

**The “Mark of Distinction” Recognition Program  
for NSPRA Chapters  
Entry Form**  
(Please include this form with each individual entry)

Chapter Name: **Missouri School Public Relations Association**

Chapter President: Mrs. Jill Filer

*President’s contact information*

District/Organization: Harrisonville Schools

**Address:** 503 S. Lexington

**City/State/Zip Code:** Harrisonville, MO 64701

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**Right to Use Materials Statement**

On behalf of the Chapter, I agree that NSPRA has the right to use any materials, project/program examples, etc., submitted in this entry in Association print/online publications, on the web site, and as “best practice” resources for NSPRA chapters.

Signature of Chapter President:



**Application Process Checklist**

- Each entry includes this cover form and the Page 2 entry specifics form.
- A CD-R, CD-RW or flashdrive containing PDF files of the overview and documentation materials.**
- Entry documentation is also submitted in a 3-ring binder or folder. **Please do not use plastic sleeves for each individual page.** Limit use of plastic sleeves to presenting materials that are less than 8x10 page size or over-sized and difficult to three-hole punch. If several entries are combined in the binder, each entry must be clearly separated and marked appropriately.
- Chapter president has signed the “right to use materials” statement on the entry form.
- Entry is postmarked no later than May 15** and sent to NSPRA, Chapter Mark of Distinction Program, 15948 Derwood Road, Rockville, MD 20855.



**Entry Specifics**

**Chapter: Missouri School Public Relations Association**

**Please complete and include the information below for each individual entry**

Current number of chapter members: **135**

NSPRA-provided membership baseline number as of June 1: **65**

Number of chapter members who belong to NSPRA as of April 30: **52**

**\*\*\* Section II: Special Focus Areas**

**\*\*\* Category A – chapter has less than 50% NSPRA membership**

**\*\*\* 1. Professional Development/PR Skill Building**

## **Missouri Public Schools Association Entry**

The Missouri Public Schools Association is committed to improving school communication through extensive professional development opportunities for our members. Prior to the beginning of the 2010-11 school year, the MOSPRA Executive Board set the tone regarding the importance of professional development for our members. Among the goals include:

1. Continue to host the Fall and Spring Conference at which members can learn about new trends in school communications, as well as brush up on current skills. The sessions for both conferences were developed based on a member survey.
2. Through four regional groups, provide convenient professional development opportunities at least every other month.
3. Improve the promotion of the Jim Dunn Professional Development Scholarship to our members. This scholarship will be presented annually to a MOSPRA member who demonstrates need for financial assistance in obtaining professional development to enhance their personal career as well as to help them better serve public education in the field of communication. There is a maximum limit of \$500 each calendar year that is presented to one individual at the annual spring conference.
4. Due to improved finances, allot more money for scholarships that will help members whose districts have limited funds to attend professional development opportunities. MOSPRA allocated funds to provide ten \$250 scholarships to state conferences and one \$500 scholarship to NSPRA. In addition, the MOSPRA Executive Board allocated \$2,000 in the budget to offset the costs of the President and President-Elect to attend NSPRA. If one or the other cannot go or does not need the money (their district will pay), then it will go to another Executive Board member.
5. Through the hiring of a part time office manager, improve the website to include a members-only area featuring helpful documents and articles.
6. Form an APR study group to encourage members to seek accreditation in public relations.

### **Alignment with NSPRA Goals and Objectives**

We believe that the MOSPRA goals regarding professional development match Objective 1 of Goal 1 set by NSPRA. See below.

**Goal 1:** NSPRA will be the professional organization that is indispensable to school public relations professionals and other education leaders.

**Objective 1:** NSPRA members will have the skills they need to plan and implement an effective public relations program.

## **MOSPRA Goal 1 - Fall and Spring Conference**

The Missouri School Public Relations Association has collaborated for more than five years with the Missouri Association of School Administrators(MASA) to host a spring conference. Four years ago, MOSPRA decided to add a fall conference in order to provide additional professional development opportunities. This conference has been held in the St. Louis area, mid-state area and in Branson, MO.

On Nov. 11-12, 2010, the Kansas City area members hosted the conference. More than 40 MOSPRA members attended the conference, which featured speakers on staff morale and internal communication. The Fall Conference also provided opportunities for group discussion of various school PR issues.

MOSPRA has enjoyed its relationship and partnership with MASA, and this positive partnership is best exhibited through the annual Spring Conference. This year, the conference was held March 20-22 at the Lake of the Ozarks. Session topics included advanced media relations, licensing your brand, customer service, successful bond/levy strategies, use of social media and an idea borrowed from NSPRA – the “Gold Mine” session. MOSPRA members provided most of the presentations, which helps boost the confidence that superintendents and other non-PR administrators have in PR professionals. Additionally, MOSPRA members had the opportunity to attend the MASA sessions, which included improving energy consumption, open enrollment issues, special education and leadership advice. Like the Fall Conference, the Spring Conference provided opportunities for MOSPRA members to talk to one another about issues affecting our school districts. Fifty MOSPRA members attended the Spring Conference in 2011, up five from the previous year.

The Spring Conference also includes an awards dinner that recognizes the “best of the best” in our membership. MOSPRA presents the “Professional of the Year” and “Rookie of the Year” awards. We also present two awards to non-MOSPRA members – the “Distinguished Service” award and the “Administrator of the Year” award. Previously, MOSPRA presented the publication awards at the Spring Conference. However, in an attempt to boost attendance at the Fall Conference, MOSPRA will present those awards each fall. *Divider number one includes registration and conference session information.*

## **MOSPRA Goal 2 - Regional Professional Development Opportunities**

MOSPRA has divided itself into four regions- Western, Ozark, Eastern and Mid-State – with a governing director for each region. This organization has provided the opportunity for our members to access more frequent training opportunities in a more convenient location. Each of these groups meets at least every other month during the school year. These meetings have offered a variety of training sessions, including social media, Sunshine Law, the Family Educational Rights and Privacy Act, storytelling, NSPRA conference-recap, and much more. *Divider number two includes a sampling of registration lists, agendas and presentations for these meetings.*

### **MOSPRA Goal 3 - Jim Dunn Professional Development Scholarship Promotion**

We have found that few of our members know that they can apply for the Jim Dunn Professional Development Scholarship. This scholarship is presented annually to a MOSPRA member who demonstrates need for financial assistance in obtaining professional development to enhance their personal career as well as to help them better serve public education in the field of communication. Through our MOSPRA Moment e-blast, we stepped up our efforts to encourage applications, which increased this year. We also made regular announcements at our Fall and Spring conferences. John Baccala from Hickman Mills C-1 School District won the \$500 scholarship this year and it funded his attendance at a pre-conference session at the Spring Conference on using the iPad. *Divider number three includes a sampling of our promotion of this scholarship.*

### **MOSPRA Goal 4 – Allocation of funds**

Other than the Jim Dunn Scholarship, MOSPRA has not yet awarded these funds. However, divider number four will show the budget allocation for those funds. We are hearing from our members that budget cuts are affecting our members' attendance at MOSPRA and NSPRA conferences and other professional development events. In addition, these budget cuts are affecting the interest by our members in MOSPRA elected offices. Therefore, the 2010-11 budget reflects our organization's commitment to provide funding for professional development. We have budgeted \$5,000. *Divider number four includes our budget.*

### **MOSPRA Goal 5 – Improved MOSPRA website to include document vault**

Within the past year, MOSPRA has worked hard to recruit documents for the website. However, until a part-time office manager was hired earlier this calendar year, we did not have many documents posted. We have now organized our MOSPRA Document Vault with the following headings: archive, bond issue/tax levy campaigns, brochures/publications, surveys, budget communications, MSIP 5, communication plans, crisis communications, electronic communications, electronic communications, event planning, internal communications, legislative issues, media relations, MOSPRA/NSPRA conference materials, newsletters, presentations, staff recruitment training and regional meeting archives. The MOSPRA Document Vault is password-protected and provides our members with easy access to professional development materials, sample letters and other documents and presentations from professional conferences. *Divider number five includes a sampling of documents from the MOSPRA Document Vault.*

### **MOSPRA Goal 6 – APR Study Group**

This year, veteran school public relations professionals, Kim Cranston, APR, and Cindy Gibson, APR, offered their expertise in helping MOSPRA members with the certification process for APR. Kim and Cindy scheduled four different four-hour meetings for MOSPRA members. *Divider number six includes the schedule and syllabus.*

**Sponsors**



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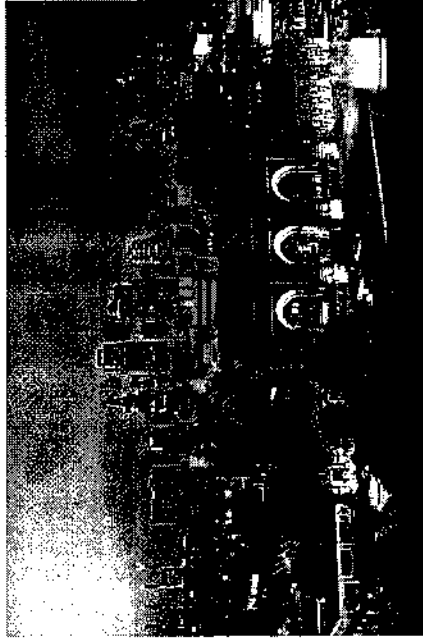
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**Special Thanks**

Harrah's North Kansas City  
Todd Long—Leadership Innovations  
Platte County Resource Center  
Shining Star Catering

**SIPRA**



**MOSPRA  
Fall Conference**

2010

**Staff Morale &  
Internal  
Communications**

November 11-12, 2010  
Kansas City, MO

## Thursday

11:30 a.m. Registration  
12 p.m. Lunch (Sponsored by: School Wires)



**Program: Staff Morale (Harrah's North Kansas City)**  
Harrah's North Kansas City opened its doors in September 1994. The property has 392 hotel rooms, over 1,700 slot machines, 64 table games, 5 restaurants, a night club, and 10,000 square feet of convention space. The property employs 1,200 team members and has been recognized three consecutive years (2007, 2008, and 2009) by the *Kansas City Business Journal* as the #1 Best Place to Work in Kansas City, and most recently was recognized as a finalist in 2010.

Tom Cook, Senior Vice President and General Manager of Harrah's North Kansas City Casino & Hotel, will share the story of how Harrah's North Kansas City went from being one of the worst ranked properties to work at to being an award-winning employer. Tom is originally from California, and has an Economics degree from UC Davis and his MBA from UCLA. He currently serves as a board member for the North Kansas City Business Council.

2:30 p.m. Break

3-4:30 p.m. Group Discussion

As a group we will discuss the presentation topic and what ideas we heard that could be taken back and implemented in our school districts. Large group discussion and overview will be led by David Luther, Jefferson City Public Schools.

Following discussion with the full group of attendees, we will divide up into smaller groups for conversation around the following:

- Staff Recognition & Award Programs
- Convocation & Other All Staff Gatherings
- Staff Surveys & Next Steps

Small group discussions will be facilitated and notes will be compiled and shared out with the group.

## Friday

7:30 a.m. Breakfast (Sponsored by: )



**Program: Internal Communications (Todd Long)**  
Todd has over 15 years of experience working with corporate, nonprofit, educational, government, and church groups consulting, designing, and implementing training programs to help develop exceptional leaders, excellent teams, and significant organizations.

He is the owner and founder of Leadership Innovations; a training and consulting company that provides leadership development, organizational enrichment, and facilitated collaboration.

In this session, participants will...

- Identify what (content) to communicate when morale is low and organizations are facing difficulties.
- Learn the messages of motivation (Recognition, Responsibility, Respect, and Resources).
- Learn how (approach) to communicate when morale is low.
- Identify strategies to help school leadership communicate the right message, the right way and at the right time when morale is low.

10 a.m. Break

10:30-Noon Group Discussion

As a group we will discuss the presentation topic and what ideas we heard that could be taken back and implemented in our school districts. Large group discussion and overview will be led by Paul Tandy, Parkway School District.

Following discussion with the full group of attendees, we will divide up into smaller groups for conversation around the following:

- Internal Newsletters
- Intranets/Social Media
- Internal Communication Plans

Small group discussions will be facilitated and notes will be compiled and shared out with the group.



***Special Thanks To The Following For Contributions  
To MASA Events And Programs During 2010-11.***

PFM Asset Management, Inc. (MOSIP)

Forrest T. Jones & Company

Lawrence E. Smith & Associates

George K. Baum and Co.

Commerce Bank

Brian Cave Law Firm

Stifel, Nicolaus and Company, Inc.

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American Fidelity Assurance Company

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Simplified Online Communication System (SOCS)

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***Special Thanks To The Following For Contributions  
To MOSPRA Events And Programs During 2010-11.***

TextiCaster

Patron Insight

Major Saver

SchoolWires, Inc.

Alert Now/Blackboard Connect

SchoolReach



Missouri Association  
of School Administrators

&

**MOSPRA**

Missouri School Public Relations Association

# Spring Conference Program



2010-2011

## Tuesday, March 22 Schedule

### MOSPRA Breakfast & PR Issues Discussion

Seachase Room - 7:30 am

*Breakfast Sponsored by  
Major Saver and SchoolWires*

**Crisis Communication: Strategically Providing the Right Message to Your Audiences During and After an Emergency**

8:00 am - 9:00 am Seachase

*Presenters: Jill Filer, Harrisonville; Cathy Allie, Raytown, David Luther, Jefferson City and Christine Splichal, Spring Hill, Kansas.*

A student murdered. A school burns. Student dies as a result of a football injury. A bus overturns. Learn from a panel of communication professionals how they developed strategies, worked collaboratively with other agencies, and delivered the right message to their audiences during and after a crisis in their district.

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### MASA Breakfast & Business Meeting

8:00 am - Granada B/C

*Breakfast sponsored by  
Mickes Goldman O'Toole, LLC*

*American Breakfast Buffet*

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### School Finance & Legislative Issues

9:00 am - Granada B/C

One of the most popular and informative sessions of the three-day meeting will feature Chris Straub, Penney Rector, and Roger Kurtz who will share the latest information about school finance as well as their outlook on legislation pending before the Missouri General Assembly. Learn the latest from the state Capitol on the budget situation, pending legislation and where the group believes we are headed in the future.

## Sunday Afternoon 2:00 pm - 4:00 pm

Learning and Leading with the iPad

2:00 pm - 4:00 pm Marbella A

*Presenter: Apple Computer*

As an educational leader, you strive to lead by example. This is an opportunity to understand and use a revolutionary new technology tool that is being adopted by schools and universities around the world. This session will provide a basic understanding of the new Apple iPad2. Those who have preregistered for this session will receive the new Apple iPad2 as part of this program. If you already have an iPad and want a better understanding of how to use this amazing tool, please feel free to join this session - there is no cost to attend for those who already own an iPad.

**Baboon on the Loose**

*Sponsored by AlertNow/Blackboard Connect*

2:00 pm - 4:00 pm Marbella B

*Presenters: Diana Gulotta, Hazelwood; Chris Tennill, Clayton; and Paul Tandy, Parkway*

Three experienced school communication professionals will share the importance of media relations and crisis communications skills in this session geared toward anyone who might have to face the media. Diana, Chris and Paul will walk you through real-life media situations and share lessons learned and advice in overcoming these difficult public relations scenarios. For example, learn how the Hazelwood School District administrators responded to the threat of a baboon on the loose near an elementary school. You will leave this session with tools you need to effectively communicate in a school crisis.

**Superintendent Discussion Groups**

2:00 pm to 4:00 pm Seachase

*Moderators: Members of the MASA Program Committee*

One of the goals of this conference is to bring school administrators together to discuss issues and to learn from each other. This informal session will focus on a variety of issues that school districts are facing such as budgeting, personnel decisions, instructional issues and anything else the group would like to discuss. The participants will be the presenters in this session as each share their own thoughts and ideas as we move into a period of declining revenues and increased accountability. This is an opportunity to share and learn with your colleagues.



## Monday Afternoon 3:30 pm to 4:30 pm

**Thinking About A Four-Day Week?**

**3:30 pm to 4:30 pm** Marbella A

*Presenter: Chris Blackburn, Lathrop R-II*

As finances get tighter and tighter, more school districts across the country are considering a four-day week. This year, the Lathrop R-II School District became the first district in the state to schedule a four-day week. Superintendent, Chris Blackburn will share the pitfalls, parent reactions, unintended consequences and the benefits of the four-day schedule in her school district.

