



MERAMEC
ELEMENTARY SCHOOL

Student – Parent Handbook

400 South Meramec Avenue
Clayton, MO 63105
314-854-6300

• COOPERATION • KINDNESS • RESPECT • RESPONSIBILITY • SAFETY •

PROCEDURES AND INFORMATION

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ARRIVAL PROCEDURES

Elementary school hours are 8:40 a.m. to 3:30 p.m. Students will be permitted to enter the building at 8:25 a.m. and proceed to their classrooms to get ready to begin their school day. Teachers are not on duty prior to 8:25 a.m. as they are involved in a variety of professional activities including committee work, grade level collaboration, conferences, and Student Study Team meetings.

The breakfast program begins at 8:15 a.m. in the cafeteria, and students who participate in the breakfast program will be dismissed to their classrooms beginning at 8:25 a.m.

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.

In the office 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

A before school breakfast is available for all Meramec students. Breakfast is served from 8:15-8:35 a.m. Students may purchase their breakfast each morning as they arrive.

\$ 2.00 for breakfast

\$.30 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 talking volume 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. All school-wide notices will be sent home with the oldest child in the family.

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. As a practice, calls received before noon will be returned the same day; calls received after the noon hour will be returned no later than noon the next day.

In ensuring a prompt response to calls from parents, it would help if the urgency (or non-urgency) of the matter were conveyed to the school office.

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 8:15- 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 ñ not in front of our school where buses load and unload.

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

- From 8:15-8:38 a.m. and 3-4:00 p.m., use S. Central to drive onto the upper back parking lot and use the ìturn aroundî 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 ñ it isn't safe.
- When dropping off children in the circle drive, allow them to exit the car on the passenger side only ñ 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 ñ 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 ìpassî 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 ñ 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 ìNo Parking, Stopping, Loading Zoneî 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:

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

ìWest 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; 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.

HEALTH INFORMATION

A physical examination by a licensed physician is recommended for all students entering the Clayton Schools and at the beginning of the third, sixth and ninth grades. If your child has had a recent physical examination, send a copy of the physician's examination record to the school nurse. If a child is to be excused from the physical education program for medical reasons for more than one week, a note from the physician stating the reason and number of days to be excused is required.

In an effort to protect the health of our children, a child must be fever-free for a period of 24 hours or more without the aid of medication before he/she can be allowed to return to school. This is done to ensure that the child does not spread contagious diseases or viruses to others. We ask for your cooperation in helping us to maintain good health for Meramec students and staff.

IMMUNIZATION INFORMATION

The School District of Clayton and public health officials at all levels are concerned that many children are not immunized against preventable diseases. Every effort is being made to advise parents that the Missouri Immunization Laws are enforced. The law regulating the immunization of school children states that it is unlawful for any student to attend school unless the child has been immunized against polio, diphtheria, measles (including a second measles vaccination after the age of four), rubella, and three doses of Hepatitis B vaccine for students entering kindergarten, first, and second grades, or unless the exemption has been signed by a physician or parent/guardian and filed with the school. Kindergarten students must have 1 varicella (chickenpox) or proof of disease before entering school. Enforcement of the law requires that students may not attend any classes while they are noncompliant with State Immunization Law. The St. Louis County Health Department will enforce the state requirement by monitoring all schools through the school nurses. Please contact the nurse at Meramec if you have a question concerning this matter. Any health information received will be held in strict confidence.

MEDICATIONS

Giving medication to students during school hours will be discouraged and restricted to necessary medication that cannot be given on an alternative schedule. If medication is required, it will be administered in compliance with the following regulations:

Prescription Medication

When prescription medicine is to be administered during school hours, the medicine must be accompanied by a label affixed by a pharmacy/physician. In addition, written instructions signed by the parent/guardian or physician will be required and will include

the following:

- Child's name
- Date prescribed
- Name of medication
- Purpose of medication
- Time to be administered
- Dosage
- Possible side effects
- Termination date for administering the medication

The administration of the medicine to a student when all of the above conditions have been met will be limited to the school nurse, the principal or other designated person (s). All medication will be kept in the nurse's office. The parent/guardian of the student must assume responsibility for informing school personnel of any change in the student's health or change in medication.

