

East Prairie High School



Teacher Handbook

2023-2024

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EPHS STAFF

Mr. Jamie Johnson, Principal
Mr. Casey Knight, Assistant Principal/Athletic Director
Mrs. Laura White, Counselor
Ms. Madelyn Branam, Secretary

Teachers/Staff

Mrs. Jill Aters	Technology Assistant, Multimedia & Computer Lit
Mrs. Sharon Aters	Secretary
Mrs. Mandy Aycock	Library Media Specialist
Mrs. Magen Berry	School Social Worker/Homeless Liaison
Mrs. Courtney Binger	World History, American History
Instructor	Biology 2, Chemistry 2 Stem
Mrs. Elizabeth Bryant	Algebra I, Geometry, STUCO
Mrs. Kathy Carter	Physical Ed., Health, Spanish I, II
Mrs. Arisa Coleman	College and Career Advisor
Mr. Nick Collins	Chem I, Biology for Living, STEM, Physical Science
Mrs. Amy Crouse	SPED, Life Skills
Mr. Scot Davis	Girls Body Cond. Spanish I,II, Pre-Algebra, Alt. Ed
Mrs. Marsha Douglas	Head Custodian
Mr. Kaleb Gifford	Maintenance
Ms. Kelle Goodding	Honors English II, English II, Speech, Volleyball
Mrs. Courtney Henderson	Special Education
Mr. Jacob Holt	Science Proctor
Mr. Ian Householder	Honors English I, English I, Adventure Lit. Life English
Mrs. Ashley Jackson	Art, Drawing and Sculpture
Mr. Madison Jarrett	H.S-Band, Music Appreciation, Jazz band
Mrs. Ashley Jernigan	Tech Coordinator, Link Sponsor, Yearbook
Mrs. Andrea LaPlant	Family and Consumer Science, Textiles
Mr. Kurt Lichtenegger	Bus Transportation
Mrs. Carrie Massey	Government, American History, DE Psych/Sociology
Mr. Nate Owens	American History, Alternative Ed. Asst. Football
Mrs. Andrea Sanders	Algebra 2, Pre-calc A/Stats, Adv. Algebra, Trig, Cheer Sponsor
Mr. Gary Scott	Drivers Ed., Body Cond, Phys. Ed., Basketball, Baseball
Mr. Jonathan Sipp	Biology I, Anatomy and Physiology, Science Olympiad
Mr. Rilyn Small	Vet Science, Ag Constr. & Weld, Conservation, FFA, Bass Sponsor
Mr. David Stalker	Physical Education, Body Cond., Alt. Ed, Football, Track
Mrs. Kandi Staples	HS Choir, Music App, Piano I, II, BETA, Twirl/Dance, Website
Mrs. Linda Stokes	School Nurse
Mrs. Kristen Towery	Special Education
Mr. Carl Wallace	Head of Maintenance
Mrs. Angie Wicker	Personal Finance, Comp. App., Marketing, FBLA, PDC Chair
Ms. Gabby Wicker	CP English, Speech, Creative Writing, Advanced CP English

Introduction

Welcome to East Prairie High School! The purpose of this handbook is to help you, the teacher at EPHS, to become familiar with daily school operations. Throughout the year, you will be able to find information posted on our website at www.eastprairie.org. Please don't hesitate to ask questions by email at jamie.johnson@eastprairie.org or by calling 649-3564 (Principal's office). For District and school policies, please read the Student Handbook which is posted on our website. This will help you become familiar with the school's expectations and requirements for students. Your assigned teacher mentors, administrators, and professional development director, will coach you through any problems you may encounter, and are essential for helping you navigate through your experience at EPHS, feel free to contact them. We are all here to help you, to work with you, and provide any support that you need. We are a family here at EPHS. Once again, welcome and Go EAGLES!

--Mr. Jamie Johnson
EPHS Principal

High School Building Goals 2023-2024:

Increase the use of student instructional time while utilizing a variety of instructional methods and materials to enhance, motivate student learning and to meet different learning styles of our students. Collaborate with colleagues to manage school learning goals and analyze student data to promote student success.

Activities Calendar

An activity calendar will be located in the high school office. All activities must be on this calendar and should be scheduled at least two weeks in advance. An activity does not become official until it is approved by the principal and placed on the activity calendar. Mr. Johnson will share his google calendar with staff at the beginning of the year.

Taking of Student Attendance

Attendance should be entered into Tyler/SIS by 8:10 am. You must enter student tardies and absences in the classroom computer for each period of the day. A student is considered tardy if he/she arrives after the 8:00 bell and must report to the office to sign in and receive an admit slip.

Any student arriving after 8:19 am will be counted absent. Teachers please request for the student to obtain a pass from the office before admittance into class. For a complete attendance policy please see the copy in the student handbook, or on the school website at www.eastprairie.org

Audio/Visual Technology Issues in the Classroom

For technology issues, you can submit a work order to Mrs. Jernigan one of three ways: 1) Go to <https://eagles.mojohelpdesk.com/> (this is on our website); 2) Send an email to: tech@eagles.mojohelpdesk.com; 3) Download the Mojo Helpdesk App and choose "New Ticket." This will get to Mrs. Jernigan in a timely manner and allows her to communicate and update issues.

Classrooms are equipped with smartboards, televisions, LCD projectors and other specialized equipment. Please contact Mrs. Jernigan through the Mojo Help Desk for help with laptops, computers, and projectors.

EPHS Library also has many resources for your classroom. Please call or email Mrs. Mandy Aycock, mandy.aycock@eastprairie.org to reserve the Library or for questions about books, magazines, videos, resources, etc.

District Wide Open House

Person to see: Mentors, Administration, school secretary. The District Wide Open House is August 17th. Specific information regarding this event will be shared with staff in the coming weeks. The purpose of the evening is for teachers to introduce themselves to the parents and to briefly go over the classroom setting, curriculum, class expectations and policies. It is not a night to talk about individual students; however, parents may be encouraged to set up future conferences. New teachers and mentors will meet in advance of Back To School Night to go over plans and answer any questions you may have.

Bells and Bell Schedule

School Begins	8:00	
1st Hour	8:04-8:54	
2nd Hour	8:59-10:01	
3rd Hour	10:06-10:56	
4th Hour	11:00-11:51	
5th Hour	11:56-1:10	(School flex sign out at 1:10)
6th Hour	1:15-2:05	
7th Hour	2:10-3:05	(Teachers are contracted daily to 3:20 pm)
Lunch Shifts	11:00-11:25	(Vo-tech Lunch and Alternative School)
	11:51-12:16	(First Lunch Shift)
	12:46-1:10	(2nd Lunch Shift)

Classroom Policies

Person to see: Mentors & Administration

It is vitally important to be very clear, early in the school year with your students regarding what behavior is expected in your classroom. You should have a set of class guidelines or rules available to your students on the first day of classes. Feel free to talk with your Mentors about EPHS policy and general expectations regarding smartphones, food and drink, gum, trips to the nurse and bathroom breaks.

Copies

Photocopy machines are available for staff use in the EPHS Counselor's Office, the Health classroom, and the auxiliary room across from Ms. Goodding's room in the Senior hallway of the high school building. You will receive a building key card that has your copy code for use of the photocopy machines. Please ask your mentor or other teachers if you need help with collating, stapling, or two sided copying. Ms. Madelyn will contact maintenance and custodial staff if paper is needed for copy machines. Ms. Madelyn can assist with paper jams and the need for toner. Please do not wait until the copy machine is out of ink or toner to inform Ms. Madelyn, let her know as soon as possible. Teachers please do not use the copy machine in the high school office, and do not send students to request copies of the high school secretary. Copies are your responsibility and should be handled during your planning time, or before and after school.

Daily Announcements

Person to see: Ms. Madelyn Branam, High School Secretary

The Daily Announcements are announced on the intercom everyday. The announcements contain current information about school activities, changes, reminders, and upcoming events. Please encourage your students to listen to all announcements. The announcements are read before Channel 1 time at the end of the 2nd hour. Please require your students to refrain from talking, and listen to the entire announcement. If you or your students would like to post an announcement in the bulletin, please email madelyn.branam@eastprairie.org. Please do not wait until the last minute.

Discipline

Person to see: Mr. Jamie Johnson, High School Principal or Mr. Casey Knight, Assistant Principal

Discipline is often a difficult issue for teachers, but there are a number of people to help you. A good rule of thumb to remember is: Great lesson plans significantly reduce discipline issues. When kids are engaged, they have less reason to distract themselves or others. If you are having difficulty keeping your class as a whole under control, see your mentor or speak with colleagues in your department. You may also speak to Mr. Johnson or Mr. Knight about issues that you are having in your class. Please be proactive about seeking help.

If you need to send a student out of class, please send a discipline referral to the high school office detailing why the student was removed from your class ASAP. You may send the referral with the student, or in an envelope brought by a different student once the student has been sent to the office. You may call the office at 649-3564 if you need an administrator, or if you don't believe the student will go to the office on their own.

You may also email the Principal at jamie.johnson@eastprairie.org or Assistant Principal at casey.knight@eastprairie.org to describe the event. **Please always send a referral to the office for records, and be explicit about the event in the classroom.** The referral form describes exactly what occurred. Be prepared to call the student's parent and/or have a meeting with the parent if the student is removed from your class. The office will enter all referrals on TylerSIS in student discipline. The Principal can also answer any of your questions about policies and procedures. If you have any problems with student behavior in class or the hallways, call the Principal's office for assistance.