**Technology Briefing for K-12 Education**

**3:30 pm to 4:30 pm** Valencia 2

*Presenter: Murphy Tetley, Technology Instructor, William Woods University*

Murphy Tetley will discuss new "cloud" initiatives for education as well as new hardware and software options for education that are on the horizon. With more and more school districts looking at distance learning as a way to enhance curriculums, this session will include a presentation on new technologies that are on the horizon and available now to provide distance learning.

**Whether It's Student Disabilities, etc., the OCR Will Be Visiting**

**3:30 pm to 4:30 pm** Escollo

*Presenter: Tom Mickes, Mickes Goldman O'Toole LLC*

The Office of Civil Rights has broad jurisdiction to make your life miserable. Since March, 2010, gender equity has become the OCR's favorite, with special education and discrimination closing quickly. This workshop will provide practical tips for preparing for the OCR and for surviving their reviews.

**Minimizing the Threat of Influenza Through School-Located Influenza Vaccination (SLIV) Programs**

**3:30 pm to 4:30 pm** Seachase

*Presenters: Margaret Donnelly, Director of Missouri Department of Health, Jean Grabeel, RN, BSN, M.Ed., NCSN; Dr. Allyn Bandell, MedImmune and moderated by Scott Brown, MedImmune*

School-based influenza vaccination programs not only help protect children from seasonal influenza and reduce absenteeism, but they also can help reduce the spread (and cost) of influenza in the community. School-based programs also help improve pandemic preparedness. Learn how your school can successfully implement a vaccination program.

## MOSPRA

**Awards Banquet**

**6:30 pm** - Seachase Room

*Sponsors:*

*TextCaster*

*Patron Insight, Inc.*

MOSPRA will present their Distinguished Service Award, the MOSPRA Professional of the Year, and the MOSPRA Rookie of the Year. MOSPRA will also conduct their annual business meeting during this banquet.

## MOSPRA Member Reception Location To Be Announced At Banquet

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## MASA

**Awards Banquet**

**6:30 pm** - Dinner - Granada B/C

*Sponsors:*

*Trane*

*AXA Advisors, LLC*

MASA will honor retiring educators, emeritus educators, those who have served 25 years as an administrator and outstanding beginning superintendents. Friends of Education awards will be presented and the annual MASA Pearce Nominees and award winner will be announced.

## MASA Dessert Reception Immediately Following Awards Banquet - Granada A

*Sponsored by Stifel Nicolaus and Company Inc.*

The dessert reception provides an opportunity for MASA members to offer their congratulations to all of the award winners and honorees.

## Monday Afternoon 2:00 pm to 3:00 pm

Section 504 Compliance for Administrators

2:00 pm to 3:00 pm Seachase

*Presenter: Michelle H. Basi, Celynda Brasher, Tueth Keeney Cooper Mohan & Jackstadt, PC*

This presentation will address recent developments in the law as it pertains to injury, illness and disability - including medical conditions that arise both within and outside the workplace. The discussion will provide practical guidance regarding the interactive process, reasonable accommodations, responding to workers compensation claims, and complying with the new standards under the ADA. Participants will be encouraged to ask questions and share experiences.

### PSRS Retirement Issues

2:00 pm to 3:00 pm **Granada A**

*Presenter: Steve Yoakum, Executive Director PSRS/PEERS*

The current funding status of the Public School Retirement System is forcing the contribution rate to increase which is putting a significant strain on school district budgets and the take home pay of employees. Steve Yoakum will be discussing a new two-tier system that may impact the future contribution rate. He will also discuss legislative issues that may impact the retirement system.

### Marketing and Branding

2:00 pm to 3:00 pm **Marbella A**

*Presenter: Stephanie Manning & Nicole Kirby, Park Hill*

How do the lessons of a good integrated marketing communications program apply to your school district? The Park Hill School District's Nicole Kirby, director of communication services, and Stephanie Manning, communication specialist, will share the elements of a strong marketing communications plan and show how such a plan can improve your district's communication program.

## Refreshment Break

3:30 pm - 4:00 pm

H.K.'s Restaurant

(Just off main lobby)

## Monday Morning 8:30 am - 9:30 am

### Exhibit Booths Open in Exhibit Hall

#### How Green Schools Save Money &

#### Why They Are Important For Your District

8:30 am - 9:30 am **Theater**

*Presenters: US Green Building Council Green School Advocacy Members from the Central Plains and Missouri Gateway Chapters*

As school districts become more aware of the importance of energy conservation and environmental sustainability, it's easy to become overwhelmed on where to begin or how to grow. The US Green Building Council-Green Schools Advocacy Committee will simplify this process and clear through the haze of "What is a Green School?" and "Why are Green Schools Important?" The presenters will demonstrate how green schools save money for your district and how students who attend a "green school" are healthier, have better attendance and score higher on tests.

#### How to Successfully Implement and Maintain a Data Wall

8:30 am to 9:30 am **Marbella B**

*Presenters: Laura Grayson, Tina Plummer & Vicki VanLaere, Mehlville School District*

A data wall is a purposeful and productive way to visually display school-wide data. It displays evidence that demonstrates that students are making progress during the school year. A data wall provides a rich source of information for faculty discussions on improving student achievement. It provides a venue for professional conversation that allows faculty to learn from one another and share their own best practices. The data cards will provide assessment and intervention information for each student in the school in the areas of Literacy and Math. The information will be helpful in monthly data meetings by showing student data, strategies being employed, and analysis of the results.

#### Developing a School/Parent/Community Alliance to Work with Legislators Sponsored by SchoolReach

8:30 am to 9:30 am **Marbella A**

*Presenter: Ron Koehler, APR, Assistant Superintendent for Organizational/Community Initiatives and Legislative Affairs, Kent Intermediate School District, Grand Rapids, Michigan; President National School Public Relations Association (NSPRA)*

Never has grassroots advocacy for education been more important. Learn how to plant the seeds to grow and to cultivate a grassroots network that will provide support for school funding and reform initiatives.

## Monday Luncheon & General Session Granada B/C - 11:30 am

Luncheon Sponsored by L. J. Hart & Company &

Johnson Controls, Inc.  
Memorial Recognition

New Superintendents Academy  
MOSPRA Administrator of the Year

### “What Great Administrators Do Differently”

Keynote Speaker – Dr. Todd Whitaker

*Todd Whitaker is a professor of educational leadership at Indiana State University in Terre Haute, Indiana. He is a former Missouri principal at the middle school and high school levels. He is one of the nation's leading authorities on staff motivation, teacher leadership and principal effectiveness. He has written 24 books including the national bestseller, “What Great Teachers Do Differently”.*

## Monday Afternoon 2:00 pm to 3:00 pm

How Green Schools Save Money &

Why They Are Important For Your District (Repeated from morning)

2:00 pm - 3:00 pm Theater

Presenters: *US Green Building Council Green School Advocacy Members from the Central plains and Missouri Gateway Chapters*

As school districts become more aware of the importance of energy conservation and environmental sustainability, it's easy to become overwhelmed on where to begin or how to grow. The US Green Building Council-Green Schools Advocacy Committee will simplify this process and clear through the haze of “What is a Green School?” and “Why are Green Schools Important?”

The presenters will demonstrate how green schools save money for your district and how students who attend a “green school” are healthier, have better attendance and score higher on tests.

Do You Moodle?

8:30 am to 9:30 am Valencia I

Presenters: *Richard Wilson and Nancy Sickler, Wentzville School District*

Moodle is an open-source virtual learning environment being utilized increasingly in K-12 schools. Moodle is a cost-effective way to address many instructional, administrative and communication needs. Learn about the Moodle implementation in the Wentzville School District. Moodle can save districts money, extend the learning day for students and provide an online blended learning and collaboration for faculty and students.

9:30 am - 10:30 am

Time To Visit Exhibit Hall

(Exhibits remain open until 11:30 am)

Continental Breakfast Continues until 10:30 am

Sponsored by ACI/Frangkiser Hutchens

## Monday Morning 10:30 am - 11:30 am

DESE School Finance and Transportation Update

10:30 am to 11:30 am Granada A

Presenters: *DESE School Finance Staff*

This session will be an overview of recent school finance changes and transportation issues.

iPad, The Future of the Book

10:30 am to 11:30 am Marbella B

Presenter: *Paul Musegades, Apple Computer*

For centuries, the printed word has been a repository of human knowledge, and the reference that we turn to for answers to our questions. The iPad is changing the way we learn, interact, and publish our learning materials. These exciting mobile devices are being used to enhance reading fluency, function as a graphing calculator, serve as a source of reference materials for social studies and act as an access tool for curriculum podcasts. This session will focus on how the Apple iPad can be a change agent for learning in our schools.



MOSPRA 2011 Spring Conference Attendance

First Name	Last Name	School District	Address	City
Leslie	Evans	Blue Springs R-IV	1801 NW Vesper	Blue Springs
Steve	Robertson	Cape Girardeau	301 Clark St.	Cape Girardeau
Tracie	Skaggs	Carl Junction R-I	206 S Roney	Carl Junction
Karen	McBride	Clayton	2 Mark Twain Cr	Clayton
Christina	Perrino	Clayton	2 Mark Twain Cr	Clayton
Chris	Tennill	Clayton School District	2 Mark Twain Cr	Clayton
Michelle	Baumstark	Columbia	1818 W Worley	Columbia
David	Kuschej	CSD of Greater St. Louis	1460 Craig Road	St Louis
Michele	Clark	Dept of Elem & Sec Educ	PO Box 480	Jefferson City
Mallory	McGowin	Dept of Elem & Sec Educ	PO Box 480	Jefferson City
Stephanie	Smith	Fort Osage R-I	2101 N Twyman Rd	Independence
Jennifer	Henry	Francis Howell	4545 Central School Roa	St Charles
Lane	Lucas	Grandview CSD#4	13015 10th Street	Grandview
Jill	Filer	Harrisonville Cass R-IX	503 S Lexington	Harrisonville
Aaron	Hoffman	Hazelwood	15955 New Halls Ferry Rr	Florissant
Diana	Gulotta	Hazelwood School Distric	15955 New Halls Ferry Rr	Florissant
John	Baccala	Hickman Mills	9000 Old Santa Fe Rd	Kansas City
Courtenay	Wills	Hickman Mills	9000 Old Santa Fe Rd	Kansas City
Lisa	Baker	Holden R-III	1612 S Main	Holden
Debbie	Redford	Hollister R-V	1914 State Highway BB	Hollister
Nancy	Lewis	Independence	201 North Forest Ave	Independence
Karen	Enloe	Jefferson City	315 E Dunklin	Jefferson City
David	Luther	Jefferson City	315 E Dunklin	Jefferson City
Terra	Parris	Jefferson City	315 E Dunklin	Jefferson City
Casey	Owens	Joplin	PO Box 128	Joplin
Kim	Vann	Joplin	PO Box 128	Joplin
Susan	Dielmann	Ladue	9703 Conway Road	St Louis
Beth	Cross	Lindbergh School District	4900 S Lindbergh Blvd	St Louis
Zac	Rantz	Nixa Public School Distric	301 S Main St	Nixa
Mary Jo	Burton	North Kansas City	2000 NE 46th St	Kansas City
Michelle	Cronk	North Kansas City	2000 NE 46th St	Kansas City
Curtis	Chesick	Ozark R-VI School Distric	PO Box 166	Ozark
Nicole	Kirby	Park Hill School District	7703 NW Barry Road	Kansas City
Stephanie	Manning	Park Hill School District	7703 NW Barry Road	Kansas City
Cathy	Kelly	Parkway	455 N Woods Mill Road	Chesterfield
Diana	Stewart	Parkway	455 N Woods Mill Road	Chesterfield

MOSPRA 2011 Spring Conference Attendance

Paul	Tandy	Parkway School District	455 N Woods Mill Road	Chesterfield
Ken	DeSieghardt	Patron Insight Inc.	19733 Birch	Stilwell
Rick	Nobles	Patron Insight Inc.	19733 Birch	Stilwell
Tina	Zubeck	Platte Co R-III School Dis	998 Platte Falls Road	Platte City
Cathy	Allie	Raytown	6608 Raytown Road	Raytown
Michelle	Mueller	Riverview Gardens	1370 Northumberland	St Louis
Kelly	Hinshaw	Rolla	500A Forum Dr.	Rolla
Craig	Hounsom	Rolla	500A Forum Dr.	Rolla
Sean	Nash	St Joseph	925 Felix St	St Joseph
Evan	Maxon	TextCaster	1321 Burlington Suite A	Kansas City
Kathy	Smith	Valley Park	One Main Street	Valley Park
Christia	Morrissey	Waynesville R-VI	200 Fleetwood Dr	Waynesville
Matt	Deichmann	Wentzville R-IV	One Campus Drive	Wentzville
Lana	Snodgrass	West Plains R-VII	613 W First Street	West Plains



# HANDOUTS

2011 MASA/MOSPRA Spring Conference  
March 20, 2011

## Advanced Media Relations Baboon on the Loose!

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Going on Television  
Twelve Quick Performance Tips for Spokespersons  
Presentation Slides and Notes



### CONTACT INFORMATION

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## Key Points – CHS Wrestlers with Staph Infection

### BACKGROUND INFO

Two CHS wrestlers have been diagnosed with a staph infection

- Wrestler #1 was diagnosed on Jan. 18
- Wrestler #2 was diagnosed weekend of Jan. 21/22
- In accordance with District policy, both students were kept home from school until they had been on antibiotics for 48 hours

Two wrestlers from Ladue were diagnosed with staph about the same time

- CHS has not wrestled Ladue recently but has been as some of the same meets

In light of above information, District consulting physician recommended that all wrestlers be checked and receive medical clearance before being allowed to return to practice or competition

- Jan. 24 meet against Priory has been cancelled
- Physician will be at CHS on Jan. 25 to check wrestlers
- Wrestlers should be back in action for Jan. 26 meet at the latest

Communication has included

- Letters to wrestling parents on Jan. 18 and Jan. 20
- Calls to wrestling parents on Jan. 23 and Jan. 24
- Letter to all CHS families on Jan. 24
- Letter to all Orange Room parents on Jan. 24
  - Little Orange Room has used wrestling room during inclement weather
- Draft letter provided to Center of Clayton for classes that use wrestling room

Letters were sent to parents today as an informative and precautionary measure ONLY

We take all matters that involve the safety and well-being of our students very seriously

### NORMAL/PRECAUTIONARY PROCEDURES AT CHS

The District has procedures in place to address issues such as this

Normal procedures include

- Cleaning wrestling mats daily with an industrial-strength disinfectant specifically designed to eliminate bacteria such as staph

Additional precautions taken as a result of these events

- All wrestlers being medically-cleared before returning to practice or competition
- Wrestling mats are being cultured to test for the presence of staph
- CHS locker rooms were closed and thoroughly disinfected

### INFO ABOUT STAPH INFECTIONS

Staph is not transmitted through casual contact

- Requires direct physical contact with a wound or drainage from a wound to spread
- Parents should take action if son/daughter has a wound that becomes infected or changes rapidly

Standard precautions are your best defense

- Wash your hands thoroughly and frequently
- Do not share personal items or athletic gear
- Be aware of any sudden change in a sore, especially in a sore that becomes a boil

# MOSIPRA

## **Crisis Communications Working with the Media: Things to Consider**

- The world may be watching, beginning with the first live pictures from the scene.
- Report fact, not rumor.
- Provide regular briefings, perhaps every 30 minutes or hour in the beginning, then at a certain time/location each day (hold a summary news conference within 12 hours).
- Set up a media operation with a designated spokesperson and a designated point of contact for media inquiries (same person shouldn't do both). All media calls should be directed to the point of contact; not the spokesperson.
- Develop a form for taking media requests. Respond to the requests, but realize that you will probably not be able to accommodate all requests for interviews.
- Designate someone to monitor how the media are reporting the incident. Respond quickly when something begins to "smolder" inaccurately.
- While serving the media, set up categories of priority (e.g., local media, state, national, international). Remember, our local media will be here long after the CNN trucks are gone. We need to take care of them.
- Investigative reporting teams will want all issues resolved by their deadlines. This will not generally be possible. Don't hesitate to tell them this.
- Set up media pools for coverage of certain special events for appropriateness and to avoid a "media circus." Establish rules for these event such as: the physical area, provide access badge. no extreme tight shots of grieving people, etc. Remember, you call the shots.
- Listen to suggestions from media who may have ideas that can be helpful to you.
- Remember that media representatives are often deeply affected by the situation and may themselves need a shoulder to lean on. Coffee, donuts, water and soda work wonders.

