

MRH EARLY CHILDHOOD CENTER



Parent/Student Handbook

School Hours: 8:00 a.m. – 3:15 p.m.

2801 Oakland Ave. • Maplewood, MO • (314) 644-4405

MRH Early Childhood Center
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*This parent/student handbook is provided for you
to use as a reference guide throughout the school year.
It is our hope that this handbook will prove helpful and informative.
If you have any questions that are not answered herein,
please call the school office.*

MRH ECC School Hours

7:45 a.m. * Students may not arrive at school before 7:45 a.m.
unless they are enrolled in our fee-based Before Care Program
7:45 a.m. Supervision for K/1
8:00 a.m. School begins
8:15 a.m. Preschool begins
2:45 p.m. Preschool dismisses
3:15 p.m. School dismisses
* Walkers and car riders will be dismissed from the Oakland Ave side
1:25 p.m. on Early Dismissal Days – See Calendar

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MRH Early Childhood Center

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Attendance Policy

Attendance is a BIG Deal

Your child didn't want to go to school today. Your child said they didn't feel well.
So you let your child stay home.

NO BIG DEAL

It's very cold outside and you don't have a car available to drive your child to school.
So you let your child stay home.

NO BIG DEAL

You usually drive your child to school but your car won't start today.
So you let your child stay home.

NO BIG DEAL

Your child frequently arrives a few minutes late to school because of the many things that have to be done as part of the busy morning routine.

NO BIG DEAL

OR IS IT A BIG DEAL?

What is your child learning from you about the importance of attending school? What would your child learn from you about following through on commitment in the situations just described? You want your child to be successful. In school. In life. Regular attendance is vital to your child's success in school in the same way that it will be vital to his or her success in a job. Patterns are now being formed. In school. In life. What kind of pattern is your child forming?

You have the responsibility of ensuring the regular attendance of your child at school. Why is regular attendance so important? Because if your child frequently is absent, she/he misses valuable contact with classmates, class instruction and group discussion, even though she/he may make up written work.

Of course, there are some valid reasons for keeping your child home from school:

- Significant illness
- Family emergency
- Observance of religious holiday
- Death in the immediate family
- Circumstances which cause you concern for the safety or health of your child

But, what do you do when your child tells you she/he is sick and doesn't want to go to school and you have serious doubts that she/he is really sick? Try explaining to your child that there are times when we all don't feel great, but we go to work anyway. Maybe you point out sometimes you have to go out there into the world even if you don't feel 100%. Help your child make the distinction between being uncomfortable and being really sick.

Ensuring your child's regular school attendance is a sure way for you to help your child learn how to fulfill his/her responsibility

NO BIG DEAL... YES, IT IS!

Helping your child to succeed is a very big deal. Your school is willing to help. If you are having a problem getting your child to attend regularly, call school. They have personnel who are able to work with and help you. The child who misses school today without a valid reason could become the dropout of the future. Missing school is a BIG DEAL! Don't let it happen! Help is only a phone call away.

Tardy

A Kindergarten/First Grade student is considered tardy if he or she arrives to school after the scheduled start of the instructional day, which is 8:00 a.m. **If your child is tardy to school, parents/caregiver must park and bring their child to the office and sign them in. Habitual or chronic tardiness may result in contact of concern from the school.**

It is the responsibility of the parent or guardian to make sure his/her child arrives at school on time each day.

Reporting Absences

If your child is absent, you must call the ECC office by 9:00 a.m. on the morning of the day your child is absent from school. Voicemail is also available to use before and after school hours. It will be checked each morning. When calling to report an absence, please state the child's name, his/her teacher and the reason for the absence. (Doctor's appointment, illness, death of immediate family member, and observance of religious holidays qualify as excused absences). Other absences are considered unexcused. If your child is not in school, and we have not received a call by 9:00 a.m., the secretary will call to determine why your child is not in attendance. If your child has been out sick for 3 or more days, a doctor's note is needed upon return.

ECC School Attendance Goal 95%

Rationale- Raising ECC's attendance will increase student learning and support ECC's effort to connect students to school. A student missing 9 days of school per year would have an attendance rate of 95%.

Attendance Procedures – Unexcused/Unverified Absences (A)

1 absence Parents are contacted each day that we do not have a reason for an absence. Parents will receive a "We haven't been able to reach you" letter through the mail when all attempts at phone calls are left unreturned for 3 consecutive absences.

3 unexcused absences Call from School Counselor or a letter will be mailed home.

5 unexcused absences Meeting with Counselor to create "attendance plan" with a letter given to parents confirming meeting.

*10 unexcused absences A Home Visit will be scheduled with the Counselor, Principal and parent. A letter will be given to parents confirming meeting. The district social worker will be informed and may be invited to attend the Home Visit. Attendance plan will be reviewed.

12 unexcused absences The district may determine if compulsory attendance laws are being violated and will begin contacting Children's Division of the Department of Social Services. Another option is a parent meeting with the Superintendent or Asst. Superintendent. Retention will be considered and/or mandatory attendance at summer school.

*Please note: If your child accumulates more than 10 absences, (excused or unexcused), a meeting with the appropriate school personnel will be scheduled.

If your child is absent, (excused or unexcused), in excess of 15 days, summer school attendance and retention may not be optional.

Dismissal Information

Appointments

If a student must leave during the school day, a written explanation must be submitted to the school office at the beginning of the day. Parents must come to the school office to sign their child out and school personnel will call for their child.

