

<u>FILE: CDB</u>	Wellness Policy (Also EBD, GBBB, JFBB, KBD)
<u>FILE: CE</u>	Administrative Councils, Cabinets and Committees
<u>FILE: CF</u>	School Building Administration
<u>FILE: CH</u>	Policy Implementation
<u>FILE: CHA</u>	Development of Regulations
<u>FILE: CHB</u>	Board Review of Regulations (Also BFCA)
<u>FILE: CHC</u>	Regulations Dissemination
<u>FILE: CHCA</u>	Approval of Handbooks and Directives
<u>FILE: CHD</u>	Administration in Policy Absence (Also BFE)
<u>FILE: CK</u>	Program Consultants

ADMINISTRATION GOALS

The purpose of school administration is to help create and foster an environment in which students can learn most effectively. All administrative duties and functions will be appraised in terms of the contributions that they make to better instruction and to higher student motivation and achievement.

The Board will rely on its chief executive officer, the superintendent of schools, to provide the professional administrative leadership that such a goal demands.

The design of the administrative organization will be such that all schools are part of a single system subject to the policies set forth by the Board and implemented through a single chief administrator, the superintendent. Within district policies and regulations, principals will be responsible and accountable for the administration of their respective schools.

Major goals of administration in the district will be:

1. To manage the district's various units and programs effectively.
2. To provide professional advice and counsel to the Board and to any advisory groups established by Board action.
3. To implement the management function through a team management approach so as to assure the best and most effective learning programs through achieving such sub-goals as (a) providing leadership in keeping abreast of current educational developments (b) arranging for the staff development necessary to the establishment and operation of learning programs that better meet more learner needs; (c) coordinating cooperative efforts and (d) providing access to the decision making process for the ideas of staff, students, parents and others.

(Adoption date: March 8, 1982)
(Reviewed date: November 24, 2003)
(Reviewed date: August 25, 2008)

QUALIFICATIONS AND DUTIES OF SUPERINTENDENT

TITLE: Superintendent of Schools

QUALIFICATIONS: Required State Certification with minimum Specialist Degree. Successful experience as an educational leader and administrator with not less than five (5) years public school experience. Other qualifications as determined by the Board.

REPORTS TO: Board of Education

SUPERVISES: Central Office administrators and school principals; through them, all personnel of the district.

JOB GOAL: To provide for effective administration of all schools and departments, and educational leadership throughout the school system and community.

PERFORMANCE RESPONSIBILITIES

Management

1. Administers as chief school executive, the development and maintenance of a positive educational program designed to meet the needs of the community and to carry out the policies of the Board.
2. Interprets and clarifies the district goals and philosophy of education to Board, staff, students and public.
3. Directs efforts of employees by organizing and developing job descriptions and organizational charts. Inspires others to highest professional standards. Organizes a planned program of staff evaluation and development.
4. Serves as chief executive officer of the Board except as otherwise provided by law; makes rules not in conflict with law or with the policies of the Board and decides all matters of administrative and supervisory detail in connection with the operation and maintenance of the schools.
5. Maintains directly or through delegation, such personnel records, pupil accounting records, business records, and other records which are required by law and by Board policy.
6. Directs the preparation of an annual budget and submits it to the Board in accordance with law.

7. Guides the process of fiscal planning, budgetary development, interpretation and development of salary of all personnel, and implements the Board approved budget.
8. Approves and directs, in accordance with law and regulations of the board, purchases and expenditures, within the limits of the budget.
9. Oversees the processing and submission of required reports.
10. Employs such personnel as may be necessary, within the limits of budgetary provisions and subject to the Board's approval.
11. Works with the Board appointed negotiators on staff negotiations with professional and nonprofessional personnel.
12. Exercises leadership in directing studies of sites and buildings, taking into consideration the population trend and the educational and cultural needs of the district to ensure timely decisions by the Board and electorate regarding construction and renovation projects.
13. Disposes of all property no longer needed by the school district, unless said property exceeds statutory limits. In such case, superintendent would recommend to the Board, disposal of said property and supervise proper execution of such sales.
14. Supervises the establishment or modification of school attendance and transportation areas subject to approval of the Board.
15. Implements proper attendance and discipline policies of students.
16. Implements policies regarding employees' leaves as well as all other policies of the Board.

Staff Relationship

1. Directs the professional supervisory staff in its supervision of the schools under his/her charge; through this staff, directs, assigns and assists teachers and other educational employees in the performance of their duties. Treats all employees without favoritism or discrimination.
2. Directs the work of the professional staff in the curriculum improvement process, implementation and evaluation. Utilizes the talents of the professional staff and encourages them to seek community involvement.
3. Acts as liaison between the Board personnel, working toward a high degree of understanding and respect between the staff, and between the Board and staff.
4. Coordinates the work, delegates authority and provides counsel to administrative staff members.
5. Communicates directly or through delegation, all actions of the Board relating to personnel matters to all employees and receives from employees all communication to be made to the Board.
6. Holds such meetings of teachers and other employees as necessary for the discussion of matters concerning the improvement and welfare of the schools.

7. Develops and executes sound personnel procedures and practices. Evaluates the performance of Central Office administrators and building principals.
8. Encourages participation of appropriate staff members and groups in policy planning, procedures, interpretation and recommendations.

Board Relationship

1. Attends all meetings of the Board except those concerned with own contract status and takes part in the deliberations, but does not vote. Prepares agenda and necessary reports and information for each regular meeting.
2. Has the power to recommend the appointment, assignment, transfer, promotion, demotion, discharge and/or suspension of any employee of the Board as provided by law and the policies of the Board.
3. Keeps the Board informed about the status of the school system as well as educational trends and practices.
4. Acts on own discretion if action is necessary in any matters not covered by Board policy, reports such action to the Board as soon as practical and recommends policy in order to provide guidance in the future.
5. Offers professional advice to the Board on items requiring Board action, making recommendations based on thorough analysis, using legal counsel when appropriate.
6. Bases any position upon policy, principle and philosophy. Makes every effort to convey those beliefs to the Board. When an honest, objective difference of opinion exists between the superintendent and any or all members of the Board, makes an earnest effort to resolve such difference. If the Board's position is otherwise, supports the Board's decision.