# MOSPRA

## "Bad News" Interviews

- **Don't get caught in a fishing expedition.** The oldest reporter trick in the book is to pretend to have information. Don't offer up bad news on a silver platter by supplying a tidbit the reporter didn't even know about.
- **Ask questions.** Before you do anything else, ask what the story will be about and what kind of information the reporter wants from you.
- **If the story is real and it won't go away, take the interview.** Stonewalling the media on a legitimate story is the same as saying "no comment." However, if all they want is to put you on a talk show and rake you over the coals, by all means say "no."
- **Stall the interview.** If the reporter asks to come over to speak to you right away, schedule the interview for a few hours later, giving you time to prepare.
- **Prepare.** Find out any information about the story that you don't already have. Make sure others involved in the story are on the same page. Make a short list of talking points, using clear language – avoid jargon, lingo and acronyms at all costs. Then practice – role-play with someone.
- **Be honest.** There is nothing worse than being caught lying – and you will get caught.
- **Think before you speak.** It's OK to pause a moment before answering, and it helps prevent you from saying the first thing that pops into your head.
- **Think like your audience.** If you were a parent/taxpayer/etc., what would you want to know first? This means **reassuring these people that you have a plan and you have addressed the needs of the students/staff/etc.** If the reporter doesn't ask the right questions to let you get this message out, make sure you give him or her the answers anyway.

# MOSIPRA

## **SAMPLE PHRASES AND SENTENCES FOR MEDIA INTERVIEWS AND PARENT LETTERS**

- Please be assured that we are continuing to work on this matter, and will take every measure to maintain a safe and orderly learning environment for all children.
- Be assured that we will take appropriate measures in accordance with \_\_\_\_\_ Public Schools disciplinary policy.
- The administration and staff of \_\_\_\_\_ Elementary School are doing everything possible to prevent further occurrences of this kind. We will be working with staff and students in the days ahead to ...
- We will continue to keep you informed.
- It is important that we work together to keep communication lines open.
- I understand that you may have concerns about this matter. I want to reassure you that ...
- Our school has many positive programs to assist students
- As always, school personnel have the welfare and best interest of all students at heart each day.
- Safety is always a priority for us at \_\_\_\_\_ Elementary School.
- Thank you for your continued support and cooperation.
- Please do not hesitate to call me if you have any questions. I welcome the opportunity to talk with you.

# MOSIPRA

## Handling Tough Interview Questions

### Difficult situations

There are good reporters and bad reporters. Most are concerned with honesty, accuracy, getting the story straight and getting it first. A few are openly biased or flagrantly antagonistic – reporters who try to make you lose your cool and say something you'll regret. All reporters, however, have one primary goal: to get information. And whether they are good or bad, they may use interviewing techniques that are difficult to handle.

### Loaded questions

The reporter lists three to five items to build a case and then asks the "loaded" question. Begin by either accepting or countering the statements, then bridge to your message.

Question: "Only X percent of your faculty are women. Only X percent are black. A mere X percent are Chicano. Don't you think this displays a history of discriminatory hiring practices?"

Answer: "While your statistics are correct, your conclusion is not. Let's look at the record today. This year, X percent of our hires were women and minorities. UCI is committed to achieving faculty diversity."

### Unacceptable alternatives

The reporter asks you to choose between one extreme or the other, neither being acceptable.

Question: "Would you rather sacrifice research excellence for teaching excellence or become a leader in science at the expense of undergraduate education?"

Answer: "Neither extreme is acceptable. At UCI, teaching and research programs complement each other, and we are committed to excellence in both."

### Hypothetical situation

The reporter creates a hypothetical situation and follows up with a specific question. Don't respond to the hypothetical; state your message.

Question: "Imagine that there was a donor who wanted to give \$10 million to establish a basket weaving school at UCI, when the campus has no intention of starting a basket weaving school. Would you accept the gift and start such a school, or would you tell the donor to get lost?"

Answer: "I don't know anything about your hypothetical situation. Your question seems to concern our gift acceptance policies. At UCI, we work very hard with our donors to ensure that their interests are served while our needs are met."

## **Negative entrapment**

Never repeat a reporter's negative statements. Reporters often ask questions in a hostile manner. When responding, turn the sentence around and stress the positive. Use your own words; don't repeat a reporter's hostile question filled with buzzwords. Remember, they will quote you, not themselves.

Question: "Some students have told me they get a lousy education at the University of California."

Don't answer: "I don't think the education is lousy."

Do answer: "I believe students get a very good education at the university."

Continue with an example of an education program. Transition into your message, which may be that research conducted at the UC keeps faculty at the very top of their fields.

## **Machine gunning**

The reporter asks a string of questions simultaneously. Let them build a trap. Use body language (your hand) to stop it. Then respond by simply answering the one question that you most want to answer, ignoring the other parts, then bridge to your message.

## **Interrupter**

The reporter interrupts you while you're trying to answer a question. Respond politely, yet firmly: "Let me finish answering your last question first..."

## **Embarrassing silence**

Beware of the reporter who remains silent, encouraging you to ramble on and on. Once you feel you've answered the question, stop. If you continue, you may end up providing them ammunition with which to shoot you. There are several things you can do to fill an embarrassing silence. You can ask, "Do you have any other questions?" You can ask, "Have I answered your question?" or you can just remain silent.

## **Set-up**

If you feel the reporter is setting you up, chances are you're right. Reporters often think they know the answers before they've asked the questions. Let them know that you are the expert.

## **Ambush**

It's not uncommon for reporters to ambush a news source outside their office or home. Respond as if the reporter had called you on the phone. You might ask what the story is about and when they need the information. Tell the reporter when you or someone else will be able to get back to them. You are not obligated to consent to the ambush interview if you are unprepared or the time is inconvenient.

## **When asked a question on top of a question**

Slow down. Patiently answer one question at a time. The reporter often will look rude in these situations.

# MOSIPRA

## Going on Television

- **Look professional.** Men should keep a suit and tie (or at least a nice shirt) and women should keep a nice blouse and blazer in their office so as not to be caught looking too relaxed when a big story breaks on casual Friday. Men should not be embarrassed to cut down the shine with a little powder makeup – a sweaty brow can make you look guilty. Women should wear makeup, but not overdo it – the conventional wisdom about wearing a lot of makeup for the camera is no longer true with the advent of better technology. Stay away from pinstripes or checks – they tend to “dance” on camera.
- **Don’t look too rich.** If diamonds and gold are flashing in the image on the screen, people will wonder whether all their tax money is going straight to you.
- **Sit up straight.** A straight, dignified posture sends the message that you want the audience to receive about you. *Leaning back and crossing your arms: so, what are YOU hiding?*
- **Keep it short.** The longer you expound on your point, the easier it is to edit something you said out of context and make you look foolish or worse. TV reporters are looking for sound bites, so keep in mind that very little of what you say will end up in the finished piece.
- **Stay on message.** Because your answers will be edited down to one or two sound bites, you should stick with your prepared talking points as much as possible, re-stating them in different ways.
- **Don’t read.** It’s important to keep from looking too rehearsed, and reading from a script destroys your credibility.






# Advanced Media Relations

**Advanced Media Relations**

**Baboon on the Loose!**



Presented by  
**MOSPRA**  
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**Baboon on the Loose**

- **Situation Analysis**
  - Just prior to noon, police notify HSD that a baboon is on the loose in the woods near Jana Elementary School
  - Police indicate the baboon can seriously hurt or kill humans, especially small children
  - Jana Elementary suspends all outdoor activities
  - Armed with sniper rifles, Florissant police occupy Jana campus

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# Advanced Media Relations

**Baboon on the Loose**

- Within a 30-minute period, the following occurred:
  - Media helicopters circled the school
  - Information is posted on KSDK website and noon newscast
  - Principals, parents, media light up the switchboard
  - Reporters from six different media outlets show up at Jana Elementary

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**Baboon on the Loose**

- Action Plan
  - Outside activity is limited for six additional schools in the area
  - Auto-dial call to parents of Jana students regarding dismissal
  - HSD E-Mail Extra about precautionary measures
  - School e-mail newsletters
  - Media interviews conducted on campus

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**Baboon on the Loose**

- Action Plan
  - Extra school security sent to Jana
  - Administrators sent to Jana to walk students home
  - Florissant police surround school, stake-out playground
  - Communication follow-up once hoax is determined
    - Letters, e-mails

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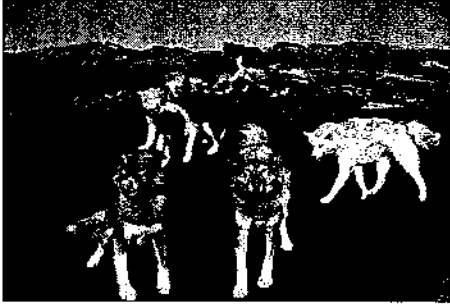
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# Advanced Media Relations

## Working with the Media



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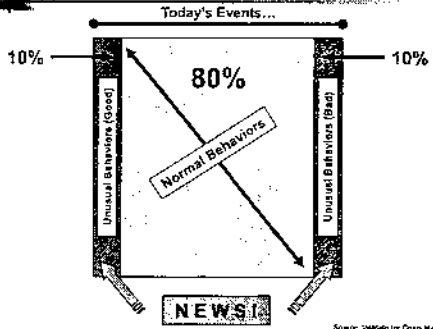
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## What is News Today?



Source: Website for Crisis Management

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## What is News Today?

- News Director: "Whatever I say it is"
- Usually Visual
- Involves People (human interest)
- Timely
- Local (proximity)
- Prominence (celebrity, public figure)
- Conflict or Controversy
- Sensationalism (emotional)
- Sex
- Violence ("If it bleeds, it leads.")
- Anything Unique (Man bites dog, etc.)

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# Advanced Media Relations

## Is sweeps a four-letter word?

“In local TV news, the golden rule of story selection is: ‘If it bleeds, it leads.’ During sweeps months, it's best if the story hemorrhages buckets.”

- *American Demographics*, 2001

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## Relationship Building

- Personal Meetings & Tours
- Regular Press Opportunities
- Beyond the Press Release: Phone Calls and Emails
- Placing Reporters on the Key Communicator List

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## Lay Out the Ground Rules

- Training Staff
  - District Media Procedures
- Media Protocol
  - Basic Ground Rules



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# Advanced Media Relations

## Proactively Deliver Good and Bad News

- Get Out in Front of the Story
- Some Markets Exist on Localizing National Stories
- Sunshine is the Best Disinfectant (Open Communications)

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## Questions To Ask Yourself

- WWPT?
  - What Will Parents Think?
- Is silence perceived as consent? Guilt?
- Does your opinion matter?

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## School Crisis Communications

- Types of School Crises:
  - **Sudden (35%)** – (Ex: School Shooting)
    - Initial chaos, then “aftershocks”
    - School administrators can prepare for them
    - Establish the facts and use consistent messages
    - Speed is crucial (possibly full-time coverage)
    - Updates every 30 minutes for first few hours, then hourly thereafter even if it means telling them there is nothing new to report
    - “When the eagles are silent, the parrots begin to jabber.” – Winston Churchill
    - Get it out, get it over
  - **Smoldering (65%)** – (Ex: Rumors of Threats to School)
    - Much more likely to occur
    - More difficult to identify in early stages
    - Administration usually avoids, ignores or misunderstands the potential severity
    - Mismanagement or human errors are usually involved
    - Sometimes go away on their own
    - Reflect on the quality and ability of management, and are taken personally by administrators

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# Advanced Media Relations

### 3 Cs of Crisis Communication

- Control
  - We are in control of the situation.
- Competence
  - We have competent professionals working on it.
- Concern
  - We care.
- Not what you say, but how you say it
- Care + Concern = Credibility
  - Even over competence and expertise, dedication and commitment, honesty and openness *Source: Fleishman-Hillard, Inc.*
  - Governor Blunt – controversy over staff member dismissal
    - [http://blogs.kenosajournal.com/news\\_hosted\\_articles/media?id=1561105](http://blogs.kenosajournal.com/news_hosted_articles/media?id=1561105)

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### 3 Cs of Crisis Communication

- Competence/Care/Concern
  - We're sorry
    - ⊗ Heals wounds but attorneys don't like because it implies wrongdoing
  - We're taking action
    - ⊗ The more specific, the more at-ease the public will be
  - We're doing it quickly
    - ⊗ Public wants to know when it'll be over...don't over promise
  - Here's how you can help
    - ⊗ Use American tradition of goodwill to your advantage
    - ⊗ People will help if you ask them, even the media
    - ⊗ Make them part of the solution, they want to be
  - We care
    - ⊗ Example: Principal riding school bus after crash
    - ⊗ Even symbolic gestures can go miles toward showing compassion/concern and re-establishing trust

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### 4 Rs of Crisis Communication

- Regret, Repay, Reform, Responsibility
  - "We deeply regret this has happened."
  - "We're going to take care of anyone hurt by this."
  - "We're going to do whatever we can to ensure it doesn't happen again."
  - "We take full responsibility" (if you're at fault)
- This can be an initial statement, even if you don't have the facts yet.
- The "4Rs" are what you can safely say at almost any time; The "3 Cs" are how you say it.

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# Advanced Media Relations

## The "Rs" in Action

- President Obama on BP Oil Spill (June 15, 2010):
  - *Make no mistake: We will make BP pay for the damage their company has caused. And we will do whatever's necessary to help the Gulf Coast and its people recover from this tragedy. Tonight I'd like to lay out for you what our battle plan is going forward: What we're doing to clean up the oil, what we're doing to help our neighbors in the Gulf, and what we're doing to make sure that a catastrophe like this never happens again. (2:12 - 2:42 in clip)*
  - <http://www.whitehouse.gov/whoras-and-video/video/president-obama-s-oval-office-address-bp-oil-spill-energy>
- Parkway Coach – Sex with Student at School
  - <http://www.kndk.com/video/default.aspx?videoId=763673460001#/Parkway+West+wrestling+coach+charged/763673460001>

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## School Crisis Communications

- Other Tips
  - Fight emotion with emotion (e.g., anger at those who misbehaved or sympathy for those harmed).
  - Tell child-focused stories
  - Put a human face on the crisis
    - Humanize the school/district
    - Make it personal by helping people know why we exist and that we care
  - Engage third parties
  - Consider all stakeholders

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## What's In It For Me?

- When Developing Your Message...
  - Remember radio station "W I I F M"
    - What's in it for me?
  - Speak to the reporter's audience, not the reporter
  - The audience is thinking, "what's in it for me?"
  - Your answers should reflect their interests, not yours.
    - For example, if the story is about a fight at school, the audience will be concerned about student safety. Tell them you are, too, and that you will not tolerate this type of behavior – even though you may think that's a "given" for you as an educator.

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# Advanced Media Relations

## Tips for Working with Media

- 8 Steps to Successful Interviews
  - Research (learn as much as you can about the interview).
  - Define your communications goal (short message map).
    - "What are your questions to my answers?" –Henry Kissinger
  - Anticipate the reporter's questions.
  - Practice answering the questions (develop answers that support and/or bridge back to your message).
  - Rehearse! (listen to/watch yourself)
  - Set the stage/ground rules (live vs. taped, location, etc.)
  - Conduct the interview.
  - Evaluate and learn for next time.

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## 3 Ways to Answer a Reporter's Question

- Answer the question briefly, then bridge back to your message (when appropriate)
  - Example: "Yes it is a lot of money, but we believe it's an investment in our kids' future."
- I don't know, but I can find out.
- I'm sorry, due to \_\_\_\_\_ (reason), I can't answer that. But what I CAN tell you is \_\_\_\_\_.
  - Example: I'm sorry, due to privacy laws I can't discuss the specifics of a student's discipline record. But what I can tell you is that student safety is our number one priority, and we take weapons on campus very seriously. Any student who brings a gun to school will receive a superintendent's suspension which is the highest level we have short of expulsion from school."

