



**WEST
ELEMENTARY**

FACULTY HANDBOOK

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Vision

The Central R-III School District feels that it is important to clarify what it values. These values will be used later in judging whether proposed objectives, strategies and actions are important and consistent with the district's beliefs.

We believe that:

**all students can learn;
all students have inherent values;
every person is responsible for himself/herself;
teachers are responsible for guiding and motivating students;
teacher/parents are responsible for student achievement;
the total educational team must include a community partnership.**

Mission

The Central R-III School District strives to involve students, parents, staff and the community as partners in the education process to develop life-long learners and responsible citizens in an ever-changing society. The district will provide varied opportunities to increase skills, broaden knowledge, enhance applications and develop work habits necessary to successfully:

- 1. attend an academic college or university**
- 2. further education through a trade or technical school**
- 3. and/or seek and maintain employment**

West Elementary Faculty and Staff

3rd Grade	Room #
Krista Bales.....	300
Randi Bess.....	307
*Angie Cagle.....	303
Tammy Friend.....	301
Donyel Hedrick	305
Abby Inman.....	306
Sara Redecker.....	304
Laura Wines.....	500

4th Grade	
Jeremy Bleckler.....	405
Jodi Jones.....	407
Jordan Mash.....	400
Whitney Murray.....	402
Wendy Schulz.....	404
*Julie Scott.....	409
Tracy Stam.....	401

5th Grade	
Heather Hites.....	501
Krista Kelly.....	506
Dana Miller.....	507
Melissa Norris.....	509
Kelsey Politte.....	406
Ryan Ruble.....	504
*Kara Wallace.....	511
Tara LaPlante.....	508

Special Programs

LD	
Kelly Bridges—4 th	106
Jessica Davis—3 rd	104
Craig Jansen.....	503

ID	
Kelly Kelley.....	202

SPEECH	
Mandy Howard.....	502

PEGASUS	
Jami Heflin & Sara Parks.....	101 & 103

TITLE I	
Rikki Boyd.....	302
Christin Stevens.....	203
Shari Stanfill.....	505

ART	
Jami Heflin.....	101

MUSIC	
Sara Parks.....	103

PE	
Christie Jones	

LIBRARY	
Kimball Crum	

COUNSELOR	
Cindy Braddy	

SCHOOL RESOURCE SPECIALIST	
Kim Buckley	

NURSE	
Tina Brown	

SECRETARY	
Jean Gore	

PRINCIPAL	
Keith Groom	

ASSISTANT PRINCIPAL	
Tracie Casey	

PARA PROFESSIONAL	
Judith George	
Nicole Hassell	
Rebekah Lupkey	
Emma McCarron	
Dana Turner	
Jessica Wilfong	
Lena Wurst	

CAFETERIA	
Sherry Davis	
Lorri Elser	
Kim Hamby	
Misty Sheets	
Shelby Sundhausen	

CUSTODIANS	
Tom Gibson	
Daily Goforth	
Darren Lyeki	
Ron Sundhausen	

*indicates GLC

GENERAL PROCEDURES DAILY PROCEDURES

1. **All teachers not on duty will be at school by 7:40 a.m.**
2. **Teachers will be in their classrooms by 8:00 a.m.**
3. On days when a faculty meeting is not scheduled , teachers may leave school at 3:05 p.m.
4. If you need to leave the building for an emergency, please inform the office.
5. Teachers will not leave their classrooms unattended to confer with another teacher.
6. **Cell phones will not be out when students are present, including supervision of practices during school.**
7. Before leaving school:
 - a. Close and lock windows
 - b. Adjust shades
 - c. Turn off air units or fans
 - d. Make sure student's chairs are on desks
 - e. Make sure computers have been logged off
 - f. Turn out lights
 - g. Lock door

8. **Teachers will input lunch count and attendance through SIS each day by 8:15 a.m.**

LESSON PLANS

It is best if lesson plans are written four or five days in advance. A teacher should never leave the building without adequate lesson plans for the next school day. **Plans should be detailed enough that they can easily be followed by a substitute teacher. Each teacher will keep a substitute folder in their classroom with extra assignments that may be used in case of long term absences.**

SUBSTITUTES AND PERSONAL LEAVE

Teachers of West, please notify Mr. Groom before 6:30 a.m. when you will miss work. **All absences must be turned in on a "Days off Request" form the next day you return.**

Two days per year may be granted for the transaction of an employee's personal business which cannot be completed at times when school is not in session. Request shall be made in writing at least three days before the date.

WEST E LEMENTARY SCHOOL
Time Schedule

- 6:50 Principal arrives in the Building
 7:10 All Morning Duty Teacher in the Building
 7:10 Breakfast Served
 7:40 **Teachers (All Certified Staff) in the building**
 7:55 Bell rings
 8:00 School Starts with Morning Announcements/Pledge
- 10:40 Third grade lunch
 11:10 Third grade recess
 11:30 Fourth grade lunch
 11:40 Third grade recess over
 12:00 Fourth grade recess
 12:10 Fifth grade lunch
 12:30 Fourth grade recess over
 12:40 Fifth grade recess
 1:10 Fifth grade recess over
- 2:35 PM Announcements
 2:40 Dismiss walkers and parent pickups. **All parent pickups are to exit thru the West Elvins Blvd. Doors (By the computer lab). Walkers are to exit thru the front lobby doors on Fite Street or the West Elvins Blvd. Doors with the parent pickups. Students are not to exit the building through any other doors.**
- 2:50 Begin dismissing early buses in the following order:
 Load #9, #20, #21, #3, #15, #22, #17, #8, #1, #4, #5 (Town Route)
 All busses will load at the Main Entrance (North Doors).
- 3:05 Late bus students will be brought to the cafeteria by classroom teachers.
 PM bus duty teacher needs to be in the cafeteria first.
 #2, #1, #7, #12, #5 (Country Route)
- Office schedule: 12:00-1:00 Amber McFarland in the office (secretary's lunch).

