

Staff Handbook

2025 - 2026

Laclede County C-5 School District

Joel E. Barber School



"once a buckskin, always a buckskin"



District Information

Mission Statement:

The mission of the Laclede County C-5 School District is to empower Buckskins to be the change, be lifelong learners, and to be productive citizens.

Vision Statement

The vision of the Laclede County C-5 School District is to create a community focused on engaging learning experiences, meaningful relationships, and success through personal growth.

Priority Focuses for the 2023 - 2026 School Years:

- Finances and Facilities
- School and Community
- Teaching and Learning

District Administration

JEB Board of Education

Melissa McCormick, President
Aaron Semsch, Vice President
Bruce Fulkerson
Bob Hall
Landon Hall
Brad Reed
Chad Wolken

District Administration

Rachelle Jennings, Superintendent
Kyle Starnes, Principal
Lindsy Jones, Assistant Principal

Please note: This handbook provides guidance and guidelines for students and their parents. However, in every instance in which there is a governing board policy, the board policy always governs and supersedes any statement in the handbook. In each instance in which a governing policy exists, this handbook will cite that policy for the readers' convenience.

Public Notice

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

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

All public schools are required to provide parents the right to inspect and review personally identifiable information collected and used or maintained by the district relating to their children. Parents have the right to request an amendment of these records if they feel the information is inaccurate, misleading, or violates the privacy or other rights of their children. Parents have the right to file complaints with the U.S. Department of Education or the Missouri Department of Elementary and Secondary Education concerning alleged failures by the district to meet the requirements of the Family Educational Rights and Privacy Act (FERPA). You may contact your local district if you wish to review the requirements in FERPA.

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

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

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

GENERAL REGULATIONS & EXPECTATIONS

Teachers should be acquainted with the rules, regulations, and policies of the Board of Education and observe and enforce these in the course of their duties. Board policies are located on the district website.

Absences

If a staff member has a **pre-arranged absence**, staff will notify Kim Michael to ensure sub coverage. If it is **not pre-arranged**, staff will notify Assistant Principal, Lindsie Jones, before 9:00 p.m. the night before or before 6:00 a.m. the morning of by phone call or text to 417-531-2922.

Staff should attend *all meetings* called by the administration *unless excused before* the meeting. Attendance for Professional Development meetings will be monitored, excessive PD absences will be addressed individually with staff and may result in a disciplinary write-up or corrective action plan.

Board Policies

The Board Policies included in this handbook are some of the policies that may provide further information as to the expectations, goals, and procedures of the District. These policies are not the entire makeup of the Policy Manual. A copy of the Board Policy Manual may be found on our Website.

Care of Rooms

Teachers must assume responsibility for ensuring that equipment assigned to them is kept in as good a condition as possible. **Lights should be turned off when leaving the classrooms.** Teachers should utilize classroom helpers and classroom brooms to sweep up messes at the end of each day.

Teachers should report needed cleaning or repairs to the office.

Cell Phone Usage

Cell phones are not to be used during instructional or supervisory time. If a cell phone is needed to make a call, please do so during planning time. Cell phones can remain on vibrate in emergency situations with a notification to admin.

Confidentiality

Student records and information must be kept confidential (see Board Policies). Information received in confidence from a fellow teacher, staff member, administrator, and/or student must be treated in the same confidential manner. **Staff may not discuss students with other staff members who do not service said student;** when discussing students staff should be careful to limit discussions to conversation which is helpful for the education of the student. Staff should be careful to not discuss students in common spaces (hallway, office, workroom, classrooms, etc.).

Discipline

1. All classrooms should have the behavior matrix posted and should be discussing daily the expectations across the building and playground, and on buses.
2. A list of classroom rules should be posted in the classroom, discussed with the students, and turned in to the principal.
3. All staff are responsible for carrying out the discipline in the school and at school activities within the abilities set forth in Board Policy.

Dress Code (Staff)

Good grooming and dress habits are considered to be a part of the teacher's professional obligations while at school.