FAX number

A school fax machine is set up at the Central Office. The number is 573-649-5455. If you have any questions about sending a FAX, Ms. Madelyn in the high school office can assist you.

Frequently Used Forms

There is a form for everything – just ask mentors or classified staff. Hard copies of the most frequently used forms are usually located in the main office in the vault, and they are posted on the school website. Forms for staff/teacher use are usually found in the high school office upon request. (Nurse passes, Discipline Referrals) Student forms can also be found in the Counselor's Office. Students are expected to have a pass when they are outside of your classroom. If you need a nurse's pass please ask at the high school office. Please keep your passes for documentation. Signed passes should be given to the teacher when student's return to your class. Students should not be allowed to leave your class to attend another class without written permission or email from the other teacher. Students should not be allowed to leave class and go to their vehicles without approval from the high school office. **Students are not allowed to be in your classroom if they are late or tardy without a pass from the office.**

Grading

Person to see: Mentor, Administration

It is imperative that students know how they will be graded, so a discussion of this and a handout indicating your grading policy early in the year will help tremendously. Many subsequent queries and concerns from counselors, administrators, and parents can be easily answered if you have a written policy in place. Review the District policy in the Student Handbook and Course Guide, and check with your department chair or mentor if you need any clarification on common practices. Students and parents like to see grades posted throughout the quarter in their parent portal on TylerSIS. Please update your online gradebook with at least 2 grades per week. Parents are able to support the process of educating students when they can hold the student accountable with consistent monitoring of grades through Home Access. Gradebooks should be kept up to date every week of the quarter. Keep lessons and projects relatable to content. Please make sure that student projects have rubrics for proper grading, grading is explained to students, and work is returned for remediation. Student work should be graded, reviewed, and explained if a student or parent has a question. Teachers should be able to explain a student grade upon request. Bonus points should not be awarded for the bringing of items such as tissue, markers, cleaning supplies for the class. These items will be provided for our students. Teachers do not wait to put in grades on large projects for points at the last of the quarter or semester. Please grade and post promptly.

Key Cards and Access

Person to see: Mrs. Ashley Jernigan, Tech Coordinator & Jill Aters, Tech Assistant
All key cards are given out through the high school office. Your staff key card will give you access into the main building, and your classroom key fits all teacher rooms. It is a master key so please make sure and take care of it. Do not give your keys to students. If you are having issues with gaining access to copy machines, or entry into the building then notify Mrs. Jernigan or Mrs. Aters and one of them will assist you.

Teacher's Lunch, Mail and use of the Workout Room

Staff members are welcome to use the microwave, refrigerator and other items located in the counselor's office. Please keep these areas clean, and throw out any unused items. Label any personal items left in the refrigerator. Feel free to relax in the conference room or in the workout room located at the top of the weight room. Your mail will be delivered to the Auxiliary Room across from Ms. Goodding's classroom in your personal teacher mailbox. Students are not allowed in the Auxiliary Room or Workout Room. Please remember that EPHS is a non-smoking facility and tobacco on campus is prohibited at all times.

Cafeteria

Person to see: Mrs. Sharon Aters

The food service provider for EPHS is Taher Foods. Teachers and staff are welcome to join students in the lunchroom daily. Teacher lunches are \$4.15, and include choices of Salads, soups, sandwiches, fresh fruit, drinks and a variety of ala carte items that can be purchased for a nominal cost. Both breakfast, lunch and snack foods are served. Please do not let your lunch account balance get out of hand. Please pay your lunch account monthly. Lunch account balances can be viewed on TylerSIS and paid in the high school office to Mrs. Sharon Aters. All checks should be made to East Prairie R-2.

Teacher Parking

Person to See: Ms. Madelyn Branam

Staff parking is available in the High School Teacher parking lot. Please refrain from parking behind the cafeteria, unless you are given permission by administration.

Paychecks

Your paycheck will be issued every month on the 15th day of the month. Our district employees use direct-deposit to have their check deposited automatically. Contact Mrs. Yolonda Clark at the central office for questions.

Principal's Email and Messages

Messages from your Principal will be sent daily, including the discipline list for students who have detention and ISS. It is your responsibility to read all emails from your administrator. The emails and messages may contain the calendar for the working week as well as important announcements or changes to upcoming events. Mr. Johnson will try to share his google calendar with you and keep it as current as possible with changing events and schedules. Please check your email periodically throughout the day and respond when requested. Administration will try not to text anyone at home after school hours unless it is completely necessary to the daily operation of the building. If you need to speak with Mr. Johnson or Mr. Knight about an issue or concern, you may text or email them. Please be respectful of each other's time when contacting staff members after hours.

Purchase Orders

(POs) Person to see: Ms. Madelyn Branam, High School Secretary

Contact the vendor you wish to purchase from and obtain a quote for desired items

1. All orders must have a EPHS ship to address
2. Fill out the online requisition form on line on the employee portal (be sure to include funding source, account or club organization name)
3. Obtain prior approval administrator of request
4. Turn the Requisition and Quote into Ms. Madelyn Branam in the high school office
5. Be sure to allow at least two weeks for the processing of your purchase order
6. Once the invoice is received, you will be asked to confirm that we received all the items you ordered. Keep your packing slips for your records.

No items should be ordered without approval by the administration. Employees will be responsible for expenses of the items ordered without approval. Professional development receipts and expenses should be given to Mrs. Angie Wicker upon return. Be sure that your receipts are itemized, especially if you are requesting reimbursement for a conference attendance.

School Vehicles and Requests

The East Prairie R-2 school district has a vehicle that can be checked out for transportation to school business. A spreadsheet is online to check for availability of the vehicle. The transportation department takes care of the vehicle and maintains it for the use in the district. Teachers should check for availability when going to professional development conferences, meetings, supervision, etc. Please clean out all trash after using the vehicles. These vehicles are used by the entire district and not solely the property of EPHS. Trips that have larger amounts of mileage will often take precedence over trips that are closer to the district.

Room Repairs and Custodial Needs

Person to See: Mr. Jamie Johnson, Principal of EPHS

A special effort should be made to protect the school buildings and facilities. Each teacher and student should take pride in keeping the building and equipment in good working condition. Any unusual requests for custodial services should first be approved by Mr. Johnson. Routine facilities requests can be made directly to the Maintenance department, who oversees daily operations at EPHS by filling out a maintenance request from the high school office. For classroom repairs or deliveries, please fill out a Work Order Form and return it to the high school office. The forms are available in the office from Ms. Madelyn. Only when it is absolutely necessary because of the severe impact on the learning environment should Mr. Johnson be contacted prior to a teacher or staff member filling out a maintenance or custodial work order. Maintenance and custodial work orders should be submitted by filling out a maintenance request form and submitted to Mr. Johnson in the high school office. Contacting Mrs. Ashley Jernigan or Mr. Carl Wallace directly addressing an issue first hand is not allowed. Teachers and staff should not contact Mrs. Jernigan or Mr. Wallace by telephone or text with requests. Please do not text, phone, or email these directors. If there is an issue with completion of work orders and requests then Mr. Johnson should be notified.

Requests for After Hours Use of Facilities

There are many requests for use of school buildings during the evening hours by clubs and community organizations. Teachers should secure the approval of the principal or administration before scheduling such an activity. The teacher is in charge of the group that has been given permission to use the building. The teacher is responsible for the building during the time it is in use. All doors, gates, windows should be locked and closed before exiting the premises. (Form is in the Central Office)

Teachers who find it necessary to remain on campus after 5:00 p.m. should notify Mr. Carl Wallace, and or custodians about items that need to be considered after usage of the building. Please make sure that all gates are closed and locked before leaving. Keys may be checked out in the high school office, if needed. Teachers shall not have duplicates made of keys to school locks, and in no case should a key be loaned to a student or group without permission from administration.

Substitutes

Person to see: Ms. Madelyn Branam, Mr. Casey Knight, or Mr. Jamie Johnson
If you are in need of a substitute teacher for your class please contact either Ms. Madelyn at 1-(573)-233-4044 or Mr. Johnson at 1-(573)-649-3564.

Employees must enter their days of absence on their employee portal which is located at www.eastprairie.org

Be sure to request a sub as soon as possible, to avoid unfilled jobs.

A substitute may not be available if you call after 7:00 am on the day you need a substitute.

- You must inform either the High School Secretary or Principal of your substitute request and day of absence.
- You need a copy of your current class rosters for attendance.
- You must leave a lesson plan on your desk or email the plan to the Principal or secretary in the office (but know that it's often very busy at Ms. Madelyn's desk in the morning and she may not get to your sub plans right away).
- Having an emergency lesson plan and seating chart on your desk is a good idea for unexpected absences when you may not have time to create a detailed lesson plan.
- It's also a good idea to have instructions near the technology you may ask your sub to use.

Supervision and Duties

Assignment Person to See: Jamie Johnson, Principal EPHS

Each teacher on the EPHS staff is required to assist in some way with supervision of student activities or duties. Each teacher will be responsible for duties either at lunch or morning supervision. It is your responsibility to be on time for your duties and collaborate with your colleagues about rotation. Teachers may be asked to cover areas of concern during the year, or in a teacher's absence. It is the responsibility of the teacher to coordinate or switch with someone if they are going to miss their duty. Teachers may also be asked to supervise assemblies, movies, events, activities, awards, at any time during the school year.

Teachers are to be outside of their classrooms supervising when school ends at 3:05.

Teachers are to be in their classrooms ready to receive students by 7:50 am.

Teachers should be on duty at 7:30 am.

