

Parent School Compact

Parent/Guardian Commitment

I want my child to reach his/her full academic potential. Therefore, I will commit to do all of the following:

- ◆ Ensure that my child attends school each day
- ◆ Send my child to school on time and ready to learn
- ◆ Review homework assignments and offer assistance when needed
- ◆ Show an interest in my child's well being by attending school functions, supporting school activities, and making every effort to attend parent/teacher conferences.
- ◆ Provide reinforcement of and model the skills embraced at school that develop respectful attitudes and behaviors.

In addition to the above actions, I have read this handbook to/with my child and understand its contents.

Parent Signature _____

Teacher/ Administration Commitment

We want our students to reach their full academic potential. Therefore, we will commit to do all of the following:

- ◆ Set high instructional expectations for all students that promote the development of the district's content standards and benchmarks
- ◆ Teach effective study skills and strategies to ensure retention of learning
- ◆ Communicate successes and concerns with parents in an efficient and frequent manner
- ◆ Establish flexible scheduling and create a warm atmosphere for parent/guardians during classroom visits and participation in activities
- ◆ Provide a safe and supportive environment that nurtures success, where all children are treated fairly with respect and compassion
- ◆ Consider accessing possible resources for extenuating circumstances shared with appropriate staff by the parents/guardians to assist them to realize a full commitment

Teacher/ Administrator _____

Signatures _____

Student Commitment

I want to reach my full academic potential. Therefore, I will commit to do all of the following:

- ◆ Arrive at school and attend class on time each day
- ◆ Show respect at all times to everyone who is part of the school by not acting hostile or creating fear in others
- ◆ Obey all of the classroom rules and conduct myself accordingly
- ◆ Pay attention in class and participate in classroom discussions.
- ◆ Complete all classroom lessons and homework on time and in a way that is accurate and neat.
- ◆ Do my best and keep trying even when the work is difficult

Student Signature _____

Winona Elementary School

Student Handbook

2011-2012

A Message from the Principal

The administration and staff at the Winona R-III Elementary school believe that every child is a unique individual who can learn, given time and the right circumstances. We believe it is our responsibility to nurture and develop all children to their maximum potential: academically, physically, socially and emotionally. We are committed to providing opportunities to assist the students in making responsible decisions when solving problems in an ever-changing world.

We, the entire staff at Winona R-III, want the very best for your children. However ultimately, each child will gain from school according to the effort he/she applies. To increase this degree of educational success, it is vital that teachers, parents and administrators communicate in an open and positive way about the progress of students, which is why we are asking you to review this handbook with your child(ren) and sign the agreement found on the front page, indicating your support. We encourage parents to make appointments and visit with teachers to discuss concerns, or have lunch with your child on occasion. Working together, we can fulfill the MISSION of Winona R-III School.

Educationally yours,

Suzanne Bockman
Principal

The **Mission** of the Winona R-III School System is to ensure that **all students can learn and be successful.**

2010-2011 SCHOOL CALENDAR

August 10 (full day)	First Day of School
September 5	Labor Day (No School)
October 14	End of 1st Quarter (47 Days)
October 20	Parent/Teacher Conferences
November 14-18	Deer Season Holidays
November 24-25	Thanksgiving Holidays
December 21	End of 2 nd Quarter (41 Days)
December 22-January 2	Christmas Break
January 3	Return to School
February 20	Presidents' Day
March 9	End of 3 rd Quarter (48 Days)
March 16	George & Gladys Rollins Holiday
April 6-9	Easter Break
April 20-23	Spring Break
May 9	Last Day of School (38 Days)
May 10, 11, 14, 15, 16, 17, 18	Inclement Weather Days

INTRODUCTION

This handbook has been prepared to provide information for both students and parents concerning the programs and policies of the Winona Elementary School. It is hoped that such awareness will bring about a closer relationship between the home and school thereby benefiting everyone.

