

West Tallahatchie School District



STAFF HANDBOOK 2015-2016

Dr. Darron L. Edwards, Superintendent

“Transforming Today’s Achievers into Tomorrow’s 21st Century Leaders”

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West Tallahatchie School District 2015-2016

BOARD OF TRUSTEES

Mrs. Cora Hooper, President
Ms. Lucinda Berryhill, Member
Mrs. Gloria Carter, Member
Dr. Tracy Mims, Member
Mr. Robert Tyner, Attorney

CENTRAL OFFICE

Telephone: (662) 375-9291
Fax: (662) 375-9294
Website: www.wtsd.k12.ms.us

ADMINISTRATION/DEPARTMENT SUPERVISORS

Dr. Darron L. Edwards, Superintendent of Education
Donald Jackson, Director of Federal Programs
Eddie M. McCord, Curriculum/Testing/MSIS
Lesley Camponova, Director of Special Education
Temeka Jones, Business Manager
Ellen Griffin, Food Service Supervisor
Marvin Watson, Director of Maintenance and Custodial Services
Henry Hampton, Bus Shop Supervisor

SCHOOL PRINCIPALS

West Tallahatchie High School

Telephone: (662) 375-8829
Fax: (662)375-7402
Christopher Furdge, Principal
Michael Shepherd, Assistant Principal

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### **R. H. Bearden Elementary School**

Telephone: (662) 375-8304  
Fax: (662) 375-7234  
Walter Atkins, Jr., Principal  
Devora Berdin, Assistant Principal

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North Delta Alternative School

Telephone: (662) 375-8392
Fax: (662) 375-0069
Sherry Ellington, Principal

**WEST TALLAHATCHIE SCHOOL DISTRICT
SCHOOL CALENDAR
2015 – 2016**

| First Semester | | Second Semester | |
|----------------|--|-----------------|--|
| 7/3 | Offices Closed | 1/4 | Staff Returns (Professional Development) |
| 7/31 | New Staff Orientation | 1/5 | Students Return |
| 8/3-8/5 | Teachers Return/Professional Development | 1/13 | Report Cards Sent Home |
| 8/6 | Students' First Day | 1/18 | MLK Holiday (NO SCHOOL) |
| 9/7 | Labor Day Holiday (NO SCHOOL) | 2/3 | Progress Reports Sent Home |
| 9/9 | Progress Reports Sent Home | 2/15 | President's Day (NO SCHOOL) |
| 10/5-10/9 | Nine Weeks Exams | 3/1-3/4 | Nine Weeks Exams |
| 10/21 | Report Cards Sent Home | 3/7-3/11 | Spring Break (NO SCHOOL) |
| 11/11 | Progress Reports Sent Home | 3/24 | Report Cards Go Home |
| 11/23-11/27 | Thanksgiving Holidays (NO SCHOOL) | 3/25 | Good Friday (NO SCHOOL) |
| 12/14-12/18 | Nine Weeks Exams | 3/28 | Easter Monday (NO SCHOOL) |
| 12/18 | Early Release Day (1 p.m.) | 4/13 | Progress Reports Sent Home |
| 12/21-1/1 | Winter Holidays (NO SCHOOL) | 5/12-5/13 | Senior Exams |
| | | 5/16-5/19 | Final Exams |
| | | 5/19 | Students' Last Day |
| | | 5/21 | WTHS Graduation @ 10 a.m. |
| | | 5/24 | Teachers' Last Day |
| | | 5/30 | Memorial Day |

The West Tallahatchie School District has a delayed start of school day policy. During inclement weather, buses are subject to pick-up students late for an extended school day.

BOARD APPROVAL: April 14, 2015

**WEST TALLAHATCHIE SCHOOL DISTRICT
BELL ROTATION SCHEDULE
2015 – 2016**

| | R. H. Bearden Elementary School | | West Tallahatchie High School | | North Delta Alternative School |
|-----------------|--|-----------------|---|-----------------|---|
| 1 st | 8:00 – 8:50 (50 min) | 1 st | 7:40 – 8:30 (50 min) | 1 st | 8:15 – 8:45 (30 min) |
| 2 nd | 8:54 – 9:44 (50 min) | 2 nd | 8:35 – 9:25 (50 min) | 2 nd | 8:45 – 9:55 (65 min) |
| 3 rd | 9:48 – 10:38 (50 min) | 3 rd | 9:28 – 10:18 (50 min) | 3 rd | 9:56 – 11:06 (70 min) |
| 4 th | 10:42 – 11:32 (50 min) | 4 th | 10:23 – 11:13 (50 min) | 4 th | 11:07 – 12:59 (112 min; 90 inst. min.) |
| 5 th | 11:36 – 1:10 (94 min; 50 inst. min) | 5 th | 11:17 – 12:48 (91 min; 50 inst. min) | 5 th | 1:00 – 2:18 (78 min) |
| 6 th | 1:14 – 2:04 (50 min) | 6 th | 12:52 – 1:42 (50 min) | 6 th | 2:20 – 3:30 (70 min) |
| 7 th | 2:08 – 2:58 (50 min) | 7 th | 1:46 – 2:36 (50 min) | | |
| 8 th | 3:00 – 3:30 (40 min) | 8 th | 2:40 – 3:30 (50 min) | | |
| | TOTAL = 390 min | | TOTAL = 410 min | | TOTAL = 403 min |

STATE TESTING CALENDAR 2015 – 2016

| Test Name | Start Date | Finish Date | Duration (Days) | Grade Levels |
|---|------------|-------------|-----------------|--------------------------|
| MKAS2 K-Readiness Pre-test | 8/11/2015 | 9/15/2015 | 26 | PK-K |
| MKAS2 Grade 1-3 Universal Screener | 8/17/2015 | 9/23/2015 | 28 | 1-3 |
| SATP2 Subject Area Testing Program | 9/21/2015 | 10/2/2015 | 10 | 9-12 |
| MS-CPAS2 MS Career Planning Assessment System | 11/16/2015 | 11/21/2015 | 6 | |
| MKAS2 3 rd Grade Reading Summative Assessment Retest #3 | 11/16/2015 | 11/20/2015 | 5 | 3 |
| SATP2 Subject Area Testing Program | 11/30/2015 | 12/11/2015 | 10 | 9-12 |
| Questar Assessment | 11/30/2015 | 12/11/2015 | 10 | Alg. I Eng. II |
| MKAS2 K-3 Middle of Year Universal Screener | 1/4/2016 | 1/29/2016 | 20 | K-3 |
| SATP2 Subject Area Testing Program | 3/21/2016 | 4/8/2016 | 15 | 9-12 |
| MKAS2 3 rd Grade Reading Summative Assessment | 3/28/2016 | 4/15/2016 | 15 | 3 |
| MKAS2 K-Readiness Assessment Post-test | 4/7/2016 | 5/12/2016 | 26 | PK-K |
| MS-CPAS2 MS Career Planning Assessment System | 4/11/2016 | 4/29/2016 | 15 | |
| MKAS2 1-2 End of Year Screener | 4/18/2016 | 5/20/2016 | 25 | 1-2 |
| ACT | 4/19/2016 | 5/3/2016 | 11 | 11 |
| Questar Assessment | 4/25/2016 | 5/17/2015 | 17 | 3-8 Alg. I Eng. II |
| MKAS2 3 rd Grade Reading Summative Assessment Retest #1 | 5/16/2016 | 5/20/2016 | 5 | 3 |
| MKAS2 3 rd Grade Reading Summative Assessment Retest #2 | 6/27/2016 | 8/5/2016 | 29 | 3 |
| MST2 Mississippi Science Test | 5/2/2016 | 5/13/2016 | 10 | 5 & 8 |
| SATP2 Subject Area Testing Program | 5/9/2016 | 5/13/2016 | 5 | 9-12 |

EMPLOYEE HANDBOOK PURPOSE/INTERPRETATION

Welcome to West Tallahatchie School District (hereinafter referred to as “WTSD”). We believe the contribution of your skills, knowledge, and positive attitude is essential to the continued success and growth of our school district. You are a valued employee and therefore, we encourage you to let your supervisor know about achievements as well as problems and your ideas on solving them. We believe in you and your contributions and hope you will take pride in being a team player.

This handbook was developed to provide imperative information you will need to get started on the job. It outlines the District’s expectations, policies, and programs, serving as a resource throughout your employment. You should not interpret this handbook or any other documents (such as benefits statements, performance evaluations, or any other written or verbal communications) as an employment agreement or a contract of employment (either expressed or implied). WTSD Board policy supersedes all documented material published or unpublished.

This handbook is not intended to be all-inclusive nor will it address every situation. Therefore, you are encouraged to address questions with your direct supervisor. The policies and other information contained in this handbook are subject to change at any time due to organizational needs. While the District will normally provide employees with advance notice of any change, the District reserves the absolute right to alter these policies at any time, and from time to time without advance notice.

Questions regarding the content of this handbook can be addressed to your immediate supervisor or the Superintendent.

MISSION STATEMENT

The mission of the West Tallahatchie School District is to educate students to become productive citizens actively contributing in an ever-changing technological society through collaborative efforts of our administrators, teachers, parents, students, and community.

VISION STATEMENT

To provide a quality and diverse education through the collaborative efforts of all concerned stakeholders.