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## Facts and Messages

<p><b>BACKGROUND</b></p> <p>1. [Faded text]</p> <p>2. [Faded text]</p> <p>3. [Faded text]</p> <p>4. [Faded text]</p> <p>5. [Faded text]</p> <p>6. [Faded text]</p> <p>7. [Faded text]</p> <p>8. [Faded text]</p> <p>9. [Faded text]</p> <p>10. [Faded text]</p> <p>11. [Faded text]</p> <p>12. [Faded text]</p> <p>13. [Faded text]</p> <p>14. [Faded text]</p> <p>15. [Faded text]</p> <p>16. [Faded text]</p> <p>17. [Faded text]</p> <p>18. [Faded text]</p> <p>19. [Faded text]</p> <p>20. [Faded text]</p> <p>21. [Faded text]</p> <p>22. [Faded text]</p> <p>23. [Faded text]</p> <p>24. [Faded text]</p> <p>25. [Faded text]</p> <p>26. [Faded text]</p> <p>27. [Faded text]</p> <p>28. [Faded text]</p> <p>29. [Faded text]</p> <p>30. [Faded text]</p> <p>31. [Faded text]</p> <p>32. [Faded text]</p> <p>33. [Faded text]</p> <p>34. [Faded text]</p> <p>35. [Faded text]</p> <p>36. [Faded text]</p> <p>37. [Faded text]</p> <p>38. [Faded text]</p> <p>39. [Faded text]</p> <p>40. [Faded text]</p> <p>41. [Faded text]</p> <p>42. [Faded text]</p> <p>43. [Faded text]</p> <p>44. [Faded text]</p> <p>45. [Faded text]</p> <p>46. [Faded text]</p> <p>47. [Faded text]</p> <p>48. [Faded text]</p> <p>49. [Faded text]</p> <p>50. [Faded text]</p> <p>51. [Faded text]</p> <p>52. [Faded text]</p> <p>53. [Faded text]</p> <p>54. [Faded text]</p> <p>55. [Faded text]</p> <p>56. [Faded text]</p> <p>57. [Faded text]</p> <p>58. [Faded text]</p> <p>59. [Faded text]</p> <p>60. [Faded text]</p> <p>61. [Faded text]</p> <p>62. [Faded text]</p> <p>63. [Faded text]</p> <p>64. [Faded text]</p> <p>65. [Faded text]</p> <p>66. [Faded text]</p> <p>67. [Faded text]</p> <p>68. [Faded text]</p> <p>69. [Faded text]</p> <p>70. [Faded text]</p> <p>71. [Faded text]</p> <p>72. [Faded text]</p> <p>73. [Faded text]</p> <p>74. [Faded text]</p> <p>75. [Faded text]</p> <p>76. [Faded text]</p> <p>77. [Faded text]</p> <p>78. [Faded text]</p> <p>79. [Faded text]</p> <p>80. [Faded text]</p> <p>81. [Faded text]</p> <p>82. [Faded text]</p> <p>83. [Faded text]</p> <p>84. [Faded text]</p> <p>85. [Faded text]</p> <p>86. [Faded text]</p> <p>87. [Faded text]</p> <p>88. [Faded text]</p> <p>89. [Faded text]</p> <p>90. [Faded text]</p> <p>91. [Faded text]</p> <p>92. [Faded text]</p> <p>93. [Faded text]</p> <p>94. [Faded text]</p> <p>95. [Faded text]</p> <p>96. [Faded text]</p> <p>97. [Faded text]</p> <p>98. [Faded text]</p> <p>99. [Faded text]</p> <p>100. [Faded text]</p>	<p><b>Specific Background</b></p> <p><b>Timeline</b></p> <p><b>Action</b></p> <p><b>SQ for Addressing Similar Issues</b></p> <p><b>General Background</b></p> <p><b>Precautions</b></p>
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# Advanced Media Relations

## Bridging

- Techniques to retain control of an interview
- Verbal bridges allow an interviewee to:
  - Steers a reporter back to relevant topics
  - Move away from controversial, uncomfortable or unflattering topics
  - To end every answer to every question with a prepared, strategic message

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## Bridging Phrases

- What's most important is ...
- The real issue here is ...
- That's not my area of expertise, but I think your audience would be interested in knowing that ...
- Let me just add that ...
- That reminds me ...
- Let me answer you by saying that ...
- That's an important point because ...
- What that means is ...
- Another thing to remember is ...
- If you look at it closely, you'll find ...

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## Avoid Common Traps

- **Don't Repeat the Reporter's Words.** The question won't appear in the final version, but your answer will, so don't repeat it.
- **Don't Lose Your Cool.** A reporter may play devil's advocate just to get a colorful response but always get the last word, so don't get into a verbal tussle.
- **There is No Such Thing as "Off the Record."** If you don't want something reported, don't tell the reporter.
- **Don't Be Led Into Hypothetical Situations.** If the reporter says, "Assume that..." or "What if..." respond with: "I can't speculate on the unknown, however..." and restate one of your main points.
- **Don't Fill (Awkward) Silent Pauses.** Just wait for the next question and insert one of your key points.

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# Advanced Media Relations

## Other Ways to Respond

- Use your key communicators
  - Staff, PTOs, elected officials, etc.
- Issue a statement
  - A response that says nothing is still a response
- Talk about your procedures
- Bottom Line ...
  - Simply the perception of action by your district reassures parents and patrons

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## After the Break

- Break into small groups
- Each group given a scenario
- Develop your key message points
  - Approx. 15-20 minutes
- Appoint a spokesperson to be interviewed
- Three minute interview
- Debrief interviews as a group

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## Opportunity in Adversity

- Define the story
- Set the tone
- Tell your side
- Use the "Interview Buffet"
- Pick the bride and be the bridesmaid

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# Advanced Media Relations

**Unfavorable Exposure**

- Anticipate the outcomes
- Be decisive
- Communicate
- Be visible and available
- Humanize don't personalize
- Take risks confidently

Adapted from "Walking on water or sinking without a trace? Six behaviors that describe strong crisis leaders." *Harvard Business Journal*, 2004

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**Always Consider ...**

- Audience
- Culture
- Relationships
- Honest
- Simple

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**Always Consider ...**

- Culture
- Relationships
- Audience
- Simple
- Honest

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# Advanced Media Relations

**Resources**

- The Project for Excellence in Journalism
  - [www.stateofthenewsmedia.com](http://www.stateofthenewsmedia.com)
- Institute for Public Relations
  - [www.instituteforpr.com](http://www.instituteforpr.com)
- MOSPRA
  - [www.mosptra.org](http://www.mosptra.org)

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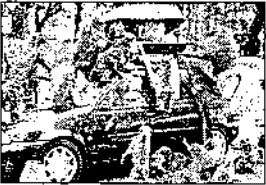
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**Advanced Media Relations**

Baboon on the Loose!



Presented by  
**MOSPRA**  
Missouri School Public Relations Association

March 20, 2011  
MASA/MOSPRA Spring Conference • Lake of the Ozarks, MO

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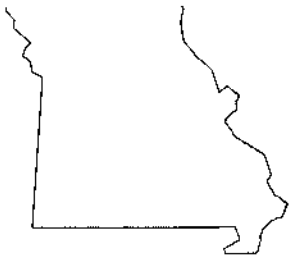
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**Sept. 3, 2010, Missouri School Public Relations Association  
Western Region Meeting**

- |  |  |
|--|--|
| 1. Greetings and introductions                 | Janice Phelan  |
| 2. Lunch                                       |  |
| 3. MoSPRA report                               | Jill Filer   |
| 4. MoSPRA fall conference                      | Michelle Cronk and<br>Tina Zubeck, Conference Chairs |
| 5. Western region meeting topics for March/May | Janice Phelan, all                                   |
| 6. NSPRA report                                | Nicole Kirby   |
| 7. Program: NSPRA Conference Summary           | Jill Filer, Nicole Kirby, Tina Zubeck                |
| 8. Good of the order                           |  |

**Future MoSPRA meetings/events**

- **Oct. 1 – 11:30 to 1 p.m. – Western Region MoSPRA meeting at Fort Osage**  
"The 7 Things Your Patrons Want You to Know Before Your Next Bond or Levy Proposal"  
by Ken DeSieghardt and Rick Nobles of Patron Insight
- **Nov. 11-12 – MoSPRA Fall Conference at Platte Resource Center at KCI Airport**  
"Internal Communication and Staff Morale"
  - **Dec. 3 – 11:30 to 1 p.m. – Western Region MoSPRA meeting at Raytown**  
"Telling Real, Relevant and Repeatable Stories" by Mike Farag of Fervor
  - **Jan. 7 – 11:30 to 1 p.m. – Western Region MoSPRA meeting in Blue Springs**  
Legislative Update by Mary Jo Burton, APR, North Kansas City Schools
  - **Feb. 4 – 11:30 to 1 p.m. – Western Region MoSPRA meeting in Park Hill**  
"School Public Relations and the Law" by Shellie Guin,  
attorney with Guin Martin & Mundorf LCC
- **March 4 – 11:30 to 1 p.m. – Western Region MoSPRA meeting in Lee's Summit**  
Program: To be determined
  - **March 20-22 – Spring conference**  
Additional information coming soon
- **May 6 – 11:30 a.m. to 1 p.m. – Western Region MoSPRA meeting in Platte City**  
Program: To be determined

MoSPRA Meeting September 3, 2010

First	Last	District	RSVP 9-3-10	Vegetaria	No lunch	Paid
Stephanie	Smith	Fort Osage	yes but no lunch		no lunch	no lunch
Stephanie	Manning	Park Hill	grilled chicken			yes-one check for Stephanie and Nicole
Nicole	Kirby	Park Hill	grilled chicken			yes-one check for Stephanie and Nicole
Janice	Phelan	LS	grilled chicken			yes-1 check for \$20 for Sept. and Oct.
Courtenay	Wills	Hickman Mills	not attending			
Nancy	Lewis	Independence	yes			cash
Lane	Lucas	Grandview	yes			no
Lisa	Baker	Holden	yes			cash
Tina	Zubeck	Platt County	yes			yes
Ken	DeSieghardt	Patron Insight	yes			yes
Rick	Nobles	Patron Insight	yes			yes
Jill	Filer	Harrisonville	yes			yes
Leann	Northway	Gardner/Edgerton	yes			yes
Leslie	Evans	Blue Springs	yes			cash
Troy	Chrisman	Blue Springs	yes			cash
Mary Jo	Burton	North KC	yes			yes-one check for Burton and Cronk
Michelle	Cronk	North KC	yes			yes-one check for Burton and Cronk
Michele	Donahoe	Ray Pec	no-can't come afterall			
Dallas	Ackerman	Liberty	yes			cash
Gary	Martasin	MO Charter Schools	yes			no
Katie	Hendrickson	Lafayette	yes			cash
Mark	Cox	bsd124	yes			cash
Cathy	Allie	Raytown	yes but no lunch		no lunch	no lunch

I have \$10.00 cash not accounted for. Janice e-mailed reminders to all who hadn't paid on 9-3-10.



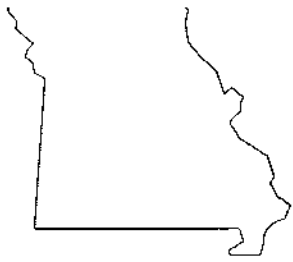


**Dec. 3, 2010, Missouri School Public Relations Association  
Western Region Meeting**

- |   |  |
|---|--|
| 1. Greetings and introductions                              | Janice Phelan  |
| 2. Lunch  |  |
| 3. MoSPRA report  | Jill Filer   |
| 4. MoSPRA fall conference                                   | Michelle Cronk and<br>Tina Zubeck, Conference Chairs |
| 5. NSPRA report   | Nicole Kirby   |
| 6. Program: "Telling Real, Relevant and Repeatable Stories" | Mike Farag of Fervor Marketing                       |
| 7. Good of the order  |  |

**Future MoSPRA meetings/events**

- **Jan. 7 – 11:30 to 1 p.m. – Western Region MoSPRA meeting in Blue Springs**  
Legislative Update by Mary Jo Burton, APR, North Kansas City Schools
- **Feb. 4 – 11:30 to 1 p.m. – Western Region MoSPRA meeting in Park Hill**  
"School Public Relations and the Law" by Shellie Guin,  
attorney with Guin Martin & Mundorf LCC
- **March 4 – 11:30 to 1 p.m. – Western Region MoSPRA meeting in Lee's Summit**  
Program: To be determined
  - **March 20-22 – Spring conference**  
Lodge of the Four Seasons
- **May 6 – 11:30 a.m. to 1 p.m. – Western Region MoSPRA meeting in Platte City**  
Program: To be determined



**Jan. 7, 2011, Missouri School Public Relations Association  
Western Region Meeting**

- |                                |   |
|--------------------------------|---|
| 1. Greetings and introductions | Janice Phelan                                     |
| 2. Lunch                       |   |
| 3. MoSPRA report               | Janice Phelan for Jill Filer                      |
| 4. NSPRA report                | Nicole Kirby                                      |
| 5. Program: Legislative Update | Mary Jo Burton, APR,<br>North Kansas City Schools |
| 6. Good of the order           |   |

**Future MoSPRA meetings/events**

**Friday, Feb. 4, 2011 – 11:30 a.m. to 1 p.m.**

Park Hill School District, 7703 NW Barry Road, Kansas City  
Program: School Public Relations and the Law by Shellie Guin,  
Attorney with Guin Martin & Mundorf LLC

**Friday, March 4, 2011 – 11:30 a.m. to 1 p.m.**

Lee's Summit R-7 School District Office, 301 NE Tudor Road, Lee's Summit  
Program: Advanced Social Media by Nicole Kirby of Park Hill School District

**Sunday-Tuesday, March 20-22, 2011**

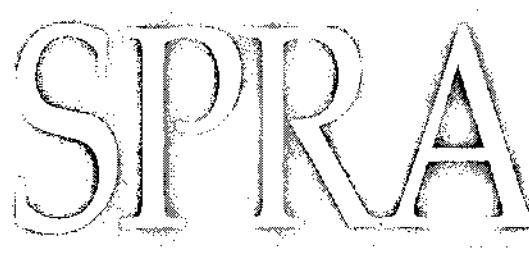
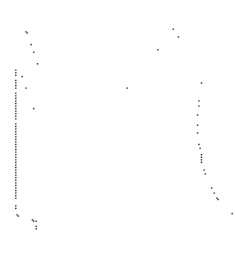
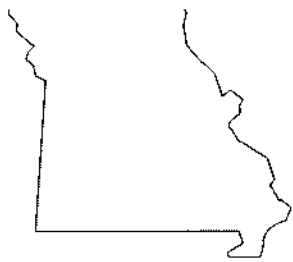
Spring Conference  
Lodge of the Four Seasons

**Friday, May 6, 2011 – 11:30 a.m. to 1 p.m.**

Platte County School District, 998 Platte Falls Road, Platte City  
Program: Dr. James Gentry, professor and former dean at  
William Allen White School of Journalism and  
Mass Communications at the University of Kansas

<b>MoSPRA RSVP Jan. 2011</b>	<b>Lunch 1-7 at BS</b>	<b>Paid</b>
Cathy Allie-Raytown	yes	
Dallas Ackerman-Liberty	yes	
Erika Beebe-Blue Springs	yes	
Gary Martasin-Mo Charter Schools	yes	
<b>Janice Phelan-Lee's Summit</b>	<b>NO</b>	
Ken DeSieghardt	yes	
Lane Lucas-Grandview	yes	
Leslie Evans-Blue Springs	yes	
<b>Lisa Baker-Holden</b>	<b>NO</b>	
Mark Cox-Belton	yes	
Nancy Lewis-Independence	yes	
Nicole Kirby-Park Hill	yes	
Rick Nobles	yes	
Stephanie Manning-Park Hill	yes	
Stephanie Smith-Fort Osage	yes	
Third from Park Hill	yes	
Tina Zubeck-Platte Country	yes	
Troy Chrisman-Blue Springs	yes	
Remind of Jim Dunn Scholarship deadline (Jan. 15), NSPRA early bird registration deadline (Jan. 14), MOSPRA Awards of Distinction deadline – Professional of the Year, Rookie of the Year, Distinguished Service, and Administrator of the Year (Feb. 18), and spring conference dates (Mar. 20-22).		