- Jeans (no rips, holes, or tears) may be worn with Buckskin attire or a professional top, only on the last student contact day of the week, home games, or designated days by the principals.
- **Shorts are not permitted unless the activity you are engaging in requires them (get pre-approval from the principal).** Shorts are permitted for physical education teachers due to the nature of their specific job requirements. Summer School dress codes are slightly relaxed and do permit teachers to wear shorts that are fingertip length or longer. Office staff may not wear shorts unless specific permission has been granted by the administration.
- Dresses and skirts must be an appropriate length for activities required throughout the work day (bending, squatting, etc).

Staff members in violation of the dress code may be asked to go home and change their attire before returning to work. Multiple dress code violations may result in a disciplinary write-up.

Elementary Homework Procedures

Homework assignments for elementary students can be beneficial if teachers give proper consideration to what it is they want students to accomplish and how long it should take for the average student to complete.

Homework assignments should best be viewed as independent practice for students. In other words, the assigned task is simply providing the student a chance to practice or "polish" a newly learned skill. Homework activities should be preceded by classroom activities that provide guided practice – i.e. the teacher is available during class time to coach or instruct the student if he/she should have a problem. Teachers should be fairly sure that students know how to do an activity before giving it as a homework assignment. Concepts should be understood to the point that the student can sit down and complete the assignment without undue confusion and reliance upon parents for help. Parents should not be put in the difficult position of nightly having to help their child on assignments that they themselves do not fully understand.

It should also be noted that elementary students, because of their age and level of maturity, can handle only so much in the way of study/formal learning activities in a day's time. Careful consideration must be given by the teacher to the amount of homework so that it is not viewed as punishment to students/parents. What is reasonable and what is excessive may be subject to opinion, but teachers should be sensitive to demands placed upon students and how such demands are viewed. By way of a general guideline, homework assignments should be given that will take no more than ten minutes per grade level combined for subject areas (ex. Math and ELA, etc.); ex. second-grade students should be limited to about 20 minutes of homework. Remember, homework should have a purpose.

Each teacher should make a homework procedure for their class, have it approved by the principal, and send it home for parents to sign and return.

Quarterly grades in each subject area are to be averaged to derive first and second-semester grades.

Emergency Procedures

Fire, Tornado, Earthquake, and Intruder Procedures must be displayed in plain view in the classroom. The teacher is to discuss the procedures with all students periodically. Drills will be completed throughout the school year. A list of dates for the drills will be given to the teachers.

If the date changes for a scheduled drill, it will be emailed to all staff.

Each teacher is responsible for following the emergency procedures posted. Each teacher is to have his/her grade book and account for every student in his/her class. Students not accounted for must be reported to the principal or designee immediately.

Money Collection

Any money collected by teachers or coaches must **not** be left overnight in desks in the building. **Money must be turned in to the front office daily to be secured.** Once all money is collected and ready to be deposited, teachers **MUST** get their money from the office and count it to ensure it is all accounted for. Teachers should then turn their money in to Jentry, to be deposited.

Parent Contact:

Teachers should make every effort to keep parents informed of their child's progress. Notification in addition to progress reports and grade reports are encouraged. Positive contact prior to any problem will help ward off negative situations.

The teacher is to notify parents when a student's performance level drops 1 letter grade or more during the quarter or semester.

Participation in Elementary P.E. or Recess

Concerns on the part of parents have required the clarification of the District's policy regarding participation in its prescribed curriculum of physical education and the formal or informal procedures by which a student might be excused temporarily from participation in such activities.

At the elementary level, a note from parents requesting that the child not participate in P.E. activities will be accepted for short-term periods (up to 3 days) provided the reason given is related to some physical-related illness.

Requests that elementary students not participate in physical education activities for longer periods of time (one week) must be accompanied by a doctor's statement verifying a physical illness, the results of which cause it to be inadvisable that the child participates in strenuous physical activities. The doctor's recommendations as to the period of time to cease physical education activities will be followed.

Notes from parents requesting that children be kept inside during recess periods due to temporary physical ailments will also be accepted and followed on a short-term basis. For notes requesting more than three days, the parent must have a doctor's statement or discuss the reason with the school nurse and/or principal.

Performance-Based Teacher Evaluations

Probationary teachers will be evaluated at least twice during the year. Tenure teachers will be evaluated at least once during the year. A summative evaluation report will be completed in late winter/early spring for all teachers in accordance with contract timelines.