Textbooks

Please be sure to correctly and accurately check out books for students. Please make a list of students and their textbook numbers. Checking and maintaining the list of books checked out in the fall and back in at the end of the school year is necessary to make students accountable for returning textbooks. Students are responsible for the loss or damage to books checked out to them. Remind students of the cost of the book and the importance of returning books in good condition.

Class Rosters, Grades, Progress Reports, and Data Processing

Person to see: Mrs. Laura White (laura.white@eastprairie.org)

Report periods 1, 2, 3, and 4 are basically “quarter grades.” Only the Semester 1 and 2 grades are permanent on the student transcript, but you are required to enter grades for all six grading periods. At EPHS we require our teachers to make phone calls to parents of students who have a D or F at week 3 of each quarter. Your mentor can give you instructions on how to use the Lumen computer system for student contact numbers.

You may use a paper gradebook in addition to your online gradebook if you wish, but the grades must be entered electronically for the grading periods and the electronic gradebook must be maintained weekly for student and parent access with at least 2 grades per week.

- Be proactive about grades and let students and parents know when they get behind in your class. TylerSIS is an easy way to allow parents and students to see their current grade.
- Enter your grades on a weekly basis.
- Be sure to email or call parents when a student is failing or when grades begin to drop.
- If you teach seniors or have a senior in your class, it is extremely important to keep students, parents, and the counselor informed when the student is in danger of failing a class. This is especially true if the course is required for graduation. Contact counselors early if a student is in jeopardy of failing. Contact the parent personally, well in advance of graduation, and make sure to document it with an email to the counselor as well. Laura White is in charge of report cards, grades, grade changes, and student schedules. The grading periods are listed on the EPHS calendar, and reminder emails will be sent on a regular basis when you need to enter grades. Also read all emails from Mr. Johnson, Mr. Knight, and Mrs. White to keep up with deadlines.

Teacher Evaluations and Observations

Person to see: Jamie Johnson, High School Principal & Mr. Casey Knight, Assistant Principal

Each teacher will go through a formal evaluation cycle during the year. An administrator will be assigned to evaluate your teaching through classroom observations. Please read your contract, talk to your mentor or ask your administrator if you have questions.

EPHS will be using the DESE model for teacher observations. Observations may include walkthroughs, formal observations, summative observation, collaboration on data teams, etc. 1st year teachers- 3 unscheduled & 1 scheduled observation. 2nd year teachers- 2 unscheduled, and 2 scheduled observations. Tenured teachers- 2 observations per year.

Field Trips

Person to see: Kurt Lichtenegger Transportation Director and Jamie Johnson, Principal
The Transportation Request Forms are in the high school office. Teachers are required to have a Student permission form signed by parents or guardians for students before leaving on the trip. Field trips require advance planning and approval. It is recommended that requests be submitted as far in advance as possible out of consideration for other teachers' planning, and to allow time to collect the required student forms. The bus form needs to be completed and turned into the office at least one week prior to any trip taken by bus.

If your students will be missing other classes they must get signatures from teachers as well as parents. You as the sponsor for the trip are expected to send out an alphabetical list of students that will be attending the trip at least two days in advance. It is also a requirement that you notify the high school office and attendance monitor of who did not attend and should be in class on that day. (Permission forms are to be kept for documentation)

Make early deadlines for the return of the forms and insist that students adhere to the deadlines in order for them to participate. On the day of the trip, be sure to give the attendance secretary and High School secretary a list of the participants so that she can clear absences. Overnight trips require even more advance planning including district approval. See Mr. Johnson in the Principal's office for details and approval of all field trips. You must have funding for your trips before you receive approval for your club or organization. Waiting until the last minute to schedule could result in your group not being allowed to go and participate or losing field trip privileges in the future.

All departments should keep trips to a minimum, especially during school class time. Make it very clear to students involved in these activities, that they are responsible for all make-up work missed by student handbook policy. These trips and practices must have approval by the administration.

Staff Meetings

Staff Meeting time can be scheduled on any day of the week. Mr. Johnson will try to provide substantial notice for staff meetings. Attendance at staff meetings is required. If you are, for some reason, unable to attend, please contact the administrator in advance. Mr. Johnson will advise in his email and instructions whether these meetings are for departments, data collaboration, or all staff. The locations vary but commonly are held in the high school library.

Professional Growth and Staff Development

Person to see: Mrs. Angie Wicker

Check with your mentor regarding teaching credential requirements for professional development. New teachers will meet together with mentors and administrators throughout the year to discuss issues related to their personal growth as teachers. Issues such as classroom management, motivating students, and assessment techniques will be discussed in an informal setting.

Each new teacher will receive mentoring and coaching according to their needs and their credentialing requirements. Please don't hesitate to ask for more time with your mentor. New teachers will participate in a 2-year District-Wide Induction and Professional Development Program. See your mentor for details. Teachers are required to attend Staff Development Day activities both at the site and at the district. Ask the Administrator for help with this. If you cannot attend a Staff Development day, email or call your building administrator for prior approval of absence.

Student Records

Person to see: Mrs. Laura White, Counselor, Mrs. Jocelyn Marcum, Counseling Secretary
Mrs. Laura White and Mrs. Jocelyn Marcum are in charge of data processing for grades and student class schedules. Progress reports are printed by Mrs. Marcum and grade change forms are submitted to Mrs. White for approval. Student enrollment and withdrawals from EPHS are handled by Mrs. White as the counselor and registrar. Students who drop in the middle of the school year may have you sign a drop form to show that they have returned all materials and books as well as paid any fines or fees owed. The student cumulative files are managed and stored in the counseling office. These records are confidential and should be used with discretion. The Special Education department stores the IEP files, and will keep you advised of student accommodations. Attendance records are found in the counselor's office.

Special Education and IEP

Person to see: Mrs. Jamie Scott- Director Mrs. Kristin Towery & Mrs. Courtney Henderson
SPED

Mrs. Towery, Mrs. Henderson, and Mrs. Crouse are members of our Special Education department and do their best to distribute teacher IEP information to all teachers in the high school. All teachers are required to provide feedback for students with an IEP. Special Education instructors may either be in the classroom with their students or in an alternative setting. At EPHS it is a common practice for students with IEPs to take tests in an alternate setting per their accommodations. Please consult with the student's individual case manager if you have questions about accommodations. Mrs. Sandy Barker is our SPED Director. **Student IEP's and 504's must be administered per student and are mandatory for all staff.**

Support Services

Person to see: Counseling Department, Health Services Department

The Support Services program at EPHS is an extensive and well-developed safety net for students experiencing academic or personal difficulties and challenges. Mrs. Laura White is familiar with all the students at EPHS. In addition to the academic counselors, Mrs. Magen Berry is our school social worker and could provide assistance to students and staff. EPHS has a full time counselor on staff. The District school nurse Mrs. Melissa Knight is usually in the district daily. Mrs. Linda Stokes, the high school nurse, provides service for EPHS everyday. Mrs. White and Mrs. Arissa Coleman handle college planning for seniors, surveys, SAT prep classes, a college admission board, and many other helpful resources for the next step of student life in college or the workforce.

Visitors and Guest Speakers on Campus

Person to see: Mr. Johnson EPHS Principal, Mr. Casey Knight, Assistant Principal, & Ms. Madelyn Branam, School Secretary

All visitors must sign in at the high school office and have an appointment before going to classrooms. All guests on campus are required to wear a visitor's badge. If you would like to have a guest speaker, you must get approval from the Principal. Parents and visitors are not allowed to visit classrooms without prior approval of the teacher and administrator. Parent and teacher meetings should be held in the presence of an administrator.

The End of the Semester/Year

Person to see: Jamie Johnson, Building Administrator & Mr. Casey Knight, Assistant Principal

Textbooks are tracked by teachers checking them in and out to students. It is the teacher's responsibility to maintain the list throughout the year. Please be sure to get instructions and ask for help before issuing textbooks to students. As textbooks are returned, be sure to check them back into your system correctly to avoid creating a bill for a student who has returned the book. Do everything possible to obtain all books from students at the end of the semester or year. Be sure to create a book bill for students who either lost or returned damaged books.

As part of their clearance, Seniors must get your signature to indicate whether they have returned all books and materials. Require the return of books at least a week before graduation day. All staff are required to complete a clearance before leaving for the summer. This is basically a checklist of things to do. You will not have to turn in keys if you will be returning in the fall. Your semester grades are due within a week of the last day of the semester or when scheduled by the counseling department. The due dates should be posted on the EPHS google calendar and can be shared by Mr. Johnson or the counseling department.

Room Checks and Inventory

It is important to have valuable items in your room locked away and leave your room in orderly condition each day and especially before you leave for the summer. Summer school, pageants, camps, or other community groups may use your classroom in the evening or during the summer. The custodial crew does a thorough cleaning each summer, and will do repairs or modifications at this time. It is best to label items if you do or do not want them moved during the summer break. Always empty classroom refrigerators and throw away food items before leaving on summer break.

IMPORTANT TERMS AND LINGO

BULLYING

The district strongly prohibits any act of bullying. Teachers/Staff members should immediately report any act deemed as bullying to the principal.

Bullying is any act of physical aggression, damage to another person's property, threats, name calling, abusive language, encouraging any form of taunting or any other form of behavior, physical or psychological, which is intended to harm another student in any way. (See bullying policy in the student handbook.)

CHAIN OF COMMAND

All staff members are expected to adhere to the chain-of-command when dealing with any school issues. **PRINCIPAL – SUPERINTENDENT – BOARD OF EDUCATION.**

CONFIDENTIALITY

There may be occasions when you will be made aware of information that must be kept in confidence. Please make certain those around you – spouse, children, and fellow staff members – realize the importance of confidentiality and respect your need to keep some information private.