DISTRICT GOALS

Student Achievement: Increase performance to a **B** successful rating for the 2015-2016 school term

Graduation Rate: Increase by 10% or more annually

Dropout Rate: Decrease by 10% or more annually

Parental Involvement: Increase by 10% annually

DISTRICT MOTTO

Transforming today's Achievers into Tomorrow's 21st Century Leaders

Mississippi Educator Code of Ethics and Standards of Conduct

NOTE: THE WEST TALLAHATCHIE SCHOOL BOARD HAS APPROVED THE CODE OF ETHICS AND STANDARDS OF CONDUCT TO COVER CERTIFIED, NON-CERTIFIED, SUBSTITUTES, AND VOLUNTEER STAFF

MAY 2011

Each educator, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation.

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators.

Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues.

Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues.

Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Superintendents shall report to the Mississippi Department of Education license holders who engage in unethical conduct relating to an educator/student relationship (Standard 4).

Code of Ethics Standards

Standard 1: Professional Conduct

An educator should demonstrate conduct that follows generally recognized professional standards.

- 1.1. Ethical conduct includes, but is not limited to, the following:
 1. Encouraging and supporting colleagues in developing and maintaining high standards
 2. Respecting fellow educators and participating in the development of a professional teaching environment
 3. Engaging in a variety of individual and collaborative learning experiences essential to professional development designed to promote student learning
 4. Providing professional education services in a nondiscriminatory manner
 5. Maintaining competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter and pedagogical practices
 6. Maintaining a professional relationship with parents of students and establish appropriate communication related to the welfare of their children

1.2. Unethical conduct includes, but is not limited to, the following:

1. Harassment of colleagues
2. Misuse or mismanagement of tests or test materials
3. Inappropriate language on school grounds or any school-related activity
4. Physical altercations
5. Failure to provide appropriate supervision of students and reasonable disciplinary actions

Standard 2. Trustworthiness

An educator should exemplify honesty and integrity in the course of professional practice and does not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.

2.1. Ethical conduct includes, but is not limited to, the following:

1. Properly representing facts concerning an educational matter in direct or indirect public expression
2. Advocating for fair and equitable opportunities for all children
3. Embodying for students the characteristics of honesty, diplomacy, tact, and fairness.

2.2. Unethical conduct includes, but is not limited to, the following:

1. Falsifying, misrepresenting, omitting, or erroneously reporting any of the following:
 1. employment history, professional qualifications, criminal history, certification/recertification
 2. information submitted to local, state, federal, and/or other governmental agencies
 3. information regarding the evaluation of students and/or personnel
 4. reasons for absences or leave
 5. information submitted in the course of an official inquiry or investigation
2. Falsifying records or directing or coercing others to do so

Standard 3. Unlawful Acts

An educator shall abide by federal, state, and local laws and statutes and local school board policies.

3. Unethical conduct includes, but is not limited to, the commission or conviction of a felony or sexual offense. As used herein, conviction includes a finding or verdict of guilty, or a plea of *nolo contendere*, regardless of whether an appeal of the conviction has been sought or situation where first offender treatment without adjudication of guilt pursuant to the charge was granted.

Standard 4. Educator/Student Relationship

An educator should always maintain a professional relationship with all students, both in and outside the classroom.

4.1. Ethical conduct includes, but is not limited to, the following:

1. Fulfilling the roles of mentor and advocate for students in a professional relationship. A professional relationship is one where the educator maintains a position of teacher/student authority while expressing concern, empathy, and encouragement for students
 2. Nurturing the intellectual, physical, emotional, social and civic potential of all students
 3. Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement
 4. Creating, supporting, and maintaining a challenging learning environment for all students
- 4.2. Unethical conduct includes, but is not limited to the following:
1. Committing any act of child abuse
 2. Committing any act of cruelty to children or any act of child endangerment
 3. Committing or soliciting any unlawful sexual act
 4. Engaging in harassing behavior on the basis of race, gender, national origin, religion or disability
 5. Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs
 6. Soliciting, encouraging, participating or initiating inappropriate written, verbal, electronic, physical or romantic relationship with a student.

Examples of these acts may include but not be limited to:

1. sexual jokes
2. sexual remarks
3. sexual kidding or teasing
4. sexual innuendo
5. pressure for dates or sexual favors
6. inappropriate touching, fondling, kissing or grabbing
7. rape
8. threats of physical harm
9. sexual assault
10. electronic communication such as texting
11. invitation to social networking
12. remarks about a student's body
13. consensual sex

Standard 5. Educator Collegial Relationships

An educator should always maintain a professional relationship with colleagues, both in and outside the classroom

5. Unethical conduct includes but is not limited to the following:
1. Revealing confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law
 2. Harming others by knowingly making false statements about a colleague or the school system

3. Interfering with a colleague's exercise of political, professional, or citizenship rights and responsibilities
4. Discriminating against or coercing a colleague on the basis of race, religion, national origin, age, sex, disability or family status
5. Using coercive means or promise of special treatment in order to influence professional decisions of colleagues

Standard 6. Alcohol, Drug and Tobacco Use or Possession

An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs

6.1. Ethical conduct includes, but is not limited to, the following:

1. Factually representing the dangers of alcohol, tobacco and illegal drug use and abuse to students during the course of professional practice

6.2. Unethical conduct includes, but is not limited to, the following:

1. Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs
2. Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages. A school-related activity includes but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc. which involve students.
3. Being on school premises or at a school-related activity involving students while documented using tobacco.

Standard 7. Public Funds and Property

An educator shall not knowingly misappropriate, divert, or use funds, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

7.1. Ethical conduct includes, but is not limited to, the following:

1. Maximizing the positive effect of school funds through judicious use of said funds
2. Modeling for students and colleagues the responsible use of public property

7.2. Unethical conduct includes, but is not limited to, the following:

1. Knowingly misappropriating, diverting or using funds, personnel, property or equipment committed to his or her charge for personal gain
2. Failing to account for funds collected from students, parents or any school-related function
3. Submitting fraudulent requests for reimbursement of expenses or for pay
4. Co-mingling public or school-related funds with personal funds or checking accounts
5. Using school property without the approval of the local board of education/governing body

Standard 8. Remunerative Conduct

An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.

8.1. Ethical conduct includes, but is not limited to, the following:

1. Insuring that institutional privileges are not used for personal gain
2. Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization

8.2. Unethical conduct includes, but is not limited to, the following:

1. Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body.
2. Tutoring students assigned to the educator for remuneration unless approved by the local school board
3. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. *(This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents, or other persons or organizations in recognition or appreciation of service)*

Standard 9. Maintenance of Confidentiality

An educator shall comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.

9.1. Ethical conduct includes, but is not limited to, the following:

1. Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves a legitimate purpose or is required by law
2. Maintaining diligently the security of standardized test supplies and resources

9.2. Unethical conduct includes, but is not limited to, the following:

1. Sharing confidential information concerning student academic and disciplinary records, health and medical information family status/income and assessment/testing results unless disclosure is required or permitted by law.
2. Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school board or state directions for the use of tests
3. Violating other confidentiality agreements required by state or local policy

Standard 10. Breach of Contract or Abandonment of Employment

An educator should fulfill all of the terms and obligations detailed in the contract with the local school board or educational agency for the duration of the contract.

10. Unethical conduct includes, but is not limited to, the following:

- Abandoning the contract for professional services without prior release from the contract by the school board
- Refusing to perform services required by the contract.

CODE OF CONDUCT

A professional employee may be dismissed or suspended from his/her position for, but not limited to, the following reasons:

1. Inability to control students
2. Inability to effectively plan classroom work for students.
3. Inability to cooperate with other teachers and administrators.
4. Continually late for work.
5. Not keeping adequate or prescribed student records.
6. Leaving assigned students unsupervised.
7. Failure to perform special duty assignments.
8. Continually failing to attend faculty meetings.
9. Allowing destruction of school property by students whose supervision has been assigned to employee.
10. Failure to follow prescribed policies and procedures.
11. Conduct which causes a loss of public respect for the teaching profession and the school district of which he/she is a part.
12. Sexual harassment
13. Racial harassment
14. Being under the influence of, or using illegal drugs, controlled substances or alcohol on the job.
15. Extreme mental cruelty.
16. The use of excessive physical force to control, manage or discipline students.
17. Use of profane, abusive or demeaning language toward a student.
18. Failure to obey a direct or implied order, reasonable in nature, and given by and with proper authority.

(Refer to Policy GBN of the West Tallahatchie School District Board Policy Manual)

EMPLOYEE EXPECTATIONS

1. **Set high expectations for all students.**
2. Be present and on time for work each day (sign in by 7:30 a.m.).
3. Remain at work until 4:00 p.m.
4. Stand outside of your doorway during class changes.
5. Instruct students to walk quietly to the right side of the halls.
6. Perform an accurate roll check each day during each period.
7. Post and explain classroom rules and consequences regularly.
8. Engage students in meaningful lessons for the full period of instruction. This will lessen discipline problems.
9. Write objectives and homework assignments on the board daily.
10. **Remain in your classroom at all times.** If you must leave, get someone to supervise your class.
11. Keep students in class. Write them a hall pass if they must leave the class for any reason.
12. Handle minor infractions (warning, parent conference, etc.).

