

Leesville R-IX School Faculty Handbook 2018–2019



Brian Wishard, Superintendent/Principal

“A community of learners”

TEACHERS & STAFF

ADMINISTRATION

Superintendent/Principal..... Mr. Brian Wishard

CERTIFIED STAFF

Preschool.....Amanda Harrill
Kindergarten.....Casey Johannsen
1st.....Steve Mason
2nd.....Amy Carter
3rd.....Miranda Shomaker
4th/Theater.....Susan Maggi
Special Education/7th/8th ELA.....Kayla Campbell
Science/5th Social Studies/Music.....Skyler Shaffer
5th/6th Math/8th Social Studies/Library.....Ashley Avis
6th/7th Social studies.....John Delozier
7th/8th Math.....Nancy Goslin
Counseling/Speech.....Jane Delaney

SUPPORT STAFF

Bookkeeper..... Amy Rogers
Secretary/Medical Clerk/Music.....Abbie Cardwell
Head Cook.....Roxanne Thompson
Cook.....Tonya Kihn
Custodian.....Christy Landsberg
Bus Driver.....Steve Mason
Bus Driver.....Louise Houk
Speech Pathologist.....Lee Taylor

BOARD OF EDUCATION

President.....Gary Kraft
Vice President.....Debora McQuillen
Secretary.....Belinda Johnson
Treasure.....Jerry Baughman
Member.....Sherri Preston
Member.....Doug Robertson
Member.....Travis Faulkenberry

AN EQUAL OPPORTUNITY EDUCATIONAL INSTITUTE AND EMPLOYER

The Leesville R-IX School District does not discriminate against any applicant, employee, or student on the basis of race, creed, national origin, marital status, handicap or sex.

FORWARD

We have as a focus the promotion of quality education for the children and the development of our community. In doing this, we seek everyone's cooperation and invite their input. Our primary concern as board members, administrator, and teachers must be the welfare and education of the student/s.

In any democratic institution, if order is to be maintained, and the purposes and objectives of that institution are to be fulfilled, written policies are a necessity. The purpose of this handbook is to make available information regarding your school, its operational policies, rules, and regulations. This handbook does not replace or supercede Board policies.

The school belongs to the people; we serve as their representatives and look upon our duties and responsibilities as public trust. We pledge our best efforts to provide the best education possible.

MISSION STATEMENT

The Mission of Leesville R-IX School District, in conjunction with parents/guardians and the community, is to provide children with the skills they need to help them become successful and productive citizens.

VISION

Providing the skills for future success.

PHILOSOPHY

1. We believe that each child, although part of the community, is also an individual who possesses unique learning capabilities and talents, which we recognize and respect.
2. We believe that all students need a safe, caring, and healthy learning environment.
3. We believe that our teachers and staff are dedicated to providing a comprehensive education, which enables our students to be productive citizen in the world.

4. We believe in partnerships that encourage shared responsibilities in students, families, school, and community by strengthening learning opportunities to prepare our students for living in the changing world.

PLEDGE

To carry out the school's "Mission", our school must work to achieve the following objectives:

1. Guide the student that he/she may become aware of his/her interests, abilities and potential.
2. Equip the student with the necessary training that may enable him/her to choose an appropriate and rewarding vocation.
3. Develop the intellectual, physical and emotional growth of the student to prepare the student for the responsibilities and privileges of citizenship.
4. Provide a well-planned and well-routed curriculum, based on the state's Grade Level that will enable the student to become proficient in many areas of knowledge.
5. Instill in the student a deep sense of pride in himself/herself, their school, their community and their country.
6. Provide a safe and orderly environment, so that the students can achieve at their optimum level.

"A community of learners."

TEACHER JOB DESCRIPTION

Position:	Teacher
To Whom Responsible:	Building Administrator
For Whom/What Responsible:	The daily achievement of students.
Qualifications:	Degree – Minimum of Bachelor's degree from an accredited institution (exceptions related to certification). Certification – Missouri Teaching Certificate in area of assignment and current background check. Experience - Successful completion of Missouri Teacher Competency Exam, if applicable; other experience commensurate with assignment.

Primary Responsibilities: To provide a quality program for students, and to work, as part of a team, toward increased student achievement.

PRIMARY RESPONSIBILITIES ACHIEVED THROUGH

PROGRAM OPERATION

1. Prepares for classroom instruction.
2. Implements a variety of effective teaching techniques.
3. Provides for individual differences.
4. Implements instructional objectives effectively.
5. Demonstrates competent knowledge of subject matter.
6. Uses instructional time effectively.
7. **Communicates effectively, and motivates** students, parents/guardians and staff.
8. Provides positive evaluative feedback to students.

CLASSROOM MANAGEMENT

1. Organizes classroom to promote learning.
2. **Manages student behavior constructively, and within your classroom.**

INTERPERSONAL RELATIONSHIPS

1. Demonstrates positive interpersonal relationships with students, staff and parents.
2. Demonstrates patience, respect and understanding for students.

PROFESSIONAL RESPONSIBILITIES

1. Participates in professional growth activities and implements them into their classroom.
2. Demonstrates initiative and enthusiasm toward work and completes duties and responsibilities in a positive manner.
3. Follows all policies and procedures of the school district.
4. Assumes out of class responsibilities.
5. Demonstrates a sense of professional responsibility.

6. Conducts self **at all time as a professional representative of the school.**

TERMS OF EMPLOYMENT

Our standard teaching contract is in accordance with the board established school calendar. Compensation is according to the teacher salary schedule as established annually by the Board of Education. All other employee benefits are according to the total FTE of employment for the individual.

EVALUATION

Performance of this position will be evaluated according to Board policies and the Leesville R-IX School District adopted model of Performance Based Teacher Evaluation.

In June 2010, Missouri Senate Bill 291 was passed directing school district to adopt teaching standards which were to include the following elements: “students actively participate and are successful in the learning process; various forms of assessment are used to monitor and manage student learning; the teacher is prepared and knowledgeable of the content and effectively maintains students’ on-task behavior; the teacher uses professional communication and interaction with the school community; the teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance; and the teacher acts as a responsible professional in the overall mission of the school.

TEACHERS MUST BE IN THEIR CLASSROOMS BY 8:00 A.M. Teachers should be ready to receive students by 8:00 a.m.

The guidelines for teacher and school personnel performance-based evaluation can be found in the state document *Guidelines for Performance-Based Teacher Evaluation* designed in 1999 by Missouri DESE. This document details the statutory authority Missouri DESE has for requiring evaluations. Specifically, section 168.128 of the Missouri code states,

The board of education of each school district shall maintain records showing periods of service, dates of appointment, and other necessary information for the enforcement of section 168.102 to 168.130. In addition, the board of education of each school district shall cause a comprehensive performance-based evaluation for each teacher employed by the district. Such evaluation shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability. All evaluations shall be maintained in the teacher’s personnel file at the office of the board of education. A copy of each evaluation shall be provided to the teacher and appropriate administrator. The State Department of Elementary and Secondary Education shall provide suggested procedures for such an evaluation. (Missouri Department of Secondary and Elementary Education, 1999, p. 8)

APPLICATION PROCEDURES

Send:

1. Completed Application Form
2. Official Transcript
3. Copy of Teaching Certificate
4. Current background check
5. Placement papers or letters of reference (if applicable)
6. Resume with cover letter of application

To: Brian Wishard

Starting Date: August 17, 2016

Affirmative Action/Equal Opportunity Employer

LEESVILLE R-IX GOALS

Leesville R-IX School Board, teachers and parents/guardians met to adopt the following Goals and Strategies.

FISCAL MANAGEMENT

GOAL 1A: The superintendent/principal will stay aware of all public and private funding options and will pursue these options.

- Strategy 1. The superintendent/principal will give regular updates to the School Board summarizing any current and future funding possibilities.
- Strategy 2. The staff will work with the superintendent/principal to explore all possibilities of outside funding.
- Strategy 3. The public will be informed of financial needs and programs taking place within the district.

GOAL 1B: The district will develop intermediate and long range plans for fiscal income and expenses.

- Strategy 1. The principal and staff will review the plan annually.
- Strategy 2. The district will pursue a bond issue and/or levy increase as financial needs warrant.

FUTURE NEEDS

GOAL 2A: Needs of the district will be identified.

- Strategy 1. Annual needs assessment will be completed which includes input from students, parents/guardians, administrators and teachers. This assessment would cover equipment, facilities, instructional programs, ancillary programs and services.
- Strategy 2. Needs for modifying programs would be identified. The specific costs and physical requirements for adding or expanding programs will be determined.

GOAL 2B: Strategies to meet the identified needs of the district will be developed and implemented.

