Glenwood R-8 School District
Certified Staff Handbook



2026-2027 School Year

417-256-4849
www.glenwood.k12.mo.us

“Home of the Mustangs”

Mission Statement

The mission of the Glenwood R-8 School District is to cultivate students to lead the next generation.

Vision

The vision of the Glenwood R-8 School District is to become a district that shapes academic achievers, leaders and productive citizens.

Our Core Beliefs

- Everyone has value, purpose, and is capable of learning.
- Everyone needs a safe, accepting and accessible environment.
- Recruiting, retaining, and developing quality staff at all levels is critical.
- Learning is a lifelong process.
- Success is a partnership between students, parents, community, and the school.
- We are to be responsible stewards of our resources.
- Staff presents every student with high expectations and research-based learning opportunities to foster growth.
- Every student is presented with the opportunity to learn in a way that is most effective for them.
- Systems of support for students and staff from crisis to success are necessary.

Glenwood R-VIII School District Notice of Non-Discrimination

The Glenwood R-VIII School District is an Equal Opportunity Employer who fully and actively supports equal access for all people regardless of race, color, religion, gender, age, national origin, or disability.

BOARD OF EDUCATION

Chase Brotherton-President	Stacey Surface-Member
Jason Finley-Vice President	Chase Johnson-Member
Brittany Smith-Treasurer	Shayne Eades-Member
Lorie Jenkins-Secretary	David Kirk-Member

ADMINISTRATION

Lucas Brown	Superintendent
Allison Arnold	Principal
Terri Jo Stephens	Special Education Director
Mariah Hayes	Guidance Counselor
Lorie Jenkins	Bookkeeper
Andrew Atkinson	Technology Director

FACULTY

Emily Stewart	Preschool
Letitia Wilkening	Kindergarten
Angela Jackson	1st Grade/P.A.T.
Allison Stewart	1st Grade
Teagan Danahy	2nd Grade
Megan Hughes	2nd Grade
Caity Woodworth	EC Special Education
Cheryl Roach	3rd Grade
JuliAnna Yardley	4-5 Science
Rebecca Keaton	4-5 ELA
Michelle Melvin	4-5 Math
Steven Steele	4-5 Social Studies/Bus Driver
Jennifer Jacobs	Instructional Literacy Coach/Interventionist
Jermyn Vance	6 ELA/3-5 Special Education
Melody Meeks	6-8 Math
Chase Willis	6-8 Science
Sarah Collins	6-8 Social Studies
Michelle Finley	7-8 ELA
Erin McBride	6-8 Special Education
Suzanna Johnston	Library
Kendra Gleghorn	Art
Heather Schneider	Music
Jed Montgomery	Physical Education/Coach

SUPPORT STAFF

Courtney Judd	Front Office Secretary
Rodney Harper	Resource Officer
Joyce Vonallmen	Head Cook
Kathy Wages	Nurse
Khara Moss	Paraprofessional
Cindy Martin	Paraprofessional
Tina Shertz	Paraprofessional
Emee Clark	Paraprofessional
Allison Rhoads	Paraprofessional
Christy Waller	Paraprofessional
Jennifer Brigman	Paraprofessional/Bus Driver
Jessica Pace	Paraprofessional
Ashley Strawn	Permanent Substitute
Mike Davis	Head Custodian
Matt Baldridge	Maintenance/Transportation Director
Jim Newnam	Custodian
Taylor Stigall	Custodian
Sebastian Rogers	Bus Driver
Jennifer Brigman	Bus Driver
Matt Baldridge	Bus Driver

ATHLETICS

Teachers are not required to attend all athletic events. However, it is highly recommended that you attend events in which your students participate when possible. Attending extracurricular events can be a great relationship builder with your students. Occasionally, staff may be asked to assist with supervising athletic/extra-curricular events.

ATTENDANCE AND SUBSTITUTES

When a professional staff member is routinely tardy, frequently absent, or is absent for an extended period of time, the learning environment and district operations deteriorate causing the success of students to suffer. When employees are absent more than 5 days in a semester or more than 10 days in a school year, their absence is considered excessive. (Policy GBCBC) Professional staff employees may be terminated for excessive absences or tardiness.

If a staff member requires a substitute for either half-day or full-day, the staff member will need to follow district protocols for properly obtaining a sub. The current procedures are as follows: The staff member in need of a sub should submit a Leave Request through the form provided on the district website under the Staff Resources tab, indicate the date(s) and time(s) needed for a sub, and submit the request. It is each staff member's individual responsibility to ensure a sub request is submitted as soon as an absence is planned.

