

SAINT PETER INDEPENDENT SCHOOL DISTRICT 508
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003. ADMINISTRATION

003.1 The Superintendent of Schools

The Superintendent of Schools shall be held accountable to the Board of Education for all aspects of administering the school system except as otherwise prescribed by law. It is expected that he or she will delegate portions of that responsibility to principals and other personnel, but the responsibility for the performance of staff members shall not be delegated.

Reviewed: 12/99
05/04

003. ADMINISTRATION

003.1 The Superintendent of Schools

003.11 Board of Education and Superintendent Relationship

The purpose of this policy is to develop an understanding between the administration and the Board of Education about the Superintendent's role, and to assure a close working relationship that is unhindered by Board of Education intrusion into the day-to-day operation of the schools.

The Board of Education as a whole:

1. Holds the Superintendent responsible for the administration of the School District;
2. Gives the Superintendent authority commensurate with his/her responsibility;
3. Attempts to provide the School District with the most professional administrative personnel available;
4. Appoints employees after recommendation of the Superintendent;
5. Participates in Board of Education action after considering the recommendation of the Superintendent and after the Superintendent has furnished adequate information supporting his/her recommendations;
6. Expects the Superintendent to keep the Board of Education adequately informed at all times through both oral and written reports;
7. Devotes appropriate time to the ongoing development of educational policies;
8. Gives appropriate time to the ongoing development of educational policies;
9. Refers all complaints to the proper administrative officer or insists that they be presented in writing to the entire Board of Education;
10. Presents any personal criticisms of employees to the Superintendent;
11. Proves support for the Superintendent so the Superintendent may perform his/her functions on a professional level;
12. Recognizes that the overall authority for School District operation rests with the Board of Education operating in legal meetings and does not rest with any individual member of the Board of Education except as may be specifically authorized by law; and

13. Provides adequate safeguards for the Superintendent and other personnel that will allow them to perform their proper functions on a professional basis. These safeguards involve supporting the Superintendent in efforts to protect the personnel and the school from individuals and organizations seeking to exploit the school for self-serving reasons.

The Superintendent, in his/her relationship with the Board of Education and the School District, utilizing the written position description and previously established performance goals should:

1. Give full, faithful, and diligent attention to all administrative duties;
2. Discharge his/her responsibilities to the faculty, students, and parents/guardians in a professional manner;
3. Have a concern for the educational program and students in the School District;
4. Keep the Board of Education fully informed on all School District affairs so that the Board of Education shall have the benefit of his/her professional recommendations;
5. Prepare and recommend such Board of Education policies and School District rules and regulations as may be necessary for the School District's administration;
6. Prepare for Board of Education consideration necessary amendments to school laws and keep the Board of Education fully informed on current developments in school law, including statutory and rule changes and course decisions;
7. Be an educational and community leader and reasonably participate in community and educational affairs;
8. Interpret the needs and educational programs of the School District to the community it serves;
9. Insist that the business transactions and financial affairs of the School District be in compliance with state laws and accounting practices; and
10. Recognize that the overall authority for School District operation rests with the Board of Education operating in legal meetings and does not rest with any individual member of the Board of Education unless specifically authorized by law.

Reviewed: 12/99
05/04

003. ADMINISTRATION

003.1 The Superintendent of Schools

003.12 Duties of the Superintendent

The administration of the school system in all its aspects shall be delegated to the Superintendent as Chief School Administrator. These administrative functions shall be in accord with the policies adopted by the Board of Education.

The execution of all decisions made by the Board of Education concerning the internal operation of the school system shall be delegated to the Superintendent.

Reviewed: 12/99
05/04

003. ADMINISTRATION

003.2 Site-Based Decision Making

I. PURPOSE

The purpose of this policy is to establish the Board of Education's support of site-based decision making.

II. GENERAL STATEMENT OF POLICY

The Board of Education believes students, parents/guardians, School District personnel, and the community at large are essential stakeholders in the education of School District students. The Board of Education encourages participation of the stakeholders in site-based decision making designed to encourage stakeholder involvement in improving student achievement.

III. REQUIREMENTS

- A. Minnesota Statutes place the responsibility for the operation of local School Districts in the hands of the local Board of Education and by its designation, the Superintendent of Schools as Chief School Administrator. The Board of Education shall retain this ultimate responsibility.
- B. The Board of Education is responsible to allocate resources to sites for maintaining and improving the educational program. The site team will have the authority to make and implement decisions within the parameters of site-based decision making set by the Board of Education.
- C. The Board of Education directs the Superintendent to encourage stakeholder participation in site-based decision making.
- D. Site teams shall submit educational improvement plans to the Board of Education and Superintendent for approval.