<b>MoSPRA RSVP Jan. 2011</b>	<b>Lunch 1-7 at BS</b>	<b>Paid</b>
Nicole Kirby-Park Hill	yes	
Stephanie Manning-Park Hill	yes	
Mandy Frayer-Park Hill	yes	
Laci McClelland-Park Hill	yes	
Jason Sommers-Park Hill	yes	
Janice Phelan-Lee's Summit	yes	



**Feb. 11, 2011, Missouri School Public Relations Association  
Western Region Meeting**

- |   |   |
|---|---|
| 1. Greetings and introductions                  | Janice Phelan   |
| 2. Lunch  |   |
| 3. MoSPRA report                                | Jill Filer  |
| 4. NSPRA report                                 | Nicole Kirby  |
| 5. Program: School Public Relations and the Law | Shellie Guin<br>Attorney with Guin Martin & Mundorf LLC |
| 6. Good of the order                            |   |

**Future MoSPRA meetings/events**

**Friday, March 4, 2011 – 11:30 a.m. to 1 p.m.**

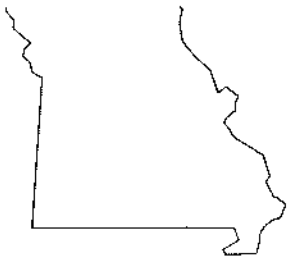
Lee's Summit R-7 School District Office, 301 NE Tudor Road, Lee's Summit  
Program: Advanced Social Media by Nicole Kirby of Park Hill School District

**Sunday-Tuesday, March 20-22, 2011**

Spring Conference  
Lodge of the Four Seasons

**Friday, May 6, 2011 – 11:30 a.m. to 1 p.m.**

Platte County School District, 998 Platte Falls Road, Platte City  
Program: Dr. James Gentry, professor and former dean at  
William Allen White School of Journalism and  
Mass Communications at the University of Kansas



**March 4, 2011, Missouri School Public Relations Association  
Western Region Meeting**

- |                                   |   |
|-----------------------------------|---|
| 1. Greetings and introductions    | Janice Phelan                             |
| 2. Lunch                          |   |
| 3. MoSPRA report                  | Jill Filer                                |
| 4. NSPRA report                   | Nicole Kirby                              |
| 5. Program: Advanced Social Media | Nicole Kirby<br>Park Hill School District |
| 6. Good of the order              |   |

**Future MoSPRA meetings/events**

**Sunday-Tuesday, March 20-22, 2011**

Spring Conference  
Lodge of the Four Seasons

**Friday, May 6, 2011 – 11:30 a.m. to 1 p.m.**

Platte County School District, 998 Platte Falls Road, Platte City  
Program: Dr. James Gentry, professor and former dean at  
William Allen White School of Journalism and  
Mass Communications at the University of Kansas

<b>MoSPRA RSVP March 4</b>	<b>lunch 11:30 a.m. at Lee's Summit</b>
Ackerman, Dallas-Liberty	yes
<b>Baccala, John</b>	<b>NO LUNCH</b>
Baker, Lisa-Holden	yes
Beebe, Erika-Blue Springs	yes
Chrisman, Troy-Blue Springs	yes
Cox, Mark-Belton	yes
Cronk, Michelle-North Kansas City	yes
Donahoe, Michele-Raymore-Peculiar	yes
Evans, Leslie-Blue Springs	yes
Filer, Jill-Harrisonville	yes
Framer, Mandy-Park Hill	yes
Kirby, Nicole-Park Hill	yes
Lucas, Lane-Grandview	yes
Manning, Stephanie-Park Hill	yes
Maskil, Amy-North Kansas City	yes
Phelan, Janice-Lee's Summit	yes
Smith, Stephanie-Fort Osage	yes
<b>TOTAL</b>	<b>16</b>

## WELCOME

Cooperating School District  
December 15, 2010

Presented by:  
Thomas A. Mickes  
Mickes Goldman O'Toole, LLC

St. Louis Office  
555 Maryville University Drive  
Ste. 200  
St. Louis, MO 63141  
Phone: 314-878-5600  
Fax: 314-876-5697

[www.mickesgoldman.com](http://www.mickesgoldman.com)

Kansas City Office  
Central Professional Building  
221 West Lexington, Suite 114  
Independence, MO 64050-3719  
Phone: 816-874-8000  
Fax: 816-874-8929

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## STUDENT EDUCATIONAL RECORDS AND CONFIDENTIALITY



MICKES GOLDMAN O'TOOLE, LLC

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## 3 MAIN PURPOSES of FERPA

### ■ Prohibit Disclosure:

- ◆ Prohibits schools and agencies from disclosing a student's educational records or personally identifiable information contained in those records without written parental consent.

### ■ Access:

- ◆ Gives parents or eligible student the opportunity to inspect and review the student's educational records.

### ■ Amendment:

- ◆ Gives parents or eligible students right to request amendment of records they believe are inaccurate or misleading.

MICKES GOLDMAN O'TOOLE, LLC

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## What are Educational Records?

- *Educational records* are those records that are:
  - Directly relate to a student, and
  - Maintained by the District.
    - Includes information recorded in any way, including, but not limited to, hand writing, print, computer media, video or audio tape, film, etc.

MICKES GOLDMAN O'TOOLE, LLC

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## VOLUNTEERS

- FERPA recently amended to specifically authorize volunteers as individuals with a legitimate educational interest.
- District's annual FERPA notification should state that volunteers are considered individuals with a legitimate educational interest.
- You should emphasize the need not to re-disclose.
- School district remains responsible for outside individual's compliance with FERPA requirements.

MICKES GOLDMAN O'TOOLE, LLC

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## A Warning About Emails

- Refrain from discussing students in an email amongst staff.
- Never disparage students or parents in an email amongst staff.
- If you use email to communicate with parents or students, ensure that you have written consent to use specific email addresses.
- Never engage in "grocery store gossip" about a student's educational records or the information therein (i.e., existence of a disability, grades, etc.)

MICKES GOLDMAN O'TOOLE, LLC

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## ACCESS TO RECORDS

- The right to "inspect and review" the child's education records.
- Under IDEA, the right to inspect and review also includes the right to a response from the agency to reasonable requests for explanations and interpretations of the records, and the right to have a representative of the parent inspect and review the records.
- FERPA does not require districts to provide access to records that are not education records.

MICKES GOLDMAN O'TOOLE, LLC

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**Take Out the Sunscreen:  
Practical Tips On The Sunshine Law**

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**Why Is This Important**

- Renewed interest in the Missouri Sunshine Law
  - H.B. 316
    - Governor Nixon hoped to sign this bill.
- Other reasons:
  - Fines
  - Attorney's fees (Can be assessed for both a "knowing" and "purposeful" violation)
  - Board action can be voided
  - Maintain trust with the patrons of your District

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**Public Policy**

610.011

- It is the public policy of this state that records/meetings/acts of governmental bodies be open to the public.
- Public policy shall be liberally construed
- Exceptions are few and should be narrowly construed

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## Covered Entities

- 610.010(4) – “Public governmental body”
- (a) Any body, agency, board, bureau, council, commission, committee...supported in whole or in part from state funds;
- (c) Any department or division of the state, of any political subdivision of the state, of any county or of any municipal government, school district or special purpose district including but not limited to sewer districts, water districts, and other subdistricts of any political subdivision;
- (e) Any committee appointed by or at the direction of any of the entities and which is authorized to report to any of the above-named entities...

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## What is a Record?

- 610.010(6) – “Public record”, any record, whether written or electronically stored, retained by or of any public governmental body.
- Definition of a record includes:
  - E-mails
    - If sent to majority of members of the board
  - Preliminary drafts
    - A record need not be in final form
- Caveat
  - Almost everything has to be turned over unless you can articulate why the record should not be released (e.g., an exception, other applicable law such as FERPA, etc.)

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## Meetings

- “Public meeting” – Definition:
  - Any meeting of a public governmental body at which any public business is discussed, decided, or public policy formulated.
    - “Public business” – all matters which relate in any way to the performance of the public governmental body’s functions or the conduct of its business.
  - “Public meeting” does not include an informal gathering for ministerial or social purposes, when there is no intent to avoid the purposes of this chapter.
    - Definition of “ministerial”: Relating to or being an act done after ascertaining the existence of a specified state of facts in obedience to a legal order without exercise of personal judgment or discretion.

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**Scenario:**

- You would like the District to switch to a four day school week. Prior to the next board meeting where you will discuss the possibility of a change, you call each Board Member individually in an attempt to gain consensus regarding whether or not they will vote to make the change.
- Have you violated the Sunshine Law?

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**Scenario:**

- Your Board has formally established a three person committee to review bids for the purchasing of District computers. The three person committee intends to report back its recommendations to the Board at a later date. After the committee meeting, two of the committee members continue to discuss the merits of the bids submitted. What best characterizes this development?
  - A. Discussions by committee members, even outside the meeting, are allowed because the committee cannot make any final decisions anyway.
  - B. Two committee members are not a quorum of the Board and so there is nothing illegal about this discussion.
  - C. While the two members of a committee do represent a quorum of a public body, there is no violation if they merely discuss the bids but do not make a decision about who to recommend.
  - D. This discussion is a violation of the Sunshine Law because a discussion of public business among a quorum of a committee is illegal if not posted.

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**Meetings – Notice Requirements**

- §10.020**
- All public governmental bodies shall give notice of the time, date, place, tentative agenda, open/closed
    - Form: in a manner reasonably calculated to advise the public of the matters to be considered
    - Must be at time convenient to the public (timing and access)
  - Accommodation for crowd:
    - Must be in venue large enough for anticipated crowd
  - Type of meeting:
    - Personal or electronic
      - If electronic, must notify the public how to access that meeting
  - Notice of Location:
    - Must be posted at principal office or where the meeting will be held
  - Available to media – when notifying board members

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### Scenario:

- Your weekly newspaper has always run the notice for meetings of the school board. The school board also posts the notice outside of the central office. This week, the notice is not printed in the paper, but the school board meets and votes on several decision items. The public relies on the paper to inform them of when the board meetings will occur and many individuals miss the meeting. Has the school board violated the Sunshine Law?
  - A. Yes, because if the public depends on the newspaper notice, there is an expectation that the school board will continue to provide it.
  - B. No, because the Sunshine Law does not require notice to be printed in the newspaper.
  - C. Yes, because the Sunshine Law requires notice to be in as many forms as possible.

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### Meetings – Notice Requirements (cont'd)

- Time for posting notice – At least 24 hours prior to meeting
  - Does not include weekends or holidays
  - If no 24 hour notice, then reasons why the District was not able to meet the 24 hour notice deadline
    - Does not relieve notice requirement – must still give as much notice as possible
- Portion going to be closed – must state reasons why
  - 610.022.2 – A public governmental body proposing to hold a closed meeting or vote shall give notice of the time, date and place of such closed meeting or vote and the reason for holding it by reference to the specific exception...
    - No Agenda required for closed meeting – opinion 97-90
    - Meeting minutes are still required for closed meetings

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### Scenario:

- You are the custodian of records. You have already posted the agenda for the next meeting and you receive a phone call from your Board President less than 24 hours before the meeting wanting to add a closed meeting portion to the agenda to discuss a lawsuit that was just filed against the District. What is the best way to handle this request?
  - A. Revise the agenda and repost the meeting.
  - B. Inform your Board President that someone must offer a motion to amend the agenda with an explanation of the reason that can be recorded in the minutes.
  - C. Explain to the Board President that it is too late to repost the agenda. The closed meeting will have to be posted for a future date.
  - D. Repost the meeting as an emergency meeting and make sure that there is an explanation in the minutes about why it was necessary to meet with less than 24 hours notice on the revised agenda.

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## Meetings – Minutes

- **610.020.7** – must be taken for **all** meetings, but keep separate minutes for open and closed meetings
  - A journal or minutes of open and closed meetings shall be taken and retained by the public governmental body
    - **BUT...** for closed meetings, do not take a verbatim account of what transpired. Even closed meeting minutes can be subject to review by court order.
  - Items to be recorded
    - Any votes taken
    - Date, time, place, members present, members absent.

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## Vote

- 610.015**
- All votes shall be recorded, and if a roll call is taken, as to attribute each "yea" and "nay" vote, or abstinence if not voting, to the name of each member of the public governmental body.
  - All roll call votes shall be cast by members who are physically present and in attendance at the meeting.
  - Emergency exception: Must have quorum physically present
    - Remainder of voting members may participate via telephone, facsimile, Internet, or any other voice or electronic means.
    - Nature of the emergency shall be stated in the minutes.

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## Vote – Closed Sessions

- Votes to go into closed session or during closed session must be by roll call.
- Must reference statutory authority for closed session, in open session and in minutes
- After a closed meeting, entity must disclose the vote of each member — not just the vote total or results.
- Vote includes the motion voted on and matters or materials referred to within the motion.

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## Closed Records/Meetings/Votes

### 610.021

- An entity is authorized to close meetings, records and votes, to the extent they relate to the following:
  - (1) Legal actions, causes of action or litigation and any confidential or privileged communications between the public governmental body and its attorneys.
    - All legal work product shall be considered a closed record
  - Caveats
    - Minutes, votes, or settlement agreements shall be made public upon final disposition
    - Money paid in settlement is public record regardless of order

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## Closed Records/Meetings/Votes (cont'd)

### 610.021

- (2) Leasing, purchase or sale of real estate by a public governmental body where public knowledge of the transaction might adversely affect the legal consideration.
  - Any minutes, vote, or public record approving a contract relating to the leasing, purchase or sale of real estate shall be made public upon execution
  - Vote on eminent domain issues shall be made public immediately following action

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## Closed Records/Meetings/Votes (cont'd)

### 610.021

- 3) Hiring, firing, disciplining or promoting of particular employees when personal information about the employee is discussed or recorded.
  - "Personal information" definition – relating to the performance or merit of individual employees
- Caveats – vote on a final decision to hire, fire, promote or discipline an employee shall be made available to public within 72 hours of the meeting.
  - Prior to public disclosure, affected employee shall be promptly notified of the decision (within the 72 hour period).
  - The 72 hour rule only applies to this specific exception.

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**Closed Records/Meetings/Votes  
(cont'd)**

610.021

- (6) Scholastic probation, expulsion, or graduation of identifiable individuals, including records of individual test or examination scores
  - Such personally identifiable student records shall remain open for inspection by the parents or student
- (7) Testing and examination materials, before the test or examination is given
- (9) Preparation, including any discussions or work product, for negotiations with employee groups
- (11) Specifications for competitive bidding, until either the specifications are officially approved or the specifications are published for bid

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**Closed Records/Meetings/Votes  
(cont'd)**

610.021

- (12) Sealed bids and related documents, until the bids are opened; and sealed proposals and related documents or any documents related to a negotiated contract until a contract is executed, or all proposals are rejected
- (13) Individually identifiable personnel records, performance ratings or records pertaining to employees or applicants for employment
  - Exception: Does not apply to the names, positions, salaries and lengths of service of officers and employees once they are employed
- (16) Abuse and/or wrongdoing hotline records
- (17) Confidential or privileged communications involving auditor and work product
  - Final audit reports are open records

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**Procedure for Closing Meetings –  
610.022**

1. No meeting or vote may be closed without public vote of the majority of the quorum. The vote of each member and the specific reason for closing shall be announced publicly and entered into the minutes.
2. An entity shall give notice of the time, date and place of such closed meeting or vote and the reason for holding it by reference to the specific exception. Notice must comply with the procedures for notice of a public meeting.
3. Any closed meeting or vote shall be closed only to the extent necessary. Entities shall not discuss any business in a closed meeting, record or vote which does not directly relate to the specific reason announced.
  - Entities shall only close an existing portion of the meeting facility necessary to go into closed session.
  - Must allow public to remain to attend any subsequent open session.

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**Closed Records and Meetings –  
Member Objections**

- 4. Nothing in the Sunshine Act shall require the public governmental body to hold a closed meeting, record or vote to discuss or act upon any matter.
- 5. Public records shall be presumed to be open unless otherwise exempt pursuant to the provisions of this chapter.
- 6. If member believes meeting vote or record should not be closed, that member must object to the motion at or prior to when the vote is taken.
  - Minutes shall reflect objection made.
  - Objecting member may fully participate in any meeting, record or vote that is closed over objection.
  - Absolute Defense to liability under Sunshine Act – if objecting member also voted in opposition to the motion.

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**Closed Records and Meetings**

- When closed – ALL public must leave, board cannot pick and choose. Opinion No. 18-81.
  - *Smith v. Sheriff*
    - A governmental body may allow certain members of the public into a closed meeting to provide information to the governmental body.
      - Their participation in the closed session does not 'open' the session to either the media or the general public.