Meal Prices – 2013-2014

Student Breakfast	.00	Student Lunch	Full Price	1.60
Adult Breakfast	1.05		Reduced	.40
Milk	.40	Adult Lunch		2.35

SPECIAL CLASS SCHEDULE

ART

MUSIC

PE

LIBRARY/COMPUTER

CLASSROOM GUIDANCE

Teacher	Monday	Tuesday	Wednesday	Thursday	Friday
BALES	ART 9:00-9:50	M 9:00-9:50	PE 9:00-9:50	L/C 9:00-9:50	CG 9:00-9:30
BESS	CG 9:30-10:00	ART 9:50-10:40	M 9:50-10:40	PE 9:50-10:40	L/C 9:50-10:40
CAGLE	L/C 9:00-9:50	CG 9:00-9:30	ART 9:00-9:50	M 9:00-9:50	PE 9:00-9:50
FRIEND	PE 9:00-9:50	L/C 9:00-9:50	CG 9:00-9:30	ART 9:00-9:50	M 9:00-9:50
HEDRICK	M 9:00-9:50	PE 9:00-9:50	L/C 9:00-9:50	CG 9:00-9:30	ART 9:00-9:50
INMAN	ART 9:50-10:40	M 9:50-10:40	PE 9:50-10:40	L/C 9:50-10:40	CG 9:30-10:00
REDECKER	CG 9:00-9:30	ART 9:00-9:50	M 9:00-9:50	PE 9:00-9:50	L/C 9:00-9:50
WINES	M 9:50-10:40	PE 9:50-10:40	L/C 9:50-10:40	CG 9:30-10:00	ART 9:50-10:40
BLECKLER	ART 12:50-1:40	M 12:50-1:40	PE 12:50-1:40	L/C 12:50-1:40	CG 10:00-10:30
JONES	PE 9:50-10:40	L/C 9:50-10:40	CG 9:30-10:00	ART 9:50-10:40	M 9:50-10:40
MASH	L/C 9:50-10:40	CG 9:30-10:00	ART 9:50-10:40	M 9:50-10:40	PE 9:50-10:40
MURRAY	CG 10:00-10:30	ART 12:50-1:40	M 12:50-1:40	PE 12:50-1:40	L/C 12:50-1:40
SCHULZ	L/C 12:50-1:40	CG 10:00-10:30	ART 12:50-1:40	M 12:50-1:40	PE 12:50-1:40
SCOTT	PE 12:50-1:40	L/C 12:50-1:40	CG 10:00-10:30	ART 12:50-1:40	M 12:50-1:40
STAM	M 12:50-1:40	PE 12:50-1:40	L/C 12:50-1:40	CG 10:00-10:30	ART 12:50-1:40
HITES	ART 1:40-2:30	M 1:40-2:30	PE 1:40-2:30	L/C 1:40-2:30	CG 10:40-11:10
KELLY	CG 10:40-11:10	ART 1:40-2:30	M 1:40-2:30	PE 1:40-2:30	L/C 1:40-2:30
LAPLANTE	CG 11:10-11:40	ART 10:40-11:30	M 10:40-11:30	PE 10:40-11:30	L/C 10:40-11:30
MILLER	L/C 10:40-11:30	CG 10:40-11:10	ART 10:40-11:30	M 10:40-11:30	PE 10:40-11:30
NORRIS	PE 10:40-11:30	L/C 10:40-11:30	CG 10:40-11:10	ART 10:40-11:30	M 10:40-11:30
POLITTE	L/C 1:40-2:30	PE 1:40-2:30	CG 11:10-11:40	M 1:40-2:30	ART 1:40-2:30
RUBLE	M 10:40-11:30	PE 10:40-11:30	L/C 10:40-11:30	CG 10:40-11:10	ART 10:40-11:30
WALLACE	ART 10:40-11:30	M 10:40-11:30	PE 10:40-11:30	L/C 10:40-11:30	CG 11:10-11:40

Art Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:00	RTI	RTI	RTI	RTI	RTI
9:00 - 9:50	BALES	REDECKER	CAGLE	FRIEND	HEDRICK
9:50-10:40	INMAN	BESS	MASH	JONES	WINES
10:40-11:30	WALLACE	LAPLANTE	MILLER	NORRIS	RUBLE
11:30-12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00-12:30	4 TH GRADE DETENTION/PLAN	4 TH GRADE DETENTION/PLAN	4 TH GRADE DETENTION/PLAN	4 TH GRADE DETENTION/PLAN	4 TH GRADE DETENTION/PLAN
12:30-12:50	PLAN	PLAN	PLAN	PLAN	PLAN
12:50-1:40	BLECKLER	MURRAY	SCHULZ	SCOTT	STAM
1:40-2:30	HITES	KELLY	PEGASUS	PLAN	POLITTE
	3 RD GRADE	4 TH GRADE		5 TH GRADE	

Counseling and Guidance

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:30	REDECKER	CAGLE	FRIEND	HEDRICK	BALES
9:30-10:00	BESS	MASH	JONES	WINES	INMAN
10:00-10:30	MURRAY	SCHULZ	SCOTT	STAM	BLECKLER
10:40-11:10	KELLY	MILLER	NORRIS	RUBLE	HITES
11:10-11:40	LAPLANTE		POLITTE		WALLACE
	3 RD GRADE	4 TH GRADE		5 TH GRADE	