First Reading: June 17, 1999

Adopted: July 12, 1999

Reviewed: December 1999
May 2004

003. ADMINISTRATION

003.3 Decisions in the Absence of Board of Education Policy

When a situation arises that is not covered by Board of Education policy and requires immediate attention, the Superintendent will act to resolve the situation. The Superintendent shall inform the Board of Education, as soon as practical, that such an action has been necessary. At the discretion of the Board of Education Chair, the Superintendent's decision will be reviewed at an appropriate time.

Reviewed: 12/99
05/04

003. ADMINISTRATION

003.4 Review of Administrative Decisions

Every employee of the School District has the right to appeal any administrative decision. All grievances and appeals for review of decisions will be made first to the employee's immediate supervisor, and thereafter through appropriate successive steps, as necessary, to the Board of Education.

Reviewed: 12/99
05/04

003. ADMINISTRATION
003.5 Emergency Closings

The Superintendent is authorized to direct the early dismissal or cancellation of school classes in the event of inclement weather, unfavorable road conditions, or other emergencies that threaten the safety or well being of students and employees. When excusing all students from attending school, delaying the opening hour, or dismissing students early, the administration has the responsibility to see that as much of the administrative, supervisory, and operational activity is continued as may be possible.

Reviewed: 12/99
06/04

003. ADMINISTRATION
003.6 Bombs and Bomb Threats

I. INSTRUCTIONS FOR RECEIVER OF A CALL

Schools have been primary “targets” of bomb threats particularly on a seasonal basis (spring and fall). However, there have also been documented cases where actual bombs have been found and /or detonated. Bomb threats should be taken seriously. A person receiving a bomb threat should attempt to do the following:

- A. Attract someone else’s attention (without tipping off the caller) in an attempt to have the call traced (note: office staff members are most likely to receive such a call and should be familiar with the process for tracing a call);
- B. Obtain as much information as possible, i.e. the time set for the explosion, the exact location of the bomb, the type of explosive device, what it looks like, and why the bomb was placed in the school. Justify your request for more data by expressing a desire to save the lives of innocent people. Pay particular attention to any strange or unusual background noises and the voice of the caller;
- C. Immediately notify the Building Administrators and the Superintendent. A decision will be made on whether or not to evacuate the building. It is not

recommend that school evacuation be made in all cases as circumstances will vary in each incident; and

- D. On request of Building Administrators or the Superintendent call the Police Department (934-1550), and/or the Sheriff's Department (931-1570).

II. BUILDING ADMINISTRATORS' OR DESIGNEES' RESPONSIBILITIES

- A. Check the receiver of the call for authenticity and other pertinent information.
- B. Report to the emergency command center.
- C. Call the Police and/or Sheriff's Office, if not already done.
- D. Evaluate the bomb threat and determine the course of action that will be taken from the emergency command center.
 - 1. Deploy search teams from the command center to search the outside and inside of the building; and
 - 2. Alert all staff members to conduct a search of their classroom, office, or work area and report any unusual conditions.
- E. Meet with law enforcement officials regarding search and further procedures.
- F. Handle all inquiries from the news media.
- G. Follow the administrative rules for bomb threat procedures.

III. EVACUATION OF THE BUILDING

- A. If the building is to be evacuated in response to a bomb threat, the Building Administrators should:
 - 1. Notify the Police Department immediately;
 - 2. Evacuate the building immediately with everyone going at least 500 feet from the building (175 paces). School should not be cancelled or students sent home;
 - 3. Have teachers make a visual check of their classrooms as they evacuate reporting anything unusual to the police. DO NOT TOUCH ANYTHING SUSPICIOUS;
 - 4. Teachers, aides, and nurses will be responsible for persons in rooms at the time of evacuation; and

5. Have teachers take their class roll once evacuated. Teachers who do not have classes should make certain everyone is at least 500 feet from the building.
- B. Building Administrators or custodians should make a visual check for persons still in the building.
 - C. No individual should reenter the building or an area of the building unless cleared by the Police Department. If requested by the Police Department, the Building Principal and a building designee should conduct a visual search of the interior and exterior of the building.
 - D. If the evacuation is for the remainder of the school day, students should be moved to a safe distance away from the building. Activate a plan to move the students to a secure area. Students will be dismissed or transported home from this area.
 - E. All doors should be secured.