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**Closed Records and Meetings (cont'd)**

- Records otherwise open under Sunshine Law may be closed by some other statute.
  - Must be able to point to specific statutory basis for closure
  - Examples:
    - Juvenile criminal records
    - Tax returns
    - Social security numbers
    - Adoption records
    - Mental health records

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**Records Requests –  
Making and Responding**

610.028.2

- Each public governmental body shall provide a reasonable written policy regarding the release of information on any meeting, record or vote.
  - See policies at back of slides.
- Any member or employee who complies with the written policy is not guilty of a Sunshine Law violation or subject to civil liability for any act arising out of his adherence to the written policy of the agency.

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**Records Requests –  
Making and Responding (cont'd)**

610.023.1

- Each entity required to designate custodian of records
  - The identity and the location of the custodian is to be made available upon request.
- Failure to have a custodian can result in award of attorneys' fees against entity.
  - *Moore v. Brewster* – won on underlying action, but still had to pay because entity didn't have designated custodian

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**Records Requests –  
Making and Responding (cont'd)**

610.023.2

- All public records shall be available for inspection and copying.
  - No person shall remove original public records from the office without written permission.
  - Request does NOT have to be in writing, but must reasonably identify records sought.

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**Records Requests –  
Making and Responding (cont'd)**

- **Time to Respond to Request – 210.023.3**
- **3 Day Rule:** Each request shall be acted upon as soon as possible, but in no event later than the end of the third business day following the date the request is received.
  - Includes denial of request as well.
- **Format:** If requested in a certain format, records shall be provided in the requested format, if available.
- **Exception to 3 Day Rule:** This period for document production may exceed three days for reasonable cause.
  - If record is not given within three days, must explain cause for the delay and when record will be available for inspection.

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**Records Requests –  
Making and Responding (cont'd)**

- **Charging for Regular copies – 210.026 .1(1)**
  - 10 cents a page
  - Hourly fee for duplicating time not to exceed the average hourly rate of pay for clerical staff.
  - Research time may be charged at the actual cost.
  - Should produce the copies using employees that result in the lowest amount of charges for search, research, and duplication time.
  - Documents may be furnished without charge or at a reduced charge if believed to be in the public interest
    - Possible Problems: Discrimination/Retaliation

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**Violations of Act – Lawsuits**

- **Who can bring action under 610.027:** Any aggrieved person, taxpayer, or citizen of the state
- **Timing:** Must file within one year when informed of questionable act or could have ascertained violation, max of two years. 610.027.5.
- **Location:** Brought in the circuit court for the county in which entity has its principal place of business.
- **Obiligations When Sued:** Cannot transfer custody, alter, destroy, or otherwise dispose of the public record sought to be inspected and examined.
- **Burden on Entity:** Once Plaintiff shows entity is subject to Sunshine Law, then entity has burden to show compliance with rules.

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### **Penalties for Violation of Act**

- Knowing violation
  - \$1,000 fine, costs, attorneys' fees
  - May not be entitled to attorneys' fees if no purposeful violation – Spradlin v. City of Fulton
- Purposeful Violation
  - \$5,000 fine, costs, attorneys' fees

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### **Penalties for Violation of Act (cont'd)**

- Factors considered in determining fine:
  - Size
  - Seriousness of offense
  - Previous violations
- Court can potentially void the action taken
  - Only if public interest in enforcing Sunshine Law outweighs allowing action to stand.
- Entities can file declaratory judgment action to determine legality of closing meeting, record or vote.

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### **Possible Future of the Sunshine Law**

- H.B. 316
  - Minutes of closed meetings must include a summary of discussions that occurred, but not disclosure of records or votes.
  - Each person found guilty of violating the Sunshine Law will be subject to a fine of up to \$8000 for a "purposeful" violation or a \$1000 fine for a "knowing" violation of the law.
  - Any governing body has to give the public five days notice before meeting to discuss taxing, zoning, transportation development districts, capital improvement districts and eminent domain issues to allow for a public comment period.

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## STUDENTS

Policy 2875  
(Regulation 2875)

### Student Services

#### Student Allergy Prevention and Response

The purpose of this policy is to create an organized system for preventing and responding to allergic reactions in accordance with House Bill 922 (2009). This policy is not a guarantee of an allergen-free environment; instead, it is designed to increase awareness, provide education and training, reduce the chance of exposure and outline responses to allergic reactions.

This policy applies to district facilities to which students have access and includes transportation provided by the district. The Board instructs the superintendent or designee to develop procedures to implement this policy.

#### **Identification**

An allergic reaction is an immune system response to a substance that itself is not harmful but that the body interprets as being harmful. Allergic reactions range from mild to life-threatening. Each school in the district will attempt to identify students with life-threatening allergies, including food allergies. At enrollment, the person enrolling the student will be asked to provide information on any allergies the student may have.

#### **Prevention**

Students with allergies that rise to the level of a disability as defined by law will be accommodated in accordance with district policies and procedures pertaining to the identification and accommodation of students with disabilities. An Individualized Health Plan (IHP), including an Emergency Action Plan (EAP), may be developed for students with allergies that do not rise to the level of a disability.

All staff members are required to follow any 504 Plan or IHP/EAP developed for a student by the district. Staff members who do not follow an existing 504 Plan or IHP/EAP will be disciplined, up to and including termination.

Staff members shall not use air fresheners, oils, candles, incense or other such items intended to add fragrance in any district facilities. This provision will not be construed to prohibit the use of personal care items that contain added fragrance, but the principal may require staff members to refrain from the use of personal care items with added fragrance under particular circumstances.

Staff members are prohibited from using cleaning materials, disinfectants, pesticides or other chemicals except those provided by the district.

The district will not serve any processed foods, including foods sold in vending machines, which are not labeled with a complete list of ingredients. Vended items must include a list of ingredients on the individual package. The food service director will create an ingredient list for all foods provided by the district as part of the district's nutrition program, including food provided during the school day and in before- and after-school programs. This list will be available upon request.

Prepackaged items used in concessions, fundraisers and classroom activities must include a list of ingredients on the package. If the package does not contain a list of ingredients, the list of ingredients must be available at the location where the package is sold or provided.

### **Education and Training**

All staff members will be annually trained on the causes and symptoms of and responses to allergic reactions. Training will include instruction on the use of epinephrine premeasured auto-injection devices.

Age-appropriate education on allergies and allergic reactions will be provided to students as such education aligns with state Grade-Level Expectations (GLEs) for health education. Education will include potential causes, information on avoiding allergens, signs and symptoms of allergic reactions and simple steps students can take to keep classmates safe.

### **Confidentiality**

Information about individual students with allergies will be provided to all staff members and others who need to know the information to provide a safe learning environment for the student. Information about individual students with allergies will be shared with students and others who do not have a legitimate educational interest in the information only to the extent authorized by the parent/guardian or as otherwise permitted by law, including the Family Educational Rights and Privacy Act (FERPA).

### **Response**

Response to an allergic reaction shall be in accordance with established procedures, including application of the student's 504 Plan or IHP/EAP, where applicable. *Each building will maintain an adequate supply of epinephrine premeasured auto-injection devices to be administered in accordance with Board policy, OR Parents of students with life-threatening allergies should supply the school with epinephrine premeasured auto-injection devices to be administered in accordance with Board policy. [Districts must choose one of these sentences, but not both.]*

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## STUDENTS

Regulation 2875

### Student Services

#### Student Allergy Prevention and Response

The school nurse shall oversee the administration of these procedures in consultation with the food service director, the School Health Advisory Council (SHAC), the wellness committee, the transportation director, local health authorities and, where appropriate, the special education director or 504 coordinator.

#### **Definitions**

*Allergen* – A substance that triggers an allergic reaction.

*Allergic Reaction* – An immune system response to a substance that itself is not harmful but that the body interprets as being harmful. Allergic reactions trigger inflammation in the skin (hives, itching, a rash); in the respiratory system (coughing, wheezing, difficulty breathing); in the gastrointestinal tract (vomiting, diarrhea, stomach pain); and the cardiovascular system (lowered blood pressure, irregular heartbeat, shock). Anaphylaxis is another type of allergic reaction.

*Anaphylaxis* – A life-threatening allergic reaction that involves the entire body. It may be characterized by symptoms such as lowered blood pressure, wheezing, nausea, vomiting or diarrhea and swelling and hives. Anaphylaxis may result in shock or death.

*Emergency Action Plan* – An EAP is a written plan for students who have life-threatening conditions, such as an allergy. This plan is designed to inform school district personnel who may be called upon to respond.

*Individualized Health Plan* – An IHP is a document created by the district in cooperation with the parents and, when appropriate, a student's health care provider for students who have specific health care needs. It is a nursing care plan that has student-centered goals and objectives, and describes the nursing interventions designed to meet the student's short and long-term goals.

*Life-Threatening Allergy* – An allergic reaction that is severe enough to potentially cause death.

#### **General**

**[DISTRICT MUST ELECT ONE, AND ONLY ONE, OF THE ITALICIZED PARAGRAPHS BELOW]**

*In accordance with Board policy, the nurse or designee will provide training to all staff members about the causes and symptoms of and responses to allergic reactions and the proper administration of epinephrine. This training will be provided to current staff members within thirty (30) calendar days of the adoption of the Allergy Prevention and Response policy and on an annual basis thereafter. Staff members who are hired after this training has been conducted will be provided the information within ten (10) calendar days of the first day of employment.*



*Pursuant to Board policy, students may carry medication for the treatment of allergies. In addition, epinephrine premeasured auto-injection devices are available in each building and stored in the following locations:*

*Building:* \_\_\_\_\_ *Locations:* \_\_\_\_\_  
*Building:* \_\_\_\_\_ *Locations:* \_\_\_\_\_  
*Building:* \_\_\_\_\_ *Locations:* \_\_\_\_\_

**OR**

*Pursuant to Board policy, students may carry medication for the treatment of allergies. The district does not stock epinephrine premeasured auto-injection devices for general emergency use.*

**Response to an Allergic Reaction**

Any staff member who becomes aware that a student is having an allergic reaction must:

1. Stay with the student;
2. Notify the nurse immediately or direct another person to do so; and
3. Contact the parents.

If a staff member determines that the allergic reaction is potentially life-threatening the staff member will implement the student's 504 Plan, Individualized Health Plan (IHP) or Emergency Action Plan (EAP) if the staff member is familiar with the plan.

If the student does not have a 504 Plan, IHP or EAP, the staff member is not familiar with the 504 Plan, IHP or EAP or such plan is not immediately available, the staff member will immediately take or direct another person to take the following actions.

1. Call 911.
2. Notify the school nurse or, if the nurse is not available, notify \_\_\_\_\_ (designee).
3. Administer epinephrine, if available, at the direction of the school nurse pursuant to his/her training or designee. If the school nurse is not present, the staff member may administer epinephrine pursuant to his/her transcript, if available, if the staff member determines it is necessary to safeguard the health of the student.
4. Notify the parents.
5. Provide first responders with information about the student's allergy and reaction and any actions already taken.
6. A staff member will remain with the student until a parent/guardian or emergency contact arrives or until the student is transported from the district by first responders.

As soon as possible after the life-threatening allergic reaction, the nurse will consult with the 504 compliance coordinator and the student's parent/guardian to determine whether a 504 Plan or IHP/EAP would be appropriate for the student.

### **Instructional Areas**

No food preparation or consumption will take place in any instructional area unless the instructor has permission from the building administrator. Courses that include food preparation or consumption as a regular part of the curriculum are exempt from this provision, but instructors in these courses have an increased responsibility to monitor student adherence to prevention procedures.

### **Dining Areas**

The school nurse or designee will provide the food service director with a copy of any 504 Plan or IHP that concerns diet, along with a photograph of the student. Any 504 Plan or IHP that requires food substitutions must include a written statement from a licensed physician that:

1. Describes the disability or condition.
2. Explains how the student is restricted as a result of the disability or condition.
3. Identifies the major life activities affected by the disability or condition.
4. Lists omitted and permitted substitute foods.

The food service director will provide information to food service personnel as necessary. Food service personnel will not act on individual requests for dietary accommodations. If a student or parent/guardian of a student who does not have a 504 Plan or IHP/EAP on file with the food service director requests an accommodation, he or she will be referred to the school nurse and/or the Section 504 Coordinator for assistance.

The food service director will arrange for all food service staff to be trained in food label reading, cross-contamination avoidance, safe food handling and food item labeling requirements.

If there is any change in the menu after the menu has been posted, the food service director will notify the school nurse or designee. The nurse or designee will notify parents of students with a 504 Plan or IHP/EAP for food allergies, if necessary and applicable.

The principal may designate one (1) or more tables in the dining area as peanut and/or nut-free areas. Any student may use these tables, but may not have any food or beverage that contains or may contain peanuts or other nuts. If any student has been identified as having life-threatening allergies to a food or beverage other than peanuts or nuts, the principal may instead designate one (1) or more tables as allergen-free areas and specify the prohibited foods and beverages. Staff responsible for cleaning dining areas will clean any such designated tables prior to each use according to United States Department of Agriculture (USDA) recommendations using separate cleaning supplies. No student will be required to sit at the designated table.

Staff members supervising dining areas will promote a "no sharing/no trading" environment to prevent students from trading food, beverages or dining utensils.

**Transportation and Off-Site Activities**

Except as otherwise outlined in this procedure, drivers will not allow students to eat or drink on district transportation unless the student has written permission from his or her building principal. Written permission will be provided if the student has a medical need to consume food or beverages during the time the student is transported. A student who has a medical need to consume food or beverages on district transportation must have an IEP, 504 Plan or IHP that addresses which foods or beverages the student may consume.

Students being transported to and from activities on district transportation may be allowed to consume food and beverages if the staff member serving as sponsor has verified that none of the students being transported have documented life-threatening food allergies.

Staff members must submit a list of students taking part in off-site activities, such as competitions and field trips, to the nurse at least five (5) days prior to the activity. The nurse will verify which, if any, students have allergies and provide the staff member with a copy of the relevant 504 Plans or IHPs or EAPs and any medications that may be needed in the case of an allergic reaction.

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Student Welfare

Seclusion and Restraint

**Purpose**

It is the purpose of this policy to:

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

**Definitions:**

“**Authorized School Personnel**” means school personnel who have received annual training in:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**“School personnel”** means

- Employees of a local board of education.
- Any person, paid or unpaid, working on school grounds in an official capacity.
- Any person working at a school function under a contract or written agreement with the school system to provide educational or related services to students.
- Any person working on school grounds or at a school function for another agency providing educational or related services to students.

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

**“Section 504 Plan”** means a student’s individualized plan developed by the student’s Section 504 multidisciplinary team after a pre-placement evaluation finding the student is disabled within the meaning of Section 504 and its implementing regulations.

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

- a) Non-exclusionary time out: removal of reinforcers from the student without changing the physical location of the student (e.g., asking the student to put his/her head down on the desk); and
- b) Exclusionary time-out: removal of the student from participation in an activity or removal from the instructional area.

**Use of Restrictive Behavioral Interventions:**

- **Time-Out**  
Nothing in this policy is intended to prohibit the use of time-out as defined in this section.
- **Seclusion**  
Seclusion as defined in this policy is prohibited except for an emergency situation while awaiting the arrival of law enforcement personnel as provided for in RSMo 160.263.
- **Isolation**

Isolation, as defined in this policy, may only be used by authorized school personnel, as defined in this policy:

- After de-escalating procedures have failed;
- In an emergency situation as defined in this section; or
- As specified in a student's Individualized Education Program (IEP), Section 504 plan, or other parentally agreed-upon plan to address a student behavior.

Use of isolation requires all of the following:

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

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

• **Physical Restraint**

Physical restraint shall only be used in one of the three circumstances below:

- In an emergency situation, as defined in this policy;
- When less restrictive measures have not effectively de-escalated the situation; or
- When otherwise specified in an IEP, Section 504 Plan or other parentally agreed-upon plan to address a student's behavior.

Physical restraint shall:

- Only be used by authorized school personnel, as defined in this policy.
- Only be used for as long as necessary to resolve the actual risk of danger or harm that warranted the use of the physical restraint;
- Use no more than the degree of force necessary to protect the student or other persons from imminent bodily injury;

- Not place pressure or weight on the chest, lungs, sternum, diaphragm, back, neck or throat of the student which restricts breathing; and
- Only be done by school personnel trained in the proper use of restraint.