Library Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:00	RTI	RTI	RTI	RTI	RTI
9:00 - 9:50	CAGLE	FRIEND	HEDRICK	BALES	REDECKER
9:50-10:40	MASH	JONES	WINES	INMAN	BESS
10:40-11:30	MILLER	NORRIS	RUBLE	WALLACE	LAPLANTE
11:10-11:40	3 RD GRADE DETENTION	3 RD GRADE DETENTION	3 RD GRADE DETENTION	3 RD GRADE DETENTION	3 RD GRADE DETENTION
11:40-12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00-12:50	PROCESS	PROCESS	PROCESS	PROCESS	PROCESS
12:50-1:40	SCHULZ	SCOTT	STAM	BLECKLER	MURRAY
1:40-2:30	POLITTE	OPEN	OPEN	HITES	KELLY
	3 RD GRADE	4 TH GRADE		5 TH GRADE	

Music Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:00	RTI	RTI	RTI	RTI	RTI
9:00 - 9:50	HEDRICK	BALES	REDECKER	CAGLE	FRIEND
9:50-10:40	WINES	INMAN	BESS	MASH	JONES
10:40-11:30	RUBLE	WALLACE	LAPLANTE	MILLER	NORRIS
11:30-11:55	PLAN	PLAN	PLAN	PLAN	PLAN
11:55-12:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:15-12:40	5 TH GRADE DETENTION	5 TH GRADE DETENTION	5 TH GRADE DETENTION	5 TH GRADE DETENTION	5 TH GRADE DETENTION
12:40-12:50	PLAN	PLAN	PLAN	PLAN	PLAN
12:50-1:40	STAM	BLECKLER	MURRAY	SCHULZ	SCOTT
1:40-2:30		HITES	KELLY	POLITTE	PEGASUS
	3 RD GRADE		4 TH GRADE		5 TH GRADE

Physical Education Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:00	RTI	RTI	RTI	RTI	RTI
9:00 - 9:50	FRIEND	HEDRICK	BALES	REDECKER	CAGLE
9:50-10:40	JONES	WINES	INMAN	BESS	MASH
10:40-11:30	NORRIS	RUBLE	WALLACE	LAPLANTE	MILLER
11:30-11:50	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:15-12:50	PLAN	PLAN	PLAN	PLAN	PLAN
12:50-1:40	SCOTT	STAM	BLECKLER	MURRAY	SCHULZ
1:40-2:30	PLAN	POLITTE	HITES	KELLY	PLAN
	3 RD GRADE		4 TH GRADE		5 TH GRADE

Daily Pledges

We will begin each day with announcements, our Code of Conduct for the day, and the Pledge of Allegiance. Students will lead the code and pledge.

Please refer to the schedule below. When it is your week, please send 2 to 6 students to the office at 8:00 a.m. each day to lead the school in recital of the Code of Conduct and the Pledge of Allegiance.

