

# Green Trails Elementary School 2010 – 2011 Parent Handbook



## Climbing Even Higher

Rene Sommers – Principal  
Shannon Henderson – Assistant Principal

Every member of the Green Trails Community is considered a learner - students, parents and faculty. The school is an extremely child-centered environment in which ALL students are seen as individuals. We focus on providing learning opportunities that will enable students to transfer their knowledge to varied contexts. We want our students' learning to last a lifetime.

A sense of belonging can be felt as you enter the building. Students of Green Trails strive to reach their potential academically, socially, and emotionally through the continual encouragement and instruction by the faculty, parents, and community members.

In this diverse environment, a strong emphasis is given to acceptance and celebrating the individual. Green Trails is an ESOL site in which students from around the world are integrated in classrooms. As a result, students embrace diversity and are consistently surrounded by learning opportunities.

Green Trails is dedicated to the achievement of all students. A strong focus on differentiation, (teachers building on individual strengths of students), is evident throughout the building. Teachers continually work with students to maintain a peaceful community by teaching strategies to resolve conflicts and the value of diversity.

Green Trails' teachers and staff are proud of their partnership with the parents of our students. Parents have many opportunities to volunteer their time and enjoy doing so. The Parent Teacher Organization continually seeks avenues to raise funds, which are used to enhance learning, sponsor students, and sustain events.

Use this handbook as a guide to the procedures at Green Trails each year. Our structures and routines continually evolve with the input of our learning community.

## TABLE OF CONTENTS

<b>School Norms</b> .....	3
<b>School Hours</b> .....	3
<b>Attendance</b> .....	4
Absence Phone .....	4
Signing In & Out.....	4
Tardiness.....	5
Excused & Unexcused Absences.....	5
<b>Visitor &amp; Volunteer Sign In/Out</b> .....	6
<b>Newsletter</b> .....	6
Grade Reporting.....	6
Parking and Driveway Procedures.....	7
<b>Health Room</b> .....	8
Medicine at School.....	8
Exclusion from School for Illness.....	8
<b>Payments Due</b> .....	9
<b>Bus Passes or Going Home a Different Way</b> .....	9
<b>Buzz Book</b> .....	9
<b>Green Trail; PTO Book Store</b> .....	9
<b>Parties</b> .....	9
<b>Breakfast/Lunch Program</b> .....	10
<b>Birthdays</b> .....	11
<b>Toys-Games-Etc</b> .....	11
<b>Cell Phones</b> .....	11
<b>Lost and Found</b> .....	12
<b>Register to Vote</b> .....	12
<b>PTO</b> .....	12
<b>Evacuation Plan</b> .....	12
<b>Care Team</b> .....	13
<b>Services and Rights for Students with Disabilities</b> 14 -15	
<b>Elementary Special Educ. Program Description</b> .....	16

Our school norms are the way we work and play at Green Trails. They are the common language we refer to as a school when we teach expectations.

## SCHOOL NORMS

- We will do the right thing, even when no one is watching.
- We will respect others, ourselves, and the differences in our community.
- We will respect our own property, the property of others, and the school.
- We will work to resolve conflicts in a peaceful manner.

## SCHOOL HOURS

- Morning Kindergarten.....8:30-11:35
- Full-Day Kindergarten and Grades 1st-5th .....8:30-3:05

We request the assistance of parents, whose children do not ride a bus, to send or drop off their children so they **arrive at school no earlier than 8:10, and no later than 8:30.**

## **ATTENDANCE**

The Parkway Board of Education's policy can be found in its entirety at: <http://www.parkwayschools.net/greentrails>.

**Absence Phone Line      314-415-6276**

Parents are asked to call this line between 4:00 p.m. and 7:30 a.m. if their children will be absent. Our school registrar will compare the "will be absent list" to the classroom attendance forms. If no call has been received by 8:30 a.m., the registrar will contact the home, places of employment, and/or emergency numbers.

### **Signing in and out**

We believe that daily attendance is the initial step in achieving academic success. State law requires schools to keep attendance by the hour. If it becomes necessary to pick up your child from school during the day, **come directly to the office to sign out your child**, and he/she will be paged. Remember:

- All children need to be signed out by the adult responsible for them.
- Teachers are instructed not to release a child unless authorized by the office.
- Please assist the teacher by sending a note that morning.
- Students can only be released to people listed on the Pupil Information Form unless there is a note from the parent.

If your child is returning to school during school hours, they must sign in at the office. An adult does not need to be present. This procedure is followed to protect your child and to keep attendance records up to date.