Any school personnel using physical restraint shall:

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

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

- **Mechanical Restraint**

Mechanical restraint shall only be used as specified in a student's IEP or Section 504 plan with two exceptions:

- Vehicle safety restraints shall be used according to state and federal regulations.
- Mechanical restraints employed by law enforcement officers in school settings should be used in accordance with law enforcement policies and procedures and appropriate professional standards.

- **Chemical Restraint**

Chemical restraints shall never be used by school personnel.

Aversive interventions that compromise health and safety shall never be used by school personnel.

### **Communication and Training**

- **School Personnel Debriefing**

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

- **Parental Notification**

Except as otherwise specified in a student's IEP or Section 504 plan:



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

School districts shall ensure that all school personnel are trained annually regarding the policy and procedures involving the use of seclusion, isolation and restraint.

#### **Students with Disabilities**

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

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

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

#### **Applicability of this Policy**

This policy applies to all district school personnel. School personnel assigned to programs not located on district premises (hospitals, detention centers, juvenile facilities, and mental health facilities) shall follow the policy and procedure of the facility/program where they work.



## Diana Gulotta

---

**From:** Missouri School PR Association [filerj@harrisonville.k12.mo.us]  
**Sent:** Thursday, December 16, 2010 2:12 PM  
**To:** Diana Gulotta  
**Subject:** MOSPRA Moment - December 2010

Please add [filerj@harrisonville.k12.mo.us](mailto:filerj@harrisonville.k12.mo.us) to your address book or accepted senders to help ensure future delivery.  
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Janice Phelan  
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(816) 968-1095 >>e-mail

**Ozarks Region Director**  
Curtis Chesick  
Ozark R-VI School District

Dear Diana,

Happy Holidays to all my MOSPRA friends! It's hard to believe that we're at the mid-point of the 2010-2011 school year. Time definitely goes by too fast.

You should have received an e-mail this week with a [link to the election ballot](#). If you have not yet done so, please take a moment to cast your vote. The ballot will close at noon on Friday.

A special thank you to all those on the ballot who have agreed to serve our great organization. I've said this time and time again - MOSPRA has the best people who are always willing to help their colleagues and the organization.

From all of us on the Executive Board, we wish you a wonderful holiday season full of family, friends, and fun (also a little relaxation if you can fit it in)!

Jill

---

### **Jim Dunn Scholarship deadline fast approaching**

The Jim Dunn Professional Development Scholarship is given annually to a MOSPRA member to help with costs associated with a professional development opportunity. The scholarship can be used for any MOSPRA or NSPRA event, PRSA event, hotel/travel costs, or classes related to the field of public relations. The value of the scholarship is \$500.

The criteria for selection includes MOSPRA membership and the opportunity being outside the realm of the applicant's budget.

The application is available on the [MOSPRA website](#). A letter of recommendation from the applicant's Superintendent or BOE President must accompany the application.

The application deadline is January 15, 2011.

---

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**Awards of Distinction**

Nominations are now being accepted for the four Awards of Distinction which are presented at our spring conference. The awards include:

- Rookie of the Year
- Professional of the Year
- Administrator of the Year
- Distinguished Service

To nominate an individual, submit a one- to two-page letter of recommendation to Michelle Baumstark, Columbia Public Schools, 1818 W. Worley, Columbia, MO 65203 or [mbaumsta@columbia.k12.mo.us](mailto:mbaumsta@columbia.k12.mo.us) by Friday, February 18, 2011.

For more information on each of the awards' criteria, visit the [MOSPRA website](#).

**NOTE:** We are working to revamp our Communications Contest. In addition to revising the contest categories, the timeline is being changed to allow for more time for judging. Submissions will be accepted in May/June. More information will follow once details are finalized.

**Meet Linda Gruss**

At the November Board meeting, the MOSPRA Executive Board voted to hire Linda Gruss as the organization's part-time Office Manager.

Linda is already familiarizing herself with the MOSPRA website and will soon be starting to update and expand it. You may also begin seeing e-mails from Linda as she collects information for the site.

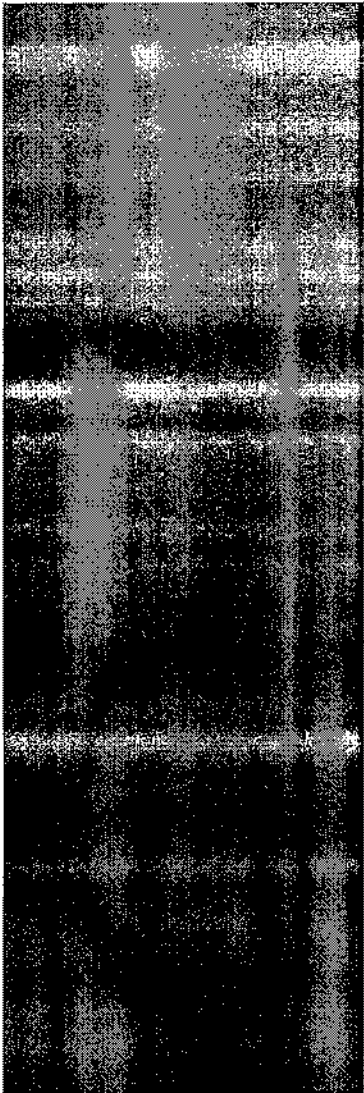
Linda is the Assistant Technology Support Specialist in the Valley Park School District where she maintains that district's site, performs hardware and software installation and testing, and works on the district's network and LAN system.

She earned her bachelor's degree from Stephens College in Columbia in Graphic Design. She lives in Florissant.

**Mark Your Calendar**

The 2011 spring conference will be here before you know it. The conference will be held at the Lodge of the Four Seasons March 20-22. As in the past, it will be a joint conference with MASA.

Some of the early plans for sessions include: Successful Bond/Levy Campaigns, Marketing & Branding, Advanced Media



Relations, Customer Service, and Dealing with New Media.

Also for the first time, we're planning a Gold Mine session - an opportunity to gain valuable information on a variety of topics in a quick format.

As always, this conference is shaping up to be great, so mark your calendar today!

---

### Regional Meetings

Great regional meetings are planned for January. Don't miss these opportunities for professional development and networking.

Westside - Legislative Update @ Blue Springs School District on Friday, January 7th at 11:30 a.m. Contact Janice Phelan - [Janice.Phelan@leesummit.k12.mo.us](mailto:Janice.Phelan@leesummit.k12.mo.us)

Eastside - Patch.com @ Cooperating School Districts on Wednesday, January 19th at 11:30 a.m. Contact Doug Bray - [brayd@ritenour.k12.mo.us](mailto:brayd@ritenour.k12.mo.us)

Ozarks - Tuesday, January 18th. Contact Curtis Chesick, [curtischesick@mail.ozark.k12.mo.us](mailto:curtischesick@mail.ozark.k12.mo.us)

Mid-State (tentative) - NSPRA Power Hour - Facebook Face-Offs, Friday, January 7. Contact Michele Clark, [michele.clark@dese.mo.gov](mailto:michele.clark@dese.mo.gov)

---

The Missouri School Public Relations Association (MOSPRA) is the Missouri state chapter of the National School Public Relations Association (NSPRA). The MOSPRA organization has four regions: western (Kansas City area), mid-state, ozarks and eastern (St. Louis area).

This message was intended for: [dgulotta@hazelwoodschoools.org](mailto:dgulotta@hazelwoodschoools.org)  
You were added to the system February 2, 2008.  
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## Diana Gulotta

---

**From:** Missouri School PR Association [filerj@harrisonville.k12.mo.us]  
**Sent:** Wednesday, January 12, 2011 2:13 PM  
**To:** Diana Gulotta  
**Subject:** MOSPRA Moment - January 2011

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- Surveys
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- Communication Plans
- Crisis Communications
- Electronic Communications
- Event Planning
- Internal Communications
- Legislative Issues
- Media Relations
- Newsletters
- Presentations
- Staff Recruitment/Training

To access the Document Vault and other members' only areas, remember that you must log-in to the site. Your username is your first name, last initial (Ex: filerj) and your password is mospra2010.

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**Colleague Connections  
Chair**

Tina Zubeck  
Platte County School  
District

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David Luther  
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true resource for our members.

Stay warm!  
Jill

---

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For more information on each of the awards' criteria, visit the [MOSPRA website](#).

---

**MOSPRA Executive Board meeting upcoming**

The MOSPRA Executive Board will meet via conference call later this month. Agenda items include:

- Fall Conference Review
- Committee Reports
- Director Reports
- Contest Revision Proposal

## Diana Gulotta

---

**From:** Missouri School PR Association [filerj@harrisonville.k12.mo.us]  
**Sent:** Thursday, April 14, 2011 9:46 AM  
**To:** Diana Gulotta  
**Subject:** MOSPRA Moment - April 2011

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Curtis Chesick  
Ozark R-VI School District

Dear Diana,

Happy spring to everyone! The weather over the last few weeks has been amazing, but also brings us to the reality that summer is right around the corner -- so much to do before the school year is over.

It was great to see everyone at the spring conference. Thank you to David Luther and the entire spring conference committee - Chris Tennill, Stephanie Smith, and Kim Cranston - for a superb conference.

If you were unable to attend, you can still access the presentations and handouts on the [MOSPRA website](#). Just go to the Resources menu.

Be sure to check out the rest of the information in this newsletter. The Executive Board approved new scholarship opportunities for members and the first round of applications are due June 1. We also have a new [Facebook page](#)....I hope everyone becomes a "fan."

It's a crazy time, so good luck to all as you finish out the 2010-2011 school year.

As always, if you have questions or suggestions for the Executive Board, please contact any of us!

Jill

---

### New MOSPRA Scholarships available to members

MOSPRA members now have access to \$3,000 per year in scholarships to attend both state and national conferences in addition to the Jim Dunn Scholarship.

The NSPRA Scholarship will provide one member with \$500 towards registration, hotel, and/or airfare for the annual NSPRA Seminar. Applications will be due on October 1 with the



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Jefferson City School District



winner announced at the Fall Conference.

The MOSPRA State Conference Scholarships will provide 10 members with \$250 to cover the cost of conference registration or hotel costs to attend either the Fall or Spring Conference. The application deadline is June 1 and recipients will be notified in August.

For more information and on-line scholarship applications, please visit the [MOSPRA website](#). The scholarship information is located under the Resources tab.

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**MOSPRA launches Facebook Page**

MOSPRA now has a presence on Facebook. You can become a fan of our page at [www.facebook.com/MOSPRA](http://www.facebook.com/MOSPRA).

This page will be used to celebrate accomplishments, drive traffic to our website, post news and information, and act as a forum for members to share ideas and questions.

Special thanks to Nicole Kirby for setting up our page and helping us model social networking for our members.

---

**MSIP 5 Information**

Ozark Director Curtis Chesick represented MOSPRA at a meeting regarding MSIP 5 in Jefferson City on Monday. The documents from that meeting are available in the Document Vault on the [MOSPRA website](#). Remember, you will need to log in to the site to access the Document Vault in the Resources menu. Your log in is your last name, first initial and the password is mospra2010.

Also posted in the Document Vault is an article that NKC is sending to employees tomorrow regarding MSIP 5.

Thanks to Curtis and Mary Jo for sharing this information!


---

**Congratulations Award Winners & NSPRA Honorees**

Congratulations to our MOSPRA Awards of Distinction members who were honored at the Spring Conference Banquet.

- Rookie of the Year - Lana Snodgras, West Plains
- Distinguished Service - Guin, Martin, Mundorf, LLC
- Administrator of the Year - Dr. Chris Belcher, Columbia
- Professional of the Year - Chris Tennill, Clayton

Also honored with a special NSPRA award were Dr. Marsha Chappelow, NSPRA Past President and Nicole Kirby, NSPRA South Central Vice President. They were recognized as NSPRA



Learning & Liberty Legacy Leaders as part of the 75 in 75 program honoring 75 NSPRA members who've made a difference as mentors and leaders.

Finally, a big congratulations to Lana Snodgras, West Plains and Kim Vann, Joplin for being selected to receive the NSPRA Scholarship for this year's Seminar in San Antonio. The scholarship covers the seminar registration fee, plus a \$250 stipend for expenses.

---

### **Communications Contest Call for Entries Coming Soon**

Watch your Inbox for information on our Communications Contest. Entries will be accepted beginning in mid-May and the deadline will be June 17. Entries can be any work created between January 2010 and May 2011.

We are hoping to use the MOSPRA website for entry submission as we will request that all entries be submitted electronically.

We are also in the process of recruiting judges for this year's contest and have had a great response from our neighboring NSPRA chapters. Our goal is to have at least two judges critique each entry.

For a complete list of contest categories, visit the MOSPRA website. Contest information is located under the Awards menu.

---

### **Annual Membership Meeting Summary**

During the banquet at the spring conference, we held our annual membership meeting as required in our by-laws. Items covered include the following:

- Approval of Officers for 2011-2012 - Diana Gulotta, President; Zac Rantz, President-Elect; Tina Zubeck, Secretary; Patrick Wallace, Treasurer; John Baccala, Westside Director; David Luther, Mid-State Director; Lana Snodgras, Ozark Director; and Matt Deichmann, Eastside Director
- Approval of the annual audit report as provided by the Audit Committee; the committee found no corrections needed to be made
- Approval of the Treasurer's Report; the MOSPRA account balance is \$39,060.47; revenue from Sept. 1 to present is \$12,346 and expenditures for the same time period are \$6727
- Membership report; 134 members with 12 new member districts and 21 new members total; 20 administrators belong to MOSPRA
- Regional reports from the Directors
- APR report; six members completed the APR Study

## Sessions this year

### Top 10 (12) - Crisis Tips from Spring Conference Session

The Tuesday breakfast session at the spring conference focused on crisis communication. David Luther, Jefferson City; Cathy Allie, Raytown; Jill Filer, Harrisonville; and Christine Splichal, Spring Hill, KS shared crisis experiences and tips. The presenters' hand-outs are available on the MOSPRA website under the Resources menu - [2011 Spring Conference Documents](#). Below are 12 tips shared during that session.

1. News travels instantly due to electronic and social media. To control the situation, you should establish a schedule and "rules of engagement" for the media (e.g., a statement will be issued at XX time, media will only be allowed in an established area of the memorial service). Having established relationships with local media helps immensely. Be responsive, but firm.
2. Following the crisis, the district returned to a "normal" routine almost immediately to give structure to staff and students. Spontaneous memorials were taken down after Day 1. This was challenging and somewhat controversial but the right decision.
3. In the heat of moment, decisions made can set precedents that are difficult to live with later. Step back and consider long-term ramifications when making decisions about memorial services, etc., and be sure to keep your board informed.
4. Regular communications, even if there was little new information, eased anxiety and tension.
5. Bringing key administrators in and developing a comprehensive plan at the very beginning paid dividends throughout the process.
6. Working with NSPRA, professional psychological organizations, and colleagues state and nationally was extraordinarily helpful.
7. Working closely with local law enforcement to "stay on the same page" was important.
8. Pre-planning really helped us. We had a plan in place because of some table top exercises we had done. Also, we had pre-assigned roles. I was able to quickly visit the scene, then stay at a computer and phone at the school while someone else was on scene.
9. We learned that we were not supposed to evacuate the bus ourselves with one wheel off ground. Bus seemed stable enough to evacuate it ourselves.
10. We need to determine a way to use student cell phones as part of crisis communication plan.
11. Drills are important (we had just had a fire drill at the high school the day before).
12. Continuous work/review of district crisis plan is invaluable.