- Strategy 1. Properly utilize state and federal funds.
- Strategy 2. Procure local, state, and federal grants.
- Strategy 3. Pursue a local bond issue when needed.
- Strategy 4. Educate the public to the issues facing the district.

STAFF DEVELOPMENT

GOAL 3: The district will recruit and develop competent and caring staff.

- Strategy 1. Recruitment for teachers will begin early.
- Strategy 2. Procure local, state and federal funds.
- Strategy 3. Provide salary and benefit packages competitive with schools of the same size.
- Strategy 4. Develop programs that promote teacher-student recognition.
- Strategy 5. Encourage staff development programs.
- Strategy 6. Reward and recognize staff who are excelling.

CURRICULUM

GOAL 4: A curriculum that challenges students to reach their potential.

- Strategy 1. Promote critical-thinking skills through staff development and by implementing curriculum that promotes critical thinking.
- Strategy 2. Keep updated on technological advances. Improve technology related curriculum.
- Strategy 3. Continue a comprehensive guidance program.
- Strategy 4. Continue to align all district curriculums with the grade level expectations.

SPECIFIC CODE OF PROFESSIONAL ETHICS

Concerning The Teacher:

1. In the classroom, the teacher:
 - a. Upholds other teachers, the administration and the district.
 - b. **Respects each student as an individual and does not make unkind remarks about a student or** about the community/district.

- c. Respects all religions, cultures and backgrounds.
- d. Appreciates the contributions of all the areas of study within the school.
- 2. In the school the teacher:
 - a. Is an active member in professional organizations. (Maintaining professional liability insurance is suggested)
 - b. Honors the terms of his/her contract.
 - c. Does not gossip/criticize other members of the staff, students or administration
 - d. Uses sick leave as intended.
 - e. Supports policy even though he/she may not agree with policy.
- 3. In the community the teacher:
 - a. Provides parents/guardians with honest evaluations but positive ones.
 - b. Treats controversial measures with objectivity and **MAINTAINS CONFIDENTIALITY!**
- 4. Be of strong moral character.
- 5. Provide students with the best possible education.

Concerning the Administrator - He/She will:

- 1. Speak constructively of his/her staff at all times.
- 2. Not disclose confidential information.
- 3. Counsel and work with teachers.
- 4. Realize that through his/her character and personality he/she must be an example to all staff and community.
- 5. Be concerned that each teacher receives a proper and fair assignment determined by training and ability.

Concerning Both the Teacher and the Administrator – They will:

- 1. Fulfill employment in a dignified and ethical manner.
- 2. Be attractive in their personal appearance and habits.
- 3. **NOT EXHIBIT A NEGATIVE ATTITUDE OR MAKE RASH DEROGATORY REMARKS.**
- 4. Show willingness to experiment/learn.
- 5. Acquaint themselves with the school budget/policies.
- 6. Uphold the system mission purported by the Leesville R-IX District.
- 7. Encourage students in all honest endeavors.
- 8. Continue to grow by further studying, reading and training.
- 9. Strive to develop cultural appreciation/acceptance.
- 10. Work congenially with their fellow staff members and carry the weight of extra assignments as a team.

CHAIN OF COMMAND

All staff members **must use the chain of command** when you perceive that a problem exists.

Step One: Share your concerns with the persons involved.

Step Two: After going through Step One, your next effort would be to direct your concerns to the superintendent/principal.

Step Three: If all other attempts have failed, file an appeal in writing to the president of the school board. The matter will be placed on the agenda of the next board meeting for Closed session unless law requires otherwise.

Ethical standards of our profession require each of us to respect the rights of others by adhering to the above outline policy.

PERSON IN CHARGE

So that someone is always in charge and authorized to make decisions, the following list will show who is in charge in case of absence. I will be here whenever possible. However, should I have to be absent; we will follow this list in descending order.

- 1) Mr. Brian Wishard
- 2) Amanda Harrill

BOARD OF EDUCATION RULES AND REGULATIONS

Copies of the Leesville R-IX Board rules and regulations are kept in the Principal's office. Staff are responsible for knowing the content of said rules. Do not hesitate to refer to this document if there is a question.

COMMUNICATE

Communication is the most important tool we possess. Be sure to contact parents early, often and always in a positive manner. Students and fellow staff members should be given the same respect.

CLASS RECORD BOOK

Record books and computer grading systems are to be kept up to date at least weekly. Record entry dates of new students and drop dates of departing students. The law requires that this be recorded in your grade books. Record grades on, or as near as possible, to the date the work was accomplished. DO NOT leave your grade book anywhere but with you or under lock and key!

LESSON PLANS

Rooms will be periodically checked for completeness and quality of lesson plans. The basic information contained would be:

1. Basic skills to be taught in given lesson/unit of study.
2. Understandable, should a sub need to be called for you.
3. Address the basic concepts of the GLE's and your curriculum notebook outline.

LESSON PLANS SHOULD BE COMPLETE AND ON YOUR DESK BEFORE YOU LEAVE FOR THE WEEK! ALL TEACHERS WILL USE THE SCHOOL APPROVED GRADING PROGRAM AND HAVE ALL GRADES POSTED ON THE COMPUTER BY THE END OF THE WEEK TO ENSURE TIMELY REPORTING TO PARENTS.

DISCIPLINE

Discipline in our school is the **RESPONSIBILITY OF EVERY TEACHER**. Successful teachers obtain desirable behavior by creating pupil interest in the work being done. We expect the students to consider the rights of others, form habits that are accepted by society, and acquire conduct of such a nature that it will reflect favorably upon the home and school.

The individual teacher is responsible for discipline in the classroom. However, school wide rules have been established and posted in each classroom. All staff will be expected to enforce these rules consistently. Lack of classroom control is one of the causes of ineffective teaching. Never tell a student that you will have a particular discipline carried out by the Principal. This may prove embarrassing if the principal does not agree with your recommendation. Good teaching does not only take place in the classrooms, as some instructors may think, but rather, it extends to the corridors, restrooms, cafeteria, and all school property. Each and every pupil is yours to supervise and discipline at any place on school grounds or at any time during a school activity.

CORPORAL PUNISHMENT

Leesville R-IX policy is that corporal punishment shall be witnessed by at least one other adult member of the school staff and will only be administered by a principal or other district administrator.

PHYSICAL RESTRAINT

Leesville School District

Physical Restraint Policy

1. The Legal Framework

Physical Restraint should be limited to emergency situations and used only in the last resort.

It enables teachers and other members of staff in the school, authorized by the Principal, to use such force as is reasonable in the circumstances, to prevent a student from:

- Committing an offense
- Causing personal injury to, or damage to the property of, any person (including the student himself)
- Engaging in any behavior prejudicial to the maintenance of good order and discipline at the school or among its students, whether during a teaching session or otherwise.

2.1 Definition of restraint at Leesville

Physical restraint is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property.

2.2 General policy aims

Staff at Leesville School recognize that the use of reasonable force is only one of the strategies available to secure student safety / well-being and also to maintain good order and discipline. Our policy on restraint should therefore be read in conjunction with our Discipline and School-Wide Positive Behavior Support (PBS) policies.

2.3 Specific aims of the restraint policy

To protect every person in the school community from harm

To protect all students against any form of physical intervention, which is unnecessary, inappropriate, excessive or harmful

To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behavior and to deal effectively with violent or potentially violent situations

3. Why use restraint?

Physical restraint should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm him/herself or others. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behavior.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the school's policy on behavior and discipline, particularly in dealing with disruptive behavior.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in *loco parentis* and should, therefore, take reasonable action to ensure students' safety and well being.

Failure to physically restrain a student who is subsequently injured or injures another, could, in certain circumstances, lead to an accusation of negligence. At the same time staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

3.1 Alternative strategies

There are some situations in which the need for physical restraint is immediate and where there are no equally effective alternatives (e.g. is a student is about to run across a road). However, in many circumstances there are alternatives (e.g. use of assertiveness skills such as):

- the *broken record* in which an instruction is repeated until the student complies
- use of a distracter, such as a loud whistle, to interrupt the behavior (such as a fight) long enough for other methods of verbal control to be effective
- withdrawal of attention (audience) e.g. if an action such as damage to property is threatened

- other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humor (in these cases the incident can be dealt with later when emotions are no longer running high)
- the employment of other sanctions consistent with the School's policy on behavior and discipline.

3.2 Timeout Room

Purpose: A timeout room may be used to aid a student to compose him or herself. It shall not be used for staff convenience or student punishment.

Duration: A timeout room may be used only so long as is necessary for the student to compose him or herself. If the student's behavior remains dangerous after 30 minutes, continued use must be authorized by the principal or his or her designee.

Observation: A student in a timeout room shall be appropriately monitored. If the circumstances suggest that a student poses a risk of harm to him or herself or others, he or she must be kept under the direct observation of a staff member.