Nonprescription Medication

Medication that is nonprescription may be administered under the supervision of the school nurse and/or principal's designee if approved by a physician. Unless approved by a physician, students are not to carry medication with them at school. Parents shall authorize school personnel to give all medication. This authorization must be in the form of a note to the school acknowledging the parent's approval, dosage, times and amounts of medicine, purpose of medicine, possible side effects and the termination date for administering the medication.

LUNCH PROGRAM

Lunches are purchased using a bar code system. Lunch envelopes are provided so that students may deposit money into their lunch accounts by indicating their name and the amount being deposited. Please send all deposits to the school office. Please do not send cash with your child unless it is an envelope clearly marked with his/her name. Please make checks payable to School District of Clayton.

We make every effort to communicate with you about your child's lunch account balance. Please help us by staying current ñ we do not want our children worrying about whether or not they have money in their accounts. When the account has \$5 or less, a low balance letter will be sent home with your child. The student then has approximately 2-3 days of meals served between the time the low balance letter is sent and changes in food service occur. You may deposit any amount into your child's account.

After recess on the playground or in the classroom (in case of inclement weather), students will have lunch in the cafeteria. All recess/lunch periods are scheduled for forty minutes.

Monthly menus are available on the district website.

\$3.00 for full lunch (includes drink)

\$.40 for reduced lunch

\$.30 for reduced breakfast

\$.60 for drink

You may check or make deposits to your child's lunch account by using our schools website: myschoolbucks.com

PHYSICAL EDUCATION

For safety reasons, we request that your child have a pair of athletic shoes for physical education. If he/she changes shoes at school, please place his/her name in the shoes for identification. All students participate in physical education daily.

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 is sent home reporting progress.

STUDENT DRESS GUIDELINES

In an effort to provide a positive atmosphere at Meramec, student dress should be comfortable and in good taste. The following are guidelines for dress:

Clothing advertising any alcoholic beverages and tobacco products may not be worn by students.

Clothing containing language, message 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.

For safety reasons, we request that your child have a pair of athletic shoes for gym. If he or she changes shoes at school, please place his/her name in the shoes for identification.

All outer clothing should be clearly marked with student's name to allow for easy identification in the event of lost or misplaced items.

PROGRAMS & SERVICES

Art

Clubs and Activities

Character Council

Character Education

Clayton Kid Zone

Counseling

English Language Learners

Gifted Program

Instrumental Music

Library-Media Program

Meramec 5

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.

Before and After School Activities

During each school year, there are before and after school activities that connect to and enrich our elementary curriculum. The opportunities are taught and led by Meramec staff members.

CHARACTER COUNCIL

Character Council is a student representative group of 3rd - 5th graders 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.

Character Council meets before school monthly and plans for and coordinates Meramec 5 assemblies. Applications for new members are available each fall of the new school year. Teacher recommendation is an important component of the application process.

CHARACTER EDUCATION

Meramec Elementary School fosters character development by using an integrated approach to encourage student responsibility. The character education program creates a positive climate with the central goal of ensuring student achievement. Teachers, counselor, family groups, support staff members, and administrator capitalize on the teachable moment by matching student needs with the core values of cooperation, kindness, respect, responsibility and safety. These values are infused into the curriculum and highlighted during the year through various publications like the Current, grade level newsletters and teacher communications between school and home. We consistently emphasize the ongoing, developmental application of our core values in the Meramec 5.

CLAYTON KID ZONE

Hours: 7:00-8:25 a.m. and 3:30-6:00 p.m.

Site Director: Tyler Kearns, 314-873-2133/voice mail: 314-854-6911

Childcare is available on full-time basis, occasional usage and/or Early Release afternoons. The fee for full time (5 days a week) is \$278 for one child and an additional \$212 for second child. Any combination of 5 hours or less in increments of 30 minutes is \$130. Occasional use of the service is \$12 an hour. Childcare for Early Release afternoons is \$25. In each case, your child must be pre-registered for this service and a registration fee of \$25 must be paid before June 3rd. After June 3rd the registration fee is \$35 for new and returning families.

Childcare will be provided on teacher in-service days and field trips. Permission forms must be completed for each child attending the day programs. Please sign your child in/out each day by logging the time and your signature on the sign in/out sheet in the center. If for some reason you are unable to pick up your child, the Site Director will need to be notified. Whoever comes to pick up your child will need to show identification and will need to know the code word that you have designated on the registration form. Your child will not be released to someone who is unable to furnish the staff with the code word and proper identification. In the event this occurs, the Site Director will attempt to contact the parent for verification.