Change in Dismissal Plan

Parents of children who ride the bus, who wish to pick their child up at the end of the school day, or who designate that the child be picked up by someone else, must send a note to the child's teacher. The teacher will send the note to the school office. **If your child does not have a note, we will send him/her home on his/her regular bus.** If there is a request for a change in bus stops it should be cleared through the office in advance. Please inform any designee that you send to pick up your child, that he/she will be required to present I.D. to school office personnel before the child is released. Please remember that we are responsible to see that your child's return home is as scheduled unless you notify us in writing.

If, for some reason, you need to pick your child up before the school day ends, please go to the office to sign your child out. The child will be called to the office when the parent/caregiver/sibling comes to the office. **The teacher cannot release a student without following this procedure.**

Early Dismissal

During the school year, the students will have early dismissal days. MRH ECC will dismiss Kindergarten/First Grade students at 1:25pm. Early Release does not pertain to the Preschool students. The early dismissal is for teacher in-service programs, departmental meetings, and school improvement activities. The early release dates for this school year are: Sept. 14, Oct. 12, Nov. 9, Dec.7, Feb. 1, Mar. 28, & May 2.

Emergency School Closings

When an emergency or inclement weather forces the closing of schools in MRH the decision to close schools will be announced on the radio (KMOX 1120 AM), TV (Channels 2, 4, and 5), and the MRH School District's web site (www.mrhhsd.org). Announcements will begin at 5:30 a.m. In the event school is called off during the school day due to an emergency or inclement weather we make every effort to inform parents. **At ECC, no child will be released without direct contact with parent/guardian due to the age of students.** The closing will be announced on KMOX, Channels 2, 4, and 5 and the MRH website. In this instance your child will be sent home as usual.

The Discover Club

MRH offers a fee based school-age childcare program at ECC. This program offers a safe, well-supervised alternative environment for your child on weekdays from **6:30 a.m.** until the start of school and after school has ended until **6:00 p.m.** Morning care is located in the atelier, (entrance at far south door by small playground). Afternoon care is located in the cafeteria (entrance is at back door by gym). For more information regarding this program, please call Betty Pearson, Director of Discover Club Program at 256-4514 or ECC office at 644-4405. Enrollment forms available in office.

Other Dismissal Concerns

If your child attends our childcare program at ECC and you pick him/her up from school or your child was absent from school – please notify the childcare program as well as the school. Please leave a message for the childcare staff at 256-4514.

If your child does not arrive on his/her regular school bus at the end of the day, please stay at home and call school so that we may locate your child and notify you as soon as possible. **ECC students will not be released from the bus, unless there is an identifiable caregiver at the bus stop.**

Expectations

Family Expectations

MRH ECC Families have high expectations for student learning and are committed to:

Communicating with their child's teacher by phone, email, notes, and conferences.

Acknowledging the importance of their child's education by sending him/her to school on time with their necessary belongings.

Celebrating their child's efforts in reading, writing, math, & inquiry with words of encouragement.

Modeling appropriate behaviors for their children to encourage growth and success at school by talking respectfully at home and helping them see things from different perspectives.

Instilling the love of literature by reading with their child every night and talking about the stories they have read.

School Wide Expectations

The following are expectations that we honor each day. MRH ECC Students are learners.

To make sure there is an atmosphere where learning can happen we:

Wait, think, take turns to talk;

Follow all teacher directions;

Use our hands for good work.

We are committed to doing our personal best because at ECC we are responsible for our own learning as well as the learning of others.

Staff Expectations

MRH ECC Staff Members are Learners. As a community of caring individuals concerned about the educational, social, emotional, and behavioral development of our students, we are committed to:

Having high expectations and providing the environment, support, and encouragement for all children to meet those expectations.

Creating environments that encourage high levels of student engagement.

Doing our personal best and trying our hardest in every interaction, project, and meeting with improved student learning as our goal.

Making every effort to understand and to respond to the needs of parents and children in a compassionate manner by pooling resources to support families.

Giving parents honest information in a supportive, empathetic, and respectful manner regarding their child's development.

Engaging in professional dialogue about student learning to strengthen our collective response when a child is not learning.

Enjoying each child that we encounter.

Honoring the belief that all children **want** to learn by believing in each child.

General School Information

Lunch Information

Students may purchase lunch for \$2.50 or may purchase milk or juice for .50 cents if bringing their lunch. The fee for an adult lunch is \$2.75. The preferred method of payment is weekly by check since it is easy, convenient and better for record keeping. Payment is collected every morning and put into your child's lunch account. The cashier will enter your child's account pin number after he/she has received his/her lunch tray or milk only purchase.

A breakfast program, running from 7:45 a.m. to 8:10 a.m. is available for Preschool students enrolled in A.M. Discover Club. Breakfast is free for Kindergarten/First Grade students and will eat in their classrooms from 8:10-8:30am. The fee for an adult breakfast is \$2.00.

Students may pay for lunch by cash or check. If paying by check please make the check payable to **MRH School District**.

An application for free and reduced lunches is included in your student packet. All families are required to complete and return the form on the first day of school. **Only one application per family is needed.**

Students carrying lunch boxes should make sure that their names are clearly marked on or in the lunch box.

Students will be allowed to charge three lunches then will be given a cheese sandwich for lunch until lunch fee is paid. A return envelope will come home bi-monthly if your child owes money in the cafeteria.

Important Note:

The ECC and Elementary Cafeteria food service will no longer serve peanut butter sandwiches or nut products in order to ensure the health and safety of children and adults with nut allergies. Children may continue to bring peanut butter sandwiches or other nut products in their home lunch.

One or more tables in the cafeteria will be identified as **nut-free** and only students who buy lunches and children with nut allergies will be permitted to sit at these tables. All cafeteria staff will be made aware of students with identified nut allergies and will be trained in the use of the EPI pin.

Extra precautions will be taken to insure that these tables are thoroughly wiped down between lunch periods.