13. Be firm, fair, consistent, and caring when administering discipline.
14. Major infractions must be written up on a discipline referral form and sent to the office.
15. Escort your students to the cafeteria and to assembly programs. Sit with or stand near them and supervise their behavior at all times.
16. Be **respectful** and **professional** when dealing with colleagues, students, and parents. Never lose your cool.
17. You have the authority to correct any and all students, whether you teach them or not.
18. Be attentive, present and on time for faculty meetings, staff development, and open house.
19. Use planning time for classroom preparation.
20. Turn in lesson plans on time.
21. Be cooperative and assist wherever needed.
22. Be professionally dressed and prepared for class daily.
23. Address students by the name that appears on your class roster. Do not call students by any other name.
24. **Treat everyone as you would like to be treated.**

CONSEQUENCES FOR NOT ADHERING TO EXPECTATIONS

☺ First Offense—Verbal Warning

☺ Second Offense—Conference with Principal and written reprimand

☺ Third Offense—Corrective Action/Work Improvement Plan

☺ Fourth Offense and Thereafter—Recommendation for suspension without pay and/or termination.

SEXUAL HARASSMENT BY EMPLOYEES

Employees shall not engage in any type of conduct that sexually harasses students or other employees, including applicants for employment. An employee who engages in any sexually oriented conversations, activities, contacts, or other conduct of a sexual nature with a student commits sexual harassment of the student. Regardless of the student's age or the consent of either the student or the student's parent, employees are prohibited from dating or courting students. An employee who engages in unwelcome sexually oriented conversations, activities, or contacts with another employee commits sexual harassment of the employee if submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, if submission to or rejection of such conduct is used as the basis for employment decisions affecting the individual, or if such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. *(GACN SEXUAL HARASSMENT)*

SEXUAL ABUSE OF STUDENTS

Employees shall not engage in any type of conduct that sexually abuses students. Sexual abuse includes, but is not limited to, fondling, sexual assault, or sexual intercourse. In addition to being terminated from employment, any employee who sexually abuses a student shall be reported to the appropriate law enforcement agency for criminal prosecution and to the Commissioner of Education for appropriate sanctions. *(GACN SEXUAL HARASSMENT)*

THE SCHOOL YEAR

The school year is determined according to the requirements and guidelines of the State Board of Education. All teachers are to work 187 days, including 180 with children present.

THE SCHOOL DAY FOR TEACHERS

Teachers are expected to work an 8 hour minimum day. The duty schedule for each individual school will be posted by the principal. The official starting time for the school day is the time at which teachers should be signed in and ready to assume their designated duty stations.

EMERGENCY CLOSING FOR SCHOOLS

Under emergency conditions created by snow storms, severe weather, or other inclement conditions, it sometimes becomes necessary to close the schools. The decision to cancel classes is made by the Superintendent or any official designated to act for him/her. The decision will be made by 6 a.m. if at all possible. When schools must be closed, local radio and TV stations will be notified.

PROFESSIONAL LEARNING/PLANNING DAYS

The school district calendar contains some days designated as professional or planning days when activities aimed at professional learning are planned. Professional days are considered regular eight-hour workdays; therefore, all professional staff members are expected to attend and participate in these activities. Schedules for early release days will be provided by the principal. Each principal will inform his/her staff of the events scheduled for professional days.

BOARD MEETINGS

The West Tallahatchie School Board of Education holds its regularly scheduled meetings on the second Tuesday of each month. Meetings begin at 6:00 p.m. and held in the board room.

SCHOOL/COMMUNITY RELATIONS

Establishing and maintaining public good will toward the school system requires a concerted effort by the entire staff. All personnel share the responsibility of keeping the community informed, involved, and interested in the activities of the local school system. In the district's endeavors to generate a productive school/community relationship its most important public relations ambassadors are teachers who work with children everyday. Therefore, all professional

employees are encouraged to participate in the life of the community and the system and to demonstrate by their words, attitudes, and actions, the ideals proclaimed by the West Tallahatchie School District.

CLASSROOM DISRUPTIONS

Even with the very best classroom discipline plan and strong classroom management skills, there will be times when there will be disruptions in your classroom that must be addressed so that you may refocus your energies on instruction. The key is to deal with these disruptions quickly and with as little distraction to your students as possible.

-Disruptive Student – If a student is causing difficulties in your classroom, **DO NOT STOP THE LESSON** to deal with the student. Instead, using low key interventions to remind the student of your expectations: 1. **Whiteboard/Transparency** – Write the student’s name where he/she can be reminded to get back on task; 2. **Move the Marker** – Many teachers use a discipline plan that provides for a visual marker for each child (a clothespin on a chart with green, yellow, or red color markers; a shape with each child’s name on it that can be moved when a child is not on task or disruptive, etc.); 3. While still teaching, move close to the student causing the disturbance. If a student continues to be off task or disruptive, assign your class a task that is part of your lesson (think about..., write down ..., read the section on...) while you deal with the student. The student may need to be gently reminded of your expectations, moved to a designated place in your classroom, or to another teacher’s classroom until he/she is ready to cooperate. 4. **Unscheduled Visitors at your door or in your classroom** – If an unscheduled visitor comes to your door or in your classroom, try to quickly access why they are there without interrupting your classroom instruction. Many teachers encourage parents to come and visit in their classrooms or offer assistance on a regular basis. Have a procedure in place that is communicated to your parents to let them know what you would like for them to do while they are in your classroom. If a parent comes to your door wanting to conference with you, remind them that you will be glad to schedule a time to meet with them, but your time with students must be given priority. It is often easy for a spontaneous parent conference to take ten to fifteen minutes of precious classroom time. Professionally and tactfully communicate that conferencing is important, but must be scheduled so as to not short-change your students.

REEMPLOYMENT

Former employees with good records are eligible for rehire and consideration will be given to rehiring such applicants. A former employee who is rehired begins as any other new employee with respect to benefits (sick leave, vacation, personal leave).

Employees who have been terminated by WTSD may not be eligible for rehire.

REEMPLOYMENT OF PRINCIPALS

On or before March 1 of each year, principals shall be given notice of non-renewal of a contract for a successive year.

REEMPLOYMENT OF TEACHERS

On or before April 15, or within ten (10) days after the Governor approves the appropriation bill for funding K-12 education (whichever date is later), teachers and other administrators shall be notified of non-renewal for a successive year.

ABANDONMENT OF JOB

An employee who is absent from his/her employment and who has not informed his/her principal/supervisor shall, after two consecutive days of such unauthorized absence, be considered to have abandoned the position and will be considered as grounds for termination, unless it is shown by the employee that special circumstances prevented him/her from reporting to the place of work.

INABILITY TO WORK

When it is necessary for a teacher or staff person to be absent from work, it is your responsibility to notify the office or principal. If possible, notification must be done the day before or by 6:00 a.m. on the day in question. You may contact the principal or the secretary.

PROFESSIONAL PERSONNEL RECORDS

This policy complies with the requirements of the No Child Left Behind Act of 2001.

Note: As used throughout this policy, the term "employee" refers to licensed personnel.

A file of personnel records shall be maintained in the superintendent's office for each licensed employee of this school district.

A file shall be kept for all resigned or retired licensed employees, including such essential information as deemed appropriate by the superintendent (or designee) as specified by state and federal laws.

CONFIDENTIALITY OF PERSONNEL RECORDS

Personnel information concerning district employees is generally confidential and may be reviewed only on a "need to know" basis under conditions which guarantee the administration's right of access to information necessary to make judgments and the protection of employees against unnecessary invasion of privacy. Personnel information that is "public record" may be released to any person upon request.

Records of a teacher's performance and evaluation shall not be released without the written consent of the teacher. Files containing medical information regarding an employee will be kept separate from other personnel files.

The superintendent shall notify an employee in writing when a request is made for disclosure of the employee's personnel, medical, or similar files, if the superintendent reasonably believes disclosure would invade the employee's privacy. The records will be disclosed unless written objection is received from the licensed employee within seven (7) business days from receipt by the employee. (Section G-Personnel; Policy Code GAR).

RECRUITMENT AND RETENTION

The recruitment process of the West Tallahatchie School District involves a concerted effort to search for the best people available to achieve the mission of the school district, educating children and young people. The administrators have the major responsibility of recruiting personnel. The Superintendent may designate a representative from the West Tallahatchie School District to help recruit at college and university campuses and at job fairs throughout the state and region. Employment opportunities are posted on the school district's website (www.wtsd.k12.ms.us). The major thrust of the recruitment program in the district is to find the best people available, not to just hire a warm body to fill a position. Therefore, we would like to see all employees assisting in recruiting highly qualified individuals to the Recruitment Personnel for hire.

USE OF CELL TELEPHONES BY TEACHERS

The Board of Trustees of the West Tallahatchie School District believes that the school district was created for the primary purpose of effectively educating the children attending school within the school system. The Board further believes that to accomplish this mission, it is imperative that classroom instructional time be protected. Therefore, any activity that distracts the teacher from his or her ability to utilize the entire class period for instructional purpose is prohibited. Specifically prohibited is the use of cell telephones by teachers during class time. *Teachers are prohibited from calling or texting students.*

VIOLATIONS

Alleged violations of this policy shall be discussed in a conference between the employee and the building principal. If the principal finds the violation(s) to be factual, the principal shall issue a written reprimand to the employee(s) involved. This reprimand shall become a part of the employee's personnel file. Repeated violations may result in non-renewal of an employee's contract or dismissal. (*CROSS REF.: POLICY IB – INSTRUCTIONAL GOALS*)

LESSON PLAN REQUIREMENTS

- ☺ Reflect of two weeks instruction
- ☺ Write in accordance with the guidelines set forth by the district (Lesson Cycle— Introduction, Work Period and Closing.
- ☺ Write in a manner that a substitute could follow.
- ☺ Write in behavioral and measurable formats.
- ☺ Type all lesson plans.
- ☺ Include copies of any assessments.
- ☺ E-mail lesson plans to the principal or designee.

