

# Central Junior High School



**Teacher Handbook  
2009~2010**

**CAPE GIRARDEAU PUBLIC SCHOOL  
DISTRICT #63**

**CENTRAL JUNIOR HIGH SCHOOL  
205 CARUTHERS  
CAPE GIRARDEAU, MO 63701**

**FACULTY HANDBOOK  
2009 ~ 2010**

**BOARD OF EDUCATION**

**DR. WELKER, SUPERINTENDENT  
MS. PAT FANGER, ASSISTANT SUPERINTENDENT  
MR. NEAL GLASS, EXE. DIR. OF ADMINISTRATIVE SERVICES  
MS. MISTY CLIFTON, DIRECTOR OF FINANCE  
MS. DEENA RING, SPECIAL SERVICES  
MS. TERESA HINKEBEIN, CURRICULUM CORRINATOR  
MS. LISA ELFRINK, FOOD SERVICE COORDINATOR  
MR. BRIAN HALL, TECHNOLOGY COORDINATOR  
MR. J.B. MCCLARD, MAINTENANCE COORDINATOR  
MR. GERALD RICHARDS, SPECIAL PROJECTS SUPERVISOR  
MR. JIM WATKINS, GRANTS  
MR. FRED JONES, SAFETY COORDINATOR**

**BOARD OF EDUCATION OFFICE 335-1867  
PRINCIPAL'S OFFICE 334-2923  
MAIN OFFICE FAX 332-8746  
GUIDANCE COUNSELOR'S OFFICE 335-5007  
GUIDANCE OFFICE FAX 335-7173**

# TABLE OF CONTENTS

District Mission Statement	
Forward	
New Staff	
Teams	
Coaching Staff	
Substitute Call Center Information	
Personal Leave Policy	
<b>PART I GENERAL INFORMATION AND ORGANIZATION .....</b>	<b>1</b>
Philosophy of Education .....	2
Suggested Teaching Procedures .....	3-6
Plan for Effective Teaching .....	7-11
Committee Assignments .....	12
Committee Responsibilities .....	13-14
Department Chairpersons .....	15
Guidance and Counseling .....	16
<b>PART II SCHEDULES AND DUTY ASSIGNMENTS .....</b>	<b>17</b>
<b>Schedules</b>	
Bell .....	18
Calendar.....	19
Assembly Procedures .....	20
Bus and Gymnasium Duty .....	21
Restroom & Hall Supervision .....	22
Dance Supervision.....	23
<b>PART III PROCEDURES AND GUIDELINES .....</b>	<b>24</b>
Alcohol & Drug Free Workplace .....	25-26
Asbestos Policy .....	27
Attendance and Absence of Teachers .....	28
Library Procedures .....	29
Copyright and Educational Media .....	30
<b>Disaster Procedures.....</b>	<b>31</b>
Emergency Evacuation Procedures .....	32
Disaster Procedures—Staff Responsibilities .....	33
Fire Drill Procedures.....	34
Earthquake Drill/Evacuation Procedures .....	35
Storm/Tornado Procedures .....	36-37
<b>Discipline and Attendance Procedures.....</b>	<b>38</b>
Discipline Policy .....	39-44
Academic Honesty .....	45
Alcohol and Controlled Substance Use .....	45
Attendance and Tardies .....	46-47
Parental Conference Guidelines .....	48
In-School Suspension .....	49-54
Grade Book/Lesson Plan Book Guidelines .....	55
Homebound Instructions Guidelines .....	56-57
Student of the Month Program .....	58
Computer Usage .....	59-60
<b>PART IV     MASTER SCHEDULE.....</b>	<b>61</b>
<b>PART V     FEDERAL NOTICES .....</b>	<b>62-63</b>
<b>PART VI     STUDENT HANDBOOK.....</b>	<b>64</b>

## **MISSION STATEMENT**

**The Mission of the Cape Girardeau School District, in collaboration with students, parents, and community, is to develop productive citizens of strong character with the skills and attitudes to compete in a changing, global society.**

# **FORWARD**

This manual has been prepared as a means of providing a uniform source of specific information concerning school policies, rules and regulations, suggested teaching procedures, teacher assignments, and other miscellaneous activities about school.

It is not the purpose of this manual to replace other publications. Instead, it is to supplement the Student Handbook and The Policies, Rules, and Regulations of the Board of Education.

Teachers are expected to read this manual and the Student Handbook carefully. Reference should be made to these publications as often as necessary to become thoroughly informed as to their contents. Copies of the Board of Education Policy Manual are available for reference in the principal's office, Central Junior High School Library, and the local public library.

**Questions concerning the activities of the school are always welcomed at the office of the principal.**

## New Staff 2009/2010

<b>New Staff Member</b>	<b>Subject Area</b>	<b>Replaced</b>
Diane Sadler	Communication Arts	Kim Chronister
Carol Lee	Library Assistant	Teresa Hoffmeister
Margaret Farrow	Speech	Leslie Buck
Amanda Kiehne	ACE	N/A
Tracy Haggerty	Special Services	Bob Wolfenkoehler
Mike Conner	Physical Education	Terry Kitchen
Greg Smith	Special Services	N/A
Jonathon Henderon	Personal Para	N/A
Keith Adams	Personal Para	N/A
Nancy Robinson	Personal Para	N/A
Debra Enderle	Personal Para	N/A
	Personal Para	N/A
Regina McCoy	Cafeteria	Vicky Dunn
Robyn Lyner	Cafeteria	Libby Jansen
Angela Revelle	Cafeteria	Monica Mecum

<b>Teacher Name</b>	<b>Department/Sport</b>	<b>Replaced</b>
Chris Kasten	Math Dept Chair	Julie Gray
Steve Williams	Physical Ed. Chair	Terry Kitchen
Paul McGuire	Football Asst	Terry Kitchen

# **CENTRAL JUNIOR HIGH SCHOOL COACHING STAFF 2009-2010**

Terry Kitchen – Athletic Director

Mike Conner –Football Coach  
Don Porter – Asst. Football Coach  
Paul McGuire – Asst Football Coach  
James Hitt – Asst Football Coach  
Lance Powers – Student Asst. Football Coach

Norris Johnson – Cross Country Coach

Matt Davis –7<sup>th</sup> Grade Girls’ Basketball Coach  
Deborah Spinner – 8<sup>th</sup> Grade Girls’ Basketball Coach

Dexter Robinson – 7<sup>th</sup> Grade Boys Basketball Coach  
Dick Wadlington – 8<sup>th</sup> Grade Boys Basketball Coach

James Hitt – Head Wrestling Coach

Charity Huff –Volleyball Coach  
Al Spencer – Asst. Volleyball Coach

Steve Richardet –Track Coach  
Jessica Simmons – Asst Track  
Deborah Spinner – Asst Track  
Mike Conner – Asst Track

Laura Matlock – Cheerleading Coach  
Jessica Grandcolas – Asst Coach

Libby Wilson – Dance Team Coach  
Michal Whitehorn –Asst Coach  
Leslie Pourney - Asst Coach



# NOTICE TO CERTIFIED STAFF AND CLASSROOM AIDES/ASSISTANTS

- I. Phone Number- **(573) 332-1858 with 24-hour voice mail**  
Effective Date: **August 7, 2006**

## Helpful Hints/Notes

- Substitute Caller's telephone hours are 5:15 a.m. – 7:00 a.m. Same-day sub calls for secondary schools need to occur before 6:30 a.m. Same-day sub calls for elementary schools **must** occur before 7:00 a.m.
- After 7:00 a.m., calls for a same-day sub for any position **must** be directed to the building principal or principal's secretary.
- 332-1858 will **ring 4 times** before going to voice mail, allowing the sub caller time to answer. The line is equipped with call waiting, which will allow her to place one call on hold while responding to another.

## II. Important Information

### Teachers MUST NOT secure their own substitutes

Teachers are to report a substitute need to the Substitute Caller, and to **refrain** from discussing their substitute needs with any substitute, **prior** to a substitute being secured by the sub caller. You may recommend a substitute preference when calling the Substitute Caller or notifying the building principal/secretary. **Substitutes secured by teachers are sent home without pay.**

## III. Important Reminders:

### A. Teachers are reminded to give to Sub Caller or leave on voice mail the following information:

- Name – (Please **SPELL** Last Name)
- **School where your classroom is located**
- **Grade** and/or **Subject/Room Number/Aide in Room**
- **Reason for Absence**
- **Date** of Absence
- **Time** substitute needed--example 7:30 a.m. till Noon
- Substitute **Preference** (name of substitute you prefer if you know of one)
- ***Please communicate information regarding lesson plans directly to school administrative office and/or team member***

### B. When needing a sub for personal leave, always clear the absence through the principal at least 48 hours in advance. The Principal or principal's secretary will notify the Substitute Caller on all personal leave requests. Teachers are not to call the Substitute Caller for personal leave absences.

### C. Clarification and Accuracy

**Please review the daily "Future Substitute Report" posted by building secretary.**

Please use the substitute voice mail (332-1858) to report changes or notify building secretary of any changes or corrections. She will contact the Sub Caller by e-mail or voice mail to effect those changes. The principal or building secretary may use e-mail to contact substitute caller. Individual teachers **are not** to use e-mail to contact substitute caller. Use the telephone instead.

## Personal Leave Policy

Personal Leave is provided for full-time staff members of the Cape Girardeau Public Schools. Although three (3) days of leave are available, guidelines and restrictions exist to govern the use of those days.

- Personal leave days are a subset of emergency leave days and not days in addition to the number of emergency leave days available.
- Personal leave days not used during one school year accumulate as emergency leave days for the following school year. They are not lost and they do not accumulate as additional personal leave days.
- Personal leave days may not be granted by the building principal or supervisor during the first and last weeks of the school year, on the last working day preceding or first working day following a school holiday, or on any day with adverse weather conditions. Only the Superintendent or his designee (Assistant Superintendent) may grant any exceptions to the above.
- All requests for personal leave must be submitted in writing to the building principal or supervisor **at least 48 hours in advance**, except for emergencies.
- Only the principal or the building secretary will call the Substitute Teacher Call Center Operator to request a substitute teacher. The teacher requesting the personal leave must not call the Substitute Teacher Caller.
- Listed below are the dates during 2009-2010 for which personal leave **may only be granted by the Superintendent or designee:**
  - August 10-14, 2009 (first week of school)
  - September 4, 2009
  - September 8, 2009
  - November 24, 2009
  - November 30, 2009
  - December 17, 2009
  - January 4, 2010
  - January 15, 2010
  - January 19, 2010
  - February 12, 2010
  - February 16, 2010
  - March 18, 2010
  - March 22, 2010
  - March 31, 2010
  - April 6, 2010
  - May 10-18, 2010 (last week of school)

**NOTE (\*)**: Should inclement weather cause the school year to be extended, then the dates affecting personal leave requests will also be affected.

# **PART I**

## **GENERAL INFORMATION AND ORGANIZATION**

# **PHILOSOPHY OF EDUCATION**

## **CENTRAL JUNIOR HIGH SCHOOL**

The philosophy and goals were developed in accordance with the criteria established by the North Central Association and approved by the Cape Girardeau Board of Education on March 11, 1986. (Revised February 8, 1996)

A philosophy of education is the foundation on which a school system is built and on which the product of the school program is evaluated. A philosophy of education is necessary to establish educational standards and determine policies of the school system.

The following is the basic philosophy of Central Junior High School:

Every child has the right to an individual education. Recognizing the unique physical and emotional needs of the early adolescent student, the junior high school should educate in an environment which allows continuous progress in building the basic learning skills and provide for individual growth and development of mind, body, and character. The school should emphasize the development of the ability to work with others and the development of a capacity and desire for economic self-support and effective citizenship. The school should involve the home and community in this process as it is a mutual responsibility.

### **SPECIFIC GOALS**

1. To provide for a smooth transition between elementary schools and the secondary schools.
2. To teach and develop the basic academic skills necessary for success in any career.
3. To provide a progressive program that encourages academic, vocational, economic, social, cultural and political experiences.
4. To provide special programs for individual learning needs.
5. To provide students with opportunities to develop special interests, talents, aptitudes, and abilities.
6. To encourage understanding and application of factors influencing good physical and mental health.
7. To help students develop a sense of responsibility to themselves and society.
8. To teach the principles and benefits of a democratic form of government.
9. To encourage teachers to utilize various teaching strategies that are progressive and flexible.
10. To include the family and community as influential roles in the positive development of the educational processes.

## **SUGGESTED TEACHING PROCEDURES**

It is our belief that good teaching involves the attainment of certain objectives set up for each topic or unit of work.

We feel that good teaching should contribute toward the general objectives for the school. It is our belief that each course should be based on a set of sound written objectives and that objectives for each topic or unit of work should be established and held in daily reference. The daily class work should, in turn, contribute toward these topic or unit objectives.

It is recommended that teachers use the unit method of teaching with special emphasis on the attainment of established objectives.

### **I. PREPARATION**

It is of the utmost importance that teachers are thoroughly prepared for each class. The unit or topic objectives will indicate WHAT teachers want their students to learn, so lessons and class work should be planned accordingly. ALWAYS have enough work prepared to extend beyond the regular class period. Whenever possible, make all practical allowances for individual differences. Students who have nothing to do often cause disciplinary problems. Keep students busy with worthwhile activities.

Because of the above philosophy, teachers are strongly encouraged to utilize their preparation periods in a manner for which they are intended to be used—in preparation for classes.

