

Welcome to Wren Hollow. This handbook has been prepared to help answer frequently asked questions about our school. We want you to feel comfortable sending your children to us daily. Please feel free to call the office or classroom teacher if you have any questions or comments.

Let the 2011-12 learning adventures begin!!

PARKWAY SCHOOL DISTRICT NEW MISSION STATEMENT

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.

WREN HOLLOW PHILOSOPHY

Learner outcomes for young children are based upon each individual child's implementation of social, emotional, cognitive, motor and language development. The school should offer a setting for young children where in addition to social skills of learning to live together and to cooperate in work projects, the young child may develop intellectually and emotionally by striving to expand ideas.

The primary programs should provide experiences designed to help the teacher assess the readiness and needs of each child. Basic skills should be developed in an atmosphere conducive to development of a positive self image, a positive attitude toward learning and an ability to work independently as well as in groups.

It is believed that if our society is to continue and improve itself, the individual must progress. The overall aim of the intermediate grades of Wren Hollow is to work for this continued growth and progress. This education should be a creative experience which is intellectual in its approach, demanding in its efforts, character building in its nature, and humane in its treatment.

WREN HOLLOW SCHOOL GOALS 2011-12

The school's goals are a natural extension of Wren Hollow's philosophy.

1. Wren Hollow will foster positive relationships with students, families, teachers, and the community.
2. Wren Hollow Elementary will work together to improve student achievement in Communication Arts and Math.

This handbook has been prepared for you with the subjects in alphabetical order.

ACCESS AND REVIEW--RIGHTS AND PROCEDURES OF STUDENT RECORDS UNDER FERPA

The term "education records" means those records that are directly related to the student and maintained by an educational agency or institution (or by a party acting on its behalf.)

Disclosure of information contained in student records may be made, without prior parental consent, to "school officials...who have been determined by [the district] to have legitimate educational interests" in the records.

Regulations require the written consent to be signed and dated, and to specify the records to be disclosed, the purpose of the disclosure, and the parties to whom the disclosure may be made.

"Sole possession" records, sometimes referred to as "memory joggers" are excluded from FERPA's definition of education records, which means there is no automatic parental right of review and inspection. To qualify as a sole possession record, FERPA requires the document in question to meet all of the following conditions:

- It must be made by instructional, supervisory, or administrative personnel or educational personnel ancillary to those persons.
- It must be kept in the sole possession of its maker.
- It must not be accessible or revealed to any other person except a temporary substitute for the maker of the record.

Assume that a divorced or separated parent has the right to inspect or review his/her child's records. The district should not place the burden on the divorced or separated parent to demonstrate proof of entitlement, for that might involve requiring the parent to prove a negative, i.e., that there is no order or agreement restricting or revoking FERPA rights.

Verify that the person who submitted the request is the parent of the student and is entitled to review the records. It is prudent to ask for documentation of some sort (a copy of the student's birth certificate or copy of a custody or visitation order, etc.) to establish the identity of the noncustodial parent. The parent should also produce photo identification proving they are the person listed in the document.

FERPA allows a school to disclose education records to parents of a student who is 18 or over, if the student is considered a dependent for income tax purposes. The provisions of the federal tax law deem an elementary or secondary school student to be a dependent when the parents provide over half of his/her support.

District has five days to comply when a parent asks to review their student's educational records. The school should make sure the parents do not have access to information about other students, do not destroy any records while a review is pending., respond to

reasonable requests for explanation about the content of the records, and provide copies when in-person review isn't feasible.

Schools are required to create and maintain records of "each request for access to and each disclosure of personally identifiable information from the education records of each student." The list must be kept with the student's education records for so long as they are maintained. Therefore, the "access log" itself becomes a part of the student's education record and is subject to parental review and inspection. The "access log" rule does not apply to requests from parents, a school official (with a legitimate educational interest), a party that has received parental consent, a party seeking directory information, and in certain circumstances, a party seeking or receiving information under a subpoena.

FERPA allows the disclosure of personally identifiable information pursuant to a judicial order or lawfully issued subpoena, provided the district makes a reasonable effort to notify the parent of the order or subpoena in advance of compliance so a parent can seek protective action.

ATTENDANCE

When a child is going to be absent we ask that you call the 24 hour Attendance Hotline before 8:30 a.m. (314-415-6855) so that we know where your child is and are assured of his/her safety.