Dress and Grooming

The appearance of any student is primarily the responsibility of that student and the parent. Students' dress and appearance are required to be of such character as not to disrupt nor distract from the instructional procedures of the school. Students are to wear clothing, which is clean and safe. Shoes must be worn at all times. Clothing that is revealing or suggestive may not be worn. Tube tops, tank tops, halter-tops, midriff and see-through clothing is all considered inappropriate for school. Hats, caps, and other headgear may not be worn in the building. Sunglasses and dark glasses, unless prescription, are considered inappropriate attire. Clothing with vulgar, profane or suggestive messages or pictures of illegal substances or alcoholic beverages are also inappropriate. It is also required that clothing be worn in the correct manner. For example, slacks are to be worn at the hips – not sagging, etc. Pants should not be worn so low that underclothing and skin can be seen. For safety reasons students need to be able to walk or run without pants impeding the process. When, in the judgment of the principal, a student's appearance or mode of dress disrupts the educational process, or constitutes a threat to health or safety, the student may be required to make modifications.

Personal Property and Valuables

Please mark all items of clothing, lunch boxes, and other personal property with your child's name. Valuable items should not be brought to school without permission or pre-arrangement with your child's teacher. Large amounts of money are not to be brought to school. Monies for fundraisers or payment of fees need to be brought to school in a marked envelope. Toys are not allowed at school unless it is designated a "Show & Share" time. Game boys, beepers, cell phones, any type of trading cards are not permitted at school and will be kept in the principal's office if found with student until a parent can pick them up. Any type of toy weapon brought to school will be confiscated and disciplinary action will be taken. MRH ECC & MRH Elementary will **NOT** be responsible for or pay for any items (game boys, beepers, cell phones, trading cards, etc.) that are lost or stolen at school.

Guidance Information

Registration

To register for Preschool go to the ECC Office. To register for Kindergarten/First Grade in the Maplewood Richmond Heights School District go to our Central Office located at 7539 Manchester Rd. Please bring the following documents::

- Proof of residency in Maplewood or Richmond Heights (occupancy permit listing the names of the parent/guardian as well as enrolling student & picture ID for the parent/guardian). If you are a legal guardian, proof of guardianship is required.
- Child's birth certificate
- Child's social security card
- Immunization record (child can not be enrolled in school unless immunizations are up to date and will not be permitted to enter class until immunizations are complete and records have been received).
- Preschool – physical is required
- Kindergarten – physical is requested and new state guidelines require a comprehensive eye examination by an eye doctor, see appendix.

Grading

Grade reports are issued four times a year, at the end of each quarter.

Transfers

Parents should notify the office if they are moving. Parents will need to fill out a withdrawal from school form when moving from the district. The receiving school will request the child's records to be sent to them.

Guidance Program

Our school guidance counselor is available for consultation regarding appropriate methods of intervention for students with specific problems. ECC will use a "Child Study" format to assist teachers and parents when a child experiences difficulty with academics or healthy social/emotional relationships.

Intervention Team

Our Intervention Team will meet regularly with the classroom teachers to examine student literacy and math development. Modifications to instruction will match student need. The Intervention Team includes Classroom Teachers, Instructional Specialists, Interventionists, Special School District Staff, Counselor, and Principal.

Title I Reading

Building instructional specialists and interventionists will aid all students in the literacy process and the development of mathematical concepts.

MRH ECC Retention Procedures

MRH School District is committed to meeting the needs of all students enrolled in our schools. Toward that end, our goal is to provide appropriate support services when students are failing to achieve. The procedures outlined below are designed to identify early in the year students who are at-risk for retention and to put in place strategies and interventions to maximize our students' chances for promotion to the next grade level.

The Senate of Missouri through Senate Bill 319 requires that students reading more than one grade level below their current grade placement be retained from grade three through six. Students identified with a disability or those who are speakers of a language other than English, who have been in this country less than a year, are exempt from this requirement.

Criteria to Be Considered in Determining Students At-Risk for Retention

Classroom teachers are asked to consider the following criteria and sources of data when evaluating student achievement and progress towards expectations.

- Teacher observations and anecdotal records
- Data from teacher-made tests
- Standardized test results
- Attendance
- Reading level assessments
- Report cards and other progress reports
- Work samples
- Intervention Team strategies
- Child Study action plan
- History of previous retentions
- Special education or other support services: IEP, reading intervention, etc.
- Social skills
- Length of enrollment in the district

Steps to Be Taken When Concerns are Identified

By early January of each school year, teachers who are concerned about a student who may be at-risk for retention, should refer that student to the Intervention Team for a review. The Intervention Team will evaluate the data gathered to date, identify additional data needed to help make a recommendation, and develop an intervention plan to ensure that available resources have been made available to support the student.

Intervention Plans may include, but are not limited to the following strategies:

- Additional or different reading support services
- Notification of the student's parents or guardian (conference, letter, or other contact)
- Meetings with the building counselor
- Tutoring
- Homework support
- Observation by another staff member other than the current teacher
- Summer school

Possible Outcomes of Intervention

Towards the end of the school year, after an Intervention Plan has been implemented, the student's progress will be evaluated to determine if retention appears to be a viable option. According to the National Association of School Psychologists, retention is less likely to have harmful effects on students when:

- The student lacks serious academic deficits in the year prior to retention
- Has positive self-esteem and good social skills
- Shows signs of difficulty in school because of lack of opportunity for instruction rather than lack of ability
- Does not have serious social, emotional, or behavioral issues

The decision to retain a student will be made by the teacher in collaboration with the principal, Intervention Team, and parents. Retention becomes the sole decision of the school when there are excessive absence issues.