Please notify the staff if a child is going to be absent. Send a note, phone the office during school hours, or phone the Center from 3:15-6:00 p.m. Occasional users need to notify the staff when children are going to come.

Children are to be picked up by 6:00 p.m. If you find you are going to be late, please give the Site Director a call. A phone call helps us know when you will arrive so that we can share this information with your child thus relieving any anxiety your child may experience when you are not able to pick up at your usual time. Additionally, there will be a late fee charged. This fee will be \$5 for first 5 minutes, plus \$1 per minute will be charged for those children not picked up by 6:00 p.m.

Payment can be made at Clayton Kid Zone site location or mailed to the Family Center, 301 North Gay, Clayton, MO 63105.

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 Meramec School.

ENGLISH LANGUAGE LEARNERS

The English Language Learners (ELL) Program provides international children in grade K-5 with intensive language instruction and socialization experiences. The amount of time per day in the ELL classroom is dependent upon individual student needs. Meramec has a part-time ELL teacher and a part-time teacher assistant who work with our students.

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 EDUCATION

Our mission is to identify, support, and advocate for students with gifted learning needs through appropriately challenging learning opportunities that extend, enhance, and deepen their educational and life experiences. The School District of Clayton Gifted Program is comprised of four levels of service.

Level IV Exceptionally Gifted Learners

Level III Highly Gifted Learners

Level II High Achieving ñ High Ability Learners

Level I All Learners

The gifted specialist's involvement increases in intensity of service as the intensity of need increases. The range of services includes providing support and resources to classroom teachers, whole class and small group critical thinking exercises, curriculum compacting, flexible groupings for advanced instruction, direct and collaborative teaching, grade level acceleration, and Individualized Learning Plans. If you would like additional information, please contact our office for a "Gifted Program School District of Clayton" Guide.

INSTRUMENTAL MUSIC

The instrumental music program is designed for any interested student in grades 4 and 5. The ensemble is made up of students who have an interest in music, science, math, literature, history, language, and friendship. Students involved in music have proven to do well academically. They develop social skills as they would with any team activity, but while they are developing this skill, they are also developing left/right hand coordination, eye/hand coordination, left and right brain connections, discipline, maturity, creativity, and commitment among many other intellectual and social aspects of a developing child. Each student receives two thirty-minute group lessons per week. The Suzuki string method, a system of rote learning, is used in the fourth grade. Students study the Suzuki literature while concentrating on playing skills. Fifth grade students continue to refine playing skills through the Suzuki literature, note reading, and elementary orchestral repertoire. More advanced elementary music is studied with continued emphasis on skill development and note reading. There is no charge for the program, however, students will need to provide their own instruments. Students in grades four and five are also responsible for practicing outside of school to master the pieces taught, modeled, and practiced during classroom instructional times.

LIBRARY-MEDIA CENTER

As a learning environment, the school library is a place for investigation, study, and enjoyment. With the guidance of professional staff, students are able to gain confidence; increase their abilities as finders, users and creators of information; and find challenge and stimulation.

The Meramec Library-Media Center 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 the students and the classroom teacher. To facilitate learning and information needs, open access to all resources is maintained.

Students participate in library skills instruction on basic book terminology, how to care for books, different genres of literature and beginning research skills. Grades kindergarten and first grade also participate in "story time" followed by "book time." Research skills are coordinated with curriculum in the classroom.

The school library-media program is designed to assist teachers and students in the learning process. It reflects and supports the philosophy and goals of Meramec School and the School District of Clayton. All aspects of the curriculum are enriched with a comprehensive collection of timely materials that support varied 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.

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!

Please see Character Education listed among the Programs/Services.

MUSIC

Elementary music is a general music course taught in a sequential manner in which concepts are introduced, developed, assessed, and reinforced through the students elementary years. Students gain music knowledge, music skills, and growth in character development during music class. All grade levels experience singing, playing classroom instruments, listening, movement, dance, drama, and the enjoyment of music. The Meramec Curriculum provides learning objectives for elementary students musical experiences and opportunities for the students to improvise and enjoy individual creativity.

