

Independence School District
Three Trails Elementary
Parent/Student Handbook



Hooked on Learning!
2015-16

Three Trails Elementary
11801 East 32nd Street
Independence, MO 64052
Phone: 816.521.5470
www.indep.k12.mo.us
@3TrailsTigers



Independence
SCHOOL DISTRICT
Inspiring Greatness

Three Trails Elementary School
11801 East 32nd Street
Independence, MO 64052
816.521.5470

Dear Three Trails Families:

Welcome to the 2015-16 school year. I hope you and your families have had a wonderful summer filled with fun, relaxation and lots of reading! All of us here at Three Trails are looking forward to an exciting and fun filled school year. If you are new to Three Trails, welcome aboard and for our returning families we are glad to have you back. Each new year brings with it a fresh start and the anticipation of what's to come.

Our school wide theme this year is "Hooked on Learning," which can be a pirate or fishing type theme. I am excited to have a lot of fun with our theme this year.

Our vision at Three Trails is to mold well-rounded future productive citizens. It's our mission to educate all students and help them reach their fullest potential. In order for us to be successful, we must educate the whole child. We must address their needs in terms of academics, character, behavior and health.

As always, one of our top priorities is building relationships with our students and families. This year we'll have a big focus on our three main behavior expectations: Be Safe, Be Responsible and Be Respectful and how we can positively shape and teach behavior skills to all students.

A fundamental principle behind neighborhood schools is parental involvement. We encourage you to be an active participant in your child's education. This can be done in several different ways. One way is to make sure your student regularly attends school and is on time to begin their school day at 9:00 am. Another way is become a member of PTA, volunteer at school, or work with your child at home each and every night to support their needs. Please communicate regularly with your child's teacher and let them know if you ever have any concerns.

My door is always open, and please don't hesitate to contact me if you ever have any questions, concerns, thoughts or ideas. We are all excited to get another wonderful school year started.

Sincerely,

A handwritten signature in black ink that reads "Robert Streich". The signature is written in a cursive style.

Robert Streich
Principal

Three Trails Faculty 2015-16

Principal	Robert Streich	Secretary	Angie Zaner
Administrative Intern	Lauren Malone	Attendance Secretary	Debbie Richardson

K	Shanna Campbell	Rm. 106
K	Shelby Cascio	Rm. 110
K	Deborah Chaney	Rm. 109
K	Pamela Stanley	Rm. 105
1	Erin Baker	Rm. 111
1	Amanda Doss	Rm. 107
1	Ericka Mabion	Rm. 108
1	Jana Sloan	Rm. 112
2	Rhonda Bruflat	Rm. 201
2	Maggie Carr	C 1
2	Amanda Gill	Rm. 201
2	Stacie Hodges	C2
3	Nichole Colwell	Rm. 202
3	Helen Schultz	Rm. 203
3	Ashley Terry	Rm. 204
4	Becca Pettit	Rm. 206
4	Rebecca Reddell	Rm. 207
4	Molly Rittenhouse	Rm. 205
5	Dakota Buchanan	Rm. 211
5	Dawn Frey	Rm. 212
5	Jen Cook	Rm. 214

Specials Teachers

Art	Katrina Stark
LMS	Tara Marshall
Music	Brenda Allen
Physical Ed.	John Stump

Student Support Services

Counselor	Rachel Russell
FSL	Terre' Yaghoubian
Focus Room	Vicki Cash
LINC	Raul Lopez Gomez
Nurse	Anne Hoover

Special Education

Process Coordinator	Emily Butler
Speech and Lang. Special Ed.	Andrew Owens
	Nacole Benscoter
	Casandra Layman
Paraprofessional	Vangie Johnson

Kids Safari

Dawn Jones	Youth Specialist
Chelsea Hamann	
Staci Jones	

Custodians

Vincent Merys	Head Custodian
Gayla Follett	
Rosa Duque	

Cafeteria

Leslie Pollock	Manager
Reba Cooley	
Hannah Bridgewater	

Instructional Coaches

Jasmine Hansen	MU Mentor
Sheri Hartley	Instructional Coach

Title Learning Coaches

Diane Ballentyne	Teresea Curry
Jill Getman	Ashley Barzee
Sarah Ruhlman	Chelsea Zagalik

Our Vision and Beliefs

At Three Trails we believe that through positive relationships we will create successful lifelong learners and citizens. We will accomplish this goal, academically and socially, through purposeful engagement and instruction.