STUDENT DISCIPLINE

The 2023-2024 Student Handbook contains the discipline policies for EPHS. These procedures will be followed whenever it is necessary for the principal to administer disciplinary action. As a teacher, you will need to develop and enforce classroom rules and guidelines for proper classroom management. Classroom rules should be consistent with the EPHS Handbook. Please send a discipline referral to the office explaining specifically the incident with the student, and describing in detail the event.

DISCIPLINE AT EXTRACURRICULAR ACTIVITIES

As employees of East Prairie R-2 Schools, you have an obligation to help maintain discipline during extra-curricular activities, including ball games, concerts, plays, and events. If you witness any person conducting him/herself in an inappropriate manner, ask them to stop. If the behavior continues, contact one of the administrators available.

DRESS CODE

Teachers shall dress during the school day in a manner that reflects their professional status. A difference should be easily noticed between the staff and the student body. Shorts, tee shirts, spandex wear, sweat suits or jogging suits do not reflect professional dress. Staff members should adhere to the student dress code. Staff members should enforce the student dress code in their classes. If a student is out of dress code, then it should be checked by the teacher and written up as a referral at that point. Teachers may wear jeans and tennis shoes daily if you choose. (Please no frays or holes in jeans) Please wear an appropriate professional top or East Prairie apparel.

DOCUMENTATION

It is imperative for each teacher to keep documentation of all activities of the following nature: **accidents, discipline, difficulty with students in continuing behaviors or attitudes, notes sent home, phone calls to parents, and any information that needs attention from or conference with the principal.** Teachers will be held accountable for documentation.

When a student is sent to the nurse or principal's office, they must have a classroom pass with them. Always make sure that a student has a pass from the office before entering your class. Do not release any student with another student until you get confirmation from the office or another teacher.

ECONOMY & EXPENSE

Money is a factor in every school system. Therefore, it is essential that we all do our part for East Prairie R-2 Schools. Remember the following:

- 1. Please keep lights turned off when they are not needed.**
- 2. Use scrap paper for incidental work, student practice, or fun and leisure.**
- 3. Monitor your use of the copy machine. If it breaks, tell Ms. Madelyn ASAP. Do not try to fix it. Please let the office know ASAP when the machines are down.**
- 4. Any needed materials should be ordered at requisition time. If there are special needs, please make them to the principal in writing. He/she will direct them to the appropriate person for approval.**

FUNDRAISERS

The building administrator will approve all fundraisers after verification from the Superintendent. Service fundraisers are encouraged; money collection fundraisers are discouraged. A two week notice is required on any fundraiser. Each group is allowed one fundraiser.

Money collected from students or patrons shall be properly handled within one day of the event or collection of such funds. Under no circumstances shall said money be held for more than two days pending the collection of delinquent payments. Money collected for any purpose shall be submitted to the appropriate administrator or his/her designee for its proper deposit. The money shall be submitted in a timely manner. To protect all parties, the person submitting money should obtain an accurate and dated receipt from the next person in the chain of custody. Money left in the building overnight must be kept in a secured vault. The last person in the chain of custody shall be held responsible for the replacement of lost money or missing money that was not properly secured. Failure to properly account for said money could be grounds for the commencement of dismissal proceedings. **Do not leave money in your classrooms.**

LESSON PLANS

Written lesson plans are a must for effective classroom instruction to take place. These plans help to keep the teacher pointed in the right direction toward a definite goal, help to provide sequence and organization and ensure all objectives are covered. **They are to be detailed in your lesson plan book.** Do not simply list a page number or worksheet. Make sure to indicate what standards and objectives are being covered in your TylerSIS plans and your lesson plan books. Your objective for the day should be clearly posted on the board for students to see and review.

Lesson plan books should be left in a location that is easy to find, preferably on top of the teacher's desk. The principal will periodically check both sets of plans. **It is a requirement to turn your lesson plans in on a weekly basis. Please make sure and have lesson plans turned in by 8:00 am on Monday morning in the Principal's office.**

PARENT COMMUNICATION

Communication with parents is very important to the success of the school. A phone call or other form of contact should be made when the teacher realizes the student is at risk for academic failure or a sudden change in student behavior. If you are unsure whether or not a phone call is needed, talk to your principal. (3 week D-F calls are required to parents.) Teachers please document all phone conversations with parents.

STAFF SIGNING IN/SIGNING OUT

Please advise Ms. Madelyn Branam if you sign in/out whenever you leave and/or return to campus during the day. It is very important that we know when staff members leave. This does not apply if your schedule requires you to travel to different campuses, however, be sure to tell the secretary that you are leaving. This is very important for the safety of our staff in the case of an emergency. Always make sure that if you must leave, report your absence to the high school secretary, Ms. Madelyn or the office.

STAFF RELATIONS

No staff member should make destructive comments about his fellow worker, but rather provide assistance or support to him/her when needed. Destructive comments about fellow co-workers in your classroom, to students or parents should not happen. If you disagree with school policies, avenues are provided for expressing your suggestions for improvement. The classroom, club or organizational meetings or out in the community is not an avenue where these issues should be discussed. Teachers should also refrain from commenting about any school matters on Social Media. **We can't fix it, unless we know that it's broken. Please follow the Chain of Command!**

STAFF CONDUCT- P4630

The Board of Education requires all staff members to serve as positive role models for District students. District schools exist to provide quality, cognitive, and effective education for District students in a safe and appropriate setting. In achieving these objectives, staff are required to meet certain performance criteria including, but not limited to:

Teachers should review and comply with Board policies, regulations, and procedures as well as related building rules and practices.

1. Properly prepare for student instruction.
2. Fully utilize instructional time for learning activities.
3. Maintain students under active supervision at all times.
4. Assess student performance in a regular and accurate manner.
5. Modify instructional plans to meet the needs of all students.
6. Comply with administrative directives.
7. Communicate with students and staff in a professional and respectful manner.
8. Communicate with colleagues, parents and District citizens in a professional manner.
9. Properly operate and maintain district property.
10. Utilize district technology solely for school district business.
11. Maintain required records and submit requested reports in a timely manner.
12. Comply with all safety guidelines and directives.
13. Refrain from the use of profane and obscene language.
14. Dress in a professional manner. (adhere to student dress code)
15. Attend all duties in a punctual manner.
16. Maintain student confidentiality pursuant to state and federal law.
17. Follow and implement student Individual Education Programs (IEP) under the Individuals with Disabilities Education Act (IDEA) or plans under Section 504 of the Rehabilitation Act.
18. Maintain and account for District funds in the staff member's possession and control.
19. Maintain professional relationships with students. With the exception of students who are immediate family with the staff member, this requirement also includes avoiding situations that could lead to allegations of inappropriate relationships with students, including, but not limited to:
 - Being present in any setting where students are provided or are consuming alcohol or illegal drugs.
 - Inviting students to be alone with a staff member at a staff member's residence, on staff member's private property, or in a staff member's motor vehicle without the prior consent of the building principal.
 - Communicating with students, electronically or in person, about the student's sexual activity or concerning the staff member's sexual or romantic conduct.
 - Being present on District premises alone with a student in a room where the door is closed, the door is locked, or the lights are off, unless required temporarily due to emergency circumstances. Counselors and administrators are exempted from this prohibition in performance of professional duties.
 - Covering the interior window(s) of instructional space and offices with any material that blocks or obscures outside vision into the space, unless required temporarily due to emergency circumstances.
 - Communicating with students about sexual topics outside approved District curriculum, unless done as part of a District investigation into sexual abuse or harassment.
 - Utilizing students to attend to personal errands for the staff member.
 - Allowing students to drive a staff member's vehicle.

STAFF CONTACT/SOCIAL MEDIA

Staff members should refrain from engaging in social interaction with students on the internet or through electronic mail. As employees of a public entity, faculty and staff of the District should be aware of their responsibility to maintain a professional image which is conducive to the performance of their job duties and is consistent with the mission of the East Prairie R-2 School District.

Employees should be cautious to ensure that pictures, comments, and stories about themselves posted on publicly accessible websites are appropriate for viewing by the public and do not hinder the employee's ability to maintain a professional image. School employees are always in the public eye, and the expectation is that they will always observe professional boundaries in their personal relationships with students. In order to clear up any possible confusion or misunderstanding, the following interactions or communications with students would be considered an inappropriate relationship:

- Communications with students, whether by telephone, email, instagram message, Twitter, text message, or any other form of electronic or digital communication at any time, unless the communication is directly related to your assigned duties and responsibilities, e.g., the student's homework, class or team activity, school club or other school-sponsored activity.
- Engaging in personal conversations with students about either the student's or your own personal relationships or problems with spouse, boyfriend, girlfriend, or significant other.
- Taking a student away from school during the school day without obtaining express permission of the student's parent or the principal.
- Visiting students at their homes when a parent is not present or inviting a student to your home without prior express permission of the student's parent.
- Giving gifts of a personal nature (clothing, perfume or cologne, jewelry, etc.) to students at school or at any time without the parent's knowledge and permission.
- Playing 'favorite,' e.g., allowing specific students to get away with conduct that is not permitted from other students.
- Teachers should not be posting on social media from 8:00-3:00 pm during the school day. Teachers should not post pictures of students on their personal pages. Classroom pictures and posts should be sent to Mrs. Kandi Staples for the school website.