## **Tardiness**

If arriving after 8:30 am, students must go to the office, sign-in and receive a pass to their classroom. Teachers may not admit students without this pass.

## **Excused and Unexcused Absences**

As per board policy, each school is required to differentiate between excused and unexcused absences.

### Excused absences include:

1. Illness of the student (In some cases, documentation from appropriate licensed professionals may be required for an excused absence.)
2. Death in the student's immediate family
3. Days of religious observance
4. Medical or dental appointments
5. Court Appearance
6. Quarantine or hospital confinement
7. Medical, mental health/psychological, or substance abuse treatment when documented by appropriate licensed professionals
8. Field trips or other school initiated absences
9. An emergency that, in the judgment of the principal, constitutes a reasonable cause of absence from school (Oversleeping, car trouble, running parental /guardian errands, babysitting and other such circumstances **do not** constitute reasonable cause for being absent from school.)
10. Attendance at a district approved alternative educational setting/program

Unexcused absences are those that do not fall within the areas listed above and include vacations, visiting out-of-town relatives, or participating in non-school sponsored activities or events.

## **VOLUNTEER / VISITOR SIGN IN / OUT**

We take the safety of your child seriously. On school days from 8:30-3:00, all visitors and volunteers to Green Trails must enter through the front door and be buzzed in by office personnel. Please do not ask students to open exterior doors.

Volunteers and visitors to Green Trails **must** sign-in in the office and wear a visitors' sticker. When leaving, please put the sticker in the designated box. **Please do not go to a classroom before you sign in at the office.** For the safety of our students, we must know who is in the building at all times.

A volunteer sign up is on the Green Trails website.

## **GREEN TRAILS e-NEWSLETTERS**

The Green Trails e-Newsletter will be e-mailed to families the first Wednesday of every month. If you wish to receive a paper copy, please call the office and let us know. The update will include information about school functions, events, and other school-related matters. On Wednesdays when the Newsletter does not go out, notices will be sent home on an as-needed basis. For families with more than one child enrolled at Green Trails, the updates and notes will be given to the youngest child.

## **GRADE REPORTING**

Green Trails is on a trimester reporting system. Conferences are held the first and second trimester at which time progress reports are handed out to the parents. The third trimester progress reports are sent home with the students.

## **GREEN TRAILS**

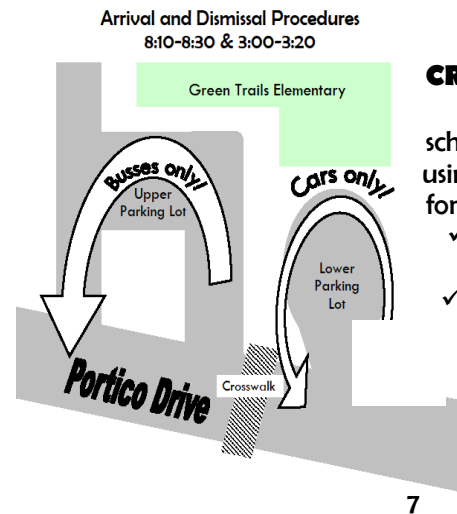
### **PARKING, CARPOOL & DRIVEWAY PROCEDURES**

The driveway located directly in front of the school is open **only to bus traffic only from 8:10 - 8:35 a.m. and from 2:50 - 3:25 p.m.** By reserving our main driveway for only bus traffic during these periods, we believe we can provide greater safety for students and reduce traffic congestion for the buses.

The front driveway is a **one-way** street. Please observe the proper entrance and exit at all times to help us avoid accidents. (See map below.)

Parents wishing to drop-off / pick-up their children or park their vehicle will need to use the south parking lot/driveway during these times. Please pull all the way forward to the sign before children exit your car. Please make sure children exit on the sidewalk side of the car to ensure their safety.

Also provided by the St. Louis County Dept. of Highways and Traffic are crosswalks at Portico Dr. and Chellington, and near the driveway south of the parking lot.



### **CROSSWALKS**

Students who walk to or from school must cross Portico Drive using designated crosswalks for safety. Locations include:

- ✓ The intersection of Portico & Chellington
- ✓ Near the South Parking Lot Driveway

## HEALTH ROOM SERVICES

A professional school nurse staffs our school health room. The following health services are provided as needed.

- Emergency first aid
- Physical and mental health assessments and referrals for care
- Health counseling
- Skilled nursing services for students with complex health care needs
- Mandated screenings, i.e. vision and hearing
- Monitoring students' compliance with state immunization laws
- Develop and implement individualized health plans for students.