Special School District

The MRH School District receives services from the Special School District. Many services are available to our students, such as educational testing, homebound instruction, and diagnostic evaluations in the areas of speech, hearing, sight, and alternative schools. For specific information regarding these programs call the school counselor at your child's school.

Health Information & Policies

MRH School Nurses

Gail Dabler, Middle School and High School

Ashley Shepherd, Elementary

Michelle Davis, Early Childhood Center

Emergency Forms and Information

The school office maintains up-to-date information on all students. Some of this information is very important in case of emergencies. New forms are sent home with every student the first day of school. (*Kindergarten parents fill out these papers at registration*). **It is imperative that parents complete these and return them to school immediately. During the year, if any of the information listed on the enrollment form or emergency form changes, please send this information to the school office.** By keeping this information current in our office, you will guarantee that we are able to contact you in the event an emergency might occur. Telephone number, address, employment and other changes should also be reported. If your telephone number is unlisted, we still need the number in the school office in case of emergency. The school considers all telephone numbers confidential.

STUDENT ILLNESS---GUIDELINES

The following guidelines address how student illness may be handled within the MRH School District. The Maplewood Richmond Heights District Schools are staffed by Registered Nurses who have access to consultative backup from the District Physician and / or the child's primary care physician when needed. As such professional discretion and best clinical judgment will be used in conjunction with these guidelines.

1. **FEVER:** Students with temperature **100 degrees (100F, 37.7C) or above** will be dismissed from school. **Students may be readmitted to the classroom if there has been no fever in the preceding 24 hours without the aid of fever reducing medication.**
2. **CONJUNCTIVITIS:** Commonly called "pink eye", is highly contagious and treatment must be administered before a student may return to school. Red, crusted and / or draining eyes will be sent home. **A doctor's note is required for verification.**
3. **COUGH:** Coughs have a tendency to be somewhat prolonged, and a cough alone does not exclude a student from school. A productive cough, a cough associated with fever, or a cough disruptive to the learning process may exclude the child from school. A productive cough or a cough that lasts longer than 2 weeks should be evaluated by a physician.
4. **VOMIT AND / OR DIARRHEA:** If a child vomits/ diarrhea more than once, they will be sent home. If they have one episode with fever or behavioral changes, the child will be sent home. If they are vomit/ diarrhea free the rest of the day and fever free, they may return the next day. Otherwise, a student needs to be **vomit/ diarrhea free for 24 hours before returning.**
5. **RASH:** A child with a rash or open sore(s) should be excluded until the cause has been determined. This may require a physician's note to return to school.
6. **RUNNY NOSE /COLD:** School okay if drainage is clear. However, if it is serious enough to interfere with the child's ability to learn, it is advised to stay home.

7. **SORE THROAT:** A sore throat may require medical attention to determine if strep is present and if an antibiotic is needed. If the strep test is positive, the student will need to be treated. The child may return to school if no fever is present and has been on an antibiotic for 24 hrs.

8. **LICE: (*Pediculus humanus capitis*)** any evidence of untreated nits or live lice the child will be excluded from school until proper treatment and checklist has been done. Upon returning to school the signed checklist and an inspection by school nurse must be done before entering back into the classroom. *See lice policy below.*

9. **IMPETIGO:** This is highly contagious and requires treatment. The child should not attend school until consulted by doctor and treatment has started for 24 hours.

10. **PAIN:** Irritability, lethargy, persistent crying, difficulty breathing should be referred to a physician.

Contagious or communicable diseases should be reported to the school nurse for the protection of children.

Lice Policy

Effective August 2010

Lice screenings will take place once a school year by the school nurse to educate. If a child has lice/*nits, the whole class will be checked by the nurse the same day and the child will be sent home. A positive exam for lice or nits will exclude the child from school until the treatment protocol/checklist has been completed. The next day the child will be checked by R.N. before allowing back in class. Proof of treatment is required with label or box top from product used. (Reapplication in 1 week as directed). The Lice Treatment Checklist must be signed by parent upon return, to verify the lice protocol was done. Upon return, if 1-3 nits are found and no lice, the nurse will remove and student can return to class. A daily/weekly check will be done x2weeks. If still positive lice/>3*nits the student will be sent home for manual removal of lice/*nits. Consult your doctor. If Child has more than x2 infestations a month or x3 a school year, then Family Services will be involved. A note from a doctor will be required to verify that child was evaluated and proper treatment was done.

*The significance of nits depends on the clinical setting. In the absence of recent treatment for lice, the presence of nits is more likely to suggest an active infection. In the presence of recent treatment for lice, nits do not necessarily represent a failure of treatment, but may indicate that the parent has not closely complied with the lice treatment policy.

Immunization Requirements

The following requirements **MUST BE** met prior to your child's first day of school or your child will be excluded from school for noncompliance. Missouri School Immunization Law 167.181 will be strictly enforced by the MRH School District.

These immunizations are:

- School age children at school entry are required to have 4+ doses of DPT and 3+ doses of OPV. NOTE: The last of these doses **MUST** have been received at age 4 years or older. No more than 4 doses of OPV are required for school attendance.
- School age children at school entry **MUST** have had two doses of MMR.
- School age children at school entry **MUST** have 3 doses of Hepatitis B vaccine.
- DT booster is required every 10 years.

You must furnish the school with the “month, day and year” on which these immunizations have been received. MISSOURI SCHOOL LAW REQUIRES THAT CHILDREN WHO ARE NOT COMPLETELY IMMUNIZED ON THE FIRST DAY OF SCHOOL WILL NOT BE ALLOWED TO BEGIN SCHOOL. If you have any questions regarding your child’s immunization status or for more detailed information, please check with your school nurse.

