

Building Specific Information 2022 - 2023



William Cappel Elementary

Principal - Dr. Megan Crawmer

Assistant Principal - Mrs. Sam Lollar

Counselors - Mrs. Sherry Ryan & Mrs. Molly Naxera

Our Mission

It is the mission of William Cappel Elementary to work together, create relationships, and educate ALL.

Our Big Three

Learners and Leaders are accountable for their thoughts, words, and actions by being

- ★ *Respectful*
- ★ *Responsible*
- ★ *Safe*

Arrival

Students may be transported to and from WCE either by district bus transportation or by vehicle. Cars that are dropping off students should use the right hand lane of the front drive. Students should exit their vehicle curb side as the left hand lane is for thru traffic. Students may enter through the front door from 8:50a.m. to 9:10a.m. ***Students are not to arrive before 8:50 unless they are attending Latchkey or a school-sponsored activity.*** After 9:10 a.m., parents need to sign their students in at the front office. Buses use the back of the school for drop-off and pick-up. Students will not be dismissed early after 3:45 (Mon, Tues, Thurs, Fri) or 2:40 (Wed) due to dismissal procedures, except in cases of emergency. No student is to leave school early without checking out through the office. Students leaving early must be signed out in the office by a parent/guardian or a previously designated person. A parent, guardian, or designated person must have identification to check out a student.

Dismissal

The front doors are unlocked at 4:10 for student dismissal. Car rider students will be released to parents or designated persons from the music room, art room or cafeteria, after showing proper identification and signing their child out. Adults are encouraged to park in the parking lot when picking up their students.

Behavior Expectations

	All Settings Voice Level: Teacher Choice	Classroom Voice Level: Teacher Choice	Hallway Voice Level: Silent to Whisper	Restroom Voice Level: Silent to Whisper	Cafeteria Voice Level: Inside Talking Voices	Playground Voice Level: Outside Voices	Morning Meeting/ Assemblies Voice Level: Teacher Choice	Dismissal Voice Level: Silent to Whisper	Bus Voice Level: Inside Talking Voices
Respectful	Use kind words Follow directions Be a good listener	Raise hand for help Take care of classroom supplies	Walk and wait quietly	Give others privacy	Use inside talking voices Eat only your food	Take turns	Keep voices off during assemblies or performances Eyes on the presenter or performance Stay seated	Walk quietly using whisper voices only when necessary	Keep the bus clean
Responsible	Use materials as instructed Keep the school neat and clean	Be ready to learn Complete assignments to the best of your ability	Return to class promptly	Use supplies properly Place all trash in the trash can Return to class promptly	Gather all lunch items needed before sitting down Clean up after yourself	Be a problem solver	Follow expectations	Be a good listener Go to your assigned location promptly Have all belongings necessary	Take all your belongings Watch for your stop
Safe	Keep hands and feet to self	Stay in seat Keep all chair legs on the floor Maintain personal Space	Use walking feet	Walk Wash hands with soap and water	Raise your hand for help Report spills Walk and wait quietly	Use equipment as instructed Stay in approved areas	Keep hands and feet to self	Line up or sit with your hands and feet to yourself	Sit seat to seat, back to back, with your bookbag in your lap

Goals for Life

I can have an uncomfortable feeling and still be Respectful, Responsible, and Safe.

I can be Respectful, Responsible, and Safe even if someone else is not.

I can be Respectful, Responsible, and Safe even when I don't want to.

Placement Continuum

1. Chill zone in the classroom
2. Buddy room 1
3. Buddy room 2
4. Focus Room

Students will work their way back through the continuum before they will rejoin the class.

Counseling Program

William Cappel Elementary has guidance and counseling programs to encourage students in the direction of intellectual, social, and emotional growth. The guidance program is run by Mrs. Sherry Ryan and Mrs. Molly Naxera and includes:

- The counselor visits each classroom to teach guidance lessons.
- Small group counseling is available upon request by a parent, student, or teacher. It deals with topics such as anger management, study skills, friendship skills, self-concept, stress management, grief support, or divorce issues.
- Individual counseling is provided as needed. Referrals to outside agencies are made if necessary.
- Students, teachers, and the counselor work together monthly on District character lessons.
- Counseling programs provide opportunities for students to participate in Character Council, Student Ambassadors, and other Kids Kare Teams.
- The counselor is the School Test Coordinator (STC). You may call if you have questions regarding State assessments.
- You can also watch for helpful information in the Counselor's section of the newsletter.
- Appointments may be made with the counselor by calling the school office at 636-356-4246.