Teachers and aides should be in the classroom or duty area by 7:40 AM each morning. Employees should remain in the school building or duty area until 3:55 PM (or until the buses leave if they are still on campus at 3:55 PM) each afternoon, Monday-Thursday, and 2:55PM on Fridays. Please let the office know if you leave campus during the school day.

BOARD POLICIES

All teachers are required to follow all board adopted policies. The major policies relating to personnel are indexed in this handbook. All board policies are available for your viewing and copying on the school website.

CELL PHONES

Cell phone use by staff members should only be reserved for emergencies or educational purposes when students are present in the classroom. Students will not be allowed to use cell phones or other electronic devices in the classroom unless they are given direct permission by a teacher. Student cell phone use in the classroom should follow student handbook policy.

COMPREHENSIVE SCHOOL IMPROVEMENT-PROGRAM EVALUATIONS

Research surrounding school restructuring and improvement emphasizes that the most promising strategy for creating positive, systematic change is through the shared purpose and interdependence of school community members. In compliance with DESE, we will work together towards ongoing school improvement through a process of program evaluations that look at assessment statistics, community input/faculty input, internal/external evaluations, attendance rates, dropout rates, suspension rates, grade trends, and disaggregated longitudinal achievement results. Designated teachers and committees are responsible for compiling their

program evaluations as listed on the Program Evaluation Plan Calendar of Board Presentations. Ask the principal for a copy of your worksheets in time to compile your presentation and return it to the principal for presentation to the Board. Suggestions for school improvement are forwarded from that process to the CSIP.

COOKING APPLIANCES AND CANDLES

Upon the advice of our district insurance safety engineer, no cooking appliances, burning candles, or fragrance warmers will be allowed in classrooms due to the following:

- Overload of electrical circuits
- Housekeeping/sanitation issues (including mice)
- Fire hazard/student safety
- Asthma
- Allergies

Please note: Diffusers will be allowed, but be conscious of student sensitivities to certain smells.

COPIES

Copies should be made during plan time or before/after school. **Students should not be allowed to make or retrieve copies**. There are occasional exceptions; however, this should be a very rare occurrence.

CURRICULUM

Teachers are responsible for writing, revising, and following the curriculum guides for their classes. Curriculum should be viewed as a living document-it is used, revised, and changed based on current needs, data, and trends. Standards-Based units should be on the Glenwood Curriculum drive for core content areas in grades K-8, as well as hard copies in the principal's office in the respective binder.

DISCIPLINE

Discipline procedures are listed in the parent/student handbook. Teachers are required to keep a discipline record within the classroom regarding their students. Behavior logs are to be kept on our student information system, Teacherease. If a consequence such as recess detention is used, this should be noted. This is in addition to office referrals. If an office referral occurs, a discipline incident should be created.

DRESS CODE

"Effective teachers know that the clothing they wear and the smile that dresses their face are the first things students see when they are greeted at the door." (Harry Wong, *The First Days of School*). Dressing professionally models success for your students, albeit in a subconscious manner. Research supports the finding that clothing worn by teachers affects the work, attitude, and discipline of students.

We are the public face of education. Fair or not, people are judged by others on how they are dressed, and it reflects on our school and our profession. We always want to be dressed in a way such that we are prepared to speak with parents and community members at any time.

As professionals, I trust you to make the correct decisions on what is professional and appropriate.

EMERGENCY DRILLS

There will be emergency drills scheduled throughout the year. The district practices tornado, fire, intruder, and earthquake emergencies at least once per semester. You are required to take your gradebook or class list with you during drills. Take roll after your students are safely in the proper place, and report any student discrepancies to the principal. Evacuation charts are posted in a conspicuous place near the exit door of your classroom, and they must remain there at all times. If your homeroom class is under the direction of another teacher during an emergency drill, you should get your class list and go to your class as soon as possible.

The following emergency signals are use:

- **Fire……. Intercom Announcement**
- **Tornado……. Intercom Announcement**
- **Earthquake……..…. Intercom announcement**
- **Intruder Threat……. Lockdown announcement from intercom**

EVALUATIONS

All teachers will be evaluated using the Network for Educator Effectiveness (NEE) evaluation program. This program evaluates teachers based on combined scores from multiple, yearly classroom observations and other tools. FILE:GCN-AP(1)

FACULTY MEETINGS

Faculty meetings will be as needed during the school year. Every effort will be made to give as much notice as possible for these meetings, and it is up to the teacher to arrange appointments and child care to accommodate attendance. Failure to attend faculty meetings without prior permission from administration could result in disciplinary action.