The school nurse will contact those parents whose files show a lack of the proper immunizations for their children.

IMMUNIZATIONS FOR COUNTY STUDENTS MAY BE OBTAINED FREE OF CHARGE AT THE:

John C. Murphy Family Health Center	OR	People’s Clinic
6065 Helen Ave., Berkeley, MO 63134		7200 Manchester Rd., Maplewood, MO
(1-70 at Hanley and Airport Rd.)		63143
Phone –(314) 522-6410		Phone- (314) 781-9162

Medical Emergencies

When a child is injured or becomes ill at school, and if in the judgment of the nurse, should be sent home, the parent is called. If the parent cannot be reached, the persons listed on the emergency form will be called. **It is important to keep your child’s emergency form up to date.** If in the judgment of the nurse, a child’s life and health is in immediate danger, 911 will be called and you will be notified of the emergency as soon as it is possible to do so.

Medications

When medicine is to be administered by the school, a label affixed by a pharmacy or physician must accompany the medicine with the following information:

- Name of child
- Name of medicine
- Dosage and schedule of administration
- Date purchased
- Physician’s name

In addition, a medication form must be filled out by one of the child’s parents in order for the medicine to be administered at school.

A PARENT SHOULD BRING ALL MEDICATION TO SCHOOL. Please do not send medications in your child’s lunch. The school nurse should give all medications taken during school hours.

Physicals

The MRH School District requires a physical examination for entrance into preschool and it is requested for kindergarten, 4th, 7th, and 10th grade. Sport Physicals are required to be done yearly.

Immunizations

By the time the child is	They should have the following immunizations
3 months	1DTaP/DT, 1 Polio, 1 or 2 Hepatitis B, 1Hib
5 months	2 DTaP/DT, 2 Polio, 2 Hepatitis B, 1 or more Hib
7 months	3 DTaP/DT, 2 Polio, 2 or 3+ Hepatitis B, 1 or more Hib
19 months	4+ DTaP/DT, 3+ Polio, 1 MMR, 1 or more Hib after 12 months of age, 3+ Hepatitis B, 1 Vericella

Immunization's Continued

Grades	Required Immunizations Per Grade
K-3	4+ DTaP/DTP/DT/Td 3+ Polio 2 MMR (measles, mumps, rubella) 3+ Hepatitis B 2 Varicella (chickenpox) or proof of disease (letter from doctor with month and year)
4-5	4+ DTaP/DTP/DT/Td 3+ Polio 2 MMR 3+ Hepatitis B
6-9	4 DTaP/DTP/DT/Td 3+ Polio 2 Measles, 1 mumps, 1 rubella 3+ Hepatitis B
10-12	3+ DTaP/DTP/DT/Td 3+ Polio 2 Measles, 1 mumps, 1 rubella 3+ Hepatitis B

Parent Involvement

How Parents Can Help

- Support the school.
- Maintain a positive attitude about education, the school and the teachers.
- If a problem occurs at school, get the FACTS, and then cooperate with the school to affect a workable solution to the problem.
- Become acquainted with your child's teachers and cooperate closely with them. You may help tremendously by coming to school for a conference when requested to do so. Make a point of seeing grade reports at each grading period. Attend all meetings for parents. Learn "what's going on at school" so you can discuss schoolwork and activities at home.
- Read to your children and have them read to you.
- Model reading at home and play games with your children.
- Volunteer to help the school in any way you can.
- Visit your child's classroom on a regular basis as a "room helper". Become involved in our school.
- Insist upon regular attendance and punctuality. Most parents go to great lengths to see that their children are in school on time every day except when illness, death in the family or another type of emergency necessitates their absence. Transportation problems, bad weather, and other involvement's often make "getting the kids to school" a difficult task, but the dividends of regular attendance on the child's education are well worth the effort.

Parental Rights

All parents have certain legal rights. However, in the case of divorce or separation, these rights may be changed. MRH will do everything possible to adhere to the wishes of the court. Written documentation will need to be provided if special circumstances exist, and copies of such documents will need to be kept on file for the safety of your child. See form section in the back of the handbook.

Parent Teacher Conference

Two sets of Parent/Teacher Conferences are scheduled this year. ECC's first conference will be in September and the second conference will occur in mid-January. Please refer back to District Calendar for specific conference dates. We believe parent-teacher communication is extremely important for your child's success; therefore, we encourage you to attend your scheduled conference.

In addition, you are welcome to schedule a conference with your child's teacher or the principal at times during the school year. You may send a note to the teacher or call your child's school office for an appointment.

PTO

The PTO is the parent teacher organization in our building. We encourage all parents and staff to become involved in the PTO. Studies indicate that parental involvement is important in a child's education. We welcome you to become involved as a part of our school through the PTO. If you have questions or suggestions regarding the PTO feel free to contact your child's school.

Field Trips

During the course of the school year, in an effort to enhance and support the curriculum, teachers plan field trips away from the school site. Notification of such trips will be sent home with students in advance of the event. **Parents are to sign permission forms, located in the enrollment packet, and return them to the teacher before the student will be allowed to participate in field trips throughout the year. If permission is needed due to a specialized activity a separate form will be sent home for signature.** Parent volunteers, in most cases, are asked to accompany the classes to provide additional adult supervision. If you are interested in volunteering, please contact your child's teacher. See form section in the back of the handbook: Guidelines for Field Trip Chaperons.

Parent Volunteers

Information regarding specific areas for volunteering at school will be sent home with your child. Please complete this form and send it back to school as soon as possible. We invite your participation in our school.

Lost and Found

The lost and found is located in the entryway of the cafeteria. Any library books that are found should be returned to the library.