STAFF ARRIVAL & DISMISSAL

All staff members are expected to be in their classrooms by 7:50 a.m ready to teach unless you have morning duty. If you have morning duty you are to be on site and in your location by 7:30 am. If for some reason a staff member should be late, the office must be notified. Dismissal for all staff members is **3:20 p.m.** If you must leave before that time, you will need to get approval from administration first and then enter the leave time into the staff portal.. Teachers are expected to supervise students in their rooms until buses and car riders depart.

TEACHER ATTENDANCE

If you must be absent, arrangements should be made in advance with the principal. In cases where a teacher becomes ill during the night, he/she should call **Jamie Johnson before 6:30 a.m.** . In case you cannot reach Mr. Johnson, **call Ms. Madelyn Branam at 573-233-4044.** A "Request for Personal Day" form should be filled out and turned in to the principal at least **one week** prior to the requested date for approval of the principal. If the notice is less than one week, approval will depend on whether a substitute can be provided. If a staff member is called for **Jury Duty** and is not chosen, he or she should return to school as soon as possible.

MATERNITY LEAVE - Board Policy 4321

The Board of Education recognizes that leaves of absence are occasionally necessary due to family or medical reasons or in certain circumstances associated with servicemembers' service in the Armed Forces. The District has adopted detailed procedures to ensure compliance with the Family and Medical Leave Act of 1993 (FMLA). As provided by District regulations, eligible employees are entitled to use up to twelve (12) workweeks of unpaid leave for family and medical reasons (up to 26 workweeks for covered events related to those serving in the Armed Forces). The Board of Education has designated a District administrator to act as FMLA Compliance Officer. As part of its compliance program, the District will notify each employee of the name, address and telephone number of the District's FMLA Compliance Officer and will provide a statement of commitment to adhere to FMLA regulations. The FMLA Compliance Officer will regularly evaluate the District's FMLA compliance to ensure fair and equitable opportunities for all eligible employees.

The birth of a baby is a joyful, yet stressful change. The time you spend with your newborn is important and you should not have to worry about what is going on at school while you are learning how to take care of your baby. In the time of this exciting event, we encourage you to follow these tips to help you prepare for your time off.

- Let administrators know when you are at the stage of sharing this news with everyone so they can work on finding a long-term substitute teacher to take care of your classes while you are away.
- Make time into your weekly schedule while you are still working to plan and prepare materials for when you are off with your baby.
- Share access to your Google Classroom with your substitute teacher once you figure out who will be working with your students once you're gone. Show them how to navigate and grade in Google Classroom to help them while you're away.
- Schedule materials to post at future dates on Google Classroom.
- Keep your lesson plans and materials organized so that it is easy for your sub.
- Keep grading easy and simple while you're away. Multiple choice and short answer is the best way to go when you have a sub grading for you.

EXCESSIVE ABSENCE POLICY - Board Policy P4310

Regular attendance is essential in providing District students with a high quality of instruction. Eligible certificated staff will have available 10 days of sick leave per school year cumulative to 60 days. Eligible support employees have available 10 days of sick leave cumulative to 60 days.

A. The Superintendent or his designee may request an employee to provide a doctor's statement regarding the reasons for the employee's absences whenever the period of such absence exceeds the following:

- a. Five (5) days during any semester (persons employed full-time on a twelve-month basis); Their absence is considered excessive. or
- b. Ten (10) days per school year (persons employed on a full-time basis only during the regular school term). Their absence is considered excessive.
- c. The Superintendent/designee will review each incident of excessive absence and may require the employee to provide medical documentation or may consider disciplinary action up to and including termination.

B. Upon request by the Superintendent, an employee shall submit a statement from his/her personal doctor stating that the employee suffered from illness that prevented the employee from performing his/her duties. The Superintendent must submit such a statement within ten (10) days of request.

C. An employee who does not submit such a statement within the time specified herein shall have deducted from his/her pay an amount equal to the number of days absent times the employee's regular daily pay.

D. Absence from duty without proper excuse or verification may be considered grounds for disciplinary action. In addition, absences in excess of (10) days or more during one school year (12 days during one calendar year for year round employees) may be considered excessive and may result in disciplinary action up to and including termination. Exceptions may be made for those absences due to illness or disability that are verified by a doctor's statement. Illness or disability due to a "serious health condition" as defined in the Family and Medical Leave Act, will be excluded from the excessive absence provision.

E. Nothing in policy shall prevent the Superintendent or his designee from requesting verification or certification from an employee regarding the reason for the employee's absence whenever the Superintendent or his designee has reason to believe that an employee may be absent in violation of the law or of Board Policy, or may otherwise be abusing the employee's leave benefits.

F. If the Superintendent or his designee realizes that an employee's absence is really a vacation/trip, then that employee cannot use sick days to cover his/her time off. Sick leave is to be used only for those reasons approved in board policy.

LUNCHROOM DUTIES/SUPERVISION

Duties shall consist of morning, lunch, and passing periods. Assignments will be equalized as much as possible. Teachers are expected to monitor hallways and bathrooms between passing periods **and outside of classrooms at the end of the school day.**

TEACHER EVALUATION

Performance based evaluations will be a basis for renewal or nonrenewal of teacher contracts. The responsibility of teacher ratings will be the responsibility of the principal. The evaluation will be implemented according to district policy. **The teacher or staff member may be notified of visits by the administration, or they may be unannounced.** When a formal visit is made, it will be followed by a conference with the principal at which time both will discuss the visit and do the necessary paperwork for documentation.

Evaluations will be implemented according to the adopted policy. (DESE-model accepted by the East Prairie R-2 School Board.

TEACHER PARKING

The teacher parking area is located to the West of the Main High School entrance. Students are not allowed to park in this area.

TELEPHONE

It is necessary for you to let family, friends, and parents of students know the times you will be available to come to the phone. **No one will be called away from his or her classes to answer a phone call unless it is an emergency.** If you need to place a call, do so during your planning time or breaks.

Personal cell phones are to be turned off or on silent during the school day.

VIDEOS IN THE CLASSROOM

Videos for instructional purposes are allowed, but should **not** take the place of the teacher's instruction. Videos for fun should be limited to an occasional incentive. **You must preview all videos to be shown in class and receive administrator approval. Parent permission are needed for students to watch films above a PG-13 rating.**

Teachers are Responsible for all policies and guidelines that are included in the Student Handbook, Alternative School Handbook, Teacher Handbook, and the District website.

MANDATED REPORTING

Teachers if a student contacts you or confides information of abuse or neglect it is your responsibility and legal obligation to make a hotline call of the report. Teachers are mandated reporters and are required to report such information from students. Administration should be notified of the report. Administration will notify the School Resource officer and then allow the authorities and services to handle the event. **Do not take statements or investigate the event.** Contact Administration, Hotline the information and allow services to handle the situation. Always remember that student confidentiality is your responsibility, and contact via social media, email is prohibited. The Hotline number is **1-800-392-3738**.

SIS Portal Time request instructions

1. Login to the District Web Page-eastprairie.org
2. Select Employee Portal Tab
3. Enter your user name followed by eastprairie.org (It's your email address)
4. Enter your password
5. Enter the dates you were absent
6. Duration is the total time you were absent Use the attached Portal Timesheet
7. Choose type of leave:
Sick
Personal
Professional Development
Please DO NOT CHOOSE-Other
8. Leave request routing-choose Route 1050
9. Choose Location-East Prairie High School
10. Reason- your choice
11. Submit

East Prairie R-2 SIS Portal Timesheet for teacher/staff absences

Teachers: 7 hours
 Secretary/Custodians: 8 hours
 Para/Assistants: 7.5 hours

Employee	Time absent	Portal time
Teacher	1 hour	0.14
7 hours	2 hours	0.29
	3 hours	0.43
	4 hours	0.57
	5 hours	0.71
	6 hours	0.86
	7 hours	1.0

Employee	Time absent	Portal time
Sec/Custodial/Nurse	1 hour	0.13
	2 hours	0.25
	3 hours	0.38
	4 hours	0.50
	5 hours	0.63
	6 hours	0.75
	7 hours	0.88
	8 hours	1.00

Employee	Time absent	Portal time
Para/Asst	1 hour	0.13
7.5 hours	2 hours	0.27
	3 hours	0.40
	4 hours	0.53
	5 hours	0.67
	6 hours	0.80
	7 hours	0.93
	7.5 hours	1
		0.8666666667

East Prairie R-2 Public School District Dyslexia Plan 2018-Present

The purpose of this document is to outline the actions of the East Prairie Public School District as it relates to identifying and servicing students at-risk for dyslexia. This is in accordance with the provisions of Section 167.950, RSMo.

The following definition of dyslexia is established in MO state code:

Dyslexia, a disorder that is neurological in origin, characterized by difficulties with accurate and fluent word recognition and poor spelling and decoding abilities that typically result from a deficit in the phonological component of language, often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction, and of which secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

- The brain of a child with dyslexia is structurally and functionally different from the brain of a child who does not have dyslexia. These neurological differences may negatively impact abilities related to phonological processing, rapid naming, word recognition, reading fluency and reading comprehension (Shaywitz, et. al, 2006).
- A child with dyslexia has difficulty with consistency in accurate word identification. Reading rate and expression may be negatively affected, which may affect the skill of reading fluency-- the ability to read quickly, accurately, and with good comprehension (National Reading Panel, 2000).
- A student with dyslexia does not intuitively learn to spell and decode words strictly by exposure. Direct explicit and systematic instruction in the application of phonics rules governing decoding and spelling is necessary for effective learning of print language (Torgeson, et.al, 1999).
- Children with dyslexia have a core deficit in processing skills (Torgeson, et.al, 1996) - Phonological awareness is usually the most pronounced deficit and refers to the understanding and awareness that spoken words consist of individual sounds (i.e., phonemes) and combinations of speech sounds (i.e., syllables and onset-rime units such as f/ight, r/ight, t/ight). Two important phonological awareness activities are blending (i.e., combining phonemes to form words) and segmentation (i.e., breaking spoken words down into separate and discrete sounds or phonemes). Kilpatrick (2016) states that 11 phonological awareness at the advanced level (substitution/deletion/addition) is most predictive of reading acquisition and success. Torgesen (1997) relates that phonological awareness is more closely related to success in reading than intelligence. Phonological memory is the ability to temporarily store bits of verbal information and retrieve it from short-term memory (Shaywitz, 2003).
Rapid automatic naming (RAN) is the ability to accurately and quickly retrieve the name of a letter, number, object, word, picture, etc., from long-term memory. RAN is a skill predictive of efficacy in reading fluency, comprehension and rate (Neuhaus, et.al, 2001).