### Medication at School

We always need three things to be able to give your child his/her medicine at school:

1. The medicine in the original labeled container. (No Ziploc bags please.)
2. Written permission from the parent
3. A doctor's order. (The prescription label is the doctor's order.)  
For all over the counter medicine (Tylenol, Advil, cough syrup, cough drops, etc) we need a doctor's written order via note or fax.

**Green Trails Fax #- 314-415-6262**

### Exclusion from school for illness

Fevers are a sign of infection. Your child should stay home for 24 hours after a fever of 100 or more. They may return after this time if their temperature is less than 100 (**without** Tylenol or Advil), and they feel well enough for a full day of school.

If your child has been vomiting or having diarrhea, he/she should be kept home until symptoms have gone away for approximately 12 hours and he/she needs to be able to keep down food and liquids.

*SICK children belong at home –  
WELL children belong at school*

## PAYMENTS DUE TO GREEN TRAILS

Notices will be sent to parents regarding any payment due for school lunches, kindergarten milk, library books, textbooks, etc... It will be necessary for all accounts to be up to date before the third trimester progress report is issued.

## BUS PASSES OR GOING HOME A DIFFERENT WAY

If your child is going home a different way from the normal routine, a note must be sent to the teacher. If your child is going on a different bus or to a different bus stop, a note must be brought to the office **before lunch** and a bus pass will be issued.

## BUZZ BOOK

The P.T.O. publishes the Buzz Book. In this book, phone numbers of most people involved with Green Trails (staff, teachers, students) are listed. We also provide you with scouting information and class rosters. The Buzz Book is available for purchase, usually in September.

## GREEN TRAILS PTO BOOK STORE

For the convenience of students and parents, a small bookstore, which offers basic school supplies, is open from 8:10-8:25 on Wednesday mornings. Adult volunteers of our P.T.O. operate the bookstore.

## PARTIES

PTO room parents plan seasonal parties. Parents will provide games and refreshments. If parents do not want their child to participate in any party, they should send a note to the classroom teacher.



## SCHOOL BREAKFAST/LUNCH PROGRAM

The Green Trails cafeteria is serviced by a kitchen located at Central High School. Our cafeteria offers well-balanced, tree-nut/peanut free meals at a reasonable charge. Students must have lunch unless we have a note from a parent indicating otherwise. Children who purchase lunch or have tree-nut/peanut allergies may sit at the table designated as “nut free.”

Parkway School District Food Services is pleased to announce a new program called **e-Funds for Schools** that allows parents several payment options. You will now be able to have meal payments automatically withdrawn from your checking account or charged to a credit card. You also have the flexibility to pay at any time through the school's website. If interested, visit <http://www.parkwayschools.net/foodservice> to sign up. Specific details and instructions are available at this site. For questions or further assistance please e-mail [sbarks@parkwayschools.net](mailto:sbarks@parkwayschools.net).

If you prefer, there are two lunch money deposit boxes, located in front of the cafeteria and the outside of the library. We encourage payment by check made out to “Parkway Food Service.” A student may charge a lunch using their issued pin number when funds are not available. Prompt payment of these charges is appreciated. After three charges, children will receive a cheese sandwich for lunch. Parents who do not want their children to charge lunch must have a letter stating so on file in the cafeteria. Students may select the regular school lunch as described on the menu, a salad, or a heated sandwich.

A lunch menu is sent home monthly. Various flavors of milk and juice are available. Applications for free and reduced priced meals are located in the school office, via the Green Trails website, or <http://www.parkwayschools.net/foodservice/Lev2.cfm?Lev2ID=18>. A new application must be completed by September 30<sup>th</sup> and approved by Food Services.

### **2010-2011 Lunch and Beverage Costs**

Elementary Student Breakfast	\$1.75
Adult Breakfast	\$2.00
Elementary Student Lunch	\$2.50
Adult Lunch	\$2.75
Milk/Juice (any type/flavor)	\$ .50
Kindergarten Beverage	\$89/yr
(Drink price per trimester: \$28, \$28.50, \$32.50)	

## BIRTHDAYS

We protect learning time for students and ask that parents not expect or plan for a birthday party in the classroom. Birthday treats are permitted in all grades, but should include one individually wrapped treat per person in the classroom. Students will not be allowed to visit other classrooms or staff members for the purpose of passing out birthday treats.

The Parkway School District has stated only store-bought treats may be provided for birthdays and room parties. No homemade cookies, cakes, candy, etc. will be allowed in classrooms. This is a health services precaution. Individually wrapped items are encouraged. Please avoid foods with peanuts, tree nuts, and other allergy concerns. Lastly, please do not bring hard candy.