I. School Attendance

The board of education believes that daily attendance is the initial step in achieving academic success. Education is a total process based on continual communication and shared responsibilities among parents, students, teachers, and the school. The board of education recognizes that parents have both a legal and moral responsibility to require and promote regular school attendance. Furthermore, the board of education believes that, as students mature and progress through the educational system, they should assume primary responsibility for regular and prompt school attendance. The professional staff recognizes that a successful school experience is directly related to a sound pattern of attendance. Therefore, each teacher and administrator will expect regular and prompt daily attendance.

In addition, Missouri law (section 167.031 RSMo) provides that a parent, guardian or other person having charge, control or custody of a child between the ages of seven (7) and sixteen (16) years shall cause the child to regularly attend some public, private, parochial, parish, home school, or a combination of such schools, not less than the entire school term. Certain exceptions may apply.

Failure to comply may constitute educational neglect on the part of the parent or guardian and may result in school officials contacting the Family Court or making a "hotline" call to the Children's Division of the Missouri Department of Social Services. Some students

who fail to attend school regularly may be considered truant and referred to the Family Court.

II. School Attendance Responsibilities

Each school will keep accurate records of student daily attendance as required by law.

The building principal is responsible for supplying information to parents/guardians about student absences and for submitting accurate attendance information to district officials.

Each school shall monitor student attendance and implement an attendance program that distinguishes between excused and unexcused absences. The building principal shall determine whether an absence is excused or unexcused based on this policy and on information provided by the student or the parent/guardian.

EXCUSED absences include the following:

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. Certain 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.)

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.

Students are required to be in class on time. The student is responsible for being present and ready to learn when the class is scheduled to begin.

Parents/guardians shall be notified of unexcused or excessive absences or excessive tardies through conferences, telephone calls, e-mails, letters, notices, and progress reports. In addition, school officials shall address such issues through the following: student-teacher conference, parent/guardian conference, support personnel assistance (i.e., school nurse, counselor, social worker, administrator, care team), reduction of citizenship mark, detentions and/or In-School Suspension, Family Court referral and/or

hotline call to the Children's Division of the Missouri Department of Social Services (for students under age 16), reduction of course grade, or loss of course credit.

III. Teacher Responsibilities

Each elementary teacher shall be responsible for taking and recording accurate daily attendance. Attendance is to be recorded by teachers in the District's student information system.

Each teacher shall be responsible for monitoring student attendance and notifying parents/guardians when a student's course grade or credit is being adversely affected by excessive and/or unexcused absences/tardies.

Each teacher shall implement classroom attendance procedures that are consistent with this policy as well as building attendance procedures.

To the extent possible, each teacher shall allow students with EXCUSED absences to remain current in their class work, make up missed work, and earn credit for the work. However, it is not possible to make up many activities that occur during class time (i.e., discussions, films, lab work, music rehearsals, physical exercise). This may limit the ability of students to remain current in a course and affect their ability to earn certain grades and/or credit for the course. For some excused absences (i.e., long-term residential treatment), grades and/or credits may not be possible because of the length of the absence and the requirements of the course(s). In such cases, it may be determined that no course work will be provided to the student during the absence. In most cases when students have excused absences, the student or parent/guardian is responsible for initiating the request for make-up work according to individual school guidelines. Teachers are NOT REQUIRED to provide work (or to grade or grant credit for work turned in) to a student who is voluntarily absent from school for UNEXCUSED reasons such as vacations, visiting out-of-town relatives or participating in non-school sponsored activities or events.

Teachers have the prerogative to waive or compact missed assignments and/or other curriculum for students with excused absences.

IV. Parent/Guardian Responsibilities

Missouri law places the responsibility on parents and guardians to see that their children attend school. Parents/guardians need to call and provide the school office with the reason for each student absence on the day of the absence. Failure to notify the school will result in the absence being classified as unexcused. In addition, parents/guardians should be aware that notifying the school of an absence does not make an absence excused. The Principal shall apply the above policy provisions to make the excused/unexcused determination.

V. Enrollment Status of Absent Students

Students whose parents/guardians inform the school that the student will not be returning to school shall be dropped from the rolls. The same is true of students who are absent for ten (10) days or more and school officials have inquired of parents/guardians as to the student's status but cannot determine whether the student will return to school.

When the Principal has information that a student is going to be absent from school for ten (10) or more days but will be returning to school, the student shall be reassigned (i.e., for attendance tracking reasons) in the District's student information system until the student returns. The District will not guarantee the student can be kept in the same schedule/classes upon his/her return.