Transportation Information

Parking and Pick Up

Beginning at 7:45 a.m. parents may use our "*drive through*" lane stopping at the double back doors by the gym where school provided supervision monitors your child exiting their car and walking up the steps to the gym where supervision will again be provided. Parking is not permitted in the front of ECC during pick up and drop-off times. During those times the front of school is reserved for busses.

When picking up your child at ECC, parents need to park, or go to the "*drive through*" lane located on back parking lot to pick up your child.

Bus Riders– Rules and Regulations

- Pupils should be on time to the bus stop.
- Pupils should form an orderly line off the roadway prior to the arrival of the bus. Pupils may not hold place for another pupil or give-ups, backs, etc. People who leave the bus line lose their place in line.
- NO pushing, shoving, fighting, scuffling, etc., while in line waiting for the bus.
- DO NOT move to board the bus until the bus has stopped and the door opened.
- Pupils should move to the rear of the bus and fill seats immediately with no pushing or shoving. If needed, the bus driver or principal will assign special seating.
- Talking should be at a conversational level.
- Pupils should not litter the bus.
- Food, candy, gum, or drinks may not be consumed on the bus.
- Pupils are to remain seated while the bus is in motion.
- Arms, heads, feet, etc. should remain inside the bus windows.
- Pupils will be considerate and respectful of the bus driver and in no way interfere with him/her.
- No swearing or abusive language will be permitted on the bus or at the bus stop.
- Scuffling, fighting, cap snatching, horseplay, spitting, etc. will not be permitted on the bus.
- The bus driver is not permitted to discharge pupils at places other than the authorized bus stop unless authorized by the principal.
- Pupils shall not throw anything from the bus.
- Pupils shall not tamper with any of the bus controls or conduct any sort of activity that might place them or other bus riders in a dangerous situation.
- Objects other than regular school materials may be transported to or from school only with the permission of the bus driver.
- Animals, snakes, pets, etc. are not permitted on the bus.
- Pupils shall conform to all reasonable rules and regulations given or posted by the bus driver.

MRH Bus Misconduct Procedures

Safety is our main concern for all students when riding the bus to and from school. Bus misconduct will not be tolerated. If you have any questions please contact your child's school.

- **First time** bus offenders will be given a written warning.
- **Second time** bus offenders will receive a bus write-up and be off the bus for one week.
- **Third time** bus offenders will not be allowed to ride the bus for ten days.
- **Fourth time** bus offenders will not be allowed to ride the bus for the remainder of the semester.

State, District, and Building Policies

Certain rules are necessary for the smooth operation of any school. The following is a listing of the rules we expect students to adhere to while attending our schools.

State and District Policies

- No child may take part in any activity that is in violation of the criminal or juvenile codes under the state of Missouri, St. Louis County, or the municipalities within the MRH attendance area.
- No pupil shall intentionally threaten, harass, assault or cause physical injury to other pupils or any personnel.
- No pupil shall steal or intentionally damage any school or private property.

- Pupils shall follow all directions of administrators, teachers, substitute teachers, student teachers, teacher's aides, bus drivers, and other school personnel authorized to give directions during all school hours and activities.
- All pupils riding the school bus will observe the established bus rules and regulations.
- All pupils enrolled are required to attend school daily unless unable to do so for medical reasons or are properly excused.
- A pupil shall not use profane or abusive language.
- A pupil shall not cause disruption of any school function or activity or urge others to engage in any disruptive conduct.
- Personal appearance and conduct are required to be such as not to disrupt or distract from the instructional procedure of the school. Footwear shall be worn at all times. Special dress may be required to special activities such as field trips.
- Pupils shall not reproduce the signature of a parent, teacher or other child or staff member for the purpose of deception.
- A pupil shall not engage in unauthorized selling in school or on school property.
- A pupil shall not knowingly cause a false alarm or other emergency.
- No pupil shall smoke or possess a smoking product or smoking equipment.
- A pupil shall not knowingly buy, sell, transmit, use, possess or be under the influence of any drug, alcoholic beverages or intoxicant of any kind unless medically prescribed by a registered physician.

School-wide Discipline Plan through Vision Management

The school wide discipline plan for MRH ECC was developed by a committee of teachers to be an ongoing process to promote positive student behavior. Proactive components of the plan are high expectations, well established procedures, classroom discipline plans created by teachers and students that contain rewards, rules and consequences, and class meetings devoted to teaching students problem solving skills, responsibility and self-discipline.

Vision Management is a comprehensive, research-based, discipline program that is implemented district-wide. It consists of specific strategies, techniques, skills, scripts and tools for successfully getting students to take responsibility and manage themselves. Vision Management is unique because it is a behavior management system that provides a comprehensive school wide discipline plan that includes:

- *Brain-Based Teaching and Learning Techniques*
- *Shared Core Values*
- *Character Development*
- *Student Self-Management*
- *Problem-Solving*
- *Conflict Resolution*
- *Social Skills*
- *Building a Community of Learners*

Self-discipline is the ultimate goal of the program. This will occur in a caring, consistent fashion balanced with firmness and fairness. Students will develop personal goals and participate in decisions about their achievement, accountability, safety and behavior. **Students are here to learn.** Misbehaviors will determine learning choices (formerly known as consequences) that will include the following:

- *Refocus Time in the Classroom*
- *Refocus Time in a Buddy Room*
- *Loss of Recess/Privileges*
- *Learning Appropriate Behavior (LAB) time in the office during lunch/recess*

- Write about better choices that will help them move toward their goal
- Out of School Suspension (OSS)

Second Step: Teaching Social-Emotional Skills

Second Step, published by the Committee for Children, is a curriculum that teaches social-emotional skills to children in Pre-kindergarten through first grade. The weekly curriculum teaches skills to reduce impulsive behavior in children while increasing their level of social competence. Children who learn and use these skills are more likely to get along with other people and to do better in school.