Characteristics: A timeout room shall:

- be large enough to permit safe movement;
- permit safe entry and exit and shall not be locked in any way that would prevent the student from leaving, unless the room is equipped with automatic releases for fire alarms; and
- be adequately lit, heated, ventilated, and free of sharp or otherwise dangerous objects.

3.3 Use of physical restraint

Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the student to regain self-control. It should never take a form which could be seen as a punishment.

Staff are only authorized to use reasonable force in applying physical restraint, although there is no absolute definition of this, as what constitutes reasonable force depends upon the particular situation and the student to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent the behavior should be used, in accordance with the guidelines below.

There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a student's path or the staff member physically interposing him or herself between the student and another student or object. However, in some circumstances, direct physical contact may be necessary.

In all circumstances other methods should be used if appropriate or effective physical restraint should be a last resort.

When physical restraint becomes necessary:

DO

- Tell the student what you are doing and why
- Use the minimum force necessary

- Involve another member of staff if possible
- Tell the student what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the student's compliance

DON'T

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the student
- Attempt to reason with the student
- Involve other students in the restraint
- Touch or hold the student in sexual areas
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the student in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick, or trip up the student

3.4 Actions after an incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the student. **A member of the leadership team should be informed of any incident as soon as possible** and will take responsibility for making arrangements for debriefing once the situation has stabilized. An appropriate member of the teaching staff should always be involved in debriefing the student involved and any victims of the incident should be offered support, and their parents informed.

If the behavior is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioral IEP, which may include an anger management program, or other strategies.

It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents should be recorded immediately on the Student Restrain Report Form (attached). All sections of this report should be completed so that in the event of any future complaint a full record is available. A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

4. Risk Assessments

If we become aware that a student is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Management of the student (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary)

- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate

5. Complaints

A clear restraint policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by law enforcement and social services department under child protection procedures.

It is our intention to inform all staff, students, and parents about these procedures and the context in which they apply.

We will review this policy on a yearly basis.

Appendix 1

When might it be appropriate to use reasonable force?

Examples of situations that may require restraint are when:

- a student attacks a member of staff, or another student
- students fighting
- a student is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects
- a student is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others
- a student absconding from a class or trying to leave school (this will only apply if a student could be at risk if not kept in the classroom or at school)
- a student persistently refuses to obey an order to leave an area
- a student behaves in such a way that seriously disrupts a lesson.

Appendix 2

RECORD OF RESTRAINT

Date of incident:

Time of incident:

Student Name:

D.O.B.:

Member(s) of staff involved:

Adult witnesses to restraint:

Student witnesses to restraint:

Outline of event leading to restraint:

Outline of incident of restraint (including restraint method used):

Outcome of restraint:

Description of any injury sustained and any subsequent treatment:

<p>Date /time parent/guardian informed of incident:</p> <p>By whom informed:</p> <p>Outline of parent/career response:</p>
<p>Signatures of staff completing report:</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><u>Brief description of any subsequent inquiry/complaint or action:</u></p>

DRUG ABUSE

The use of illicit drugs and the unlawful possession and use of alcohol is illegal and harmful. Because of the physical, emotional and legal consequences involved in the use, sale or possession of drugs or alcohol, students and school district personnel are prohibited from possession of or use of on the school premises and at school-sponsored activities. A student or school district employee who is found to have violated the above regulation is subject to disciplinary measures by the school.

ATTENDANCE PROCEDURE

Daily attendance and lunch information sheets are to be filled out by 8:30 each morning. A complete and accurate attendance record of each student is to be recorded by each teacher in his/her class record book. Please send all notes and lunch money to the office. Students who are tardy in arriving at school must have a note from the office to enter class. Records must be kept by the teacher and NOT DELEGATED TO A STUDENT!

EXTRA –CURRICULAR ACTIVITIES

Our students participate in activities such as soccer, basketball, and cheerleading for Grades 5-8. The coach will be planning intramural programs. Teachers may be asked to volunteer to assist in administrating these short-term programs.

Attendance for staff members at extracurricular activities is highly suggested.

ACADEMIC ELIGIBILITY

If a student has a grade of an F on his/her bi-weekly they will be placed on academic probation. At the next bi-weekly if there is still an F, the student will then be ineligible for all extra-curricular activities. The student will become eligible to participate once there are no F's on his/her bi- weekly report.

DRESS CODE

Paramount to good discipline is the professional appearance of our faculty and staff. Please note that the way you dress will influence the way others perceive you. Recognizing this fact, and the fact that you as an adult have the best interest of the child and your profession in hand, you have some latitude with your dress. However, you are asked to adhere to the following guidelines:

1. If you wish to wear jeans, they are to be worn only on Friday or by paying \$1.00/day. The only deviation from this rule is reflected in the special assignment a teacher or staff member may have on another day. If this is the case, the teacher or staff member is to clear this with the principal. Walking shorts/dress shorts are allowed during hot months.
2. Staff and faculty must follow the same guidelines as students with respect to low cut tops that reveal cleavage.

BUILDING KEYS

Keys are issued to teachers on a needs basis. All key must be properly safeguarded. NEVER give keys to students. Please close and lock windows and turn off the lights as you leave for the day.

LUNCHROOM PROCEDURES

1. Students are to stay in line, in order and be respectful to others in line.
2. Students will be seated at tables at all times and once seated will remain seated.
3. Talking is to be in moderate conversational tones at a table.
4. Students who are disruptive will be warned by the teacher to refrain from such behavior. If the behavior persists, the student/s will be isolated from their group for the rest for the lunch

period. Chronic problems with individual students may require more than a single day of isolation and follow-up measures by the teacher.

5. Groups of students, who continue to be loud after being warned, will have the persons who create the problem, removed to the no talking table for the remainder of the period, or longer if warranted.
6. Incidents of disobedience and disrespect shall be reported to the teacher.
7. There will be no throwing of food. Each child will be required to eat.
8. Students are not to leave the lunchroom without permission.

MEAL COSTS

The Leesville School Board has chosen to provide staff meals at no cost.

SUBSTITUTE FOLDER

Good plans are very important to the substitute teacher. Without a clear guide on your plans, the substitute cannot present and carry forward instructions as effectively as you would desire. This in turn short-changes your students. **Each teacher should have a substitute folder to be kept in a prominent, easy place to locate.** Put items such as daily schedules, explanations of forms and record keeping, reading groups, seating chart, lunch and attendance sheets and other pertinent items which would be helpful to the substitute. Suggested extra work to keep the students busy would be helpful, also. Have a complete set of emergency student work for an entire day. **Please include some explanation of our curriculum notebooks, as this is what they will be working from.**

PLAYGROUND SUPERVISION

EACH TEACHER IS RESPONSIBLE FOR THEIR OWN STUDENTS ON THE PLAYGROUND. No less than one teacher per 30 students should be present.

Teachers in charge of the playground supervision shall be located in a position that permits observation of all students. All activities must be watched carefully. Rough horseplay, riding on shoulders, or any activity that might precipitate injuries, should be stopped by the teacher. If it looks unsafe, it probably is, and should be stopped. ONLY ONE student is permitted in a swing at a time. When an injury occurs, the child should be sent to the office immediately unless the injury is such that the child should not be moved. If necessary, send a responsible student for help. If it is a head injury, the principal should be informed immediately. **For all accidents requiring attention, an accident report must be written up immediately with a copy sent home with the child and a copy filed in the office before the teacher leaves for the day. NO TACKLE FOOTBALL OR OTHER ROUGH SPORTS ARE ALLOWED!**

SICK LEAVE PROCEDURES

When you become ill and need to stay home, contact **Amy** at home in the evening or between 5:30 a.m. and 6:30 a.m. Send a group text to Brian, Amy and Abbie to let them know. Good substitutes are often difficult to obtain, therefore, the more notice you give, the better our chances of getting a good replacement while you are out. Let us know the day before when possible. Sub request forms should be completed and approved for any missed days.

RELEASING STUDENTS

Children will be released only to parents/guardians or those individuals approved by parents/guardians. These individuals will fill out a sign-out sheet in the office. The office will notify the teacher to send the child to the office prepared to leave school. **It is VERY important that no child be released to any person unless they check out through the office. This is for the protection of our children. Anyone that approaches the playground should be immediately redirected to the main school door.**

HOMEWORK

Homework is a contributing factor to the learning process and an enrichment experience, which serves to reinforce the lessons, learned that day in school. When a lesson is directly assigned as homework, it should have a purpose **and be explained to the child when assigned**. The child should understand not only HOW to do work, but WHY it is to be done. **Care should be given not to overload students or assign unnecessary work.** The recommendations for the TOTAL amount of time spent on daily homework assignments are as follows:

Grades 1-2 10-20 minutes
Grades 3-4 15-30 minutes

Grades 5-620-45 minutes
Grades 7-825-60 minutes

Make sure parents/guardians understand the position on this issue. When children are falling behind or need extra help, contact the parents/guardians and ask for their help. You will find most parents willing and able to assist if they understand the problem and are given some guidance from the teacher as to how to help. All homework papers should be graded and returned to the students as soon as possible. In the event a child is absent, he/she **will be given 1 day PER DAY MISSED to make up work**. In exceptional circumstances, you may allow more days for students to make up back work.

