

# **Mentoring/Protégé Handbook**

**2017-2018**



**SCHOOL  
CENTER  
DISTRICT**

# **Professional Development**

## **Beginning Teacher Mentor/Protégé Handbook**

**Sally Newell**  
**Executive Director of Curriculum and Instruction**  
**816-349-3304**

**Kelly Wachel**  
**Mentoring Coordinator and**  
**Executive Director Public Relations**  
**816-349-3730**

**Dr. Kyle Palmer**  
**Executive Director of Human Resources**  
**816-349-3313**

## Center School District

Welcome to the Center School District. Center School District is a fully accredited pre-kindergarten through 12<sup>th</sup> grade district located in the southern part of Kansas City. The District has a full range of academic programs designed to prepare students for continuous education at colleges, universities, and technical schools as well as post high school employment. The district embraces the cultural diversity of its student population as a way of enriching their experiences and better preparing them for success in the world in which they will live and work. Although the district is located in Kansas City, its student population of 2500 and the small class sizes provide an urban environment with many of the advantages of a small suburban community. Updated class rooms all include SMART Board Technology. This 21<sup>st</sup> century instructional tool provides our talented teaching staff with exciting possibilities to enhance students' educational experiences. Almost 60% of Center teachers hold a Master's degree or higher.

We are committed to working closely with you as you develop into the teachers you are meant to be. We are happy to have you.

Dr. Sharon Nibbelink  
Superintendent

# I

## MISSION STATEMENT, POLICY, & REGULATIONS

*Teach the children so it will not be necessary to  
teach the adults.*

*Abraham Lincoln*

## **Board of Education**

Joe Nastasi – Board President  
Beverly Cunningham – Vice President  
Stephen Stricklin – Board Member  
Marcie Calvin – Board Member  
Dennis McCulloch – Board Member  
Laurie Dolezal – Board Member  
Cecelia Ball – Board Member  
Dr. Sharon Nibbelink – Superintendent of Schools  
Stephanie Archie – Secretary

## **Mission**

All students will demonstrate high achievement, character and teamwork in a diverse community. Together, we achieve!

## **Vision**

The Center School District strives for excellence in our schools where all students are expected to learn and grow.

## **Core Values**

At Center Schools, we value –

- High expectations for Student Success
- Safe and Respectful Schools
- Positive Relationships
- Diversity in Our Schools and Community

## 1. Program Objectives

The Center School District provides new teachers a mentor teacher. Teachers new to the district who have prior successful teacher experience will be provided a buddy teacher.

The program was developed in order to fulfill the following objectives:

- Retain quality teachers
- Prevent teacher isolation
- Familiarize new teachers with Center School District
- Improve beginning teachers' skills and performance
- Build a sense of professionalism and positive attitude
- Support teacher morale, collegiality and communication
- Build self-esteem and self-reflection
- Provide awareness of school and district policies, procedures and mission
- Meet Missouri Department of Elementary and Secondary Education requirements

## 2. Program Management

The program is provided through Center PDC and provides training to mentors through the following ways:

- The management and delivery of a teacher induction program
- The development of a clearly stated purpose that is grounded in research, supports the Professional Development Plan and the Center Strategic Plan
- The development of beginning teacher participation requirements and expectations as a condition of employment
- The implementation of the program
- The delineation of the roles and responsibilities
- The criteria for the selection of mentor teachers and incentives for participation
- The development of the mentor teacher training program implementation plan
- The creation of a teacher induction evaluation plan
- The identification of areas responsibility
- The allocation and use of resources which will enable the program to deliver planned services and maximize beginning teacher success.

## 3. Program Design

First year teachers are assigned a mentor to provide assistance with transition into teaching. It is expected that all new teachers attend meetings. A total of 24 hours of training is offered.

**Summer Induction:** 16 hours- Areas of concentration are setting procedures, curriculum and technology.

**After school meetings:** 4 hours – This training is held with new teachers immediately after school. This training may also include your mentor in some months.

**Whole Group Meetings:** 3 hours – This training is only for all new teachers (mentors do not attend). Topics may include, curriculum, classroom management, and instructional strategies.

Teachers who are new to the district, but have teaching experience will be assigned a buddy teacher. They will attend summer induction and whole group meetings as well as meetings with the Mentor Coordinator and their buddy teacher on a quarterly basis.

Second year teachers will attend afterschool meetings as well. The area of concentration will focus on their professional development plan and the continued growing of teacher leaders.