Week 1 – Office

Week 2 – HITES

Week 3 – KELLY

Week 4 – LAPLANTE

Week 5 – MILLER

Week 6 – NORRIS

Week 7 – POLITTE

Week 8 – RUBLE

Week 9 – WALLACE

Week 10 – BLECKLER

Week 11 – JONES

Week 12 – MASH

Week 13 – MURRAY

Week 14 – SCHULZ

Week 15 – SCOTT

Week 16 – STAM

Week 17 – BALES

Week 18 – BESS

Week 19 – CAGLE

Week 20 – FRIEND

Week 21 – HEDRICK

Week 23 – INMAN

Week 24 – REDECKER

Week 25 – WINES

Week 26 – HITES

Week 27 – KELLY

Week 28 – LAPLANTE

Week 29 – MILLER

Week 30 – NORRIS

Week 31 – POLITTE

Week 32 – RUBLE

Week 33 – WALLACE

Week 34 – BLECKLER

Week 35 – JONES

Week 36 – MASH

Week 37 – MURRAY

Week 38 – SCHULZ

Week / Date	AM CAFÉ	LOBBY	3rd LUNCH	4th LUNCH	5th LUNCH	PM BUS
Week 1 (Aug.21 & 22)	Crum	Braddy	George/Davis	Bridges/Wurst	Jansen/Lupkey	Parks
Week 2 (Aug. 25-29)	George	Parks	Boyd/Kelley	Stevens/McCarron	Wilfong/Turner	Heflin
Week 3 (Sept.2-Sept.5)	Wurst	C. Jones	George/Davis	Bridges/Wurst	Jansen/Lupkey	C. Jones
Week 4 (Sept. 8-12)	Wilfong	Heflin	Boyd/Kelley	Stevens/McCarron	Wilfong/Turner	Hassell
Week 5 (Sept. 15-19)	Turner	Crum	George/Davis	Bridges/Wurst	Jansen/Lupkey	Howard
Week 6 (Sept. 22-26)	McCarron	Wallace	Boyd/Kelley	Stevens/McCarron	Wilfong/Turner	C. Jones
Week 7 (Sept. 29-Oct.34)	Lupkey	Ruble	George/Davis	Bridges/Wurst	Jansen/Lupkey	Stanfill
Week 8 (Oct.6-10)	Hassell	Politte	Boyd/Kelley	Stevens/McCarron	Wilfong/Turner	Parks
Week 9 (Oct. 13-17)	Parks	Norris	George/Davis	Bridges/Wurst	Jansen/Lupkey	Heflin
Week 10 (Oct. 20-24)	Heflin	Miller	Boyd/Kelley	Stevens/McCarron	Wilfong/Turner	C. Jones
Week 11 (Oct. 27-31)	Stanfill	LaPlante	George/Davis	Bridges/Wurst	Jansen/Lupkey	Hassell
Week 12 (Nov. 3 -7)	Stevens	Kelly	Boyd/Kelley	Stevens/McCarron	Wilfong/Turner	Howard
Week 13 (Nov. 10-14)	Boyd	Hites	George/Davis	Bridges/Wurst	Jansen/Lupkey	C. Jones
Week 14 (Nov. 17-21)	Johnson	Stanfill	Boyd/Kelley	Stevens/McCarron	Wilfong/Turner	Stanfill
Week 15 (Nov. 24-28)	C. Jones	Stam	George/Davis	Bridges/Wurst	Jansen/Lupkey	Parks
Week 16 (Dec.1-5)	Crum	Scott	Boyd/Kelley	Stevens/McCarron	Wilfong/Turner	Heflin
Week 17 (Dec.8-12)	George	Schulz	George/Davis	Bridges/Wurst	Jansen/Lupkey	C. Jones
Week 18 (Dec. 15-19)	Wurst	Murray	Boyd/Kelley	Stevens/McCarron	Wilfong/Turner	Hassell
Week 19 (Jan. 5-9)	Wilfong	Mash	George/Davis	Bridges/Wurst	Jansen/Lupkey	Howard
Week 20 (Jan. 12-16)	Turner	Jones	Boyd/Kelley	Stevens/McCarron	Wilfong/Turner	C. Jones
Week 21 (Jan. 20-23)	McCarron	Bleckler	George/Davis	Bridges/Wurst	Jansen/Lupkey	Stanfill
Week 22 (Jan. 26-30)	Lupkey	Stevens	Boyd/Kelley	Stevens/McCarron	Wilfong/Turner	Parks
Week 23 (Feb. 2-6)	Hassell	Wines	George/Davis	Bridges/Wurst	Jansen/Lupkey	Heflin
Week 24 (Feb 9-13)	Parks	Redecker	Boyd/Kelley	Stevens/McCarron	Wilfong/Turner	C. Jones
Week 25 (Feb. 17-20)	Heflin	Inman	George/Davis	Bridges/Wurst	Jansen/Lupkey	Hassell
Week 26 (Feb. 23-27)	Stanfill	Hedrick	Boyd/Kelley	Stevens/McCarron	Wilfong/Turner	Howard
Week 27 (Mar. 2-6)	Stevens	Friend	George/Davis	Bridges/Wurst	Jansen/Lupkey	C. Jones
Week 28 (Mar.9-13)	Boyd	Cagle	Boyd/Kelley	Stevens/McCarron	Wilfong/Turner	Stanfill
Week 29 (Mar. 16-20)	Johnson	Bess	George/Davis	Bridges/Wurst	Jansen/Lupkey	Parks
Week 30 (Mar. 23-27)	C. Jones	Bales	Boyd/Kelley	Stevens/McCarron	Wilfong/Turner	Heflin
Week 31 (Mar. 30-Apr.2)	Crum	Boyd	George/Davis	Bridges/Wurst	Jansen/Lupkey	C. Jones
Week 32 (Apr.5-10)	George	Davis	Boyd/Kelley	Stevens/McCarron	Wilfong/Turner	Hassell
Week 33 (Apr. 13-17)	Wurst	Bridges	George/Davis	Bridges/Wurst	Jansen/Lupkey	Howard
Week 34 (Apr. 20-24)	Wilfong	Jansen	Boyd/Kelley	Stevens/McCarron	Wilfong/Turner	C. Jones
Week 35 (Apr. 27-May 1)	Turner	Kelley	George/Davis	Bridges/Wurst	Jansen/Lupkey	Stanfill
Week 36 (May 4-8)	McCarron	Johnson	Boyd/Kelley	Stevens/McCarron	Wilfong/Turner	Parks
Week 37 (May 11-15)	Lupkey	Howard	George/Davis	Bridges/Wurst	Jansen/Lupkey	Heflin
REPEAT IF NEEDED STARTING AT WEEK 2						

Character Education

September Respectful
October Honesty
November Sportsmanship
December Generosity
January Kindness
February Dependable
March Responsible
April Cooperative
May Trustworthy

Possible Activities:

1. Bulletin Boards
2. Posters
3. Letters to Parents
4. Classroom activities (teachers) such as role playing
5. Classroom activities (counselor) using the Missouri Model Guidance Program
6. School wide activities (programs, announcements over intercom, classroom visits by principal, grade level activities)
7. Character Counts cards
8. A binder with ideas is located in the office

Student of the Month

Please submit the student of the month to the office on the first of each month, or the first day school is in session each month. The following character words will be used to determine student of the month.

Character word/month	Student's name
Respectful/September	
Honesty/October	
Sportsmanship/November	
Generosity/December	
Kindness/January	
Dependable/February	
Responsible/March	
Cooperative/April	
Trustworthy/May	

Teacher: _____

PEGASUS

Pegasus students will be meeting with Ms. Parks and/or Ms. Heflin this year. This will be done on a limited basis and will be a consistent time each week. There may be some additional time they would like to meet with the students when they are working on special projects. Please work with Ms. Parks and Ms. Heflin as they strive to provide these children with activities that will enrich and stretch their minds to new areas.

Schedule for Pegasus: Classes will meet in either the Music Room or the Art Room.

PEGASUS Homework Policy

We need to increase our consistency in dealing with homework for students who comprise the PEGASUS program. Following is a guide for improving consistency.

1. Students enrolled in the gifted program should not automatically be required to make-up work missed while attending the PEGASUS Class. Teachers should use their best judgment in determining the need for make-up work for these students. Examples of written work students might make up include: material covering new concepts (enough to show understanding), test, and material covering areas where the student has shown a weakness and a need for review.
2. Students enrolled in PEGASUS should work out a method with the classroom teacher to make themselves aware of what was covered in their absence at a minimum of disruption for the classroom teacher. The classroom teacher may have to initiate a plan with the younger students.
3. Students enrolled in PEGASUS should be required to make up all assigned textbook reading material.
4. Students enrolled in PEGASUS should be allowed an extra day if make-up work is required.
5. PEGASUS students should not suffer lowered grades in art, music, or PE because of time missed to attend the gifted class.
6. PEGASUS students will turn in homework due prior to attending their PEGASUS Class.

