



**MERAMEC
ELEMENTARY SCHOOL**

Bettering Ourselves
Bettering Our Community
Bettering Our World

Parent/Student Handbook

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Mission, Vision and Core Values

As a community, the students, staff, parents and patrons of the School District of Clayton are united in our commitment to student learning. Our mission, vision and core values embody why we are here, what we want our students to become and the principles that guide our work.

Mission Statement

We inspire each student to love learning and embrace challenge within a rich and rigorous academic culture.

Vision Statement

We develop leaders who shape the world through independence, creativity and critical thinking.

Core Values

We model and promote

- **excellence** by challenging our students and ourselves to meet the highest expectations of our community.
- **trust** by building relationships based on integrity, mutual respect and open communication.
- **inclusiveness** by valuing individual differences and the contributions of a diverse student body and staff.
- **innovation** by encouraging ideas and practices that foster adaptability.
- **accountability** by aligning our actions and resources with our stated objectives and taking responsibility for the outcomes.

Tagline

Educate. Inspire. Empower.

ARRIVAL PROCEDURES

Elementary school hours are 8:40 a.m. to 3:30 p.m. Students will be permitted to enter the building at 8:30 a.m. and proceed to their classrooms to get ready to begin their school day. Supervisors are on duty beginning at 8:20 a.m. You may drop off your children off at this time to wait with the supervisors outside.

VISITOR MANAGEMENT SYSTEM

Student safety is our top priority throughout the School District of Clayton. In the interest of student and staff safety, the District uses a visitor management system to check in all visitors to our buildings. It allows schools and buildings to produce visitor badges and electronically check all visitors against registered sex offender databases. All visitors will need to show a photo ID each time they enter a building. Visitors will receive a printed visitor badge to wear that includes a photo, their name, time, date, destination and purpose of visit. Thank you in advance for helping us use this extra step to keep our schools safe.

BIRTHDAY CELEBRATIONS

To ensure the safety and health of our children, Meramec, Captain and Glenridge will not be serving any food items or treats as part of birthday celebrations. Instead, grade level teams will communicate their plans for acknowledging your child's birthday.

We will announce your child's birthday to the entire school during morning announcements as well as giving each child a birthday pencil, bookmark and sticker from the office.

If your child is having a birthday party outside of school, please do not distribute invitations at school unless the entire class is invited.

We appreciate your support and partnership in making sure Meramec is a safe place for all children.

BREAKFAST PROGRAM

The breakfast program begins at 8:00 a.m. for any students wishing to purchase breakfast. The price for breakfast is \$2.15 and \$.035 for reduced breakfast.

BUS EXPECTATIONS

Riding the school bus can be a very pleasant experience for children depending to a great extent on the behavior of the passengers. Safety is of great importance. Parents can help by going over the bus behavioral expectations with their children. If necessary, reports of misconduct are submitted by bus drivers to the principal. If a problem persists, the child may be excluded from bus service for an appropriate period of time.

Children must remain seated; hands must be kept inside windows.

Appropriate language is to be used at all times.

Children may not eat or drink while riding the bus.

Children are expected to use inside talking voice with others nearby and to refrain from excessive noise.

Nothing may be thrown from windows.

Children must understand that anything causing the driver to divert his/her attention from driving may result in an accident.

Children should cross the street in front of the bus, never behind it.

Children are expected to ride the bus without causing stress or fear to another child.

Please be certain that a parent or an adult designated by parent is at the bus stop to assume responsibility for kindergarten or first grade students.

The parent must designate the adult by giving written consent to the driver. In the event there is no parent or designee to receive a kindergartner or first grader, the student will be returned to school for his/her safety and parents will be contacted by the school.

COMMUNICATION

We will make every attempt to keep you informed through monthly newsletters, special notices, website updates, and group cast phone calls. We depend on our students to deliver our paper communications to you.

Cellular Devices: Since we protect the learning time of your child, students are not permitted to use cellular devices in class. If parents desire their child to carry a cell phone, it must remain turned off and in the backpack during the school day. We ask parent volunteers to refrain from using cellular devices while volunteering in the classrooms.

Parents who have a concern regarding their child should communicate first with the classroom teacher. If the matter cannot be resolved at the classroom level, it should be referred to the building principal. If the matter cannot be resolved between the principal and the parent, it should be referred to the Superintendent of Schools. If it cannot be resolved there, then the concern should be communicated to the Board of Education.

The very first step in this process sometimes presents a problem in that teachers have a relatively small amount of time when they are not scheduled with students (and often have conferences or other duties during this time) which does not make them readily available for conferences which have not been scheduled in advance. Therefore, in order that communication can be as fast as possible, parents are asked to telephone the school first. If the teacher is not available, he/she will return the call as soon as possible.

Classroom visits by parents are always permissible, and parents are encouraged to make such visits whenever they desire. We do request that the school be notified in advance as special activities sometimes alter classroom schedules, and we need to be certain the visit wouldn't be disruptive to the learning already planned. Also, such visits should not be for the purpose of conferring with teachers unless such arrangements have been made in advance.

CROSSING GUARD SCHEDULE

Meramec School	in front of Meramec School 8:20 - 8:38 a.m. (Meramec Staff) 3:25 - 3:45 p.m. (Meramec Staff)
Clayton/E. Linden	8:00 -8:30 a.m. (Covered by District Personnel) 3:30 - 4:00 p.m. (Covered by District Personnel)

DISMISSAL PROCEDURES

At 3:30 p.m. all children are to go home unless they have a sponsored activity at school as indicated by written parental consent.

Please come to the office for early dismissal of your child. We will call your child from his/her classroom to the office. Teachers have been requested not to release a child to any adult without permission from the office. The policy is in effect during regular school hours. Please advise the office if your child is to be picked up by someone other than a parent.

A note is needed if your child usually rides a bus but occasionally walks home. One note will suffice for the entire year if your child is to determine when he/she walks; however, if he/she may walk only on specific days designated by you, please send his teacher a note each time he walks.