SCHOOL PHILOSOPHY

It is our belief that every student at Winona Elementary should be able to read, write and speak properly; have a working knowledge of arithmetic; have general knowledge of the American economy, government rights, and responsibilities of citizenship in a free society. The school board, administration, and faculty strongly support the need for each individual student to develop a positive attitude, strong character and self-discipline while recognizing that the rights of all of the students to an education is more important than the rights of any one individual.

SCHEDULE

Buses unload and the building is opened at 7:50 a.m. and formal class work begins at 8:15 a.m. Students arriving before 8:00 are to go straight to the cafeteria until they are dismissed at 8:00 to go directly to their rooms. Students who eat breakfast must get in the breakfast line upon entry into the building. Students who need to use the restroom may ask the supervising staff for permission. School is dismissed at 3:05. Students being picked up by parents or relatives should not be picked up before the 2:55 dismissal bell rings as this causes disruption in the normal classroom routine. Buses will load at 3:00-3:05. **No cars should be parked in front of the building at this time.** *Refer to the Before School Program.

VISITORS

All visitors must report to the principal's office upon entering the building and before going to classrooms. The purpose of this rule is to protect the children by monitoring the people who enter the building for any reason and to avoid interruptions to instructional time. Parents are encouraged to visit their child's classroom. However, when planning a visitation, please check with the school office prior to the visit to avoid conflict with special testing schedules or other events. School-age children from another school district are not permitted to visit in the classrooms unless permission from the office has been granted prior to the visit. Preschool age children are not permitted to visit in the classroom unless accompanied by a parent.

SCHOOL LUNCHESES

The price of school lunches for elementary students will be \$1.25 per day for full price lunches and \$.50 per day for reduced price lunches. Breakfast prices will be \$.75 per day for full price and \$.25 per day for reduced price. Extra milk is \$.25 per carton each day and is not included in the free and reduced program. Applications for free or reduced price lunches are available in the principal's office. Breakfast and lunch money should be paid to Sheila Plunk in the middle school office. The maximum days that can be charged are 20. A "second" lunch will cost students \$1.40 per lunch - free, reduced and regular prices do not apply.

ADMISSION, ATTENDANCE, ABSENCES, TARDIES

Any student who will be five years old before August 1 may enter kindergarten. Attendance, by law, is now counted in hours instead of days; therefore, perfect attendance awards can only be given to those with three hours or less absence. Students are encouraged to remain at school the entire day. Irregularity in attendance is the greatest contributing cause of school failure. It is also important that a child form the habit of attending school regularly because it might one day help him/her keep a job.

Parents are asked to send a note to the child's teacher or call explaining why the child was absent. These notes will be filed in the office. Parents will be contacted by letter after the seventh absence. Students who miss more than ten days in a quarter without a doctor's excuse will be turned in to the authorities. Parents will be notified prior to the tenth day so they can take corrective actions.

School begins at 8:15 a.m. Any student who arrives after 8:15 must be signed in through the office and given an admit slip to be taken to the classroom teacher.

Any time a child is to leave school early, he/she must be dismissed through the school office. Parents are asked to come to the office to sign out and pick up the child.

ILLNESS

A child who has a temperature elevation or shows signs of illness should be kept at home. If it becomes necessary to remove a child during school hours due to illness, the parents will be notified. An emergency telephone number should be listed for each child. If a parent cannot be reached, the emergency number will be called. Any time a child is to leave school early he/she must be dismissed through the school office. Parents are asked to report to the office and check the child out.

Students who must take medicine during school hours will give the medicine, including aspirin/Tylenol, to the school nurse upon arrival at school. In the event the school nurse is not in the building when the student arrives, medications may then be given to the secretary or principal. The medicine dosage and time should be clearly stated. School personnel can administer prescription oral medications only by individual orders of a physician and/or legal guardian. Both prescription and "over-the-counter" medications must be sent to school in the containers in which they were purchased and must be accompanied by written authorization from the parent or guardian. Please do not send any medication in envelopes, unmarked containers, etc. All medications must be in the original container. The pharmacist can provide extra, properly marked containers upon request.