### **II. PRESENTATION**

Unless a topic or unit is presented with enthusiasm, student interest will not be gained. Show students what the goals and daily objectives are and indicate the practical use of attaining them. Make assignments definite, clear, stimulating, and informative enough to insure reasonable success for students who make daily preparations. Require that assignments be completed on schedule with respect to good standards of performance.

### **III. SUPERVISED STUDY**

We believe teachers will obtain the best results if the last ten (10) or fifteen (15) minutes of class periods are devoted to supervised study. During this time, teachers should carefully supervise student study and teach students how to study. Only the diligent students should be able to complete the required assignment in the allotted time for supervised study. The majority of students should have some work left over to do as homework.

#### **IV. HOMEWORK**

Homework is an essential activity in the learning experience and constitutes a significant part of the student's grade. Students are required to complete all homework assignments on or before the date due. Students may be required to work after school to complete assignments not finished by the due date.

#### **V. CULMINATING ACTIVITIES**

Whenever practical, teachers should make use of applications, illustrations, and demonstrations during culminating activities. Videos, other illustrative materials, and computer software programs should be utilized when applicable and can be arranged in the library or writing lab.

#### **VI. EVALUATION**

Evaluation should begin with the first meeting with students. With few exceptions, there are achievement and intelligence test results available for each student. Teachers should consult with the counselor(s) regarding those test results. The test results are confidential and may not be taken from the guidance office or share with students.

Administer carefully prepared tests frequently to know at all times the quality of work that each student is doing. Utilize the grade book computer program to always be aware of a student's standing. Weekly quizzes may be good motivating factors if properly administered.

Teachers will be asked to issue term grades every six weeks. If a particular student is doing poorly in a class, the teacher should notify the student's counselor and the parents. Provided a teacher has a normal grouping of students, grade distribution should resemble a normal curve (30%, 30%, 30%, 10%). The normal distribution curve should serve only as a guide.

Teachers are expected to maintain close communications with parents. A failing or low six-week term grade or unsatisfactory conduct should not come as a surprise to the student or his/her parent(s).

To be eligible for either A or B honor roll, students must have no achievement grade lower than a C and must not have an unsatisfactory (3) mark in conduct (citizenship). The A Honor Roll can be achieved by maintaining a ten (10.00) grade point average or above. The B honor roll requires a student to maintain a grade point average of 7.00 to 9.99.

Central Junior High School has the following school-wide grading scale:

96-100.....	A
92-95.....	A-
89-91.....	B+
85-88.....	B
82-84.....	B-
78-81.....	C+
74-77.....	C
70-73.....	C-
67-69.....	D+
63-66.....	D
60-62.....	D-
0-59.....	F

## VII. CLASSIFICATION

A student is advanced from one grade to the next when the following minimum requirements are fulfilled:

A student is classified as an eighth grader when he/she successfully completes the seventh grade.

A student is classified as a seventh grader when he/she successfully completes the sixth grade.

## VIII. CITIZENSHIP GRADES

The citizenship grade is expressed as either 1—Satisfactory, 2—Needs Improvement, or 3—Unsatisfactory. This grade reflects the individual's conduct or behavior during that grading term. A STUDENT'S BEHAVIOR OR CONDUCT MUST NOT BE EXPRESSED IN AN ACHIEVEMENT GRADE. An unsatisfactory (3) citizenship grade should not come as a surprise to the student or the student's parent(s). Contact the parents of students who are experiencing behavior problems that may result in an unsatisfactory conduct grade.

## IX. SEMESTER GRADES

Each quarter will be worth 45% of a student's grade, with the final exam will being worth 10%. Every effort should be made to have an equal distribution of points for each quarter. Each teacher is required to administer a semester exam at the end of each semester. The final exam may be a major comprehensive examination or a test over recently covered material. The exam may be a written exam, a performance event, or a combination of the two.

Example of calculating semester grade:

$$\text{1st quarter} = 450/500\text{pts} = 90\% = \text{B+} \text{ ----- } .90 \times 45\% = .405$$

$$\text{2nd quarter} = 390/490\text{pts} = 80\% = \text{C+} \text{ ----- } .80 \times 45\% = .36$$

$$\text{Final Exam} = 98/100\text{pts} = 98\% = \text{A} \text{ ----- } .98 \times 10\% = .098$$

$$\text{Semester Grade} = .405 + .36 + .098 = .863 = 86\% = \text{B}$$

## **X. HONOR ROLL**

To be eligible for either A or B Honor Roll, students must have no achievement grade lower than a C and must not have an Unsatisfactory (3) in Conduct (Citizenship on report card). The A Honor Roll can be achieved by maintaining a 10.00 grade point average or above. The B Honor Roll requires a student to maintain a grade point average of 7.00 to 9.99.

## **XI. PHYSICAL ENVIRONMENT**

Keep a well-arranged classroom and help make it a better room in which to live and learn with students. Have an assigned seating arrangement, use bulletin boards as visual teaching aids, and keep rooms neat and organized to promote student learning.

## **XII. USE OF LIBRARY AND COMPUTER LABS**

The library and computer writing labs should be used to the fullest extent possible to contribute to classroom work. Contact the librarian as early as possible to become acquainted with resources available and to schedule dates for classes to visit the library and/or computer labs. When a class visits the library or a computer lab, it is the teacher's responsibility to supervise their students. No student should be sent to the library on his or her own for research or computer use without the librarian's consent.

# A PLAN FOR EFFECTIVE TEACHING AND CLASSROOM MANAGEMENT

“Management is practice. Its essence is not knowing but doing. Its test is not logic but results. Its authority is performance.” – Peter Drucker

## I. THE FIRST DAY

Arrive early. Have time to greet colleagues and students who arrive early. Be in the classroom before students arrive. Although there is apprehension about the first day, being early and having time to look over lesson plans is helpful. Relax, unpack your smile, and be ready to meet classes.

Greet students with a smile. A pleasant “Good Morning” is probably sufficient. There is time to get acquainted later. Have your name on the chalkboard so students learn to pronounce and spell it immediately and correctly.

Insist that students be seated when they arrive. Pencils can be sharpened, summer adventures recounted, and questions answered later. The teacher needs to establish a good working climate as soon as possible.

Review your main tasks. Especially during the first few days, the teacher needs to establish a well-disciplined classroom for the attention of students, to help students establish good work habits, and to help students learn to work with groups as well as with individuals.

Check attendance. By utilizing a seating chart or having students raise their hands as attendance is checked, names and faces will be learned much quicker. Accurate attendance is crucial!!

Carry out lessons previously planned. Beginning exercises may be kept brief and pleasant, but get the routine of a day started immediately. Students do not need the entire first day to “adjust” to being back in school. Worthwhile learning experiences should be a part of their first day.

## II. THE FIRST FEW WEEKS

Let students know what to expect. During the first few days, tell students what your instructional objectives are and what minimum standards you expect to achieve. Teachers will want to provide students and parents a handout of course description, behavioral expectations, grading procedures, and a list of what students should know and be able to do as they progress through the course.

Develop room standards. This is a very important point. Although you do not want students to think of you as “mean” or “too strict”, you must be in charge. With junior high school students, you must know when to be firm!

Establish control of your room. This is the first key point in successful classroom management. As students become better acquainted with you and your expectations and learn to accept more responsibility, you can gradually relax. The teacher should keep classroom rules and regulations to a minimum, but there must be rules! Teachers may want to require students to write the rules of their classroom. If you fail to establish your authority at the outset, you may never regain it.

Students need to have sensible routines for getting books and materials, sharpening pencils, leaving the room, talking during classes, etc. Unless organized and supervised, these “trivial” matters can quickly consume valuable teaching time. Except for those times when the class is involved in a planned activity, the teacher will probably want to allow only one or two students to be out of their

seats at a time. Teachers will want to discuss the need for courtesy, laughing with others and not at them, acceptable ways of working and playing, and the need for completing assignments on time, etc.

Study the records of your students. Teachers will get to know their students quickly through personal observations, but they need to know more about the students' characteristics, capabilities, and problems. School records and reports from teachers can be most helpful. Remember that student records are confidential and that parents may see or challenge anything a teacher enters into a student's permanent file. Check with the principal or counselor about evaluation and diagnostic data and instruments available. Use all such information objectively. Expect all students to be able to accomplish at least the minimum objectives for your class.

Work with parents. Take advantage of every opportunity to meet with parents. Remember that parents are forming impressions of you based on what they hear from their children just as you will form impressions about parents based on what you learn from the students. Try to make sure parents understand your goals and expectations for students. Don't let your first contact with parents be in connection with a negative incident. Respond to parents' questions quickly and honestly. Suggest ways they may help at home with student's assignments. Be sensitive to the needs of children and parents from one-parent families. Parent involvement may be time-consuming, but it can promote higher achievement.

Begin some interesting, worthwhile activities early. Students enjoy out-of-the-ordinary projects and activities. Special activities can be fun for students. Well-planned activities can motivate students, provide extra challenges for advanced students, and promote cooperative relationships among students.

Record plenty of observations and grades. One of the hardest tasks is assigning grades. Make sure you have enough information to assess each student's ability and effort fairly. Keep a folder for each student. Not every piece of work collected from a student needs to be graded, but every assignment must have merit. Written assignments and test performance can provide valuable evidence of a student's progress.

Be prepared. There is no substitute for preparation. There are no firm rules about the amount of time a teacher must spend out of class and at home preparing lesson plans and activities, but good use of planning periods is essential. You will undoubtedly have a few advanced students and a few below average students. Try to think of ways to work with them in advance so that they are neither left out or monopolize your attention in class.

### **III. THROUGHOUT THE YEAR**

Expect good work from each student. Teacher expectations, both explicit and unspoken, are powerful influences on students. Expect each student to do his/her best—whatever his/her level may be. **ALL STUDENTS CAN LEARN!!**

Give praise for good work and good behavior. Positive reinforcement is strong motivation. It is more constructive and pleasant for teacher and student when there are good things said about behavior and performance.

Be firm, fair, and consistent. Reasonable rules must be enforced consistently. Consequences must be firm, fair, and consistent. Consistency is not necessarily synonymous with fairness.

Be patient. All students do not progress at the same rate. Some students, inevitably, will tax a teacher's patience and understanding. But, the students will normally respond positively if the teacher continues to provide help and encouragement. Maintain your standards and expectations, but realize that you may have to help some students find success in out-of-the-ordinary ways. Remember, "Children don't care how much you know until they know how much you care".

Be calm. Agitation and frustration are contagious. A teacher's demeanor is the key to a calm, productive classroom. If students discover that a teacher can be "rattled" easily, some students will try to exploit that vulnerability.

Plan your work carefully. Adequate planning allows the teacher to vary activities and maintain a steady pace in the classroom. Planning prevents straying from the objectives and helps students see the purpose of the assignments.

Ask question; accept suggestions. You will quickly learn who the most respected, most effective teachers are in the school. Watch them and learn from them. There are usually good reasons for things being done a certain way in the building; don't break the status quo unnecessarily. If you have a problem or sense frustration among your students, ask for help. You may be overlooking the obvious; others will have dealt with the same problems before.

Be a good manager. Many suggestions deal with methods for maintaining and managing an orderly classroom, which is your ultimate responsibility. The range of students' abilities may be as great as five grade levels. This requires that you be an active manager. The keys are to have instructional objectives well formulated, to be thoroughly familiar with the material being taught, to anticipate students' questions, and to know what you want to achieve with every lesson. The key to managing instruction effective and continuously is to have a set of specific instructional goals which provide an understandable framework for teacher, students, and parents.

Keep a sense of humor. You don't have to entertain students or win a popularity contest, but keep smiling. You'll have bad days, but a light touch will help you and your students get over the rough spots without lingering tension. You're in charge, but you'll

Take part in school activities. This will help you get to know students, parents, and colleagues outside the classroom context. Also, participate in professional activities through in-service workshops, district meetings, and other professional development activities.

#### **IV. A TEACHER'S GUIDE TO MANAGING INSTRUCTION**

An instructional management system is a practical method for organizing the teaching/learning process. A management system for teaching describes the total process of establishing learning objectives, planning appropriate learning activities for students based on the objectives, recording student progress, reporting student progress in specific terms, and providing feedback so the system can be modified and improved where necessary. The concept is based on two fundamental premises:

1. All students can learn at a satisfactory level if teachers believe they can and if the school is organized to provide the time each student needs to learn.

2. For students to be self-motivated, they must spend more than half their time working on tasks at which they experience a high degree of success. Because all students learn at different rates, this means each student should have schoolwork presented to him/her at a rate no faster than he/she can master. Learning deficits should not be allowed to accumulate.

These two principles, varying time rather than achievement and individualizing to the extent that each student experiences more success than failure, introduce so many variables that a management system is essential for organizing instructional activities and handling information about student progress.

Most teachers have some of the parts of an instructional management system in operation and some teachers exhibit most of the essential characteristics.

Teachers should develop an instructional management system for their classrooms.

A teacher who is committed to following an instructional management system in his/her classroom will have the following conditions prevail:

- \* The teacher will know exactly what skills and knowledge his/her students are expected to learn in one or more subjects.
- \* The teacher will have determined mastery criteria for each objective.
- \* The teacher will record and report pupil progress in terms of learning objectives mastered by individual students.
- \* The teacher will assess learning resources available for objectives and will base requests for additional resources on areas of need and learning modes of students.

In a school with a well-planned instructional management system, one should find each of the teachers exhibiting the characteristics plus the following:

- \* Learning objectives for one or more subjects are articulated from grade to grade or from class to class to provide for appropriate, continuous progress for each student.
- \* Supervisory visits focus on student performance on specific objectives. The supervisor is a resource to help the teacher improve in the skills or techniques needed to enable the students to master the objectives.