Please send a note if you intend to pick up your child at school for a doctor or dentist appointment. Please allow yourself enough time to have your child called to the office for dismissal after you arrive.

Please send a note to or call the school office by 3:15 p.m. if there is a change in dismissal plans to ensure timely communication and the safety of our children.

When picking up or dropping off your child at school, please use the carpool circle behind the school. When school is dismissed, teachers escort their students to the buses, Clayton Kid Zone, the blacktop to meet parents, and to the carpool circle.

DRIVING STUDENTS TO AND FROM SCHOOL

Safety is our first priority! For the safety of everyone, please pick up and drop off on South Central not in front of our school where buses load and unload.

Back Circle (S. Central Avenue). Please observe the following routine during arrival and dismissal:

- From 8:20-8:38 a.m. and 3-4:00 p.m., use S. Central to drive onto the upper back parking lot and use the turn around at the north end of the lot.

- Once turned around, face your car going south on the west edge of the lot (along the fence).

- Wait patiently while children unload from cars or as we load children into cars in the circle drive on the passenger side only.

- Please do not wave your children to cross the lot it isn't safe.

- When dropping off children in the circle drive, allow them to exit the car on the passenger side only much safer.

- Unless you are staying on the playground or at school for a while, do not park in the diagonal parking spaces on the upper lot you will get blocked in.

- Please honor the no parking signs on South Central in front of the playground.

If we all do our part to preserve this procedure, it will eliminate the need to go around or pass the car in front of you. Our supervisory staff has two-way communication and we will work to be efficient, however, we ask that you are patient and understand we all want our children to arrive and exit safely.

- Parking - If you must park and come in to school, we ask that you park in a one-hour zone on the street or on the back lot off South Central. Several streets in the immediate Meramec area are zoned for one hour parking from 8:00 until 5:00. Please do not park and block the front walkway where children enter the cafeteria and Clayton Kid Zone Program or the No Parking, Stopping, Loading Zone on Meramec between Walinca and Rosiline.

At the close of the school day teachers will escort their students to the two doors designated for exiting:

East door (by gym) for car pool riders and walkers

West door (across from office) for bus riders

Please wait for your children outside of school to ensure that the school remains secure at all times. Please come to the office to sign your child out if you are taking him/her before the school day ends or if he/she would usually ride the bus.

If everyone does his/her part, we can avoid congestion and accidents.

EMERGENCY INFORMATION

The telephone number for Meramec School is 314-854-6300; our fax number is 314-854-6348. From time to time during the school year, it may become necessary to contact parents for an emergency situation, such as illness or injury to a child. It is important that we have up-to-date phone numbers for each parent and the number of two emergency contacts who can act on your behalf, as well as the name and phone number of your doctor and dentist.

MEDICATION AND HEALTH INFORMATION

Meramec is very fortunate to have a full-time nurse serving our students and staff.

A. Medication

If for some medical reason it becomes necessary for a student to take medication at school, a request in writing shall be filled out by the doctor. **Over-the-counter medicine cannot be given at school.** Prescription medicines must be brought to school in a container properly labeled by the pharmacy or physician. This information must contain the child's name, name of medicine, dosage, direction for giving, and the doctor's name. Send only the amount needed at school, and have your pharmacist label the school container.

Medications must be checked in with the school nurse. Please do not put the medication in your child's lunch. Students must come to the nurse's office to take the medication.

B. Physical Education Permits and Excuses

Requests from parents that their youngsters be excused from participation in specific physical education activities for medical reasons will be honored for one week. For longer periods, a medical excuse from a physician must be submitted to P.E. instructors and to the School Nurse.

C. Health Record

It is the recommendation of the School District of Clayton that every student attending school receive a complete physical examination at the beginning of kindergarten and grades three (3) and nine (9). It is also recommended that every student new to the district have a physical exam prior to enrollment.

According to a Missouri state mandate, every student must be completely immunized and parents must provide the school with the immunization record by the first day of school attendance. Any student who is not fully immunized or properly exempted will not be allowed to enter school. It is strongly recommended that parents provide immunization information at least two weeks before enrollment so that records may be checked for compliance. A form listing needed immunizations is enclosed in the registration packet when a student is enrolled.

Health Screening Services provided by the Health Department at the District and Special School District include:

- * Hearing/Vision Screening – K, 1, 3, 5, and new students
- * Heights & Weights – yearly

D. Illness at School

If a child becomes ill during school hours, a call will be made to parents. For your child's well-being and the health of others, **please pick up your child as quickly as possible.** It is critically important to keep the school office updated with any changes

in telephone numbers. This is for the safety and well-being of your child in case of an illness or emergency.

E. Student Illnesses

A few simple guidelines concerning student illnesses may be helpful for you:

1. Contagious or communicable diseases should be reported to the nurse for the protection of all children.
2. A child with a fever of 100 degrees Fahrenheit or above must stay home and be fever-free for 24 hours without the aid of medication before returning to school.
3. A child with a sore throat may require medical attention to determine if it is a strep infection. They should stay at home until the results of the culture are known; if it is positive and they are on an antibiotic for 24 hours AND is fever-free, they may return to school.
4. If a student has vomited or had diarrhea during the night or just before school, they should not attend. Students should remain at home until symptom-free and able to tolerate regular food.

LUNCH PROGRAM

You may sign up for an account using

<https://www.myschoolbucks.com/ver2/getmain?requestAction=home>

and deposit money into your child's account using a debit or credit card.

After recess on the playground or in the classroom (in case of inclement weather), students will have lunch in the cafeteria. All lunch periods are scheduled for 20 minutes. Monthly menus are available on the district website or you may pick one up in the office.

Pricing is as follows:

\$3.30 for full lunch (includes drink)

\$.50 for reduced lunch

\$.60 for drink

PROGRESS REPORTS & CONFERENCES

The School District of Clayton elementary schools officially communicate progress four times each school year. The first and third quarter progress is reported at Parent-Teacher conferences, and for the second and fourth quarters a report card will be available to view in your student's Powerschool account.