HEALTH SERVICES

Children will continue to utilize the benefits of having a full-time Registered Nurse on staff. In addition to basic screening procedures and emergency first aid, the nurse will provide information on good health practices, assist families in securing corrective health services, and keep a record of student's health issues. Students having excessive patterns of absences or visits to the health room will have a note sent to parents asking for a health conference. Our goal is to promote the total health of each student to enable them to be the best students they can be as well as enjoy life to the fullest both in and out of school.

The presence of a school nurse is not intended to remove or modify the parents' primary responsibility for the health of their own child(ren). The school nurse is not to be considered a substitute for each child having a personal health care provider to care for acute or chronic illnesses.

IMMUNIZATION REQUIREMENTS

The Immunization Law was amended removing the 15 school day grace period. Therefore, students who are not in compliance with the law must be excluded from attendance unless exemptions have been signed by a physician or a parent or guardian for religious reasons and filed with the school by the first day of classes. For an immunization schedule see the school nurse.

HEADLICE AND NITS

The Winona Board of Education feels it is imperative to prevent the widespread infestation of lice; therefore, the following procedures will be used to control the situation when students are found to be infested:

PURPOSE: To protect all students and school staff from exposure to head lice or nits. To provide guidelines for students and their family and to identify infested students.

POLICY: All students Pre-K through 8th grade are examined monthly and/or as deemed necessary for head lice or nits by the school nurse, or an appointed school employee who is trained to identify lice or nits. Infected individuals are not to be allowed to participate in school or extra-curricular activities until adequate treatment for lice is obtained. Parents/guardians will be instructed by school personnel regarding treatment for, and prevention of, lice and nits. All infected individuals must be treated with the appropriate medication. A second treatment is required 7-10 days after the initial treatment.

PROCEDURE: The school nurse will set a monthly schedule for the students to be examined. Absent students will be checked by school personnel the day they return to school. If the nurse should discover head lice or nits on a student, the parent/guardian of that child will be notified, and the child will be removed from the school. All siblings of the child living in the same household will also be checked. Notes will be sent home by students stating the number of children having lice/nits in their classrooms. The school personnel will instruct the parent/guardian concerning various shampoos and sprays that can be purchased for head lice/nits, and will also give information concerning necessary procedures to be taken to ensure that the head lice and nits are eradicated. To be readmitted to school a child must be accompanied by a parent/guardian or relative, and must be examined by the school nurse. If eggs are still present, the child will be sent home until the nits are removed

from the hair. The child will be excluded from riding the bus until he/she has been rechecked by the school nurse. If head lice/nits are found a second time, the school personnel will notify parents and the child will be required to provide a signed statement from the parent/guardian and must state when and with what shampoo the child was treated. If a student is found to be infested three times in the school year, Principals will notify the Division of Family Services. Also, a doctor's statement will be required before students are permitted to return to school.

WITHDRAWING FROM SCHOOL

A parent or guardian of a student withdrawing should accompany the student to school to obtain a withdrawal form from the office. All books must be returned and all bills must be paid before a transcript to another school will be issued.

FIRE, TORNADO & EARTHQUAKE DRILLS

As a safety precaution, and in accordance with the Missouri State School Laws, fire, tornado and earthquake drills will be held during the school year. Both fire and tornado drills will be announced via the intercom system. In the event of a power outage, word of mouth relay will be necessary.

Missouri has one of the highest seismic risk areas. The New Madrid Fault area is in Southeast MO. This area experienced a series of quakes in the winter of 1811-12, which is considered the most severe seismic event ever to occur in North America. Studies indicate that a recurrence of the 1811-12 quakes is due to impact the heavily populated New Madrid area within the next twenty years. Earthquakes strike without warning and usually last from 6-15 seconds. There will not be time to move to the halls or leave the building. In fact, moving is very dangerous because of objects that will fall from the ceiling including lights and bricks. Classroom desks and tables are about the student's best protection from falling objects.