Teachers with four or more years of experience will be provided professional development to support on-going needs and the district curriculum and professional development focus during full day and half day professional development days in addition to Summer Teach Academies (STA's). The development of STA's will provide veteran teachers opportunities to acquire university credit. The courses will be taught by a member of the Professional Development Committee or a trained facilitator.

#### **4. Mentor Selection Criteria**

Mentors will be selected by the Curriculum and Professional Development Department and the building principal. The following selection criteria should be followed when selecting mentors:

- Be a classroom teacher with a minimum of three years experience who has achieved continuing contract status and who work in the same building as the teachers they are assisting, if possible.
- Be assigned to no more than two teachers at any time
- Guide teachers in the program through demonstrations, observations, and consultations to promote instructional excellence
- Has completed mentor training
- Has been recognized as an outstanding teacher who maintains positive relationships
- Understands beginning teacher development
- Willing to participate in support provider/assessor training
- Understands curriculum and assessment processes
- Has the ability to discuss assessment information and share instructional ideas and materials with beginning teachers
- Monitor and evaluate the effectiveness of the professional development program

# II

## MENTORING PROGRAM INFORMATION

*What we want is to see the child in pursuit of knowledge, and not knowledge in pursuit of the child.*

*George Bernard Shaw*



## **New Teacher Mentor Program**

The Professional Development Committee is committed to helping beginning teachers grow professionally and provide guidance for those teachers new to the Center School District. A strong Mentor/Protégé Program will be developed to address the following objectives:

- To orient beginning teachers to the culture of Center School District
- To provide beginning teachers with an understanding of professional expectation.
- To promote professionalism and collegiality
- To assist in the development of short and long term individual professional development plans
- To support state guidelines for certification
- To enhance effective teaching strategies

## **Professional Development Program Evaluation**

The PDC will develop assessment tools for evaluating the professional development program. The PDC will work with building level PDC's/Leadership Teams to evaluate the district's program and in monitoring the long-term effects of the program on student achievement.

Evaluation of each activity as it relates to the district's CSIP, goals, and objectives for professional development will be accomplished through formal and informal tools. All levels of the educational community, individual, building and district, will assess its effectiveness. As with needs assessment activities, program evaluations and long-term monitoring results will be used for the continuous improvement of the professional development program, with an emphasis on enhancing student achievement.

## **Responsibilities**

The Professional Development Committee continually strives to be in compliance with state mandates and MSIP; the Committee, in collaboration with each building's CBIP, is responsible for the following:

- PDC will make plans for implementation of the Professional Development program; determine the time, place, kinds of sessions needed and the professional resource persons to be used.
- The Executive Director of Curriculum and Administration will consult with the Committee before deciding on any new district professional development initiatives.
- Assess faculty needs and develop professional development opportunities for all school staff.
- Provide a district level professional development program that focuses on and supports its curriculum and instructional practices.
- Plan and implement district professional development in-service sessions that align with district and building goals; review, evaluate and maintain records of the in-service sessions.
- Design and implement a beginning teacher assistance program and mentor teacher program to assist beginning teachers.
- Maintain appropriate documentation of requests for PDC funds, activities and evaluations, meeting minutes, and anything else necessary for the committee records and district communication.
- Plan, develop, coordinate and direct the professional growth activities that help meet the district goals.
- Serve on the CBIP committee in each building.
- Provide district administration/Coordinator of Professional Development with faculty suggestions, ideas and recommendations pertaining to classroom instruction.
- Submit to the Superintendent and Board the general plan for professional growth for the following school year for their approval.

## **Purpose**

- The purpose of the committee is to identify instructional concerns and remedies for beginning and experienced teachers, arrange training for mentors, assess faculty needs, serve as a confidential consultant upon a teacher's request, develop in-service opportunities for school staff, provide District administration with recommendations concerning instruction, and review and evaluate the District's staff development programs. The committee shall plan and implement professional development opportunities designed to meet objectives of the district's CSIP. The Professional Development Committee supports district educators in their continual efforts to improve instruction so that each student may achieve at higher levels of learning.

## **PROFESSIONAL DEVELOPMENT PROGRAMS** (District Policy GCLA)

The Center Board of Education values professional development for its faculty and is committed to providing systematic professional development for beginning and practicing teachers. In addition, the Professional Development Committee will assist the Board of Education in achieving its goals for the school district. The Board directs the Superintendent to ensure that the Professional Development Committee be established and accomplish its duties according to Missouri Statute and Board policy. The Board will support the Professional Development Committee and will provide in-service opportunities for all practicing teachers. Adequate time and funds will be included in the district's yearly calendar and budget to support the programs.