- A child with dyslexia exhibits reading difficulties in spite of demonstrated cognitive abilities in other areas. A key concept in dyslexia is unexpected difficulty in reading in children who otherwise possess the intelligence, motivation, and reading instruction considered necessary for the development of accurate and fluent reading (Shaywitz, 2003). Dyslexia is not caused by low general intellectual ability, but rather by special difficulties processing the phonological and orthographic features of language that can coexist with all ranges of intellectual ability. However, some students with dyslexia may have strong cognitive abilities that allow them to compensate for or mask their deficits on certain tasks. These intellectual and compensatory skills may enable these students to obtain reading scores in the average range yet still have dyslexia. Research shows us that there is no difference between IQ-consistent poor readers and IQ discrepancy poor readers, providing very little justification for the use of the IQ-discrepancy approach solely to identify a reading disability (Stuebing, Fletcher, LeDoux, Lyon, Shaywitz & Shaywitz, 2002).

- Secondary Consequences of Dyslexia
 - ★ Difficulties in reading comprehension
 - ★ Impeded growth of vocabulary and background knowledge traced to reduced reading experiences (Lyon et.al, (2003) found that because students with dyslexia do not read as much as their skilled reading peers, their word and background knowledge cannot keep pace with age and grade level expectations. Without adequate reading experiences, vocabulary development and background knowledge, reading comprehension is ultimately impaired.)
 - ★ Reduced elective independent reading
 - ★ Reduced motivation and interest in school
 - ★ Reduced academic success
 - ★ Lower self-esteem
 - ★ Anxiety, anger and depression
 - ★ Impeded social and emotional development

Screening Assessment Tools:

The following assessment tools will be utilized as evidence of student performance related to the skills listed below. These skills are listed in the DESE dyslexia guidance document and screening organizer for each grade level. Screening will identify students who are at risk of reading failure, be used to identify a need for intervention, and set goals for achievement.

The following actions will be taken in accordance with state department guidance:

Kindergarten -will be screened by January 31 of each school year. Kindergarten will also be screened by the end of the year. Progress monitoring shall occur for students not meeting norms.

First through third grade -will be screened within the first thirty days of the year, mid and end of the year benchmarking. Progress monitoring shall occur for students not meeting norms.

Screening will include -K-3 students transferring from a school within the state (not previously screened) and those students transferring from another state.

A student will be screened in grades 4-12-if experiencing consistent difficulty in phonological awareness, phonics, fluency, or comprehension as noted by assessment scores, classroom teacher determination, or requested by the student’s parent/guardian.

English Learners- may potentially have characteristics of dyslexia. These students are at times missed because difficulties in reading can be erroneously blamed on language acquisition. These students may be screened for dyslexia related risk factors.

Screening will be administered by-Title Team Teachers, Classroom Teachers, and additional staff as needed. Training for individuals will be outlined in the professional development section of this document.

Kindergarten	Skill/Component	Assessment Name and Dates	Tier 1 Instruction	Intervention and Accommodations
	Phonological/Phonemic Awareness	Aimswweb Phoneme Segmentation - Jan./April Aimswweb Letter Word Sound Fluency - Sept./Jan./April (For the 2020 school year we are using I-Ready due to COVID-19)	Journeys Reading Series-Houghton Mifflin Harcourt	Interventions: Wilson Foundations/Heggerty Phonemic Awareness Accommodations: -Colored overlays -Use of “Lexend” font on word and/or tests -Slant boards -Highlighted content on work and tests -Work and tests copied onto colored paper -Additional time -Crossing the mid-line activities -Multi-sensory practice and play
	Sound/Symbol Recognition	Aimswweb Initial Sounds - Sept. /Jan. /April Aimswweb Nonsense Word Fluency - Jan./April Aimswweb Letter Naming Fluency - Sept/Jan./April		
	Alphabet Knowledge/ Letter Naming Fluency	Aimswweb Letter Naming Fluency - Sept./Jan./April		
	Rapid Automatic Naming	Aimswweb Letter Naming Fluency - Sept./Jan./April Aimswweb Initial Sounds - Sept. /Jan./April		
	Reading Comprehension	Aimswweb Auditory Vocabulary -Sept./Jan./April		

First Grade	Skill/Component	Assessment Name and Dates	Tier 1 Instruction	Intervention and Accommodations
	Phonological/Phonemic Awareness	Aimswab Letter Word Sound Fluency and Phoneme Segmentation - Sept.	Journeys Reading Series-Houghton Mifflin Harcourt Read Naturally (Comprehension and Fluency Screener)	Interventions: Wilson Foundations/Heggerty Phonemic Awareness Accommodations: -Colored overlays -Use of "Lexend" font on word and/or tests -Slant boards -Highlighted content on work and tests -Work and tests copied onto colored paper -Additional time -Crossing the mid-line activities -Multi-sensory practice and play
	Sound/symbol recognition	Aimswab Nonsense Word Fluency - Sept./Jan./April		
	Alphabet Knowledge/Letter Naming Fluency			
	Phonological memory	Aimswab Nonsense Word Fluency - Sept./Jan./April		
	Word recognition fluency	Aimswab Word Reading Fluency and Oral Reading Fluency - Sept./Jan./April		
	Orthography(Spelling)			
	Reading Comprehension	Aimswab Auditory Vocabulary -Sept./Jan./April		

2nd-4th Grade	Skill/Component	Assessment Name and Dates	Tier 1 Instruction	Interventions and Accommodations
	Phonological/Phonemic Awareness	Aimswab Oral Reading Fluency Sept/Jan/April	Journeys Reading Series-Houghton Mifflin Harcourt Read Naturally (Comprehension and Fluency Screener)-2nd Gr.	Interventions: Wilson Foundations/Heggerty Phonemic Awareness Accommodations: -Colored overlays -Use of "Lexend" font on word and/or tests -Slant boards -Highlighted content on work and tests -Work and tests copied onto colored paper -Additional time -Crossing the mid-line activities -Multi-sensory practice and play
	Rapid Automatic Naming	Aimswab Oral Reading Fluency Sept/Jan/April		
	Phonics/Word Recognition	Aimswab Oral Reading Fluency Sept/Jan/April		
	Spelling/Orthography	2020 school year will implement Monster Test		
	Oral Reading Fluency	Aimswab Oral Reading Fluency -Sept./Jan./April		
	Reading Comprehension	Aimswab Reading Comprehension and Vocabulary - Sept./Jan./April		

5th-8th Grade	Skill	Assessment Name, Dates for Assessment	Interventions and Accommodations
		I-Ready Diagnostic Test	<p>Interventions: I-Ready Data Driven Instruction</p> <p>Accommodations:</p> <ul style="list-style-type: none"> -Colored overlays -Use of "Lexend" font on word and/or tests -Slant boards -Highlighted content on work and tests -Work and tests copied onto colored paper -Additional time -Crossing the mid-line activities -Multi-sensory practice and play

Analysis of Data

Assessment results will be analyzed in grade level or data teams through a systematic process consistent throughout the district. General results will be reviewed, but further analysis is required.

Intervention, Supports, and Accommodations

Students will receive tier 1 core instruction in literacy component areas as addressed by the Missouri Learning Standards. If a student is found to have a deficit, East Prairie School District will provide support consistent with the findings of the assessments listed above.

Professional Development for Dyslexia

The East Prairie Public School District will provide two hours of dyslexia inservice training to all certified teaching staff grades preschool-twelve during the 2018-2019 school year. The training will include an introduction to dyslexia, dyslexia simulation, provide information on intervention, screening, progress monitoring, data based decision making, fidelity, and classroom supports.

<https://www.youtube.com/user/MODeptofEducation/videos>
titled Dyslexia 1, Characteristics Pre K-5, and Dyslexia Grades 6-12.

Communication to District Staff

Develop plan for communication (spring 2018 initial communication)
Communication re-occurs each school year.

EAST PRAIRIE R-2 SUICIDE PREVENTION PLAN

rueslerj@gibsonrecovery.org**

Purpose statement

Suicide is a leading cause of death in youth ages 10-24 in Missouri¹ and is a public health concern impacting all Missouri citizens. This school district is committed to maintaining a safe environment to protect the health, safety and welfare of students. This policy will outline key protocol and procedures for this district in educating employees and students on the actions and resources necessary to prevent suicide and to promote student well-being.

This policy is being adopted pursuant to Section 170.048, RSMo.