PROGRAMS & SERVICES

Art

School Clubs and Activities

Meramec Leadership Squad

Meramec 5

Clayton Kid Zone

Counseling

Multi Language Learners

Gifted Program

Instrumental Music

Library Media Center

Music

Physical Education and Health

Spanish

Special Reading

Technology

ART

All students in grade K-5 receive instruction in art for 60 minutes each week. Kindergarten students receive an additional 30-minute class session each week.

Art instruction provides students the opportunity to work with a variety of materials to produce creative, problem-solving projects. Aesthetic awareness is promoted by incorporating art history into lessons. Important curriculum integrations between grade level major learning objectives and the art curriculum are developed and emphasized.

Realizing that every elementary child has creative potential, students are encouraged to be reflective and positive about their work produced during art class.

SCHOOL CLUBS & ACTIVITIES

CHOIR

The Meramec fourth and fifth grade choir meets on designated days before and after school each week. Students prepare for special performances throughout the school year. All fourth and fifth grade students will be given the opportunity to participate in this extra curricular program.

MERAMEC LEADERSHIP SQUAD

Meramec Leadership Squad is a student representative group of 5th grade students who lead, support, and exemplify the Meramec 5 core ethical values of cooperation, kindness, respect, responsibility, and safety. This student leadership group leads school wide character education efforts, service learning opportunities, and school spirit activities and events.

Meramec Leadership Squad meets monthly.

MERAMEC 5

Cooperation, Kindness, Respect, Responsibility and Safety

Our core values of cooperation, kindness, respect, responsibility, and safety are taught, modeled and practiced throughout our school community. Meramec 5 is the Meramec Way!

CLAYTON KID ZONE

Hours: 7:00-8:25 a.m. and 3:30-6:00 p.m.
Site Director: Kim Albrecht, 314-873-2133
Program Director – Tyler Kearns – 314-854-6911

Kid Zone is the before and after school service for the Clayton School District. Families must register for Kid Zone prior to the first day of use. Families may register online through the Clayton Kid Zone web page or call 314-854-6910. Childcare is available on a full-time basis, occasional usage, for a monthly fee. Registered families may also take advantage of service for Early Release and Full Day Programming.

Payment can be made at Clayton Kid Zone site location during Kid Zone hours, paid through myschoolbucks.com, or mailed to the Family Center, 301 North Gay, Clayton, MO 63105.

For more information or to register visit- www.claytonschools.net/domain/42

COUNSELING PROGRAM

The counseling program is designed to enable students to receive supports determined essential to their educational and/or personal development. Elementary counseling is a comprehensive, developmental and preventative-based curriculum that is designed to assist individual students in developing positive self-concepts, effective human relationships, decision-making competencies, understanding of competencies, understanding of current and potential role functions and general life skill to aid them in the transitions from one setting to another in the educational environment and in society as well.

The curriculum subscribes to the basic principle; students should be encouraged, motivated and given the opportunity to develop to their full potential within a positive school environment promoting and fostering individual responsibility. The counseling curriculum strives to empower all students to maximize their educational opportunity.

All children at Meramec Elementary School are eligible for counseling services. Class group meetings are scheduled with the counselor in a regular classroom setting and address a variety of topics pertaining to social/emotional development. There are opportunities throughout the school year for our counselor to team teach with specialist area teachers. Individual counseling sessions with students are based on student's needs. If ongoing counseling is deemed necessary, our school counselor will notify parents. Small group counseling is made up of flexible groupings that are responsive to student's needs.

The Meramec counselor welcomes contact from parents to discuss their child. Conferences with the counselor are scheduled by appointment for your convenience and can be initiated by contacting Mr. Henderson at 314-854-6351 or emailing anthonyhenderson@claytonschools.net

MULTI LANGUAGE LEARNERS

The Multi Language Learners (MLL) Program provides international children in grade K-5 with intensive language instruction and socialization experiences. The amount of time per day in the MLL classroom is dependent upon individual student needs. For beginning students, the curriculum focuses on communicative skills and social language. For more experienced students, the curriculum is more content-based. For all students, the program goal is full integration into all academic and nonacademic activities at Meramec School.

GIFTED PROGRAM

The Gifted Program focus is on talent development that incorporates the Intellectual Standards, along with attention to the affective needs of gifted students.

Grades 2nd-5th grade students who meet the target scores within each of the Missouri Department of Elementary and Secondary Education (DESE) categories will participate in a weekly pull out session with a gifted specialist for a minimum of 150 minutes. These sessions are called Extended Learning, so the name for the Gifted Program at the elementary level is Extended Learning or XL. Student progress in the gifted curriculum is shared with parents each semester. Elementary gifted specialists meet regularly to collaborate with grade level teachers/specialists to share in professional learning and resources that support the needs of gifted learners.

Information about identification for gifted programming is available on the Student Services section of the District's website (www.claytonschools.net/Page/25).

INSTRUMENTAL MUSIC

In the fourth grade "Suzuki Style" violin is offered. There are two classes offered each week before the school day. The violin classes are taught by District string teachers. Students enrolled in this program will learn the fundamentals of violin playing while learning music by rote. There will not be any note reading at this level. Learning to read music will take place during the fifth-grade year for students continuing on in orchestra.

The fifth-grade string program is available to all fifth-grade students whether they have played in the Suzuki program, taken previous lessons, or want to try their hand at the viola, cello, bass, or violin. The program takes place during the school day twice a week for 30-minute sessions. Due to the implementation of the Suzuki program, the fifth-grade orchestra is divided into two sections. Section one is a continuous program of the "Suzuki style" for students who have had previous experience including note reading. Section two is the beginning strings class with an emphasis on note reading and technique building. The violin, viola, cello, and bass are offered to beginners.

LIBRARY MEDIA CENTER

The Meramec school library is a place for investigation, study and enjoyment. As a learning environment with professional guidance, Meramec students are able to:

- Gain confidence as explorers of literature.
- Find joy and enrichment in reading.
- Build information skills as well-versed finders, users and creators of information.
- Seek challenge in media-rich settings that blend literature, research and technology.