WEST ELEMENTARY SCHOOL
Emergency Drill Schedule

Tornado Drill	September 4, 2014
Fire Drill	September 11, 2014
Bus Evacuation Drill	September 16, 2014
Earthquake Drill	September 18, 2014
Intruder Drill	September 25, 2014
Fire Drill	March 5, 2015
Tornado Drill	March 12, 2015
Earthquake Drill	March 19, 2015
Intruder Drill	March 26, 2015

FIRE DRILL

Orderliness and the prevention of panic is much more important than speed. Activation of the fire alarm system will be the signal to pass from the building. Students will leave books, coats, etc. in the rooms. Teachers will dismiss students as soon as the hall is clear in front of their room. There should not be more than two lines on any stairway or hallway at one time. Students should not break into a line at any time.

Mr. Jansen and Ms. Lupkey will be assigned as road monitors as children exit across Firmin Street. Cafeteria- exit double doors in cafeteria to the parking lot. Mrs. Kelley and Ms. Stevens- go out the West Fite exit to the parking lot. The library and office complex will exit through the front doors to the parking lot. The computer lab will exit through the south entrance to the parking lot.

BOTTOM FLOOR: Friend, Bales, and Title I - exit left, go straight out double doors, cross street to parking lot area. Cagle, Redecker, and Bess- exit right- stay on right side- exit double doors- cross street to area below parking area. Hedrick, Inman, and 3rd Grade Teacher - exit through doors by Hites' room. Travel along side of building to faculty parking lot.

TOP FLOOR: Mash, Stam, Bleckler, and Jones - exit right- go downstairs (right side) go out the West Fite exit - turn left and follow the sidewalk to area below the old parking lot. Murray and Schulz- exit left- go down stairs (left side), go out the West Fite exit - turn left and follow the sidewalk to area below the parking lot. Politte- exit right and Scott- exit left, go down stairs and exit building by Hites' room.

ALL FIFTH GRADE CLASSROOMS, Ms. Heflin, Ms. Davis, Mrs. Bridges, Mrs. Howard, and Ms. Parks: Form double lines and proceed to the playground area through the nearest exit (west end doors). Order of exit is based upon location of room. Students should go to the lower end of the playground area away from buildings. Please keep students clear of any emergency equipment coming into the parking lot.

*Please stay in waiting areas until all clear signal is given by either the principal or office personnel. It is very important that in the event of a real fire **all doors should be closed, both classroom and outside doors.** If possible, the custodian will try to help get classroom doors closed. Secretary to close outside door by the office- custodian to close outside cafeteria and fifth grade doors- Jansen/Lupkey to close lower doors after last person is out.

EARTHQUAKE DRILL

Drill will be announced by intercom. If in doubt of real earthquake, go into drill procedures. During an earthquake, the most important thing to remember is the DROP AND COVER DRILL: crouch under a desk or table, tuck your head, and keep your hands on the side of your neck unless you need them to hold onto the legs of your shelter. After the quake, however, it is important to get out of the building and into a clear space. Evacuate the building according to fire drill procedures.

During an earthquake:

1. Stay calm. Don't run or panic. Give precise instructions.
2. Stay inside if you are inside. Stay outside if you are outside.
3. If indoors- take cover under a heavy desk, table, or bench. Stay away from glass. Don't use candles, matches, or open flames.
4. Beware of light fixtures and objects that might fall.
5. If outdoors- move away from buildings, utility poles, trees, and overhead wires. Once in the open, stay there until shaking stops.
6. If in a moving car, stop as quickly as safety permits, but stay in the vehicle. Do not park under bridges or overpasses.

After an earthquake:

1. Be prepared for "aftershocks."
2. Check for injuries- do not move seriously injured persons unless they are in danger of further injury.
3. Check your utilities- turn off electric, gas, and water. Do not re-enter a building if utilities are damaged.
4. Immediately clean up hazardous spills.
5. Use the telephone only for genuine emergency calls.

Earthquake safety tips: Earthquake injuries are commonly caused by-

1. Building collapse or damage- falling bricks, plaster, light fixtures, pictures, etc.
2. Flying glass.
3. Overturned bookcases and other furniture.
4. Fires from broken chimneys, ruptured gas- electric lines.
5. Fallen power lines.
6. Drastic human actions caused by fear.

Make sure you still have your "Earthquake Preparedness Booklet" dated 1990. Be familiar with the contents and ready to execute your portion of this plan.

STORM DRILL

The tornado warning will be by intercom or a continuous long ring of the bell. The all-clear signal will be one ring of the bell. Students should automatically assume the kneeling position and cover their heads once they are in assigned hallway or classroom space. Talking should be discouraged. Storm drills should be run as if a real emergency exists.

Rooms 201, 202, & 203, Teacher's Lounge, and Cafeteria: Use the room adjoining room 202.

Room 302: Remain in the room and assume the correct protective position.

Room 300 & 304: Exit left and go in room 302 and assume the correct protective position.

Rooms 306, & 307: Exit right, wait for Mrs. Inman's room to clear area then use hallway by restrooms in annex area.

Rooms 303 & 305: Exit left- go to end of Mrs. Bess's room.

Rooms 301: Go to right side of hallway between rooms 304 & 306.

Rooms 406 & 409: Use back stairway to bottom floor. Proceed to boy's restroom across from room 500.

400, 401, 403, 405, & 407: File out of class- stay on right side of hallway and steps.
Go to lower floor. Fill hallway area starting at the corner of room 303.

Room 402: Exit right and proceed to girls' restroom across from room 303

Room 506: Exit left- stay on left side of hallway and steps. Fill
hallway area between rooms 303 and 306.

If bottom floor fills up, the area by stairways and restrooms will be used.
This call will need to be made by classroom teachers at the first storm drill.
Adjustments will be made and corrected. New instructions will be available for each teacher.
After the all clear signal is sounded, all students may return to their classrooms.