## MOSPRA Budget 2010-11

Expenses	Budget 10/11	Actual 10/11
APR Study Group	\$750.00	\$342.77
Contest (printing & awards)	\$1,500.00	0
Donations/Gifts	\$500.00	\$200.00
Eastside Meetings (meals)	\$1,400.00	\$1,165.35
Eastside Meetings (travel, speakers)	\$500.00	\$350.00
Exec. Board Meetings (food)	\$750.00	\$152.17
Exec. Board Travel	\$500.00	\$92.00
Fall Conference	\$2,500.00	\$2,398.86
Fees (bank)	\$100.00	\$111.00
Jim Dunn Scholarship	\$500.00	\$0.00
Power Hour	\$400.00	\$245.00
Mid-state Meetings (meals)	\$200.00	\$102.89
Mid-state Meetings (travel, speakers)	\$200.00	\$0.00
Misc. office	\$50.00	\$290.00
MOSPRA Planning meeting (meal)	\$100.00	\$0.00
NSPRA Conference	\$500.00	\$0.00
Ozark Meetings (meals)	\$100.00	\$0.00
Ozark Region Meetings (travel, speakers)	\$500.00	\$0.00
Office Manager	\$2,400.00	\$350.00
Spring Conference	\$2,000.00	\$201.89
Teacher of the Year	\$500.00	\$0.00
Westside Meetings (meals)	\$1,300.00	\$725.15
Westside Meetings (travel, speakers)	\$500.00	\$0.00
NSPRA Scholarships	\$2,000.00	\$0.00
MOSPRA Scholarships	\$3,000.00	\$0.00
<b>TOTAL</b>	<b>\$22,750.00</b>	<b>\$6,727.08</b>

Income	Budget 10/11	Actual 10/11
Contest	\$2,000.00	\$690.00
Eastside Meetings (meals)	\$1,400.00	\$834.00
Fall Conference	\$5,000.00	\$4,547.00
Jim Dunn Scholarship	\$250.00	\$80.00
Membership	\$6,500.00	\$5,470.00
Mid-state Meetings (meals)	\$200.00	\$0.00
Ozark Meetings (meals)	\$100.00	\$0.00
Spring Conference	\$1,000.00	\$0.00
Westside Meetings (meals)	\$1,300.00	\$680.00
Bank Corrections	\$0.00	\$45.00

NOTE:

Bank balance on 2/28/11 is \$39,480.72

Deposits of \$260.00 not included

Expenses of \$680.25 not included

Result: \$39,480.72 + \$260.00 - \$680.25 = \$39,060.47

MOSPRA Budget 2010-11

TOTAL		\$17,750.00	\$12,346.00		
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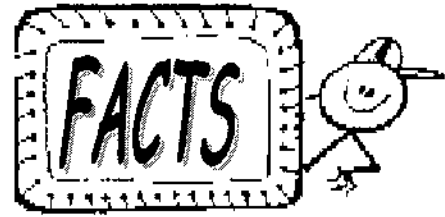
## MOSPRA DOCUMENT VAULT

[Home](#) > [Resources](#) > [MOSPRA Document Vault](#)

MOSPRA's **Resource Library** is an online document collection that allows members quick and easy access to letters, templates and other collateral materials developed by their colleagues across the state of Missouri.

- **Archive**
- Bond Issue/Tax Levy Campaigns
- Brochures/Publications
- Surveys
- Budget Communications
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# Help spread the truth about the R-7 Feb. 8 operating levy election



**Budget cuts:** It has been stated by opponents of the levy issue that the R-7 School District should "tighten its belt" and cut the district's budget before asking taxpayers to approve an operating levy increase.

**FACT:** Before turning to voters, the R-7 School District has gone through extensive cost containment, including \$19.5 million this year alone. Over the past three years, cuts have totaled more than \$30 million. If the levy is not approved and the additional \$6 million in cuts is implemented, the annual cost-containment total will be \$26 million for next year or over \$56 million over four years (2008-2012).

**Levy:** An apparently anonymous automated "robo calls" and "live" calling bank efforts opposing the school issue stated that the district's levy will be among the highest in the state among suburban districts if the levy is approved.

**FACT:** Many school districts locally and statewide are considering placement of operational levy increases on the ballot, based on the current and projected ongoing losses in state and local funding. Based on these discussions at other districts, it is difficult to predict the R-7 levy ranking in the future. Currently among Jackson County school districts, the Lee's Summit R-7 total levy is ranked fourth out of 11 school districts.

As a "bedroom community" that must rely heavily on local property taxes, Lee's Summit R-7 has traditionally had an above-average tax levy. Of all property in our school district, a total of 82 percent is residential, which is considered high for both urban and suburban districts. (Residential property is assessed at a lower rate than commercial, generating less revenue.) In addition, a significant portion of recent local commercial developments are tax abated, meaning that the district does not receive the real property taxes from these businesses for a number of years. A statistic worth sharing is our district's assessed value per student, which is also low when compared to similar districts. In comparisons of assessed values per student, Lee's Summit R-7 is \$105,064, compared to \$105,813 for the average of Jackson County school districts and \$153,172 for the average of large Missouri suburban districts. Districts with higher assessed property valuations as well as a higher percentage of commercial property will generate more property-tax revenue for their schools with a lower tax levy than a so-called bedroom community.

One good way to measure a district's use of its financial resources is to compare cost per pupil. Although considered one of the metro area's and the state's highest-achieving school districts, R-7 operates at a cost per pupil which is below the average for area districts and very near the average for similar-sized suburban districts state-wide, according to state officials.

**Administrative staffing cuts:** It has been stated that the district has not reduced positions at the administrative and "central office" level.

**FACT:** In all, the district has reduced more than 100 staff positions over the last three years with the administrative staff having the largest percentage cut by category. Overall, cuts have included 8.2 percent of the administrative staff, 7.6 percent of the "other certified" staff, 3.9 percent of classroom teachers and 2.7 percent of support staff. Within the last two years, six "central office" positions have been eliminated at the Stansberry Leadership Center. They include two director-level positions, one coordinator, two secretarial positions and one instructional technology specialist. The combined salary and benefits for the six Stansberry Leadership Center positions totals \$559,940. The reductions recommended for 2011-12 and 2012-13 if the levy is not approved include reduction by three additional positions at the central office.

**Election date: A group opposing the levy has stated that the February election date was selected to make sure that most voters are unaware of the election.**

**FACT:** The Feb. 8 election date was recommended by the community team that studied the district's financial challenges last fall. R-7 officials and team members believed it would be more compassionate for employees potentially losing their jobs through budget cuts to learn of these layoffs in early February when there could be time for impacted staff members to find jobs with other school districts. If the election were held in April and was not successful, employees would not learn of potential layoffs until after area districts had already filled many open positions for next year. The budget cuts recommended for the next two years if the levy fails would unfortunately result in several dozen employee layoffs district-wide.

In addition, the district's preliminary budget is developed during spring and finalized each summer. Staffing is a major part of the budget and the levy decision is critical for financial planning for 2011-12.

**Administrator salaries: Opponents of the levy have publicized the top 25 salaries/benefits of R-7 administrators and indicated that these salaries were too high.**

**FACT:** Based on comparisons with similar metro-area school districts, R-7 employees do not rank near the top in any category, including administration, instruction and support. Accurate comparisons of administrator salaries are more difficult since there are fewer in number, and school district salaries take years in the education field and advanced degrees into consideration. Lee's Summit R-7 also spends the same percent of its budget for administrative salaries as the average for Missouri school districts, according to state data.

Here are a few facts:

- Based on a *St. Louis-Post Dispatch* website database, the R-7 superintendent's salary was 11<sup>th</sup> out of 18 and approximately \$7,000 below the average for Missouri districts with enrollments of more than 10,000 students.
- Based on metro-area comparisons with similar Missouri/Kansas districts, the salaries of R-7 assistant superintendents, high-school principals, middle-school principals and elementary principals ranked 6<sup>th</sup> out of 13 districts, despite the fact that these administrators also averaged approximately 27 years in education (a relatively high number for these positions) and that 98 percent have either specialist or doctorate advanced college degrees (also an above average percentage for these positions). (*NOTE: This list did not include superintendent's salary comparisons.*)

**FOR MORE INFORMATION ABOUT THE FEB. 8 ISSUE,  
visit [WWW.LEESUMMIT.K12.MO.US](http://WWW.LEESUMMIT.K12.MO.US) and select "February 8 Election"**

**This website includes an extensive comprehensive question-and-answer section as well as information about registering to vote before the Jan. 12 deadline and voting absentee.**

**According to the Citizens' Advisory Committee recommendation,  
approval of the levy would:**

- Maintain the quality of programs and services for students.
- Allow the district to avoid most of the approximately \$6 million in additional cost containment for 2011-12 and 2012-13.
- Eliminate a portion of current cost-containment measures.
- Limit further class size growth.
- Protect R-7 property values by ensuring continuation of our quality educational system.
- Limit elementary combination classrooms in the future.
- Provide resources for the district to work toward its goal of comparable salaries for staff.
- Allow the district to "continue its legacy of excellence" for all students.

Good morning, this is Nicole Kirby with the Park Hill School District.

I am calling to let you know that we have learned of another stranger approaching our students.

In the Walnut Creek neighborhood, students reported that a man approached them while they were waiting at their bus stops and offered them rides.

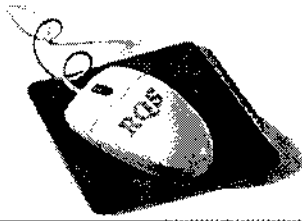
The man had brown hair and brown eyes, and looked like he was in his 20s. He drove a red, four-door truck with tinted windows.

The Platte County Sheriff's Department is investigating and has increased patrols in Walnut Creek.

The students did the right thing by running away and reporting it to an adult.

Please encourage your children to do the same if they are approached by a stranger.

Thank you.



# Exceptional Technology Update

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Raytown Quality Schools  
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Volume 1

Issue 1, October 2010

## Window into the Classroom

### Norfleet Teacher Raises the Bar with Technology

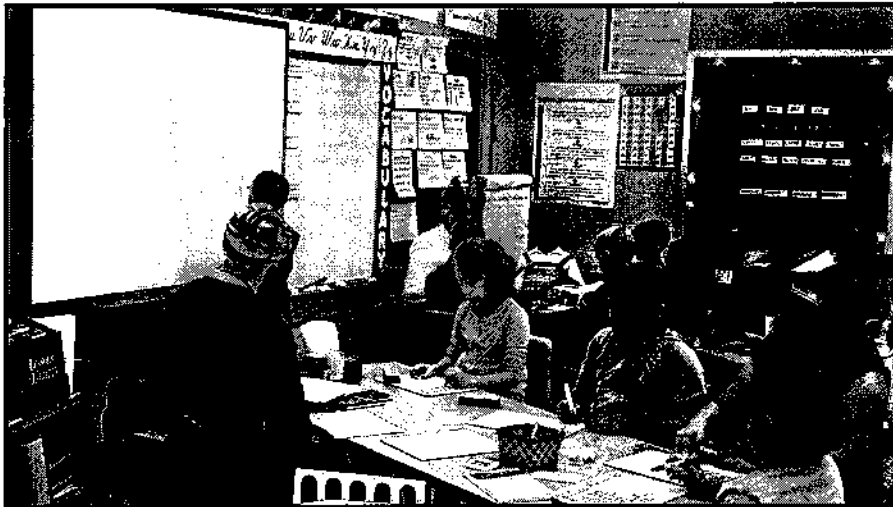
Rendy Eisenhauer, third grade teacher at Norfleet, is no stranger to using technology in the classroom. For the last three years, Eisenhauer has integrated every technology

tool available in her daily lessons. Technology used in her classroom includes SmartBoards, laptops, digital cameras, Senteo "clickers," and Atomic Learning.

Eisenhauer uses the SmartBoard daily in many of her lessons. Senteo "clickers" are used for immediate feedback on theme tests. Laptops are brought into the classroom for publishing student stories and creating of PowerPoint presentations.

Atomic Learning is used to introduce students to PowerPoint and pictures students have taken with digital cameras are integrated into their presentations. Eisenhauer also uses and promotes Atomic Learning as a staff technology professional development tool.

*At left, Eisenhauer uses the SmartBoard during a Communication Arts small group lesson.*



### Shutting Down Computers Saves Money

During the 2009-2010 school year, the District began requesting that staff turn off computers during long weekends and holiday breaks. Computers were also turned off over the summer, and the District

went to a four-day work week in July, saving a significant amount of money. This year, we are asking all staff to turn off computers on Friday afternoon in addition to long weekends and holiday breaks.

### Grant Helps with Security Video Upgrade

On September 30, 2010, the District was awarded the Community Oriented Policing Services (COPS) Secure Our Schools grant. The grant provided \$150,000 for use on "innovative safety developments."

The COPS grant will assist with funding the upgrade of the current security video system and addition of over 480 security video cameras.

The technology department's network team is working with contractors to complete the installation of the additional cameras. New software will also help administrators monitor and review the new system.

You may have seen the new signs: "SMILE YOU ARE ON ONE OF THE 500 CAMERAS IN THE DISTRICT."

### Did You Know?

The Technology Department Supports:

- 4600+ computers
- 10,000+ staff and students
- 110 servers
- 118 switches
- 400+ software applications
- 200+ wireless access points
- 1,000+ telephones
- 500+ security video cameras

How big is your data footprint?

1 picture = 2.5 mb  
 400 pictures = 1 GB  
 1,000 users x 10 GB of storage  
 costs \$50,000

## Safety and Security



### Security Information from the Quick Reference Guides:

- ☐ Always check the sender in your email messages.
- ☐ Never open an email if you don't recognize who it is coming from.
- ☐ Never send passwords or reply to messages asking for your password. As a district, we will never make this request via email.
- ☐ Beware of phishing emails. These emails may claim you won a contest or even that your mailbox is over its limit. Phishing emails ask you to either respond, or click on a link, and submit personal information. Never send personal information or passwords via email. Never submit personal information online unless you know the website you are using is legitimate and secure.
- ☐ Do not include a student/staff name in the subject of your message. If a preview window is on, anyone who is viewing your screen will see the message subject.
- ☐ When including student/staff information in your email message, always use a confidentiality statement.

### Should I let another person log onto my laptop?

It is recommended that you do not let another person log onto your computer or laptop. If someone else logs onto your computer, then their files that are set to sync are saved onto your computer. This may cause your computer to take longer to sync your files when you log-in and log-off. Under no circumstances should you let another person use your laptop while you are logged in.

## Laptop Care for Winter Months

Protect your laptop from freezing by not leaving your laptop in a car.

Very bad things can happen to a laptop when it freezes. Your thawed-out rechargeable battery will have only about half of its pre-frozen battery life and it won't hold a charge for as long as it did. The extreme cold can also damage the LCD.

If your laptop is cold, don't turn it on immediately. Instead, let it warm to room temperature first.

To avoid all this, take care where

you store your laptop. Never leave your laptop, even in a well insulated bag, in your vehicle overnight or for long periods of time. This is especially true since we live in an area with high humidity, rain and snow. Condensation could be more of a problem than low temperatures.

Not only do the insides of cars experience extreme temperatures that could damage a laptop, but a laptop or laptop bag is an inviting target for a thief.

### Do you have a technology question?

The technology department now has Quick Reference Guides to help answer many frequently asked technology questions and to help with some of the most common computer problems we all have. Guides include Outlook management, laptop best practices and PowerSchool. Technology Quick Reference Guides can be found on the Technology Intranet site.

### Window into the Classroom

## Raytown High Teacher Prepares Students for Online Learning

Raytown High School teacher Tracy Cobden uses Moodle to extend her lessons beyond the classroom. Cobden uses Moodle to post assignments and to engage students in discussion beyond the classroom through the built in discussion forums.

The discussion forums help students to link history lessons to cur-

rent day issues. One assignment required students to write a film review. Students used the forums to ask their teacher and each other questions about their paper.

Cobden believes that the use of Moodle gives students "a true taste of college expectations."

*Below, a Raytown High student uses Moodle's discussion forum.*





## **Missouri School Public Relations APR Study Schedule 2010-2011**

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Group to meet in Columbia, Mo on the following dates:

Wednesday, Sept. 15 12 – 5 p.m.

Wednesday, Oct. 27 12 – 5 p.m.

Wednesday, Dec. 8 12 – 5 p.m.

Wednesday, Jan. 19 (Readiness Review Prep session) 12 – 5 p.m.

- We strongly believe networking and conversations are key elements of the APR process. The time from noon to 1 p.m. is devoted to lunch while checking in with colleagues, discussing APR topics, review of APR readings, etc. Please plan to arrive between noon and 1 p.m. Then, at 1 p.m. we will “hit it hard.”
- Lunch on your own prior to 1 p.m. session. Bring your lunch and network from noon to 1 p.m.
- Location: Missouri School Boards Association, 2100 I-70 Drive Southwest, Columbia, MO 65203, 800-221-MSBA (6722)
- MOSPRA candidates are strongly encouraged to develop study groups and meet in their home area on the “off” months. Independent study and pre-session preparation is very important.
- A syllabus and other key materials will be shared prior to the first session.
- Helpful Information
- Universal Accreditation Board: [www.praccreditation.org](http://www.praccreditation.org)
- This schedule prepares candidates to present Readiness Review at 2011 NSPRA Conference and complete final exam before March 2011.

### **MOSPRA 2010-2011 APR Chairs**

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