If the building is NOT to be evacuated in response to a bomb threat, all staff personnel should make a visual check of their area of building responsibility and report anything unusual to the Principal.

Reviewed: 12/99
05/04

003. ADMINISTRATION

003.7 Emergency Action Plan

I. PURPOSE

The purpose of the Emergency Action Plan is to act as a guide for building administrators in preparing a site-specific Emergency Action Plan.

II. GENERAL INFORMATION

A. The Policy and Plans

The School District will create and update an Emergency Action Plan created in consultation with local community response agencies and other appropriate individuals and groups likely to be involved in assisting with a school emergency. Each building administrator will tailor a crisis-management plan to meet that building's specific situation and needs.

The School District administration and/or the administration of each building will present tailored crisis-management plans to the school board for review and approval.

B. Elements of the District Emergency Action Plan

1. General Crisis Procedures. The Emergency Action Plan will include general crisis procedures for securing the building, classroom evacuation, building evacuation, campus evacuation, and sheltering. It will designate the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating the building-specific crisis-management plans. Each building will have access to a copy of the Emergency/Disaster Preparedness Planning Guide. This guide will assist in development of the building-specific crisis-management plans.

a. Lock-Down Procedures. Lock-down procedures will be used in situations that may result in harm to persons inside the school building, such as a shooting, hostage incident, intruder, trespassing, disturbance, or at the discretion of the building administrator or designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. The alert will be made using a pre-selected code word. Provisions for emergency evacuation should be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their

building as part of the building-specific crisis-management plan.

- b. Evacuation Procedures. Classroom, building, and campus evacuations may be implemented at the discretion of the building administrator or designee. Each building's crisis-management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee, as appropriate. Safe areas may change depending on the emergency.
 - c. Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency. The building administrator or designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for a building as part of the building-specific crisis-management plan.
2. Crisis-Specific Procedures. The Emergency Action Plan includes crisis-specific procedures for potential crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed so that building administrators can tailor response procedures when creating building-specific crisis-management plans.
 3. Additional Procedures. The school district administration will present recommended early school closure, media and grief-counseling procedures to the school board for review and approval. Upon approval, such procedures will be an addendum to this policy.
 - a. Early School Closure Procedures. The superintendent will make decisions about closing a school or any school district building. Such decisions will be made by the superintendent as early in the day as possible. The early school closure procedures will describe potential reasons for early school closure (weather-related or a crisis situation), will specify how the decision will be communicated to staff, students, families and the school community (including means such as broadcast media, local authorities, or a phone tree), and will discuss factors to be considered in closing and reopening a school or school district building. The early school closure

procedures also will include a process for reminding parents and guardians to listen to designated radio and TV stations for school closing announcements, where possible.

- b. Media Procedures. The superintendent has the authority and discretion for notifying parents and guardians and the school community in the event of a crisis or early school closure.
- c. Grief-Counseling Procedures. The recommended grief-counseling procedures will provide for initiating a grief-counseling plan utilizing available resources such as the school psychologist, counselor, community grief counselors, or others in the community. The grief-counseling procedures will be used whenever determined by the superintendent or the building administrator to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The grief-counseling procedures should include the following steps.
 - (1) Meet with school counseling staff to determine the level of intervention for students and staff (was the crisis on campus, were there student or staff witnesses, etc.).
 - (2) Designate specific rooms as private counseling areas.
 - (3) Escort siblings and close friends of the victim(s) and other highly stressed students and staff to counselors.
 - (4) Prohibit the media from questioning students or staff.
 - (5) Follow-up with students and staff who receive counseling.
 - (6) Resume normal routines as soon as possible.

Upon approval, such grief-counseling procedures will be an addendum to this policy.

- 4. Facility Diagrams and Site Plans. School buildings will have a facility diagram and site plan showing at least the following: the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, the fire alarm control panel, fire alarms, fire extinguishers, hoses, water

spigots, and utility shut offs. The facility diagrams and site plans will be available in the office of the building administrator and in appropriate areas and will be kept on file in the school district office.