The Board of Education directs the Professional Development Committee, once its plan is approved by the Superintendent and the Board, to plan, coordinate, and implement professional growth activities consistent with the goals of the Board of Education.

The Superintendent is directed to develop those administrative regulations necessary for the accomplishment of this policy and the statutes of the state of Missouri.

Adopted: January 28, 1992

Revised: February 10, 1997

Legal Refs: 168.400, RSMo. 1988  
5CSR 80-800.010, 5 CSR 80-850.040

Cross Refs: GCBA, Professional Staff Salary Schedules  
GCBDA, Professional Staff Short Term Leaves  
and Absences  
GCL, Professional Staff Development Opportunities

Center School District No. 58, Kansas City, Missouri

## **Center School District PROFESSIONAL DEVELOPMENT PLAN**

The Center School District and its Board of Education recognize that professional development is a continuous, intentional, ongoing, and systemic process. Professional development is aimed at promoting individual professional competence and self-renewal that is designed to support the implementation of the Board's educational objectives while implementing state and federal mandated policies and procedures.

The Board will support the professional development committee with the one percent minimum guarantee of its revenue as mandated by Senate Bill 380 plus additional funds needed to achieve district goals. The Board also will support the Professional Development Committee and will provide in-service opportunities for all practicing teachers by providing adequate time and funds to be included in the district's yearly calendar and budget to support the programs. The Professional Development Committee will plan and coordinate activities that support both district CSIP Goals and the Board of Education's Goals.

## **Philosophy**

Professional development helps create a community of learners where staff members share a common vision and language. Increasing student achievement is the primary goal of the district and the Professional Development Committee.

- We believe that the ultimate purpose of professional development is student success and achievement and that they are inseparably linked to the continual professional growth of teachers.
- We believe that professional development assists educators in building a foundation of knowledge and skills through meaningful, professional experiences.
- We believe that learning opportunities should be offered in safe environments where staff members feel free to take risks and try new ideas.
- We believe professional growth requires time for building a culture of dialogue and reflection;
- We believe that professional development includes the necessary support and follow-up needed to ensure improvement.
- Possesses effective interpersonal and collaborative skills
- Has a commitment to their own professional growth and learning

### ***Research based information and other considerations:***

- Avoid pairing new teachers with their department chair or other immediate supervisor; the more closely mentoring is tied to evaluation, the less willing many new teachers are to take risks and ask questions (Brock & Grady, 1998; Educational Resources Information Center, 1986)
- Mentors should have similar interests and outlooks on teaching (DePaul, 2000). Pairing a new teacher with a mentor who has dramatically different beliefs, or who is less than enthusiastic about teaching, is unlikely to produce an effective match.
- Mentor teachers should teach the same grade level and/or subject area as their mentee (Brock & Grady, 1998; Educational Resources Information Center, 1986; Huling-Austin, 1992). Although this is not essential, it allows pairs to work more closely on curricular issues specific to the beginners' teaching assignment.
- A good mentor should be accepting of a beginning teacher. Mentors need to see the beginning teacher as a developing professional, rather than as one who needs to be "fixed". Novice teachers need practice and good, caring guidance. Furthermore, the mentor is committed to the role of mentoring and has the benefit of formal training (Rowley, 1999)

## **School Administrator Responsibilities**

School administrator responsibilities also include, but are not limited to, the following:

- Creation of a supportive school climate

- Provision of release time; beginning teachers and their mentor teachers must be given time and opportunities to work together on a regular, ongoing bases. There are *specific guidelines* for this activity which are provided through district PDC funds.
- Consideration of an instructional design that includes the new teacher being a non-traveling teacher or common planning periods for teachers and their mentors that keeps non-teaching assignments to a minimum.
- Collaborations with Curriculum and Professional Development team and PDC members to implement the mentor program
- Evaluation of the professional relationship between mentors and new teachers

### **Mentor Training**

Mentor teachers must have the knowledge and skills to identify and respond to beginning teacher needs and to create a collegial community that positively engages new teachers.