FIELD TRIPS/TRANSPORTATION REQUESTS

Field and activity trips often enhance the program of instruction and add to the educational program. Trips should contribute substantially to the achievement of desirable educational goals. All field trips should be planned with an educational purpose and in relation to a unit of study. The only exception to this is the 8th grade end of the year class trip. To be educationally beneficial, a field trip requires thoughtful selection, careful advance preparation of the class, and opportunities for students to assimilate the experience during and at the conclusion of the field trip. To this end, teachers will be expected to consider the following factors in the selection of field trips:

- Value of the activity to the particular class or class groups
- Relationship of the field trip activity to a particular aspect of classroom instruction
- Suitability of the activity and distance traveled in terms of the age level of students
- Mode and availability of transportation
- Cost of field trip

Note: If you would like to plan a field trip, complete a Field Trip Request Form and submit it to the principal for approval with at least two weeks advance notice when possible. Forms will be available in the staff workroom and the principal's office.

FOOD SERVICE

All lunch bills need to be paid promptly. The following meal prices are in effect for the school year:

Student breakfast……$0	Adult breakfast……$2.00
Student lunch……..$0	Adult lunch……..$3.00
Extra Milk……..$0.35	

FUNDRAISERS

Board Policy IDGF: Student Fundraising Activities

"The Board prefers that the school district financially support district-sponsored student programs and activities. However, in some cases it may be necessary to raise funds to help support these district endeavors, and the district may involve students in these fundraising activities.The superintendent and principals will be directly responsible for all district-sponsored fundraising activities conducted in the district or sponsored in any manner by the district. All district-sponsored fundraising activities must first be approved by the building principal and/or the superintendent or designee and must comply with the requirements set out in district policies and procedures, including the district's wellness program and district funds management rules. All funds collected in a district-sponsored fundraiser will be deposited in district accounts."

In light of this board policy, the Fundraising Request Form will be used. Complete the form and turn it in to the principal for approval. Approval for fundraising activities will only be valid for one school year. Forms can be found in the staff workroom or principal's office.

Note: Food cannot be sold for consumption during the school day.

GRADE REPORTS

Board Policy IK

"The evaluation of the academic achievement of students in the school district is based on the premise that students have diverse capabilities, interests and individual patterns of growth and learning. It is essential that the professional staff have adequate information to assess a student's educational needs, growth patterns and other factors necessary to design instructional plans for the student. Sharing of information among parents/guardians, teachers and students is an integral part of the evaluative process.

Through the district's methods of student evaluation and parent/guardian-student-teacher communications, the district strives to meet the following objectives:

- Parents/Guardians are to be informed regularly, at least four times a year, as to the progress their children are making in school.

- Parents/Guardians will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.

- Insofar as is possible, distinctions will be made between a student's attitude and academic performance.

- At comparable levels, the school district will strive for consistency in grading and reporting, except when inappropriate for certain classes or students.

- When grades are given, the school staff will take particular care to explain the meaning of the marks and symbols to students and parents/guardians.

- The issuance of grades on a regular basis serves to promote a process of continuous evaluation of student performance in the school district.

- Grading shall not be influenced by pressure from parents/guardians. In addition, grades are not to be used as a disciplinary measure.

Grades should be figured promptly in order to give parents feedback at any time during the quarter. Formative assessments should be recorded in Teacherease. At this time, teachers will use the School Insight (Teacherease) system to compile grades. Teachers are to post grades at least once per week. Deficiency slips are mailed home for students receiving **1's** at mid-quarter. After they are completed, please give them to the secretary to organize and send home. Computerized grade reports are sent home at the end of each quarter. Final grades must be submitted in a timely manner in order to run the computerized grade cards.

Grades K-8
Standards-Based Grading
The following grading scale should be utilized:
3 - **Proficient** (Proficient means that a student consistently and independently demonstrates grade-level understanding of the learning target.)
2 - **Developing** (Developing means that a student requires teacher assistance and support in order to demonstrate grade-level understanding of the learning target.)
1 - **Basic** (Basic means that a student demonstrates limited understanding of the grade-level learning target.)