VI. Communication to Parents/Guardians

Each new student and his/her parent(s)/guardian(s), upon initial entry into the Parkway School District, shall receive a copy of this policy. Otherwise, the policy will be published annually on the district's web site and made available to each Parkway family upon request. Building attendance procedures, which must be consistent with this policy, will be communicated in writing to the students and parents/guardians annually.

VII. Implementation

Each school is authorized to develop building attendance management procedures consistent with Policy JE, Student Attendance. These procedures shall include an appeal process for grade reduction or credit loss decisions. There shall be no appeal beyond the Principal.

BICYCLES

Children not eligible for bus transportation are encouraged to walk to school whenever possible. Students who ride to school are to cross Wren Avenue at the crosswalk at Wren & Canary. If bicycles are ridden to school, they must be parked and locked immediately upon arrival.

BREAKFAST AND LUNCH PROGRAM

Wren Hollow's cafeteria is serviced by a central kitchen located at South High School. Our cafeteria offers breakfast and a well balanced hot lunch for a very reasonable charge. Monthly menus are published by Parkway and sent home with your child. We urge you to save these menus and follow them for daily choices. Breakfast costs \$ 1.75 (adult breakfast \$2.00) and lunch costs \$2.50 (adult lunch \$2.75). White, chocolate milk, strawberry and a variety of juices are available for students bringing sack lunches at \$.50 each.

Breakfast and lunches may be purchased individually or in quantity. We strongly recommend that you pay in advance, preferably by check made out to Parkway Food Services. Your check should be put in the pre-printed envelope available from your teacher and dropped in the box by the office any morning.

If a student forgets his lunch or money, a charge may be given to the student for that meal. The loan is to be repaid the next day. Students are limited to three full or partial unpaid charges. Those parents who do NOT wish their child to charge, MUST have a letter stating so on file in the school office.

BUS TRANSPORTATION

School bus transportation is provided for all students who live one mile or more from Wren Hollow School. Hazardous routes, as designated by the Board of Education, exclude the one mile limitation. In order to take advantage of this service, students must be willing to accept and comply with the following expectations:

1. Obey the bus driver.
2. Remain seated on the bus at all times.
3. Wear your seat belts if the bus is so equipped.
4. Keep hands, arms, head and belongings inside the bus.
5. Speak in quiet tones.
6. Do not use profanity or obscene gestures.
7. No fighting, spitting or throwing objects.
8. No destruction of property.

We want all children to be responsible bus riders. Your child is expected to ride on his/her assigned bus. Exceptions may be made upon written request by the parent to the principal. The child is to bring this request to the office upon arrival at school and a special pass will be given to the child for that day.

If a student misses the bus, he is to come to the office and call home. He should not walk home. Students who are allowed to walk home need to have a signed note on file in the office giving parent's permission.

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 supports/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 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.

CELEBRATIONS

There are three celebrations scheduled for Wren Hollow students:

1. Fall Fitness will be held in October. Each classroom will have a period of time allotted after their Fall Fitness events for a snack. Parents are welcome to attend the Fall Fitness Events.
2. Winter Celebration will be held prior to Winter Vacation. The Room Parents will provide crafts and/or simple games and treats in the classroom from 2:45 - 3:30 p.m.
3. Valentine's Day Celebration will be held on February 14. Celebrations are from 2:45 - 3:30 p.m. Room Parents will provide a treat/drink. Students will have time to exchange and open valentine's cards and to socialize with parents/peers.

Birthday "treats" are permitted for children in all grades at Wren Hollow. When treats are planned, they should always include one treat per person in the student's homeroom only. All treats must be commercially prepared, individually wrapped. Please be aware that nut allergies are on the rise so please provide a nut free snack.

COMMUNITY SCHOOL/SUMMER SCHOOL

Wren Hollow offers classes through the community school program for adults, as well as children. It offers a wide variety of enrichment and recreational classes. We publish a bulletin of course offerings for each of the two sessions (Fall and Spring). Please direct any questions and/or suggestions to the school office or the Wren Hollow Community School Coordinator. Summer School is offered for Wren students at a Parkway site.

DRESS

School clothing should be functional and reflect the attitude of the student toward their job of learning. Play clothes, such as halter tops and short shorts, and skirts should be reserved for those activities other than school. School personnel have confidence in your

judgment as a parent in the selection of clothing that is appropriate for school. During changing and cold weather, children should have warm clothing since they spend a part of most days in outside play. Please remind your child that hats will not be worn during the school day. Please label all items sent to school.