The district will address suicide awareness and prevention through the following policy components:

1. Crisis response team
2. Crisis response procedures
3. Procedures for parent involvement
4. Community resources available to students, parents, patrons and employees
5. Responding to suicidal behavior or death by suicide in the school community
6. Suicide prevention and response protocol education for staff
7. Suicide prevention education for students
8. Publication of policy

¹ 1 Missouri Institute of Mental Health, July 2015

1. Crisis Response Team

The district will include suicide awareness and prevention in already established district or building crisis response teams or will establish such team(s) if not already in existence. Crisis response team members will include administrators, counselors and the school nurse, and may also include school social workers, school resource officers, teachers and/or community resources as appropriate. The crisis response team will be responsible for implementation of crisis response procedures.

The district will adopt an evidence based/informed tool for assessing suicide risk. The crisis response team, the building administrator, or his/her designee will receive training and coaching in using this tool to collect and document student suicidal behaviors and safety planning strategies.

BUILDING LEVEL CRISIS TEAMS

<i>EAST PRAIRIE ELEMENTARY</i>	<i>EP MIDDLE SCHOOL. HIGH</i>	<i>EP HIGH SCHOOL</i>
Dustin Hicks- Superintendent Aimee Scruggs- Principal Tammy Irby-Assistant Principal Marlina Jones- Counselor Melissa Knight-Nurse Magen Berry-Social Worker	Dustin Hicks- Superintendent Ryan Garnett- Principal Laura Moore- Assistant Principal- Counselor Donna Hennrich- Nurse Magen Berry-Social Worker	Dustin Hicks- Superintendent Jamie Johnson- Principal Casey Knight- Assistant Principal Laura White- Counselor Jocelyn Marcum- Asst. to Counselor Linda Stokes- Nurse Magen Berry-Social Worker

DISTRICT LEVEL CRISIS TEAM

<i>ADMINISTRATION</i>	<i>COUNSELORS</i>	<i>NURSING STAFF</i>	<i>LAW ENFORCEMENT</i>	<i>SOCIAL WORKER</i>
Dustin Hicks- Superintendent Jamie Johnson- Principal Casey Knight- Asst. Principal Ryan Garnett Principal Laura Moore- Asst. Principal Aimee Scruggs- Principal Tammy Irby- Asst. Principal Jamie Scott- Director of Special Services	Laura White EPMS Counselor Shonna Slaughter Marlina Jones	Melissa Knight Donna Hennrich Linda Stokes	Lorrie Christian- Chief Britton Ferrell-Sheriff Blake Kennard-Juv Officer	Magen Berry

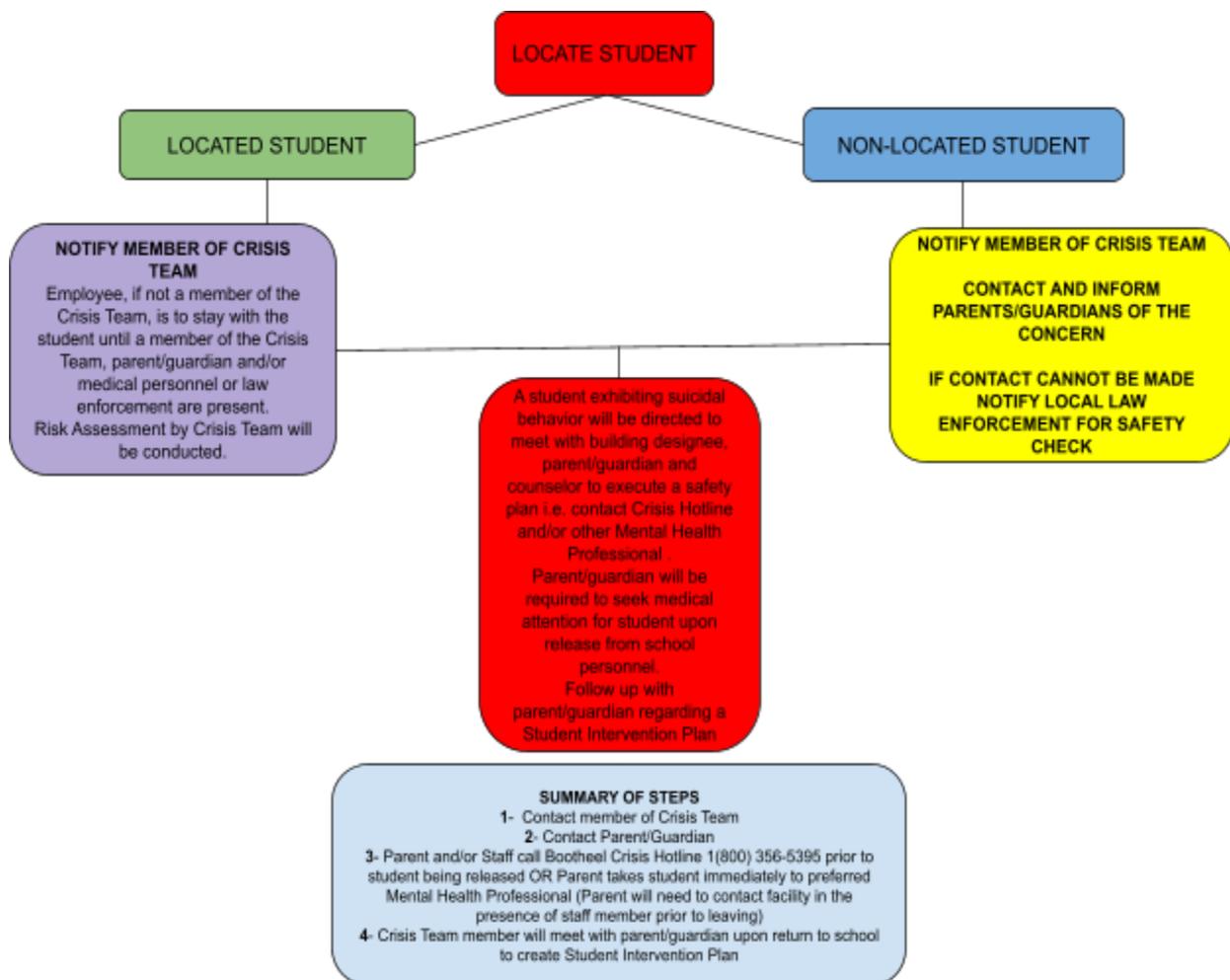
2. Crisis Response Procedures

Student suicidal behaviors are not confidential and may be revealed to the student’s parents, guardians, school personnel or other appropriate authority when the health, welfare or safety of the student is at risk.

Any school employee who has a reasonable belief that a student may be at risk for suicide or witnesses any attempt towards self-injury will notify a member of the crisis response team, the building administrator or his/her designee.

If a student’s suicide behavior is made known to any school employee and a member of the crisis response team, the building administrator or his/her designee is not available, the employee will notify the student’s parent/guardian, the Bootheel Crisis Hotline (800) 356-5395 and/or local law enforcement in an emergency situation. As soon as possible, the employee will notify the building designee or principal.

The following steps will be employed in response to any risk of student suicide:



3. Procedures for Parent Involvement

A member of the crisis response team, the building administrator or his/her designee shall reach out to the parents/guardians of a student identified as being at risk of suicide to consult with them about the risk assessment of their student, to make them aware of community resources, and to discuss how to best support the student's mental well-being and safety. If the parent refuses to cooperate or if there is any doubt regarding the student's safety, local mental service providers and/or law enforcement will need to be engaged, and a report will need to be made to the Child Abuse and Neglect Hotline.

Contact with a parent concerning risk of suicide will be documented in writing.

4. School and Community Resources

A student exhibiting suicidal behavior will be directed to meet with the building designee, their parent/guardian and counselor to discuss support and safety systems, available resources, coping skills and a safety plan as necessary. The district will, in collaboration with local organizations and the Missouri Department of Mental Health, identify local, state and national resources and organizations that can provide information or support to students and families. A basic list of resources can be found on the Department of Mental Health website and the district will strive to develop its own list of local resources to be made readily available.

<http://dmh.mo.gov/mentalillness/suicide/prevention.html>

Bootheel Crisis Hotline: 1 (800) 356-5395

Child Abuse and Neglect Hotline: 1 (800) 392-3738

East Prairie Police Department: (573) 649-3511

Mississippi County Sheriff's Department: (573) 683-2111

National Suicide Prevention Lifeline 1 (800) 273-8255

5. Responding to Suicidal Behavior or Death by Suicide in the School Community

When the school community is impacted by suicidal behavior or a death by suicide, the district will confer with their crisis response teams and, when appropriate, confer with local community resources and professionals to identify and make available supports that may help the school community understand and process the behavior and/or death. The crisis response team, the building administrator or his/her designee will determine appropriate procedures for informing the school community of a death by suicide and the supports that will be offered. Staff and students who need immediate attention following a death by suicide will be provided support and resources as determined necessary.

6. Suicide Prevention and Response Protocol Education for Staff

All district employees will receive information annually regarding this policy and the district's protocol for suicide awareness, prevention and response. The importance of suicide prevention, recognition of suicide protective and risk factors, strategies to strengthen school connectedness and building specific response procedures will be highlighted.

Such information shall include the following:

1. Current trends in youth mental health, wellbeing and suicide prevention and awareness
2. Strategies to encourage students to seek help for themselves and other students
3. Warning signs that indicate a student may be at risk of suicide
4. The impact of mental health issues and substance abuse
5. Communication to students regarding concerns about safety and that asking for help can save a life
6. Understanding limitations and boundaries for giving help and techniques to practice self-care
7. Identification of key school personnel who are comfortable, confident and competent to help students at risk of escalated distress and suicide

All district staff will participate in professional development regarding suicide awareness and prevention.