Homework should never be assigned that has not been thoroughly covered in the classroom first. Keep to the total times specified above and communicate with your fellow teachers to ensure that overloads do not occur from multiple classroom teachers. Also, keep in mind that many students have church on Wednesday nights, so **NO** homework on this night.

COMMUNICATE

The principal needs to be kept up-to-date on any problems with students or their grades. Only if informed, can help and backing be provided.

PARENT CONFERENCES

We will have at least one personal conference held for each child at the end of the first quarter. Emphasis should not always center on problems. **Find some positive characteristic** you can emphasize—even if it is small. Call other conferences as you feel they are needed. The more contact you have with parents, the more cooperation you will usually receive from them. Please keep the principal informed of these conferences.

GRADE CARDS

Each teacher is responsible for keeping his/her grades up to date in the SISK12 Grade Book program. Report cards will be printed from the office.

AIDING THE CUSTODIAN

You are responsible for keeping your rooms looking neat and attractive. Avoid litter accumulating on the floor and in corners. **Have students clear all litter from floor and their desks at the close of EACH day.** Your students will soon get the habit of neatness if you encourage it. Promptly report abnormalities in temperature, light or janitorial services needed, etc. Please **DO NOT** put tacks on doors, woodwork, or walls. Use the bulletin boards for this so that we can keep our school looking nice.

REPAIRS

Desk, doors, lights and bathroom plumbing, etc., which are in need of repair, should be reported to the principal at once and a custodial work form should be filled out. (Forms are kept in the teachers' workroom).

WHITEBOARDS

Each class is responsible for cleaning their own whiteboards and erasers.

WINDOWS

Double-check all windows before leaving to be sure they are closed and locked.

STUDENT MESSSES

Messes created by students should be cleaned up by the students. Let's strive for PRIDE in our school.

TELEPHONE

Personal long distance telephone calls should not be made on the school telephone, except in an emergency. **Cell phone use is only allowed during your plan time. Phones are to be kept on "silent" or "vibrate" while in the school building.** Unless an emergency exists, teachers will not be called to the phone during class hours.

Students are not to use the telephone except in the case of an emergency. Students will not make long distance calls unless charges are reversed. The phone by the fax machine is available to teachers and staff for personal calls. **YOUR CHARGES WILL BE TALLIED AND PUT IN YOUR BOX WHEN THE BILL COMES IN. THESE ARE DUE WITHIN ONE MONTH.**

CLASSROOMS

No teacher will be called out of a classroom unless it is an emergency. Parents wishing to speak with teachers will be encouraged to call before or after school hours. **Do not leave your classroom unsupervised at any time.** Use the copy machine before or after school or during planning time. Teachers should not leave a class to duplicate materials during teaching time. **No students are allowed to make copies for a teacher.**

MAILBOXES

Check and clean our mailboxes daily as many items are distributed through this method.

WALL POCKETS

Each classroom has a Wall Pocket that will be used to deliver items that need to go home to students that day. These need to be checked often.

TECHNOLOGY AGREEMENT

All staff, faculty, and substitute teachers will sign the tech agreement.

COMMUNICATION WITH PARENTS/GUARDIANS

Frequent communication will strengthen your rapport with parents. You are EXPECTED to let parents know about problems or successes. Do not hesitate to arrange parent conferences. At mid-quarter, grade averages and positive notes are routinely sent to parents. Do not wait until the end of the year to let parents/guardian know of a problem. Offer to help parents/guardians with extra ideas on helping the student at home, or accessing special help programs.

NEWSPAPER COVERAGE

Whenever your class studies something of interest, you may wish to have a picture taken and write up a caption for it for the DAILY DEMOCRAT. There is camera in the office for your use.

KEEPING STUDENTS AFTER SCHOOL

If students are to be kept after school, parents/guardians must be notified. If parents/guardians are not reached, the student cannot stay until these arrangements are made.

FIELD TRIPS

Each teacher is responsible for attending his/her own field trips **after approval by the principal.**
PARENTS WHO WISH TO ATTEND WILL BE ACCOMODATED AS AVAILABLE.

ISS RULES

ISS (In-School Suspension) will be assigned by the Principal, not the teacher, and is in session from the start of the school day until the end of the school day with a lunch break at a time to be determined.

The ISS student will report to the office when he/she arrives at school.

If the ISS student is eating breakfast, it will be eaten in a designated area assigned to the student, away from the other students.

For lunch, the ISS student will be escorted to the cafeteria by a designated teacher where he/she will receive his/her lunch and return to the ISS room or another assigned area to eat.

The ISS student will work on class assignments the entire time they are in ISS. These assignments must be turned in at the close of the day.

Any written test being given the day of ISS will be given to the student for credit.

IF THE ISS RULES ARE NOT FOLLOWED: The ISS student will receive three warnings concerning his/her behavior. Once he/she receives his/her third warning, he/she will receive referral to the Principal for possible OSS.

****NOTE**** After school detention may be used in some instances.

If a teacher assigns a detention, they are responsible to stay and allow that student to serve the detention with the assigning teacher.

PLAYGROUND RULES

1. SWINGS

- a. Only one person in a swing at a time
- b. No standing in swings
- c. No jumping out of swings
- d. No twisting in swings.

2. SLIDE

- a. No standing on slide
- b. Start at the top only (no running up the slide)
- c. One at a time sliding

3. TEETER-TOTTER

- a. No standing
- b. No sitting on middle

4. GENERAL RULES

- a. No rough play, no flips, (No tackle football)
- b. When lining up to go in, line up in single file and stand quietly facing the front
- c. No rock throwing
- d. Stay out of mud puddles and out of the ditch
- e. No playing next to the building in front.
- f. Students must stay in sight of the teacher.
- g. A student should be assigned to take equipment out and bring it in
- h. Students should be instructed to stop activity at the sound of the whistle and move toward line-up area immediately

IF THE SUPERVISING TEACHER FEELS AN ACTIVITY IS UNSAFE, THE ACTIVITY SHOULD BE STOPPED!!!

Students violating the rules are subject to time out away from play or being sent to the principal's office.

Students losing a recess should be assigned to walking laps around the playground.

BUILDING SECURITY

TEACHERS, please follow the specific instructions listed below when you hear “Lockdown” given by Mr. Wishard over the radios/phones.

1. Close and/or lock classroom doors, keep **ALL** students in the classroom and out of sight. Release absolutely **NO** students for any reason! Call the office immediately if **any** students are not present.
2. Personnel in charge of room 112 check the lock on the exterior door at the west end of the hall.
3. Kitchen staff checks the lock on the 2 exterior doors...one in the back of the kitchen and the one used to and from the back.
4. Office personnel check the front door to the school.
5. The attending teacher should direct students outside at recess or P.E., to the designated area. **Do not try to enter the school building.**
6. Personnel in charge of rooms 302, 304, 306, 402, 404, and/or 406 should check exterior doors.
7. **Release absolutely NO students for any reason!**
8. Each classroom should follow any additional procedures as outlined by the emergency packet. **In the absence of Administration, a lead teacher will be left in charge.**

THERMOSTATS

Due to rising fuel prices, we are asking you to help keep usage down. Please keep your heat and air between 72 and 78 degrees. Even these small changes make a huge difference. Thank you!

APPENDIX

MCE Board of Education Policies and Regulations

- PR 4820 Employees with Communicable Diseases**
- P 4870 Drug-Free Workplace**
- PR 4830 Board/Staff Communications**
- P 4110 Equal Opportunity Employment**
- PR 4710 Resignation: Certified Staff**
- PR 4320 Personnel Leave**
- PR 4411 Professional Development Program**

PR 4820 Employees with Communicable Diseases

Personnel Services
Staff Welfare

An employee may be excluded from work if the employee (1) has, or has been exposed to, an acute (short duration) or chronic (long duration) contagious or infectious disease, and (2) is likely to transmit the contagious or infectious disease, unless the Board of Education or its designee has determined, based upon medical evidence, that the employee:

1. No longer has the disease.
2. Is not in the contagious or infectious stage of an acute disease.
3. Has a chronic infectious disease that poses little risk of transmission in the school environment with reasonable precautions.