Physical education is seen as an integral part of the student's curriculum at Wren Hollow. The students participate in their street clothes and are urged to wear clothes that provide freedom of movement. In an effort to promote safety, the boys and girls are required to wear tennis shoes during physical education classes. During the winter months when heavier shoes are worn to school, tennis shoes may be left in the classroom. Please label shoes with your child's name. If your child is not to participate in physical education class, a written note from a parent or physician must be presented for the student to be excused.

EMERGENCY INFORMATION

A Census Verification Form is sent home at the beginning of each school year for parents to correct and update. This information is essential and often referred to when a child needs medical attention. It is important to keep our office informed of any changes in the emergency information listed on your child's census verification form. In case of an emergency and a parent cannot be reached, the "Emergency Procedures" section will be followed.

EMERGENCY SCHOOL CLOSING

Schools may be closed unexpectedly due to severe weather, power failure, heating problems or other reasons. The district will contact parents through the Alert Now system. It is imperative that your child knows the family plan for such an eventuality.

EXCUSING PUPILS DURING SCHOOL HOURS

If it becomes necessary to pick up your child from school during the day, come directly to the office and sign your child out. We will then walk to class and get your child. Teachers are instructed not to release a child unless authorized by the office. It is important that children be released only through the office and not picked up directly from the classroom. Again, please report in person at the office to receive your child. This procedure is followed to protect your child and to maximize instructional time.

FIRST AID

Our school is equipped to render only minor first aid. Injuries will be taken care of by the school nurse, health room aids or other school personnel. Parents will be contacted and requested to assume the responsibility for any health care that goes beyond "first aid". Our primary objective is to prevent accidents by close supervision.

We have facilities for a student to lie down if he/she is not feeling well. If the child does not feel well enough to return to class in a short time, a parent will be contacted to have the child picked up at school.

HOMEWORK

Homework is an assignment that students complete outside the regular classroom time.

Types of homework which may be assigned include:

1. Practice assignments which help students master specific skills.
2. Preparation assignments which help students gain all they can from subsequent lessons.
3. Extension assignments which allow students to transfer a new skill or concept to a new situation.
4. Creative assignments which provide students with the opportunities to integrate many skills and concepts.

Homework may be required of all students at all grade levels. Homework can help a child develop the habit of independent study, give him/her practice in basic skills, and introduce him/her to the need for budgeting time. It helps to create interest on the part of the student in continuing the learning process after class hours. It is an extension of work introduced by the teacher in the classroom. A student may or may not have homework on any given night.

When your child does have homework, you can help by:

1. Providing a quiet place with the necessary supplies.
2. Having a set time for doing homework.
3. Overseeing and helping when necessary.
4. Being positive about school and homework, and
5. Contacting the teacher in the event of any problems.

Assignments for students who are ill may be requested through the classroom teacher. Preparation of assignments, depending upon the student's needs, is done at the discretion of the individual teacher. Homework may be requested after your child has been ill for 24 hours. Please contact the school office by 9:00 a.m. of the day you would like the homework.

INCLEMENT WEATHER

Parents are encouraged to listen to local radio stations to be informed whether or not there will be school during inclement weather. Should inclement weather or emergency situations occur which would result in the closing of Parkway schools, the schedule will be announced by these radio or television stations between 7:00 a.m. - 9:00 a.m. KSDK, KTVI, KMOV, KMOX, KEZK, WIL-92AM, KIX, Y-98FM, KATZ. The Parkway web site (www.parkwayschools.net) can also be accessed for information about school closures.

INFINITE CAMPUS

Infinite Campus is a web based student information system.

LEARNING RESOURCE CENTER

Wren Hollow is fortunate to have an excellent Resource Center with over 9,000 volumes for student and adult use in completing research projects or enjoying recreational reading. Also found in the Resource Center is an abundance of non print materials such as art prints, videos and recordings. All items can be located through the use of the computer catalog. The Learning Resource Center is available to students and teachers most times of the day for checking out books, working on projects and using the library resources.

LOST AND FOUND

Parents are asked to put a label or name tag on items such as coats, gloves, boots, etc. We keep a lost and found box in the west addition hallway. The box is usually overflowing with unclaimed items. Children and parents are invited to look through the items in case an item has been lost in your family. Articles not claimed are given to a charitable organization throughout the school year.