5. Emergency Telephone Numbers. Each building will maintain a current list of emergency telephone numbers and the names and addresses of local and county personnel who are likely to be involved in resolving a crisis situation. The list will include numbers for agencies such as the police, fire, ambulance, hospital, the Poison Control Center, local, county, and state emergency management agencies, local public works department, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency, so that they may be contacted as appropriate. A copy of the list for each building will be kept on file in the school district office and will be updated annually.
6. Crisis Response Teams
 - a. Composition. The building administrator in each school building will select a crisis response team trained to respond in an emergency. All team members will be trained to carry out the building's crisis-management plan and have knowledge of procedures, evacuation routes, and safe areas. Team members must be willing to be actively involved with resolving crises and be available to assist when necessary. Each building will maintain a current list of crisis response team members and update it annually. A copy of the list will be kept on file in the school district office.
 - b. Leaders. The building administrator or designee serves as the leader of the crisis response team and the principal contact for emergency response officials. When they are present, emergency response agents may elect to take command and control of the situation. It is critical in this situation that school officials assume a resource role and are available to the emergency response personnel.
7. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff should be aware of the District Emergency Action Plan and their own building's crisis-management plan. Employees shall receive a copy of the relevant building specific crisis-management plan and periodically shall receive training on

plan implementation.

8. Students and Parents/Guardians. Students and parents/guardians shall be made aware of the school district's Emergency Action Plan and relevant tailored crisis-management plans for each school building. Students shall receive specific instruction on plan implementation and shall participate in a required number of drill and practice sessions throughout the year.
9. Warning Systems
 - a. The school district shall maintain a warning system designed to inform students, employees, and visitors in the facilities of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school district buildings.
 - b. It shall be the responsibility of the building administrator to inform students and employees of the system and the means by which the system is used to identify the specific crisis or emergency involved.
10. Off-Site Activities. The Superintendent will work with appropriate personnel to ensure that an Emergency Action Plan is in place for all off-site activities for students.

Adopted: June 2006

003. ADMINISTRATION

003.8 Animals in the Classroom

I. GENERAL STATEMENT OF POLICY

The School District reserves the right to prohibit animals on school property if the presence of the animals negatively interferes with the health, safety, and/or educational opportunities of students or staff.

II. PROCEDURES FOR ANIMALS IN THE CLASSROOM

A. Before bringing an animal into the classroom, a teacher must:

1. Ask parents/guardians about potential allergies associated with having animals in the classroom. If any parent/guardian objects to having the animal placed in the classroom, accommodations will be made where appropriate;
2. Receive the principal's permission prior to having animals in the classroom; and
3. Assure a specific and appropriate educational purpose.

B. Once an animal is in the classroom, the teacher must:

1. Locate sensitive students away from animals and habitats;
2. Clean the cage regularly;
3. Locate animals away from ventilation system vents to avoid circulating allergens;
4. Dispose of feces properly; and
5. Provide for a plan of care for classroom-housed animals in the event of an emergency school closing which might cause disruption of the care of the animals.

C. If any student experiences a problem after an animal has been placed in the classroom, accommodations will be made where appropriate.

D. Before bringing a pet to school, a student must give advanced notice to the teacher and the principal. The principal may require evidence of the animal's health. The school reserves the right to deny a request. It is the responsibility of the teacher to notify parents/guardians regarding potential exposure to the animals.

ANIMALS IN THE CLASSROOM FORM

DATE OF REQUEST: _____

DATE OF VISITATION: _____

OWNER'S NAME: _____

TYPE OF ANIMAL: _____

CLASSROOM TO BE VISITED: _____

PROOF OF VACCINATIONS WHERE APPROPRIATE: _____

PET NOTIFICATION FORM HAS BEEN SENT: _____

TEACHER SIGNATURE: _____

PLEASE GIVE THIS FORM TO THE PRINCIPAL

ANIMAL NOTIFICATION FORM

Date: _____

Dear Parent:

I have received a request for a pet to be brought to our classroom. In following our school's policy concerning animals in the classroom, I must verify that no child or adult within the classroom has an allergy that may be affected by this animal.

The type of animal is a _____.

If your child DOES have an allergy to this type of animal, please complete the bottom portion of this note and return it to me by _____. If your child DOES NOT have an allergy, you do not need to return any information.

Thank you for your help.

Sincerely,

Complete and return this portion if your child DOES have an allergy.

_____ DOES have an allergy to the type of animal listed above.

Parent's Signature: _____

Date: _____

Please return to your child's teacher. Thank you for your assistance.