Room 500: Exit left; go to 5th grade hallway by room 500.

Room 501: Exit and go to the girls' restroom and assume the correct protective position.

Rooms 503, and 505: Exit left; go up hallway to area across from room 507.

Room 507, 509, & 511: Exit right, move down to next doorway. Line up students against
the wall. Make double line if necessary.

Rooms 504, 506, 508, and 502: Exit left, move down to next doorway. Line students
up against wall. Make double line if necessary. Classes should stay as far away
from outside doors as possible.

Rooms 101, 102, 103, 104, 106, Office Complex, and Library: Line the hall from the Lobby
Area to the doors of 101 and 104. Remain as far from outside doors as
room will allow.

INTRUDER DRILL (SAFETY DRILL)

An announcement over the intercom stating “INTRUDER IN THE BUILDING” will be the signal that an intruder has entered our building. When you hear this announcement, take the following action:

- Move all students to the blind corner of your room. This should be the corner of the room on the same wall as the door. The goal is to have everyone in a position that cannot be seen from the window in the door.
- The teacher should immediately go to the door. If there are students in the hall outside your classroom, bring them in to join your class and **lock the door immediately.**
- Do not panic. Keep the students as calm and quiet as you can.

When the situation has been resolved, you will be notified via the intercom. This will be a simple statement directing you to unlock your doors and resume class. (**Window shades should be up and windows not blocked from site from outside.**)

BUS RULES

(Please read to all students every day during the first week of school.)

THE FOLOWING INFORMATION HAS BEN REPRINTED FROM THE MISSOURI PUPILTRANSPORTATION LAWS, REGULATIONS AND STANDARDS, WITH SOME ADDED LOCAL REGULATIONS:

The local administration has a measure of responsibility in training pupils to be good bus passengers and observing certain rules for good discipline and safety. The following regulations will serve as a guide:

1. Driver is in charge of the pupils and the bus. Pupils must obey the driver promptly and cheerfully. It may be necessary, or convenient in loading and unloading for driver to assign pupils to certain seats or areas in which to sit.
2. Pupils should obey and respect the orders of the duty teacher, the driver and safety patrols on duty.
3. Pupils must be on time; the bus cannot wait beyond its regular schedule for those who are tardy.
4. Pupils should never stand in roadway while waiting for the bus. Do not trespass on private property or create a nuisance at business places.
5. When bus approaches a loading zone, pupils should remain back 3 or 4 feet; wait for bus to stop and driver to open the door.
6. Pupils must not try to get on or off the bus, or move about within the bus, while it is in motion.
7. Pupils must not at any time extend arms or head out of bus windows.
8. Keep the aisles clear. If necessary for you to stand, hold on to back of a seat frame.
9. Classroom conduct is to be observed by pupils while riding in the bus, except for ordinary conversation.
10. Unnecessary conversation with driver is prohibited.
11. Pupils must observe directions of the driver and the patrol when leaving the bus. If you have to cross the roadway, **ALWAYS** cross in **FRONT**; a few feet away from the bus so the driver can see you. Go straight across the roadway; do not angle.
12. Any damage to bus should be reported at once to the driver. (Parents, according to law, are responsible for damage to school property.)
13. If pupil is involved in an accident or injury, it should be promptly reported to the bus driver and principal.
14. No eating or drinking on bus at any time. Help keep bus neat and clean.
15. Failure to obey rules and regulations, and any pupil disturbances will be reported to the principal. Serious infractions could result in pupil's loss of privilege to ride the bus.

REMINDER ABOUT HEPATITIS B VACCINATIONS

You may have seen news stories recently about immunization requirements for students entering the seventh grade this year. This note is just a reminder to make sure that you and your staff are aware of this requirement concerning immunization for hepatitis B.

Information about immunization requirements was sent to all public and private school administrators and nurses by the Missouri Department of Health. The Department of Health also issued a news release about the hepatitis B immunization requirement for students entering seventh grade.

Children entering kindergarten have been required since 1996 to have hepatitis B vaccination. The Department of Health's revised requirements will help assure that students beginning secondary school also are protected against hepatitis B.

You or members of your staff may obtain the full text of the Department of Health's recent news release on this issue at: www.health.state.mo.us/NewsReleases.

THE LAW: U.S. SUPREME COURT RULES ON SCHOOL DISTRICT LIABILITY IN CASE OF PEER SEXUAL HARASSMENT

In a split decision (5-4), the United States Supreme Court recently ruled a school district may be held financially liable in case of student-to-student sexual harassment if district officials knew about the conduct and remained deliberately indifferent to it. (*Davis v. Monroe Co. Board of Educ.*) The conduct in question must be of such a severe, pervasive and offensive nature that it effectively prevents the targeted student from receiving the benefits of an education.

The "deliberate indifference" standard is the very same standard the court applied last year when it held that a school district could be held financially liable for teacher-to-student sexual harassment. (*Gebser v. Lago Independent School Dist.*) If you have questions about either of these cases, please contact the Assistant General Counsel for the Department of Education, at 573-751-3527.

PERSONNEL SERVICES

**Policy 4810
(Regulation 4810)**

Staff Welfare

(Form 4810)

Sexual Harassment

Sexual harassment constitutes unlawful sex discrimination. It is the policy of the Board of Education to maintain a learning and working environment that is free from sexual harassment. It shall be a violation for any employee of the School District to harass another staff member or student through conduct or communication of a sexual nature. It shall also be a violation of this policy for students to harass other students through conduct or comments of a sexual nature. Furthermore, it shall be a violation of this policy for any person who is not an employee or student of the District to harass a staff member or student of the District through conduct or comments of a sexual nature while such employee is engaged in the performance of duties for the District or while such student is under District supervision.