MEDICATION AT SCHOOL

It shall be the policy of the Parkway Board of Education that the giving of medicine to children during school hours be discouraged and restricted to medication that cannot be given on an alternative dose schedule. When prescription medicine is to be administered by the school, it must be sent to school in its original container with a label affixed by a pharmacy or physician showing the name of the child, the dosage and schedule of administration, what the prescription contains, the date purchased and the physician's name. In addition, a written request from one of the child's parents asking that the medicine be administered must be presented and the medicine must be delivered by the parent or guardian or their designee. Administration of medication to a pupil when the above conditions have been met shall be limited to the school nurse, the principal, a teacher or a school secretary. All medication will be kept in a locked cabinet in the nurse's office. Should you have any question for the Nurse, she can be reached at 314-415-6860.

NON-DISCRIMINATION/ACCOMMODATION NOTICE

The Parkway School District does not discriminate on the basis of race, color, religion, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs or activities. If anyone with a disability needs accommodations to attend or participate in a school or District activity, please contact the staff member responsible for that event at least four (4) business days in advance. Questions, concerns, or requests for information/assistance can also be directed to the designated District coordinator for each applicable federal law.

NON-CUSTODIAL PARENTS

Non-custodial parents who wish to receive copies of school communications may do so by contacting the child's teacher in writing. All school wide communications are also available in the main office.

OVER-THE-COUNTER MEDICATION

A student shall not be permitted to have over-the-counter medication administered at school unless the medication is accompanied by a written request from the student's authorized prescriber. The request shall state the name of the student, name of drug, dosage, frequency of administration, route of administration, and prescriber's name. The diagnosis/indication for use of the medication shall be provided. When possible, the prescriber should state potential adverse effects and applicable emergency instructions. A parent/guardian shall provide a written request that Parkway School District comply with the authorized prescriber's request to give medication.

PARENT TEACHER ORGANIZATION

Wren Hollow School is fortunate to have an extremely active P.T.O. It functions as a service arm to our school. All parents are members of this organization and they faithfully lend their support in making our school a pleasant and productive learning environment. Members of the P.T.O. collectively sponsor various school activities such as the classroom celebrations, staff appreciation activities, annual fund raisers and various programs for the children. This organization meets regularly during the school year.

RECESS

Children enjoy a 20 minute recess period daily. If weather is rainy, students stay inside for recess. An Equivalent Chill Temperature chart provided by the National Weather Service is used to determine whether or not students go outdoors on cold days. It is infrequent that the wind chill requires staying indoors. Children should dress appropriately for their safety and comfort.

REPORTING TO PARENTS

The school year is divided into trimesters. Parents will receive a Student Progress Report after the completion of each reporting period. Parent-teacher conferences will be scheduled in November and February. The time for your individual conference will be sent home with your child several days prior to conference day. Additional conferences, either by phone or in person, are invited and may be scheduled as necessary. Newly enrolled students must be in attendance 20 school days prior to the end of the trimester in order to receive a written report.

SCHOOL HOURS

Instruction at Wren Hollow begins at 8:55 a.m. Dismissal for bus students begins at 3:45 p.m. If you are picking your child up from school, please wait in the playground parking lot or the multi-purpose room. Please help us maintain a safe environment.

SCHOOL PICTURES

Individual pictures of all students are taken in the fall and the spring. These may be purchased by parents, but there is no obligation.

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 have 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" (Parkway administrator and SSD area coordinator).

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 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 works 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:

Co-Teaching/Collaborative Instruction: Special education services are provided through collaborative planning and teaching involving a Parkway general education teacher and a special education teacher. Co-teaching 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 SERVICE

A student's level of service is determined by the **total amount of time** he/she is "**inside the regular classroom**" (i.e., participating in general education settings/activities). 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 Parkway schools. The levels of service (i.e., Missouri Department of Elementary and Secondary Education "special education placements") offered in Parkway schools are:

- "Students with disabilities who are inside the regular classroom for 80 percent or more of the school day. (These are children who receive special education and related services outside the regular classroom for less than 21 percent of the school day.)"
- "Students with disabilities who are inside the regular classroom between 40 and 79% of the day. (These are children who received special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day.)"
- "Students with disabilities who are inside the regular classroom less than 40 percent of the day. (These are children who received special education and related services outside the regular classroom for more than 60 percent of the school day.)"

MODIFIED CURRICULUM

The opportunity to participate in a Parkway content area classroom and earn credit for their work is available to all students, regardless of the nature and severity of their

disabilities. With appropriate adaptations and support, most students are able to meet curriculum objectives and be graded on the same expectations as other students. Modified curricula are intended for use when, despite adaptations and support, students are unable to achieve the minimal outcomes defined for the curriculum and therefore require the essence of the Parkway curriculum to be changed (modified) to accommodate their needs.