Progress Reports

Progress reports will be issued to students in all grades at the end of each quarter through the Parent Portal. Progress reports are available to parents through the Parent Portal at each mid-term as well, and are also to be used as a means of promoting student achievement.

Purchasing

All materials, supplies, equipment, or services that require payment by the school **MUST** be purchased with a purchase order. **School employees are not authorized to order supplies or have services performed without an approved purchase order PRIOR TO THE ORDER/SERVICE.**

Use the digital requisition form in the HR Portal to request materials and supplies. Requisition forms will be approved and entered weekly unless otherwise needed, so staff should do their best to allow adequate time when needing to order items.

When orders are received, they will be checked against the purchase order and shipping/packing slip. Once all items have been accounted for, the orders will be delivered to the appropriate person.

NO PAYMENTS will be made by the school on purchases made without a prior purchase order. Should any order be sent/received without a purchase order, it will be returned promptly to the company, and postage for the return charged to the appropriate account. Until the administration has signed a purchase order, materials are NOT AUTHORIZED to be purchased.

Any questions regarding the District's purchase ordering system can be answered and clarified by contacting the bookkeeping office.

Room Inventory

Inventory will be taken in the spring of each year. The room inventory must reflect an accurate account of all items in the classroom. **ALL staff are required to turn in an inventory list. The inventory list MUST be completed on the provided spreadsheet.** Other forms, spreadsheets, or templates will not be accepted.

Sponsors of Classes or Organizations

Missouri State School Accounting Practices and Missouri State Laws dictate that all money collected by the school must be routed through the school's accounting system. This is standard practice in most schools. The only exceptions that are to be made are collections for gifts, flowers, etc., for individuals or their families.

School sponsors/teachers **MUST** handle all monies and purchases connected with the particular clubs or classes they are sponsoring. Adherence to the following guidelines is required.

1. ALL PURCHASES by school clubs, organizations, and classes must be made using the District's purchase ordering system.
2. No organization or class may set up an account with the bank for any reason. All payments must be made by check by the school bookkeeper.
3. Sponsors/teachers may not use money collected to make direct purchases. All money collected must be turned in to the school office.

Student Attendance and Meal Count

- **Attendance:** Student attendance should be recorded and reported daily by the classroom teacher. Attendance should be reported in Infinite Campus by 8:00 am every morning. If a student comes in after attendance has been taken, make sure the student has checked in at the office upon arrival. Any notes received pertaining to absences should be sent to the office in a timely manner.
- **Meal Counts:** Meal counts should be recorded and reported daily by the classroom teacher. Meal counts should be reported in Infinite Campus by 8:00 am daily.

Student Book Check-Out Sheet

A student book check-out sheet must be kept on all students. The book check-out sheet should include the title, textbook company, book number, and condition of each assigned book. The student book check-out sheet is to remain in the classroom until books have been collected at the end of the school year. **Turn in a copy of the textbook form to the office after the first two weeks of school.**

Student Illness or Injury

The administration of medicine to students should be done only by the school nurse, the principal, or any other designated person(s). **Teachers may not dispense any type of medication.** This includes Aspirin and Tylenol. Prescription medicines should be hand-delivered to the front office/nurse's office and should never be sent with students.

In the event of a student injury, escort or send the child to the nurse's office unless it is considered dangerous for the child to be moved. In that event, notify the nurse as soon as possible.

Use discretion and adult judgment in sending children who complain of not feeling well to the nurse's office. Students who demonstrate a history of illness/complaints may only be seeking attention or be looking for opportunities to be out of the classroom.

Suspected cases of head lice should be reported immediately.

Student Retention

When a student is being considered for retention it is the promoting teacher's responsibility to contact the parents. The student's name will be turned in to the Care Team and discussed with the team. After meeting with the team and a final decision is made, the principal will write the final letter of retention. It is the teacher's responsibility to maintain contact with the parents concerning the student's progress until the final decision is made.