School officials may require an employee suspected of having a contagious or infectious disease to be examined by a physician and may exclude the employee from work, in accordance with the procedures authorized by this policy, so long as there is a substantial risk of transmission of the disease in the school environment.

Employees with acute or chronic contagious or infectious diseases have a right to privacy and confidentiality. Only staff members who have a medical reason to know the identity and condition of such employees will be informed. Willful or negligent disclosure of confidential information about an employee's medical condition by staff members will be cause for disciplinary action.

The District will implement reporting and disease outbreak control measures in accordance with the provisions of Missouri Department of Health publication PACH-16, "Prevention and Control of Communicable Diseases: A Guide for School Administrators, Nurses, Teachers and Day Care Operators," a copy of which shall be on file in the office of the Supervisor of Health Services and in the office of each school nurse.

Last modified: January 01, 2003

P 4870 Drug Free Workplace

Personnel Services
Staff Welfare

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.

Last modified: January 01, 2003

PR 4830 Board/Staff Communications

Personnel Services
Staff Welfare

Staff Communications to the Board

Communication to the Board from District employees concerning personnel matters or personal complaints shall be filed in writing with the Superintendent. However, this procedure will not be construed as denying the right of any employee to appeal to the Board (regarding alleged misapplication of policy or administrative decisions) provided that the Superintendent shall have been notified of the forthcoming appeal and that it is processed in accordance with Board policies and regulations on staff complaints and grievances. Moreover, this policy will not be construed to preclude resident staff members from exercising their rights to discuss matters of public concern in the same manner as other District residents.

All regular meetings of the Board are open for the public to attend. As such, they provide an excellent opportunity to observe the Board's deliberations on problems of staff concern. Staff members may participate in Board meetings in accordance with the policies and regulations regarding public participation at such meetings. Further, at times and with the knowledge of the Superintendent, the Board may invite staff members to speak at Board meetings or to serve on advisory committees to the Board.

Board Communications to Staff

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the Superintendent, and the Superintendent will employ such media as are appropriate to keep the staff fully informed of the Board's concerns and actions.

Last modified: July 01, 2003

P 4110 Equal Opportunity Employment

Personnel Services
Employment

The Board of Education of the School District is an equal opportunity employer. The Board is committed to providing equal opportunity for all individuals in all areas of recruitment, selection, placement, training, assignment, transfer, compensation, benefits, discipline, retention, and promotion. The Board commits itself to the policy that there shall be no unlawful discrimination or harassment against any person because of race, color, religion, age, sex, national origin, ethnicity, disability, sex orientation or perceived sex orientation. All decisions with regard to employment shall be in compliance with applicable state and federal laws.

The Board is required by the Immigration Reform and Control Act to employ only American citizens and aliens who are authorized to work in the United States. The purpose of this law is to preserve jobs for those individuals who are legally entitled to them.

Last modified: November 28, 2010

PR 4710 Resignation: Certificated Staff

Personnel Services Separation

Certificated employees who for any reason intend to retire or resign at the end of the current school year are encouraged to indicate their plans in writing to the Board as early as possible, but no later than June 1.

Resignations to become effective during the school year require a release by the Board and must be considered on an individual basis. Letters of resignation shall be submitted to the Superintendent/designee and the principal/supervisor. The letter should state reasons and an effective date for the resignation.

It is the practice of the administration to recommend to the Board those certificated employees who request to resign after June 1 and prior to July 31 be released from their contracts when there is good cause determined by the Board. After July 31, a certificated employee may petition the Superintendent to recommend a release from his/her contract for extremely unusual reasons. Should the Superintendent decline to recommend a release and the certificated employee leaves the District, the District reserves the right to pursue any and all legal options available to it.

Last modified: January 01, 2003

PR 4320 Personnel Leave

Personnel Services Absences, Leave and Vacation

Sick Leave

Regular attendance is essential in providing District students with a high quality of instruction. Eligible certified and non-certified support staff will have available days of sick leave per school year based on months of service. An eligible employee is an employee that works full time consistently 30 or more hours a week. Certified employees on a regular school term contract will have available 10 days. Twelve-month certified employees will have available 12 days yearly. Eligible non-certified support staff will earn one day of sick leave per month worked.

Sick leave is cumulative to 45 days. Upon amicable resignation, certified employees will be paid at a rate of \$20 per day for all accumulated unused sick leave. Non-certified employees will be paid at a rate of \$10 per day for all accumulated unused sick leave.

The Superintendent/designee will determine and review each incident of excessive absence and may require the employee to provide medical documentation or may consider disciplinary actions up to and including termination. Unless a long-term illness or disability is involved, any employee using more than the allotted number of sick days for that school year will be considered at the excessive level.

Personal Leave

Eligible certified staff will receive 2 days personal leave to be used at their discretion. Any unused personal days at the end of the fiscal year are forfeit. Eligible non-certified support staff will receive 2 days personal leave to be used at their discretion. Any unused personal days at the end of the fiscal year will be paid to the employee at their regular rate of pay for a full day of work. Personal days are not cumulative.

Vacation Leave

All eligible certified and non-certified employees that work a 12 month position will receive 10 vacation leave days per year. Vacation days are not cumulative.

PR 4411 Professional Development Program

Personnel Services

Professional Activities, Training and Professional Growth

The District supports professional development of its certified staff through the maintenance of a professional development committee as well as assistance programs for new teachers and resource programs for experienced teachers.

Professional Development Committee

The purpose of the committee is to identify instructional concerns and remedies; assist beginning teachers with the implementation of their professional development plan; serve as consultant at a personal teacher's request; arrange training programs for mentors; assess faculty needs; develop in-service opportunities for school staff; and provide District administration with suggestions, ideas and recommendations concerning instruction.

Committee Composition

Eligibility to serve on the committee will be restricted to certified employees with a minimum of five years of teaching and /or administrative experience. Members selected will serve for a staggered three (3) year term with one of the committee selected each of three years. New members will be selected by classroom teachers, librarians and counselors. New members will be selected on or by April 30 of the year preceding the member's term. Teaching will be completed by June 30 and membership will commence on July 1 of the new school year. Efforts will be made to insure that each attendance center is represented on the committee and that a cross-section of grade levels and disciplines are represented. Administrators may be selected to serve on the committee but will not participate in the selection process.

New Teacher Assistance Program

Each inexperienced teacher employed by the District will be assigned a mentor by the building principal. Mentors will be required to possess at least five (5) years of teaching experience and have received or be willing to complete mentor training. Mentors will work closely with their assigned new teachers during the teachers' first two (2) years upon request or at the direction of the building principal during the mentoring period.

New teachers, with the assistance of their mentors, will prepare professional development plans. The plans will be consistent with the evaluation criteria and will establish plans of development for the teachers' first two (2) years of teaching.

Last modified: July 01, 2003

P 2100 Nondiscrimination and Student Rights
PRF 1310 Civil Rights, Title IX, Section 504
PR 2620 Firearms and Weapons in School
P 2600 Discipline
P 1405 Student Community Relations
P 2260 Homeless Students
NO CHILD LEFT BEHIND

P 2100 Nondiscrimination and Student Rights

Students

Nondiscrimination and Student Rights

The Board of Education reaffirms its belief that every student regardless of race, color, sex, national origin, age, ethnicity, religion, disability, sexual orientation or perceived sexual orientation be given equal opportunity for educational development.

The Board recognizes the importance of providing each student with a school environment conducive to intellectual, emotional and social growth through participation in a full range of educational programs and activities. Board and staff commitments insure equal educational opportunities in course offerings, guidance and counseling, test procedures, extracurricular activities, discipline procedures and student support services.

Last modified: November 28, 2010

PRF 1310 Civil Rights, Title IX, Section 504

General Administration
Equal Opportunity

This Regulation outlines the responsibilities of Title IX and Section 504 Coordinators and provides mechanisms for the resolution of grievances/complaints by employees, patrons and/or students relating to discrimination based on sex under Title IX or disability under Section 504. For appeal procedures relating to the identification, evaluation or placement of students under Section 504, see Regulation 2110 - Equal Education Opportunity.

DEFINITIONS

Section 504 - Section 504 of the Rehabilitation Act of 1973.

Title IX - Title IX of the Education Amendments of 1972

Grievance - A complaint alleging a violation of (1) any District policy, procedure or practice covered by Title IX or Section 504, or (2) other federal or state civil rights laws, rules and regulations or Board of Education policy prohibiting discrimination on the basis of sex or disability - other than a complaint regarding a student's identification, evaluation or placement under Section 504. Section 504 programming for students is covered under separate District regulations (Regulation 2110 - Equal Education Opportunity, and Regulation 6250 - Instruction for Students with Disabilities).