Research reveals social skills that are commonly lacking in people prone to violent behaviors include empathy, impulse control, problem solving, and anger management.

Further, children do not use prosocial behavior for several reasons:

- lack of modeling
- lack of practice
- developmental delays
- belief systems regarding aggression
- Emotional responses-lack of impulse control

Second Step addresses these by teaching modeling, practicing, and reinforcing skills in empathy, impulse control, and anger management.

The classroom lessons, which are taught by the classroom teacher every Monday, include:

Empathy training: students learn how to identify and predict feelings of others.

Impulse control: students learn skills in problem solving and effective communication, and they receive training in applying these skills to specific social behaviors

Anger Management: students learn techniques to reduce stress and redirect angry feelings in order to prevent violent reactions.

Quarterly, teachers are asked to report their progress to the counselor. Additionally, the teachers are asked to keep the lesson cards posted and revisit the lessons throughout the week. Specific lessons are also used in counseling groups and individually with students as needed.

Building Policies

- No running in the building at any time except in designated P.E. areas.
- Children should walk quietly in the halls.
- Radios, electronic games, tape players, cassettes, etc. should not be brought to school without approval of the teacher in charge.
- Candy or other foodstuffs are not to be brought to school unless they are to be consumed in the cafeteria during lunch. No food or beverage should be consumed anywhere else without special permission from the staff.
- Students will respect other students and other student's property. If intentional destruction of student property occurs, the offending student will be expected to make restitution.
- Students will respect the school facilities. If intentional destruction of school facilities occurs, the offending student will be expected to make restitution.
- Students will respect and follow directions from the staff. Each class will have classroom rules that students will be expected to follow.

Classroom Policies

In order to personalize rules and promote ownership in them, each teacher and their students will create classroom rules as a team. Consequences will be implemented as needed for disciplinary actions.

Hallway Policies

- Walk quietly
- Students will have a hall pass when walking in the hall
- Hands and feet to self
- Respect others

Cafeteria Policies

- Enter and leave the cafeteria in a quiet, orderly manner.
- Saving of seats is not acceptable as it results in hurt feelings.
- Quiet table talking is allowed using inside voices
- Raise your hand if assistance from the teacher on duty is needed.
- Keep hands, feet, objects and food to yourself
- Clean up the table and floor before dismissal.
- Tables are dismissed when students are quiet and finished eating.

Playground and Equipment Policies

- Play safe
- Share equipment
- Be a good sport.
- There is to be no throwing of rocks, dirt, snowballs or wood chips.
- Tools, knives, toy knives, toy guns, water guns, slingshots, wheel toys, hard balls, etc. are not to be brought to school without special permission from the principal's office.
- **Children are not to engage in any sort of rough play, i.e., boxing, judo/karate, wrestling, tackling, pulling on clothing, or any chase game involving unnecessary pushing or shoving. Staff members often cannot tell the difference between "play" fighting and "real" fighting, so please refrain from both.**
- All students are to go outside during recess unless requested to stay in.
- Children are not to go into the building from recess without permission and a pass from the teacher on duty.
- Students are not to climb on the trees, utility poles, backstops and fences, or the building at any time.
- Students should not pet or play with stray animals.
- Students should stay on the designated playground area at all times unless directed to leave by the teacher on duty.
- **When the whistle blows or the bell sounds to come in, all play stops. Playground balls should be gathered and held under control and ALL PLAYING SHOULD STOP. When the students have lined up properly, classroom teachers will escort them inside.**

Restroom Policies

- Use inside voices
- Appropriate use of facilities
- Hands and feet to self
- Wash your hands

Thank you very much for taking the time to read and discuss our parent handbook and district wide expectation. We look forward to a great year getting to know you and your child

MRH ECC Homework Plan



Homework Philosophy

Homework is a valuable tool in the learning process; it is a natural extension of the work students complete in class. Homework provides opportunities to apply learning and to experience necessary practice. It develops student responsibility and accountability by developing work habits essential for succeeding in life. Homework offers teachers, parents and students the opportunity to be involved in and support the learning process outside of school. Research shows that homework increases student achievement.

To move our students forward in the learning process, MRH students will be given consistent, appropriate and meaningful homework.

Homework Purpose

Our faculty strives to make each homework assignment meaningful and purposeful. To that end homework gives students the opportunity to practice skills, prepare for a new topic or elaborate on material already introduced. Our faculty will share with students the purpose of each homework assignment. Robert Marzano, a leader in the field of educational research, identifies several major purposes of homework.

Practice

Students must reach a level of self-sufficiency in performing a learned skill. This kind of homework typically increases speed and accuracy. At ECC when a child begins guided reading with his/her teacher, he/she will bring home books read at school during guided reading, and it is the rereading of familiar text that helps him/her build speed and accuracy with the particular skill/strategy he/she is learning in class.

Preparation

Students must access prior knowledge about a topic to be learned. The focus of this type of assignment might ask a student to reflect on previous learning or think about what they want to learn. Parents are asked to read to their child every night for at least 15 minutes, because listening to a parent read builds a child's vocabulary, listening skills, sense of story, and thus, prepares them for the important literacy work they will be engaged in each day.

Elaboration/Extension/Enrichment

This type of homework might require students to conduct research, compare items, support a position or develop a graphic organizer of information. These challenging assignments allow students to demonstrate their knowledge in creative and varied ways. At ECC when a child bring home his/her math journal they may be asked to conduct "research" by finding out each family members' favorite food. This information may be recorded by a child in his/her journal and then used the following day as "data" to construct a graph. This graph may be the springboard for a conversation about more/less and other comparative concepts.