The methods for instruction should be detailed. Instructors who plan every activity carefully and engage students in meaningful activity for the entire class period have proven to be successful instructors. **BE CREATIVE!!!**

All teachers must submit lesson plans. Lesson plans must be submitted on time (**No excuses**). Please have a copy of your weekly plans placed on the right corner of your desk.

Attitude

As you embark on your teaching career, begin your preparations with a review of your attitude:

Your Attitude as a Teacher

If you think you will succeed, you will. If you think you will fail, you will.

Attitude becomes everything. As the illustration below depicts, your attitude will impact your future in the classroom.

Begin by expecting success. Your quest to learn will guide you in becoming an efficient and effective teacher.

LOOK AT YOURSELF!

Look carefully at your:

- Attitude
- Self-confidence
 - Voice
 - Enthusiasm
- Sense of humor
- Personal appearance
 - Fairness
 - Optimism
- Own promptness
 - Values

Students learn what **YOU** see there!

Essential Questions

Why did I choose teaching as a profession?

What are my abilities as a teacher?

Personal Reflections:

ATTITUDE

1+20+20+9+20+21+4+5 = **100%**

Your Attitude about Your Students

Your expectations for the success of your students will determine the success of your students. If you expect very little from your students, that is exactly what you will get. Teachers who begin the year by setting very high expectations for their students are rewarded with students who strive to achieve.

Larry Lezotte said, "The parents are sending us the best kids they have. They are not keeping the good ones home." Nor are they putting the best kids in the classroom down the hall, nor in the school on the other side of town. Your parents are sending you their child with such pride and joy. Your first priorities are to look for the best in each child, expect the best from each child, and plan for the best. As you prepare for your first day with students:

-Review what you will say to your students as they enter your door to let them know you are expecting them to be successful in your classroom.

-Inspect your classroom to see what visuals you have displayed that reflect high expectations for student achievement. *Example: Displayed in bold letters is the saying, “**The only DISABILITY in life is a BAD ATTITUDE.**”*

-Plan your first communication that you will send home to let parents know that each student will succeed in your classroom.

ESSENTIAL QUESTIONS:

What are your expectations for your students?

How will you let your students know you believe in them?

Personal Reflection:

It matters not what you think I am, or what I think I am. What matters is what I think you think I am.

CLASSROOM CLEANLINESS

All teachers are required to make sure that their classrooms are left in an orderly fashion. Do not take instructional time for students to sweep your floor. Custodial staff will only be responsible for cleaning classrooms (sweeping, emptying trash, mopping, and waxing).

SUPERVISION OF STUDENTS

All teachers are responsible for all students and are required to have these students under supervision at all times. Once students enter your classroom, you are held responsible for those students. **TEACHERS ARE STRICTLY REQUIRED NOT TO LEAVE ANY GROUP OF STUDENTS UNSUPERVISED AT ANY TIME; NO EXCEPTIONS!!!**

CDS/DVDS/MOVIES

The principal must approve all videos prior to showing them to the students. **No Exceptions!!!**

INTERCOM

All announcements must be pre-approved by the principal. **No one** is to announce anything over the PA system unless he/she has approval from the principal.

ANNOUNCEMENTS

All announcements for the day should be in the main office by 7:50 a.m. each day. Only emergency announcements will be made via the school’s intercom system.

SCHOOL CORRESPONDENCE

The principal must approve any correspondence that is affiliated with the school.

SELLING

No one is to sell any items during the regular school hours. Items for sale must be approved by the Superintendent and the Board of Trustees. Remember, the school is the leading voice in providing an environment that is healthy for our students.

SCHOOL FUNCTIONS

The principal must approve all school-related functions, other than those that are regularly scheduled. Request must be made to the principal in a timely fashion.

TEACHER VISIBILITY

Teachers should stand in the hall way outside of their classroom door during the changing of classes. Teachers who do not have a class should patrol the hallway during the changing of classes.

HALL PASSES

Teachers must provide hall passes for any student that exits the classroom before class is dismissed. Any student entering your classroom should have a pass from the office or another teacher.

ENFORCEMENT OF STUDENT RULES

Teachers are held responsible for knowing the rules and regulations of the district and the school. Therefore, you should be knowledgeable of the rules outlined in the student handbook and classroom rules. All rules outlined in the Student Handbook will be strictly enforced.

ATTENDANCE

Teachers are required to take attendance on a daily basis. Please follow the steps listed below when taking attendance:

1. Check the roll daily.
2. Attendance taken promptly once the students have entered the class.
3. Students should not complete an absentee slip.
4. Students coming to class late should be recorded as tardy.
5. ****Students are not allowed to enter attendance into SAM7****

TARDIES

Students are allowed to accumulate three (3) tardies before they are sent to the office. Please keep a record of student's tardies. Those students who have accumulated tardies should be reminded on a daily basis. Once the fourth tardy has been accumulated, please send the student to the office.

PRE-TEST

All teachers are required to administer a pre-test. Results from the pre-test should not be counted against the students in your classes.

MAIL BOXES

Please check your mailbox on a daily basis. Check your mailbox when you get on campus and before you leave campus each day. There may be important information placed there.

TEACHER MENTORING PROGRAM

New teachers will be paired with a buddy-seasoned teacher. The buddy-seasoned teacher is responsible for introducing the new teacher to the faculty and staff, giving a tour of the building, showing where to find supplies in the building available for teacher use, helping locate all textbooks, workbooks, and teacher supplies. The buddy-seasoned teacher will assist the new teacher in developing sample lessons and completing lesson plans.

CLASSROOM MANAGEMENT

Each teacher is responsible for managing his or her classroom. Your classroom cannot be managed from the principal's office or assistant principal's office. Once students are in your classroom, you are responsible for the following:

- ☺ Classroom Organization
 - Rules and procedures should be developed in conjunction with teaching strategies that help students meet their personal and academic needs.
- ☺ Communication
 - Effective communication is the foundation for good classroom management.
- ☺ Monitoring Students
 - Often misbehavior occurs because students find "acting out" more interesting than a boring lesson or more rewarding than another failure experience. Students may also misbehave when they are not involved in the learning process, do not understand the task, or cannot obtain assistance when it is needed.
- ☺ Delivery of Instruction
 - The quality of instruction is a key factor in influencing student's behavior and achievement. Response to student misbehavior is most effective when it maintains or enhances the student's dignity and self-esteem and encourages the student to be responsible for his or her own behavior.

CLASSROOM MANAGEMENT TECHNIQUES

Twelve (12) steps teachers can take at the beginning of the year to promote effective classroom management.

1. Develop a set of written expectations you can live with and enforce (3 to 5 rules).
2. Be consistent. Be consistent. Be consistent.
3. Be patient with yourself and with your students.
4. Make parents allies. Call early and often. Use the word "concerned". When communicating a concern, be specific and descriptive.
5. Do not lecture too much. Use the first 15 minutes of class for lectures or presentations.
6. Break the class period into two or three different activities.
7. Begin at the very beginning of each class period and end at the very end.
8. Keep all students actively engaged (meaningful activities). For example, while a student does a presentation, involve other students in evaluating the student.
9. Discipline individual students quietly and privately. Never engage in a disciplinary conversation across the room.
10. Keep your sense of perspective and your sense of humor.
11. Know when to ask for help.

EFFECTIVE CLASSROOM MANAGEMENT

All teachers are expected to maintain order and discipline in their classrooms. The classroom teacher should handle all minor infractions:

1. Post classroom rules (3 to 5 rules).
2. Teach the rules on the first day and on a regular basis.
3. Explain the consequences of breaking the rules.
4. Follow-through with the consequences when the rules are broken. No exceptions.
5. Model the desired behavior.
6. Institute a positive behavior reward system
7. Be firm, fair, consistent, and caring when disciplining students.
8. Begin the first day exactly the way you want to end the last day.

DETERANTS TO CLASSROOM DISRUPTIONS

1. Teach interesting and exciting lessons from the beginning to the end.
2. Actively engage the student in the learning process.
3. Use variety in your teaching strategies.
4. Provide good transitions from lecture to classroom activities.

MEANS OF DEALING WITH DISRUPTIONS

Address the disruption immediately using direct eye contact.

1. Be firm and respectful. Say what you **mean**.
2. For minor disruptions use the following: warning, informal private conferences, parent contact, and referrals sent to the assistant principal's office.

For Semester: Add two Nine Weeks and average by dividing by two (2).

For Year: Add two (2) semester averages and divide by two (2).

TELEPHONE LOG

When a parent is called, do not forget to log in the information. Log in sheets are located under each telephone in the principal's and assistant principal's offices. If you are using your personal cellular telephone, please keep a log located within the classroom.

LOAN OF DISTRICT ASSETS

No one shall remove any item of district property (regardless of original funding source) from its assigned location without proper written authority.

- **EXCEPTIONS:** This does not include portable equipment used by students, staff and faculty in the normal course of district business such as equipment check out by Media Loan and Lab Stores. It also does not include equipment like laptop computers or digital cameras when used for district business.
- The borrower must seek approval from either the building principal or the technology coordinator prior to the loan or temporary removal of any asset.