CENTRAL SCHOOLS

NOTICE OF COMPLIANCE

This is to notify the public and employees that the Central R-III School District is an equal opportunity employer and is in compliance with Public Law 92-318, Title IX. Central School District does not discriminate on the basis of sex in its educational programs, activities, or employment.

Section 504

In order to fulfill its obligation under Section 504 of the Rehabilitation Act of 1973, the Central School District recognizes its responsibility and will not permit discrimination in policies and practices regarding its personnel and students
1990 Civil Rights Law

Americans with Disabilities Act (ADA)

Central School District will provide equal access to its educational facilities and programs for individuals (1) with records of, or (2) those with physical or mental impairments of, or (2) those with physical or mental impairments that substantially limits one or more major life activities, and (3) to individuals who are regarded as having such an impairment, whether they have the impairment or not. A free and appropriate education in the least restrictive environment will be available to all children with disabilities.

Individuals with Disabilities Education Act (IDEA)

Central School District will implement appropriate procedures that will meet special education compliance requirements for public notification, student identification, placement, and programs in accordance with IDEA. The school will provide a free and appropriate education in the least restrictive environment to all children with disabilities.

A grievance procedure has been adopted by the Central School District to expedite prompt and equitable resolution of any complaint. Any student, parent, or employee alleging non-compliance with any part of Title IX, Section 504, ADA, or IDEA should file a written complaint during regular working hours with Tammy Wadlow, Director of Special Education, 200 High Street, Park Hills, Missouri 63601

ACCESS TO SCHOOL RECORDS

Title IV Privacy Rights of Parents and Students provides parents the right to inspect and review their child's educational records. This right is also available to divorced or separated parents even if the guardian does not want the records made available to an estranged or former spouse (unless this right has been restricted by court order). Students who are eighteen years of age or older and students attending post-secondary institutions have access to their own records and may be responsible for consent. However, a disabled student's consent rights may be curtailed or denied depending on the type or severity of the student's disability.

Access to school records is generally only permitted when consent is given by the parents or by an eligible student (over eighteen years of age). Exceptions to the consent requirements do exist. Educators with legitimate educational interests and certain other organizations as outlined in the law may have access to a child's record without consent.

When written consent for access to a child's file is required, the records being requested must be identified, the proposed use of the information must be specified, and the methods of acquiring the data must be explained. A record must be kept in the child's file of all nonexempt individuals who have accessed the child's file. Access to a child's file (for someone who has consent) must be given within 45 days of the request.

In each of our schools, a list of individuals who may have access to student records without obtaining parent consent is posted on the file cabinet containing records of students with disabilities. These are individuals who frequently need access to the child's records for proper educational programming. Any other educator who has legitimate reason to access the child's file must sign the record of disclosure (contained within the file) stating your name, the date, and the reason or purpose for reviewing the file. It is important to protect the child's rights to privacy and confidentiality. Information in students' records should only be shared and discussed with those who have legitimate need to know. If you have any questions regarding confidentiality of students' records, please ask your building principals or contact me and I will be glad to assist you.

PUBLIC NOTICE

All public schools are required to provide a free and appropriate public education to all students with disabilities, including those attending private/parochial schools, beginning on the child's third birthday through age twenty (20), regardless of the child's disability. The public school assures that to comply with the full educational opportunity goal, services for students three (3) through twenty-one (21) will be fully implemented by 1999. Disabilities include: learning disabilities, mental retardation, behavior disorders/emotional disturbance, speech disorders (voice, fluency, or articulation), language disorders, visually impaired, hearing impaired, physically/other health impaired, multiple disabilities, deaf/blind, autism, early childhood special education, and traumatic brain injury.

The public school assures that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for the Missouri's First Steps Program.

All public schools are required to provide parents the right to inspect and review personally identifiable information collected and used or maintained by the district relating to their children. Parents have the right to request amendment of these records if they feel

the information is inaccurate, misleading, or violates the privacy or other rights of their children. Parents have the right to file complaints with the U.S. Department of Education or the Missouri Department of Elementary and Secondary Educational Rights and Privacy Act (FERPA). You may contact your local district, if you wish to review the requirements provides in FERPA.

The public school has developed a Local Compliance Plan for implementation of Special Education and this plan is available for public review during regular school hours on days school is in session in the Office of the Superintendent of Schools. The Local Compliance Plan is a written narrative which describes the district's plan for compliance with the requirements for identifying and serving all students with disabilities. Included in this plan are the policies and procedures, which the district must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information. The plan also describes the assurances that services are provided in compliance with the requirement of 34 CFR 76.301 of the General Education Provision Act.

Public schools in the State of Missouri are required to conduct an annual census of all children with disabilities or suspected disabilities from birth through age twenty (20) who reside in the district or whose parent/legal guardian resides in the district. This census is compiled as of May 1 each year. This information is treated as confidential and submitted to the Missouri Department of Elementary and Secondary Education. Information to be collected includes: name of each child, parent/legal guardian's name/address; birth date and age of each child; and each child's disability or suspected disability. Should the district fail to submit an annual census, the State Board of Education may withhold state aid until the census is submitted. If you have a child with a disability or know of a child with a disability who is not attending the public school, please contact your school district.

This notice can be provided in languages such as Chinese, Spanish, Arabic, and Vietnamese or any other language as may be necessary.

TAMMY WADLOW, CENTRAL R-III
SCHOOL DISTRICT 431-2616

Policy 4870

PERSONNEL SERVICES Policy 4870

Staff Welfare

Drug Free Workplace

The unlawful possession, use or distribution of illicit drugs and alcohol on school premises or as a part of school activities is strictly prohibited. Employees under the influence of alcohol, drugs, or controlled substances while on duty are a serious risk to themselves, to students and to other employees. Employees who display physical manifestations of drug or alcohol use while on duty, may be subject to drug testing. Any employee who violates this policy will be subject to disciplinary action up to and including termination and referral for prosecution. Employees may also be required to satisfactorily participate in rehabilitation programs.