The Meramec school library serves all students in grades kindergarten through five as well as the Meramec faculty and families. Scheduling for library use is flexible based upon the needs of students and classroom teachers. To facilitate learning and information needs, open access to all library resources is maintained.

Library Program

The Meramec school library program is designed to assist teachers and students in the learning process. The library reflects and supports the learning philosophy and goals of Meramec School and the School District of Clayton.

All aspects of the library curriculum are enriched with a comprehensive collection of timely materials that support varied student abilities and interests. The librarian and teachers work cooperatively to provide a fused curriculum in which students learn at their own pace, are actively engaged in self-directed and independent learning and develop lifelong study and research skills.

Library Instruction

All students complete instruction in essential library and information skills including:

- The significance of library citizenship, story time manners and basic book care.
- How genres help readers classify literature and locate just right books.
- How online catalogs, web-based resources and library skills allow students to successfully navigate library collections.

In cooperation with social studies and science classroom units and research, students will build library and information literacy skills in the following areas.

- Book terminology and the twelve sections of library classifications.
- Defining an essential question for research.
- Locating the most relevant print and web-based resources.
- Evaluating and selecting the most suitable print and web-based resources.
- Beginning research skills that are coordinated with classroom curriculum.

Library skills and research topics are taught during weeks that compliment social studies and science units for each grade level. Schedules for these lessons are coordinated between library and classroom teachers.

MUSIC

All Meramec students receive two thirty-minute music classes per five-day rotation. Through a variety of activities and instructional approaches, our music curriculum focuses on the following objectives.

- Nurturing our students to develop a lifelong joy in singing.
- Learning to be informed, active, and thoughtful listeners.
- Growing in our ability to discern, evaluate, and utilize basic musical elements (high and low pitch, steady beat, loud and soft volume, upward and downward movement, melody, etc.), and more advanced elements (rhythm, harmony, tone color, form, style, aesthetics, etc.).
- Integrating physical movement into our musical experiences in ways that stimulate and enhance the development of the brain and its function. Wonderful research is being done which helps us to emphasize and build the vital connections between music, motion, and cognitive development. We are regularly incorporating the benefits of this growing body of research into our classroom practice.
- Developing fluency in music reading and notation.
- Supporting grade-level thematic units with music activities that connect directly to their curriculum.
- Using writing as both an expressive and a reflective tool to assess our musical learning.
- Utilizing new developments in music technology.
- Understanding the historical context and significance of musical works, and the role of music in both shaping and reflecting the surrounding culture.
- Providing our students with individual and group opportunities to perform, compose, arrange, and improvise music. This includes both vocal and instrumental music.

PHYSICAL EDUCATION AND HEALTH

Students at Meramec Elementary School participate in physical education daily for thirty minutes. In physical education, the students participate in a variety of physical and health education activities. They begin with basic skills and increase to more difficult sports and activities. Good health, fitness, sportsmanship, and leadership are also stressed throughout physical education classes. To ensure proper support and for safety reasons, the students are required to have athletic shoes for physical education classes.

SCIENCE

The science curriculum in the School District of Clayton is an inquiry-based, hands-on program that is comprehensive and builds from kindergarten through fifth grade. There are three science units in each grade level that each covers one of these strands of science: physical science, life science, and earth & space science. The primary curricular resource is the MySci science program which is from Washington University. Students in grades K-2 receive their science instruction from their classroom teacher. Students in grades 3-5 receive all of their science instruction in the science lab from the elementary science specialist as they rotate through the lab in six week blocks. The elementary science specialist and the classroom teachers work together to ensure that math, literacy, and social studies concepts are integrated within the science curriculum.

SPANISH

Students in grades one through five receive Spanish lessons for 30 minutes, two to three times within their five-day “specials” rotation. Spanish class integrates the curricula of other subject areas with the language and culture of the Hispanic world. The focus of instruction includes all five language skills - listening, speaking, reading, writing, and cultural awareness. The Spanish teacher conducts class almost exclusively in Spanish and uses a variety of teaching strategies to address all students’ learning styles. As a result, students experience global awareness and cultural diversity through an exciting language experience.

SPECIAL READING

The Special Reading services of Reading Recovery, small group reading, and literacy coaching of teachers were designed to ensure that each student will reach his/her highest potential in literacy. Students receive Reading Recovery, individual or small group instruction with the reading specialists, which may include one or more of the following skills: reading comprehension, word recognition, decoding, reading fluency, and vocabulary development. Reading specialists (Reading Recovery Teacher and Literacy Coach) are responsible for monitoring the reading program throughout the school, collaborating with teachers to support the classroom reading program, utilizing the use of flexible grouping to provide appropriate instruction for individual differences, assisting teachers in student placement and evaluation, and in choosing supplemental materials and activities.

TECHNOLOGY

Technology serves as a powerful learning tool in a dynamic community where children and adults work and learn together. Creative use of technology promotes interest and motivation, strengthens critical thinking skills, provides a format for students to make connections and apply knowledge, enhances opportunities for students to solve problems and engage in simulations, supports the inquiry process, and provides a platform for students to communicate, synthesize, and create. It empowers learners by expanding resources, improving communication, and providing greater versatility in the curriculum. Technology connects home, school, and the world and supports learning as a continuous, lifelong process.

What We Believe About Technology

Technology is rapidly changing the way we learn, teach and work. Instructional technology is a critical tool that supports the learner in constructing meaning in a purposeful way. It motivates and empowers members of our learning community to explore, experiment, and connect with the larger global community.

We believe that instructional technology is most effective when it

- addresses individual and group needs with regard to learning and teaching styles;
- is integrated into the curriculum in a meaningful way;
- encourages students and staff to access, interpret, apply, evaluate, and create information;
- supports all learners in contributing to a productive and creative learning environment; and
- is readily accessible to everyone.