Reading

Students must spend time reading to increase fluency and comprehension while preparing for discussions or key writing assignments. Only by practicing this key skill will students improve in reading.

Study

This type of homework requires student to review material in notes and assignments to commit key information, ideas and concepts into long-term memory and to enhance understanding of a subject. Students will need to review and make connections between information and assignments to further enhance their understanding. One example of "study" at ECC occurs when children begin to work on their no-excuse spelling words and corresponding spelling tests.

Parent Role

- **Establish** a homework routine (This is a crucial step in helping your child develop positive **work habits** for his/her educational career).
- **Provide** a quiet, well-lit place, materials, and a consistent time for children to work
- **Check** your child's homework folder each evening
- **Read** to your child every night or every morning for 15 minutes
- **Support** and motivate your child but do not do the homework for him/her
- **Contact** the teacher if your child is struggling with assignments or spending an excessive amount of time on homework or if you find the directions confusing or unclear
- **Praise** your child's efforts and keep a positive attitude about homework

Student Role

- **Listen** to directions from your teacher so you know what to do
- **Be** responsible for putting reading packets, reading folders, or guided reading bags in your backpack each day
- **Take** your homework folder out of your backpack and show it to your parent or caregiver
- **Read** to an adult or older sibling every night
- **Do** your work neatly and do your personal best
- **Pack** your homework in your backpack and bring your backpack to school each day

Teacher role

- **Assign** meaningful and purposeful homework that helps build students' sense of responsibility and supports skill and concept development
- **Consider** individual differences
- **Identify** the type of homework-Practice, Preparation, Elaboration/Extension/Enrichment
- **Give** daily verbal feedback to child
- **Communicate** weekly with parents using the homework folder

Amount and frequency

Consistent homework positively influences student achievement. ECC students are expected to read each night, have an adult read to them and complete math homework each week. Parents should expect kindergarten students to spend 10 minutes on math homework per night and 15 minutes listening to an adult read. First graders should spend up to 15 minutes reading their guided reading books and up to 15 minutes on math homework. If parents find that their children are spending an excessive amount of time on homework, they should contact the teacher.

Completion Guidelines

Our purpose in assigning homework is to help students begin to take responsibility for their learning in the earliest years of their educational career. We strive each day to teach in such a way that your child understands that he/she is a powerful thinker and can make important decisions about his/her learning. Homework is assigned then, to promote the idea that learning happens in and outside of the classroom and that they are responsible for learning in both settings.

Kindergarten:

Literacy:

We expect parents to read to their child each evening or morning for 15 minutes. ECC reading specialists have prepared backpack books to be taken home 3 of 4 evenings per week with kindergarten students. Parents will be asked to sign the book envelope and have their child return it to school. Once students begin guided reading, they will be responsible for reading their books each night to an adult or older sibling and returning them to school the next day.

If a student does not have someone read to them or they do not read their guided reading books, they will have an opportunity to do both with an adult in the building the next day during their recess or free choice time.

Math:

Students will be responsible for completing their weekly math homework and sharing their daily math thinking and work with an adult or older sibling. There will be practice or extension activities to complete each week. If a student does not complete their math homework they will complete it during Fun Friday math time.

First Grade:

Literacy:

We expect parents to read to their child each evening or morning for 15 minutes. Guided reading books need to be read every night to an adult or older sibling and returned to school the next day.

If students do not read their guided reading books, they will read to an ECC staff member during their recess or free choice time the next day. Students will also be responsible for practicing the words on their personalized spelling list each week.

Math:

Students will be responsible for completing their weekly math homework and sharing their daily math thinking and work with an adult or older sibling. There will be a practice or extension activities to complete each week.. If a student does not complete their math homework they will complete it during Fun Friday math time.

For More Information

We also invite you to visit the district website at www.mrhdsd.org to review the homework plans at each building under "Parent Resources." If you have concerns about your child's homework, please do not hesitate to contact your child's teacher by phone or email. A complete listing of staff emails can be found in the front of the Parent/Student handbook.

2011-2012 Parent/ School Compact
MRH School District -Early Childhood Center
Please sign and return by Friday, September 9, 2011

The Early Childhood Center and its STAFF will...

- provide certified teacher, develop appropriate high quality curriculum and instruction, and create an effective teaching-learning environment specifically designed to assure maximum student performance
- host an orientation prior to the start of school to inform parents of expectations, procedures, policies, report card review, and explanations of the curricula at each grade level
- provide many and varied opportunities for parent involvement and education scheduled at mutually convenient times to support parents' efforts to take responsibility for high student performance
- maintain communication with parents through monthly school and classroom newsletters, conferences, telephone calls, notes, emails, meetings, and the parent/student handbook
- provide written evaluations to parents informing them of the students' attendance, attitude, and academic performance
- conduct a yearly survey that allows parents to evaluate curriculum, programs and provides an opportunity for them to make suggestions or comments

As a PARENT, I will support my child's education in the following ways...

- support the efforts of the school by monitoring their child's attendance and homework
- read, review with child and sign the parent/student handbook
- encourage the habit of reading for information and recreation
- attend parent-teacher conferences and other school sponsored activities
- encourage respectful behavior

As a STUDENT, I will share in the responsibility to improve my academic performance by...

- attending school every day possible
- being respectful towards other

Please sign the parent and student portion & return to school:
Teachers will sign when form is returned to school

The parents and teacher agree to this Compact and the policies and procedures outlined in the parent/student handbook:

Parent Signatures _____ Date _____

Student Signature _____ Date _____

Teacher Signature _____ Date _____