Components of the training program include the following:

- Learning to observe, coach, and reflect
- Utilizing best instructional practices, classroom management, and organization
- Dealing with difficult or resistant people and conflict resolution
- Enhancing communication skill and building relationships

# III

## MENTOR PROGRAM FORMS

*A teacher is a compass that activates the magnets  
of curiosity, knowledge, and wisdom in the pupils*

*Ever Garrison*

**PROTÉGÉ PROFESSIONAL DEVELOPMENT PLAN  
(ACTION PLAN)**

Protégé \_\_\_\_\_

Mentor \_\_\_\_\_

School / Dates \_\_\_\_\_

Protégé's Professional Goals For the Year:

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

ACTIVITY/EVENT	BEGINNING DATE	ENDING DATE	STRATEGIES AND EVIDENCE OF SUCCESS



**MENTOR/PROTÉGÉ**  
**Peer Coaching**  
**OBSERVATION AND FEEDBACK**

Mentor \_\_\_\_\_

Protégé \_\_\_\_\_

Date of Observation \_\_\_\_\_

Goals for Observation \_\_\_\_\_

\_\_\_\_\_

Mentor Feedback:

Protégé Reflection:

Follow-Up Plans:

## ANNUAL PROTÉGÉ PROGRAM EVALUATION

Your feedback will be helpful in planning for the continued professional development of our teachers.

Please check:                     Elementary School  
                                       Middle School  
                                       High School  
                                       Early Childhood  
                                       Alternative School

How do you feel about mentoring as the key component of our professional development program for new teachers?

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1. My experience in the mentor program was beneficial.

Negative			Positive
1	2	3	4

2. Influence in my professional work life by my mentor has been:

1	2	3	4
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3. How much assistance did your mentor provide in the development and writing of you protégé professional development plan?

1	2	3	4
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4. Number of mentor/protégé contacts. \_\_\_\_\_

5. In what areas would you recommend additional training?

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6. Other comments or suggestions:

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Thank you for your feedback.

Please return this sheet to Kelly Wachel by April 30<sup>th</sup>.

PROTÉGÉ PROFESSIONAL DEVELOPMENT DOCUMENTATION

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_ DATES \_\_\_\_\_

OBJECTIVE	ACTIVITY	DATE	HOURS	PRINCIPALS SIGNATURE

Total Hours \_\_\_\_\_

## ANNUAL MENTOR PROGRAM EVALUATION

Your feedback will be helpful in planning for the continued professional development of our protégés.

Please check:                     Elementary School  
    Middle School  
    High School  
    Early Childhood  
    Alternative School

1. How do you feel about mentoring as the key component of our professional development program for protégés?

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2. Rate your experience as a mentor teacher.

Negative		Positive	
1	2	3	4

3. Rate your influence in the professional life of your protégé.

1	2	3	4
---	---	---	---

4. How much assistance have you provided in the development and writing of your protégé's professional development plan?

1	2	3	4
---	---	---	---

5. Number of mentor/protégé contacts. \_\_\_\_\_

6. In what areas would you recommend additional training?

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7. Other comments or suggestions:

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Thank you for your feedback.

Please return this sheet to Kelly Wachel by April 30<sup>th</sup>.

Name (Optional) \_\_\_\_\_

# MENTOR PROGRAM PLAN

## MENTOR:

- Name

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- Teaching Assignment

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- School

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## PROTÉGÉ:

- Name

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- Teaching Assignment

---

- School

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## COMPENSATION – For work as a mentor teacher (check one):

\_\_\_\_\_ I will be paid \$150

\_\_\_\_\_ I will receive 16 clock hours of professional development credit.

\_\_\_\_\_ I will receive 1 hour of district salary credit.

## RELEASE TIME:

- You are given two (2) one half (1/2) days of collaboration time.
- You may use one half day each semester or combine them into one full day for the school year.
- Make sure you and your protégé fill out professional leave requests.

## MENTOR CHECKLIST/LOG:

- You are responsible for keeping track of activities and collaboration time with your protégé. Easiest way is to use the included google doc.

Thank you for participating in Center's Mentor Training Program! Please check the COMPENSATION portion, sign below, and turn into Human Resources Department by October 1<sup>st</sup>. (Payment or Credit is made at the end of the school year.)

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Mentor Signature

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Date

# IV

## OTHER RESOURCES

*The best teachers are those who show you where to look, but don't tell you what to see.*

*Alexandra K. Trenfor*

## Professional Organizations

American Association for Health, Physical Education, Recreation, and Dance

<http://www.aahperd.org>

American Council on the Teaching of Foreign Languages

<http://www.actfl.org>

American Federation of Teachers

<http://www.aft.org/>

Association for Supervision and Curriculum Development

Large international organization, focused on curriculum, teaching, leadership, supervision, and professional development; many publications.