Technology is most effective when supported by a continually evolving District plan for resource acquisition, technical support, curricular integration, and professional development.

STUDENT DEVELOPMENT

Academic & Citizenship Recognition

Attendance

Care of School Property

Lunchroom & Recess Expectations

Playground Expectations

Student Development Plan

Student Dress Guidelines

Student Responsibilities
(School and Classroom Expectations)

ACADEMIC & CITIZENSHIP RECOGNITION

In addition to student responsibilities concerning self-discipline and appropriate school behavior, students are also encouraged to put forth effort toward their academic growth, citizenship, and student leadership. In an effort to foster student growth and progress, individual student achievements are recognized at the end of the school year during grade level Celebrations of Learning and Spotlight on Fifth Grade.

Student academic growth and personal development are integral parts of our schools purpose. Formal recognition of each student's achievements is necessary to actively model the importance of setting personal goals and celebrating one's growth and progress made toward those goals in the life long process of learning.

ATTENDANCE

Regular attendance at school is critical to student success and the school performance profile. Students are expected to attend school regularly and be in their classrooms to start their school day by 8:40 a.m. each day.

CARE OF SCHOOL PROPERTY

Students are expected to take appropriate care of textbooks, library books, third-fifth grade student planners, and school materials that are provided for them during the school year. Writing in textbooks, torn pages, water damaged pages, or damage to a book's binding will result in an assessment for the book's replacement.

LUNCH & RECESS PROCEDURES

In an effort to make each student's lunch period as enjoyable as possible, we expect the students at Meramec Elementary to follow these procedures:

1. Enter quietly
2. Wait patiently in line
3. Sit properly at the table
4. Talk using an inside voice
5. Use good table manners; no sharing or trading of food/drinks
6. Be kind to your classmates
7. Dispose of trash properly
8. Clean up table and floor around you
9. Wait to be dismissed

PLAYGROUND

School playgrounds are happy and safe places when procedures are well defined, understood, and followed by all students. Each student at Meramec Elementary is expected to:

Demonstrate good sportsmanship.

Be polite and courteous to others.

Use outside grounds and school equipment safely and appropriately, displaying good judgment and self-control.

Follow directions of playground supervisors at all times.

STUDENT DEVELOPMENT PLAN

Meramec 5 is the Meramec Way! Core values: cooperation, kindness, respect, responsibility and safety.

The majority of our students at Meramec School are very responsible and cooperative. In an effort to help every student develop a responsible and cooperative school profile, the following procedures are consistently implemented:

- The student will be given repeated verbal reminders toward developing his/her appropriate actions.
- Parents will be contacted to enlist their input and cooperation toward improving their child's academic and/or behavioral progress through a classroom/school wide intervention plan.

If academic, behavioral, and/or social concerns continue to be noted by a staff member, the classroom teacher will collaborate with other staff members through our Student Study (Problem Solving) Team in an effort to provide additional support, intervention, prevention, monitoring and/or consequences. This student support may be in the form of (but not limited to) one or more of the following:

- Continued classroom preventions/intervention techniques
- Student contracts
- Behavior charts
- Intervention programs
- Case manager assignment
- Outside resource agencies
- Collection of data for future referral
- Alternative learning/discipline setting for specified period of time
- Conference with parents, teacher, student, counselor and/or administrator in attendance.

STUDENT DRESS GUIDELINES

In an effort to maintain a positive atmosphere at Meramec, student dress should be comfortable and in good taste. Our students follow these guidelines:
Clothing advertising alcoholic beverages and/or tobacco products may not be worn by students.
Clothing containing language, messages and/or designs considered suggestive or inappropriate for K-5 grade students may not be worn.
Students should wear clothing appropriate to their age and physical development.
Students should wear clothing appropriate for the weather conditions. Children should be warmly dressed for inclement weather.
All outer clothing should be clearly marked with student's name to allow for easy identification in the event of lost or misplaced items.

STUDENT PLANNERS

All third through fifth grade students will receive a Meramec Student Planner provided by our school. Students will be instructed on and assisted with correctly using the planner at the beginning of each school year.

The planner is a tool to teach responsibility, work and study habits, and management of long-term assignments. Each day's entry has a place for home-school communication. Please check the planner each evening and assist your child with managing and completing assignments. Classroom teachers will guide the use of the planners and gradually release responsibility to students as they progress from 3rd through 5th grade.

STUDENT RESPONSIBILITIES

Meramec School believes each student has the right to learn in a comfortable environment that is happy, safe and secure. The best educational opportunities exist when an appropriate school environment is maintained.

The staff at Meramec School recognizes the need to uphold consistent expectations and procedures throughout the school. These procedures are in place to guide students toward a more responsible and self-disciplined role in our school environment. The following is a review of expected behavior throughout Meramec School:

SCHOOL EXPECTATIONS

We enter school in a quiet, orderly manner. We proceed directly to assigned classroom.

We help to keep our classrooms, hallways, lunchroom, and playground safe, neat and orderly.

We conduct ourselves in an orderly manner, always walking, speaking in soft tones, respecting activities and others around you.

We make decisions that have positive results.

We keep hands, feet and objects to ourselves; we do not use excessive physical behavior.

We use appropriate language at all times. We do not use profane or vulgar language or gestures.

We follow directions of all Meramec School staff.

In an effort to encourage student communication and interaction and eliminate increasing concern regarding lost or damaged student possessions, students do not bring any audio headsets, tapes, radios, electronic games, or cell phones to school or on the bus. If a student has any audio equipment or electronic games at school, it is placed in the school office and the student may take it home at the end of the day. If this occurs a second time, the students, parents are notified to pick up the equipment in the school office.

CLASSROOM EXPECTATIONS

Be in the classroom on time.

Have textbooks, paper, pencil, completed assignments, and any other requirements designated by the teacher each day.

Request permission to be out of your seat or classroom.

Be a productive participant in every class. Listen carefully to the teacher and follow through with directions and class activities. Be responsible for helping to make the class atmosphere a pleasant one.