During an Earthquake

- If you are indoors, stay indoors. If outdoors, stay outdoors. Most injuries occur as people are entering or leaving a building.
- Students should "drop, tuck and cover". Squat down, covering head with hands and arms. If indoors, take cover under heavy desks or tables, in doorways, or against inside walls. If the table or desk moves, hold on to the legs and move with it.
- Avoid high bookcases, cabinets, or other furniture or structures that might topple or collapse. Move from under light fixtures or other suspended objects such as heating/cooling units. Do not run for stairways or exits since they may be unusable. Never use elevators.
- The fire drill evacuation procedure will be used to evacuate as quickly as possible to a designated, open area away from electric and gas lines. Students will stay with their class and teacher. Teachers will take grade book and, once outside, take attendance.
- Emergency contact information, absentee list, and first aid supplies should be taken along during evacuation.
- If outdoors, move to an open area away from building and utility wires. The greatest danger from falling debris is just outside doorways and close to outer walls.
- If in a school bus, students remain in their seats. Drivers will move away from overpasses, power lines, bridges and buildings.
- Remain calm. Think through the consequences of any actions taken.

TEXTBOOKS

Textbooks and library books will be issued to students at no charge. However, should a textbook or library book be lost or severely damaged, students will be responsible for paying to replace them. Every student is obligated to give his/her books the best of care.

REPORT CARDS

Our school year will consist of 36 weeks divided into two 18-week semesters. Report cards will be distributed every nine weeks and grades are averaged on the semester basis. The grading system will be as follows:

- A - Excellent
- B - Superior
- C - Average
- D - Inferior
- F - Failure

Mid-Quarter progress reports will be sent to all parents. Parents are strongly urged to schedule conferences with their child's teacher if the child is making any grade below C. These conferences should be scheduled through the elementary office.

SCHOOL CLOSING

In the event of severely inclement weather or mechanical breakdown, school may be closed. Patrons are advised to monitor: KALM (Thayer) Radio Station, West Plains Radio Stations, KYTV Channel 3 or KFVS Channel 12 Television Stations. The KY3 website and the school website can also be accessed for timely information on school closings. The school may be contacted by phone at 573-325-8101, ext. 600 for a recorded message.

SUBSTITUTE TEACHERS

Every effort is made to have capable people to help us whenever our regular teachers are absent. A substitute teacher is an important person whose job is to help you, the student. Let us be certain we give a favorable impression by being polite, helpful and considerate. A substitute has the same authority over their classroom discipline as a regular teacher.

SCHOOL BUSES

Many times students misunderstand the role and authority of the bus driver. He or she is a vital link in our school system. Each of our bus drivers will make known to his/her passengers the proper procedures and conduct necessary while riding the bus. Remember, the driver is to the bus as the teacher is to the classroom. Any improper conduct on the part of the student while riding the bus will be dealt with in the following manner: The driver will fill out a bus misconduct form and give it to the principal. He/She will discuss the report with the child. His/Her parents will be notified by phone and/or mail that the child has misbehaved on the bus and further consequences of any future misconduct.

- Bus Rules:
1. Remain in seat at all times.
 2. Tobacco, alcohol or drugs will be confiscated by the driver. Students will be referred to the school office
 3. No food or sodas to be brought on the bus.
 4. Follow any instructions given by the driver.
 5. Be silent or talk in low tone of voice.
 6. No heads or hands outside of the windows.
 7. No throwing objects on or from the bus.
 8. Drivers may assign seats at any time.
 9. No foul language or wrestling.
 10. Students not obeying any of these rules may be refused the right to ride the bus temporarily or permanently.

1st Step - Driver Warning

2nd Step - Principal to Discipline as per Elementary Code of Conduct

3rd Step—1 Week Suspension

4th Step—Semester Suspension

All disciplinary actions will be kept on record with a written copy sent to the parent/guardian and the superintendent.

PHONE USE

Students are to use the phone in emergency situations only. Students are not to be dismissed from class to make phone calls. Students will not be allowed to use the phone to call for bus changes.