Teacher plan books will reflect attention to course objectives by recording the objective number/code in the daily lesson plan.

## **PERSONNEL RESPONSIBILITIES**

School district personnel are responsible for the care and supervision of students in accordance with H.B. 83<sup>rd</sup> General Assembly, Section 5.3: "All school district personnel responsible for the care and supervision to hold every pupil strictly accountable for any disorderly conduct in school or on any property of the school, on any school bus going to or returning from school, during school-sponsored activities, or during intermission or recess periods."

For the purpose of this policy the term “school district personnel” shall include bus drivers whether hired by the school district directly or hired by the bus company with who the district has a contract for transportation. Also, for the purpose of this policy, all school district personnel shall have authority to hold every pupil strictly accountable for any disorderly conduct going to or returning from school.

## **DISCIPLINARY GUIDELINES**

Among the offenses that result in disciplinary action include:

1. Disrespect to teacher/staff
2. Failure to report to office when directed to do so
3. Insubordination
4. Chronic disruption of the learning process
5. Fighting
6. Theft
7. Gambling
8. Threats/intimidation
9. Verbal assault
10. Possession, use, or sale of alcohol or drugs
11. Disruptive behavior in cafeteria and or on school grounds
12. Failure to follow school rules and regulations
13. Failure to do assigned work
14. Failure to serve detention
15. Using foul or abusive language
16. Tardiness to class or school
17. Participating in or inciting a school disruption
18. Failure to cooperate with school transportation rules
19. Truancy
20. Use of tobacco in building or on campus
21. Destruction of school property or vandalism
22. Possession/use of explosives
23. Possession of a dangerous/deadly weapon
24. Academic dishonesty
25. Other disruptive activities

The above list is intended to give examples of the kind of conduct which may result in disciplinary action but is not intended to preclude the right of the school to discipline for any conduct that is prejudicial to good order and discipline.

# CENTRAL JUNIOR HIGH SCHOOL COMMITTEE ASSIGNMENTS

## ATTENDANCE REVIEW BOARD

Roy Merideth, Co-Chairperson  
Alan Bruns, Co-Chairperson  
Christy Mott  
Karen Gleeson  
Ellen Boucher  
Dana Deisher

## BUILDING IMPROVEMENT AND APPEARANCE

Larry Strattman, Chairperson  
Dennis Wilson  
Josh Lamar  
Billy Keys  
Jane Koppenaal  
Deborah Spinner  
Bob Porter

## LIBRARY/MEDIA/COMPUTER

Libby Wilson, Chairperson  
Chris Kasten  
Chellie Jannin  
Emily Goode  
Matt Britt

## SCHOOL SAFETY

Alan Bruns, Chairperson  
Al Spencer  
Sylvia Ellis  
Linda Mowery

## STUDENT ASSISTANCE TEAM

Roy Merideth, Chairperson  
Alan Bruns  
Karen Gleeson  
Ellen Boucher  
Mimi Smith  
Ann Hogan  
Amanda Kiehne

## COMMUNITY RELATIONS

Dana Deisher  
Sylvia Ellis  
Hope Peterman

## SALARY & WELFARE

Kellie Phillips  
Cherie Worth  
Ben Belanger  
Diane Jamieson

## PARENT ADVISORY BOARD

Sylvia Ellis  
Pam Strom  
Dana Deisher  
Kayleen Shaw

## MAP

Roy Merideth  
Alan Bruns  
Christy Mott  
Donna Bedwell  
Rae Anne Alpers  
Libby Wilson

## COURTESY/SOCIAL

Nancy Bone, Chairperson  
Becky Ahner  
Becky Mocherman  
Julie Koch  
Jessica Simmons  
Gretchen Fee

## PUBLIC RELATIONS

Donna Bedwell, Chairperson  
Kelly Kasten  
Leslie Pourney  
Becky Mocherman  
Linda Mowery  
Helen Gibbar  
Diane Jamieson

## TECHNOLOGY

Roy Merideth, Co-Chairperson  
Libby Wilson, Co-Chairperson  
Julie Buford  
Barb Randolph  
Emily Goode

## PDC

Pam Strom, Chairperson  
Roy Merideth, Admin  
Alan Bruns, Admin  
Barb Randolph  
Linda Mowery  
Nichole Buehrle  
Dana Hiatt

## DISCIPLINE COMMITTEE

Alan Bruns, Chairperson  
Sylvia Ellis, Co-Chairperson  
Christy Mott  
Laura Matlock  
Julie Buford  
Larry Strattman  
Mimi Smith  
Jessica Grandcolas

## GIFTED SELECTION & PLACEMENT

Emily Goode  
Kellie Phillips

## CHANGE OF HEART/THRIVE

Cathy Huskey  
Nichole Buehrle  
Ellen Boucher  
Alan Bruns  
Diane Jamieson

## GUIDANCE ADVISORY/CARE TEAM

Karen Gleeson, Co-Chairperson  
Ellen Boucher, Co-Chairperson  
Dana Deisher  
Kayleen Shaw  
Lana Andrews  
Tracy Retherford  
Mimi Smith  
Diane Jamieson

## RENAISSANCE

Steve Schaffner, Co-Chairperson  
Cathy Huskey, Co-Chairperson  
Dana Deisher  
James Hitt  
Diane Jamieson  
Ben Belanger

## ADMINISTRATIVE ADVISORY

Roy Merideth, Chairperson  
Alan Bruns  
All Departmental Chairs  
Rae Anne Alpers

## CHARACTER COUNTS/ANTI BULLYING

Cathy Huskey, Chairperson  
Nichole Buehrle  
James Hitt  
Ellen Boucher

## SCHEDULING

Roy Merideth  
Alan Bruns  
Christy Mott  
Barb Randolph  
Donna Bedwell  
Pam Strom  
Julie Gray  
Laura Matlock  
Libby Wilson  
Karen Gleeson  
Ellen Boucher  
Rae Anne Alpers  
Kim Adelson

## **COMMITTEE RESPONSIBILITIES**

### **Professional Rights and Responsibilities**

The chairperson of the building PR&R committee is also a member of the Community Teacher Association and PR&R committee. This building committee at mpts to fulfill three purposes:

- ❖ The PR&R committee will serve to assist the CJHS principal in the preparation of the agenda for each monthly faculty meeting. In order to fulfill this purpose, the committee requests that faculty members forward in writing and in detail to the committee the nature of any items which the faculty member would like the faculty to discuss and/or take action. However, this should not preclude any faculty member from by-passing the committee to present the same item to the principal for the faculty agenda.
- ❖ The PR&R committee exists to receive in writing and in detail concerns that should be brought to the attention of the principal or assistant principal but not discussed at faculty meetings. These concerns may include relationships between members of the faculty and staff or relationships with parents or students. Faculty members are encouraged to meet in private with administration to discuss their concerns. However, those who choose to do so may submit their concern in writing for the PR&R committee.
- ❖ The committee will assist, counsel, and advise any faculty member who believes he/she has encountered a professional ethics or grievance problem. If the problem is not a building problem, the committee will counsel the faculty member as to how the problem can be brought to the attention of the CTA PR&R committee.

### **Attendance Review Board**

The Attendance Review Board is comprised of three teachers, both counselors, the school nurse, the principal, and the assistant principal who serves as chair. The board will meet as often as needed at the end of each semester to review appeals for loss of course credit by those who exceed the attendance policy of the school district. The board will maintain detail records on each appeal, develop guidelines for evaluating the “extenuating circumstances: as provided by the attendance policy, and insure that those guidelines are fairly and consistently implemented.

### **Building Improvement and Appearance Committee**

This committee will survey the faculty and survey the building and grounds each spring prior to submitting recommendations for improvement to the principal by April 1. In addition, throughout the year the committee will inform the principal of concerns related to building maintenance and custodial care. The committee will be responsible for maintaining the lobby showcases with monthly displays.

### **Courtesy and Social Committee**

This committee is responsible for recommending and carrying out procedures to facilitate extending courtesy to fellow staff members and their families related to bereavement, illness, and special events in their lives. The committee also plans several social functions for the faculty and staff during the year.

### **Guidance Advisory Committee**

The members of the Guidance Advisory Committee include three to five teachers, the school nurse, two to three parents, and both counselors who will co-chair the committee. The committee will regularly review the Guidance Plan and program of activities. The committee will assist the counselors in annually surveying students, teachers, and parents to determine modifications and improvement to the overall guidance program. The committee will assist the counselors with publicity of programs, events, and activities.

### **Library/Media Committee**

This committee has the responsibility of surveying the library services, reference materials, and technological aids available for classroom use. It also develops a procedure for ordering and making known what is available in the library so efficient use may be made of materials available. The school librarian serves as chairperson of this committee.

### **Public Relations Committee**

This committee has the responsibility of establishing effective means of interpreting school activities and needs to the public through newsletters and news media. The committee will advise the principal of opportunities for news releases of student, staff, and/or school accomplishments. Also, the committee leads in the promotion of American Education Week each November and Grandparents Day each September.

### **Renaissance Committee**

This committee is comprised of teachers and may include students and parents. The committee plans a comprehensive recognition program for students and staff. Student recognition will focus on academic success, personal accomplishments, and perfect attendance (including administration of semester exam exemption activities). Staff recognition will address both personal and professional accomplishments.

### **School Climate and Safety Committee**

This committee recommends ways to improve school climate and staff morale. It also recommends changes and/or procedures needed to insure that safe conditions exist in the building. This includes an annual review of fire, tornado, earthquake, and evacuation procedures as well as revisions to the Crises Prevention and Response Plan.

### **Technology Committee**

This committee regularly reviews the computer and other technological needs of the various curriculums and overall instructional program. In addition, the committee will develop and annually revise a long-range Technology Plan for the building. The committee will acquire and administer funding resources from the building budget, District Master Plan, grants, and donations. The principal and librarian co-chair the committee.

### **Administrative Advisory Council**

The Administrative Advisory council is comprised of the department chairs, assistant principal, and principal. The council will meet to accomplish the following purposes:

- a. To advise the principal regarding matters related to curriculum
- b. To receive and disseminate information to department members
- c. To assist the principal in developing the agenda for the monthly faculty meeting
- d. To evaluate departmental budgets and assist the principal in determining departmental needs, establishing priorities, and recommending departmental budgets for the subsequent year
- e. To organize, maintain, and file with the principal by May 1 a current inventory of departmental furniture, equipment, and supplies
- f. To annually review the North Central Association Target Goals, coordinate plans for implementation of those goals, and organize the procedures for subsequent reviews by the North Central Association (2006, 2011, etc.)
- g. To be involved in the organization and coordination of the Missouri School Improvement Program (MSIP) for the building and the district

### **Student Assistance Team**

This team is organized to discuss students at-risk and to review how those students may best be assisted to reach educational and personal goals. This team works closely with teaching teams to identify potential at-risk students.

## DEPARTMENT CHAIRPERSONS

Communication Arts .....	Donna Bedwell
Fine Arts .....	Billy Keys
Foreign Language.....	Barb Randolph
Guidance .....	Karen Gleeson
Library .....	Libby Wilson
Mathematics .....	Chris Kasten
Physical Education .....	Steve Williams
Practical Arts .....	Laura Matlock
Science .....	Pam Strom
Social Studies .....	Cathy Huskey
Special Education Services .....	Kim Adelson

The department chairpersons will have the following responsibilities:

- 1) Coordinate departmental meetings at least once each month
- 2) Provide the principal with a summary of the departmental meeting minutes
- 3) Coordinate departmental requests for materials
- 4) Serve as an administrative advisory committee member for prioritizing budgetary expenditures, coordinating the curriculum, and communicating issues/concerns to the principal
- 5) Conduct election for representative to the PR&R committee by September 10
- 6) Conduct election of department chair in May for the following school year

Department chairs are compensated according to the guidelines for extra-curricular duties.



## GUIDANCE AND COUNSELING

We believe the Guidance and Counseling Program is an integral part of the total educational process. The program should provide for individual needs of students by helping them to develop to their fullest potential. The Guidance Program should provide structured activities to enhance student growth in the areas of positive self-concept, education, career awareness, and personal and social development.

At CJHS, the guidance counselors are prepared to be a help to both you, as a teacher, as well as to the students. Teachers will find that the counselors have a wealth of resources to help them deal with problem situations ranging from placement to coping with student-related problems.

Concerns regarding placement or evaluation for students in your classroom should be brought to the counselors. This is to ensure that appropriate steps can be taken to make sure the child's needs are effectively being served.

Students with issues of a personal nature that are affecting their school performance should be directed to one of the counselors for conferencing. Students should be made aware that information exchanged between the counselor and student will be held in the strictest of confidence.

In conclusion, the function of the guidance office is to serve the needs of students, teachers, parents, and administrators. The counselors network with many agencies and schools in an effort to provide a broad base of timely information.