As a condition of employment, all employees must abide by the terms of this policy. Employees who are convicted of a drug offense which occurred on school premises or while on duty must notify the Superintendent of their conviction. Notification must be made by the employee to the Superintendent within five (5) days of the conviction. Within ten (10) days, the Superintendent will provide notice of such violation to the Impact Aid Program, United States Department of Education, or other appropriate government agency.

The District will institute a drug-free awareness program to inform employees of:

1. The dangers of drug and alcohol abuse in the workplace.
2. This policy of maintaining a drug-free workplace.
3. Available counseling and rehabilitation.
4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

On the basis of medical certification, employees with the illness of chemical dependency shall qualify for the employee benefits and group insurance coverages that are provided for under group health and medical insurance policies. The confidential nature of the medical records of employees with chemical dependency shall be preserved in the same manner as for all other medical records.

The District's responsibility for chemical dependency is limited to its effects on the employee's job performance. If the employee violates this policy, refuses to accept diagnosis and treatment, or fails to respond to treatment, and performance is adversely affected, the employee will be subject to employment action in proportion to the performance problem. Implementation of this policy will not require or result in any special regulations, privileges or exemptions from the standard administrative practice applicable to job performance requirements.

Upon the request of the Department of Elementary and Secondary Education or an agency of the United States, the District shall certify that it has adopted and implemented the drug prevention program described in this policy, in the form required by such agency. The District shall conduct a biennial review of this policy to determine its effectiveness, implement necessary changes, and to ensure that the disciplinary sanctions are consistently enforced. This policy shall be distributed in writing to all present and future employees.

25 tips for more successful parent conferences

Communicating with parents is one of the most important things we do as teachers. When we can work together with a child's parents toward common goals, we improve the atmosphere for learning.

Most successful teacher-parent "teams" begin with a conference, usually one conducted before there's a real need to meet.

Sometimes parent-teacher conferences can be a discouraging waste of time for the parents. Here are some tips to help make all your parent conferences productive and successful:

1. **Invite both parents.** Encourage both parents to attend conferences when possible. Misunderstanding are less common if both parents hear what you have to say, you'll be able to gauge the kind of support both parents give the child.
2. **Make contact early.** You'll get your relationship with parents off to a good start if contact them early in the year. Give parents an outline of what their child will be studying and let them know that you will always be available to meet with them.
3. **Allow enough time.** Schedule plenty of time for the meeting. Twenty to thirty minutes is usually adequate.
4. **Be ready for question.** Be prepared to answer specific questions parents may have. Questions such as: ability level, behavior, does my child work up to her potential, any special abilities, how can we help? Are questions likely to be asked.
5. **Plan ahead.** Have a general, but flexible, outline of what you are going to say.
6. **Greet parents near the entrance they'll use.** You'll alleviate anxiety and frustration and make parents feel more welcome.
7. **Get the name right.** Don't assume the parent's last name is the same as the child's.
8. **Avoid physical barriers.** Don't sit behind a desk. Arrange conference-style seating if possible so you'll all be equal parts together.
9. **Open on a positive note.** Start with a positive statement about the child's abilities or work interests.
10. **Structure the session.** As soon as the parents arrive, review the structure of the conference—the why, what, how and when—so you'll both have an agenda.
11. **Be specific in your comments.** Parents may flounder if you deal only in generalities. Pin down the concern by pointing out specifics.
12. **Offer a suggested course of action.** Parents appreciate being given specific direction. Be sure when offering advice to let parents know you're only making suggestions.

13. **Forget the jargon.** Education jargon can confuse parents. Talk in language that they can understand.
14. **Turn the other cheek.** In routine parent conferences, it's unusual to run into parents who are abusive and hostile. But it can happen. Hear out the parents in as pleasant a manner as possible, without getting defensive if you can.
15. **As for parents' opinion.** Let parents know you are interested in their opinions, are eager to answer their questions and want to work with them throughout the year to help make their child's education the best.
16. **Focus on strengths.** It's easy for parents to feel defensive, since many of them see themselves in their children. You'll help if you review the child's strengths and areas of need, rather than dwelling on criticism or stressing weaknesses.
17. **Use body language.** Nonverbal cues set the mood of the conference. Smile, nod, make eye contact and lean forward slightly.
18. **Stress collaboration.** Let the parent know you want to work together in the best interest of the child.
19. **Listen to what parents say.** Despite the fact that we spend nearly a third of our lives listening, most adults are poor listeners. You'll get more out of a conference by listening to what the parents have to say.
20. **Ask about the child.** You don't want to pry, of course, but ask the parents if there's anything you should know about the child.
21. **Don't judge.** It may not always be possible to react neutrally to what parents say—their values may be very different from your own—but communicating your judgments of parents' attitudes or behaviors can be a roadblock to a productive relationship with them.
22. **Summarize.** Before the conference ends, summarize the discussion and what action you and the parents have decided to take.
23. **Wind up on a positive note.** When you can, save at least one encouraging comment or positive statement about the student for the end of the conference.
24. **Meet again if you need to.** If you feel you need more time, arrange another meeting later rather than trying to rush everything.
25. **Keep a record of the conference.** You may find it helpful later to have a brief record of what was said in the conference.

Teacher's Phone Log

Student's Name	Parent/Guardian	Date	Comments	+ -

PARENT TEACHER CONFERENCE

Teacher's Name _____

Date: _____

STUDENT'S NAME	PARENT'S SIGNATURE

Number of Parents Possible _____ Number of Parents Attending _____ Percent _____

TEACHER'S SCHEDULE

Please complete and return to me as soon as possible.

Teacher's Name _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday