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Parent Focus

October 2006

Adapted Playgrounds

By Dale Cassmeyer, Central Office

What do these schools have in common: Greene Valley, Mapaville, H. Kenneth Kirchner, Shady Grove, Lakeview Woods, Delmar Cobble, Bootheel, Helen M. Davis, Autumn Hill, Current River, Gateway/Hubert Wheeler and Trails West? They all have up-to-date playgrounds accessible to students with disabilities.

These playgrounds were all completed between 1999 and 2003 using state funds and, at several State Schools, money raised by the local parent-teacher organizations (PTOs).

Features offered at most of the playgrounds

The amount of available space dictates the variety of features that can be built. If space permits, wheelchair-accessible ramps are installed at every level of the structure. The activity panels at each landing are selected by teachers and PTO representatives.

At the swing area, a range of wheelchair swings, therapy swings and regular belt swings are installed depending on the abilities of the current population of students at the school. As needs vary, the swings can easily be changed to accommodate new students.

All picnic tables, as well as the picnic shelter itself, are wheelchair accessible. The shelter also provides shade for the playground area. If space and funding are available, other optional features include adjustable basketball frames, a ball-toss area, paths for bicycle riders and walking trails.

Rubber safety surfacing is installed wherever a student could fall from an elevated height. The thickness and cushion of the tiles are determined by the distance that a student could fall. The purpose of the surfacing is to reduce the occurrence of head injuries.

Playground funding

Playgrounds at Cedar Ridge, Lillian Schaper and Parkview should be completed during the current school year using a combination of PTO money and funding available to State Schools.

Since this equipment is specialized and expensive, a typical State Schools playground could cost as much as \$200,000. Each playground must adhere to the Americans with Disabilities Act (ADA) and the U.S. Consumer Product Safety Commission (CPSC) guidelines. In the past, local PTOs have attempted to raise enough funding to purchase the play structure, which could cost between \$25,000-\$50,000 depending on the size of the school and its needs.

Money for playgrounds is not included in the annual State Schools budget. If a school is interested in obtaining a playground, the project has to be approached as a capital improvement (CI) budget request to the legislature. State Schools annually requests CI funds for many required projects (including playgrounds) but funding for the playgrounds is not always approved. All CI budget requests must be prioritized; in the past, State Schools has placed a higher priority on schools that express an interest in updating their playgrounds and schools that are raising money exclusively for new playground equipment. State Schools does not require that the PTO raise money before the school can be proposed as a site for a playground. In addition to CI requests and PTO fundraising, State Schools has access to some limited funding for playgrounds.

Once the funding is in place, it usually takes 12-18 months to complete the design, bidding, procurement of equipment and installation of the structure.

Guidelines for pursuing a playground at your child's school

When the school staff and/or the PTO decide they want a playground, this request should be directed to the school's building administrator. After the project is approved by the building administrator, area director and superintendent, it is then referred to Dale Cassmeyer, supervisor of facilities projects.

During initial meetings, the PTO, school staff and Cassmeyer must agree on a conceptual drawing of the playground showing the equipment and the location. Playground sales representatives use this initial drawing to generate a large 3-D image of the project, which can be utilized for fundraising activities. ➔

Staff at schools with completed playgrounds recommend taking students to visit accessible playgrounds to determine which activities retain the students' interest and which are ignored. This provides valuable guidance on the best activities to select when developing a plan for the new playground.

It is recommended that PTOs obtain tax-exempt status before raising money for new playgrounds. If a PTO is able to accumulate all of the funds for a new playground, the design would need approval by Facilities Management, Design and Construction (FMD&C) under the Office of Administration and by State Schools. The project must meet all state requirements for design, insurance, bonding, licensing and wages. The majority of playgrounds rely on CI funding that is supplemented with money raised by PTOs. Whenever CI funding is used, the project is managed through FMD&C and follows its guidelines.

If a PTO raises enough money to complete a portion of the playground, a gift-proposal form offering to fund the installation should be completed. To be approved, the gift must include paying for the design of the entire playground by an architectural engineering firm. This design should match the master plan developed earlier by the PTO, school staff and Cassmeyer. The PTO can offer labor to set up the play structure, but it must hire at least one certified installer to oversee and assist with the installation. This ensures that the installation meets all ADA and CPSC guidelines and does not void the equipment's warranty.

(Photographs of current playgrounds can be viewed under the Parent Resources page on the State Schools Web site at <http://dese.mo.gov/divspeced/stateschools>. The next issue of Parent Focus will include specific fundraising ideas for building accessible playgrounds.)

Parent Focus

October 2006

State Schools for
Severely Handicapped
P.O. Box 480
Jefferson City, MO 65102-0480

Charlie Taylor,
Superintendent



The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs may be directed to the Jefferson State Office Building, Title IX Coordinator, 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-751-4212.

Information concerning other available resources, programs, etc., is not to be construed as an endorsement by State Schools for Severely Handicapped for any specific product, organization, or philosophy.

Annual IEP Questions and Answers

By Karen Wells, Central Office

When does the Individualized Education Program (IEP) meeting take place?

Your child's annual IEP meeting should be held at least 10 days prior to the ending date of the current IEP.

How much notice is given to parents about the annual IEP meeting?

Parents/guardians must receive written notice of the annual IEP meeting at least 10 days prior to its scheduled date.

Typically, parents are called by telephone two weeks before the notice is mailed to determine a time and date for the meeting.

Will parents be asked for input prior to the meeting?

Yes, parental input is encouraged through parent surveys sent home and phone discussions with the classroom teacher and/or home school coordinator. Approximately one month prior to the projected meeting date, a parent survey is usually sent home with a brief note explaining that there will be an upcoming IEP meeting.

What happens if parents cannot make the meeting? Will it be postponed?

If the parents indicate that they will be at the meeting but do not attend, the meeting is rescheduled to be held within 10 days. If the parents indicate they will attend the second meeting and do not, then the meeting will be conducted without them. If the parents indicate

they will not be able to attend the meeting but would like to participate, arrangements can be made for a telephone conference. They can also provide their input in writing if preferred. If the parents cannot attend and want the IEP meeting to go on without them, then the meeting will be held without their attendance.

What happens at the IEP meeting?

Prior to the meeting, parents should receive a copy of the proposed present level of educational performance and proposed goals/benchmarks. These should be sent home with the student at least one week prior to the meeting for the parents' review and input. During the meeting, the proposed goals/benchmarks and proposed present level are discussed and, if necessary, revised. In addition, all components of the student's educational program are discussed: related services, transportation, ESY, special health care considerations, off-campus instruction, etc.

What happens after the meeting?

The classroom teacher completes the IEP forms, which are sent to Central Office for distribution. The parents must receive a copy of the IEP in the mail no later than 20 days after the date of the IEP meeting. The implementation of the IEP typically begins the day after the meeting unless the parents indicate within the IEP that certain elements of the program should not be implemented until 10 days after the meeting date.

Message from the New Superintendent

By Charlie Taylor, Central Office

I would like to take this opportunity to introduce myself. My name is Charlie Taylor, and this past spring I was hired as superintendent of the State Schools program. I am very excited to have been selected for this position and have enjoyed my time here since starting work on July 1.

I have always had a strong interest in special education as evidenced by my previous professional positions: special education teacher, DESE special education compliance supervisor, special education director, director of a special education cooperative and school superintendent. These experiences have given me a great

appreciation of the State Schools system and the work that is done to provide educational services to students with severe disabilities. I am proud to be a part of this effort.

During the course of this school year, we have the privilege of celebrating the 50th anniversary of the State Schools system, which was authorized by the Missouri legislature in the spring of 1957. The system opened its first 10 schools in 1958. Since that time, the continuing focus of State Schools has been on educating, enriching and improving the lives of its students. I look forward to contributing to the ongoing accomplishment of these goals.

Help Your Child Have a Successful and Healthy School Year

By Claudia Rampley, Central Office

The goal of State Schools is to help your child have a healthy and successful school year. With parents and staff working together, this goal can be met for every student. The following tips can help your child have a happy year in school.

- Take an active role in your child's education. This involvement should continue throughout your child's schooling.
- Get to know your child's teachers, and help them get to know you and your child.
- Communicate with your child's teacher throughout the school year, not just when problems arise.
- Get to know your child's school nurse. Ensure that emergency contact information is current and that the nurse is aware of any medical conditions, health problems or allergies your child might have. It is essential that the school has this information about each student so that the necessary medical care can be provided for your child.
- Celebrate your child's accomplishments. Encourage your child's talents, and accept his or her limitations.
- Help your child select what to wear to school the night before in order to simplify the morning routine.
- Dress your child in clothing suitable for the current weather. During the winter months, your child should have a warm coat, mittens or gloves, and a cap. This is particularly important during bus transportation since bursts of cold air enter the bus when the door opens and closes.
- Make certain that your child gets plenty of sleep and has a relatively consistent bedtime. Your child should be well-rested so that he or she can be attentive in class.
- Feed your child a balanced breakfast in the morning. Children who come to school clean, appropriately dressed and well-fed have a better chance for a successful school day.
- Read to your child.

- Talk, sing and play with your child.
- Compliment and display your child's work. Praise your child's efforts.
- Keep your child's vaccinations up to date. Annual physicals and dental checkups are important to your child's health.
- Reduce the number of ear, nose and throat infections (and decrease the chances of your child having an asthma attack) by avoiding exposure to secondhand tobacco smoke. If you smoke, do so outside of your house and vehicle.
- Discourage your child from drinking from the same cups as other people. Discourage the sharing of personal items such as combs, brushes and toothbrushes. Viruses, lice and germs are easily spread through these means.
- Wash your hands. This is one of the most effective ways to ward off colds and the flu. Remind (and/or assist) your child and all family members to wash their hands frequently.
- When your child shows signs of communicable illness (fever, diarrhea or vomiting), consider if the illness could be spread to other students or staff as you determine whether to send your child to school. The school nurse will contact you if your child exhibits symptoms of a communicable illness at school.
- Inform the school if your child is ill, particularly if he or she has a contagious illness. If your child is admitted to the hospital or has a planned admittance, please inform the school nurse. The nurse can assist you in planning for your child's return to school with necessary medical forms, special dietary needs, etc.
- To minimize concerns from the school office, inform your child's teacher if your child will be away for an extended period, such as for a family vacation.

If you have any questions on how to help your child succeed at school, please contact his or her classroom teacher. If you have concerns regarding health matters, please contact the school nurse.

Is Employment at a Sheltered Workshop an Option?

Compiled from information submitted by Tracy Allen, Becky Brozovich, Susan Cato, Alesia Cozart, Sara Lewis, Teresa Nutting and Nancy Simpson, Home School Coordinators

There are 93 sheltered workshops operating throughout Missouri that provide employment for more than 7,500 people with disabilities. The products generated by the workshops are wide-ranging, and typical jobs might include one to five different steps. Some of the common tasks include:

- assembling hardware or other components
- packaging supply kits for various industries
- sorting and matching materials
- collating inserts and filling binders
- stuffing envelopes
- assembling, labeling and taping boxes
- shrink-wrapping CDs, DVDs, etc.
- recycling paper and other products
- laundry work.

If you would like your child to work at one of the workshops after graduation, ask your school for contact information on the workshops closest to home that would be the most receptive to employing your child. A map of workshop locations can be viewed at <http://dese.mo.gov/divspeced/shelteredworkshops>. Kansas City and St. Louis both have several workshops available. For general information on the workshop program, call (573) 751-3547 to speak with the director of the Extended Employment Sheltered Workshop (EESW) section.

As graduation approaches, plan to visit one or more of the workshops available to your child. During your visit, ask specific questions about the facility, its operations and your expectations. The workshop will give you an application form and explain the hiring process, which includes your child being certified to work there by the Division of Vocational Rehabilitation and by EESW.

Talk with your child's regional case manager and classroom teacher so that everyone is aware that the transition plan includes attending a sheltered workshop. Maintaining contact with the regional center is important for securing transportation to the workshop.

Sheltered workshops in Missouri operate under similar rules. Some workshops are flexible on the number of work hours per week, and they might offer slower activities for employees. Some put more emphasis on personal grooming than others. However, most workshops have common behavioral expectations. Family members and State Schools staff should work together to ensure that potential workshop employees have learned the skills and behavior required to be successful in the workshop environment.

Historically, State Schools has provided a large number of employees to many of the workshops, and some graduates have been employed for as long as 34 years.

Key factors behind a successful placement include:

- the student being fully trained at school and home to meet all workshop expectations.
- the student having good social skills and good hand-eye coordination.
- a strong parental commitment to having a child attend a workshop.

Besides the money earned at the workshop, graduates can benefit enormously from the sense of pride in being employed and from the social connections made at work and on the bus ride. They often view going to the workshop as being able to spend time with their friends.

Sheltered Workshop Behavior Checklist

By Becky Brozovich, Home School Coordinator

This checklist can be used to determine whether an individual could be employed by a workshop.

1. Takes care of all personal needs (food, medication, mobility, use of toilet, etc.)
2. Attends work regularly
3. Arrives consistently to work on time
4. Works steadily on all assignments
5. Returns promptly from breaks and lunch
6. Notifies supervisor when leaving the work area
7. Observes safety rules
8. Is able to clean up the work area
9. Maintains an organized work area
10. Secures supplies when needed
11. Participates in work without disrupting others
12. Works without excessive complaints
13. Accepts work assignments in a positive way
14. Is able to improve work performance after supervision
15. Asks for assistance when needed
16. Accepts constructive criticism in a positive manner
17. Is able to work independently with little supervision
18. Is able to work without being easily distracted
19. Wears appropriate clothing and has good personal hygiene
20. Follows the rules of the workshop
21. Treats supervisors, other employees and customers with respect

GENERAL INFORMATION ON WORKSHOP OPERATIONS

WORK HOURS AND BREAKS

- ▶ Most workshops have a 30-hour work week, including half-hour lunch breaks and shorter breaks in the mornings and afternoons. Some locations offer a part-time schedule.

NUMBER OF EMPLOYEES PER LOCATION

- ▶ The total number of employees varies considerably. It could be as low as 15 or more than 200. Most locations have a limited number of vacancies each year. The waiting list might extend from a few days up to a year.

AVAILABILITY OF TRANSPORTATION TO THE WORKSHOP

- ▶ Transportation to most workshops is available through arrangements with the regional case manager for your child. There might be a waiting list for transportation. Some workshops operate their own vans or have other agencies provide transportation. A few families bring employees by private vehicle.

WORKSHOP ACCESSIBILITY

- ▶ All workshops accept employees who are mobile using a wheelchair or a walker. Those using a walker could require a wheelchair for stability when working.

SELF-CARE EXPECTATIONS

- ▶ All employees must take care of their own toileting needs and feed themselves. Personal-hygiene skills should be at acceptable levels. Staff will work with employees who need guidance on grooming to help individuals avoid embarrassment. Employees must be able to self-medicate. Seizures should be under control. Protective gear might be required.

VERBAL SKILLS NEEDED

- ▶ All employees must have a method of communicating their needs, but employees do not have to be verbal. (They can use signs, gestures or communication devices.) It is important that the employee be able to listen and understand directions.

LEVEL OF FOCUS ON WORK

- ▶ The majority of sheltered workshops require steady focus during work time. Most allow restroom breaks during work time if necessary. A few workshops permit employees to take breaks whenever they want. These workshops generally pay by the piece, not by the hour.

ACCURACY REQUIRED

- ▶ Most workshops require close to 100 percent accuracy. Some will accept slightly lower rates but do not pay employees for inaccurate work.

SPEED REQUIRED

- ▶ All workshop jobs are first performed by supervisors or other assessors to determine how long each task takes. Most workshops operate at one-tenth of industrial standards. (If a supervisor could assemble a piece of equipment in six seconds, an employee would be expected to perform the task in 60 seconds.) Other locations use piece rates. Speed might still be important to enable the workshop to meet delivery expectations. Assembly lines move very fast at most of the workshops. At least one workshop offers slower work for employees who do not meet the regular requirements.

TRAINING AVAILABLE TO NEW AND EXISTING EMPLOYEES

- ▶ Training is provided for new employees, and they are given an opportunity to increase their speed and accuracy during the probationary period. After completing probation, minimal training is provided for new tasks. Employees are expected to listen and follow directions. Tasks often change from day to day. Workshops attempt to match jobs to an employee's abilities. There is minimal supervision at the workshops. The ratio of supervisors to employees averages 1-to-14 but could be as low as 1-to-28.

WORKING WITH EMPLOYEES AND THEIR FAMILIES IF PROBLEMS ARISE

- ▶ Some workshops take the time to work on behavioral concerns, but employees must follow the workshop rules. Rules about the 90-day probationary period and general expectations are explained to parents and the potential employee. A handbook outlines the procedure for verbal and written warnings.

SPECIFIC BEHAVIORS THAT WOULD CAUSE AN INDIVIDUAL TO BE RELEASED

- ▶ Aggression toward self and/or others (Some workshops require at least six months with no aggression before employment.)
- ▶ Posing a safety hazard to self or others
- ▶ Outbursts of negative behavior
- ▶ Inappropriate touching of other employees or staff

REASONS WHY GRADUATES OF STATE SCHOOLS HAVE BEEN RELEASED

- ▶ Inability to work with minimal supervision
- ▶ Temper tantrums
- ▶ Decline in physical health and/or abilities
- ▶ Lack of interest (A number of these graduates have successfully returned to the workshops when older.)