<http://ascd.org/portal/site/ascd>

Council for Exceptional Children

<http://www.cec.sped.org>

Educators for Social Responsibility

<http://www.esrnational.org>

International Reading Association

<http://www.reading.org>

International Society for Technology in Education

Supports the use of technology in teaching and learning, many resources and publications.

<http://www.iste.org/>

National Art Education Association

<http://naea-reston.org/>

National Association for Bilingual Education

<http://www.nabe.org/>

National Association for Music Education (MENC)

<http://www.menc.org/>

National Association for the Education of Young Children

<http://www.naeyc.org/>

National Council for the Social Studies

<http://www.ncss.org/>

National Council of Teachers of English

<http://www.ncte.org/>

National Council of Teachers of Mathematics

<http://www.nctm.org/>

National Education Association

<http://www.nea.org/index.htm>.

# *When I Meet My Principal...*

## **What Do I Ask?**

Once you have visited your assigned school, met your administrator, and received your texts, curriculum guides, and other material, you will probably be asked the most difficult question of the year: “Do you have any questions?”

The following may serve as a guide to help you obtain information, which varies from building to building.

## **Miscellaneous:**

1. When should I arrive in the mornings?
2. How long after the school day are teachers required to stay in their rooms/buildings?
3. How early and who should I call if I am ill or need a substitute for any other reasons?
4. Do you have suggestions for what I should prepare for a substitute?
5. What is the procedure for taking attendance, lunch count, and milk money?
6. How do I report tardies?
7. Is there a preferred teacher dress code?
8. Where do I obtain and how do I submit maintenance work orders for broken equipment?

## **Liability/Safety Procedures:**

1. What are my responsibilities during fire drills? Where is my designated area to take the student? Where do I take the students during storm, earthquake, bomb threat drills? It may be helpful to have your administrator or another teacher (your mentor) walk your through this once before the actual drills.
2. Is there a procedure for lunchroom?
3. How are the boundaries for the playground/recreational areas determined? What are they?



4. If I must leave my room for a short period of time, how can I get someone to watch my class?
5. What is the procedure for sending an ill student to the office? How sick is “sick enough” to see the nurse?
6. What should I do if a fight breaks out on the playground, in the halls, or in my classroom?
7. Are there any students in my class with special health requirements or restrictions? How do I find out?

### **Recordkeeping:**

1. Is there an established grading system for the school/grade?
2. How and when are grade deficiencies reported?
3. What do I record on permanent records?
4. How and when do I record information on permanent records.
5. What do I do with tardy slips? How do I turn in attendance?
6. Am I responsible for keeping track of hours and days absent beyond the attendance turned in daily?
7. Where are the report cards and permanent records kept?
8. What is the procedure for referring a child for special needs assessment? What is my responsibility in making a referral?
9. What is the procedure for referring a child for student assistance team evaluation if abuse is suspected?
10. Are there available volunteers to aid with clerical chores such as grading and preparing materials for lessons?

### **Planning and Classroom Preparation:**

1. Does the school have a preferred form for lesson plans?
2. How do I schedule my classes to meet the required number of minutes for the curriculum?
3. How do I mesh the curriculum guide and textbooks to plan lessons?
4. Where should I expect to be by January in all subjects?
5. When should I begin preparing for the spring achievement tests?
6. When are spring achievement tests given? Which tests are given at my grade level?
7. Are there performance tasks that have been developed for my curriculums?

### **Supplies and Trips:**

1. How do I obtain instructional supplies for my classroom?
2. What supplies can I get from the office?
3. Where do I get writing and construction paper, pencils, and other student supplies? Where can I get bulletin board background paper and art supplies? What should I order for my class?

4. How do I schedule a field trip? What is the budget for field trips? What are the regulations for field trips in terms of ties to the curriculum?
5. How many adults should accompany students on field trips? Can we use parents for this purpose?
6. What field trips have been taken in the past? Are any scheduled for my grade?

**Social/Community Relations:**

1. What programs or community meeting should I plan to attend (PTA, Fun Night, etc.)?
2. What holidays are officially celebrated with parties?
3. Can I schedule “class parties” at other special times?
4. What should I do with students who are not allowed to celebrate holidays?
5. Are there any students, who cannot celebrate holidays in my room, how can I find out?