When curriculum is modified, **an asterisk (*)** and the following notation will appear on Parkway transcripts: **"* or IEP = Modified Curriculum."** Use of an asterisk (*) on progress reports and transcripts to indicate that curriculum has been modified is **determined by the content and nature of the work attempted** by the student and **NOT** by who teaches the student (course) or in what setting (i.e., general or special education) the student spends a given period.

An asterisk (*) will appear next to "courses" when:

- the "essence" of a traditional, approved Parkway course has been changed (usually by significantly modifying the course content, objectives, and competencies) to meet the individual needs of a student
- students are doing content (e.g., math, English, science, history) related work in a special education setting where the content taught by the special education teacher is modified and based on individualized expectations
- students are working on "daily living," vocational, or other "alternative" curricula (including community access activities) which are determined by the IEP Team and do not relate to traditional, approved Parkway courses.

For students working on significantly modified content/competencies in Parkway general education classrooms, Parkway instructors are able to give such students appropriate grades and credit without compromising those for students working on traditional course work.

No asterisk (*) will be used when the essence of the Parkway curriculum, objectives and competencies is maintained. This is true even when a student is in a general education classroom setting involving co-teaching, direct support from special education staff (i.e., teacher, interpreter, assistant), and/or adaptations to instruction, testing, or materials. When a student is in a special education setting, but is working on the traditional or established content, requirements, and competencies for the approved general education Parkway curriculum, no asterisk (*) will appear if his/her curriculum is the same as for other students.

For students receiving special education services, their IEP Team must determine and document all adaptations, curricular modifications, and how grades will be determined when there are differences from those provided for students without disabilities. For students with Section 504 disabilities, the Individualized Accommodation Plan (IAP)

Team must determine and document changes from what is comparable for students without disabilities. For students who do not have disabilities, the student's parent(s)/guardian(s) must agree to modifications and how the modification will be documented in the student's record.

Grades for students whose course/program is modified will be based on the same criteria used to grade other students. Therefore, **grades are to be based on the extent to which the modified requirements, expectations, and competencies/skills are met, not met, or exceeded by the student, as well as other variables** (i.e., class participation, homework completion and performance) used by teachers to determine grades. The teacher(s) responsible for a student's primary instruction in a given area is to determine the student's grade. **Grading can also be modified by switching to a pass/fail criterion or determining that no grade will be given (i.e., audit).**

LEVELS OF SPECIAL EDUCATION SERVICE

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.

STRANGERS

Please teach your child to use the safest route to and from school and/or his/her bus stop. Always cross the street at an intersection. Instruct them not to accept gifts from a stranger and that he/she is never to get into a stranger's car. Classroom instruction, utilizing units of study, will strengthen and support these safety precautions.

TEXTBOOKS AND SUPPLIES

Parents may be asked to furnish certain items that are consumed by the children such as pencils, paper, erasers, scissors and crayons. Parents are also asked to provide tennis shoes for use in physical education classes.

Children are responsible for all books, supplies and furniture supplied for their use and will be expected to pay for lost or damaged items. A school supply list is available on line and in the school office.

VISITING THE SCHOOL

Parents who wish to visit the school, or have lunch with their child are required to sign in at the office and receive a visitor identification sticker. Thank you for your cooperation in providing a safe learning environment.

VOLUNTEERS

Wren Hollow offers a wide variety of programs which may be of interest if you wish to volunteer. Parents who volunteer are required to sign in at the office and receive a visitor identification sticker.

VOTER REGISTRATION

All citizens who are eighteen years of age are eligible to register to vote in the State of Missouri. If you are not now registered, we would encourage you to stop by our school office at your convenience to register.

WITHDRAWAL AND TRANSFER

Parents who plan to move from the community or transfer their children to another Parkway school should notify the office as soon as possible prior to the withdrawal. This will allow us to prepare transfer information that will enable the new school to place your child in the proper program. When transferring out of Parkway, if the school office has been notified in advance of the student's last day, the student will be given a transcript record on his/her last day to take to the new school. Additional records will be sent to the new school upon written request from the new school. It is especially important that the parent sign a Release of Records form and see that all books and materials have been returned to the school prior to leaving Wren Hollow.

Thank you for taking the time to read our handbook. We are honored to have your children as a part of our learning community.