All students will be on target to be on grade level or above at the end of the year. Students a year or more behind will make a minimum of one year's growth and be on target to be on grade level within two years.

Our expectation is that all students can and will learn at high levels!

Three Trails Daily Schedule

The school day begins at 9:00 a.m. and ends at 3:54 p.m. Time on task is essential to student success. Therefore, keeping interruptions to a minimum protects instructional time.

We encourage you to help by being sure your child arrives in his/her classroom by 9:00 a.m. and remains in class until 3:54 p.m. Uninterrupted time on task results in better learning for our students. Schoolwork can be made up, but the learning missed inside the classroom can never be replaced.

- 6:30 a.m. Kids Safari before and after school program opens (east entrance)
- 8:00 a.m. Main office and phone lines open
- 8:40 a.m. First bell: Students are able to pick-up breakfast and go to class
- 9:00 a.m. Class begins: Students arriving after this time will be tardy and need to check in the office with an adult
- 3:54 p.m. Dismissal
- 4:30 p.m. Main office and phone lines close
- 6:00 p.m. Kids Safari before and after school program closes

Attendance Counts

If your child is ill or unable to attend school, please call the office by 9:00 a.m. or as soon as possible, stating your child's name and the reason for the absence. A doctor's excuse must be provided to obtain a medical excuse for the absence. A parent or guardian must sign in all tardy students stating the reason for the late arrival. Attendance is monitored closely by our Student Resource Officers, Family School Liaison, and Administration to minimize truancy and create the best learning environment for our students. All missed time will count in compiling attendance. This includes signing students in late or out early.

Positive Behavior Intervention and Support

Be SAFE

BE RESPONSIBLE

Be RESPONSIBLE

School wide Positive Behavior Intervention and Supports (PBIS) provides a framework of *research-based* practices for teaching students the appropriate behaviors necessary for school and life success. PBIS is based on the premise that students have to know and have opportunities to practice appropriate behaviors, and that they need frequent reinforcing feedback as they learn these new skills. In addition, PBIS provides staff members with a consistent set of research based strategies. This framework provides staff and students with the consistency to make school a predictable, safe, and orderly place for students to learn and grow.

Volunteering at School

We highly encourage you to be involved with your child's education. Your involvement shows them the importance that you place on their education. You can volunteer and be involved at school in many ways. You can become an active PTA member, have lunch with your student, or take part in our Holiday Helpers program to name a few.

We do need to keep in mind the privacy and safety of all students at all times. Anyone volunteering at school must have a completed background check on file with the district. (This includes helping out with classroom parties, going on fieldtrips and/or helping with field day.) If you are unsure if you have one on file, please check with the office. It can take anywhere from four to six weeks for a background check to be processed. Be sure to check well in advance before volunteering. It is advised that you fill one out at the beginning of the year to be on the safe side and be sure that you can fully participate in any activities you so wish. You can obtain and turn in applications in the office.

Dismissal and Arrival Procedures

If you are changing how your child is getting home for the day, **please make all requests before 3:00 pm**. We will have all changes and any messages delivered to classrooms at that time. It is best if you can have a consistent plan every day, but we understand the occasional need for flexibility. We understand the seriousness in making sure that children are being dismissed appropriately and want to eliminate any possible errors or safety issues.

Arrival Procedures

Children may enter the building at 8:45 a.m. We do not have adult supervision available before this time. If this time doesn't fit your schedule, we do have a very affordable before and after school daycare available in our Kid Safari program. These procedures are to insure the safety and supervision for all of our students.

If you are dropping students off please drive in the far left two lanes, leaving room for the buses to utilize the far right lane closest to the school. School staff will be present to help unload students from cars.

We begin unloading students at 8:40 and will unload until the late bell rings at 9:00.

Anyone arriving after 9:00 will need to bring their children into the office and sign them in.

If you need to park and come into the building, you will need to utilize the side parking lots. Thank you for keeping in mind everyone's safety during these busy times of the day!

Dismissal Procedures

Signing Your Child Out: We highly discourage you from signing your child out early unless absolutely necessary. This will minimize lost learning time, classroom disruptions and confusion during dismissal. Attendance is compiled and reported to the state by the minute, so if you sign your child out early it will count against their attendance records.