*In grades 4-8, students will be allowed to submit a **reassessment request** within two weeks of receiving a post-assessment score. An exception to the timeline will be made the week grades are due, as teachers will need time to wrap up grading. Teachers are not expected to give reassessments the week grades are due, and this week also will not count as part of the two week window for the students' time to make requests. (Example of exception: Grades are due week 9 and a student has received a post assessment grade at the end of week 8. The two weeks allowed to request reassessment will be weeks 10 and 11.) **There is no limit to the number of times a student may request reassessment.**

HOMEWORK

Homework can be beneficial or detrimental to the educational process depending upon the way it is approached. Here is Marzano's checklist for effective homework:

- It needs to be completed in order to produce the highest achievement gains, designed with ease of completion in mind
- A large amount of homework does not result in better learning (quality, not quantity)
- Homework should be academically purposeful, not a punishment or a symbol of the seriousness of the study
- Homework should be explicitly tied to the current learning goals of the class
- Homework should be able to be completed without adult assistance
- Parents or guardians should not be expected to act as content experts
- Parents should, however, be provided with clear homework guidelines
- Assignments that involve using the parents' expertise or personal experiences (such as interviews) are often successful

Here are the ideal timeframes for assigning homework:
Grades K-2……20-30 minutes per night
Grades 3-5…….45-50 minutes per night
Grades 6-8…….60-70 minutes per night

HONOR ROLL

A standardized process will be used to figure student awards to include honor roll, principal's honor roll, valedictorian, and salutatorian.

Grades 3-5

To be a candidate for the quarterly honor roll, students must have 3's on at least 85% of the scored standards for the quarter. In order to be eligible for Principal's Honor roll, students must have 3's on at least 90% of the scored standards for the quarter.

Grades 6-8

To be a candidate for the quarterly honor roll, the student must have an average marking of 2.5 when considering quarterly standards from classes that meet daily. Students who have an average marking of 2.8 in all eligible classes will be on the Principal's Honor Roll. Valedictorian and salutatorian will be computed using averages from 6^{th}-8^{th} grades. If a student moves in from another district or from home school, they will be required to present a transcript of grades. If the grades match Glenwood's criteria, they will be included in the ranking. If there are missing grades, they will not be included in the ranking. A tie will be called only when the percentages match exactly. (For the 2024-25 and 2025-26 school years traditional GPA will be considered up to transition to standards-based grades. Standards-based grades will be considered from the point of implementation.)

**Students who move in from another district or from home school will be required to present a transcript of grades. If the grades match Glenwood's criteria, they will be included in the ranking. If there are missing grades, these students will not be included in the ranking.

INCLEMENT WEATHER DAYS

In the event of early dismissal due to inclement weather, employees are expected to remain at school until all students and buses have left the premises.

IN-SERVICES

Several in-service days will be held throughout the school year to provide teachers with professional development. Attendance is mandatory. Please see the school calendar for scheduled PD days for the current school year. Please make childcare arrangements so your children are not in the building on in-service days.

INVENTORY

Teachers are required to turn in a revised inventory into the office each spring before they leave for the summer. Final paychecks will be released only when inventory lists are completed, turned in, and all debts owed the school by the teacher are paid. Purchased equipment of high value (i.e. technology) should be inventoried as they are received.

LESSON PLANS

Lesson plans are an important part of the educational process. The district will utilize Planbook for all lesson planning purposes. This will allow lesson plans to be readily available at any time for substitutes and school administrators. Teachers are required to list content standards covered for all lessons within their lesson plans. Lesson plans for the week should be uploaded prior to 7:30 am on the first instructional day of each week that school is in session.

NURSE'S OFFICE

If a student is sent to the nurse, make sure that a note is sent with the student. The nurse will not see students without a note. Please refrain from sending students to the nurse after 3:00PM unless it is an emergency.

PLANNING PERIOD

All teachers are provided planning time built into each school day. Please use this time for planning and grading purposes. If you must leave campus during this time, please let the office know.

PROFESSIONAL DEVELOPMENT

According to DESE, the mission of professional development is to support teachers in their continual efforts to improve instruction so that each student may achieve at higher levels in public schools. True, systemic change and improved student achievement results because teachers are knowledgeable of, and implement effective teaching strategies for individual student learning styles, abilities, and situations. All teachers have access to professional development through EdHub, which is an online professional library of research and activities connected to NEE and the formative observation reports generated from NEE. Glenwood has an established Professional Development Committee to coordinate and articulate professional development activities for the district's certified staff. You must obtain written permission from the PDC, the principal, and the superintendent prior to attending a professional development activity in order to be reimbursed for expenses incurred.