Party invitations are not to be passed out at school, unless there is one for every child in the classroom.

## TOYS-GAMES-ETC.

Toys, games, various electronic items, dolls, pets etc. are often distractions to learning. Parents, please talk to your children about keeping these items at home. Occasionally, an item may be brought to school for a specific purpose, but this should be cleared with the teacher beforehand. We do ask that students do not bring items to the playground.

## CELL PHONES

Because we protect the learning time of your child, students are not permitted to use cell phones in class. If parents desire their child to carry a cell phone, it must remain in the backpack turned off at all times. While on the bus, it is also expected the cell phone remain off. Obviously, if the bus is running late, the child may ask the driver for permission to phone the parent. The school does not assume any responsibility for theft or loss.



## LOST AND FOUND

The lost and found is located in the front hall by the cafeteria. After each trimester, items not picked up will be donated to a charity. Please help reduce the number of lost items by writing your child's name in jackets, coats, backpacks, lunch bags, sweatshirts, etc.



### REGISTER TO VOTE

New residents, those who have moved, or anyone of age who is not registered to vote may do so by contacting our school registrar, Cheryl Toler at 415-6254. Mrs. Toler will register voters during our school office hours: 7:30-3:30. Residents may also register at St. Louis County Library locations and motor vehicle offices.

## GREEN TRAILS EVACUATION PLAN

World events have made all of us aware of the need to have crisis plans in place in our schools. At Green Trails, we have a crisis team and a crisis plan for emergencies that may occur. If the building must be evacuated and the area outside the building is unusable, the Chesterfield Community Church at 14647 Ladue Road will be used as the off campus assembly area. Teachers and staff will supervise students as they walk to the church. In the event of such an emergency, parents will be notified through our automated calling system as soon as possible, after the evacuation takes place.

## GREEN TRAILS PTO

The Green Trails Parent Teacher Organization (PTO) is made up of the parents of all the students at Green Trails and the teachers. The organization's objectives are: a) to promote the welfare of our students in school, home and community, b) to secure adequate laws for the care and protection of our students, c) to bring home and school closer together, so that parents and teachers may cooperate intelligently to educate our students, and, d) to develop between educators and the general public such united efforts that will secure for our students the best possible education. A great way to get involved and meet the rest of the Green Trails community is to volunteer your time. The PTO has many programs where your personal expertise can help our students and the school. (A brochure is in the school office.)

## CARE TEAM & "PROBLEM-SOLVING"

All Parkway schools utilize a Care Team and "problem solving" model for addressing concerns of any type that arise at school about a student. A Care Team is a group of professional staff representing a variety of disciplines. These may include general education, guidance and 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 (e.g., 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. Care Teams rely on existing educational information and staff input, but also collect additional data through the intervention process and, when necessary, individual student assessment. Informed parent consent generally will be obtained before any student is individually assessed or observed by a member of the school staff UNLESS the assessment is part of the District's screening activities (i.e., something done with a particular group of students) or the normal instructional process (i.e., reading assessments).

Care Teams also encourage parents to provide any and all relevant information, including from outside professionals or agencies, about their children. Questions about Care Teams and the "problem solving" process should be directed to guidance counselors or school administrators.

## **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 discrimination 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 Parkway and the Special School District (SSD) of St. Louis County are described in:

- Missouri Department of Elementary and Secondary Education's (DESE) State Plan for Special Education and IDEA-2004 Procedural Safeguards for Children and Parents brochure
- The SSD's Compliance Plan
- The St. Louis County General Assurance Document
- The U.S. General Education Provision Act (GEPA)
- Parkway's policies/guidelines and Section 504 rights handout.

Under the Family Educational Rights and Privacy Act (FERPA), parents have the right to review, request amendment of, and file complaints concerning personally identifiable information maintained on their child. Parents/guardians (or majority age students) are to be provided with their procedural safeguards and written notification regarding the identification, evaluation, and/or placement of students with disabilities.

Children under Parkway's jurisdiction between the ages of three (3) and twenty-one (21) may be eligible for special education and related services. The SSD provides services to students diagnosed with one of the following educational disabilities: Autism, Deaf/Blindness, Emotional Disturbance, Hearing Impairment and Deafness, Mental Retardation, Multiple Disabilities, Orthopedic Impairment, Other Health Impairments, Specific Learning Disabilities, Speech or Language Impairment, Traumatic Brain Injury, Visual Impairment/Blind, or Young Child with a Developmental Delay. Parkway provides accommodations and services to students with Section 504 disabilities who are not eligible under the IDEA.