Students **are not** allowed to have cellular phones at school. The only exception to this rule is if the student is participating in an off-campus or after-school activity. In this event, the student must affix his/her name to the phone and turn it in to their teacher. Phones may be picked up at dismissal time, or prior to boarding the activity bus.

DRESS CODE

Student dress is a matter of individual freedom with the following exceptions:

- A. No vulgar signs, obscene pictures, designs, or writings will be worn on clothing.
- B. Shoes or sandals must be worn at all times.
- C. Hair, whatever the length, must be well groomed and clean.
- D. Skirts and shorts should be of adequate length & fit so as not to be disruptive to the instructional climate.

In general, students are expected to attire themselves in a manner that reflects good standards of health and safety.

ROOM PARTIES & GIFT DELIVERIES

Each classroom will have four parties during the year. The parties are scheduled for Halloween, Christmas, St. Valentine's Day and Easter. The room mothers will be responsible for planning the parties. The classroom teacher should lend assistance in supervising the children. Birthday parties, as such, are not held at school; however, recognition of birthdays in a simple and appropriate manner is acceptable. The fifth and sixth grades may choose to spend the designated "Room Party" times in a different activity.

In consideration of latex sensitivities in several of our students, we ask that latex balloons NOT be brought to school. In addition, arrangements of flowers, balloons, toys or candy may not be delivered to students at school, either by family members or via third party florist delivery. The delivery of such items causes disruption to instructional time, and poses safety concerns.

CROSSWALKS

For the safety of all concerned, students must cross Highway 19 at the crosswalk sign.

CHANGE OF INFORMATION/TRANSFERS

Please notify the school of any changes in telephone numbers or addresses, and especially of any changes of telephone numbers to call in case of emergency. This is most important for working parents. We need up-to-date information in the event that a child is injured or becomes very ill.

If at any time during the school year it becomes necessary for your child to withdraw from Winona Elementary, please notify the school office as soon as possible. A copy of your child's records will be forwarded when the new school requests them.

LOST AND FOUND

Lost articles are turned in to the school office. Instruct your child to check in the office immediately if an article is missing. Labeling all school supplies, coats and jackets and teaching the child to be responsible for his/her own things will alleviate an article being lost. All unclaimed items will be given away after Christmas & at the end of the year.

ELEMENTARY CODE OF CONDUCT

The Winona R-III Elementary Code of Conduct was approved by the Winona R-III School Board in February 2003. Parents and staff were invited to review it and provide input. Though not all suggestions became a part of the final document, they were weighed and considered.

The purpose of the Code of Conduct is to insure a safe school environment that is respectful of all individuals, their property, and their right to learn. It is a guide to be used when dealing with the most common types of offenses. However, the principal reserves the right to modify disciplinary action to fit the child's age and offense, especially in grades K-2, when many children are still learning appropriate, acceptable behavior. Generally, by the beginning of third grade most students understand what is expected of them and can be held accountable for their conduct. Parents and students may not always agree with the principal's final judgment on appropriate disciplinary action, but all sides will be heard and all evidence weighed impartially.

Offenses will accumulate no matter where they occur in the school day. This includes not only the classroom, but on the bus, in the lunchroom and halls, in before- or after-school care, in restrooms, support or "special"

classes and on field trips. An attempt will be made to notify parents when their child has been referred and disciplinary consequences have been imposed.

Usually, before sending a child to the office, teachers have tried several intervention strategies within the classroom, such as preferential seating, time out, missed recesses or writing assignments. The first offense refers to the first time a student has been sent to the office after other intervention strategies have failed. Please go over the Elementary Code of Conduct found at the end of this handbook with your child.

Corporal Punishment can be defined as the physical punishment of a child for failure to obey the student Code of Conduct. Physical punishment may include swats with a paddle, to be witnessed by another certified teacher, physically forcing a child to sit down or go to the office, grabbing, lifting or any other physical force used to make a child comply with the Board approved Code of Conduct. Corporal punishment should always be administered in a manner that is fair, non-abusive, and that will not cause permanent physical damage. Occasional bruises are not indicative of abuse or unnecessary force, as bruising potential varies from person to person.