Car Riders: We have a lot of car riders, and I appreciate your patience waiting your turn to pick-up your child. We will form two lines of cars as we prepare for our dismissal (inside lane for thru traffic) and will move to three lines when we begin to dismiss. As we move the majority of our car riders out, we will transition cars into the far left two lanes. We will then pull the buses in the inside lane and begin to dismiss bus riders.

Having our car rider sign allows us to more quickly notify teachers that your child's car is ready. It is also a safety procedure that signals to us that the driver has permission to pick-up the child.

If you do not have this sign, you'll be asked to pull ahead and sign them out of the

office. You will be asked to show picture ID and must be on the student's pick up list. As always, we will err on the side of caution when it comes to student safety.

Our car rider dismissal starts at 3:50, and we are usually done by 4:05. If you come later than this, you'll need to pick your student(s) up in the office. Thank you for your patience and flexibility.

Parent Pick-up: We will ask any parents coming up to the building to get their children to wait on the benches outside the front doors and we will bring your children to you. We ask that you bring our car rider sign with you letting staff know that you have permission to pick-up the children you are requesting. If you don't have a sign we will ask you to go to the office and sign your student out. **You will be asked to show picture ID and must be on the student's pick up list.** Adults will need to stay out of the front office and hallway, because it can become very congested very quickly, making it hard to monitor children.

Health and Wellness

Three Trails is a part of the Alliance for a Healthier Generation and takes student health very seriously. With the prevalence of childhood obesity and other health issues that trouble many of our students, it is our responsibility to educate and model a healthy lifestyle for all students. Whenever we have classroom or school activities and events, we will take into account healthy alternatives. We will consider healthy choices for food and promote physical activities when possible. Whenever possible we refrain from rewarding students with food and having students stay in from recess as a punishment.

Technology Acceptable Use Policy for Elementary Students

Students in the Independence School District will be provided access to technology in classrooms, Library Media Centers, and labs for educational purposes. Students must follow the established guidelines for acceptable use of technology in order to maintain the privilege of access to technology.

The following acceptable use guidelines have been established for all elementary students in the Independence School District.

Digital Citizenship

Good digital citizenship is good citizenship. Citizenship is expected whether student activity is in person or online, whether in the hallway or on Edmodo. The following rules of citizenship should guide all use of technology and connectivity at ISD and good behavior is expected of all students and staff:

- Respect and Protect Yourself
- Respect and Protect Others
- Respect and Protect Property

Equipment Uses

Students will be expected to be careful when using computer equipment and follow all directions for proper use. Any student who does not use the computer equipment properly or deliberately damages the computer equipment will receive consequences to be determined by each school.

Internet Use

Use of the Internet must be consistent with the educational objectives of the Independence School District. Should a teacher or administrator determine that a student's use does not support these educational objectives, access to the Internet may be restricted or denied.

Printing

During the year, students may need to print some of their computer work. As long as this is done according to the directions given, students will not be charged for their copies. If a student prints an excessive number of pages, he/she may be charged for those copies.

Consequences of Misuse

Students guilty of misusing the school's technology will receive consequences according to the nature and severity of the misuse. Consequences will be similar to the consequences for violating other school rules and may include being given limited or no access to technology for a specified amount of time.

Title 1 Reading Information

August 2013

Complaint Procedure – for State and Federal Special Grant and Entitlement Programs (Title 1 Reading)

When schools work together with families to support learning, children are inclined to succeed, not just in school, but throughout life. The Independence School District encourages parents to be involved in supporting the education of their children.

A complaint is an allegation that a requirement applicable to a district's special state grant, federal grant program or special entitlement programs has been violated and includes information that supports the allegations.

Any parent, teacher, or other concerned individual or organization may file a complaint. By law, there is a complaint procedure to follow.

Level 1

A complaint regarding a special state grant, federal grant program, or special entitlement program shall first be presented orally and formally to the District Administrator in charge of that special state grant, federal grant program, or special entitlement program. If the complaint is not promptly resolved, the complainant may present a formal written complaint to that administrator. The written complaint must include the following information:

- Date of filing;
- Name of special state grant, federal grant program, or special entitlement program;
- Description of alleged grievance;
- Name of the person or persons involved;
- Recap of the action taken during the informal charge state;
- Signature of the person making the complaint.

Level 2

A complainant who is dissatisfied with the initial decision of the special stage grant, federal grant program, or special entitlement program administrator may appeal the decision to the Superintendent of Schools, or his/her designee, by filling a written appeals package. This package shall consist of the complainant's grievance and the decisions rendered at Level 1. The Superintendent, or his/her designee, will arrange for a personal conference with the complainant at their earliest mutual convenience. The Superintendent, or his/her designee, shall state a decision in writing to the complainant with supporting evidence and reasons. This shall be done within the timeline guidelines of the particular special state grant, federal grant program, or special entitlement program.