Please check out our web-site at <http://www.cape.k12.mo.us/cjhs/guidance/>



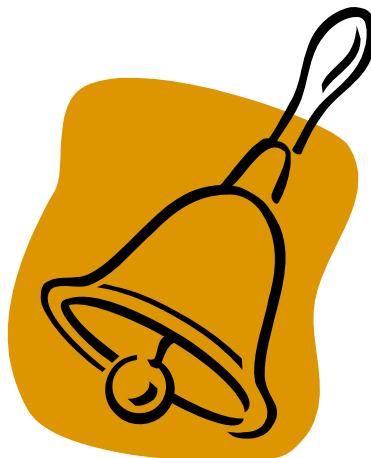
## **PART II**

# **SCHEDULES AND DUTY ASSIGNMENTS**

## CENTRAL JUNIOR HIGH SCHOOL BELL SCHEDULE

Teachers Report .....	7:15 a.m.
Building Open to Students.....	7:15 a.m.
Bus Duty Supervision Begins.....	7:05 a.m.
Gym Duty Supervision Begins.....	7:05 a.m.
Rooms Open to Students.....	7:30 a.m.
Warning Bell (5 Minutes Prior to Start of 1 <sup>st</sup> Hour).....	7:35 a.m.
1 <sup>st</sup> Hour	7:40-8:35 a.m.
2 <sup>nd</sup> Hour	8:39-9:21 a.m.
3 <sup>rd</sup> Hour	9:25-10:07 a.m.
4 <sup>th</sup> Hour	10:11-10:53 a.m.
5 <sup>th</sup> Hour	10:57 a.m.-12:17 p.m.
6 <sup>th</sup> Hour	12:21-1:03 p.m.
7 <sup>th</sup> Hour	1:07-1:49 p.m.
8 <sup>th</sup> Hour	1:53-2:35 p.m.
Bus Duty Supervision Begins.....	2:35 p.m.
Teachers May Leave Building.....	2:55 p.m.

Lunch A 10:57-11:29 a.m.  
Lunch B 11:24-11:56 a.m.  
Lunch C 11:46 a.m.-12:17 p.m.



## Insert Calendar

## **ASSEMBLY PROCEDURES**

During any assembly, students will be seated as a group with their teacher. Any teacher with a preparation period during an assembly time is asked to assist any teacher with a large class or who may have a substitute for the day. Roll is to be taken before each assembly and any missing student(s) reported to the office.

Classes will be dismissed by floors by intercom. Teachers should take their students to the auditorium and start filling the seats from front to back.

**\*\*TEACHERS WITH A PREPARATION PERIOD DURING AN ASSEMBLY SHOULD HELP ANY LARGE GROUP AND/OR PROCTOR THE DOORS DURING ENTRANCE AND DISMISSAL.**

**Dismissal Procedures—Please keep students seated until dismissed by administrator.**

## BUS, CAFETERIA, AND GYMNASIUM DUTY ASSIGNMENTS

**Field House Lobby** = Before school the teacher on duty will monitor students entering the building. After school the teacher on duty will monitor students leaving the building and encourage the students to leave quickly so as to secure the building.

**Bus North** = The teacher will post them self near the cafeteria drive way. Before school the teacher on duty will monitor students being dropped off by bus. After school the teacher on duty will monitor students as they load the busses.

**Old Gym/Bus South** = Before school, the teacher on duty will monitor students as they assemble in the old gym prior to being released to go to class. After school the teacher on duty will post them self near the parking lot on the south east corner of the campus and monitor students as they leave for the day.

**Cafeteria** = The teacher on duty will monitor students as they eat breakfast in the cafeteria.

Date	Field House Lobby	Bus North	Old Gym/Bus South	Cafeteria
	7:05 & 2:35	7:05 & 2:35	7:05 & 2:35	7:05
8/13 - 8/14 (2)	ALL STAFF	ALL STAFF	ALL STAFF	ALL STAFF
8/17 - 8/21 (5)	Adelson	Ahner	Bedwell	Conner
8/24 - 8/28 (5)	Belanger	Bone	Britt	Hitt
8/31 - 9/4 (5)	Buehrle	Buford	Dumey	Matlock
9/9 - 9/11 (3)	Koppenaar	Mocherman	Mowery	Simmons
9/14 - 9/18 (5)	Farrow	Fee	Gibbar	Spinner
9/21 - 9/25 (5)	Goode	Grandcolas	Gray	Williams
9/28 - 10/2 (5)	Haggerty, A./Koch	Haggerty, T.	Hiatt	Conner
10/5 - 10/9 (5)	Huskey	Jamieson	Jannin	Hitt
10/12 - 10/16 (5)	Kasten, C.	Kasten, K.	Kiehne	Matlock
10/19 - 10/23 (5)	Koppenaar	Mocherman	Mowery	Simmons
10/26 - 10/29 (4)	Buehrle	Buford	Dumey	Spinner
11/2 - 11/6 (5)	Peterman	Phillips	Pourney	Williams
11/9 - 11/13 (5)	Randolph	Retherford	Sadler	Conner
11/16 - 11/20 (5)	Smith, G.	Smith, M.	Strattman	Hitt
11/23 - 11/24 (2)	Kasten, C.	Kasten, K.	Kiehne	Matlock
11/30 - 12/4 (5)	Strom	Wilson, D.	Worth	Simmons
12/7 - 12/11 (5)	Adelson	Ahner	Bedwell	Spinner
12/14 - 12/18 (5)	Belanger	Bone	Britt	Williams
1/4 - 1/8 (5)	Buehrle	Buford	Dumey	Conner
1/11 - 1/15 (5)	Farrow	Fee	Gibbar	Hitt
1/19 - 1/22 (4)	Koppenaar	Mocherman	Mowery	Matlock
1/25 - 1/29 (5)	Goode	Grandcolas	Gray	Simmons
2/1 - 2/5 (5)	Haggerty, A./Koch	Haggerty, T.	Hiatt	Spinner
2/8 - 2/11 (4)	Peterman	Phillips	Pourney	Williams
2/17 - 2/19 (3)	Randolph	Retherford	Sadler	Conner
2/22 - 2/26 (5)	Huskey	Jamieson	Jannin	Hitt
3/1 - 3/5 (5)	Kasten, C.	Kasten, K.	Kiehne	Matlock
3/8 - 3/12 (5)	Smith, G./Strom	Smith, M./Wilson, D.	Strattman/Worth	Simmons
3/15 - 3/18 (4)	Farrow	Fee	Gibbar	Spinner
3/23 - 3/26 (4)	Goode	Grandcolas	Gray	Williams
3/29 - 3/31 (3)	Haggerty, A./Koch	Haggerty, T.	Hiatt	Conner
4/6 - 4/9 (4)	Huskey	Jamieson	Jannin	Hitt
4/12 - 4/16 (5)	Peterman	Phillips	Pourney	Matlock
4/19 - 4/23 (5)	Randolph	Retherford	Sadler	Simmons
4/26 - 4/30 (5)	Smith, G.	Smith, M.	Strattman	Spinner
5/3 - 5/7 (5)	Strom	Wilson, D.	Worth	Williams
5/10 - 5/14 (5)	Adelson/Belanger	Ahner/Bone	Bedwell/Britt	Conner/Matlock
5/17 - 5/18 (2)	ALL STAFF	ALL STAFF	ALL STAFF	ALL STAFF

## RESTROOM SUPERVISION ASSIGNMENTS

In an effort to ensure proper student behavior in our restrooms during passing times, the following assignments have been made. You are asked to be prompt to your assigned area. If you find your assignment to be too inconvenient, please see Ms. McCowan who will attempt to make an adjustment. “Volunteers” who are not assigned a specific time are asked to make an effort to help with supervision whenever possible. Where there is an “open” slot, please help if you can. Please alert a neighboring teacher of your assignment and request that they help supervise your classroom while you are on duty. **As you are on hall duty, please observe the restroom closest to you.**

### **Before 1<sup>st</sup> Hour**

RR, Girls, Main Floor—Mrs. Randolph  
RR, Boys, Main Floor—Mr. Hitt  
RR, Girls, 2<sup>nd</sup> Floor—Ms. Bone  
RR, Boys, 2<sup>nd</sup> Floor—Mr. Britt  
RR, Boys, Main Floor by Band—Mr. LaMar  
RR Girls, Main Floor by Band—Mr. LaMar

### **Before 2<sup>nd</sup> Hour**

RR, Girls, Main Floor—Mrs. Retherford  
RR, Boys, Main Floor—Ms. Hiatt  
RR, Girls, 2<sup>nd</sup> Floor—Ms. Jannin  
RR, Boys, 2<sup>nd</sup> Floor—Mr. Kasten  
RR, Boys, Main Floor by Band—Mr. Keys  
RR Girls, Main Floor by Band—Mr. Keys

### **Before 3<sup>rd</sup> Hour**

RR, Girls, Main Floor—Mrs. Sadler  
RR, Boys, Main Floor—Ms. Adelson  
RR, Girls, 2<sup>nd</sup> Floor—Ms. M. Smith  
RR, Boys, 2<sup>nd</sup> Floor—Mr. Buehrle  
RR, Boys, Main Floor by Band—Mr. Casey  
RR, Girls, Main Floor by Band—Mr. Casey

### **Before 4<sup>th</sup> Hour**

RR, Girls, Main Floor—Ms. Goode  
RR, Boys, Main Floor—Ms. Jamieson  
RR, Girls, 2<sup>nd</sup> Floor—Ms. Kiehne  
RR, Boys, 2<sup>nd</sup> Floor—Ms. Koch/Haggerty  
RR, Boys, Main Floor by Band—Mr. Belanger  
RR, Girls, Main Floor by Band—Mr. Belanger

### **Before 5<sup>th</sup> Hour**

RR, Girls, Main Floor—Ms. Bedwell  
RR, Boys, Main Floor—Ms. Koppenaal  
RR, Girls, 2<sup>nd</sup> Floor—Ms. Matlock  
RR, Boys, 2<sup>nd</sup> Floor—Ms. Farrow  
RR, Boys, Main Floor by Band—Ms. Phillips  
RR Girls, Main Floor by Band—Ms. Phillips

### **Before 6<sup>th</sup> Hour**

RR, Girls, Main Floor—Mrs. Huskey  
RR, Boys, Main Floor—Ms. Pourney  
RR, Girls, 2<sup>nd</sup> Floor—Ms. Fee  
RR, Boys, 2<sup>nd</sup> Floor—Ms. Peterman  
RR, Boys, Main Floor by Band—Ms. Gibbar  
RR Girls, Main Floor by Band—Ms. Gibbar

### **Before 7<sup>th</sup> Hour**

RR, Girls, Main Floor—Ms. Gray  
RR, Boys, Main Floor—Ms. Kasten  
RR, Girls, 2<sup>nd</sup> Floor—Ms. Mocherman  
RR, Boys, 2<sup>nd</sup> Floor—Ms. Farrow  
RR, Boys, Main Floor by Band—Mr. Dumey  
RR, Girls, Main Floor by Band—Mr. Dumey

### **Before 8<sup>th</sup> Hour**

RR, Girls, Main Floor—Ms. Kiehne  
RR, Boys, Main Floor—Ms. Worth  
RR, Girls, 2<sup>nd</sup> Floor—Ms. Strom  
RR, Boys, 2<sup>nd</sup> Floor—Ms. Koch/Haggerty  
RR, Boys, Main Floor by Band—Mr. Schaffner  
RR, Girls, Main Floor by Band—Mr. Schaffner

## DANCE SUPERVISION ASSIGNMENTS FOR 2009-2010

If for some reason you cannot be at the dance assigned, please find someone to trade dances with you. Please let Ms. Goode, Ms. Fee, and Mr. Bruns know of the change.

1<sup>st</sup> Dance (November)  
7:00 p.m. – 9:00 p.m.

Kim Adelson  
Rae Ann Alpers  
Ben Belanger  
Matt Britt  
Nichole Buehrle  
Mike Dumey  
Margaret Farrow  
Helen Gibbar  
Jessica Grandcolas  
Tracy Haggerty  
Dana Hiatt  
Ann Hogan  
Diane Jamieson  
Chellie Jannin  
Billy Keys  
Amanda Kiehne  
Jane Koppenaal  
Becky Mocherman  
Hope Peterman  
Bob Porter  
Barb Randolph  
Jessica Simmons  
Greg Smith  
Larry Stratman  
Julie Tipton  
Dennis Wilson  
Libby Wilson

2<sup>nd</sup> Dance (February)  
7:00 p.m. – 9:00 p.m.

Becky Ahner  
Lana Andrews  
Donna Bedwell  
Nancy Bone  
Ellen Boucher  
Julie Buford  
Mike Conner  
Sylvia Ellis  
Karen Gleeson  
Julie Gray  
James Hitt  
Cathy Huskey  
Chris Kasten  
Kelly Kasten  
Julie Koch  
Josh LaMar  
Laura Matlock  
Linda Mowery  
Kellie Phillips  
Leslie Pourney  
Tracy Retherford  
Diane Sadler  
Mimi Smith  
Deborah Spinner  
Pam Strom  
Steve Williams  
Cherie Worth

**PART III**

**POLICIES, PROCEDURES**

**AND**

**GUIDELINES**

## **ALCOHOL/DRUG-FREE WORKPLACE PERSONNEL, CLIENTS, AND STUDENT POLICY**

1. It is the Cape Girardeau Public Schools intent to provide a drug-free workplace for all employees, clients, and students. The school district recognizes drug dependency as an illness and a major health problem. Drug abuse is a potential health, safety, and security problem. The Cape Girardeau Public Schools support the provisions of the Federal Drug-Free Workplace Act of 1988.
  - A. The unlawful manufacture, distribution, dispensation, possession or use of controlled substance (drugs) is prohibited on Cape Girardeau Public Schools work sited, in any school district-owned vehicle, or while conducting school district business off school district premises.
  - B. Reporting for work and/or conducting official business while under the influence of an intoxicant or impaired by the consumption or use of a controlled substance is prohibited.
  - C. It is not the intent of this policy to prohibit the possession or use of legally prescribed controlled substances for medical reasons by the individual for whom the medications are prescribed. However, it is the responsibility of the employee to inform his/her supervisor if such medication may temporarily impair the employee's ability to safely and satisfactorily perform duties. If such impairment affects performance on a continuing basis, the employee shall consult with his/her physician to determine if medication adjustments may be made.
2. An employee determined to have violated the provisions of this policy is subject to disciplinary action, up to and including termination, and may by subject to prosecution under state or federal laws.
  - A. Employees will, as a condition of employment, abide by the terms of this policy and report any convictions of criminal drug statue violations occurring on or off school district premises while conducting school district business to the building principle and the superintendent or designee no later than five (5) days after such conviction.
  - B. If the employee is engaged in the performance of federally-funded grant of contract, the superintendent will notify the federal agency within ten (10) days after receiving notice of any criminal drug stature conviction for a violation occurring in the workplace, including the disciplinary action which has or will be taken.
  - C. Within thirty (30) days of receiving notice of conviction, with respect to any employee who is so convicted, the superintendent or designee will take appropriate personnel action against such employee, as required by federal law. The school district may take disciplinary action before conviction.