- The borrower must notify the tech coordinator in writing of the asset loan, detailing where the asset is going to be. The responsible unit will retain a copy of the written notification in its permanent files.
- The borrower must notify the account manager or divisional budget coordinator when the asset is returned.
- College assets may only be used for official college activities. Assets may not be loaned to other organizations or be used by college staff for personal use.

GRADING

Promotion and retention will be based upon a students' mastery of the state required competencies from the Mississippi Curriculum Frameworks and the subject matter contents with an average of 65 or above in each class. Students must master 65% of the competencies and skills with a 65% minimum grade average.

Teachers will record students' grades in his/her district issued grade book and into SAM7. A manual grade book must be maintained at all times in case of a system failure. Grades will be recorded from daily lessons, special projects, students' self-assessments, class participation, etc. The following guidelines should be followed:

- a. There shall be four (4) grading periods of nine-weeks duration.
- b. A minimum of three major tests shall be recorded for each student in each academic course in grades 7-12 during each nine-weeks grading period, unless the principal grants written permission. Grades are also recorded for weekly assignments.
- c. To be exempted from exams at the end of each nine weeks or semester is an earned privilege. Students eligible for exemption(s) from a test(s) will have the option to take an exam to improve grade in each subject. If the nine weeks grade is lower, the average will remain the same. Students will have a new chance for test exemption each nine weeks (See Appendix B.)
- d. Students with a current eligibility in special education and a current Individualized Education Plan (IEP) on file will receive grades reflecting the student's achievement on the instructional level on which he/she is functioning. All persons involved in reporting and using these grades will clearly understand that a high grade does not necessarily mean that a disability no longer exists. A high grade will accurately reflect that, based on what is expected of the student with a given disability, he/she is performing well.
- e. Each special education student must demonstrate mastery of 80% of the total IEP objectives to be promoted to the next grade level. Upon enrollment in the ninth grade the student and parent should be informed of graduation options available

for that student. The parent shall decide which option, certificate or diploma, his/her child will take.

- f. If it is obvious that the student with the disability cannot function socially, emotionally, or educationally in an academic class, the student should be removed from that class and placed appropriately. If this does occur, the “Written Prior Notice for IEP’s will be revised. If a special education student is retained, all federal/state age guidelines will be followed.

District: West Tallahatchie School District

Section: I - Instructional Program

Policy Code: IHA - Grading System

Grading System

Report Cards shall be issued at the end of each nine-week grading period. It shall be the responsibility of the Superintendent to establish reporting procedures and develop reporting instruments for use by the District.

1. In Kindergarten, students will be awarded an “S” (satisfactory), an “N” (needs improvement), or a “U” (unsatisfactory) to report student achievement.
2. In all elementary grades teaching handwriting, student achievement shall be indicated by the use of a comment which accompanies the language arts grade on the report card. A separate grade shall not be awarded.
3. In all subjects in grades 1-12, numerical averages shall be used on report cards to report student achievement. Numerical averages which do not compute to whole numbers shall be rounded. A chart providing information for converting numerical grades to letter grades will be provided on the report card.

A 90-100

B 80-89

C 70-79

D 65-69

F 64 and below

Staff are required to stay away from grades of 62/63. No student should fail by only 1 or 2 points.

For the 1st three nine weeks no student should receive no grade lower than a 50 in any subject. True grades will be assigned for the 4th nine weeks.

4. Copies of student grade reports shall be recorded on the Cumulative Folder at the end of the school year and kept on file in the District for a period of five (5) academic years. All Cumulative folders shall be completed and kept on file in compliance with Mississippi State Department of Education regulations, state law, and Board policy.

Grade Weight Percentages

Daily Grade Percentages: Bi-weekly Test -- 40%

Daily Grade -- 30% (homework, term papers, daily quizzes, bell ringers, classwork, journals, book reports)

Research/Projects -- 10%

Term Grade Percentages Nine Weeks Test -- 20%

District: West Tallahatchie School District

Section: I - Instructional Program

Policy Code: IHA - Grading System

Original Adopted Date: 6/14/2011

Approved/Revised Date: 6/14/2011

EMPLOYEE DRESS STANDARDS

Listed below is a summary of the Employee Dress Guidelines for the West Tallahatchie School District and should be followed by all employees who are working in the district unless otherwise advised by school or school district personnel. The West Tallahatchie School District is responsible for educating children to prepare them for successful and useful roles in our society. It is the responsibility of all employees to serve as role models for students and to present a positive, professional image in language, behavior, and dress. Appropriate dress is a rational means of promoting respect for authority, traditional values, and discipline. All personnel working within the schools shall dress during the instructional day in accordance with the following guidelines:

Male: dress shirt or sport shirt with collar, polo shirt, sweater, slacks, and shoes (except sandals) with socks.

Female: slacks, skirts of modest length, dresses, jumpers, sweaters, polo shirts. Shirts or tops without collars are acceptable as long as they complement other attire being worn and are not overly casual. Capri pants must be worn with appropriate shoes.

Shoes: Personnel should wear shoes that provide support and protection. While athletic-type shoes are not preferred, they are acceptable if they complement the other attire being worn. Female staff members may, when appropriate, wear sandals. However, beach-type shoes, such as flip-flops, shower shoes, and plastic shoes are not appropriate at any time.

Inappropriate dress or personal grooming includes, but is not limited to:

- ◆ Denim jeans of all colors
- ◆ Denim jeans that are too tight or that have been altered in any manner that is inconsistent with this policy when allowed on spirit days
- ◆ Leggings, tights, (except under skirts, dresses, jumpers)
- ◆ Warm-up pants/suits, sweat or tee shirt, overalls
- ◆ Work clothes (except for specific assignments on or work days as pre-approved by school principal)
- ◆ Clothing or accessories with slogans that are suggestive of drugs, alcohol, sex, or obscenities or casinos
- ◆ Provocative clothing (thin straps, tube tops, low necklines, low backs, strapless, too tight, too short, midriff revealing, see-through, etc.)
- ◆ Display of controversial tattoos and body piercing (eyebrow, nose, tongue) that are disruptive to the teaching/learning process, male earrings
- ◆ Hair wrapping or curlers or any type

Teacher Workdays, Outings, Field Trips, and Staff Development Days: Inquire about the dress that is appropriate on these special days if you are to be present. For further identification,

please consult your school administrator. However, a good rule of thumb to follow would be: **If the thought crosses your mind that your dress may not be appropriate, it probably isn't.**

CUSTODIAL SERVICES

The service of a custodian is available for maintaining the school building. They have been given a schedule, which provides for the cleaning of all rooms every day. Teachers can help in the maintenance job by encouraging the students to keep the building clean and in good repair. Students observed damaging the school property or being careless about the use of the waste can, etc., should be corrected on the spot. These students will be called upon to make good the damage done.

Teachers may also help in the job of maintaining the school building by periodically checking all furniture in their respective rooms. If there is any looseness of parts, notify the office so that corrections can be made before the piece of furniture actually comes apart. Teachers are also asked to close all windows, and turn off the lights and air conditioner when they leave at the close of the day. If repairs are needed, please complete a maintenance report that may be obtained from the principal's office.

HANDLING FINANCES AND PURCHASING

Collecting monies from students. All funds collected from students or on behalf of the school **must be receipted** through the principal's office. **STAFF SHOULD NOT TAKE FUNDS OFF CAMPUS OR TAKE HOME. NO EXCEPTIONS.**

Soliciting the public for school projects. The West Tallahatchie Board of Trustees prohibits employees asking students to solicit funds from the public. If this practice is observed, staff can face serious consequences.

***NO SCHOOL DISTRICT EMPLOYEE IS ALLOWED TO PURCHASE FOR THE DISTRICT WITH CASH.**

MISSISSIPPI EEF PROCUREMENT CARD

Eligible teachers "Cardholder" may receive a procurement card to provide for access to Education Enhancement Funds as authorized by Mississippi Senate Bill 2761 and that will be utilized to make financial commitments on behalf of the State and school district. As the only authorized cardholder, Cardholder agrees to accept the responsibility for the protection and proper use of the EEF Procurement Card in accordance with the terms and conditions of the Teacher Cardholder Agreement in effect.

As soon as you receive your card, register your account online at www.commercialcardcenter.com for account activation and access. Be sure to log on to your account not less than monthly to review charges and to maintain your personal account records of transactions. Retain all receipt copies for at least 5 years.

Testing Exemption Policy

Overview

To be exempted for exams at the end of each nine weeks, or semester is an earned privilege.

Students eligible for exemption(s) from a test(s) will have the option to take an exam to improve grade in each subject. If the nine weeks grade is lower, the average will remain the same. Students will have a new chance for test exemption each nine weeks.

All absences will be counted except for approved absences that are school related (extra- or co-curricular) activities. Late buses will NOT be counted as tardies.

STUDENT/PARENTS RESPONSIBILITIES

Students and parents will be totally responsible for authentic documentation when ill, bereaved, or tardy. Students arriving late will responsible for reporting present. No make-up documentation will be granted.

Principal/Assistant Principal/Designee will announce subject exemptions on the Friday before nine weeks/semester exams.

