Initiation Form, the Grievance Committee chair shall follow the steps listed under Grievances.
- C. The Grievance Committee secretary shall keep accurate records of all that transpires in meetings with the Grievance Committee and the grievant.
- D. The Grievance Committee shall maintain silence on matters pertaining to the procedures, except when the issue is not resolved and it becomes necessary that information on the issue be passed along to the next body for resolution.
- E. When the Grievance Committee intervention is unsuccessful in resolving an issue, the Grievance Committee chair shall pass along all documents and records to the next body for resolution.

ST. PAUL'S LUTHERAN SCHOOL
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7330 Grievances

Grievances may be filed when there is a sex discrimination charge against any one connected with the school and/or when conflicts (see Conflicts among School Personnel, pg. 25) persist among a teacher(s), Principal, Lutheran School Board member. Title IX requires that a coordinator and a Grievance Committee exist to deal with the initial steps of sex discrimination charges. The Lutheran School Board has appointed the Principal to be the coordinator. The coordinator is the first person to deal with the charge. The structure of the Grievance Committee is:

- A. The faculty shall elect three faculty members to serve three-year terms as members of a Grievance Committee. One committee member shall be elected each year. When a term is vacated before the end of the term, another person shall be elected to complete the term.
- B. The Grievance Committee officers are a chair and a secretary. The chair shall always be the member serving the last year of his/her term of office. The secretary shall always be the member serving the second year of his/her term of office.
- C. The Grievance Committee chair shall:
 - 1. Receive all grievances according to procedure.
 - 2. Call meetings of the Grievance Committee, the grievant, and Title IX coordinator (if a sex discrimination charge is involved) within 10 days after receiving a grievance on "Initiation Form — Title IX, Sex Discrimination Grievance" (See Appendix 3) received from the Title IX coordinator.
 - 3. Share grievances with the persons against whom the grievances are brought.
 - 4. Conduct meetings in a manner that gives each party fair and equal opportunity to present his/her case.
 - 5. After hearing all parties concerned, conduct a meeting in executive session and arrive at decisions and recommendations for resolution and disposition of the case on the form, "Grievance Disposition," (see Appendix 4) received from the Title IX Coordinator.
 - 6. Share decisions and recommendations with the parties involved, including the coordinator.
 - 7. Forward materials to the next level if the Grievance Committee has failed to resolve the grievance, or, if the grievance is resolved, file all minutes and pertinent forms in the school office.
- D. The Grievance Committee secretary shall:
 - 1. Keep an accurate record of all proceedings in a book provided for this purpose.
 - 2. Make the records available to the committee chair.
 - 3. Turn in to the Principal the records book when the book needs replacing and/or the grievance is resolved.
 - 4. Keep all matters confidential.

See Appendix 3 & 4 102-104

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7340 Memorials, Cards, Flowers

The faculty secretary acting in behalf of the faculty will arrange for giving memorials and sending flowers or gifts according to the following directives:

- A. A memorial is given when a death occurs to faculty members or their immediate families, board members or their immediate families, school secretary, kitchen and custodial staff. The faculty secretary collects the memorial gifts and signs the memorial card as being from the faculty and staff.
- B. A memorial also is given when a death occurs to a student or a student's parent or sibling. The faculty secretary, with the help of the student's teacher, solicits memorial gifts from the student's classmates, the faculty and staff, and signs the memorial card as being from the faculty, staff and appropriate grade(s).
- C. Flowers or gifts are sent to faculty members or their immediate families, board members or their immediate families, school secretary, kitchen and custodial staff when they are hospitalized or convalescing at home for three or more days. The accompanying card should be signed as being from the faculty and staff.

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7400 Safety *NLSA IX*

7410 Exposure Control Program for Blood Borne Pathogens

This exposure control plan is written and approved in compliance with OSHA Blood borne Standard-29 CFR 1910-1030. It will be available for review upon request. It will be reviewed by the board annually and revised as necessary.

Exposure Determination:

High risk: None

Some occasional exposure (low Risk):

Principal Teachers Secretary Cafeteria Workers Custodians

<u>Job Classification</u>	<u>Tasks</u>
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Principal	First aid for lacerations or abrasions plus other lesions, injuries, or incidents where blood may be present. First aid for avulsed teeth. Clean up of first aid supplies.
Teachers	(as above)
Secretary	(as above)
Custodian	Clean up of first aid areas. Clean up of vomits. Cleaning of restrooms.

Universal precautions must be observed in the clean up of all blood and body fluids. All employees will treat all blood and body fluids as if known to be infected for HIV, HBV, and other blood borne pathogens. Disposable gloves will be provided for all staff and ventilation devices will be available for all first aiders trained to do CPR. Hand washing facilities will be readily accessible to all employees, if for some reason this is not possible hand cleaners/towelettes will be available.

When possible, glass containers and sharp instruments will be replaced in art and science classrooms; however, when it is necessary for students to use such instruments, they will be supervised at all times. In the event of a cut resulting from such instruments, universal precautions will be observed, and the instruments will be properly sanitized before being returned to the classroom for use. Any broken instruments will be disposed of in a non-permeable container.

No biohazard labels, tags or other containers should be needed in the school; however custodians will be provided plastic liners for all waste receptacles and disposable gloves. Universal precautions will be observed in the closure and disposal of all waste products, which will be done daily.

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Hepatitis B vaccinations will be offered to all designated first aiders and custodians; should they decide not to accept the immunization, a waiver form must be signed.