- D. The employee may be referred to a local alcohol/drug abuse center and be required to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by federal, state, or local health, law enforcement, or other appropriate agency. Refusal to participate in rehabilitation may result in the employee's health insurance.
3. Central office and building administrators are responsible and accountable for implementing the provisions of this policy. These responsibilities include, but are not limited to:
- A. Ensuring that all current and new employees under their supervision have reviewed and have been advised of the purpose and intent of this policy and informed that their abiding by the terms of this policy is a condition of employment.
  - B. Ensuring that all employees under their supervision are informed about the dangers of drug abuse in the workplace. This includes the distribution of materials to employees of drug awareness information developed for statewide and school district dissemination.
  - C. Responding promptly and consistently to any violations of this policy.
  - D. Assuring that any conviction of an employee for a violation of a criminal drug statute is reported to the superintendent or designee within five (5) days of conviction.

**HAZARDOUS MATERIALS**  
*(Asbestos Control)*

The Cape Girardeau School District No. 63 will implement and maintain procedures necessary to comply with the Asbestos Hazard Emergency Response Act of 1986 (AHERA) by adhering to the following guidelines:

1. Use specifically accredited/certified persons to conduct inspections on all school buildings for asbestos-containing material.
2. Take appropriate action to control the release of asbestos fibers, upon completion of inspection.
3. Describe corrective steps and long-range maintenance in a management plan, to be made available to all concerned persons and filed with the appropriate state agencies.
4. Post warning(s) on all areas containing asbestos, and send a written notice to parents and employees, apprising them of the conditions.

Any further information concerning the school district's procedures for asbestos control can be found in the school district offices.

\* \* \* \* \*

***Note: The reader is encouraged to review policies and/or forms for related information in this administrative area.***

Implemented: 08/09/1993 Last Revised: 04/23/2001

Cape Girardeau School District No. 63, Cape Girardeau, Missouri

## **ATTENDANCE AND ABSENCE OF THE TEACHERS**

Should it be necessary for a teacher to be absent, notice should be given to the substitute call center as soon as possible. Be sure that you supply your substitute with the necessary lesson plans, student rosters, emergency evacuation procedures, etc. for the days you are absent.

You should have a substitute folder available for your substitute with all the pertinent information in an easy to locate area. Information that should be included: daily schedule, including room number(s), time schedule, lunch period, supervision area(s), title of courses and location of textbooks and plan book; attendance procedures including seating chart, absentee slips, how to handle a returning absentee, how to indicate absences in the student record book, how to handle tardiness, and procedures for and names of students involved in special services; general behavior expectations, classroom rules and regulations, and general disciplinary procedures; name and room number of another teacher that could provide valuable assistance to the substitute; emergency evacuation and assembly procedures.

Teacher must fill out a CERTIFIED ABSENCE REPORT the day they return to school after being absent. This must be done by every staff member who is absent.

Teacher who find it necessary to leave the school grounds during the day, are requested to notify the office and sign the check-out/in form prior to leaving.

All teachers should attend as many co-curricular activities as possible. Such attendance will pay dividends in your classroom.

## **Library, Lab and Equipment Use**

### **Reservations**

Reservations for the Lab and Library need to be requested via e-mail to the Librarian in advance. Please specify in e-mail if you will be using the Lab, Library or both for your class. Reservations will be taken in order received and you will be contacted to confirm or if your time request is not available. Cancellations will need to be e-mailed to Librarian A.S.A.P. so other teachers have the opportunity to use the time slot. All reservations for Lab and Library will be posted in the Workroom.

Students may be sent down individually or a few at a time to use the Library/Lab throughout the day.

### **Equipment**

All equipment (includes lap top/projectors, TV/VCR, TV/DVD, etc.) should be requested via e-mail to the Librarian in advance. Do not keep longer than necessary. If you need to keep longer than your reservation, please e-mail the Librarian.

Laminating is Teacher's responsibility. In order to conserve laminating film, please laminate all materials at one time or try to partner with another teacher. If you need assistance please contact the Librarian or Library Aide.

The Ellison Die-Cut Machine is available for use in the Library. You must provide your own paper. If you need assistance please contact the Librarian or Library Aide.

## **COPYRIGHT AND EDUCATIONAL MEDIA**

### **A GUIDE TO FAIR USE AND PERMISSIONS PROCEDURES**

The latest revision of the copyright laws was passed in the fall of 1976. The copyright law, as it has evolved through the courts over a period of years, sets forth a concept known as fair use. The fair use concept sets certain limitations of the exclusive rights of procedures and allows some reproductions and use of copyrighted materials for such purposes as comments, news reporting, teaching (including multiple copies for classroom use), scholarship or research without having to pay a fee or getting prior permission. If you exceed the limits of fair use, you must secure permission from the copyright owner to reproduce this material. (See Copyright and Educational Media Guide P21)

What is Fair Use? This principle of fair use addressed in Section 107 of the law gives four criteria to provide general standards only and each situation must be decided on the basis of its own facts.

#### Criteria 1

Purpose and character of the use, including whether such use is of a commercial nature or is for non-profit educational purposes. A key element here is whether the teacher makes spontaneous use of the reproduced material under his or her own inspiration rather than at the suggestion of the administration.

#### Criteria 2

The nature of the copyrighted work. The character and purpose of a work will have a lot to do with whether its reproduction for classroom purposes is fair use or infringement. A news article from a newspaper would be judged differently from a full orchestrated score of a musical composition.

#### Criteria 3

The amount and substantiality of the portion used in relation to the copyrighted work as a whole. In general, the copying for classroom purposes of extracts or portions which are not self-contained and which are relatively short in comparison to the larger self-contained work from which many are taken, should be considered fair use if not used on a repetitive or continued basis. Applying this test to audio-visual materials must be done carefully since the portion may be short and still represent the majority of dollars and effort invested in the product.

#### Criteria 4

The effect of the use upon the potential market for a value of the copyrighted work. This factor must almost always be judged in conjunction with the other three criteria. With few exceptions and use that supplants any part of the normal market for a copyrighted work would ordinarily be considered infringement. Fair use is mostly supplementary by nature and should not exceed legitimate teaching aims of filling in missing information or bringing the subject up to date. Library reproduction is applicable to the fair use doctrine in a wide variety of situations involving photocopying or other reproduction by library of copyrighted material in its collections, where the user requests the reproduction for legitimate scholarly purposes. Public and Instructional TV Programs have some provisions for off-the-air recording by school and retention of such recordings for seven days.

(See Copyright and Educational Media Guide P10 & 11)

# **DISASTER PROCEDURES**

## **FIRE, EARTHQUAKE, TORNADO**

## **Emergency Procedures**

Please refer to the Crisis Management Guide for Earthquake, Tornado, and Intruder emergency procedures. Fire procedures are also included in the Crisis Management Guide however; more detailed instructions are included in this Faculty Handbook.

## **Emergency Response Teams**

### **Chain of Command**

1. Roy Merideth
2. Alan Bruns
3. Al Spencer
4. Terry Kitchen
5. Karen Gleeson
6. Ellen Boucher

### **First Aid**

1. Dana Deisher
- 2.
- 3.
- 4.
- 5.

### **Building Safety and Security**

1. Donna Seabaugh
2. U.V. Campbell
3. Pam Strom
4. Becky Mocherman
5. Cherie Worth

### **Search and Rescue**

1. Al Spencer
2. Alan Bruns
3. Nichole Buehrle
4. Dennis Wilson
5. Lesley Pourney

### **Student Release Team**

1. Christy Mott
2. James Hitt
3. Chris Kasten
4. Terry Kitchen
5. Sylvia Ellis

### **Communication Team**

1. Tish Barnes
2. Beverly Essner
3. Cathy Husky

### **Personal Needs Team**

1. Lisa Conrad
2. Karen Gleeson
3. David Kapfer
4. Steve Williams
- 5.

### **Student and Staff Support**

1. Karen Gleeson
2. Ellen Boucher
3. Dana Deisher
4. Beverly Essner
5. Kayleen Shaw

## **STAFF REPONSIBILITIES**

In the event of a disaster, ie., earthquake, tornado, etc., these procedures will be followed. Each staff member is expected to stay and assist with the emergency until the administration relieves you of your responsibilities. Therefore, it is your responsibility to plan emergency procedures with your family. If these guidelines are followed, your time away from your family will be minimal. The specific responsibilities of each staff member are listed below.

**ADMINISTRATION** – It is the administration’s responsibility to see that the emergency plan and procedures are carried out successfully and to assign duties to other staff members as it becomes necessary.

**GUIDANCE** – It is the counselor’s responsibility to set up a communication center at the 50 – yard line of the football field from which information will be collected from teachers and given out to family members. Teachers will provide the counselors with a list of the students in their class and describe the physical status of each student. The contents of this list are stated in the “Teachers Responsibilities”. It will further be the counselor’s responsibilities to provide information to parents concerning where their children are and their physical condition.

**TEACHERS – (Direct Supervisor)** – The responsibilities of teachers will include the following:

- 1) Keep control of and give support to the students under your supervision.
- 2) Prepare a list of students in your class and include:
  - a) your name
  - b) your room number
  - c) students’ names
  - d) students’ physical conditions
  - e) location of students’ relatives to notify of their physical condition
  - f) update list given to the counselor
  - g) discharge other duties as directed by the administration

**TEACHERS (Indirect Supervisor)** – The responsibilities of teachers with indirect supervision will be at the discretion of the administration. Teachers with indirect supervision include:

- 1) teachers and preparation periods
- 2) librarian

**AUXILIARY STAFF MEMBERS** – The responsibilities of auxiliary staff will be at the discretion of the administration. Auxiliary staff members include:

- 1) paraprofessionals
- 2) administrative assistants
- 3) custodians
- 4) cooks

**NURSE** – The responsibilities of the nurse include:

- 1) directing triage
- 2) providing first aid
- 3) providing information to teacher

## **Fire Drill/Evacuation Procedure**

Every Student in Central Junior High School will be aware of the value of fire safety and know what to do in case of a fire. Several fire drills will be conducted during the school year. Every teacher and student should be well prepared for each drill regardless of the time of day in which it occurs.

One drill will be held during Fire Prevention Week (in October). Others will be held at random times.

**When the fire alarm sounds, everyone should evacuate the building quickly, orderly, quietly, and safely (no running, pushing, or shoving).**

Teachers are to designate two students in each class to serve as fire marshals. The first marshals should check for the nearest exits as listed in the Emergency Evacuation Procedures and hold the doors open during any fire drill or actual fire.

Fire marshals for the first room to reach the exterior doors will hold the doors open until the building is evacuated. The fire marshal should check the room, close the windows (if time permits), turn off the lights, and close the classroom door. All exit doors should be closed after the building is evacuated.

### **When the alarm sounds:**

1. All students are to listen carefully to the instructions given by the teacher on how and where to exit. All teachers should take their Crisis Management Guide and a class roster with them as they exit.
2. Everyone should move to their assigned areas on the Lou Muegge field.
3. All teacher will take roll, account for any other staff member assigned to their classroom, and account for their neighbor teachers.
4. If all are present and accounted for the teacher will hold up the green cover of the Crisis Management Guide and have their class sit on the ground.  
If anyone is missing the teacher will hold up the red cover of the Crisis Management Guide, and send a runner with the names of the missing parties to the command center beneath the press box on the Lou Muegge field.

If a drill or actual emergency occurs during a passing period, students are to report to their previous hour's teacher on the Lou Muegge field.

When the administration gives the all clear signal, teachers and students are to return to their classes quickly, quietly, orderly, and safely.

Teachers are to instruct each of their classes on the evacuation procedures for their classroom. Emergency Procedures must be posted by the primary exit of each classroom, teaching area, and meeting area.

## Fire & Earthquake/Evacuation

The following plan is to be followed during all fire drills or fire evacuations. Please instruct you individual classes of the evacuation procedure and **post it prominently** in your classroom near the primary exit door. If one of these situations arises during a passing period, students are to return to or join their previous period's teacher.