The SSD offers special education and related services (e.g., 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. This includes non-resident children attending private schools in Parkway, highly mobile children (i.e. migrant and homeless children), and children suspected of having a disability and in need of special education even though advancing from grade to grade. When staff has significant concerns about a student, they are to initiate the "problem solving" process and, when needed, refer the student to the school's Care Team. Parkway Care Teams initiate the disability identification process when appropriate. Parents/guardians who suspect a disability may initiate the disability "identification" process by making a request to school staff.

All students with disabilities are served in the least restrictive environment and attend their neighborhood Parkway schools unless determined otherwise. A student's IEP or IAP Team determines what placement, program, special education and related services supplemental aids, adaptations, curriculum modifications, or other accommodations are required. The opportunity to participate in the Parkway 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 Parkway's Special Services Department at the Administrative Center (@ 314-415-8071) or the school's "special education administrative team" (Rene Sommers and Gail Wulff).

## ELEMENTARY SPECIAL EDUCATION PROGRAM DESCRIPTION

### Special Education

In conjunction with the Parkway School District, the Special School District (SSD) of St. Louis County provides special education staff, services, and programs for Parkway 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)/guardian(s) and, as appropriate, the student. Emphasis is on keeping the student in the “least restrictive environment” (LRE) and supporting the student in Parkway’s general education curriculum. The kinds 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 members work with general educators to monitor student performance and to adapt and/or modify classroom instruction, curriculum, materials, and tests in order to address student needs.

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. This model is frequently used for either:

- \* **Learning Strategies**: Instruction follows specific curricula to teach studying, writing, note taking, outlining, test preparation, test taking, and other skills designed to meet a student’s individual goals.
- \* **Individualized Instruction**: These IEP determined areas of instruction and support could include:
- \* **Learning Support**: Support is provided in content areas through remediation, review, and opportunities to apply "Learning Strategies" skills to daily classroom assignments.
- \* **Alternative (e.g., Alt. Math, Alt. Eng.)**: Direct instruction in content areas(e.g., math, reading, writing, English, science) is tailored specifically to student needs.
- \* **Individualized Instruction**: A “curriculum” which is individualized for a student by the IEP team (for example, to address IEP goal(s)/objectives), does not relate to a traditional content area, and is based on materials and/or activities adapted by the special education teacher or on an established curriculum is provided. This does NOT mean 1-to-1 instruction.
- \* **Community Access**: Special education supervised community experiences may be a component of some specialized programs.

Direct Special Education Services In A General Education Setting:

Special education staff provide instructional support and/or other services in a general education classroom/setting. A frequently employed model for doing so is:

\* Collaborative Instruction [i.e., Class-Within-A-Class (CWC)]:

Special education services are provided through collaborative planning and teaching involving a Parkway general education teacher and a special education teacher. Collaborative instruction is not offered in all content areas, grades, or classrooms. Availability will 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. The student's record (i.e., report card, education record) will document such modifications. The following notation will appear on Parkway transcripts: " \* = Modified Curriculum.

Related Services: Related services are to be provided to a student with a disability when such services "are required to assist a child with a disability to benefit from special education." Related services 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 minutes/week of related services and the settings in which they are provided are determined by a student's IEP Team based on need.

**Levels of Special Education Services**

A student's level of service is determined by the total amount of time (calculated as a percentage [%] of their total instructional week) he/she is removed from general education settings/activities and from students without disabilities for their special education and related services. Regardless of their level of service, some students with certain disability related needs may require specialized special education programs, services, and/or expertise which may be located only at certain elementary schools. The levels of service offered in Parkway schools are:

- Outside regular classrooms less than 21 percent (0% to 20.9%) of the school day.
- Outside regular classrooms at least 21 percent but no more than 60 percent (21% - 60%) of the school day
- Outside regular classrooms more than 60 percent (60.1% or more) of the school day.



## Parkway School District



### Mission

The mission of the Parkway School District is to ensure all students are capable, curious and confident learners who understand and respond to the challenges of an ever-changing world.

### Vision

We succeed when all our students and graduates are:

- able to transfer their prior learning to new demands, in and out of school
- fully prepared for their next educational challenges
- creative, thoughtful and effective problem solvers
- increasingly self-directed, skilled and persistent as learners
- literate and critical consumers of information and ideas
- articulate speakers and effective listeners
- acting out of a strong sense of personal, social and civic responsibility
- always seeking to understand the views, values and cultures of others
- working skillfully with others to achieve common goals
- pursuing a personal direction based on an understanding of their talents and interests