Nine Weeks Exemptions (Per Subject)

| Attendance | Positive Behavior Status | Average |
|--|---------------------------|---------|
| No absences (no more than 3 tardies) during nine weeks | No disciplinary referrals | 85-90 |
| 1 absence (no more than 2 tardies) during nine weeks | No disciplinary referrals | 90-95 |
| 2 absences (no more than 2 tardies) during nine weeks | No disciplinary referrals | 95-100 |

Year-End Exemptions (Per Class)

| Attendance | Positive Behavior Status | Average |
|---|---------------------------|---------|
| 1 absence (no more than 3 tardies) for second semester | No disciplinary referrals | 85-90 |
| 2 absences (no more than 2 tardies) for second semester | No disciplinary referrals | 90-95 |
| 4 absences (no more than 2 tardies) for second semester | No disciplinary referrals | 95-100 |

STAFF RESPONSIBILITY IN USAGE AND MONITORING OF UNAUTHORIZED WEBSITES

Staff and students are prohibited from surfing on unauthorized websites. This is a breach of technology policies, illegal in nature, and is detrimental to district funding and educational goals.

Frequently, the state and district technicians monitor in-district computerized systems and can identify specific individuals, classrooms, workstations, and laboratories breaching technology policies.

PERSONNEL SUPERVISING STUDENTS WILL BE HELD RESPONSIBLE FOR ADHERING TO ALL TECHNOLOGY POLICIES WHEN STUDENTS ARE USING SAID EQUIPMENT.

Continued lack of monitoring of students on technologies and/or engaging in these practices is considered unethical conduct (see Mississippi Educator Code of Ethics and Standards of Conduct, Standard 9.2) and subject to serious consequences.

Intervention Process (State Board Policy 4300)

MDE shall require an instructional model designed to meet the needs of every student. The model shall consist of three tiers of instruction.

- Tier 1: Quality classroom instruction based on MS Curriculum Frameworks/Common Core Standards
- Tier 2: Focused supplemental instruction
- Tier 3: Intensive interventions specifically designed to meet the individual needs of students

Teachers should use progress monitoring information to (a) determine if students are making adequate progress, (b) identify students as soon as they begin to fall behind, and (c) modify instruction early enough to ensure each and every student gains essential skills. Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments and large-scale assessments.

If strategies at Tiers 1 & 2 are unsuccessful, students must be referred to the Teacher Support Team (TST). The TST is the problem-solving unit responsible for interventions developed at Tier 3. Each school must have a Teacher Support Team implemented in accordance with the process developed by the Mississippi Department of Education. The chairperson of the TST shall be the school principal as the school's instructional leader or the principal's designee. The designee may not be an individual whose primary responsibility is special education.

Interventions will be:

- designed to address the deficit areas;
- research based;

- implemented as designed by the TST;
- supported by data regarding the effectiveness of interventions.

After a referral is made, the TST must develop and begin implementation of an intervention(s) within two weeks. No later than eight weeks after implementation of the intervention(s) the TST must conduct a documented review of the interventions to determine success of the intervention. No later than 16 weeks after implementation of the intervention(s), a second review must be conducted to determine whether the intervention is successful. If the intervention(s) is determined to be unsuccessful, then the student will be referred for a comprehensive assessment.

In addition to failure to make adequate progress following Tiers 1 and 2, students will be referred to the TST for interventions as specified in guidelines developed by MDE if any of the following events occur.

- Grades 1-3: A student has failed one (1) grade;
- Grades 4-12: A student has failed two (2) grades;
- A student failed either of the preceding two grades and has been suspended or expelled for more than twenty (20) days in the current school year; OR
- A student scores at the Minimal level on any part of the Grade 3 or Grade 7 Mississippi Curriculum Test.

Referrals to the Teacher Support Team must be made within the first twenty (20) school days of a school year if the student meets any of the criteria A-D stated above.

BULLYING

HB1170 – District Authority in Flexibility of Salaries – This bill give districts authority in reducing salaries supplements or staff furloughs;

- Students’ Rights to Learning Accommodations –If a student is failing or retained, there must be sufficient documentations (with parental involvement) that the student went through the three tiers (Teacher Support or Response to Intervention);
- Stature on Bullying – If a student confides that he/she is being bullied, just like abuse, IT MUST be written up and reported to the principal/supervisor. All cases MUST be investigated;
- Examples of bullying. Bullying can be done electronically/physically/mentally. Cases like hostile environment, patterns of inflictions, hazing, fear related activities or threats on Facebook or related. Please inform students that the school can investigate bullying activities that are conducted off campus;
- Teacher-Student Social Relationship. STAFF IS PROHIBITED FROM TEXTING STUDENTS in any way. The Attorney General strongly recommends that staff refrain from communicating with students by texting.

- Common planning times, team building, literacy building, mentoring, building professional learning communities, and increased efforts for teaching and learning and;
- Dress Code. Our students must adhere to school uniform policies within the district, thus, it is expected that we cannot legislate or monitor adherence to dress codes for students unless we are modeling the same for ourselves. All staff is expected to dress professional at all times. No jeans (denim) are allowed. No exceptions.
- Identification Badges. Staff is expected to adhere to the policy of wearing identification badges at all times.

West Tallahatchie School District

Anti-Bullying Policy

Board Approved October 12, 2010

THE SCHOOL BOARD OF WEST TALLAHATCHIE SCHOOL DISTRICT IS COMMITTED TO PROTECTING ITS STUDENTS, EMPLOYEES, AND APPLICANTS FOR ADMISSION FROM BULLYING, HARASSMENT, OR DISCRIMINATION FOR ANY REASON AND OF ANY TYPE. THE WEST TALLAHATCHIE SCHOOL DISTRICT BOARD OF TRUSTEES BELIEVES THAT ALL STUDENTS AND EMPLOYEES ARE ENTITLED TO A SAFE, EQUITABLE, AND HARASSMENT-FREE SCHOOL AND WORK EXPERIENCE. BULLYING, CYPER-BULLYING BY TEXTING OR ELECTRONIC USE, HARASSMENT, OR DISCRIMINATION WILL NOT BE TOLERATED AND SHALL BE JUST CAUSE FOR DISCIPLINARY ACTION. THIS POLICY SHALL BE INTERPRETED AND APPLIED CONSISTENTLY WITH ALL APPLICABLE STATE AND FEDERAL LAWS. DETAILED INFORMATION ABOUT THIS POLICY CAN BE FOUND ON FILE AT THIS SCHOOL SITE, THE SUPERINTENDENT'S OFFICE OR THE DISTRICT WEBSITE AT www.wtsd.k12.ms.us

ALL DISTRICT FACULTY AND STAFF ARE REQUIRED AND MUST REPORT, IN WRITING ANY ALLEGATIONS OF BULLYING OR VIOLATIONS OF THIS POLICY. ANY CREDIBLE INFRACTION OF THIS POLICY IS SUBJECT TO INVESTIGATION WHICH COULD RESULT TO SEVERE PENALTY.

FOR DETAIL DESCRIPTORS OF THE ANTI-BULLYING POLICY, SEE THE WEST TALLAHATCHIE SCHOOL DISTRICT E-POLICY ON ANTI-BULLYING STANDARDS.

EQUAL OPPORTUNITY EMPLOYMENT

Section G of the Personnel Policy (E-Policy) can be viewed on line at <http://wtallahatchie.msbapolicy.org>. Also, a copy of the policy has been placed in each library as a resource guide.

Delayed Start of School Day Due To an Emergency

If a two-hour delayed start of school day is called, the following will occur:

- l No breakfast program
- l Buses will run two hours later and run on the regular schedule at the end of the day
- l Classes will begin two hours later and end at the usual time at the end of the day or students will be given instructions at least 200 minutes of the day

The students are our first priority, and we feel strongly that any change in procedure be thoroughly communicated to avoid confusion and difficulty for our students, parents, and staff.

In the event of an emergency, the Superintendent will make the decision to close schools or announce a two-hour delayed start school of the school day via the District's ALERT NOW SYSTEM.

The following TV stations also announce this information when there is inclement weather:

Television Stations: WABG Channel 6 & WXVT Channel 15
DIRECT TV CUSTOMERS
Tune into channel 6 (WABG)
District: West Tallahatchie School District
Section: A - School District Organization
Policy Code: AFCA - Delayed Start of School Day Due to Emergency

Original Adopted Date: 12/13/2011
Approved/Revised Date: 5/14/2013
Record Id: 81240

Absence from Duty

Section: G - Personnel

Policy Code: GBRI - Absence From Duty

ABSENCE FROM DUTY

1. LICENSED EMPLOYEE

The term "licensed employee" means any employee of a public school district required to hold a valid license by the Commission on Teacher and Administrator Education, Certification and Licensure and Development. 37-7-307

2. SICK LEAVE ALLOWANCE

The school board of this district shall establish by rules and regulations a policy of sick leave with pay for licensed employees and teacher assistants employed in the school district, and such policy shall include the following minimum provisions for sick emergency leave with pay:

- a. Each licensed employee and teacher assistant, at the beginning of each school year, shall be credited with a minimum sick leave allowance, with pay, of seven (7) days for absences caused by illness or physical disability of the employee during that school year.
- b. Any unused portion of the total sick leave allowance shall be carried over to the next school year and credited to such licensed employee and teacher assistant if the licensed employee or teacher assistant remains employed in the same school district. In the event any public school licensed employee or teacher assistant transfers from one public school district in Mississippi to another, any unused portion of the total sick leave allowance credited to such licensed employee or teacher assistant shall be credited to such licensed employee or teacher assistant in the computation of unused leave for retirement purposes under Section 25-11-109, Mississippi Code of 1972. Accumulation of sick leave allowed in the school district shall be unlimited.
- c. No deduction from the pay of such licensed employee or teacher assistant may be made because of absence of such licensed employee or teacher assistant caused by illness or physical disability of the licensed employee or teacher assistant until after all sick leave allowance credited to such licensed employee or teacher assistant has been used.
- d. For the first ten (10) days of absence of the licensed employee because of illness or physical disability, in any school year, in excess of the sick leave allowance credited to such licensed employee, there may be deducted from the pay of such licensed employee the established substitute amount of licensed employee compensation paid in that local school district, necessitated because of the absence of the licensed employee as a result of illness or physical disability. Thereafter, the regular pay of such absent licensed employee may be suspended and withheld in its entirety for any period of absence because of illness or physical disability during that school year.