Rooms 221, 220, 219, 218, 217, 216, 215, 214, 213	North stairs to main floor, down stairs left side to library exit doors to turn style entrance to Lou Muegge Field
Rooms 212, 211, 210, 209, 208, 207	South stairs to main floor, main left front doors to tennis courts and back gate into Lou Muegge Field
Rooms 206, 205, 204, 202	Tower stairwell to right front doors to tennis Courts and back gate into Lou Muegge Field
Rooms 165, 164, 163, 162, 161, 160, 159, 158	Down northwest stairwell, down stairs right side library exit doors to turn style entrance to Lou Muegge Field
Rooms 157, 156, 155, 154, 152, Guidance, Nurse, Main Office	Down southwest stairwell to exit doors to faculty parking lot to Lou Muegge Field
Rooms 100, 101, 102, 103, Auditorium	South doors across from auditorium around field house to gate to Lou Muegge Field
Gymnasium	Field house doors across parking lot to gate to Lou Muegge Field
Rooms 59, 58, 57, 56, 55, 50, 49	Up stairs by room 55 to outside parking lot to Lou Muegge Field
Locker Rooms and Room 62	Out northwest doors next to pool and through gate to Lou Muegge Field
Rooms 48, 47, 46, 45, 44, 43	Through science room to outside, around building by swimming pool and to Lou Muegge Field through gate
Rooms 52, 51	Out lower hall doors to teacher parking lot through gate to Lou Muegge Field
Library, Cafeteria	Out west doors between cafeteria and library to Lou Muegge Field through turn style

## Storm/Tornado Procedures

The following locations have been designed as shelter areas in the case of a severe storm or tornado. These areas have been selected after study and consultation with a representative from Civil Defense. Students should move quickly and quietly. Students should remain quiet and sit with knees bent facing the wall and cover head with hands or book.

Physical Education	Use corridors adjacent to PE dressing areas and/or remain in the locker rooms
Rooms 43, 44, 45, 46, 47, 48, 49, 50, 51, 52,	Move along corridor staying to the LEFT in the hallway and move all the way past locker rooms to back hallways
Rooms 54, 55, 56, 59	Remain in classrooms
Library, Nurse, Offices	Hallway between stairways in lower hallway
Cafeteria	Proceed to adjacent hallway and restrooms
Rooms 100, 101, 102, 103, Auditorium	South stairs to ground level corridor moving back in hallways as far as possible
Rooms 162, 163, 164, 165	West stairwell, right side, through library and rooms 51 & 52 as far back into lower hallways as possible
Rooms 152, 154, 156, 157, 158, 159, 160, 161	To ground floor corridor using west stairwell, right side, continue on right to hallway toward locker rooms moving as far back into hallway as possible
Rooms 215, 216, 217, 218, 219, 220, 221	To ground floor corridor leading to locker rooms by way of northwest stairway and through library and room 51 & 52 as far back into lower hallways as possible
Rooms 209, 210, 211, 212, 213, 214	To ground floor corridor leading to locker rooms by way of southwest stairway. Stay to the RIGHT, and proceed as far back into hallways as possible
Rooms 200, 201, 207, 208	To ground floor corridor leading to locker rooms by way of southwest stairway. Stay to the LEFT, and proceed as far back into hallways as possible
Rooms 202, 204, 205, 206	To ground floor using the Tower stairwell, southeast to lower floor, staying to the LEFT on stairwells and move as far back into hallways toward locker rooms as possible
Pool	Proceed to Field House and enter southwest entrance on lower level and move into corridors

## **Football Field Lineup**

## **DISCIPLINE & ATTENDANCE PROCEDURES**

# BUILDING DISCIPLINE GUIDELINES FOR DISRESPECTFUL BEHAVIOR

## TEACHER DISRESPECT - 3 CATEGORIES

### ➤ MINOR

Student argues the fact and drops the issue instantly.

**CLASSROOM ACTION** -Teacher assigns disciplinary action in the classroom.  
(Verbal Warning, Detention, Lunch Detention, etc)  
Documentation is taken on student. All documentation should be entered into the Parent-Log in the Discipline Profile in SIS.

**NO OFFICE REFERRAL**

### ➤ MODERATE

Student continues to argue the fact, on-going classroom disruptions, disrespect.

**CLASSROOM ACTION** - At least 4 classroom steps are taken with documentation. IF THE ISSUE CONTINUES, AFTER TAKING AT LEAST 4 STEPS OFFICE REFERRAL IS WRITTEN

**ADMINISTRATIVE ACTION** - 1<sup>ST</sup> OFFENSE - 2 days ISS  
2<sup>ND</sup> OFFENSE- 5 days ISS  
3<sup>RD</sup> OFFENSE - OSS

**CLASSROOM STEPS FOR MINOR AND MODERATE CATEGORIES** (At least 4 of the following steps are taken before an office referral is written.)  
All documentation should be entered into the Parent-Log in the Discipline Profile in SIS.

Conference with student  
Detained Student after School  
Changed Student's seat  
Telephoned parent/guardian with contact  
Consulted Counselor  
Sent previous report home  
Conference with parent/Guardian

### ➤ SEVERE

Profanity, threat, fight, insubordination

**CLASSROOM ACTION** - Instant Office Referral

**ADMINISTRATIVE ACTION** - 1<sup>ST</sup> OFFENSE - 5 days ISS or OSS  
2<sup>ND</sup> OFFENSE - OSS  
3<sup>RD</sup> OFFENSE - OSS

➤ During UNSTRUCTURED TIME and the student is not in any of your classes. (class passing, gym time, cafeteria, etc.)

**ACTION - OFFICE REFERRAL, if needed. Please indicate the severity of the behavior as MODERATE or SEVERE on the referral.**

**ADMINISTRATIVE ACTION - depending on severity of the behavior.**

### DETENTION PROCESS

#### TEACHER ASSIGNED DETENTIONS

**1<sup>st</sup> skipped detention - Teacher will assigned an additional detention  
(Total of 2 to serve)**

**2<sup>nd</sup> skipped detention - OFFICE REFERRAL (cancels out teacher  
assigned detentions)**

**ADMINISTRATIVE ACTION - 3 Detentions are assigned**

#### ADMINISTRATIVE ASSIGNED DETENTIONS

**If the student skips any of the 3 assigned detentions, 1 Saturday School will be given.**

**If the student skips the assigned Saturday School, ISS on the following Monday plus 1 Saturday School will be given.**

**If the student skips Saturday School for the 2<sup>nd</sup> time, 5 ISS - OSS will be given.**

## **PERSONNEL RESPONSIBILITIES**

School district personnel are responsible for the care and supervision of students in accordance with H.B. 83<sup>rd</sup> General Assembly. Section 5.3 All school district personnel responsible for the care and supervision to hold every pupil strictly accountable for any disorderly conduct in school or on any property of the school, on any school bus going to or returning from school, during school-sponsored activities, or during intermission or recess periods.

For the purpose of this policy the term “school district personnel” shall include bus drivers whether hired by the school district directly or hired by the bus company with who the district has a contract for transportation. Also, for the purpose of this policy, all school district personnel shall have authority to hold every pupil strictly accountable for any disorderly conduct going to or returning from school.

## **DISCIPLINARY GUIDELINES**

Among the offenses which result in disciplinary action are:

1. Disrespect to teacher/staff
2. Failure to report to office when directed to do so
3. Insubordination (not following a directive from administration or teacher)
4. Chronic disruption of the learning process
5. Fighting
6. Theft
7. Grambling
8. Threats/intimidation
9. Verbal Assault
10. Possession, use, or sale of alcohol or drugs
11. Disruptive behavior in cafeteria and/or playground
12. Failure to follow school rules and regulations
13. Failure to do assigned work
14. Failure to serve detention
15. Using foul or abusive language
16. Tardiness (to class or school)
17. Participating in or inciting a school disruption
18. Failure to cooperate with school transportation rules
19. Truancy
20. Use of tobacco in building on or campus
21. Destruction of school property or vandalism
22. Violations of traffic and parking procedures
23. Possession/use of explosives
24. Possession of a dangerous/deadly weapon
25. Involved in Academic Dishonesty (cheating)
26. Other disruptive activities

The above list is intended to give examples of the kind of conduct which may result in given disciplinary action, but is not intended to preclude the right of the school to discipline for any conduct which is prejudicial to good order and discipline.

## **DISCIPLINARY ACTION**

A student who engages in inappropriate behavior may be subject to disciplinary action initiated and carried out by school personnel responsible for supervision of the student at the time. Consequences after inappropriate behavior are based upon maturation and educational growth of the student. Included among the disciplinary actions are:

**Informal Talk:** School personnel talks to the student and tries to reach an agreement regarding how the student should behave.

**Conference:** A formal conference is held between the student and one or more school personnel.

**Parent involvement:** Parent(s) are notified by telephone, personal contact, letter, or certified letter of the incident. A conference may be conducted between the student, his/her parent(s), appropriate school personnel, any other concerned individuals.

**Exclusion from Regular Classroom:** Assignments to exclusion from the regular classroom by school personnel will range from a minimum of two hours to a maximum of ten days for any one offence. The student will be required to be in attendance at school in a room other than his/her regular classroom and does all the assigned class work. Grades earned will count toward student's grades.

**Suspension by the Building Principal:** The student is informed by the building principal that he/she is suspended for up to ten days. The student's parent(s) or legal guardian is legally notified by telephone or letter that the student is subject to suspension. Notification will include clear instructions regarding the appeal procedure. Students under suspension may have access to homework assignments if they desire but they will not receive credit for work missed. Suspended students may take and receive credit for tests.

**Expulsion by the Board of Education:** The student and his/her parent(s) or legal guardian is notified by telephone and/or certified letter that the student is subject to expulsion. Clear instruction of the appeal procedure will be included.

**Suspension of Bus Riding Privilege:** Riding the bus is a privilege, not a right. Students may be suspended from riding the bus from a minimum of 1 to 10 day for misbehavior.

**Other Penalties:** Other penalties as deemed appropriate and fitting for the offense may be assigned.

The following procedures from RSMO 167.171 will be followed in the event of suspension or expulsion of a student: Summary procedures of pupil-appeal-grounds fro suspension:

1. The School Board in any district, by general rule and for the causes provided in section 167.171, may authorize the summary suspension of pupils by principals of schools for not to exceed 10 days and by the superintendent of schools for not to exceed 90 days. In case of a suspension by the superintendent to the Board or to a committee of Board members appointed by the president of the Board which shall have full authority to act in lieu of the Board. Any suspension by a principal shall be immediately reported to the superintendent who may revoke the suspension at any time. In event of an appeal to the Board, the superintendent shall promptly transmit to it a full report in writing or the facts relating to the suspension, the action taken by him, and the reasons therefore. The Board, upon request, shall grant a hearing to the appealing party to be conducted as here provided. No pupil shall be suspended unless:
  - a. the pupil shall be given oral or written notice of the charges against him and
  - b. if the pupil denies the charges, he shall be given an oral or written explanation of the facts which form the basis of the proposed suspension, and
  - c. the pupil shall be given an opportunity to present his version of the incident, and
  - d. in the event of a suspension for more that 10 days where the pupil gives notice that he wishes to appeal the suspension to the Board, the suspension shall be stayed until the Board renders its decision, unless, in the judgment of the superintendent in a metropolitan school district, the pupil's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, in which case the pupil may be immediately removed from school and the notice and hearing shall follow as soon as practicable.

In matters which are referred by the building principal for final disposition, the principal may summarily suspend for up to 10 days while the final disposition of the matter is being considered by the superintendent. In such cases, the summary suspension by the building principal may be extended by the superintendent for up to 90 days.

### **SPECIAL EDUCATION STUDENTS**

Special education students are subject to the disciplinary policies of the district and are required to behave properly. Special education students may be disciplined in the same manner as other students unless the disciplinary action may involve a change in assignment or status of the special education student. If disciplinary action involves a change in assignment of status of the special education student, follow procedures below.

When suspension by the superintendent or expulsion by the Board of Education is considered, the Assistant Superintendent for Secondary Education and the Assistant Superintendent for Special Services will be notified in writing. Within five working days of receipt of notice, the Assistant Superintendent for Special Services will reconvene the student's Individual Education Plan (IEP) Committee. This committee will determine 1) whether the behavior(s) for which action is recommended is related to the student's handicapping condition, 2) whether the student's action imperils the education of others within the setting, and 3) whether the student is, in fact, in the appropriate least restrictive environment.

If the committee determines that the behavior under review is unrelated to the handicapping condition of that student or that the student's behavior does imperil the education of others, the normal disciplinary procedure can proceed immediately. If the committee is unable to reach a decision based on the information presented, they may recommend further assessment.

In this event, the student will remain in the present placement until assessment is completed and reviewed by the committee. In special cases where it can be documented that a student, who is recommended to remain in his present placement while undergoing a multi-disciplinary evaluation; would be a danger, either to himself or others within the educational setting or would be a continuing disruption to the educational process, then he may receive homebound instruction until the time the evaluation has been completed. This procedure can only be authorized by concurrent agreement of the building principal, director of special services, and the director of elementary or secondary education.

A temporary change of assignment or status of a special education student may be made, pending the final determination of the matter of the IEP Committee, in cases where the health or safety of the student or other persons would be endangered by the delay in the change of assignment or status. Such temporary change shall be without prejudice to the rights of the student or his/her parent(s) or guardian. This policy is in accordance with RSMO 162.955: Change in assignment made, when/if the health or safety of the child or other persons would be endangered by delaying the change in assignment, the change may be sooner made but without prejudice to any rights that the child and his parent or guardian may have pursuant to sections 162.670 to 162.995 or otherwise pursuant to law.

The decision rendered by the committee shall be communicated, in writing, to the superintendent and the parents/guardians. Once all issues are satisfied, the normal disciplinary procedures may proceed immediately. Nothing in this policy shall pre-empt the authority of the superintendent granted under RSMO 167.171 or under other school policy.