No substantial risk of direct exposure to body fluids is anticipated in the school setting, however should such exposure occur, universal precautions must be observed, the incident reported immediately to the principal or director and the staff member (if not previously designated in this plan and vaccinated) should contact the local health department or their private physician concerning the need for post-exposure prophylaxis. In the event a vaccinated staff member is exposed to a massive blood spill, they will be advised to check with their primary care giver as to the need for post-exposure testing or prophylaxis.

All potentially contaminated objects (i.e. Swabs or gauze used for avulsed teeth etc.) should be soaked in a diluted (1-10) bleach solution for 30 minutes prior to disposal. All contaminated surfaces will be immediately washed with a comparable solution. An appropriate cleaning schedule for rooms where body fluids may be present will be implemented; it shall be as frequent as necessary depending on the area of the school, the type of surface to be cleaned, and the amount and type of the soil present.

Yearly training and/or retraining will be scheduled or conducted by the Principal for all personnel who are determined by this plan to face potential exposure to blood borne diseases and if changes in task assignments is necessary. These sessions will address transmission and symptoms of blood borne diseases, exposure control plans, how to access copies of the regulations and exposure control plans, job tasks that involve possible exposure to blood borne pathogens, universal precautions, personal protective equipment (use and disposal), HBV vaccine benefits, reporting of exposure incidents, and post exposure evaluation and follow-up. An opportunity for interactive questions will be provided at all training sessions. Principal will attend the yearly review on blood borne pathogen issues offered yearly by the Missouri District Lutheran School Health Services Consultant.

Employee records will be kept in the school, these will include a record of all training sessions attended, and immunizations received immunization waivers, exposure incidents, and follow-up information. Confidentiality must be maintained for all such records. Training records are to be kept for 3 years. All other records will be kept for 30 years after termination of employment.

Signature of School Board Chairman

Date

ST. PAUL'S LUTHERAN SCHOOL
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LUTHERAN SCHOOL BOARD POLICIES

7420 Negligence

NLSA XI Instructional Supervision

DEFINITION OF NEGLIGENCE

Conduct that falls below a standard of care established by laws to protect others against unreasonable harm.

THE PRUDENT PERSON PRINCIPLE

If the standard of care has not been established by statute, the action or inaction of an individual will be measured against what a hypothetical, reasonable and prudent person would have done under the same circumstances.

FORSEEABILITY

The prudent and safety-conscious teacher anticipates the potential risk of an investigation or field trip and takes steps to minimize the risks. One important means of minimizing risk is to provide training in the correct response to a crisis or emergency. Instruction should also include appropriate procedures to follow if an accident, fire or other incident occurs.

DUTIES OF A TEACHER

The teacher has three basic duties related to the concept of negligence:

1. Duty of Instruction

The teacher must provide complete instructions as to the procedures, proper conduct and risks to students *prior* to their work.

This instruction must be documented.

Students' knowledge and skills in safety should be assessed.

2. Duty of Supervision

The teacher must supervise students' work at *all times*, to correct their procedures and conduct as needed.

Students who are unable or unwilling to follow safety-related rules or demonstrate reasonable and prudent conduct should not be allowed to complete the task

3. Duty of Maintenance

The teachers must properly maintain the facilities and all equipment and supplies used by students.

Inspecting, testing and correcting any needed repairs to equipment prior to students' use should take precautions.

Unsafe equipment, supplies and facilities that cannot be corrected should not be used by students and must be reported to the school administration and cease use until repairs are complete.

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TYPES OF NEGLIGENCE

1. Malfeasance – doing what *should not* have been done. Example: Instructing students to hurry or run down the fire escape.
2. Misfeasance – performing a lawful act improperly. Example: During a tornado, instructing students to a self-decided area of ‘safety’ rather than the emergency plan designated area.
3. Nonfeasance – Failing to do what should be done. Example: Allowing students to be in the room unattended.

PRUDENT PRACTICES TO REDUCE TEACHER LIABILITY

1. Develop a safety plan and put it in writing, then circulate it to superiors.
2. Keep records of your activities. Demonstrate that you are progressing through points on the safety plan.
3. Document all accidents and the actions you took in response.
4. Keep records of prior activities.
5. Conduct regular inspections of work area, identifying potential problems. Inform supervisors of problems and actions that would correct them. Do this in writing.
6. Assume responsibility by:
 - Selecting students to take messages to the office and/or other teachers in case of emergency
 - In cases of a personal emergency, prior to leaving the room, ensure that another adult has a visual on the class
 - Explaining safe practices to students
 - Maintaining discipline
 - Not delegating authority
7. Anticipate potential hazards and eliminate them before you suffer adverse consequences.

HOW TO AVOID BEING SUED

1. Determine beforehand what is the worst thing that could possibly happen
2. Determine what you must do to be prepared.
3. Eliminate as many of the controllable factors as possible.

COMMON DEFENSES IN NEGLIGENCE SUITS

- Duty of Care: Teacher must have owed a duty of care to the student; common law has established such a duty.
- Standard of Care: Teacher must have failed to exercise an appropriate standard of care; a “reasonable and prudent” person is expected to anticipate the possible harmful results of his or her actions or inactions (“Concept of Forseeability”).
- Proximate Cause: Teacher’s negligence must be the substantial cause of the student’s injury.
- Actual Loss or Injury: Teacher’s negligence must have resulted in a proven injury or loss to the student.

NOTE: To avoid liability for an alleged negligent act, the teacher may try to show that one or more of the preceding elements were not present. However, more common defenses include *Contributory Negligence*: Showing that the student’s failure to exercise the required degree of care was the direct cause of injury.