- **PROCEDURE FOR HANDICAPPED STUDENTS:** If it is determined that the behavior under review is unrelated to the handicapping condition the normal disciplinary procedures can proceed immediately. When the behavior is related to the handicapping condition, the supervisor of special education will be notified in writing and the procedures as outlined in the Compliance Plan will be followed.

SCHOOL TRIPS

Because students are representing Winona R-III on school trips, the same general standards of conduct and consequences apply on trips as they would at school. Permission slips are required of each student so that parents may know where their children will be and are taking responsibility for them being there.

SPECIAL STUDENT SERVICES AND PROGRAMS

BEFORE AND AFTER SCHOOL CARE

The School-Age Child Care Program will be housed in the elementary cafeteria a. The program opens at 7:15 a.m. Other students should not arrive on campus without supervision before 7:50 a.m. The school's supervising staff arrives at 7:50 to open the front doors. After school care operates from 3:00-4:30 for the convenience of **working** parents. Students under 13 years old must be under the supervision of staff if they are on campus before 7:50 a.m. or after 3:05 p.m.

TUTORING PROGRAMS

Tutoring is offered on a regular basis in the area of Reading. The regular reading tutoring is after school. The elementary library also hosts after school programs. To make arrangements to participate in these programs contact the elementary school office. Many teachers offer tutoring to their students before/after school on an individual, as-needed basis and may contact you to request your child's participation.

TITLE I READING/MATH

Title I Reading will be composed of a primary program for reading including "Reading Recovery" and a "push-in" program in which a teacher or teacher assistant goes into the classroom to instruct students needing assistance. The same arrangement applies to Title I math.

COUNSELING

Counseling services are available for grades K-8. Students may request to see the counselor individually or in small groups. Students may also see the counselor by parental referrals as well as referral by the teaching staff. In addition, the elementary counselor will make regular presentations in classrooms on a variety of character and career topics.

EARLY CHILDHOOD EDUCATION (PRESCHOOL)

The preschool/daycare program serves three and four year old children. The major purposes of the preschool/daycare program include early prevention of school failure; enhancement of student growth in the

areas of language, speech, and social skills; development of basic readiness skills; the establishment of self-awareness and positive self-concept in each child. Enrollment is handled through the elementary office.

SPECIAL EDUCATION

In an effort to meet the special educational needs of all children, Winona Elementary School provides a variety of services in Special Education programs for eligible students. A "handicapped child" is a child who, because of some physical, emotional, learning or social problems needs the assistance of special education in order to learn to his/her capabilities. Through special help the effects on an educational handicap can be minimized. Special education services at our school include the following areas:

EDUCABLE MENTALLY HANDICAPPED (EMH)

These are students who perform significantly below their peers of the same age academically and in adaptive behavior. If a child is described as mentally handicapped, tests and observations have indicated an ability to learn and adapt at a rate different than that of other children.

LEARNING DISABLED (LD)

Students of average or above average intellectual ability who have a severe discrepancy between achievement and intellectual ability. Children who are identified as Learning Disabled have a disorder in one or more of the mental processes needed to receive, organize, or express information.

BEHAVIOR DISORDERED (BD)

The term behavioral disorders means that tests and observations show the student exhibits to a marked degree and over an extended period of time one or more of the following characteristics:

1. Difficulties in learning that cannot be explained by intellectual, sensory or health impairments.
2. Problems relating to children and adults.
3. Continual unhappiness and depression.
4. A tendency to develop physical symptoms, pains, or fears associated with personal or social problems.

There should be evidence that the child's behavior is not the result of a temporary reaction to home, school, or community situations.

SPEECH/LANGUAGE IMPAIRMENTS

If a child has a speech disorder he/she may substitute one sound for another. He/She may have the inability to make certain sounds, leaving out sounds, making words that cannot be understood or stuttering.