Community/Public Relations

1. Represents the district in dealings with other school systems, business firms, government agencies and the news media.
2. Establishes credibility as a community leader in public education. Supports Board policy and action.
3. Participates in community life and activities. Encourages community involvement in school life and activities. Solicits opinions from divergent groups and individuals, and responds respectfully to identified concerns.

Personal Qualities

1. Maintains high standards of ethics, honesty and integrity in all personal and professional matters. Defends principle and conviction in the face of pressure and influence.

2. Accepts constructive criticism.
3. Demonstrates effective communication skills in dealing with Board, staff and public, especially when confronted with unexpected or disturbing events.
4. Maintains an appropriate sense of humor.
5. Serves as role model for wellness in appearance, personal habits and behavior.

Professional Growth, Leadership and Conduct

1. Keeps informed of modern educational trends and practices by advanced study, attending educational conferences and by other appropriate means. Reports these issues to the Board as needed.
2. Interacts with educators from other districts and state legislators to promote educational issues.
3. Develops short term priorities and long term visions for educational excellence in the district.
4. Behaves in a manner expected of the community's educational leader.

Other

Performs such duties as determined by the Board.

(ADOPTION DATE: March 8, 1982)
(REVISION DATE: April 26, 1999)
(REVIEWED DATE: November 24, 2003)
(REVIEWED DATE: August 25, 2008)

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RECRUITMENT AND APPOINTMENT OF SUPERINTENDENT

The appointment of a superintendent is a function of the Board. The Board will conduct an active search to find the person it believes can most effectively translate into action the policies of the Board and the aspirations of the community and the professional staff.

The Board may seek the advice and counsel of interested individuals or of an advisory committee, or it may employ a consultant to assist in the selection. However, final selection will rest with the Board after a thorough consideration of qualified applicants.

The Board will provide prospective applicants with a written list of the qualifications candidates should have before making application for the position.

Following the screening of applicant credentials, the Board will invite the most desirable applicants for a personal interview. Visits to the applicants present school district may be made by the Board to complete the interview process.

A vote of the majority of the Board at a meeting for which due notice has been given of the intended action will be required for the appointment of the superintendent.

(Adoption date: March 8, 1982)
(Revision date: November 24, 2003)
(Reviewed date: August 25, 2008)

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SUPERINTENDENT'S CONTRACT/COMPENSATION AND BENEFITS

The appointment of the superintendent will be secured through an explicit contractual agreement which shall state the term of the contract, compensation and other benefits, including vacation period, and other conditions of employment. The contract will meet all state requirements and will protect the rights of both the Board and the superintendent.

The salary of the superintendent, additional benefits, including group life and health insurance, participation in tax-sheltered annuity programs, retirement programs, as well as vacation entitlement, and other leave will be determined at the time of his or her appointment (or reappointment) and will be part of the written contract.

(Adoption date: March 8, 1982)
(Revised date: November 24, 2003)
(Reviewed date: August 25, 2008)

EVALUATION OF THE SUPERINTENDENT

I. PURPOSE

The purpose of evaluation of the Superintendent is to determine the Superintendent's capacity to fulfill job requirements, to assist the Superintendent toward positive school management, and to lead to definite recommendations for employment and compensation. Through this evaluation process, the Board will strive to accomplish the following:

- A. Clarify for the Superintendent his/her role in the school district as seen by the Board;
- B. Clarify for all Board members the role of the Superintendent in light of his/her job description and the immediate priorities among his/her responsibilities as agreed upon between the Board and the Superintendent;
- C. Develop harmonious working relationships between the Board and the Superintendent; and
- D. Provide administrative leadership of excellence for the School District.

II. FREQUENCY

A Superintendent shall be evaluated once each semester during the first two years of employment within the School District. Thereafter, the Superintendent shall be evaluated at least once every year before the third Monday in March.

III. PROCEDURE

The Superintendent will be evaluated by the Board in the following manner. Information for the evaluation may be gathered from other administrators, teachers, other school employees, community members and Board members. The evaluation will be reduced to writing by each individual Board member using the form in CBG-E. Evaluation ratings of "needs improvement" or "unsatisfactory" shall be accompanied by statements of specific actions to be taken by the Superintendent to correct any alleged deficiencies. The Board President will receive a completed evaluation form, including comments, recommendations and proposed goals, from each Board member. The

Board President will compile these into one composite evaluation report. The composite evaluation report will then be reduced to writing and presented to the Superintendent in an executive session of the Board. The evaluation composite report must be signed by the Board President and the Superintendent. The Superintendent's signature will indicate only that the evaluation and conference took place and that a copy of the composite evaluation report was presented to the Superintendent. The Superintendent's signature will not indicate agreement with the evaluation.

The Superintendent may respond in writing to the Board within ten (10) working days following receipt of the evaluation in any one or more of the following ways:

1. By a demurral statement regarding any parts or all of the evaluation with which the Superintendent disagrees with the right to have such statement attached to the evaluation;
2. By a request for additional evaluations with mutual agreement on number;
3. By a request for the joint setting of goals;
4. By a request for the confidential assistance of other willing administrators, mutually agreed upon by the Superintendent and Board, in correcting any deficiencies; or
5. By a request for no remediation.

IV. AREAS OF EVALUATION

The Superintendent shall be evaluated in the following areas by members of the School Board:

- A. Management techniques;
- B. Staff relations;
- C. Board relationships;
- D. Community/public relations;
- E. Personal qualities; and
- F. Professional growth, leadership and conduct.

The evaluation of a Superintendent shall take into consideration the School District's philosophies and objectives, the environment within the school community, and population conditions under which the Superintendent acts.

V.
USE OF RESULTS

A final written recommendation shall be presented to the Superintendent by the Board no later than the third Monday in March for a Superintendent under continuing contract and no later than May 1 for a Superintendent not under continuing contract. The recommendation shall consist of one of the following:

- A. Recommendation for continued employment;
- B. Recommendation for employment with qualifications; or
- C. Recommendation for nonrenewal.