### **PRIVACY RIGHTS OF PARENTS AND STUDENTS**

The Cape Girardeau Public Schools will comply with PL. 90-247, Title IV, Privacy of Parents and Students.

### **DISTRIBUTION**

A copy of the Cape Girardeau Public Discipline Policy will be on file at the Board of Education Office, 301 N. Clark, and in each building administrator's office during normal business hours for public inspection.

## **ACADEMIC HONESTY**

Academic honesty is a necessary characteristic of all students at Central Junior High School. Academic dishonesty is not an acceptable behavior. Academic dishonesty includes the following: any action involving cheating or deception done to improve a student's grade and any action that aids another student in committing an act of academic dishonesty; it also includes copying or providing test or homework answers, copying written material, and presenting it as one's own (plagiarism), allowing another student to copy one's work and similar activities. When a student participates in a form of academic dishonesty:

1. A zero will be assigned as a grade with no opportunity for making up the work
2. No extra credit work will be given to raise the grade.
3. Parents will be notified by the teacher
4. A record of the offense will be documented on a discipline referral and placed on file in the administrative office.

## **ALCOHOL AND/OR CONTROLLED SUBSTANCE USE**

Any student having possession of, or under the influence of, or engaged in the distribution of alcoholic beverages, controlled substances (illegal drugs), marijuana, substances which appear to be drugs or marijuana (bogus pills, "kiddy dope"), or other materials expressly prohibited by federal, state or local laws, whether on school property, at school functions, at the home school or at the visited school, shall be referred to the appropriate local law enforcement agency. The severity of the discipline administered by the school authorities will be determined by:

- a) past behavioral and disciplinary history of the student;
- b) cooperation and attitude of the parents and student; and
- c) willingness of the parents and student to seek and participate in professional intervention, treatment and/o rehabilitation programs. The school system will provide a list of possible referral services available in the community or general area.

## **SALE OF ALCOHOL AND/OR CONTROLLED SUBSTANCES**

Any student involved in the sale of alcohol, controlled substances, marijuana, or substances which appear to be drugs or marijuana on school premises or at a school function will be subject to more severe disciplinary action than may occur to others who are using or in possession of alcohol or a controlled substance.

## ATTENDANCE AND TARDY PROCEDURE OF STUDENTS ILLNESS-SIGNING OUT-DETENTION

### ATTENDANCE PROCEDURES

Admit slips for absences will be issued in the office before school begins. Each student must have an "Admit Slip for Absence" before you allow the student to re-enter your class after being absent unless his absence was marked excused on the "End of Day Attendance Report." There are four reasons for absences:

- Illness of the student,
- Emergency at home (limited),
- Serious illness or death in family, or
- Pre-arranged trips with parents or guardians which have been approved by administration.

Students who have been absent from school are expected to bring a note signed by a parent or guardian, stating why he/she has been absent, upon their return to school. A telephone conference with parent or guardian is also accepted as an excused absence. Students who fail to bring notes from home upon their return to school will have their admit slips marked un-excused. Teachers are expected to teach the Attendance Policy to the students, stressing that any student who fails to attend class at least 95% (i.e. misses any class more than 5 times per semester) regardless of whether the reason is excused or un-excused, may not be granted course credit. Keeping attendance is part of your job that is very important, so please do it carefully so as to be accurate. Record all absences in your class record book. This information must be correct. The number of absences for the quarter will be recorded on the student's report card by the computer. **Attendance must be taken at the beginning of every period.**

Permission to leave a class must be granted by the teacher in charge. A student must secure permission to leave the campus from the principal or assistant principal.

In case of illness a student should be sent to the nurse in the Health Clinic or to the office. In no way should a student leave school without permission from the nurse or administrative personnel. Always phone the nurse or office prior to sending the student from class. **Students must have a pass to see the nurse.**

**Students who are absent from class instruction, but not absent from school, should be recorded in your grade book as absent from class, but not reported as absent to the office (i.e., Challenge, sports/music trips, Beta Club/STUCO Meetings, etc.) However, students assigned in ISS should be reported to the office.**

## **TARDY PROCEDURES**

### **I. TARDY/LATE TO SCHOOL**

When a student arrives at school after the bell to the first class, he/she should report to the office for an admit slip. The attendance record is marked “tardy” if un-excused. After 8:07 A.M., the student is marked as absent (X=excused, A=un-excused.)

If a student has an admit slip from the cafeteria staff, providing they attend class in a timely manner, they will be excused from being tardy. If the student does not attend class in a timely manner, the student will be unexcused and marked in attendance.

### **II. TARDY SWEEP**

When the late bell rings at the beginning of each class for periods 2<sup>nd</sup> – 8<sup>th</sup> only, a student is tardy if he/she is not in the classroom. The teacher sends the student to the office for a Tardy Sweep Pass. The office will assign disciplinary action after the 2<sup>nd</sup> tardy for each semester. If the student has a pass from another staff member, the student is excused and should be allowed to enter the classroom.

### **III. DETENTIONS**

If the teacher determines a need to keep a student after school, he/she must supervise the student. It is the student’s responsibility to serve his/her detention unless prior arrangement with the teacher has been made. Please add Student’s name/Teacher in the outlook calendar. All teachers have access to this calendar and should be used. Addition to this, teachers have access to view office assigned detentions. Teachers should check these calendars before assigning a detention. This will avoid a student being double assigned.

Teacher calendar – detcjhs

Office Calendar – cjhsdetention (only edited by office staff and detention supervisor)

## **DETENTION PROCESS**

### **TEACHER ASSIGNED DETENTIONS**

1st skipped detention – Teacher will assigned an additional detention

(Total of 2 to serve)

2nd skipped detention – OFFICE REFERRAL (cancels out teacher assigned detentions)

ADMINISTRATIVE ACTION – 3 Detentions are assigned

### **ADMINISTRATIVE ASSIGNED DETENTIONS**

If the student skips any of the 3 assigned detentions, 1 Saturday School will be given.

If the student skips the assigned Saturday School, ISS on the following Monday plus 1 Saturday School will be given.

If the student skips Saturday School for the 2nd time, 5 ISS – OSS will be given.

## **PARENTAL CONFERENCE GUIDELINES**

### **I. Procedures for arranging conferences:**

- A. Conferences may be arranged by any one of the following:
  - administrator,
  - counselor, or a
  - teacher
  
- B. All participants of the conference will be notified as to the time and place the conference will be held.

### **II. Purpose of a conference:**

- A. To inform the parents of their child's progress in school (achievement, attitude, behavior, etc.)
  
- B. To solicit the parents' cooperation and understanding of problem.
  
- C. To solicit suggestions from the parent as to how they want us to deal with their child.

### **III. The positive approach:**

We need to keep in mind that we all (home and school) want the same results. The interest of the individual child should be foremost in our actions. A positive approach will achieve better results than a negative atmosphere. Some suggestions to follow during the conference are:

- A. Begin your anecdotal report of the child by mentioning some of his accomplishments or indicate what he is capable of doing.
  
- B. The parent will be more receptive to the conference if we approach it from the standpoint of trying to solve the problem rather than an opportunity to complain about the child.
  
- C. Share a summary of the specific problem or concerns by the staff present.
  
- D. Request parent suggestions and then follow with staff recommendations.

### **IV. Follow-up procedures:**

- A. The parent will be informed as to the progress or lack of progress achieved by the conference.
  
- B. A thank you note will be written by the administrator to the parents thanking them for their cooperation with the school. (If there is no administrator present at the conference, the counselor will write the thank you note.)

## **IN-SCHOOL SUSPENSION**

The goal of the staff at Central Junior High School is to provide an effective instructional program in a learning atmosphere with very few disciplinary interruptions. Occasionally, a student will exhibit disruptive behaviors that present undue problems for the teacher and adversely affect the total school environment. To suspend disruptive students may not be in the best interest of the student or the school.

Suspending a student from the school environment often provides an ego stimulus for the student and encourages the peer group to challenge the system further. However, the retention of the student within the confines of the school building, even though separated from his/her peers, will keep him/her in the learning environment.

The student will have an opportunity to contemplate his/her behavior in light of the newer, more restrictive environment of the ISS program rather than being free to exercise his/her desires without close adult supervision

ISS will prevent the student from engaging in activities within the community during suspension that could be further detrimental to his/her acclimation to society.

As part of the isolation program, the student will be given the opportunity to continue classroom assignments and receive credit. Guidance will also be given so that he/she can learn to more fully recognize behaviors which will result in an assignment to the ISS program.

## ISS – PROCEDURAL OUTLINE

### I. ISS OBJECTIVES

- A. To significantly decrease the number of short-term out-of-school suspensions.
- B. To provide a cooling off place for disturbed students.
- C. To provide a framework for identifying, treating, and solving the problems, not symptoms, of suspensions.
- D. To effect change and not merely the management of the problem.
- E. To offer a “bridge” instead of a “gap” in the educational process of the students.
- F. To keep students in school and off the streets where other problems can arise.
- G. To help eliminate a feeling of alienation or excluding students from school.
- H. To increase state ADA funds since they are not lost due to students being out of school.

### II. COMMON REASONS FOR PLACEMENT

- A. Truancy
- B. Smoking
- C. Fighting
- D. Chronic disruption of classes/school
- E. Habitual evidence or disrespect for authority
- F. Habitual use of profane or indecent language
- G. Habitual tardiness to school or class
- H. Use of alcohol
- I. Extortion or stealing
- J. Destroying/vandalizing school property
- K. Excessive unexcused tardiness to school. The severity of the infraction will determine the number of days for placement. The average stay is 3 days.

### III. PLACEMENT PROCEDURES

- A. When, in the estimation of the school administration, a student exhibits misbehavior that would normally result in out-of-school suspension he/she will be placed in the ISS program for one class period or up to 10 full days.
- B. Greater consideration will be given to those students who have numerous discipline referrals as to the amount of time the student will spend in ISS. The more discipline referrals, the greater amount of time will be spent in ISS in comparison to the student who has had fewer referrals. Each accumulated placement in ISS will usually result in additional time assigned.
- C. The ISS supervisor is notified of placement and dates via an assignment to ISS form.
- D. The parent/guardian is notified and a conference arranged.
- E. The ISS supervisor notified each of the student's teachers, informs them of the number of days in ISS, and requests classroom assignments.
- F. The regular classroom teacher sends assignments to the ISS center as soon as possible.
- G. The ISS supervisor issues to the student a copy of the rules and instructs his/her to read and copy the rules.
- H. The student signs a contract of understanding and commitment.
- I. During the placement period:
  - 1. the student reports to the ISS center prior to the tardy bell with all books, pencils, paper, and other needs.
  - 2. The student is issued the day's assignments, hour by hour.
  - 3. The student works all day.
  - 4. All rules are strictly enforced.
  - 5. One restroom break is allowed in the morning and one in the afternoon along with a short lunch period.
  - 6. At the end of each period, the completed assignments are collected and sent to the appropriate teacher.
- J. The students are allowed to return to their normal schedule after:
  - 1. All work is satisfactorily completed.
  - 2. All rules have been followed.
  - 3. Placement time is fulfilled.
  - 4. Parent conference.
- K. The ISS supervisor has the authority to recommend extending placement time for misbehavior. The supervisor may allow early release when appropriate (only if the student was assigned more than five days.)

## **ISS – RULES AND REGULATIONS**

1. Students are to report immediately to the ISS center when the 7:35 A.M. bell rings if they are on campus. Students in violation of the rule will have their time extended in ISS.
2. All materials from locker must be brought to the center. Students will not be permitted to go to their locker during the school day.
3. All assignments must be done neatly, correctly, and completely. If these requirements are not met and the work is not done by the end of the placement periods, that student will stay in the ISS center an additional day or days until the work is completed.
4. Assignments will be collected each day at the end of each hour along with assignment slips from the teachers. The assignments will then be sent to the assigning teacher to be graded.
5. A student loses all privileges while in ISS. This includes all extra-curricular activities of school such as athletic events, athletic practice, dances, club meeting, etc. However, students may stay after school with teachers for extra help or for detention.
6. Students should not leave their seats unless given permission by the teacher. Students may not talk at any time unless directed to by the supervising teacher.
7. Students may go to the restroom and get a drink only where and when the teacher directs- one time in the morning and one time in the afternoon.
8. Students will go to lunch with the teacher, preferably when there are no other students eating. Talking is NOT permitted during lunch. Students should be separate from one another.
9. Students will work diligently and conscientiously during the entire day.
10. Sleeping in ISS will not be permitted.
11. Gum or candy is NOT permitted in ISS.
12. Students absent from school due to illness or other emergencies while they are assigned to ISS will make up lost time upon their return.
13. Students suspended out of school may be assigned to ISS upon their return to school. The number of days in ISS will be determined during the suspension conference.
14. Any student who misbehaves in ISS or fails to follow these rules will have additional days added to his/her assignment. If misbehavior continues, the student may be suspended from school. After suspension the student must complete all assigned days and work plus serve one additional day in ISS.
15. Good behavior while in ISS may result in the supervisor decreasing the number of days assigned for more than five days.

16. A conference must be held with the student, parent(s) and an administrator before the student may be dismissed from ISS.

### **ISS – STAFF RESPONSIBILITIES**

I. **ADMINISTRATOR RESPONSIBILITIES** – The Administrator will:

- A. Make final decision regarding placement of student and number of days and/or class periods student will be placed in ISS. If a student is to be placed two or more days, conference should be held with student, parent, supervisor, and appropriate teacher or teachers. If necessary, the counselor should be involved, especially in placement of three or more days.
- B. Contact parents and/or guardian when a student is placed in ISS. A conference will be held before the student is returned to regular classroom.
- C. Communicate frequently and effectively with ISS supervisor. Coordinate and develop additional guidelines if needed.
- D. Make final decision regarding dismissal of students from ISS.