Be recognized by the teacher before speaking out.

Complete class assignments according to the teacher's direction and your best effort.

SCHOOL POLICIES & PRACTICES

Attendance

Discipline

Safety Practices

Sharing Your Concerns about Clayton Schools

Family Education Rights and Privacy Act (FERPA)

Homework Practices (K-5)

Special Education Program Description

Services and Rights for Students with Disabilities

ATTENDANCE

Regular school attendance and punctuality are important to a student's educational progress. Children should arrive at school no more than fifteen minutes before the school day begins. If a child arrives late for school, he/she is to report to the office with a parent or guardian prior to going to his/her classroom. Children are requested to bring an excuse from home for an absence of three days or more.

Please call if your child is going to be absent or late (854-6300). If the school is not notified, the school office will contact parents concerning the child's absence.

The School District of Clayton Attendance Policy 2310 states:

The Clayton Board of Education believes that daily attendance is essential to achieving success in school. Education is a total process based upon continual communication and shared responsibilities among parents, students, teachers and school. As students mature and progress through the educational system, they should increasingly assume responsibility for regular attendance. However, parents have a legal and moral responsibility to require regular attendance at school.

Missouri School Law under the Compulsory School Attendance subsection places the burden of responsibility for school attendance on the parent.

Upon initial entry into the School District of Clayton, parents will receive a copy of the District Attendance Policy and Administrative Guidelines. Otherwise, the District Attendance Policy and Administrative Guidelines will be published annually and made available to each Clayton family upon request. Building attendance procedures will be communicated in writing to the students and parents/guardians.

Excused/unexcused absences, which by virtue of their number, impact student progress and jeopardize awarding of a grade or credit are considered excessive.

At periodic intervals, checks of student's absences will be made. Based upon this attendance update, an absentee percentage will be calculated. If your child's percentage of absence is 15% or above of the total school attendance days to date, an Excessive Absence Letter will be sent to notify you of your child's absentee rate. If there is a medical reason for your child's prolonged or frequent absence, please inform the school nurse or your child's teacher regarding this matter. If, after written notification, your child's attendance rate does not improve, then the social worker will be notified.

Each school will keep accurate records of student daily attendance as required by Missouri State Law.

Each school will implement a procedure whereby parents/guardians are notified of students' unexcused and/or excessive absences.

Each school will develop a consequential program to address excessive and/or unexcused absences or tardies.

DISCIPLINE

The School District of Clayton believes that discipline is a learning process that enables students to make decisions and solve problems in a manner that is respectful of both students and adults. We believe that each student is unique and has the potential for making positive contributions to society. We believe that while learning the need for working in groups, individuals will also come to know and to appreciate their own worth and that of others. The School District of Clayton serves many age groups whose rights and responsibilities differ according to their levels of maturity. We believe that by accepting and fulfilling appropriate responsibilities, individuals will come to value resultant privileges. Students must be given opportunities to accept responsibilities within the parameters set by those in authority. Therefore, we commit ourselves in a cooperative effort with students, parents, community, law enforcement officials, family court, and school personnel to provide an atmosphere that will allow students to:

- Acquire the values and attitudes necessary for responsible citizenship.
- Display a positive attitude toward learning and the school environment.
- Know and follow the rules of the school community.
- Demonstrate appreciation for the dignity, uniqueness, and integrity of all people.
- Develop a sense of responsibility to groups in which they accept the decisions of those in authority.

MERAMEC DISCIPLINE PROCEDURES

At Meramec, we focus our student development on character education, Positive Behavior Support, and Meramec 5, our core values of cooperation, kindness, responsibility, respect and safety. Our faculty works to build common routines, procedures, and expectations so all students can be successful. Teachers carefully explain their classroom procedures through their Open House parent meetings, newsletters, and conferences.

Level I Minor irresponsible misbehavior on the part of the student.

Nearly 95% of the behavioral challenges fall in this category. Teachers and staff handle these problems on a one to one basis in a private conference and not in front of a group. The purpose of this conference is to clarify expectations and plan to make better choice in the future.

Consequences of this or continued behavioral problems are determined in the conference.

Level II Misbehavior whose frequency or seriousness tends to disrupt climate of the school including acts directed against persons or property. Student meets with teacher, administrator or counselor. There may be a withdrawal of privileges or temporary removal from class with parent notification and/or conferences.

Level III Misconduct is classified as acts which result in violence on another person or property, may include illegal use of drugs or alcohol or pose a threat to the safety of others in the school. The act of misconduct is confirmed by the Administrator. Student may be removed immediately with parents, school officials and/or law officials notified. Such serious acts usually result in out of school suspension.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (eligible students') certain rights with respect to the students' education records. These rights are:

The right to inspect and review the students' education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

The right to request the amendment of the students' education records that the parent or eligible student believes are inaccurate. Parents or eligible students may ask the school to amend a record that they believe is inaccurate. They should write the school principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interest. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The right to file a complaint with the U.S. Department of Education concerning alleged failure by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is; Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

SCHOOL SAFETY

The Meramec staff are routinely trained in school safety procedures, which include *Active Shooter Training*. We proactively practice with students what to do in the case of a fire, tornado, earthquake and intruder by participating in safety drills.

Our District Chief Communications Officer conducts annual safety walkthroughs in each building with our District Director for Facilities and area First Responders (Fire, Police, EMT); often suggesting timely upgrades to our security systems as a result of each audit. The building is locked while school is in session. Please use the buzzer system when visiting and do check in at the office once you have identified yourself and the intent of your visit. Also note that as an extra safety precaution, Meramec students are taught not open the school doors for adult visitors.

Home/School Communication

An important priority of the School District of Clayton is to establish an atmosphere of open communication between a child's home and those professional staff members closest to the child. Parent-teacher conferences are encouraged as early as possible when a concern becomes apparent. Under no circumstances should parents feel that honest concerns, openly expressed, will result in unfair reprimand, recrimination or penalty to a student.