Music lessons are often designed to reinforce other areas of study across the curriculum such as science, math, reading, literature, social studies, the visual arts, physical education, and character development. Grade level performances showcase students learning and meaningfully connect to curricular units of study.

Meramec Choir is a non-auditioned performing group comprised of fourth and fifth grade students who meet before school twice a week.

PHYSICAL EDUCATION AND HEALTH

Students at Meramec Elementary School participate in physical education every day 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 - COLLABORATIVE TEACHING

The elementary science program is an inquiry based, hands-on curricular program that is comprehensive and builds from kindergarten through fifth grade. Each grade level has a designated science time during which classroom teachers collaborate with elementary science teachers in the planning and teaching of the grade level science units. With the addition of an elementary science lab classroom, designated units of study are taught in the lab at each grade level. The elementary science teacher and science lab classroom are integral parts of the science experience.

SPANISH

Students in first-fifth grades participate in a foreign language curriculum. Our children attend two or three thirty-minute class periods per week learning the Spanish language and culture. A full-time elementary teacher instructs our children in Spanish while also teaching culture, geography, and the historical perspective on the Spanish influence in the world.

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 is used for teaching and learning and is integrated throughout the grade levels and curricula. Computers, projectors, SMARTboards, scanners, digital cameras, and many software programs are used in the learning process from kindergarten through fifth grades.

STUDENT DEVELOPMENT

Academic & Citizenship Recognition

Attendance

Care of School Property

Character Council

Library-Media Center

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 students 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. All school fines and/or fees will be required to be paid before students will receive their end-of-the-year progress report card.

CHARACTER COUNCIL

The Meramec Character Council provides students with leadership opportunities within the school setting. Character Council is composed of student representatives in grades 3-5 who apply for the position, and are Meramec 5 role models endorsed by staff members and supported by their fellow students. The Meramec Character Council leads school wide character education efforts, service learning opportunities, and school spirit activities and events. Character Council meets before school monthly. Applications for new members are available each fall of the new school year.

LIBRARY MEDIA CENTER

The 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 Library Media Center 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.

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, 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.

Students may participate in library checkout by either coming to the library with their class or with a library pass issued by classroom teachers. Kindergarten will have weekly checkout during weekly story times. Grades 1st-5th may have a weekly checkout time or classroom teachers may schedule flexible checkout times as needed.

Library skills and research topics that were taught during weekly checkout times will now be offered at times to compliment social studies and science units for each grade level. Schedules for these lessons will be coordinated between library and classroom teachers.

The 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.

LUNCH & RECESS PROCEDURES

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

- Students may speak in conversation volume voices; loud talking and yelling are not conducive to positive social interactions.
- All students will help keep tables and floors clean by picking up their trash. There will be student helpers from each classroom each day to assist with grade-level clean up and transition.
- Food may not be taken to the playground or to the classroom.
- Meramec students are expected to display good table manners at all times. Food is to be eaten, not shared, traded, or thrown.
- All students are expected to demonstrate Meramec's core values of cooperation, kindness, respect, responsibility and safety.

We are all committed to a relaxing and enjoyable lunch period.

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 supervisor 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.

For safety reasons, we request that your child have a pair of athletic shoes for gym. If he or she changes shoes at school, please place his/her name in the shoes for identification.

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 he/she progresses from 3rd through 5th grade.

If a planner is lost or needs to be replaced, the school will provide the replacement planner at a \$5 cost to the student.

STUDENT RESPONSIBILITIES

(SCHOOL & CLASSROOM EXPECTATIONS)

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

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.

STUDENT ATTENDANCE

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.

LEGAL ASPECTS

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

COMMUNICATION

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.

EXCESSIVE ABSENCES

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 homeroom teacher regarding this matter. If, after written notification, your child's attendance rate does not improve, then a social worker will be notified.

SCHOOL RESPONSIBILITIES

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 and the value of 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:

- Be accountable for their actions and realize that privileges imply responsibilities.
- 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 and use appropriate channels.
- 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.

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

SPECIAL EDUCATION

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 student's 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. Margie Brake, Mrs. Lisa Jackson-Terry and Mr. Anthony Henderson) 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 Kim Harding, Human Resources Consultant, School District of Clayton, #2 Mark Twain Circle, Clayton, Missouri 63105 or by phone at (314) 854-6032. Inquiries related to the District's student programs should be directed to Greg Batenhorst, 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.