II. **SUPERVISOR'S RESPONSIBILITIES** – The ISS supervisor will:

- A. Be actively involved in conferences with student, parents, administrator, and counselor as needed.
- B. Strictly enforce rules mandated, including maintaining a quiet area with an absolute minimum of movement.
- C. Distribute assignments to students according to their regular daily schedule.
- D. Check completeness of assignments during the time allotted for each student's particular class.
- E. Maintain an anecdotal record, both behavioral and academic, concerning each student.
- F. Return assignments to appropriate teacher's mailboxes by the end of the school day.
- G. Be prepared to provide supplementary academic work to students, when regular assignment does not fill the time allotted for the student's regular class period.
- H. Maintain contact with administrator and if student is placed for more than three days with counselor.

III. CLASSROOM TEACHER'S RESPONSIBILITIES – The classroom teacher will:

- A. Be involved in conference with student, administrator, parent, and counselor as needed.
- B. Have input in student's academic contract.
- C. Have input in student's behavioral contract if behavior has been unacceptable in a particular teacher's classroom.
- D. Promptly turn in assignments to ISS supervisor and verbally explain assignment as needed.
- E. Provide assignments relative to work being done in the regular classroom. Teacher **MUST** provide sufficient assignments to keep the student working during the full class period.
- F. Check completed assignments no later than one day after work is completed, record credit, and return to ISS supervisor or student as soon as possible.
- G. Be involved, when appropriate, in reviewing academic and behavioral contracts before student is released from ISS.

IV. COUNSELOR'S RESPONSIBILITIES – The counselor will:

- A. Be involved in conference with student, administrator, parent, and supervisor as needed
- B. Participate in development and evaluation of contracts for the chronically disruptive students.
- C. Provide individual and/or group counseling to ISS students.
  - 1. Assist students in identifying their unacceptable behavior.
  - 2. Assist students in choosing acceptable alternative behaviors.

## **STUDENT RECORD GRADE BOOK GUIDELINES**

The student Record/Grade book is a valuable, essential, and legal document for the teacher, substitute teacher, and for school records. As such, a number of items of information must be recorded and/or included in it. Those items include:

- 1) Student grades with the points possible for each grade listed and with essential Identifying information (i.e., Chpt. Test; Homework, p.27, quiz, Sec. 3-1, etc.)
- 2) Student daily attendance with dates entered.
- 3) Term, semester exam, and semester letter grades with an explanation of how term and semester grades are determined (i.e., weighted test scores)
- 4) Term citizenship/conduct marks
- 5) Term comment numbers
- 6) Textbook numbers
- 7) Seating charts
- 8) Disaster Procedures including:
  - a) Emergency Evacuation Procedures
  - b) Separate copy of roster for each class
  - c) Diagram and/or description of meeting locations after building evacuation for earthquake, fire, or other disasters.

## **LESSON PLAN BOOK**

The Lesson Plan Book is an important instructional tool. It should serve as an organized summary of the curriculum and is not intended to replace more detailed lesson plan notebooks and files. Guidelines for its use include the following:

- Lesson plans are to always be at least five days in advance.
- Daily and unit or chapter objectives are to be clearly identified in the lesson plans and communicated to the students.
- Course objectives from the curriculum guides are to be referenced in the daily lesson plans using the course objective number.
- Performance Assessment Activities are to be labeled as they are integrated into the lessons.
- Teachers are strongly encouraged to use the Lesson Plan Books as calendars to pace their instruction according to the time lines presented in the Curriculum Guides.

## **HOMEBOUND INSTRUCTIONS GUIDELINES**

### **I. PROCEDURES:**

- A. Upon receiving a request for Homebound Instruction, the administrator or counselor will provide appropriate guidelines to parent or student.
- B. Student and parent make application through office of Assistant Superintendent for special Services at 301 N. Clark, 335-1867.
- C. Prior to beginning homebound instruction, a conference shall be held involving student, parent, administrators, counselor and homebound instructor.
- D. During the conference, a determination will be made as to the courses in which the student will be enrolled and receive credit (usually 3 or 4 courses.) Credit cannot be earned in courses not enrolled.
- E. During homebound, student will complete the same course objective required in the regular classroom.
- F. At termination of homebound program, a re-entry conference will be held to evaluate progress, determine present status and establish class schedule.

### **II. RESPONSIBILITIES:**

#### **A. Administrator/Counselor**

- 1. To arrange and conduct homebound and re-entry evaluations or conferences when needed.
- 2. To provide homebound guidelines to parent and student and to file signature page indicating these guidelines have been received and read.
- 3. To assist in making decisions if student is not making progress in classes on homebound and instruction.
- 4. Ensure that an IEP is developed for the student who is receiving homebound and that the parent is provided notice and consent for change of placement if applicable.

#### **B. Classroom Teacher**

- 1. To provide specific assignments for homebound students in a timely fashion.
- 2. To provide study guides, work sheets, and other appropriate class assignments for homebound students.
- 3. To provide same chapter, unit, quarter, and semester tests as given to regular class students.

#### **C. Homebound Instructor**

- 1. To serve as the student's liaison teacher in communicating specific assignments, providing some explanation of assignments, and supervising tests received from the classroom teacher.
- 2. To meet with the student the scheduled hour or hours per day according to the school calendar, or as required by the student's IEP.
- 3. To obtain assignments for the student from school.
- 4. To arrange for completed assignments to be returned to the classroom teacher.
- 5. To continually evaluate student progress in classes being taken on homebound and to alert the counselor if a problem arises.

D. Student

1. To follow homebound application procedures for application.
2. To attend a conference, if needed, at beginning of homebound program.
3. To be ready to meet with homebound teacher at the daily designated time. If a student cancels the homebound instruction and it is not made up at a time convenient for both teacher and student, this will count as a day of absence toward the attendance policy for the current semester.
4. To regularly and promptly complete all assignments as issued by the homebound teacher.
5. To prepare for and complete all tests.
6. To recognize the homebound instructor as the teacher authority deserving of respect.
7. To attend a re-entry conference, if held, to evaluate progress and establish current status.
8. To use discretion in making public appearances while receiving homebound instruction. The student should not be on campus before or after school during lunch hours. Homebound students should not be in attendance at school related functions; games, other athletic events, dances, or extra-curricular competitions.

E. Parent/Guardian

1. To participate in a conference, if held, at the beginning of homebound instruction.
2. To provide for an adult to be present in the home with the student when the homebound teacher is present.
3. To provide a quiet place for class time free from distraction.
4. To supervise the completion of assignments by the student at times other than home class time.
5. To encourage the student in meeting all of their class responsibilities while on homebound.
6. To recognize the homebound instructor as the teacher authority deserving of respect.
7. To assist the student with items 4, 5, and 6 in the student section above.
8. To provide a release statement to return to school from the medical doctor supervising the student's case.

HOMEBOUND INSTRUCTION CONTRACT

I have read and understand the homebound procedures and responsibilities. I agree to follow these as stated and support the homebound instruction.

---

Student

---

Parent/Guardian

---

Administrator/Counselor

## STUDENT OF THE MONTH PROGRAM

Each month, every teacher from the following departments will submit a student for recognition. Students of the Month will be selected for the months of September through May.

English  
Math  
Social Studies  
Science  
Fine Arts (Arts, Music)  
Practical Arts (Business, FACS, Industrial Tech)  
Foreign Language  
Physical Education

### Selection Process

- 1) Each teacher will submit a student name to the office for recognition. If the teacher teaches both grade levels, they may choose a student from each grade.
- 2) Possible criteria for selection include improved grades, improved attendance, improved work habits, neatness of work, courtesy, helpfulness, etc. Remember that the purpose is to give recognition to as many students as possible and to those who seldom receive recognition.

### Form of Recognition

- 1) The bulletin board in the main hallway in front of the office will be used to display pictures honorees.
- 2) The names of students and their accomplishments will be published in the first weekly bulletin of each month and reported to the local newspaper.
- 3) A CJHS Special Recognition Award Certificate and bumper sticker will be presented to each student.
- 4) A formal letter notifying the parents of the recognition will be mailed home.

## COMPUTER/INTERNET USE AGREEMENT, Grades 5-12

Parents, please complete the following information and the releases on the back:

Student's name \_\_\_\_\_

School \_\_\_\_\_

Teacher's name Student's homeroom \_\_\_\_\_

Parents'/Guardians' names \_\_\_\_\_ Daytime tel. # \_\_\_\_\_

Cape Girardeau School District No. 63 believes that use of instruction technology (including computers and the Internet) offers unique resources for students and teachers. The district's goal in providing this service to students is to promote educational excellence in schools by facilitating resource sharing, innovation, and communication. All district computer/Internet users are required to sign this agreement and to abide by the terms and conditions of our district policies. The District does not authorize any technology use that is not conducted strictly in compliance with this agreement.

In general, we expect computer use to adhere to the following guidelines.

- Be polite. Personal attacks are an unacceptable use of the network.
- Use of any inappropriate language is not permitted.
- Do not use the computer in such a way that would disrupt the use of the network by other users.
- Browsing on other computers in the school network is not permitted. Do not begin or contribute to chain letters.
- Reading, deleting, changing, or copying files and/or data belonging to other users without their permission is not allowed.
- Any deliberate action which damages or disrupts a computing system, changes its normal performance, or causes it to malfunction is not allowed.
- Logging onto a computer with anyone else's password or identity is not permitted.

**Your signature on the back indicates that you have read the terms and conditions of this agreement carefully and understand their significance.**

### **Student Access to Inappropriate Online Material-- Assumption of Risk by Parent**

Access to the Internet through school computers is monitored by teachers or other school personnel. Every effort will be made to limit access to those online services that have been authorized for study and research. However, determined users may be able to access services and communicate with people on the Internet, and students may intentionally or unintentionally gain access to information and communications that they or their parents or guardians find inappropriate, offensive, controversial, or otherwise objectionable. This may include, but is not limited to, the following topics, issues, or activities.

Unauthorized computer access ("hacking")  
and other unlawful activities by minors

Unauthorized disclosure, use, and  
dissemination of personal information  
regarding minors

Illegal and/or immoral acts  
Pornography

Messages containing threats or language  
constituting racial and/or cultural hatred

Pages containing profanity, including  
song lyrics

Unauthorized use of chat rooms; game or  
game cheat sites; or music, movie, or  
software download sites (e.g., Napster)

**By consenting, with your signature on the back, to allow your child to use the Internet, you assume the risks spelled out in this paragraph.**

### **Discipline**

Students who violate the district's Internet Use Policy and this Agreement may have their computer use privileges suspended or revoked, and may incur other discipline as set forth in the Student Discipline policy.

**Acknowledgment and Release** (Both the "Student" section and the "Parent/Guardian" section *must* be completed.)

***Student***

- I have read and discussed the Computer/Internet Use Agreement with my parent(s)/guardian(s) and teacher. I understand my responsibilities. I also consent to and understand that school staff may monitor my electronic communications, including logs showing my Internet access, e-mail, and downloaded files.
- If I commit any violation, my rights to use the school district computers may be terminated, and other disciplinary action, as stated in the Student Discipline policy, which I have read, may be taken.
- I hereby release the school system and my school system, school building, and all school personnel from any claims arising from my use of computers and the Internet, including, but not limited to, materials I may download or relationships I may establish with people online.
- I also agree to release from fault my school system, school building, and all school personnel from any claims made by third parties arising from my use of the computer and/or Internet whether such claims arise from technology use performed on school computers through school accounts or personal computers through personal accounts.
- I will take responsibility for any account that is given to me, and will keep my password and/or user identification private.
- Finally, I agree to report any misuse of school Internet resources by other students to my teacher or administrator.

Student signature \_\_\_\_\_ Date \_\_\_\_\_

Print name of student \_\_\_\_\_

***Parent/Guardian***

- As the parent(s)/guardian(s) of the student named above, I/we have read the Internet Use Agreement and discussed it with my/our child. I/We understand that Internet access is designed for educational purposes. I/We hereby give permission to the school district to open an Internet account for my/our child and certify that information contained in this agreement is correct. I/We consent to and understand that school staff may monitor my/our child's electronic communications, including email, and files that he or she downloads.
- I/We hereby release, personally and as guardian(s) of, and on behalf of, my/our child, the school system, school building, and all school personnel from any claims arising from my/our child's use of technology, including, but not limited to, claims arising from materials my/our child may download or relationships he or she may establish with people online, whether such claims arise from use of school computers through school accounts or personal computers through personal accounts.
- I/We also hereby agree to release from fault the school system, school building, and all school personnel from any claims made by third parties arising from my/our child's technology use whether such claims arise from use of school computers through school accounts or personal computers through personal accounts.

Signature(s) of parent(s)/guardian(s) \_\_\_\_\_ Date \_\_\_\_\_

Print name(s) of parent(s)/guardian(s) \_\_\_\_\_

The District maintains a website. Students' pictures could occasionally appear on the website as they participate in school activities. Students are never identified by name. **I grant permission for a picture or likeness of my child to appear on the District website.**

Circle one:      YES      NO

# **PART IV**

## **MASTER SCHEDULE**

## **PART VII**

# **FEDERAL AND OTHER NOTICES**

The District Policy Manual and other federal notices are available for viewing in the main office or by going to Cape Girardeau Public School District website listed below, Click on District Info

<http://www.cape.k12.mo.us>