Level 3

If the resolution is not reached at Level 2, the complainant may file a written appeal with the special state grant, federal grant program, or special entitlement program supervisor with the Missouri Department of Elementary and Secondary Education. This appeal must state the reasons for dissatisfaction. The special state grant, federal grant program, or special entitlement program state-level supervisor will then initiate an investigation, determine the facts relating to the complaint and issue notice of his or her findings to the District and complainant. If the findings support the actions taken by the District, such an action will be confirmed. If the findings support the allegations of the complainant, the district will be directed to take corrective action regarding the special state grant, federal grant program,, or special entitlement program. This shall be conducted within the time frames specified with the particular special state grant, federal grant program, or special entitlement program.

Agosto, 2012

Procedimiento de queja – para programas especiales de subsidio federal y estatal y para los derechos a subvención (como el programa de lectura Título I)

Cuando la escuela trabaja unido a las familias para apoyar el aprendizaje, los estudiantes tienden a lograr éxito, no solamente a nivel académico sino también a través de su vida. El Distrito Escolar de Independence anima a los padres a involucrarse apoyando la educación de sus hijos.

Una queja es una alegación que se ha quebrantado un requisito aplicable a un procedimiento del distrito a cualquier subsidio estatal, programa de subsidio federal o programas especiales para los derechos a subvención

e incluye información que apoya la alegación. Una queja puede ser presentada por cualquier padre, maestro u organización o cualquier otro individuo interesado. Por ley, se debe seguir un procedimiento para presentar la queja.

Nivel 1

Una queja referente a un subsidio especial del estado, programa de subsidio federal, o un programa para los derechos a subvención primero debe presentarse verbalmente y formalmente al administrador del Distrito a cargo del subsidio especial del estado, programa de subsidio federal o programa para los derechos a subvención. Si la alegación no se resuelve con rapidez, el querellante puede presentarle una queja formalmente por escrito a dicho administrador. La queja escrita debe incluir los siguientes datos:

- Fecha de inicio de la queja;
- Nombre del programa del subsidio especial del estado, programa de subsidio federal o programa para los derechos a subvención;
- Descripción de la presunta queja;
- Nombre y apellido de la persona o personas involucrada(s);
- Resumen de la medida adoptada durante la declaración informal de los cargos;
- Firma de la persona que realice la denuncia.

Nivel 2

A un querellante que está insatisfecho con la decisión realizada de la etapa inicial acerca de un subsidio especial del estado, un subsidio federal o con el administrador de un programa para los derechos a subvención se le concederá el derecho de una apelación al Superintendente de Escuelas o su designado. Esta apelación se hace por escrito, llenando las hojas de un paquete de formularios de apelación. Estas hojas tienen que incluir los reclamos del denunciante y los fallos dictados en el Nivel I. El Superintendente o su designado programará una audiencia con el querellante tan pronto como les sea posible a todos. El Superintendente o su designado deberá presentarle una decisión por escrito al querellante con las evidencias y razones que apoyan los resultados. Esto debe ser hecho dentro del tiempo establecido según las pautas de regularización del subsidio especial del estado, programa de subsidio federal o programa para los derechos a subvención.

Nivel 3

Si no se llega a una resolución en el Nivel 2, el querellante puede presentar una apelación al supervisor del subsidio especial del estado, programa de subsidio federal o programa para los derechos a subvención al Ministerio de Educación del estado de Missouri. Esta apelación debe indicar los motivos de la insatisfacción. El supervisor estatal del subsidio especial del estado, programa de subsidio federal o programa para los derechos a subvención iniciará una investigación, determinará los hechos relativos a la denuncia y remitirá un informe de los hallazgos al Distrito y al querellante. Si los hallazgos respaldan las medidas adoptadas por el Distrito, tal medida será confirmada. Si los hallazgos respaldan las alegaciones del querellante, el Distrito será dirigido a tomar medidas correctivas en relación con el subsidio especial del estado, programa de subsidio federal o programa para los derechos a subvención. Esto se llevará a cabo dentro de los plazos especificados con el subsidio especial del estado, programa de subsidio federal o con el programa para los derechos a subvención.