Visitors

Visitors need to be limited, and should not be on campus during teaching times, except with admin approval. ALL visitors must be checked in at the front office and receive a proper visitor's badge. Any guest found without this badge will be asked to report to the office. Any staff allowing visitors on campus without proper identification (office visit and visitor's badge) will be asked to speak with the administrators.

TEACHER SUPERVISION PROCEDURES

Teachers should be in their classrooms by **7:15 a.m. each day and remain on school premises until 3:45 p.m.** Teachers should notify the front office if they need to leave school premises prior to the end of the school day.

General Supervision and Building Responsibilities

Staff members are responsible for supervising the playground, lunchroom, and hallways during designated times. When supervising the playground, staff should be spread out in various areas to avoid disciplinary events. Cell phones should be avoided during supervision duties.

All staff will be assigned a beginning or end-of-day duty. If a staff member cannot be present for their duty, it is their responsibility to find coverage.

General Student Control

Close supervision is one of the keys to successful teaching. It is the responsibility of every teacher. Teachers are expected to discipline their students when and where that discipline is needed. **Any teacher on supervisory duty may and should discipline any student as needed.** Teachers should not ignore any student action requiring corrective measures. Nor should student activities that are positive in nature be ignored by the teacher. The teacher should provide a level of leadership and guidance that permits as much freedom by pupils as they demonstrate they can use wisely. When necessary, the principal should be consulted for help.

No teacher in charge of students is to leave a classroom, duty station, or any area unattended. In cases of emergency, notify the office for immediate help.

Before/After/During School

Teachers should be in their rooms by 7:15 a.m. to prepare for and ensure an orderly entrance by students. Students will be released to classrooms at 7:20 a.m. from drop-off and buses. Breakfast in the Classroom (BIC) will be from 7:20 a.m. to 7:45 a.m. Teachers will send one student each morning to the cafeteria to pick up their breakfast cart. Once Breakfast in the Classroom is finished, each teacher will send two students to return their breakfast cart. **Classes will commence promptly at 7:45 a.m.**

Teachers should begin and end their classes promptly at the times appointed. No child should be detained after school so as to miss the bus unless arrangements have been made with parents. **Teachers should not** keep students beyond their allotted class time without permission from the administration

Recess

“Playground Rules and Regulations” are to be enforced by the recess duty teachers. Students are to be lined up by class in the playground area when the scheduled time for recess is over. Duty teachers are to see that students file through the hallways quietly both as they leave and return to the classrooms. Each duty teacher is directly responsible for the behavior and safety of all students. **Teachers must follow the recess schedule. For the students’ safety, only the classes that are scheduled should be out on the playground at a time.** Teachers **must have permission** to take students outside during the day outside of scheduled recess times. The outdoor classroom may be utilized during appropriate weather times by using the schedule posted in the office. Outdoor learning activities must be instructional in nature and should not be free time unless arrangements have been made with the administrator. All teachers taking students outside of the building during non-scheduled times **must** notify the front office staff.

Lunch

Teachers shall escort their classes to the lunchroom at the designated time and in an orderly manner remembering that other classes are still in session. Each lunchroom duty teacher shall be responsible for the behavior of all students.

Custodial staff and/or paraprofessional staff assigned to lunchroom duties are not responsible for monitoring and/or enforcing the behavior of students in the lunchroom. Student conduct shall be monitored in the serving line, at the table, and as trays are returned. Duty teachers are to eat with the grades they are supervising in such a position as to be able to observe all the students. Please feel free to use this time to take care of miscellaneous needs if you do not have lunch duty.

Art, Music, P.E., Computers, and Library

Teachers shall escort their students to these classes in a prompt, orderly, and quiet manner. Teachers shall also be on time to pick up students at the end of such classes.

REQUIRED SCHOOL RECORDKEEPING

Lesson Plan Book and Gradebook

Teachers are required to keep the following records throughout the school year.

Lesson Plan Book: Planning ahead is vital for successful teaching. Teachers are expected to have plan books (either digital or print) in their rooms during the school day, and they are to leave detailed lesson plans when absent. Lesson plans are expected to be written and completed for the school week on or before the first day of the week.