When a recommendation for continued employment is given, written comments shall be included stating the performance level of the Superintendent during the evaluation period and any suggested areas for improvement.

When a recommendation for continued employment with qualifications is given, the qualifications shall be in writing accompanied by statements of actions to be taken by the Superintendent to correct the alleged deficiencies. The Superintendent and Board shall have a conference, in executive session, after the recommendation to develop a written plan to implement the actions stated in the recommendation.

A recommendation for nonrenewal shall be given only after at least two (2) evaluations with follow-up conferences.

At each review, the Superintendent and Board may set a specific goal for each of the areas of evaluation. Any specific goal or goals which are established should be reviewed in writing at the next evaluation. Any specific goals must be in writing, clear, concise and measurable.

(Adoption Date: January 25, 1993)
(Reviewed Date: November 24, 2003)
(Revision Date: February 26, 2007)
(Reviewed Date: August 25, 2008)

ADMINISTRATIVE ORGANIZATION PLAN

The central administration will be organized in a manner that assures that the schools will be able to effectively and efficiently carry out programs and respond to any new programs demanded by our needs or opportunities, or suggested by research or successful practice. The organization must allow the schools opportunities to address their particular needs and improve existing programs.

The legal authority of the Board will be transmitted through the superintendent along specific paths from person to person through the approved organizational structure.

The organizational structure approved by the Board will represent direction of authority and responsibility; it will not restrict cooperation among staff members at all levels or the flow of ideas necessary in the decision making processes.

The superintendent will be responsible for keeping the administrative structure of the school district up to date with the changes in goals, curriculum, instructional arrangements, and school services, and will recommend revisions in the structure as necessary to the Board.

(Adoption date: March 8, 1982)

(Reviewed date: November 24, 2003)

(Reviewed date: August 25, 2008)

FILE: CCA

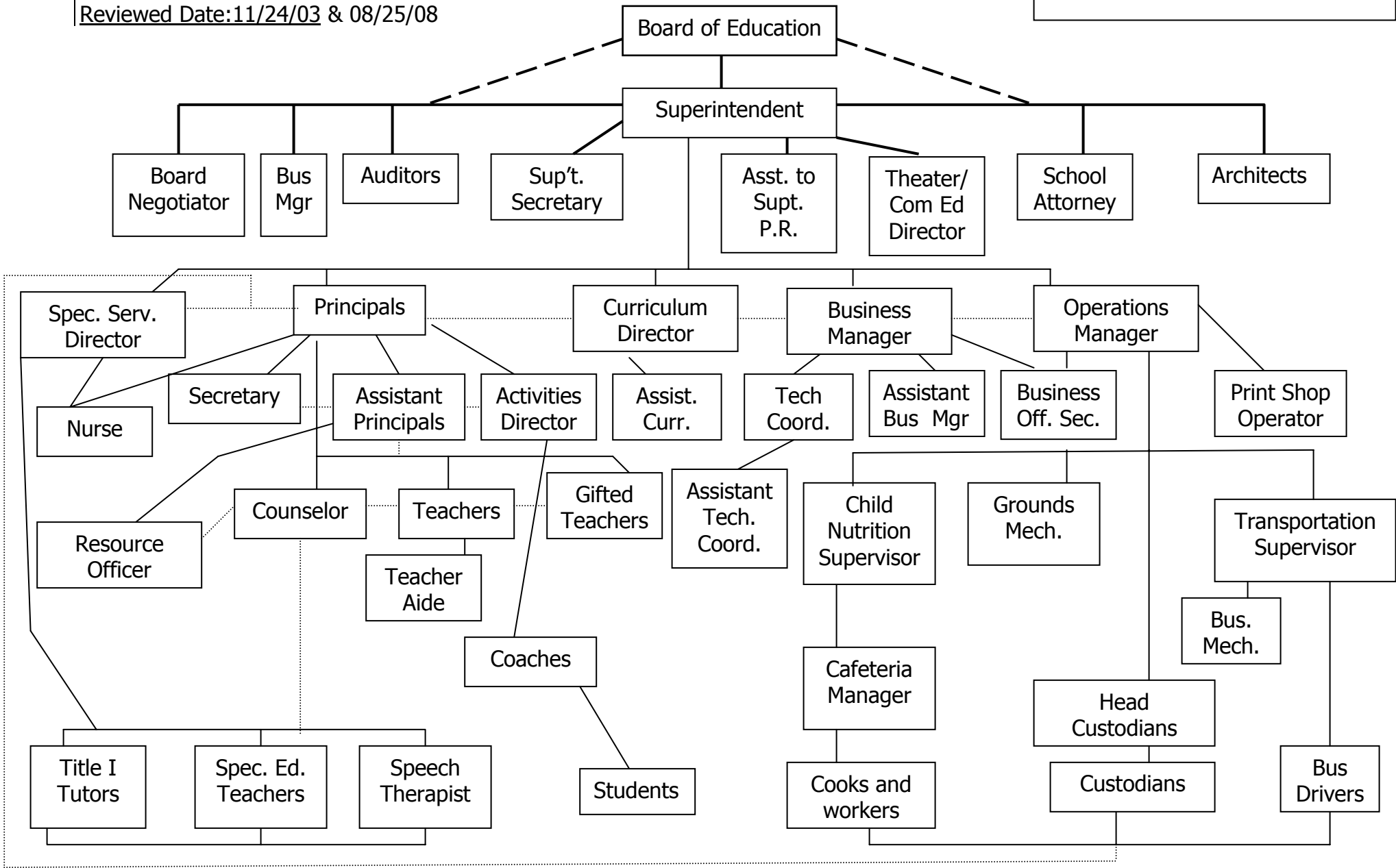
Adoption Date: 3/22/82

Revision Date: 11/13/85

Reviewed Date: 11/24/03 & 08/25/08

BRANDON VALLEY ORGANIZATIONAL CHART

KEY: Standard Direct Line
 - - - Special Assignment Line



LINE AND STAFF RELATIONS

All personnel employed by the board will be responsible to the board through the superintendent. The board expects that the superintendent will establish clear understandings on the part of all personnel of the working relationships in the school district.