7. Suicide Prevention Education for Students

Starting no later than fifth grade, students will receive age appropriate information and instruction on suicide awareness and prevention. Information and instruction may be offered in health education, by the counseling staff or in other curricula as may be appropriate.

Student education will include the following:

1. Information about mental health, well-being and suicide prevention and awareness
2. Promotion of a climate that encourages peer referral and which emphasizes school connectedness
3. Recognition of the signs that they or peers are at risk for suicide
4. Identification of issues that may lead to suicide including depression, anxiety, anger, and drug/alcohol dependency
5. Directive to not make promises of confidence when they are concerned about peer suicide
6. Identification of a trusted adult on campus with whom students can discuss concerns about suicide

8. Publication of Policy

The district will notify employees, students and parents of this policy by posting the policy and related procedures and documents on the district's website and discussing this policy during employee training as detailed herein.

APPENDIX

Appendix A

GUIDELINES for training or professional development

Protective Factors for Suicide

Protective factors buffer individuals from suicidal thoughts and behavior. To date, protective factors have not been studied as extensively or rigorously as risk factors. Identifying and understanding protective factors are, however, equally as important as researching risk factors.

- Effective clinical care for mental, physical and substance abuse disorders
- Easy access to a variety of clinical interventions and support for seeking help
- Family and community support (connectedness)
- Support from ongoing medical and mental health care relationships
- Skills in problem solving, conflict resolution and nonviolent ways of handling disputes
- Cultural and religious beliefs that discourage suicide and support instincts for self preservation

Risk Factors for Suicide

A combination of individual, relationship, community, and societal factors contribute to the risk of suicide. Risk factors are those characteristics associated with suicide they might not be direct causes.

- Family history of suicide
- Family history of child maltreatment
- Previous suicide attempt(s)
- History of mental disorders, particularly clinical depression
- History of alcohol and substance abuse
- Feelings of hopelessness
- Impulsive or aggressive tendencies
- Cultural and religious beliefs (e.g., belief that suicide is a noble resolution of a personal dilemma)
- Local epidemics of suicide Isolation, a feeling of being cut off from other people
- Barriers to accessing mental health treatment
- Loss (relational, social, work or financial)
- Physical illness
- Easy access to lethal methods
- Unwillingness to seek help because of the stigma attached to mental health and substance abuse disorders or to suicidal thoughts

<https://www.cdc.gov/violenceprevention/suicide/riskprotectivefactors.html>

Suicide Prevention Training (Department of Mental Health)

<https://dmh.mo.gov/mentalillness/suicide/training.html>

Appendix B

Definitions

Behavioral health—A state of mental/emotional being and/or choices and actions that affect wellness. Behavioral health problems include substance abuse or misuse, alcohol and drug addiction, serious psychological distress, suicide, and mental and substance use disorders. The term is also used to describe the service systems encompassing the promotion of emotional health; the prevention of mental and substance use disorders, substance use, and related problems; treatments and services for mental and substance use disorders; and recovery support.

Bereaved by suicide—Family members, friends and others affected by the suicide of a loved one (also referred to as survivors of suicide loss).

Best practices—Activities or programs that are in keeping with the best available evidence regarding what is effective.

Community—A group of individuals residing in the same locality or sharing a common interest.

Comprehensive suicide prevention plans—Plans that use a multifaceted approach to addressing the problem: for example, including interventions targeting biopsychosocial, social, and environmental factors.

Connectedness—Closeness to an individual, group, or individuals within a specific organization; perceived caring by others; satisfaction with relationship to others; or feeling loved and wanted by others.

Contagion—A phenomenon whereby susceptible persons are influenced toward suicidal behavior through knowledge of another person's suicidal acts.

Evidence-based programs—Programs that have undergone scientific evaluation and have proven to be effective.

Gatekeepers—Those individuals in a community who have face-to-face contact with large numbers of community members as part of their usual routine. They may be trained to identify persons at risk of suicide and refer them to treatment or supporting services as appropriate. Examples include clergy, first responders, pharmacists, caregivers and those employed in institutional settings, such as schools, prisons and the military.

Intervention—A strategy or approach that is intended to prevent an outcome or to alter the course of an existing condition (such as providing lithium for bipolar disorders, educating providers about suicide prevention, or reducing access to lethal means among individuals with suicide risk).

Means—The instrument or object used to carry out a self-destructive act (e.g., chemicals, medications, illicit drugs).

Means restriction—Techniques, policies and procedures designed to reduce access or availability to means and methods of deliberate self-harm.

Methods—Actions or techniques that result in an individual inflicting self-directed injurious behavior (e.g., overdose).

Mental health—The capacity of individuals to interact with one another and the environment in ways that promote subjective well-being, optimal development and use of mental abilities (cognitive, affective, and relational).

Mental health services—Health services that are specifically designed for the care and treatment of persons with mental health problems, including mental illness. Mental health services include hospitals and other 24-hour services, intensive community services, ambulatory or outpatient services, medical management, case management, intensive psychosocial rehabilitation services and other intensive outreach approaches to the care of individuals with severe disorders.

Non-suicidal self-injury—Self-injury with no suicidal intent. Same as non-suicidal self-directed violence (see Centers for Disease Control and Prevention surveillance definitions box at the end of this appendix).

Postvention—Response to and care for individuals affected in the aftermath of a suicide attempt or suicide death.

Prevention—A strategy or approach that reduces the likelihood of risk of onset or delays the onset of adverse health problems, or reduces the harm resulting from conditions or behaviors.

Protective factors—Factors that make it less likely that individuals will develop a disorder. Protective factors may encompass biological, psychological, or social factors in the individual, family and environment.

Resilience—Capacities within a person that promote positive outcomes, such as mental health and wellbeing, and provide protection from factors that might otherwise place that person at risk for adverse health outcomes.

Risk factors—Factors that make it more likely that individuals will develop a disorder. Risk factors may encompass biological, psychological or social factors in the individual, family and environment.

Safety plan—Written list of warning signs, coping responses and support sources that an individual may use to avert or manage a suicide crisis.

Screening—Administration of an assessment tool to identify persons in need of more in-depth evaluation or treatment.

Screening tools—Instruments and techniques (e.g., questionnaires, checklists, self-assessment forms) used to evaluate individuals for increased risk of certain health problems.

Social support—Assistance that may include companionship, emotional backing, cognitive guidance, material aid, and special services and resources focused on specific aspects of psychological or behavioral well-being.

Stakeholders—Entities including organizations, groups, and individuals that are affected by and contribute to decisions, consultations, and policies.

Suicidal self-directed violence—Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. There is evidence, whether implicit or explicit, of suicidal intent.

Suicidal ideation—Thoughts of engaging in suicide-related behavior.

Suicidal intent—There is evidence (explicit and/or implicit) that at the time of injury the individual intended to kill him or herself or wished to die and that the individual understood the probable consequences of his or her actions.

Suicidal plan—A thought regarding a self-initiated action that facilitates self-harm behavior or a suicide attempt often including an organized manner of engaging in suicidal behavior such as a description of a time frame and method.

Suicide—Death caused by self-directed injurious behavior with any intent to die as a result of the behavior.

Suicide attempt—A nonfatal self-directed potentially injurious behavior with any intent to die as a result of the behavior. A suicide attempt may or may not result in injury.

Suicidal behaviors—Acts and/or preparation toward making a suicide attempt, suicide attempts, and deaths by suicide.

Suicide crisis—A suicide crisis, suicidal crisis, or potential suicide is a situation in which a person is attempting to kill him or herself or is seriously contemplating or planning to do so. It is considered a medical emergency requiring immediate suicide intervention and emergency medical treatment.

Suicide attempt survivors—Individuals who have survived a prior suicide attempt.

Suicide loss survivors—See bereaved by suicide.

<https://www.ncbi.nlm.nih.gov/pubmed/23136686>

APPENDIX C

Crisis Response Procedures Teacher Quick Reference

Located Student:	Non-Located Student:
<ul style="list-style-type: none"><input type="checkbox"/> Notify Member of Crisis Team<input type="checkbox"/> Contact Parent/Guardian<input type="checkbox"/> Parent and/or staff call Bootheel Crisis Hotline (573) 471-0800 After 5:00 p.m. 1 (800) 356-5395 <p>**PRIOR TO STUDENT BEING RELEASED or Parent takes student to preferred Mental Health Professional-Parent MUST make contact with chosen care provider prior to leaving with student</p> <ul style="list-style-type: none"><input type="checkbox"/> Crisis Team member will meet with parent/guardian upon student returning to school	<ul style="list-style-type: none"><input type="checkbox"/> Notify Member of Crisis Team<input type="checkbox"/> Contact and Inform Parent/Guardian<input type="checkbox"/> If contact cannot be made notify local law enforcement for safety check <p>EPPD- (573) 649-3511 Sheriff's Department- (573) 683-2111</p> <ul style="list-style-type: none"><input type="checkbox"/> Crisis Team member will meet with parent/guardian upon student returning to school

RECEIPT/REVIEW OF STUDENT AND TEACHER HANDBOOKS

Teacher/Staff:

It is very important that you read and understand the Student Handbook, Teacher Handbook, and district board policies. There have been changes to handbooks and policies since last year.

After you review the handbooks & policies, please sign below and return this form to the office.

Thank You,

**Mr. Johnson
Principal EPHS**

**Mr. Casey Knight
EPHS Assistant Principal**

I have read and understand the procedures, policies, and guidelines set forth in the EPHS Handbooks & District Policies. (Student & Teacher)

Teacher/Staff Signature

Date