SHARING YOUR CONCERNS ABOUT CLAYTON SCHOOLS

The School District of Clayton believes that positive two-way communication with members of the Clayton school community is a vital component to achieving the District's goals. The District is committed to providing an open environment for individuals to voice their complaints and concerns with the goal of providing parents and patrons with the opportunity to have their concerns addressed appropriately and in a timely manner. This page summarizes the steps that can be taken to ensure easy, consistent and effective communication for parents and staff whenever an issue arises in Clayton's schools. The District welcomes feedback regarding any Clayton staff member and any District or school activity, but asks individuals to respectfully follow the procedures outlined below when looking to resolve their concerns. Use the questions listed on this page as a way to help clarify your concern and guide you to the appropriate person with whom to share your thoughts.

What type of concern do I have?

Identifying the earliest point at which your concern began will give you an idea of where to begin.

- Classroom or Learning Situation (start with a teacher or principal)
- District Policy or Procedure (start with a District administrator)
- Curriculum Related (start with a principal or curriculum coordinator)
- Activities/Athletics (start with a coach or supervisor)
- Programs/Services (Kid Zone, food service, etc.) (start with the program's director)

Who is the best person to contact?

Identify the person who is closest to or most involved in your concern and start there. It is important that sharing a concern starts at the teacher/building/program level and progresses from that point. A typical progression, should you need to take your concern to each person's immediate supervisor, could look something like this:

- Teacher/Coach/Counselor
- Principal/Athletic Director
- District Administrator (Assistant Superintendent or Director)
- Superintendent
- Board of Education

What do I need to do when I raise a concern?

Keep these steps in mind as you prepare to share a concern.

1. Contact the person closest to the problem or issue first.
2. Specifically state your concern or problem.
3. Provide suggestions or recommendations for resolution.
4. If you need to move on to someone else, keep track of whom you've previously approached, when you approached that person and his/her response.
5. Understand that if a concern is about a specific individual, the concern is nearly impossible to resolve without involving that person in the conversation.
6. Assume good will and be patient. Problems cannot always be solved as quickly as we would like. However, the District will work as expediently as it can to address any issue or concern.

What should you expect after you raise a concern?

- Your conversations will be treated with discretion.
- Your concern will be heard without fear of retribution.
- Your concern will be acknowledged within two to three working days.
- A formal response should take no longer than two weeks.
- If your issue cannot be resolved within a reasonable amount of time, the District will clearly outline a timeline for resolving your problem.

HOMEWORK PRACTICES (MERAMEC K-5)

Purpose: Homework is assigned to reinforce new learning, provide practice of learned skills, develop responsibility, keep parents updated, and foster positive work habits and study skills.

Rationale: Homework is intended to extend learning time while instilling a love of learning, strengthening the home-school connection, and helping students manage their time and achieve goals.

Kindergarten

Format: Monthly calendar and Bi-Weekly Newsletter

Content: Letter formation practice, websites, math practice, ideas to extend learning.

Minutes: N/A

Feedback: N/A

Assessed and Reflected In: N/A

First Grade

Format: Reader Sheet, Homework Sheets, Beginning of Year Newsletter

Content: Reader log, math homework, and monthly Spanish practice.

Minutes: 10 minutes/night

Feedback: Teacher comments

Assessed and Reflected In: Work Habits on Report Card

Second Grade

Format: Homework Sheets and Monthly Newsletters

Content: Reading log, spelling practice, math homework, science/social studies concepts learned in class, and monthly Spanish homework.

Minutes: 20 minutes/night

Feedback: Numeric grade, check for completion for students, graded spelling tests.

Assessed and Reflected In: Work Habits on Report Card

Third Grade

Format: Meramec Student Planner

Content: Independent reading, response journals, spelling, math practice homework, science/social studies concepts learned in class, and monthly Spanish homework.

Minutes: 30 minutes/night

Feedback: Checked and returned, teacher comments

Assessed and Reflected In: Work Habits and Content Area Effort on Report Card.

Fourth Grade

Format: Meramec Student Planner

Content: Reading, spelling, math, social studies/science concepts learned in class, and monthly Spanish homework.

Minutes: 40 minutes/night

Feedback: Checked and returned, teacher comments

Assessed and Reflected In: Responsibility-Life Skills on Report Card

Fifth Grade

Format: Meramec Student Planner

Content: Reading, pacing for projects, math assignments, literacy work, studying for tests, Time for Kids, science/social studies work, and monthly Spanish homework.

Minutes: 50 minutes/night

Feedback: Graded on check, minus, or plus scale and number correct indicated.

Assessed and Reflected In: Work Habits, Homework, and Content Areas on Report Card

SPECIAL EDUCATION PROGRAM

In conjunction with the Clayton School District, the Special School District (SSD) of St. Louis County provides special education staff, services and programs for Clayton students with disabilities. A student qualifies for special education and related services when it is determined through evaluation that there is an educational disability which adversely affects educational performance and requires special education services.

All decisions regarding a student's Free Appropriate Public Education (FAPE) and Individualized Education Program (IEP) are to be made by the student's IEP team, which includes the students parent(s), and, as appropriate, the student. Emphasis is on keeping the students in the Least Restrictive Environment (LRE) and supporting the student in Clayton's general education curriculum. The types and amounts of special education and related services, service delivery models, settings in which the services are delivered, curriculum modifications, necessary adaptations and all other instructional decisions related to the student's disability are to be made by the IEP team. Certain procedural safeguards, which include the right to appeal diagnostic and IEP decisions, are available to students with disabilities and their parents.

SPECIAL EDUCATION SERVICES

Special education services can be provided in a number of ways. These include:

Consultative Services: Special education staff consults with general education staff to plan educational interventions and assist them with understanding student needs. Special education staff also assists with modifying/adapting classroom instruction, curriculum, materials and tests.

Direct Special Education Services in a Special Education Setting: Special education staff provide direct instruction and/or other services in a special education classroom or other setting outside of the general education programs.