3. PERSONAL LEAVE ALLOWANCE

Beginning with the school year 1983-84, each licensed employee at the beginning of each school year shall be credited with a minimum personal leave allowance, with pay, of two (2) days for absences caused by personal reasons during that school year. Such personal leave shall not be

taken on the first day of the school term, the last day of the school term, on a day previous to a holiday or a day after a holiday, unless on such days an immediate family member of the employee is being deployed for military service. Personal leave may be used for professional purposes, including absences caused by attendance of such licensed employee at a seminar, class, training program, professional association or other functions designed for educators. No deduction from the pay of such employee may be made because of absence of such licensed employee caused by personal reasons until after all personal leave allowance credited to such employee has been used. However, the superintendent of a school district, in his discretion, may allow a licensed employee personal leave in addition to any minimum personal leave allowance, under the condition that there shall be deducted from the salary of such licensed employee the actual amount of any compensation paid to any person as a substitute, necessitated because of the absence of the licensed employee. Any unused portion of the total personal leave allowance up to five (5) days shall be carried over to the next school year and credited to such licensed employee if the licensed employee remains employed in the school district.

4. PROFESSIONAL LEAVE ALLOWANCE

Beginning with the school year 1992-93, each licensed employee shall be credited with a professional leave allowance, with pay, for each day of absence caused by reason of such employee's statutorily required membership and attendance at a regular or special meeting held within the State of Mississippi of the State Board of Education, the Commission on Teacher and Administrator Education, Certification and Licensure and Development, the Commission on School Accreditation, the Mississippi Authority for Educational Television and the meetings of the state textbook rating committees or other meetings authorized by local school board policy.

5. RETIREMENT

Upon retirement from employment, each licensed and non-licensed employee shall be paid for not more than thirty (30) days of unused accumulated leave earned while employed by the school district in which the employee is last employed. Such payment for licensed employees shall be made by the school district at a rate equal to the amount paid to substitute teachers and for non-licensed employees, the payment shall be made by the school district at a rate equal to the federal minimum wage. The payment shall be treated in the same manner for retirement purposes as a lump sum payment for personal leave as provided in Section 25-11-103 (e). Any remaining lawfully credited unused leave, for which payment has not been made, shall be certified to the Public Employees' Retirement System in the same manner and subject to the same limitations as otherwise provided by law for unused leave. No payment for unused accumulated leave may be made to either a licensed or non-licensed employee at termination or separation from service for any purpose other than for the purpose of retirement.

6. RULES AND REGULATIONS

The school board may adopt rules and regulations which will reasonably aid to implement the policy of sick and personal leave, including, but not limited to, rules and regulations having the following general effect:

a. Requiring the absent employee to furnish the certificate of a physician or dentist or other medical practitioner as to the illness of the absent employee, where the absence is for four (4) or more consecutive school days, or for two (2) consecutive school days immediately preceding or following a nonschool day;

- b. Providing penalties, by way of full deduction from salary, or entry on the work record of the employee, or other appropriate penalties, for any materially false statement by the employee as to the cause of absence;
- c. Forfeiture of accumulated or future sick leave, if the absence of the employee is caused by optional dental or medical treatment or surgery which could, without medical risk, have been provided, furnished or performed at a time when school was not in session;
- d. Enlarging, increasing or providing greater sick or personal leave allowances than the minimum standards established by this section in the discretion of the school board of each school district.

7. PAYMENT OF SUBSTITUTE EMPLOYEES

School boards may include in their budgets provisions for the payment of substitute employees, necessitated because of the absence of regular licensed employees. All such substitute employees shall be paid wholly from district funds, except as otherwise provided for long-term substitute teachers in Section 37-19-20. Such school boards, in their discretion, also may pay, from district funds other than adequate education program funds, the whole or any part of the salaries of all employees granted leaves for the purpose of special studies or training.

8. NONLICENSED AND HOURLY PAID SCHOOL EMPLOYEES

The school board may further adopt rules and regulations which will reasonably implement such leave policies for all other non-licensed and hourly paid school employees as the board deems appropriate.

9. VACATION AND PERSONAL LEAVE

Vacation leave granted to either licensed or non-licensed employees shall be synonymous with personal leave. Unused vacation or personal leave accumulated by licensed employees in excess of the maximum five (5) days which may be carried over from one (1) year to the next may be converted to sick leave. The annual conversion of unused vacation or personal leave to sick days for licensed or unlicensed employees shall not exceed the allowable number of personal leave days as provided in Section 25-3-93. The annual total number of converted unused vacation and/or personal days added to the annual unused sick days for any employee shall not exceed the combined allowable number of days per year provided in Sections 25-3-93 and 25-3-95. Local school board policies that provide for vacation, personal and sick leave for employees shall not exceed the provisions for leave as provided in Sections 25-3-93 and 25-3-95. Any personal or vacation leave previously converted to sick leave under a lawfully adopted policy before May 1, 2004, or such personal or vacation leave accumulated and available for use prior to May 1, 2004, under a lawfully adopted policy but converted to sick leave after May 1, 2004, shall be recognized as accrued leave by the local school district and available for use by the employee. The leave converted under a lawfully adopted policy prior to May 1, 2004, or such personal and vacation leave accumulated and available for use as of May 1, 2004, which was subsequently converted to sick leave may be certified to the Public Employees' Retirement System upon termination of employment and any such leave previously converted and certified to the Public Employees' Retirement System shall be recognized.

10. DEFINITIONS

- a. For the purposes of this subsection, the following words and phrases shall have the meaning ascribed in this paragraph unless the context requires otherwise:

- i. "Catastrophic injury or illness" means a life-threatening injury or illness of an employee or a member of an employee's immediate family that totally incapacitates the employee from work, as verified by a licensed physician, and forces the employee to exhaust all leave time earned by that employee, resulting in the loss of compensation from the state for the employee. Conditions that are short-term in nature, including, but not limited to, common illnesses such as influenza and the measles, and common injuries, are not catastrophic. Chronic illnesses or injuries, such as cancer or major surgery, that result in intermittent absences from work and that are long-term in nature and require long recuperation periods may be considered catastrophic.
- ii. "Immediate family" means spouse, parent, stepparent, sibling, child or stepchild.
- b. Any school district employee may donate a portion of his or her unused accumulated personal leave or sick leave to another employee of the same or another school district who is suffering from a catastrophic injury or illness or who has a member of his or her immediate family suffering from a catastrophic injury or illness, in accordance with the following:
 - i. The employee donating the leave (the "donor employee") shall designate the employee who is to receive the leave (the "recipient employee") and the amount of unused accumulated personal leave and sick leave that is to be donated, and shall notify the school district superintendent or his designee of his or her designation.
 - ii. The maximum amount of unused accumulated personal leave that an employee may donate to any other employee may not exceed a number of days that would leave the donor employee with fewer than seven (7) days of personal leave remaining, and the maximum amount of unused accumulated sick leave that an employee may donate to any other employee may not exceed fifty percent (50%) of the unused accumulated sick leave of the donor employee.
 - iii. An employee must have exhausted all of his or her available leave and sick leave before he or she will be eligible to receive any leave donated by another employee. Eligibility for donated leave shall be based upon review and approval by the donor employee's supervisor.
 - iv. Before an employee may receive donated leave, he or she must provide the school district superintendent or his designee with a physician's statement that states the beginning date of the catastrophic injury or illness, a description of the injury or illness, and a prognosis for recovery and the anticipated date that the recipient employee will be able to return to work.
 - v. If the total amount of leave that is donated to any employee is not used by the recipient employee, the whole days of donated leave shall be returned to the donor employees on a pro rata basis, based on the ratio of the number of days of leave donated by each donor employee to the total number of days of leave donated by all donor employees.
 - vi. Donated leave shall not be used in lieu of disability retirement. ' 37-7-307 (2004)

11. JURY DUTY / OTHER LEAVE

This school board shall provide leave **(with pay) (without pay) [district must establish its own policy either to pay or not]** for employees who serve as witnesses under subpoena and/or on juries. The school board cannot recover jury fees from employees who serve on juries. (Attorney General Opinion, *Middleton*, 1991) LEGAL REF.: MS CODE ' 37-7-307 (2005) CROSS REF .: Policies GBRIA - Family and Medical Leave Act

GBRID - Military Leave

Original Adopted Date: 9/14/2010

Approved/Revised Date: 9/14/2010

Record Id: 12210

Family and Medical Leave Act

District: West Tallahatchie School District

Section: G - Personnel

Policy Code: GBRIA - Family and Medical Leave Act

1. Whether the district will require a medical certificate of a serious health condition or recertification and what will happen if the employee fails to do so;
2. Whether the district will require the employee to furnish, prior to being restored to employment, a fitness for duty certificate;
3. That the taking of this leave will count against the employee's annual FMLA leave entitlement;
4. That the employee has a right to substitute paid leave (sick leave, vacation, personal days) for FMLA leave or whether the district will require the substitution of paid leave and any conditions related to substitution;
5. Whether the employee is a "key employee" and that restoration might possibly be denied after taking FMLA leave, explaining the condition required for you to deny restoration;
6. Whether the employee will be required to pay any health insurance premiums to maintain benefits while on leave and the arrangements for making the payments;
7. That if the employee fails to return to work after taking unpaid FMLA leave, he is potentially liable for payment of health insurance premiums paid by the school district;
8. That the employee has a right to restoration to the same or equivalent job* upon return from leave.