School Bus Poster Contest

By Stephanie Brooks, Central Office

This year, five schools – Cedar Ridge, Dogwood Hills, Gateway/Hubert Wheeler, Mississippi Valley and Oakview – participated in the annual Missouri Association for Pupil Transportation (MAPT) poster contest. These schools submitted a total of 17 posters.

The first-place winner in the special education category was Crystal Mitchell from Cedar Ridge. This month, her poster will be entered in a national contest sponsored by the National Association for Pupil Transportation.

Although MAPT no longer awards second- and third-place prizes, staff at Central Office felt that other students also deserved recognition for their posters. Therefore, among entries from the five participating schools, the second- and third-place winners were Dedire



The first-place poster by Crystal Mitchell of Cedar Ridge

Maple from Mississippi Valley and Nathan Hammers from Oakview. Congratulations to all students who created a poster for this contest.

Competitive Employment

A few of the students at State Schools are entering into competitive employment. For this to be successful, it is important that the staff work with businesses to train these students prior to graduation. A home school coordinator can help a family contact the Division of Vocational Rehabilitation to arrange an intake meeting and to identify businesses that are open to training and employing our students.

An increasing number of sheltered workshops now provide supported-employment programs in a community/integrated setting if an applicant meets the entrance criteria for the program. If successful, the employee could be referred to competitive-employment service providers.

The main factors for successful employment are that the student is motivated to work at the business and that the parents fully support their child and will do what is necessary to bring him or her to work each day. With competitive employment, there is

no help with transportation.

Graduates have worked successfully at fast-food restaurants (cleaning tables, serving food, cleaning out the trash and washing dishes), cleaning equipment and collecting dirty towels at gyms, and loading or sorting items at Goodwill. Appropriate employment could also include gardening stores, plant nurseries or housekeeping duties. The employment is often part time, and parents and staff need to look at the student's abilities and areas of natural interest.

Graduates working at these locations must have all of the skills mentioned in this issue's article on sheltered workshops. It is even more important in competitive jobs that graduates work independently after training, act professionally and interact appropriately with customers, supervisors and co-workers. Most employers do not have enough staff to oversee or remind employees to stay on task and work quickly.

Thank You

A sincere thank you to the 45 parents who responded to the survey included with the April issue of Parent Focus. The responses indicated that parents were interested in the majority of the information contained in the newsletter. A number of parents asked for more resource information, assistance with improving their child's communication skills and guidance on how to deal with behavior issues. Parent Focus will continue to address these topics in future editions.

If you have a suggestion for an article, contact Stephanie Brooks at (573) 751-0706 or by e-mail at stephanie.brooks@dese.mo.gov.

PARENT RESOURCES

Partners in Policymaking

2007 Partners in Policymaking Training Program

- Application deadline: Dec. 4, 2006
- Parents who are selected must attend eight training sessions that will be monthly between February 2007 and September 2007. Six of the programs will be in Columbia; the remaining two will be in Kansas City and Jefferson City. All sessions are on Friday and Saturday except the Kansas City session, which lasts until Sunday. Parents of students ages 8 and younger with developmental disabilities are invited to apply to participate in the next Partners in Policymaking class. Sponsored by the Missouri Planning Council for Developmental Disabilities, this program provides leadership training for parents of young children and self-advocates.

An application form can be downloaded from the council's Web site at <http://www.mpcdd.com>. Interested parents can also contact:

- Vicky Davidson, Missouri Planning Council for Developmental Disabilities
P.O. Box 687, 1706 E. Elm St.
Jefferson City, MO 65102.
(573) 751-8611 or (800) 500-7878

Attendance at all of the meetings is mandatory. Participants must also agree to finish all homework assignments and complete one major project. The council will pay for lodging and meals and will reimburse participants for travel expenses. Respite and attendant care might also be reimbursed depending on individual needs.

REACH for Kids

10th Annual Mid-America Conference on Children with Special Needs

- Friday, Nov. 10, 2006, from 8:30 a.m. to 4 p.m. at the Holiday Inn Hotel and Suites, 8787 Reeder Road, Overland Park, Kan.
- Cost is \$40 per parent and \$110 for professionals. Full and partial scholarships are available for parents.

This conference is helpful for parents, caregivers and family members, health care professionals, social workers, and therapists. To register or obtain more information, call (913) 648-2317.