PTO:

The William Cappel Elementary PTO (Parent Teacher Organization) works diligently to support the staff and students at WCE. They provide financial support for building projects, classroom materials and student activities. Additionally, the PTO hosts family events throughout the school year. For information about joining the PTO or ways to support their efforts, please call the office for contact information.

Schoolwide Title I

A School-wide program is a comprehensive reform strategy designed to ensure that all students demonstrate proficient and advanced levels of achievement on state academic standard assessments.

A School-wide program uses its Title allocation to upgrade the entire educational program of the school in order to raise academic achievement for ALL students at the school. No longer are students or teachers labeled "Title I," but instead, all students and all teachers at the school use Title I dollars to improve the school's entire academic program. A School-wide program is built upon school-wide reform strategies rather than separate, add-on services.

Parent School Compact - School-wide Title I Reading Program - Learning Compact

Parent

In order to help my child be successful in school, I am willing to:

- Read stories to my child.
- Listen to my child read books on his or her reading level.
- Praise my child when improvement and effort are seen.
- Help my child study new vocabulary words learned in the regular classroom.
- Encourage my child to write every day.
- Make sure my child's attendance at school is a major priority.

Student

I know my education is important to me. I agree to do the following:

- Learn new vocabulary that is presented in my class.
- Try to read and write every day.
- Respect and cooperate with the other students and adults.
- Turn completed schoolwork in on time.

Teacher

The teacher understands the importance of the school experience to every student and his/her role as teacher. He or she agrees to do the following:

- Be aware of the needs of your child.
- Communicate with you regarding your child's progress through phone calls, notes and semester progress reports to you, the parent.
- Encourage life-long learning habits such as organization, locating necessary information, etc.
- Provide a relevant and challenging educational program.
- Provide an opportunity for you to give input into the development of your child's educational program.

Reading Services Personnel Information and Parents Right to Know

At the beginning of each school year, a participating school district must notify the parent/guardians of each student attending a building that receives reading services funding that the parents/guardians may request, and the district will provide in a timely manner, information regarding the professional qualifications of their child's classroom teachers.

Qualification of Reading Services Teachers

Beginning with the 2005-2006 school year, each district needed to ensure that all teachers were highly qualified. Staff qualifications for reading services are as follows:

- All reading services teachers must have a baccalaureate degree and a Missouri teacher's certificate for the grade level(s) to which assigned
- Reading services teachers must have Reading Specialist certification or a Master's Degree in Reading
- Language arts and math teachers, or those providing tutoring, must have appropriate grade level certification.

Qualifications for Reading Services Paraprofessionals

Districts are encouraged to continue the requirement that all paraprofessionals newly hired have a minimum of 60 semester hours of college credit with a certified transcript on file.

Troy R-3 School District Reading Services staff meets or exceeds the above listed federal requirements.

Missouri Department of Elementary and Secondary Education No Child Left Behind Complaint Procedures

The Federal No Child Left Behind Act of 2001 (NCLB), Title IX Part C. Sec. 9304(a)(3)(C) requires the Missouri Department of Elementary and Secondary Education (DESE) to adopt procedures for resolving complaints regarding operations of programs authorized under the Act, including Title I, Title II, Title III, Title IV (Part A), Title V, Title VI, and Title VII and Title IX (Part C).

Who May File a Complaint?

Any local education agency (LEA), consortium of LEAs, organization, parent, teacher, or member of the public may file a complaint.

Definition of a Complaint

There are both formal and informal complaint procedures.

A formal complaint must be a written, signed statement that includes:

1. An allegation that a federal statute or regulation applicable to the state educational agency (SEA) or a local education agency (LEA) program has been violated
2. Facts, including documentary evidence that supports the allegation, and
3. The specific requirement, statute, or regulation being violated.