Personnel will be expected to refer matters requiring administrative action to the administrator to whom they are responsible. The administrator will refer such matters to the next higher administrative authority when necessary. Additionally, all personnel are expected to keep the person to whom they are immediately responsible informed of their activities by whatever means the person in charge deems appropriate.

It is expected that the established lines of authority will serve most purposes. But all personnel will have the right to appeal any decisions made by an administrative officer in accordance with the approved grievance procedures.

Additionally, lines of responsibility and authority do not restrict in any way the cooperative, sensible working together of all people on all professional levels in order to develop the best possible school program. The established lines of authority represent direction of authority and responsibility in the implementation of policy; when the staff is working together to improve the district's programs and operations, the lines represent avenues for a two-way flow of ideas.

(ADOPTION DATE: March 8, 1982)
(REVISION DATE: January 22, 1996)
(REVIEWED DATE: November 24, 2003)
(REVIEWED DATE: August 25, 2008)

**BRANDON VALLEY SCHOOL DISTRICT 49-2
CRISIS MANAGEMENT TEAM GUIDELINES**

GOAL

The following procedures and guidelines are intended to enable the Brandon Valley School District to better deal with the unforeseen tragedies that affect the ordinary functioning of the students, their families, and staff members in the event of crisis or tragic loss.

PURPOSE

To maintain the orderly operation of the school and to meet the needs of students, their families, and staff in the event of a crisis or tragic loss involving a student or staff member, as defined by the Crisis Management Team.

OBJECTIVES

1. To maintain a safe environment for students and staff.
2. To meet the special needs of individual students by working with parents, school staff, the community and/or specialists.
3. To communicate with staff, students, parents, and the general public through the most effective and practical methods.
4. To continue effective instruction and carry out established routines, rules and regulations.
5. To present a unified and predictable plan of action by the school in the event of a crisis.

CRISIS TEAM MEMBERS AND ROLES

Superintendent: Coordinating the response of building principals and managing the school's response to the general public and media. (See Appendix A, Media Policy).

Principals: Ensuring that crisis procedures are in operation in their building and initiating a "chain call" to other team members when necessary.

Counselors: Working as a team to initiate strategies in the management of the crisis.

Support Staff: School staff, specialists and appropriate community members designated by the Crisis Team during individual crises. Support staff may include teachers, school nurses, coaches, clergy, law enforcement, consultants, or other individuals deemed appropriate by the Crisis Team.

CRISIS INTERVENTION PROCEDURES

*******Crisis Team Members Must Wear Name Tag For Recognition
By Staff And Students*******

The following procedures may be used in full or in part as needed for each individual crisis event, and as determined by the Superintendent.

1. The Crisis Team will meet to determine the necessity of initiating any or all of the procedures. Local authorities or appropriate individuals may be called in to consult with the Team in this decision. Responsibility will be delegated to individual team members at this time. Appropriate team members will be chosen to make family contact. Staff should review procedures as described in appendixes A-F.
2. Individual building principals and crisis team members will meet with staff before school to relay facts and answer questions; to dispel rumors, initiate strategies to deal with student reactions; and identify "high risk" students who may be strongly affected.
3. Principals will meet with their staff to announce funeral arrangements, discuss staff attendance, school policy regarding student dismissal, share new information, and present the plans for the individual classroom meetings.
4. Immediate friends will be identified and provided counseling, if desired. Staff will be directed to heighten their sensitivity to those students.
5. Principal will make announcements to the students in their classrooms. Teachers will be in their classrooms during the announcements and will openly acknowledge student feelings, explain the circumstances of the event, dispel rumors, and let students know that counseling is available.
6. The principal, counselor and appropriate team members will meet with individual classes to help students better deal with their feelings, dispel rumors, offer reassurance, and encourage students to be supportive of their fellow classmates and friends.
7. Parents of students identified as "high risk" will be contacted and offered support from the school.
8. All building staff will assemble after school to allow for expression of feelings and support, review, and evaluate the events of the day, compile a list of "high risk" students and assess their individual needs.

9. The Crisis Management Team will meet to evaluate the events of the day. The team will discuss the appropriateness of meetings to support students and parents, review and plan classroom meetings for the next day, identify and assess the needs of "high risk" students and discuss school dismissal policy.
10. Continued crisis counseling will be offered to students, parents, and staff as needed.
11. The Principal and/or counselor will be responsible for returning the personal effects and appropriate records that are requested by the family.
12. The Crisis Management Team will meet to evaluate the effectiveness of the school and staff, and the effectiveness of the crisis procedures, following the conclusion of the event.

APPENDIX A
CRISIS SITUATION MEDIA PARAMETERS

The Superintendent is designated as the school district's media representative for crisis situations. This responsibility may be delegated as deemed appropriate by the Superintendent.

1. All media correspondence, and requests will be directed to the Superintendent's Office.
2. No students shall be interviewed within the school or the school premises.
3. No staff shall be interviewed except those who have been designated by the Superintendent.
4. No cameras will be allowed within a school building, except as permitted by the Superintendent.
5. All questions are to be directed to the Superintendent or designated representative, through the office of the Superintendent.
6. All official school district statements will be issued by the Superintendent or designated representative.
7. All members of the media are asked to show consideration for emotional welfare and educational interests of the students by complying with above listed procedures.

**APPENDIX B
PRINCIPAL'S ROLE
TEN STEP PLAN TO DEAL WITH CRISIS**

Following are TEN STEPS the building principal should follow in dealing with the sudden death of a student or staff member. These steps may be modified to reflect the circumstances of individual situations.

PRINCIPAL'S ROLE

STEP #1 – Prior to meeting with the entire staff, meet with the crisis management team for the purpose of identifying the agenda to be followed for the day. (Staff members may be notified if appropriate).

STEP #2 – Identify a team leader who will orchestrate the activities of all the crisis support staff and students over the next several days. This person will be the “hub” of information and, in many instances, may be a counselor.

STEP #3 – Direct a staff member and police to immediately go to the deceased student's locker or to the deceased staff member's workspace, remove the contents, and bring the belongings to the principal. This shall be completed prior to the students arriving at school to prevent theft or unauthorized removal of the property.