The school district is also expected to act in good faith in answering questions from employees about their rights and responsibilities under the FMLA.*

FMLA provides that the school district shall make, keep and preserve records pertaining to its obligations under the Act in accordance with the record keeping requirements of section 11 C of the Fair Labor Standards Act (FLSA) and the FMLA.* No particular order or form of records is required. No requirement exists that requires the school district to revise its computerized payroll or personnel records to comply; however, some items are required.*

Leaves and Absences AND The Family Medical Leave Act of 1993 (P.L. 103-3)

I. GENERAL

A. Definitions

1. "Eligible employee" means one who is employed at a school facility where at least 50 persons are employed, either there or within a 75 mile radius of that school facility as measured by road miles by the shortest route possible; and who has been employed for at least 12 months by the school district as of the date leave commences, and who has also provided at least 1250 hours of service during that 12 month period. Fifty-two (52) weeks of casual, intermittent or occasional employment qualifies as "at least 12 months". School district employees exempt from FLSA requirements are presumed to have worked 1250 hours.

2. "Employee's spouse" means husband or wife as defined by Mississippi Law.
3. "Employee's son or daughter" means biological child, adopted child or foster child, legal ward or the child for whom the employee is standing in loco parentis who is either under the age of 18 or above the age of 18 and incapable of self-care because of a mental or physical disability.
4. "Employee's parent" means biological parent or an individual who stood (or now stands) in loco parentis to an employee when the employee was a child (not to include parents-in-law).
5. "Employee's immediate family member" means spouse, son or daughter or parent as defined hereinabove.
6. For the purposes of FMLA, "serious health condition" means an illness, injury, impairment or physical or mental condition that involves either in-patient care (overnight stay) in a hospital, hospice or residential medical care facility or continuing treatment by a health care provider.*

B. Leave Provisions

1. An eligible employee is entitled to 12 unpaid work weeks of leave during any 12 month period for any one or more of the following reasons:
 - a. The birth of a son or daughter, and to care for the newborn child (within 12 months of the birth).
 - b. The placement of a child with the employee for adoption or foster care (within 12 months of the placement).
 - c. To care for the employee's spouse, son, daughter, or parent with a serious health condition (not parent "in-law").
 - d. Because of the employee's own serious health condition which makes the employee unable to perform the function of his/her job.

IMPORTANT NOTE: The school district must choose any one of the following methods of determining the "12 month period". Once chosen, that method must be used consistently and changed only upon 60 days written notice to all employees.

1. The calendar year;
2. Any fixed 12 month "leave year", that is,
 - a. a fiscal year
 - b. a year required by state law
 - c. a year starting on the employee's employment anniversary date
 - d. the 12 month period measured forward from the beginning date of the employee's FMLA leave
 - e. a rolling 12 month period measured backward from the date the employee uses FMLA leave (may not extend back before August 5, 1993).*
2. Husband and wife employees have a 12 week aggregate leave limit except for personal illness or the illness of a child or the other spouse; that is, if each spouse took 6 weeks of leave for the birth of a child, each could later use an additional 6 weeks due to personal illness or to care for a sick child.
3. Brother and sister employees would have an aggregate limit of 12 weeks to care for their parent.
4. Special rules apply to this school district which allows it to require eligible instructional personnel only to take FMLA leave on an intermittent or reduced leave schedule, or to take leave near the end of a semester. Instructional employees are only those employees whose principal function is to teach and instruct students in a class, small group or individual setting. Instructional employees include teachers, teacher aides and assistant teachers who actually teach, coaches, driver's education instructors and special education assistants such as signers. All other

eligible employees may request intermittent leave or leave on a reduced leave schedule to care for a family member or for the employee's own serious health condition.*

C. Notice Requirement

1. School district employees must provide this district at least 30 days advance notice before FMLA leave is to begin if the need for the leave is foreseeable based on an expected birth, placement for adoption or foster care or planned medical treatment for a serious health condition of the employee or family member.

2. Due to lack of knowledge or a medical emergency, notice must be given as soon as is practicable, which means as soon as both practical and possible or at least verbally within 1 or 2 working days when the need for leave becomes known to the employee (followed by written notice).*

3. Failure to give 30 days notice for foreseeable leave may result in the denial of the taking of FMLA leave until at least 30 days after the date the employee provides notice.*

II. REQUIRED CERTIFICATION

A. Eligible employees shall provide the superintendent certification of a serious health condition for his/her own serious health condition or that of a family member. The certification, to be signed by the health care provider,* shall be attached to the required written notice or submitted in a timely manner which shall be no more than three (3) working days after providing written notice. No leave period may begin without the approval of the superintendent. No approval shall be granted by the superintendent without the required written notice and certificate.

B. The certification is to include the following:

1. The date on which the serious health condition in question began.

2. The probable duration of the condition.

3. Appropriate medical facts regarding the condition.

4. A statement that the employee is needed to care for a spouse, parent or child (along with estimate of the time required) or that the employee is unable to perform his/her functions, and, in the case of intermittent leave, the duration of treatment to be given.

5. Signature of health care provider.

C. The school district may require that a second opinion be obtained at the school district's expense. The second opinion may not be provided by a health care provider employed by this school district. In the event of conflicting opinions, the school district may pay for a third and final provider to offer a binding decision.

D. The school district may require subsequent written recertification on a reasonable basis.

III. EMPLOYMENT BENEFITS PROTECTION

A. An employee who completes a period of leave and has complied fully with the terms of this policy shall be returned either to the same position he/she had before the taking of leave or to a position which is genuinely equivalent (as compared to a comparable or similar job) in pay, benefits, and other terms and conditions of employment.

B. Taking of leave shall not result in the loss of any previously accrued seniority or employment benefits. Except for health benefits, no other benefits will accrue during the leave period.

C. The school district may exempt from the restoration requirement in paragraph A above a key employee who is in the highest paid 10 percent of this district's workforce within a 75 mile radius of the school facility if restoring the key employee would cause substantial and grievous injury to the classroom and instructional program.*

D. The school district shall notify the key employee of its intent not to restore him/her at the time of the request for leave or when the determination is made. If the leave has begun, the key employee shall have the option of deciding whether or not to return to work after receiving the notice. An employee who is not restored shall be considered to be on leave for the duration of his/her leave period.*

E. Health benefits shall continue through an employee's leave period, even for key employees who have been notified that reinstatement will be denied. The school district shall recover health coverage premiums paid for an employee who fails to return from leave except as follows:

1. No recovery will be made from a key employee who has chosen to take or continue leave after receiving notice of non-reinstatement.

2. No recovery will be made from an employee who fails to return from leave if the reason is the continuation, recurrence, or onset of a serious health condition, or something else beyond the employee's control, all of which is subject to the certification requirement in Section II, above.

IV. PROHIBITED ACTS

This school district shall not interfere with or restrain an eligible employee's right to exercise the provisions of this policy.*

This policy shall take effect and be in force from and after August 5, 1993. An employee's service prior to this effective date shall be counted in determining whether the employee is eligible for leave.

LEGAL REF.: Family and Medical Leave Act of 1993

CROSS REF.: Policies GBRI - Absence from Duty

GBRID - Military Leave

Original Adopted Date: 9/14/2010

Approved/Revised Date: 9/14/2010

Record Id: 12211

EMPLOYEE HANDBOOK RECEIPT AND ACKNOWLEDGMENT

I, _____ have read West Tallahatchie School District's Employee Handbook, and I agree to comply with the policies and procedures described in the handbook.

“At-Will” Employees

I understand and agree that I am an “employee-at-will.” I understand my employment is for an unspecified period of time, and that either the District or I may terminate employment at any time, with or without reason or notice. I acknowledge the employee handbook is NOT an employment contract, nor is it intended to create any contractual rights, obligations, or guarantees of my future employment with the District. In addition, I understand no one has the right to alter the employment-at-will relationship other than the Superintendent.

Licensed Employees

I understand I am a “licensed” employee. I understand the policies described in this handbook do not explain every employment situation. These are merely guidelines. Further, I acknowledge that the District may add, change, or delete any policy in this handbook with or without notice.

Further, this employee handbook is the property of West Tallahatchie School District. I understand it has been compiled for information purposes, and it is to be returned when I leave the employment of this district.

Check Applicable: _____ “At-Will” Employee _____ Licensed Employee

Signed: _____

Date: _____

The West Tallahatchie School District does not discriminate on the basis of race, color, national or ethnic origin, sex, disability, religion, veteran status, or age in the admission to and provision of educational programs, activities, and services or employment opportunities and benefits. The West Tallahatchie School District is an equal employment employer.