Federal and State Civil Rights Laws, Rules and Regulations - The Constitutions of the United States and the State of Missouri, the Americans with Disabilities Act of 1990, and the Missouri Human Rights Act, and rules and regulations applicable thereto.

Grievant(s) - A student of the District, the parent/guardian of a student of the District, or a patron of The District, or an employee of the District, who submits a grievance.

School District - District

Section 504/Title IX Coordinator (Coordinator) - The employee(s) designated to coordinate the District's efforts to comply with Section 504 and Title IX. This employee's responsibilities include receiving and facilitating the processing of complaints. The name of the Coordinator shall be identified in various District publications and shall be posted. If the grievance relates to an alleged wrongful act by the person(s) indentified to hear the grievance, the grievant may request the Coordinator to assign a different employee to meeting the grievant.

Day - A working day. Saturdays, Sundays and school holidays shall not be included when calculating number of days in the grievance process. Unless otherwise noted, day will include summer vacation days, exclusive of Saturdays and Sundays.

COORDINATOR'S RESPONSIBILITIES (Section 504 and Title IX Coordinator)

1. Develop a Section 504 grievance procedure which provides for due process for use by students and staff; develop a Title IX grievance procedure for use by students and staff, provide information about the availability and use of the grievance procedure and maintain a record of all grievance problems and solutions.
2. Develop a job description for the Section 504 and Title IX Coordinator; inform District personnel of the Coordinator's responsibilities and assure periodic meetings to update staff on Section 504 and Title IX activities.
3. Provide ongoing review of District bulletins, catalogs, Board policies, counseling procedures, yearbooks, and administrative regulations and practices related to compliance with Section 504 and Title IX.
4. Ensure that annual notice of the Section 504 and Title IX Coordinator's name, address, and telephone number is placed in school catalogs, handbooks, etc. (See Form 1310.1)
5. Review student-sponsored organizations and suggest criteria for compliance with Section 504 and Title IX.
6. Become familiar with resources/information for assistance with LEA self-evaluation and remediation

available from the Office for Civil Rights.

7. Develop a systematic procedure for monitoring compliance with Section 504 and Title IX.
8. Disseminate information about student rights in relation to Section 504 and Title IX.
9. Disseminate facility accessibility information to students and staff.
10. Assure that cooperative training agreements and/or LEA contracts have appropriate nondiscrimination statements.
11. Evaluate present treatment of practices relating to pregnant students to determine compliance with Title IX regulations.

GENERAL PROVISIONS

The Coordinator shall receive complaints, actively and independently investigate the merit of those complaints, and assist the parties in resolution of those complaints. The Coordinator may be utilized as a resource by any party at any level of the grievance procedures.

Students, parents of elementary and secondary school students, employees, applicants for admission and employment, and sources of referral of applicants for admission and employment with District have the right to file a formal complaint alleging noncompliance with regulations outlined in Title IX or Section 504.

Relevant records shall be made available to the grievant to the extent appropriate under the particular circumstances of the specific complaint and as permitted by law.

The grievance procedures herein do not deny the right of the grievant to file formal complaints with other appropriate state or federal agencies, such as the Missouri Human Rights Commission, United States Department of Education office for Civil Rights, or the Equal Employment Opportunity Commission (employees only). Similarly, these procedures do not deny any right of the grievant to seek private counsel for complaints alleging discrimination.

In most instances involving a student under eighteen years old, the student's parent/guardian should participate in the hearing and resolution process.

No student or employee of the District shall intimidate, harass or retaliate against any person filing a grievance or any person participating in the investigation or resolution of a grievance.

If a grievance is taken to the Board of Education for a formal contested hearing, the parties shall have the right to be represented by legal counsel, to call and examine witnesses, to cross-examine witnesses called by the opposing party, and to submit documentary evidence into the record.

TITLE IX GRIEVANCE PROCEDURE

Level 1: Principal or Immediate Supervisor (Informal and Optional - may be bypassed by grievant.)

Employees claiming sex discrimination may first discuss the grievance with their principal or immediate supervisor, with the object of resolving the matter informally. A student or parent with a sex discrimination complaint may discuss it with the teacher, counselor, or building administrator involved.

Level 2: Title IX Coordinator

If the grievance is not resolved at Level 1 and the grievant wishes to pursue the grievance, it may be formalized by filing a complaint in writing on a Compliance Violation Form. This form may be obtained from the Title IX Coordinator. The complaint shall state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at Level 2 must be within fifteen (15) working days from the day of the event giving rise to the grievance or from the date the grievant could reasonably become aware of such an occurrence. The grievant may request that a meeting concerning the complaint be held with the Title IX Coordinator. A minor student may be accompanied at that meeting by a parent or guardian. The Title IX Coordinator shall investigate the complaint and attempt to solve it. A written report from the Coordinator to the complainant regarding action taken will be sent within fifteen (15) working days after receipt of the complaint.

Level 3: Superintendent

If the complaint is not resolved at Level 2, the grievant may proceed to Level 3 by presenting a written appeal to the Superintendent within ten (10) working days after the grievant receives the report from the Title IX Coordinator. The grievant may request a meeting with the Superintendent or his/her designee. The Superintendent or his/her designee has the option of meeting with the grievant to discuss the appeal. A decision will be rendered by the Superintendent or his/her designee within ten (10) working days after receiving the written appeal.

Level 4: Board of Education

If the complaint is not resolved at Level 3, the grievant may proceed to Level 4 by presenting a written appeal to the President of the Board of Education within ten (10) working days after the grievant receives the report from the Superintendent. The grievant may request a meeting with the Board of Education. The Board of Education has the option of meeting with the grievant to discuss the appeal. A decision will be rendered by the Board of Education at their next regularly scheduled meeting. The grievant will be notified in writing of the decision within ten (10) working days after the Board of Education action.

The procedure in no way denies the right of the grievant to file a formal complaint with the Missouri Civil Rights Commission, the Office for Civil Rights, or other agencies available for mediation or rectification of rights grievances, or to seek private counsel for complaints alleging discrimination.

SECTION 504 / CIVIL RIGHTS GRIEVANCE PROCEDURE

The procedures below must be utilized with regard to discrimination claims under Section 504. Claims relating to identification, evaluation, or educational placement must be challenged using the procedures outlined in Policy and Regulation 2110.

Level 1: Building Administrator (Informal and Optional - may be bypassed by Grievant)

Many problems can be solved by an informal meeting with the parties and the building administrator. An individual with a complaint is encouraged to first discuss it with the teacher, counselor or building administrator involved, with the purpose of resolving the matter promptly and informally. Similarly, employees with a complaint are encouraged to first discuss the complaint with the building principal or immediate supervisor.

Level 2: Section 504 Coordinator

If the complaint or issue is not resolved at Level 1, the grievant may file a written grievance with the Section 504 Coordinator. The written grievance must be filed with the Coordinator within fifteen (15) days of the event or incident giving rise to the grievance, or within fifteen (15) days of the date the grievant could reasonably have become aware of the event or incident. Extensions of the fifteen- (15) day requirement will be granted if the grievant can establish good cause for the delay and the interests of justice and fairness so require.

The written grievance should include the following information:

1. The nature of the grievance - what is the event, incident or circumstance that is the reason for the complaint.
2. The remedy requested - what would the grievant like to see happen if the Coordinator were to sustain the grievance.
3. The grievant's signature and the date of the grievance.

The Coordinator shall have the authority to investigate all written grievances. The Coordinator may request that an independent investigator, who is not an employee of the District, be assigned by the District to conduct the investigation. When possible, the Coordinator shall work toward resolution of the grievance. This resolution shall be reduced to writing and signed by all parties. If the parties cannot agree on a resolution to the grievance, the Coordinator shall complete the investigation and make a determination regarding the merits of the complaint. The Coordinator shall notify the grievant and the Superintendent in writing of his/her determination within fifteen (15) days after receipt of the written grievance. The fifteen (15) days may be extended (1) at the request of the grievant, (2) with consent of all parties, or (3) if the Coordinator is on vacation or is otherwise unavailable during the fifteen- (15) day period due to an emergency or other unforeseen circumstances.

If the Coordinator concludes that the allegations contained in the grievance have merit, the Coordinator shall make a recommendation to the Superintendent as to the appropriate action to be taken by the District. If the Superintendent agrees with the recommendation of the Coordinator, the grievance will be sustained, and the recommended remedial action will be implemented. The Superintendent may sustain the grievance, yet modify the recommended remedial action. The Superintendent shall notify all parties of his/her decision in writing within five (5) days of his/her receipt of the recommendation from the Coordinator. The five (5) days may be extended (1) at the request of the grievant, (2) with the consent of all parties, or (3) if the Superintendent is on vacation or is otherwise unavailable during the five- (5) day period due to an emergency or other unforeseen circumstances.