PURCHASE ORDERS AND REQUISITION FORMS

Purchase orders/requisition forms must be completed and signed by the superintendent prior to purchasing desired materials. Purchase orders/requisition forms can be obtained from the bookkeeper. You will be asked to provide a complete list of requested supplies, equipment, and textbooks each spring for the following year. You must obtain approval prior to placing the actual order for these supplies.

READING CIRCLE CERTIFICATE REQUIREMENTS

1. The Reading Circle Program is intended to encourage students to read extensively at school and at home.
2. Any pupil grade PK-12 in public, private, parochial or home schools of Missouri may become a member of the Reading Circle Program.
3. At the end of each school year, the teacher reports to the principal in writing the names of all pupils qualifying for membership as stated under membership requirements. The principal then issues a certificate of membership in the Reading Circle Program to each pupil qualifying.
4. When a pupil qualifies for **five consecutive years** and that achievement is certified by the principal, the pupil qualifies for a Certificate of Life Membership.
5. One source for books to use in this program is the annual Reading Circle Committee publication, New Books for Missouri Students. The books on this list have been read and evaluated by adults knowledgeable about children's literature. Other appropriate books of equal quality also may be used in the annual reading program.
6. Students in special programs can fulfill requirements of the Reading Circle Program by reading the number and level of books commensurate with their reading abilities. Alternative goals for membership in the Reading Circle Program can be established in a student's individual educational program (IEP).

Minimum number of books

Students are required to read the minimum number of books with **the student choosing the genre of his or her choice**. Reading Circle encourages a healthy balance of fiction and nonfiction.

Prekindergarten to second grade	**20 books**
Third through sixth grade	**16 books**
Seventh through twelfth grade	**14 books**

RECESS DUTY

Most teachers will have recess duty at one time or another. In order to keep students safe, certain procedures must be followed.

- At least one of the teachers on duty must carry a walkie-talkie
- Teachers should stand apart from each other and scan all parts of the playground or take sections to specifically watch
- Persons responsible for duty should not be on their cell phones unless it is an emergency
- Carry whistles while on duty
- If you take your class out during non-recess times, always alert the office
- Any and all teachers outside are responsible for any and all students outside

RESOLUTION OF DISPUTES

In keeping with the Glenwood R-8 School District's Board Policies, the following requests are made to employees for the purpose of smooth resolution disputes. It is the belief of the Glenwood R-8 Board of Education that many disagreements may be solved at the lowest level possible. By that, we mean that, if an employee has an issue with another employee, an appointment should be made with the other employee to discuss the issue privately so that the disagreement can be resolved. If, after meeting with the employee, the dispute has not been resolved, the next step in the chain of command appropriate would be for the employee to make an appointment to meet with the principal. If the dispute cannot be resolved at the building principal level, the employee should make an appointment with the district superintendent to discuss the grievance. If there is no resolution at this level, the grieved participant may ask the superintendent for the necessary paperwork for having the issue brought before the board of education.

The only way an issue may be brought to the consideration of the board of education is through this process. We appreciate your participation in the educational processes for our students, and we ask that you work with us to solve any issue that may arise in this manner. We look forward to a smooth and productive school year!

SCHOOL SCREENINGS

Preschool and Kindergarten screenings will be scheduled, organized, and carried out by a committee composed of the preschool teacher, PAT educator, process coordinator, counselor, and front office secretary. Screening dates should be announced in January and parents should be notified by May 31st, by a committee member, whether or not their child will be enrolled the following year. Glenwood preschool will accept the first twenty in-district candidates and children of employees. In the event that twenty in-district candidates do not complete the screening process/paperwork by May 31st, the district will then move to out-of-district candidates to fill the empty seats in order of screening, respectively.

SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORTS

The behavior management system used at Glenwood R-8 School District is PBS. It is a system of instruction, redirection, and positive feedback that guides students to make acceptable choices in their behaviors. Grade-level teachers and homeroom teachers will be responsible for explicitly teaching and reviewing the identified school-wide behavior expectations to their students on a regular and ongoing basis. All other teachers will review and reinforce the expectations with students as needed.

SPECIAL EDUCATION SERVICES FOR STUDENTS WITH DISABILITIES

As per Board Policy IGBA-1, it is the policy of the Board of Education to provide a free and appropriate education for students with disabilities. Students with disabilities are defined as those students who have one of the categorical disabilities as enumerated in the Missouri State Plan for Part B of the Individuals with Disabilities Education Act. Students with disabilities will be identified on the basis of physical, health, sensory, emotional disabilities, behavioral problems, or observable exceptionalities in mental ability. The district's programs and services available to

meet the needs of these students will be in accordance with federal and state laws governing special education services.