Individualized Instruction: A curriculum which is individualized for a student by the IEP team to address IEP goals with objectives. This does not mean 1 to 1 instruction.

Direct Special Education Services in a General Education Setting: Special education staff provides instructional support and/or other services in a general education classroom/setting.

Collaborative Teaching: Special education services are provided through collaborative planning and teaching involving a Clayton content area teacher and a special education teacher.

Collaborative teaching is not offered in all content areas and may vary according to building

needs and resources, as well as on student needs identified through the IEP process. NOTE: Students may attend general education classes but work on content area requirements, objectives and competencies that are significantly reduced and/or altered.

Related Services: A student may need related services in order to benefit from his/her special education program. These include, but are not limited to social work, counseling, speech-language services, occupational therapy (OT), physical therapy (PT), and adaptive physical education (APE). The types and amounts of such services are determined by a student's IEP team and generally are delivered during normally scheduled instruction time.

STUDENT STUDY TEAM (PROBLEM SOLVING TEAM)

All Clayton schools utilize a problem solving model for addressing concerns of any type that arise at school about a student. Our Student Study Team is a group of professional staff representing a variety of disciplines. These may include general education, counseling, administration, school health/nursing, special education, speech/language pathology, school social work and school psychology.

To the extent warranted, the problem solving process involves problem identification (i.e. definition and analysis), the development and implementation of interventions, evaluation of their effectiveness, and, as needed, referral (i.e. for assistance, additional assessment, or services). This process is based on systematic data collection and analysis, documentation, consideration of all relevant and available information and hypotheses development/testing. The Team relies on existing educational information and staff input, but also collects additional data through the intervention process and, when necessary, individual student assessment. Informed parent consent will be obtained before a member of the school staff administers an individualized assessment to a student UNLESS the assessment is part of the District's screening activities (i.e. reading assessments SRI and DRA2).

Our Student Study Team also encourages parents to provide any and all relevant information, including from outside professionals or agencies, about their children. Questions about the problem solving process should be directed to our school counselor or school administrator.

SERVICES AND RIGHTS FOR STUDENTS WITH DISABILITIES

Students with disabilities have rights and safeguards under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and, when eligible, the Individuals with Disabilities Education Improvement Act (IDEA-2004). Students with disabilities are protected from discriminations and guaranteed a free appropriate public education (FAPE), which is defined by their Individualized Education Program (IEP) or, for Section 504, Individualized Accommodation Plan (IAP). The rights of students with disabilities and the roles/responsibilities for Clayton and the Special School District (SSD) of St. Louis County are described in:

Missouri Department of Elementary and Secondary Education (DESE) State Plan for Special Education and IDEA-2004 Procedural Safeguards for Children and Parents brochure, the SSD Compliance Form, The U.S. General Education Provision Act (GEPA), Family Educational

Rights and Privacy Act (FERPA)

Children under Clayton's jurisdiction between the ages of three (3) and twenty-one (21) may be eligible for special education and related services. The SSD provides such services to students diagnosed with one of the following educational disabilities: specific learning disabilities, speech or language impairment, mental retardation, emotional disturbance, orthopedic impairment, other health impairments, hearing impairment and deafness, visual impairment/blind, deaf/blindness, multiple disabilities, autism, traumatic brain injury, or young child with a developmental delay. Clayton provides Section 504 accommodations and services.

The SSD offers special education and related services (i.e. physical and occupational therapy, speech and/or language services, social work services, counseling) for students. These include evaluation, screening, and special education services for students with educational disabilities attending non-public schools. For students with and without diagnosed educational disabilities, the districts offer Homebound Instruction (for home or hospital-bound students) and applied technology/vocational programming.

The districts are required to locate, evaluate and identify children with disabilities under their jurisdiction, regardless of the severity of the disability, and assist the State with information and referral services in the implementation of early intervention services for infants and toddlers eligible for Missouri's First Steps Program. When warranted for children attending Clayton schools, the school (i.e. Student Study Team) is to engage in problem solving, provide interventions/supports, and determine whether there is reason to suspect a disability and if referral/evaluation is needed. Parents (or others) who suspect a disability may initiate the disability identification process by contacting school staff.

All students with disabilities are served in the least restrictive environment and attend Clayton schools unless determined otherwise. The IEP or IAP team for each student with a disability determines what placement, program, adaptations, curriculum modifications, specialized instruction, supplemental aids and services or other accommodations are required. The opportunity to participate in the Clayton curriculum, earn regular or modified curriculum credit and obtain a high school diploma is available to all students.

Questions and requests for assistance, information or this notice in another language should be directed to Clayton's Special Services Department at the Administrative Center at 314-854-6000 or the school's special education administrative team Mrs. Melissa Logan, SSD Coordinator, Dr. Patrick Fisher, Principal and Mr. Anthony Henderson, Counselor at 314-854-6300.

It is the policy of the School District of Clayton not to discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs or employment practices as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and Title II of the Americans with Disabilities Act of 1990.

Behavior that is not unlawful or does not rise to the level of illegal discrimination or harassment might be unacceptable for the workplace or the educational environment. Demeaning or otherwise harmful actions are prohibited, particularly if directed at personal characteristics. Accordingly, the District prohibits discrimination or harassment on the basis of sexual orientation, perceived sexual orientation, or gender identity.

Inquiries related to the District's employment practices should be directed to Dr. Tony Arnold, Director of Human Resources, School District of Clayton, #2 Mark Twain Circle, Clayton, Missouri 63105 or by phone at (314) 854-6012. Inquiries related to the District's student programs should be directed to Dr. Robin Wiens, Director of Student Services, School District of Clayton, #2 Mark Twain Circle, Clayton, Missouri, 63105 or by phone at (314) 854-6013.

Inquiries or concerns regarding civil rights compliance by school districts should be directed to the local school district Title IX/non-discrimination coordinator. Inquiries and complaints may also be directed to the Kansas City Office, Office for Civil Rights, US Department of Education, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114; (816) 268-0550; TDD (877) 521-2172.