Alternatives for Filing Complaints

It is federal and state intent that complaints are resolved at a level nearest the LEA as possible. As described below, formal complaints filed with the SEA will be forwarded to the appropriate LEA for investigation and resolution. Informal complaints made to the SEA will be subject of an initial investigation by the SEA, but will be forwarded to the LEA if a formal complaint evolves. Precise processes in both instances are described below.

Informal and Formal Complaints Received by the Local Education Agency

Informal and formal complaints filed with the LEA concerning NCLB program operations in that LEA are to be investigated and resolved by the LEA according to locally developed procedures, when at all possible. Such procedures will provide for:

1. Disseminating procedures to the LEA school board,
2. Central filing of procedures within the district,
3. Addressing information complaints in a prompt and courteous manner,
4. Notifying the SEA within 15 days of receipt of written complaints,
5. Timely investigating and processing of complaints within 30 days, with an additional 30 days if exceptional conditions exist,
6. Disseminating complaint findings and resolutions to all parties to the complaint and the LEA school board. Such findings and resolutions also shall be available to parents, teachers, and other members of the general public, provided by the LEA, free of charge, if requested, and,
7. Appealing to the Missouri Department of Elementary and Secondary Education within 15 days decision being given to the LEA. This 15-day implementation period may be extended at the discretion of the SEA Division Director. The complaint or the LEA may appeal the decision of the SEA.

Formal LEA Complaints

1. Record: The SEA will record the source, the nature of the complaint, including the applicable program involved in the complaint, statute violated and facts on which the complaint is based.
2. Decision: The SEA decision will be rendered within 15 days of the complaint receipt. The LEA will be promptly notified of the SEA's decision.
3. Appeal: The LEA may appeal the decision of the SEA to the SEA review board within 30 days of receipt of the decision. Procedures under the "Appeal to the State Agency Review Board" section will be followed.
4. Second Appeal: An applicant has the right to appeal the decision of the SEA Review Board to the U.S. Secretary of Education. The applicant shall file written notice of appeal with the Secretary within 20 days after the applicant has been notified by the SEA of its decision.

Complaints Against LEAs Received from the United States Department of Education

1. Complaints against LEAs received from the U.S. Department of Education will be processed as though they had been received initially at the SEA.
2. A report of final disposition of the complaint will be filed with the U.S. Department of Education.
3. These procedures shall not prevent the SEA from partially or wholly interrupting funding of any LEA IASA program or taking any other action it deems appropriate.

Procedure Dissemination

1. This procedure will be disseminated to all interested parties through the agency webpage at <http://dese.mo.gov> and to subscribers to the Federal Programs listserv.
2. This guidance will be distributed through regional and statewide meetings with Federal Program Coordinators. LEAs are asked to incorporate the elements of the complaint procedure into their own policies and procedures.
3. DESE will also keep records of any complaints filed through this policy.

Lincoln County R-III Elementary Handbook
Handbook/Field Trip Acknowledgement Form
2022 - 2023 School Year

Student Name: _____

Grade (Please circle) **K** **1** **2** **3** **4** **5**

Teacher: _____

Please sign and return this form to school as soon as possible.

- 1. I give my permission for my child to attend any field trips with Lincoln County Elementary Schools for the 2022 - 2023 school year. I understand that school personnel will attempt to contact me at current numbers I have provided to the office in the event my child should require emergency medical or dental care. Should I not be able to be reached, I give school personnel or other adult supervisors my permission to transport my child to the nearest medical or dental facility. All school policies and procedures pertaining to emergency situations will be followed.**

Parent or Guardian Signature: _____

Date: _____

- 2. I have read and understand the section on School-wide Title I (Qualifications, Parent Right to Know, and Complaint Procedures) and will support my child's learning in the ways suggested. This includes giving my permission for the educational use of my student's subgroup data. Subgroups designated by the Elementary and Secondary Education Act are as follows: Asian/Pacific Islanders, Black, Hispanic, American Indian, White, Multi-Racial, Free and Reduced Lunch, Limited English Proficiency, and IEP.**

Parent or Guardian Signature: _____

Date: _____

- 3. I have received and read the 2022 - 2023 Lincoln County R-III Elementary School parent and student handbook.**

Parent or Guardian Signature: _____

Date: _____