In compliance with the Missouri State Plan for Special Education, the following definitions must be understood and adhered to when working with students with disabilities:

- **Least Restrictive Environment (LRE)-**Refers to student placement in the setting that is as close to the regular classroom as appropriate for that student
- **Manifest Determination**-Must be conducted when disciplining a student with a disability. Basically, this means that the IEP team must consider, in terms of the behavior subject to disciplinary action, all relevant information, including:
    - Evaluation and diagnostic results, including such results or other relevant information supplied by the parents of the child;
    - Observation of the child; and
    - The child's IEP and placement

The team must determine that:

- The child's IEP and placement were appropriate and the special education services, supplementary aids and services, and behavior intervention strategies were provided consistent with the child's IEP and placement;
- The child's disability did not impair the ability of the child to understand the impact and consequences of the behavior subject to disciplinary action; and
- The child's disability did not impair the ability of the child to control the behavior subject to disciplinary action.

Specially designed instruction-Adapting, as appropriate, to the needs of an eligible child, the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child's disability, and to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the school.

STUDENT SUPERVISION

Teachers are responsible for all of the students assigned to them. **At no time may students be left unattended**. Doing so subjects our students to potential harm, and the school district could be subject to possible litigation. Students in PK-4th grade will be taken by a teacher to and from special classes and recesses. Students using the restroom as a class should have teacher supervision to the greatest extent possible. Locker rooms will be kept locked unless students are dressing in or out for PE.

Middle school students should be supervised in the hall at their lockers before school, between classes, at lunchtime, going to recess, and at dismissal. **Students are not to be in any classroom unattended.**

Teachers will be assigned various supervisory duties throughout the day. These duties are an important part of making sure the school is run smoothly, efficiently, and safely. Therefore, it is vital that each individual performs his/her duties every day, and makes arrangements to ensure these duties are covered during any absence.

STUDY SKILLS

Students in all grades should be explicitly taught how to study and prepare. This should be done during the first days of school, and it should be an ongoing process throughout the year. Every time you are teaching a new style of learning, make sure the students are aware of how to study, take notes, or write their papers, etc. Do not assume any students know the correct way without instruction. Allow students time to practice study skills.

SUB FOLDERS

Teachers are required to have substitute teacher folders in an easy to spot location. We have several good substitutes, but they need to be provided the guidance and tools to ensure they can be successful. A substitute should never be left without plans. Just a little bit of prior planning will curtail student misbehavior and confusion. If you do not want substitutes teaching your regular lesson plans, make sure there is enough work for them to keep your students busy. Free time, silent reading time, and extra recess time are hard on substitutes because unstructured time leads to more discipline issues. Students also get bored with too much movie showing.

Sub folders should contain:

- Current class lists
- Current seating chart
- Basic classroom procedures
- Basic classroom discipline/behavior management procedures
- Daily class schedule, including breaks
- List of any extra duties (times, days, locations)
- Pertinent student information such as health issues, special education student schedules, abnormal behaviors, and tips for handling them, names of student helpers, etc.
- At least two days worth of emergency sub plans

SUPPLIES FOR CLASS PARTIES

Teachers are to furnish plates, cups, napkins, etc. for class parties, either on their own or by having students or room mothers bring them. Paper/plastic goods are not to be taken from the kitchen or from the workroom to use in any classroom for student purposes.

VIDEOS

The use of movies for entertainment purposes must be limited. Movies rated “G” are approved. Movies with “PG” ratings must be previewed by the teacher, found presentable, and approved by administration before showing. Movies rated “PG-13” and “R” are prohibited. Movie showing should be rare, as movies are not a substitute for active teaching and learning. Students will not be properly engaged if repeatedly shown movies.

ALTERNATIVE METHODS OF INSTRUCTION

In the event that school is closed due to exceptional or emergency circumstances, the Glenwood R-VIII School District will provide Alternative Methods of Instruction (AMI) for students. These instructional activities will both review and reinforce previously taught skills, and they will introduce new concepts. Assignments will be provided in the form of physical work packets, and they will be distributed to all students. Students will be notified each day AMI will be used, and

they will be expected to complete the work as instructed. Procedures for submitting completed work will be communicated with parents and guardians at the time of school closure.