**Discipline/Classroom Management:**

1. Is there a classroom management plan which has been adopted for my school, and when will I receive training?
2. Do you have suggestions for effective classroom management?
3. How much is too much? When do I send a child down to see the principal? At what point are the counselor and parents contacted?
4. What offenses are considered reasons to suspend?

**Evaluation:**

1. Who will evaluate me?
2. What will the evaluators be looking for regarding preparation and execution of lessons?
3. What format will be used for evaluation?
4. When will I be evaluated and how often?
5. If I am not satisfied with my performance appraisal the first time, do I get a second chance?
6. When will I receive feedback on my evaluation?
7. How is the evaluation used in determining teacher effectiveness and professional development?

**Professional Development:**

1. What types of in-service programs would you like me to attend?
2. Does our school have a particular focus for staff development?
3. What are the PDC initiative for this year at this school?
4. What district-level staff development initiatives are occurring?
5. How will I fulfill my PCI requirements?
6. Who should I contact with questions about my contract?

**SCHOOLS/BUILDING CONTACT INFORMATION**  
**Center School District**

Early Childhood Education Center.....816-349-3700  
8817 Wornall Road  
Kansas City, MO 64114  
Tamara Sandage, Principal  
Angela Castro, Secretary

Boone Elementary.....816-349-3613  
88717 Wornall Road  
Kansas City, MO 64114  
Anson Baker, Principal  
Linda Morris, Secretary

Center Elementary.....816-349-3444  
8401 Euclid  
Kansas City, MO 64132  
Nicole Walker, Principal  
Elizabeth Cunningham, Secretary

Indian Creek Elementary.....816-612-4250  
9801 Grand  
Kansas City, MO 64114  
Dr. Angela Price, Principal  
Gwen Griggs, Secretary

Red Bridge Elementary.....816-612-4200  
10781 Oak  
Kansas City, MO 64114  
Rachelle Hamrick, Principal  
Jackie Williamson, Secretary

Center Middle School.....816-612-4000  
326 E. 103<sup>rd</sup> Street  
Kansas City, MO 64114  
Linda Williams, Principal  
Joya Trice, Secretary

Center High School.....816-349-3330  
8715 Holmes Road  
Kansas City, MO 64131  
Sharon Ahuna, Principal  
Donna Vennera, Secretary

Center Alternative School.....816-349-3440  
8434 Paseo  
Kansas City, MO 64131  
Kristian Foster, Principal  
Audrey Harris, Secretary

## DISTRICT PERSONNEL

Dr. Sharon Nibbelink  
Dr. Michael Weishaar  
Stephanie Archie

Superintendent  
Assistant Superintendent  
Board Secretary/Administrative Assistant

Dr. Kyle Palmer  
Jennifer Hamilton

Executive Director of Human Resources  
Administrative Assistant

Sally Newell  
Becky Sanders

Executive Director of Curriculum & Instruction  
Administrative Assistant

Kelly Wachel  
Debi Julian

Executive Director of Public Relations  
Administrative Assistant

Meagan Patterson  
Shirley Brooks

Director of Students Services/SPED  
Administrative Assistant

Stacy King  
Sarah Hunter

Director of Student and Family Success  
Administrative Assistant

Colleen McLain

Director of Technology

Joyce Suedmeyer

Director of Assessment

## **ALL INFORMATION ONLINE FORMS, HANDBOOKS, AND GENERAL INFORMATION**

On hour home page – [www.center.k12.mo.us](http://www.center.k12.mo.us)

- Menu tab called “Staff”
- This will bring you to your **Resource Page**.

### **You will find your HANDBOOKS:**

- Teacher Handbook – “Click” to view handbook
- Mentor/Protégé Handbook – “Click” to view handbook

### **FORMS**

- You will find forms for **Mileage**, in and out of district travel. Leave Request forms for: **Personal Leave, Personal Business Lead, Sick Leave and School Business Leave**  
(School Business Leave-Must be submitted for approval seven (7) days prior to event.)

You will also find FMLA forms and Sick Leave Pool Request Forms.

Contact numbers about your Benefits you will find under the **EMPLOYMENT** tab (last tab on district home page) “Click” **Benefits**

**Take time to familiarize yourself with Center School District’s website. Look through our homepage “tabs” and “drop downs” and you will be able to print off any forms or handbooks or parts of handbooks as you need them.**

If you cannot find something you are looking for there is a “search” box at the top of the home page or you can call Human Resources for assistance 349-3313.