If the Coordinator concludes that the allegations contained in the grievance are without merit, the Coordinator shall make a recommendation to the Superintendent that the grievance be denied. If the

Superintendent agrees with the recommendation of the Coordinator, the grievance will be denied. The Superintendent shall notify all parties of his/her decision in writing within five (5) days of his/her receipt of the recommendation from the Coordinator. The five (5) days may be extended (1) at the request of the grievant, (2) with the consent of all parties, or (3) if the Superintendent is on vacation or is other unavailable during the five-(5) day period due to an emergency or other unforeseen circumstances.

If the Superintendent disagrees with the recommendation of the Coordinator, whether sustaining or denying the grievance, the Superintendent shall state his/her reasons for disagreeing with the recommendation in writing, set out his/her conclusions and the reasons therefore, and notify all parties of the decision in writing within five (5) days of his/her receipt of the recommendation from the Coordinator. The five (5) days may be extended (1) at the request of the grievant, (2) with the consent of all parties, or (3) if the Superintendent is on vacation or is other unavailable during the five-(5) day period due to an emergency or other unforeseen circumstances. If the Coordinator or Superintendent is alleged to have violated this Policy, the grievant may request to bypass the respective individual.

Level 3: Board of Education

Any party aggrieved by the decision of the Superintendent or in disagreement with the proposed remedial action may make a written appeal to the Board of Education. Such written appeal shall be filed in writing with either the Superintendent or the Secretary of the Board of Education. Such written appeal must be filed within ten (10) days of receipt of the decision of the Superintendent. Extensions of the ten- (10) day requirement will be granted if the grievant can establish good cause for the delay and the interests of justice and fairness so require. Upon receipt of a written appeal, the District shall place the grievance on the agenda of the next meeting of the Board of Education following the fifth day after the appeal is received, or at such Board meeting thereafter as may be agreed upon by the parties.

At the hearing before the Board, the parties shall have the right to be represented by legal counsel, to call and examine witnesses, cross-examine witnesses called by the opposing party, and to submit evidence into the record.

The Board shall render its decision within thirty (30) days. The Board shall report its decision in writing. All parties shall receive a copy of the decision.

The hearing before the Board of Education shall be considered a contested case for purposes of Chapter 536, Revised Statutes of the State of Missouri.

Level 4: Circuit Court

Any party aggrieved by the decision of the Board of Education may appeal the decision to the Circuit Court of the County, in accordance with Chapter 536, Revised Statutes of the State of Missouri, or to the applicable federal court.

Other Options

At any time during the grievance process, a grievant may file a complaint with the United States Department of Education, Office for Civil Rights (Kansas City, Missouri) or the Missouri Commission on Human Rights. Employee grievants may also file a complaint with the Equal Employment Opportunity Commission.

Last modified: July 01, 2010

PR 2620 Firearms and Weapons in School

Definition of Firearm

The term *firearm* includes, but is not limited to, such items as:

1. Any item which is a loaded or unloaded weapon, weapon frame, or weapon barrel and which is designed to, or may be readily converted to, expel a projectile by action of an explosive, or
2. Any item which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has a barrel with a bore of at least one-half inch in diameter, or
3. Any explosive, incendiary, or poison gas, such as: bombs; grenades; rockets with a propellant charge of greater than four ounces; and other similar devices as recognized under federal law, or
4. Any combination of parts either designed to or intended for use in converting any device into a device as described in paragraphs above.

Definition of Weapons

The term *weapon* shall mean a "firearm" as defined above, and shall also include the items listed below, which are defined as "weapons" in section 571.010, RSMO.

1. Blackjack
2. Concealable firearm
3. Explosive weapon
4. Firearm
5. Firearm silencer
6. Gas gun
7. Knife
8. Machine gun
9. Knuckles
10. Projectile weapon
11. Rifle
12. Shotgun
13. Spring gun
14. Switchblade knife

Other weapons:

1. Mace spray
2. Any knife, regardless of blade length
3. Items customarily used, or which can be used, to inflict injury upon another person or property.

Students Who Bring Firearms or Weapons to School**The District will take the following action upon determining that a student has brought a firearm or weapon to school:**

1. The District will refer the student to the appropriate criminal justice or juvenile delinquency system, and
2. The District will suspend the student from school for a period of not less than one year (365 days) from the date of the infraction, and may, at its discretion, expel the student from school permanently. This suspension provision may be modified on a case-by-case basis upon recommendation of the District Superintendent if the Superintendent determines that circumstances justify such a modification.
3. The District may, at its discretion, provide a student suspended under this Regulation with educational services in an alternative setting.

Applicability of Regulation to Students with Disabilities

If the student with a disability under the Individuals with Disabilities Education Act carries or possesses a weapon, as defined by 18 U.S.C. § 930(g)(2), to or at school, on school premises, or to or at a school function under the District's authority, school administrators may remove that student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability. If a school administrator removes a student with an IDEA disability to an interim alternative educational placement, the District must convene the student's multidisciplinary and/or IEP team to conduct a manifestation determination within the statutory time frame and the student's IEP team must determine the interim alternative educational placement and the services that the student will be provided in order to receive a free appropriate public education and access to the general curriculum.

Last modified: May 31, 2013

P 2600 Discipline

The District has the authority to discipline for student conduct that is prejudicial to good order and discipline

in the schools as provided by state law. School officials are authorized to hold students accountable for misconduct in school, on school property, and during school-sponsored activities. Students who engage in significant acts of misconduct off campus which materially and adversely impact the education of District students will be subject to discipline up to and including expulsion. However, no student will be confined in an unattended locked space except for emergency situations while awaiting the arrival of law enforcement officials.

Students forfeit their right to a public school education by engaging in conduct prohibited in Regulation 2610, the code of student conduct, and/or state or federal law. Disciplinary consequences include, but are not limited to, withdrawal of school privileges (athletics, intramurals, student clubs and activities and school social events); the reassignment of the student to another school; removal for up to ten (10) school days by building principals; extension of suspensions for a total of 180 days by the Superintendent; and longer term suspension and expulsion from school by the Board of Education. See also Policies 2610, 2662, and 2663.

Removal of any student who is a student with a disability under Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act is subject to state and federal procedural due process rights. See policy 2672 and its corresponding regulation.

The District will provide annual in-service training to all employees concerning the District's discipline regulations and their implementation. Annual training will also include, but will not be limited to, approved methods of dealing with school violence, discipline of students with disabilities, and the requirements of student confidentiality.

PR 1405 Parent/Family Involvement in Education

General Administration
School/Community Relations

The Board of Education recognizes the positive effects of parents/families' involvement in the education of their children. The Board is committed to strong parent/family involvement in working collaboratively with district staff as knowledgeable partners in educating district students. In order to implement the Board's commitment to parent/family involvement in education, the Superintendent will appoint a committee of parents, staff, and community representatives to serve as the district's Parent Involvement Committee. The Committee's responsibilities will include recommendations for program development, parent/staff training and program evaluation. Program evaluation reports will be prepared and submitted to the Superintendent annually by June 1.

PR 2260 Admission of Homeless Students

Students
Admission and Withdrawal

Identification

For purposes of Board policies and regulations *homeless students* include students under age twenty- one

(21) who lack a fixed, regular and adequate nighttime residence and include students who:

1. are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in hotels, motels, or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
2. Have a public or private place not designed for, or ordinarily used as, a regular sleeping area for human beings,
3. are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Are a migratory child or youth who qualifies as homeless because the child or youth is living in circumstances described in subdivisions 1-3 of this section.

Enrollment

A homeless student will be enrolled without undue or unreasonable delay. A homeless student will be enrolled even if their previous academic records, immunization records, proof of residence, or other documents are not immediately available

Coordinator

The Board of Education has appointed Superintendent/Principal as coordinator of programs for homeless students. The responsibilities of the coordinator will include but not be limited to:

1. Establish practices designed to ensure the school enrollment and success of homeless students;
2. Assist with the enrollment of homeless students and provide assistance with obtaining academic and medical records;
3. Make school placement decisions based on the best interest of the child and wishes of the parent, guardian, or unaccompanied youth;
4. Inform parents, guardians, or unaccompanied homeless students of the educational and related opportunities available to them;
5. Ensure that homeless students and their families have access to educational services including Head Start, Even Start and other preschool programs administered by the District;
6. Ensure that referrals are made to health care, dental, mental health and other appropriate services;
7. Ensure that homeless students are not isolated or stigmatized because of their status as homeless;
8. Handle enrollment disputes and ensure that disputes over the placement of homeless students are resolved in a timely manner;
9. Provide/arrange transportation and inform the parent, guardian, or unaccompanied homeless youth of the transportation services the school district must make available and assist homeless students in accessing transportation to and from school; and
10. Disseminate public notice of the educational rights of homeless students in places where homeless

students receive services.