EARLY CHILDHOOD SPECIAL EDUCATION (ECSE)

Annual screening is available for all children ages three and four who reside within our district where information regarding the child's development in motor skills, cognition, readiness concepts, speech and language is gathered. If the screening suggests a possible problem the child may be referred for a more thorough evaluation. An evaluation will probably include individually administered tests and direct observation of the child's functioning. After the evaluation is completed, children who are found to be eligible for Early Childhood Special Education will have a written program stating present level of performance, strengths and weaknesses, goals and objectives, description of the types of services that will be provided to the child and the amount of time the child will spend in the ECSE program. The ECSE staff provides extensive support for parents including home visits, telephone consultations, home activities, and parent meetings.

Teachers generally refer children, but parents can refer their child, as well. A multi-disciplinary team then follows state and federal guidelines on referral, assessment, placement, program delivery and review. These guidelines are explained in the district's special education compliance plan available in the principal's office, special education office or central office.

STUDENT INSURANCE

Student insurance will be available to all students on a "school-time" or "full-time" (24 hour coverage) basis. Application forms will be sent home with each student at the beginning of the school year. If insurance coverage is desired during the remainder of the year, please contact the school office. (The school does not have accident insurance on students.)

W.I.N. (GIFTED PROGRAM)

The Winona Individual Needs Program is a highly motivational, creative class for students with high potential. Students must go through a screening process and meet established criteria before entering the program.

STANDARD COMPLAINT RESOLUTION PROCEDURE FOR IMPROVING AMERICA'S SCHOOLS ACT PROGRAMS

This complaint resolution procedure applies to all programs administered by the Department of Elementary & Secondary Education under the Goals 2000: Educate America Act and the Improving America's Schools Act (IASA).

A complaint is a formal allegation that a specific federal or state law or regulation has been violated, misapplied, or misinterpreted by school district personnel or by Department of Education personnel.

Any parent or guardian, surrogate parent, teacher, administrator, school board member, or other person directly involved with an activity, program, or project operated under the general supervision of the Department may file a complaint. Such a complaint must be in writing and signed; it will provide specific details of the situation and indicate the law or regulation that is allegedly being violated, misapplied, or misinterpreted.

The written, signed complaint must be filed and the resolution pursued in accordance with local district policy # 1680.

If the issue cannot be resolved at the local level, the complainant may file a complaint with the Missouri Department of Education. If there is no evidence that the parties have attempted in good faith to resolve the complaint at the local level, the Department may require the parties to do so and may provide technical assistance to facilitate such resolution.

Any persons directly affected by the actions of the Department may file a similarly written complaint if they believe state or federal laws or regulations have been violated, misapplied, or misinterpreted by the Department itself.

Anyone wishing more information about this procedure or how complaints are resolved may contact local district personnel.

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

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

- Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.
- What baccalaureate degree major the teacher has and any other graduate certification or degree held by the teacher, and the field of discipline of the certification.

In addition to the information that parents may request, district must provide to each individual parent -

- information on the achievement level of the parent's child in each of the state academic assessments as required under this part; and
- timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

PUBLIC NOTICE

All responsible public agencies are required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, including children attending private schools, highly mobile children, such as migrant and homeless children, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. The

Winona R-III School District assures that it will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction. Disabilities include autism, deaf/blindness, emotional disorders, hearing impairment and deafness, mental retardation, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness and young children with a developmental delay.

The Winona R-III School District 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 First Steps program.

The Winona R-III School District assures that personally identifiable information collected, used, or maintained by the agency for the purposes of identification; evaluation, placement or provision of FAPE children with disabilities may be inspected and/or reviewed by their parents/guardians. Parents/guardians may request amendment to the educational record if the parent/guardian believes the record is inaccurate, misleading, or violates the privacy or rights of their child. 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).

The Winona R-III School District developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed in the Superintendent's Office, Monday-Friday, 8:00 AM-3:00 PM or in the district's special education department.

Local school districts in the State of Missouri are required to conduct an annual census of all children with disabilities or suspected disabilities from birth to age twenty-one (21) that reside in the district. This census must be compiled by December 1 of each year. This information is treated as confidential and must include: name of the child; parent/guardian's name and address; birth date and age of the child; the child's disability; and the services provided to the child. If you have a child with a disability, or know of a child with a disability who is not attending the public school, please contact: Winona R-III School District, (573) 325-8101, ext. 301 or online at teachwinonasped@yahoo.com.

This notice will be provided in native languages as appropriate.

CHAIN OF COMMAND STATEMENT

More and more often, we hear of bizarre behavior in our society at large, but also in our own community. While many contacts occur between employees, parents and patrons of our small community away from the school campus, and most of those contacts and conversations are positive and beneficial to both the school and parents, there have been occasional instances where the interactions have not been beneficial. Negative, confrontational situations have occurred in public areas and places of business in Winona. These off-campus episodes regarding school matters should not be aired in the public arena by school employees or district patrons.

There is a clear cut chain of command for parents, teachers, administrators and others to follow when school-related conflicts occur.

Any party with a grievance should contact the appropriate building principal to set up an appointment with any teacher or employee they need to talk with. If the desired appointment is with a principal, the superintendent should be contacted to set up a meeting between the concerned parent or party. Under no circumstances should a parent or district patron come to the school unannounced and proceed to air a grievance with a teacher (or with a coach before, during or after a contest), or go to any area of the campus, without first checking in at the appropriate office and stating their business. If satisfaction cannot be reached with a teacher and principal meeting, parent/patron grievances or concerns should then be taken to the superintendent. The superintendent will take all concerns seriously, and try to resolve the matter. If this step fails, concerned parties should

request to be put on the school board agenda for the next meeting. The superintendent may ask the person with an unresolved grievance to attend the next board meeting.

Talking and visiting between school personnel and persons in the community is encouraged, whether it be at the grocery store, post office, church, etc. However, there have been occasions of inappropriate verbal attacks, rude remarks, and attempts to resolve grievances in anger directed toward district personnel. The administration expects employees to refrain from honoring negative contacts away from the school campus. It is unprofessional and unbecoming to discuss school concerns in public. Please refrain from addressing negative concerns with school employees outside the school environment, and follow the "Chain of Command" protocol outlined above.

Everyone following these simple procedures will make for better school/community relations and insure nothing unseemly or out of line occurs. The school is here to serve the community by providing an appropriate education to all students in a fair and caring manner. The "Chain of Command" and the exercise of common sense will allow us to resolve inevitable disagreements in the right place and manner. We appreciate your careful reading and consideration of this statement.

ELEMENTARY FACULTY AND STAFF

Principal	Mrs. Suzanne Bockman
Preschool	Mrs. Kim Bland, Director/Mrs. Linda Youngblood, Teacher Assistant
Kindergarten	Mrs. Cari Luttrell
	Mrs. Stacy Haynes
First Grade	Mrs. Glenda Crider
	Mrs. Shannon Brown
Second Grade	Mrs. Michelle Miley
	Mrs. Denise Stephens
Third Grade	Mrs. Kelly Vermillion
Fourth Grade	Mrs. Dessie Bird
	Mrs. Jennifer Foster
Fifth Grade	Mrs. Jamie Buckner
	Mrs. Bridget Kalman
Sixth Grade	Mrs. Tina Haynes
	Mrs. Kathy Shomaker
Art	Mrs. Amanda Kyle
Library	Mrs. Reva Dow
	Ms. Valerie Voyles, Library Assistant
Title I Reading/Math	Mrs. Angie McAfee/Mrs. Rita Norton/Jeanie Anderson
Elementary Counselor	Mrs. Carly Carter
Elementary Computer Lab	Mrs. Jennifer Haynes
Technicians	Mr. Sean Murphy/Mr. Darrell Derryberry
Secretary/Nurse	Mrs. Jennifer Vermillion
Cafeteria Staff	Kim Dixon/Renee Roberts/Rebecca Spinner
	Marnita Thompson/Holly Atkins/Nancy Lindsey
Custodial Staff	Terry Miller/Shane Plunk/ Candra Williams/Lisa Boyer