(REACH for Kids has moved to the Community Disability Network, 8001 Conser St., Suite 100, Overland Park, KS 66204. Visit the organization's Web site at <http://www.reachforkids.org>.)

Preventing Child Abuse and Neglect

Compiled from information provided by Becky Brozovich, Home School Coordinator

Most parents work very hard to cover the needs of their children each and every day. Sometimes parents feel overwhelmed, especially when one or more children in the family are developmentally disabled.

Other factors contributing to stress and the inability to cope include being a single parent, having little family support, poverty, divorce, sickness, drug and alcohol addiction, and a lack of experience in raising children.

Remember, a child has the right to:

- be loved and accepted just the way he or she is.
- be given attention and hugs.
- be valued as a human being with his or her own interests and desires.
- be praised and supported in all that he or she achieves.
- receive adequate food, shelter, clothing and personal care.
- receive medical care.
- receive appropriate supervision.
- receive education.
- be safe from physical, emotional and sexual abuse.

If you have found yourself wanting to hit or yell at your child or leave him or her unsupervised, then please consider the following recommendations:

- Joining a parenting or support group
- Talking to a family member or a friend to discuss your frustrations

- Calling ParentLink's Warmline toll-free at (800) 552-8522 – the line is available Monday through Friday from 8 a.m. to 5 p.m. to answer your parenting questions or listen if you just need to talk (ParentLink can guide you to resources in your area; the organization also offers a free-loan library of parenting materials.)
- Calling the Missouri Department of Social Services Parental Stress Helpline toll-free at (800) 367-2543 if you need immediate help or are afraid you might hurt your child
- Obtaining brochures on parenting from the Children's Trust Fund by calling (573) 751-5147 or by visiting <http://www.ctf4kids.org>

If you suspect that a child is being abused or neglected, please call toll-free at (800) 392-3738 to file a report with the Missouri Child Abuse and Neglect Hotline.



Transportation Expectations

By Stephanie Brooks, Central Office

The information below outlines the assistance State Schools needs from parents to ensure that all students are transported safely and efficiently every day. If you have questions about the transportation services provided, please contact your school building administrator for assistance.

- **Designated pickup and drop-off times** Have your child fully dressed and ready before the pickup time, and have someone at your home for the afternoon drop-off. A three-minute allowance is provided as leeway for unexpected occurrences.
- **Your child has an accident just before the bus arrives** Have another family member tell the bus crew to wait while you get your child into clean clothes, or work out a signal to let the bus team know that you will need a few extra minutes.
- **You will not be at home in time for the afternoon drop-off** Call the school as soon as possible. Tell the school who should receive your child so that the bus can be rerouted to an alternate address.
- **You are moving** Let the school office know as early as possible. Provide the date of the move, the new address, directions for locating the new residence and any change in your phone number. Parents without access to a phone can send a written note with the student or give the note to the driver for delivery to the office.
- **You need to change the pickup or drop-off address** Discuss this with the building administrator. The school will attempt to assist any permanent arrangement, such as pickup at the home but drop-off at a relative's home or day care. If the arrangement is temporary, the building administrator will let you know if this is possible.
- **Your child will be absent due to illness or another reason** Call the school office or notify the bus driver for the morning pickup. Give advanced notice when possible for planned absences. This notice helps with the rescheduling of buses. Tell the office when you expect your child to return to school so the bus can start pickup again.
- **Names, addresses or phone numbers change on the alternate drop-off list** Call in changes to the school office. This form must be kept current.
- **The transportation services provided must match your child's IEP** If curb-to-curb service is designated for your child, the bus is required to stop in front of your home on the same side of the street. If a bus team requests that you take your child to any other location, contact the school office and talk to the building administrator. You may volunteer to take your child to a more convenient pickup site, such as a nearby store or parking area. However, you are not required to do so.
- **Wheelchairs need functioning brakes and safety straps** If these features are not working, please call the school to obtain help with repairs.



STATE SCHOOLS FOR SEVERELY HANDICAPPED
Missouri Department of Elementary and Secondary Education
Web site: <http://dese.mo.gov/divspced/stateschools>

NOTE: If you have items of interest for Parent Focus, please call (573) 751-0706 (Missouri Relay (800) 735-2966) or forward them to Stephanie Brooks, State Schools for Severely Handicapped, P.O. Box 480, Jefferson City, MO 65102-0480; e-mail: stephanie.brooks@dese.mo.gov.