All school personnel, District service providers and locally known advocates working with homeless families will be informed of the identity of the Coordinator and the Coordinator duties.

Disputes Over School Selection or Enrollment in a School

If a dispute arises over school selection or enrollment in a school the following protocols will apply:

1. The homeless student will be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute;
2. The parent or guardian of the homeless student will be provided with a written explanation of the District's decision regarding school selection or enrollment, including the rights of the parent, guardian, or student to appeal the decision; and
3. The homeless student, parent, or guardian will be referred to the Homeless Coordinator who will carry out the complaint resolution process described in the next section of this Regulation as expeditiously as possible after receiving notice of the dispute.

Complaint Resolution

Any homeless student or their parent/guardian may file a complaint regarding placement or access to educational programs by submitting a written complaint to the Coordinator of Homeless Programs. If the coordinator is unable to resolve the complaint within five (5) school days, unresolved complaints will be forwarded to the Superintendent who will meet with the complainant upon request. Within five (5) school days of this meeting or within five (5) school days of rejection of such meeting, the Superintendent will prepare and forward a written decision. Thereafter, the complainant may appeal to the Board of Education within five (5) school days of receipt of the Superintendent's decision. Thereafter, the complainant may forward the complaint to the Missouri Department of Elementary and Secondary Education's Director of Federal Grants.

Policy Dissemination

Copies of the Board of Education's Policy on Homeless Students will be presented to the County Welfare Office, County Office of the Division of Employment Security, the Juvenile Officer and to local law enforcement authorities.

Identification

Homeless students will be identified by referrals from community organizations and District personnel and by review of the District's enrollment forms.

Parent Involvement Plan

Leesville R-IX School District

As a parent you are part of the Title 1 Team

You influence your child's education!

More than any teacher or school, your involvement can boost your child's achievement by taking an active role in Title 1. You'll show your child:

How important he or she is to you.

How important education is up to you.

That you and the school are a team, working to help children succeed.

You know your child BEST!

Therefore, it is up to you:

Share information about your child's interests, abilities, ect. with teachers.

Judge whether Title 1 is meeting your child's needs.

Speak up if you notice any problems. (But don't criticize the school, its teacher or principal in front of your child.)

Keep the teacher informed of events that might affect your child's work or behavior (a parent's illness, a move to a new home, etc.)

Share a love of learning with you child!

Set a good example- Read newspapers, magazines, or books. Write letters, grocery lists, diaries, ect.

Use math to prepare budgets, compare prices, ect.

Make learning fun- Help your child build language, reading and math skills during:

Games- Provide crossword puzzles, dot to dot drawings, word games, ect.

Outings- Help your child read signs while shopping at the zoo, ect.

Trips- Ask your child to read and tell you about where you are going. Count license plates from different states and read road signs.

Read to your child- Even if he or she can already read, children enjoy being read to. Talk about the story. For example, pause and ask your child, "what might happen next?"

Ask your child to read to you- Help them build self-esteem by giving him or her chance to read the passage silently first.

Limit TV time- One to two hours a day is enough. Have your child choose programs by reading the program guide not by switching channels. Discuss the program afterwards.

Show interest in your child's school day!

Ask questions and be specific. Ask what the class is studying, what your child did at recess, etc.

Ask to see school work, or projects, etc, don't criticize the work or compare it to another child. Just show your interest. Talk about the school in a positive way.

Praise efforts and improvement- no matter how small it may seem to you. Don't emphasize grades too much.

Agree on a time to do homework. If your child has no homework on a given day, ask him or her to use the time to review or read for pleasure.

Arrange a quiet place for study. Provide a large clear work surface, a comfortable chair, good lighting, and a dictionary.

Be ready to help- but don't do the work yourself. BE PATIENT. A child may make the same mistake many times before he or she catches on.

Show respect for study by not watching TV or talking with friends while your child is working.

Allow for breaks, for phone calls, or snacks or just moving around. Suggest your child divide homework into sections, and take a break between each one.

Get to know your child's school!

Attend school event, such as open houses, science fairs, award assemblies, concerts etc.

Visit the classroom during the day. (Make arrangements in advance.)

Volunteer to help with field trips, fundraising events, etc.

Attend parent-teacher conferences!

At least once a year, before the meeting, review your child's schoolwork- consider whether you have met your responsibility as stated in the student/parent/ teacher compact.

Find out what your child would like you to discuss with the teacher.

List your questions ("What are my child's strengths and weaknesses?) What can I do to help my child? etc.)

Afterward, share the teacher's positive comments and suggestions with your child.

Title 1 programs need you to help!

Determine goals of the program

Plan and carry out programs

Evaluate programs

Work with your child at home- and even in school as a teacher's assistant.

The annual Title 1 meeting is the place to start- and you are invited. It is the perfect time to:

Learn more about Title 1

Learn about your rights as a Title 1 parent

Meet other parents and teachers

Begin a process of communication and cooperation between parents and schools.

Parent- Student-School Compact states the goals and responsibilities of students, parents. And the school, who must work together to help children learn and grow.

**Policy 1405
(Regulation 1405)**

General Administration

**Student Community Relations
Parent/Family Involvement in Education**

The Board of Education recognizes the positive effects of parents/families' involvement in the education of their children. The Board is committed to strong parent/family involvement in working collaboratively with district staff as knowledgeable partners in educating district students. In order to implement the Board's commitment to parent/family involvement in education, the Superintendent will appoint a committee of parents, staff, and community representatives to serve as the district's Parent Involvement Committee. The Committee's responsibilities will include recommendations for program development, parent/staff training and program evaluation. Program evaluation reports will be prepared and submitted to the Superintendent annually by June 1.

PR 2750 WELLNESS

Students

Student Welfare

The District promotes healthy schools, by supporting wellness, good nutrition, and regular physical activity as part of the total learning environment. The District supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. Schools contribute to the basic health status of children by facilitating learning through the support and promotion of good nutrition and physical activity. Improved health optimizes student performance potential. The goals of the District's wellness policy are as follows:

1. Provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors. The entire school environment, not just the classroom, shall be aligned with healthy school goals to positively influence a student's understanding, beliefs, and habits as they relate to good nutrition and regular physical activity. A healthy school environment should not be sacrificed because of a dependence on revenue from high added fat, high added sugar, and low nutrient foods to support school programs.
2. Support and promote proper dietary habits contributing to student's health status and academic performance. All foods available on school grounds and at school-sponsored activities during the instructional day should meet or exceed the district nutrition standards. Emphasis should be placed on foods that are nutrient dense per calorie. To ensure high quality, nutritious meals, foods should be served with consideration toward variety, appeal, taste, safety, and packaging.
3. Provide more opportunities for students to engage in physical activity. A quality physical education program is an essential component for all students to learn about and participate in physical activity. Physical activity should be included in a school's daily education program from grades K through 12. Physical activity should include regular instructional physical education, co-curricular activities, and recess. A goal of 150 minutes per week for elementary students, 225 minutes per week for middle school students, and 2 units for high school students during high school years.
4. The District is committed to improve academic performance. Educators, administrators, parents, health practitioners, and communities should consider the critical role student health plays in academic stamina and performance and adapt the school environment to ensure students' basic nourishment and activity needs are met. To ensure widespread understanding of the benefits to school environments where nutritious foods are provided and where students have an opportunity for physical activity, a public awareness campaign that highlights research demonstrating the positive relationship between good nutrition, physical activity, and capacity of students to develop and learn should be conducted.
5. Establish and maintain a district-wide Nutrition & Physical Activity Advisory Council with the purposes of:
 - o Developing guidance to this policy
 - o Monitoring the implementation of this policy
 - o Evaluating policy progress
 - o Serving as a resource to school sites
 - o Revising policy as necessary

August 8, 2016

Dear Parent/ Guardian:

Our District is required to inform you of certain information that you, according to The NO Child Left Behind Act of 2001 (Public law 107-110), have the right to know.

Upon your request, our district is required to provide to you in a timely manner, the following information:

*Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.

*Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.

*Whether your child is provided services by paraprofessionals and, if so, their qualifications.

* What baccalaureate degree major the teacher has and any other graduate certification or degree held by the teacher, and the field of discipline of the certification.

In addition to the information that parents may requests, districts must provide to each individual parent-

*Information on the achievement level of the parent's child in each of the state academic assessments as required under this part; and

*Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

Leesville R-IX School
Faculty Handbook
2017-2018
Contract

Please sign and return this page by August 25, 2017.

I have reviewed the Leesville R-IX School Faculty Handbook 2017-2018. I agree to follow school policies as outlined in this handbook and in Board policies.

Signature: _____

Date: _____