Grade Book: The grade book shall be kept up-to-date with ample grades to document students' efforts (**at least 10** grades per subject per quarter). *Grades should be updated weekly in the electronic student information system.*

Substitute Teacher Needs in the Classroom

Teachers should leave the following items on their desks when they anticipate being absent from school:

- a. detailed lesson plans,
- b. seating chart,
- c. other information or materials (worksheets, lessons, etc.) that will be needed in order to carry out planned lessons in an effective manner,
- d. daily schedule,
- e. sub binder.

In the event of an unplanned or unanticipated absence, the teacher will need to make arrangements to have the necessary items/materials delivered to the school. In case you are unable to come to school to write out a plan for that day, keep a daily lesson plan as a backup. Tell a fellow teacher where the daily plan can be found.

SPECIAL SERVICES

Special Education

Classroom teachers should make a formal referral to the elementary counselor, resource teacher, or elementary principal of any student suspected of having a possible handicapping condition. This is a necessary first step in the process of identifying, evaluating, and placing students in special education programs. The following special education services are currently available in the Laclede County C-5 School District.

- **Intellectually Delayed.** The program is available to provide instruction to students diagnosed with mild-to-moderate delays. Generally, these students perform on formal tests of intelligence and adaptive behavior at a level of one-half to three-fourths that of their normal peers.
- **Learning Disabilities.** The program is designed for students demonstrating a severe discrepancy between achievement and intellectual ability in one or more of the basic psychological processes involved in understanding or in using language spoken or written. These students possess average to above-average intelligence.
- **Speech/Language Disorders.** Speech therapy classes are provided for students whose speech or language deviates so far from other individuals or a peer group that it calls attention to itself, interferes with communication, or adversely affects the self-image of the student.

Title I ESEA

Title I guidelines mandate that programs be offered to students on a “worst served first” basis. Multi-selection criteria are utilized in determining students’ eligibility for service. However, teachers may recommend that particular students either be placed in one of the remedial programs or taken out simply by notifying appropriate Title I personnel. The following Title I programs are currently available.

- **Pre-Kindergarten (Preschool).** The program is available to a limited number of children who become four years of age before August 1st for the upcoming school year. The program runs concurrently with the normal school year.
- **Reading Recovery.** The Reading Recovery Program is a nationally recognized early intervention reading program for first-grade students. To qualify for the program a student must score in the lowest twenty percent of his/her class on an observation survey. The student will begin an intensive fifteen to twenty-week program with the reading recovery teacher in a one-on-one setting. At the end of this time, the student will be tested. Students will be discontinued from the program if they reach the middle reading level of the regular classroom.
- **Early Literacy.** The Early Literacy Program gives students in the primary grades, kindergarten through grade two, additional support in the development of reading and writing skills. Children qualify for eligibility according to their scores on an observation assessment. The lowest twenty percent of each grade are chosen to participate in small groups of five students or fewer meetings daily. Kindergarten and second-grade students meet in booster groups while first-grade students comprise the actual literacy groups. Students are instructed to use various strategies in developing reading and writing skills. These strategies are based heavily on reading recovery theories and techniques. After ten to twelve weeks of instruction, students are again evaluated. Those who have shown adequate mastery of skills are released (discontinued) to return to the regular classroom. The others remain in the group for additional instruction. The goal of the program is to eliminate low reading groups in grades where reading skills are a main focus of the children’s education.

PARENT VOLUNTEERS AND STUDENT TUTORS

Parent/Community volunteers must be pre-arranged with the volunteer coordinators, Officer Mike Mobley and Aleah Bench. All volunteers must have a current background check and application on file; as well as must have completed volunteer training. Volunteer training will be offered three times throughout the school year for anyone interested in volunteering in the building. Training session dates will be announced at the beginning of each school year. Training sessions outside of these times must be scheduled with Officer Mike Mobley and Aleah Bench.

Volunteer times and available volunteer locations will be determined by the guidelines set in the SRCSP. Volunteers should never be left unsupervised with students for any reason. Staff members should **never** discuss student information with or in front of volunteers.

Volunteers who are found in violation of the guidelines set by the Volunteer Coordinators and disseminated during volunteer training will be dismissed from the program.

Questions about volunteer guidelines can be directed to School Protection Officer, Mike Mobley, or Community Outreach Specialist, Aleah Bench.