STEP #4 – Direct a staff member to review the deceased student's cumulative folder to determine what other schools the deceased attended. The principal should call the other school(s) and inform them of the event that has occurred.

STEP #5 – Identify a support center area in the building where students and staff may come for support and counseling. This area should be close to the guidance office and/or the main office to facilitate communications between guidance and administrative staff.

STEP #6 – Decide with the crisis management team what will be reviewed at the mandatory all staff meeting.

STEP #7 – Prepare an announcement to be read over the P.A. System to the students or be presented by the classroom teacher.

NOTE: It is important to have a central spokesperson for all announcements to students. By the time students reach school following a sudden death; many will have heard differing versions about what happened. The presence of a strong, caring, and supportive authority figure (i.e., the principal) sharing information during this stressful time is important.

Two examples of an announcement are the following:

- a. I feel saddened by the sudden death of one of our (students) (staff members) _____. On behalf of the entire faculty and student body, I wish to express our school's deepest sympathy to relatives and friends who knew and loved _____.
- b. Students, may I have your attention please? Last night, (student/staff member name) from our (_____ class died). This morning, faculty met to develop a plan to help all of us cope with this sad event. Your teacher has been given some suggestions on how to proceed with classroom activities today. Additionally, there will be special counseling available for any student who feels the need for some extra support. Counselors will be available in (give location) all day. I would like all of us to reflect for a minute in memory of (student/staff member's first name). (PAUSE) Your teachers will now spend some time with you in discussion. Thank you for your attention.

STEP #8 – Direct a staff member to gather funeral arrangement information and to prepare details for student staff attendance at the visitation and funeral. When details are final, an announcement should be made to staff and students.

NOTE: It is important to have staff members present during the entire visitation period to assist the funeral director in comforting distraught children and teens. (See APPENDIX F).

Designate one secretary who will know how to reach the principal throughout the day, so that the principal can respond to any emergency/administrative situation that may develop.

STEP #9 – Call and/or visit the family as appropriate to express condolences. Visiting the family is encouraged, and the principal should take along a staff member who has been well acquainted with the student or staff member.

STEP #10 – Following the funeral, begin to bring closure by encouraging staff to resume regular activities as quickly as is appropriate.

On the day following the funeral, the principal should make the following closure statement to all students and staff (this is done the day following because many of the deceased's closest friends may not have returned to school the day of the funeral.):

"May I have your attention please? I wish to thank each of you, students and staff, for the support you have shown each other during the past few days. The example you have shown is a positive and healthy one and provides us the opportunity to work towards strengthening our relationships with each other. Guidance staff remains available if you should wish to talk with a counselor. (Any additional comments from the family that have been passed on to the principal might be shared at this point.) Thank you for your attention."

**MANDATORY ALL STAFF MEETING
(ROLE OF PRINCIPAL AND CRISIS MANAGEMENT TEAM)
Appendix B (cont.)**

Prior to the commencement of school, the principal should have an all-staff meeting. Generally, the principal will have approximately fifteen minutes to meet with staff. In addition to the "before school" meeting, it is important to hold an "after school" meeting to discuss the day's events and to talk about any students the faculty has concerns about.

STEP #1 – Principal will announce an immediate all staff mandatory meeting.

STEP #2 – Principal identifies crisis management team leader. This person will assist the principal in directing staff activities.

STEP#3 – Principal and the crisis management team leader informs staff what is expected of them and reviews media procedures. (See APPENDIX A). Also, all known public facts regarding the event should be shared with the staff.

If death was by suicide, emphasize this tragedy as an "error in judgment". Suicide is a permanent solution to temporary problems. Encourage students to talk about ways to cope with stress.

STEP #4 – Entertain questions from the staff and/or requests staff may have.

STEP #5 – Inform staff what announcement will be made to the students and when the announcement will be made.

STEP #6 – Principal announces a mandatory staff meeting after school to review the day's events. This allows an opportunity to receive feedback from faculty, to answer questions, and to review the next day's expectations.

STEP #7 – Principal informs all staff members that any media presence or requests for information should be immediately directed to the SUPERINTENDENT. (See APPENDIX A.)

APPENDIX C TEACHER'S ROLE

Teachers play a vital role in helping students deal with their feelings regarding the crisis. It is important for teachers to review the information contained in this Appendix.

STEP #1 – Attend all staff mandatory meeting and view the media packet.

STEP #2 – Principal will make an announcement to the students in their classrooms. Teachers will be in their classrooms during the announcement and will openly acknowledge and encourage students feelings of loss, anger, sadness, etc; explain the circumstances of the crisis, dispel rumors, and let students know that counseling is available. (See Appendix B, Staff Announcement).

NOTE: People have differing reactions to grief. One way for the teacher to encourage the students' expressions of grief is to acknowledge your own feelings immediately following the announcement of the crisis. If you are uncomfortable discussing grief, ask for assistance from the Crisis Team Leader.

STEP #3 – Teacher Response following the principal's announcement:

"I know it may be difficult for some of us to continue our work today, but our counselors have set aside a special time and place for discussion for those who are troubled by this loss.

Students who are feeling troubled by the death of _____ are encouraged to meet with the counseling staff at _____. (time and place)

Refer individual students who are obviously in need of immediate removal from class to the counselor's office (crying, obviously upset.) The teacher then continues to proceed with his/her usual routine for the day.

STEP #4 –Refer names and/or students themselves to the guidance office if they appear unusually upset or continue to appear upset as time passes. (See Appendix B).

STEP #5 – Attend the mandatory after school meeting to allow for expression of feelings and support, review the day's events, compile a list of "high risk" students and assess their individual needs. The Crisis Team members will be available to discuss concerns staff may have regarding any students.

STEP #6 – Sample staff response to visitors:

"We feel saddened by the sudden death of one of our (students) (staff members). We are concerned for our students and staff. Further questions are directed to the Superintendent's office. This handout (See Appendix A) will explain the parameters."

THE TEACHER'S ROLE

Appendix C (cont.)

Following the death of a student/staff member, those left behind grieve in a variety of ways. The following information is intended to be a guide for assisting the students through the next few days and weeks as they resolve their feelings related to a death.

Normal grief is generally characterized by progression from an initial state of shock and denial, to one of rage and anger, to one of disorganization and despair, and finally to state the acceptance and hope.

In this particular situation many students may arrive at school already "buzzing" with news. Rumors may have already started before school convened, but there will also be many students who arrive with no knowledge of the deceased student's/staff member's death. Students may express disbelief or denial.

In the event of a suicide, other students will quickly move to being angry. They may want to blame anyone and everyone with the death – other friends, parents, police, teachers, the medical personnel, and finally, themselves.

Guilt will be a feeling many students may experience and want to discuss. In the aftermath of an adolescent death, many students may digress and retrace their last encounter with the person who has died and often blow out of proportion small fights that may have occurred which adds to their guilt.

The most important thing a staff member can do is to allow some opportunity for students to acknowledge and discuss their feelings. By acknowledging the pain and grief they are experiencing, and reassuring them of the normalcy of their feelings, you help them through the grief process.

The most helpful intervention a teacher can use is to encourage and allow for the expression of feelings related to death. For many students, this may be their first encounter with death. They will look to the staff member for guidance and modeling. To share with your students your own feelings when you were told of the death – your shock, your sadness, your confusion – is valuable. To reminisce about your relationship with the deceased, if you knew him/her is important. Share with students what you will remember about him/her.

Discuss possible feelings of guilt or feelings of responsibility. Let students know these feelings are normal. Reassure them that they are not responsible for what happened.

Ask students to be supportive of one another and to escort any friend who is upset to a teacher or the guidance office. Reassure them that many adults in the building are

available to help them. Finally, encourage them to discuss their feelings with their parents.

An excellent way to help students through the grief process is to be an active listener. This technique encourages students to recognize the normalcy of their feelings. Another technique would be letting students write about their feelings and reaction to this event.

APPENDIX D GUIDANCE ROLE

The Guidance staff should take the responsibility of gathering information about student/staff reaction to the crisis and act as a "hub of information".

STEP #1

- A. Identify school staff who were close to the deceased student or staff member and who may need extra support (e.g., a teacher who had a special helping relationship with student, had the student in class, or has a sibling in class).
- B. Start a listing of "high risk" students in need of extra support. These include: close friends of the deceased student, relatives, students in the same activities or clubs as the deceased student, neighbors of the deceased student, students with other stressors (e.g., troubled youth and those who are quiet and withdrawn), students identified by faculty, students identified by other students, "suicidal" students with unresolved grief or loss (e.g. family member has committed suicide, divorce situation, recent moves), and students with "guilt" feelings.

STEP #2 – Guidance staff should briefly meet with all identified "high risk" students and with any students who are referred by staff. Decide what, if any, intervention is appropriate. Options could include: (a) brief supportive counseling with guidance staff and (b) forming a grief group. The grief group should automatically be formed the first day, and it may run all day. The focus is on memories of the deceased student and grief work.

STEP #3 – Identify absent and non-enrolled students who may be "at risk" and inform their parents of your concern.

STEP #4 – For students who request to leave school because of their grief reaction:

- A. Release student to parent or adult designated by parent.
- B. Let the student know that you expect him/her to return to school the next day.
- C. Check to see if the students returns the next day and briefly check with them to see how he/she is doing. Offer your assistance to the parent and/or student.

STEP #5 – At the end of the first day, the crisis management team should meet to debrief and review the list of "high risk" students.

At the end of one week, review the status of "high risk" students on the list. Determine which students may need to be referred to community mental health services.

STEP #6 – Discuss the role the guidance staff will provide in the funeral and memorial service. Provide location for students to come following the funeral and/or memorial service.

After the funeral, assist the building staff in moving toward a “business as usual” atmosphere as soon as possible. (An announcement will be made by the principal regarding continued availability of guidance staff.)

STEP #7 – Carefully review with the principal and Crisis Management Team members the memorial requests for the deceased student.

APPENDIX E ROLE OF SECRETARIAL STAFF

All building personnel are affected during a crisis or grief event. Therefore, it is important to inform secretarial staff of their role in dealing with this crisis.

STEP #1 – A secretarial staff representative should attend the mandatory staff meeting to be informed of the crisis and the plans for the day.

STEP #2 – Secretarial staff should review procedures for handling requests or calls from parents, news media, and others.

RESPONSE:

“Hello, Brandon Valley School District. How may I help you? Questions concerning _____ are referred to the superintendent’s office at 582-2049. Brandon Valley School District thanks you for your concern.”

****Make sure you know to whom you are talking. If call is concerning Crisis refer caller to Superintendent. If you are not sure how to handle a call or caller, refer to the principal.*

STEP #3 – The guidance (or appropriate) secretary should free guidance staff schedules for the day. Some counselors may direct the secretary to clear their schedules for several days, so they can best respond to the situation.

STEP #4 – Secretarial support staff should refer any students they are concerned about to the crisis management team leader.

APPENDIX F HOW TO COMFORT THOSE WHO GRIEVE

1. *Be There:* attend the funeral, visit, and spend time with those grieving.
2. *Listen:* grieving people need to talk about this sudden vacuum in their lives.
3. *Send a note:* notes can share personal memories, short and simple.
4. *Give a gift:* a collection of poems, a book to the library in memory of the deceased.
5. *Extend an Invitation:* consider what the person likes to do. Eat out? Go to a play? Take a drive?

Bereaved people often decline invitations or cancel at the last minute.

Don't give up. Ask again.

GRIEF PROCESSING SUPPORT STRUCTURE Some Ideas/Suggestions

1. Establish a "Drop-in Center" all day the first day that news of a sudden death is disseminated.
2. More than one counselor/facilitator is may be needed in the group at one time; it's also a good idea to have others available for relief purposes.
3. Focus on:
 - a. Memories, positive experiences with person who died
 - b. Feelings about the loss
 - c. Stages of grieving (grief education); students may bring up spirituality
 - d. Funeral services – appropriate behaviors/concerns about experience
 - e. Future – what next?
 - f. Guilt work if needed/some need to focus on causation
 - g. Family and friend's response (kids often wonder, "What can I do? How can I help?")
 - h. Identifying others that the students are concerned about (provides them with an opportunity to help, gives them a purpose in crisis, allows them to be part of a larger supportive community response.)

4. Avoid focusing on:
 - a. Narcissistic focus on suicidal thoughts, feelings, experiences, if the death was by suicide.
 - b. Constant talk about the actual death (morbid focusing)
 - c. Blame
5. Bring group to some closure the second day – avoid adding new members (may need to meet others on a one-to-one basis); probably will focus more on funeral and services.
6. May need to reconvene after funeral for an hour to refocus on grief/loss – bring group to some closure again and offer various **resources for on-going support**.
7. Remember throughout the course of group process, facilitators need to identify students with chronic problems around the issue of suicide/self-destructive behavior (regardless of the cause of the death) and to assess whether or not these students need to be separated from the group. If the students in question are identified as “chronic manipulative attempters” they must be removed from the group.
8. The counseling staff may want to consider the possibility of a “neighborhood group” in the evening to reach youngsters at all age levels (checking in with parent(s) to see if there is a need.)
9. Finally, we suggest viewing group work as a possibility for the **whole** system, K-12; death impacts the whole educational community, not just one branch.

(ADOPTION DATE: March 13, 1989)
(REVISION DATE: January 22, 1996)
(REVIEWED DATE: November 24, 2003)
(REVIEWED DATE: April 13, 2004)
(REVIEWED DATE: April 14, 2008)

AUTOMATED EXTERNAL DEFIBRILLATOR

An Automated External Defibrillator (AED) will be maintained on the premises of each school facility in the Brandon Valley School District. The AED shall be used in emergency situations warranting its use by individuals specially trained in the use of the device.

Sudden Cardiac Arrest (SCA) is a condition that occurs when the electrical impulses of the human heart malfunction causing a disturbance in the heart's electrical rhythm. This erratic and ineffective electrical rhythm causes complete cessation of the heart's normal functioning of pumping blood resulting in sudden death. The most effective treatment for this condition is the administration of an electrical current to the heart by a defibrillator, delivered within a short time.

An AED is used to treat victims who experience SCA. It is only to be applied to victims, who are unconscious, without pulse, signs of circulation, and normal breathing. The AED will analyze the heart rhythm and advise the operator if a shockable rhythm is detected. If a shockable rhythm is detected, the AED will charge to the appropriate energy level and advise the operator to deliver shock.

LOCATION, MAINTENANCE AND TESTING OF AED UNIT

The AEI locations will be as follows:

- High School: across from the restrooms in the commons area
- Middle School: in the commons area on the north wall
- Robert Bennis Elementary: in the commons area between the gym doors
- Brandon Elementary: at the south entrance to the carpeted gym
- Valley Springs Elementary: By the south lower level entry doors
- Fred Assam Elementary: To be determined
- High School Athletic Shed at the Football/Track Stadium

Each AED shall be maintained and tested in accordance with operational guidelines of the manufacturer and monitored as directed by the Superintendent/designee.

Documentation of the maintenance and testing will be kept in the nurse's office in each building. The Medtronic Lifepak CR Plus Defibrillator User's Checklist will be utilized. If trouble shooting is required, use the accompanying Trouble Shooting log.

TRAINING

- All Brandon Valley School District staff, coaches and administrators are eligible to complete an approved training course in the operation of AEDs. Staff members must be CPR certified and complete a refresher course as prescribed. The School District will offer annual retraining for personnel who have completed the initial AED program.

- Staff of co-curricular athletic activities will be required to attend the training course in the operation of the AED.
- The Activities Director is required to receive the AED training.
- It is highly recommended that staff who supervise after school activities also receive the training course on the operation of the AEDs.

ADOPTION DATE: October 25, 2004

REVISION DATE: August 25, 2008

WELLNESS POLICY

The Child Nutrition and WIC Reauthorization Act of 2004, PL 105-268, the U.S. Congress established a new requirement for all local agencies (including public and nonpublic, as well as, Residential Child Care Institutions) with a federally-funded National School Lunch Program (NSLP). 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. Four (4) criteria are required in meeting the objective; nutrition education, physical activity, nutrition standards and other school based activities.

The Brandon Valley School District promotes healthy schools by supporting wellness, good nutrition and regular physical activity as a part of the total learning environment. The District supports a healthy environment where students learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of students. Improved health optimizes student performance potential and ensures that no child is left behind.

- The school district will engage a committee composed of students, parents, teachers, administrators, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring and reviewing district-wide nutrition and physical activity goals.
- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Food and beverages sold or served during regular school day hours will meet the nutrition recommendations of the NSLP.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that will meet the health and nutrition needs of students; will accommodate the religious, ethnic and cultural diversity of the student body in meal planning; and will provide clean, safe and pleasant settings with adequate time for students to eat.
- To the maximum extent possible, the district will participate in available federal school meal programs.
- Schools 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 and other school based activities.

The Child Nutrition/Wellness Committee will develop, implement, monitor, review and as necessary, revise school nutrition and physical activity programs. To help with the initial development of the district's wellness policy, each school in the district will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies. Assessments will be repeated every year to review policy compliance, assess progress, and determine areas in need of improvement.

As part of that review, the Wellness Committee will review nutrition standards with education goals; physical activity and education goals; and evaluate the provision of the environment to support healthy eating and physical activity.

ADOPTION DATE: June 26, 2006

REVIEWED DATE: April 14, 2008

ADMINISTRATIVE COUNCILS, CABINETS, AND COMMITTEES

The superintendent may develop and lead such permanent and temporary councils, cabinets, School Board committees, and committees as he deems necessary for proper administration of the school district program.

The groups established or authorized by the superintendent may be ad hoc (for the purpose of studying a particular issue) or may be commissioned to assist in a broad range of studies. Groups will be advisory in nature and will be subject to the same general guidelines on research, and release of information as established for groups advisories to the Board.

(Adoption date: March 8, 1982)
(Revision date: November 24, 2003)
(Reviewed date: August 25, 2008)

SCHOOL BUILDING ADMINISTRATION

Acting with the approval of the superintendent and upon the advice of central office administrators, each principal will be the chief administrator of his/her school. All personnel assigned to his/her building will be directly responsible to him/her. Staff members who work in more than one school will be responsible to the principal of the school during the time they are working in that building.

The principal is charged with the supervision and direction of the staff and the students assigned to his/her building, and with care of the school facility and its equipment. The principal will see that the policies and regulations of the district, the directives of its officers, and the guidelines for the instructional program are observed. Within the framework of board policies and regulations set by the superintendent, the principal may establish and enforce such regulations as deemed advisable for the efficient operation of his school.

(ADOPTION DATE: March 8, 1982)
(REVISION DATE: January 22, 1996)
(REVISION DATE: November 24, 2003)
(REVIEWED DATE: August 25, 2008)

POLICY IMPLEMENTATION

The superintendent has responsibility for carrying out, through administrative regulations, the policies established by the Board.

The policies developed by the Board and the administrative regulations developed to implement policy are designed to promote an effective and efficient school system. Consequently, it is assumed that all employees and students will willingly carry them out.

There are activities that are common to all departments and school levels, but procedures for conducting them may vary from unit to unit. Principals and department heads will establish procedures for conducting activities within their individual units within the larger framework of administrative regulations and Board policies.

(Adoption date: March 8, 1982)

(Reviewed date: November 24, 2003)

(Reviewed date: August 25, 2008)

DEVELOPMENT OF REGULATIONS

The Board delegates to the superintendent the function of specifying required actions and designing the detailed arrangements under which the schools will be operated.

These required actions and detailed arrangements will constitute the administrative regulations governing the schools. They must be in every respect consistent with the policies adopted by the Board

In the absence of policy, the superintendent is authorized by the Board to establish regulations as needed. Should the Board consider it necessary, policy will be developed thereafter.

The Board itself will formulate and adopt regulations only when required by law, and when the superintendent recommends Board adoption in light of strong community attitudes or probable staff reaction.

(Adoption date: March 8, 1982)
(Reviewed date: November 24, 2003)
(Reviewed date: August 25, 2008)

BOARD REVIEW OF REGULATIONS

The Board reserves the right to review administrative regulations at its discretion, but it will revise or veto such rules only when, in the Board's judgment, they are inconsistent with policies adopted by the Board.

Administrative regulations need not be approved by the Board in advance of issuance except as required by state law or in cases when strong community attitudes, or possible student or staff reaction, make it necessary or advisable for the regulation to have the Board's advance approval.

Before issuance, regulations will be properly titled and coded as appropriate to subject in conformance with the codification system selected by the Board. Those officially approved by the Board will be so marked; all others appearing in this manual will be considered approved provided they are in accordance with the accompanying Board policy.

(ADOPTION DATE: February 22, 1982)
(REVIEWED: April 10, 2000)
(REVIEWED; November 24, 2003)
(REVISION DATE: July 12, 2004)
(REVIEWED DATE: September 24, 2007)
(REVIEWED DATE: August 25, 2008)

REGULATIONS DISSEMINATION

The superintendent will establish and maintain an orderly plan for making regulations known to all staff members, students and the public. A regulation concerning a particular group or groups in the school will be distributed to the group(s) prior to the effective date of the regulation.

The superintendent will also provide easy access to an up-to-date collection of Board policies and regulations for all employees of the school district, members of the Board and the Community at large.

(Adoption date: March 8, 1982)

(Reviewed date: November 24, 2003)

(Reviewed date: August 25, 2008)

APPROVAL OF HANDBOOKS AND DIRECTIVES

To make pertinent Board policies, district regulations and departmental and/or school rules and procedures known to all staff members and students, district administrators and principals are granted authority to issue staff and student handbooks as found necessary and desirable.

It is essential that the contents of all handbooks conform with district wide policies and regulations; it is also important that all handbooks bearing the name of the district or one of its schools be of a quality that reflects credit on the district. Therefore, the Board expects all handbooks to be approved prior to publication by the superintendent or other district administrator(s) as he directs.

The superintendent will use judgment as to whether a specific handbook needs approval by the Board. However, all handbooks published will be made available to the Board for informational purposes.

As in the case of regulations affecting staff members, handbooks published specifically for a particular group of employees will be distributed to all of the employees affected.

(Adoption date: March 8, 1982)
(Revision date: November 24, 2003)
(Reviewed date: August 25, 2008)

ADMINISTRATION IN POLICY ABSENCE

In the absence of Board policy specifically covering any action that the superintendent feels must be taken for the orderly execution of duties, he/she may take temporary action that he/she feels will be in harmony with the overall policy of the Board. However, the superintendent will not be free to act when the action involves a duty of the Board that by law cannot be delegated.

In each case in which the superintendent must take such action, he/she will present the matter to the Board for its consideration at its next meeting.

(ADOPTION DATE: February 22, 1982)
(REVIEWED DATE: April 10, 2000)
(REVIEWED DATE: November 24, 2003)
(REVIEWED DATE: September 24, 2007)
(REVIEWED DATE: August 25, 2008)

PROGRAM CONSULTANTS

In situations where knowledge and/or technical skills are needed that cannot be supplied by regular staff positions, technical and consultant assistance may be considered as one alternative for providing the desired service. The service may be provided consistent with budgetary appropriations.

Consultants, whether temporary, part-time or full-time will exercise no administrative authority over the work of employees in the district, but will act only as advisers in those fields in which they are qualified to offer expert assistance.

All supervision of consultants will be in the hands of those to whom such responsibility has been specifically delegated by the superintendent.

(Adoption date: March 8, 1982)

(Revision date: November 24, 2003)

(Reviewed date: August 25, 2008)

FILE: CCA
 Adoption Date: 3/22/82
 Revision Date: 11/13/85
 Reviewed Date: 11/24/03

BRANDON VALLEY ORGANIZATIONAL CHART

KEY: ___ Standard Direct Line
 - - - Special Assignment Line