Dear Parent or Guardian:

Our district is required to inform you of certain information that you, according to the

No Child Left Behind Act of 2001, have a right to know.

Upon your written request, our district is required to provide you in a timely manner, the following information:

- Whether the teacher has met state qualification and licensing criteria for the grade level and subject areas they teach.
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
- Whether your child is provided services by paraprofessionals and if so, their qualifications.
- What baccalaureate degree major the teacher has, any other graduate certification or degree held by the teacher, and the field of discipline of the certification.

In addition to the information that parents may request, districts must provide to each individual parent the following:

- Information on the achievement level of the parent's child in each of the state academic assessments.
- Timely notice that the parent's child has been assigned or has been taught for four or more consecutive weeks by a teacher who has not met state qualification and licensing criteria for the grade level and subject areas they are teaching.

Please make any inquiries regarding the information you request through my office.

Sincerely,

Robert C. Streich

Estimados padres/tutores:

Es mandatorio que el Distrito informe a los padres de los derechos que les confiere la ley federal del 2001 llamado "Qué Ningún Niño Se Quede Atrás".

A través de su solicitud por escrito, nuestro distrito debe proveerle a usted la información siguiente en un lapso de tiempo razonable:

- Si el maestro ha cumplido los criterios de calificación estatal o de licenciatura de la materia y del nivel del grado que imparte.
- Si el maestro está impartiendo docencia en condición de emergencia o estatus provisional en la cual los criterios de calificación de licenciatura estatal han sido renunciados temporalmente.

- Si el estudiante recibe servicio de apoyo de un asistente del maestro y, si es así, las calificaciones de dicho asistente.
- Qué título universitario posee el maestro, en qué área se ha especializado, qué otras certificaciones o títulos postgrados tiene y el área de especialización postgrada.

Además de la información que los padres tal vez soliciten, el distrito debe proporcionarle a cada uno de los padres de familia la siguiente información:

- Información sobre el nivel de rendimiento de su hijo/a en cada una de las evaluaciones académicas del estado.
- Aviso oportuno a los padres de que su hijo/a ha sido asignado/a o ha sido enseñado/a por un maestro que no ha cumplido los criterios de calificación del estado o certificación en el área/materia impartida por cuatro o más semanas consecutivas.

Por favor haga cualquier pregunta referente a la información solicitada a través de mi oficina o llame a la Oficina de Interpretación y Traducción en Español, al (816) 521-5394.

Sinceramente,

Robert C. Streich

August 2013

Parent/Family Involvement in Education

Title 1 – Parent Involvement Policy

The Board of Education recognizes the positive effects of parents/families' involvement in the education of their children. The Board also recognizes the importance of assisting schools in eliminating barriers that impede parent/family involvement and will facilitate an environment that encourages collaboration with parents/families and community. The Board is committed to strong parent/family involvement in working collaboratively with District staff as knowledgeable partners in educating District students. In order to implement the Board's commitment to parent/family involvement in education, the Superintendent will appoint a committee of parents, staff, and community representatives to serve as the District's Parent Involvement Committee. The Committee's responsibilities will include recommendations for program development, parent/staff training and program evaluation.

1. Promote regular, two-way, meaningful communication between home and school.
2. Promote and support responsible parenting.
3. Promote the fact that parents/families play an integral role in assisting their children to learn.
4. Actively solicit parent/family support and assistance for school programs.
5. Include parents as partners in decisions affecting their children and families.

6. Use available community resources to strengthen and promote school programs, family practices, and the achievement of students.

The Board also recognizes the importance of parental involvement with the Title I program and will provide a variety of opportunities for parents to be involved in policy design and in the planning, implementation and review(ing) of Title I programs.

-Excerpt from Independence School Board Policy

Agosto, 2012

Título I - Política de participación de los padres de familia

Participación de los padres de familia en el proceso de educación

La junta de educación reconoce la importancia de la participación de los padres de familia en el programa de lectura llamado Título I y proporcionará una variedad de oportunidades diseñadas para involucrar a los padres a participar en la elaboración de políticas y en la planificación, ejecución y revisión del programa Título I.

La junta de educación también reconoce los efectos positivos de la participación de los padres de familia en la educación de los hijos. La junta reconoce también la importancia de la asistencia escolar en la eliminación de las barreras que impiden la participación de los padres de familia y facilitará un ambiente que promueva la colaboración con los padres, las familias y con la comunidad.

-Extracto de las políticas de la Junta de Educación